

Faculty Initiatives on Teaching and Learning

PGDM

Faculty initiatives on teaching, learning and research are shared for peer review and peer-learning during faculty meetings and also during certain faculty development programs. The NAT folder on the website provide these in detail and the same can be accessed by faculty members. The work is open to be developed by the scholars. For instance, the course on Design Thinking has been developed by Prof. Sunil Sangra. The same course is being further developed and is being taught by Dr. Nimisha Singh.

The FDP's are available on the institute's website and the link for the same are as follows:-

- https://youtube.com/playlist?list=PLg4ms5_WbZQ1NylAEb-kZZkdSrFjTsjhV
- https://youtube.com/playlist?list=PLg4ms5_WbZQ3vpj8kfNZ8h4R_Jf9Z3F-u
- <https://youtu.be/76E57cCHVbY>
- https://youtu.be/-a3L_A6mdnc
- <https://youtu.be/7csZSxhw6Uw>

The innovative teaching & learning and faculty development programs are reported in detail in the BIMTECH newsletter, 'Vritant' and the Annual Activity Report. These are available on the Institute's website. at: <https://vrittantnewsletter.bimtech.ac.in/>

- a. Innovative and Effective Teaching Practices:** The Faculty is empowered to implement changes in the course syllabi, suggested literature, applied teaching methods, assessment criteria, and ways of communicating with students to enhance the teaching effectiveness. The faculty utilizes numerous innovative and effective teaching practices that have a positive impact on student learning.
- i. Innovations in teaching during pandemic involved short video clips so that even if a student misses some part of the class due to an online glitch, he/she can always have the gist by watching such clips. There was increased use of online interactive tools such as Slido/Socrative/Moodle. Flexible deadlines for internal assessments were given.
 - ii. In subjects of IT, innovations were used by asking the students to submit a learning diary every week using Penzu or just word file submission in the Google class, then marking them and giving feedback. The faculty used Jamboard to do group activity during class based on a short caselet or news item related to the subject. T
 - iii. he teachers asked the groups to present and conduct 2 or 3 Online tests using Socrative and give immediate feedback. BIMTECH faculty members adopted the new teaching models, reflecting the dynamics, complexities, and uncertainties of today's organizations.
 - iv. Using simulation tools, educators guide the student in navigating real-life scenarios--analyze the industry, the markets, and the competition by reading reports; use the information gathered to formulate a business strategy to grow the business.; execute critical decisions across major functions: R&D, Marketing, Production, and Finance.
 - v. Similarly, using the tech tool Markstrat under the meticulous training given by faculty, students transform themselves into highly analytical, confident, and savvy marketers. While competing in highly engaging marketplace scenarios, the participants also develop the skill of writing a detailed report using exhaustive cross-sectional analysis, objectives, and strategy. Simulation modeling solves real-world problems safely and efficiently and also provides an important method of analysis. Thus, it was decided to use the simulations.
 - vi. Presently an entire course of Simulation 'Business Simulation- CAPSTON', capital budgeting simulation in finance, and simulation course in Enterprise

Lab & Business Model course, etc. We are contemplating on introducing more simulation exercises in courses in strategy, which are applied courses.

- vii. Using Design-Thinking through the different phases—of discovery, interpretation, ideation, experimentation, and evolution, the learner’s thought process can identify challenges, gather information, and generate potential solutions. This set of structured strategies is part of the development of the faculty. Questions such as: I have a challenge. How do I approach it? I learned something. Now, how do I interpret it? I have an idea. How can I build it? These queries are generated from the philosophy and practice of design thinking, sparking creativity and inspiring the learner to create and evolve for a lifetime.

b. Innovations and Experimentation in Learning Effectiveness: Experimentation leading to innovation is at the core of improving learning effectiveness. The learning culture at BIMTECH inspires the faculty to continuously pursue improvement in three areas: Innovation, Engagement, and Impact.

- i. Using the latest teaching methods—flipped classrooms, Apps, Learning Management Systems, Simulation classes, etc, the facilitators absorb the success and failure stories of classroom experiments by their peers.
- ii. Educators discuss millennials' behavioral aspects and learning styles, thus, the challenges in teaching them.
- iii. The faculty has deliberated on the need to use theatre techniques to achieve a vibrant and engaged classroom. The collaborative and improvisational approach and focus on group learning in theatre are instrumental in making the classroom more participative. The facilitators demonstrated voice modulation and body language techniques to captivate the student audience.
- iv. The activity-based sessions have been a learning ground to understand why an educator must have a powerful stage presence to create a good connection with learners.
- v. Additionally, the faculty has imbued students with soft skills-- adaptability, persuasion, influence, creativity, influence drive, empathy, and negotiation—without which they may fail to connect with their communities for a sustainable future.

To encourage best practices in pedagogy BIMTECH announces the Best Faculty Award wherein annual presentations of innovation in pedagogy and through leadership are made by BIMTECH's academic fraternity

Enclosed are excerpts of Faculty Teaching and Learning Innovation initiatives;

Faculty-wise list of Teaching Learning Innovations in the last 3 Academic Years		
Name of Faculty	Nature of innovation introduced	Detail of Initiatives
Amarnath Bose and Sourabh Bishnoi	Pedagogical innovation	<p>Emphasis on <i>teaching for applications of relevant concepts</i> in projects – statistical tests, models & their usage context. Reveal and establish the connect between theory and applications. Theory -> Formulae -> Interpretation.</p> <p>Clarification of basic statistical concepts before moving on to problems / applications. Increased emphasis on the relevance and connect between successive topics, e.g. sampling -> sampling distribution -> hypothesis testing or inference</p> <p>Attention to the fact that a solid grounding in Statistics is an essential prerequisite to Research Methodology. At Bimtech, Statistics and Research Methodology are traditionally taught by the same faculty with an eye to ensuring continuity in pedagogy and better assimilation by students</p> <p>Tutorial/ doubt-clearing sessions are conducted on an as-and-when required basis. The course faculty encourages students to meet them in their office for clarification of doubts.</p> <p>In a recent Research Methodology course, the two course faculty took the classes jointly. This, was found to increase student interaction as well as participation.</p>
	Assessment innovation	<p>Mindful of the diverse student background, we <i>encourage interaction</i> by all students, both in and outside the classroom, as well as their active participation in the class. Spot bonus points are awarded to students who answer questions in the class; this gets added to the internal assessment component of marks. The QT group projects are expected to be a team effort. To ensure that most students participate, the distribution of project marks has a major weightage on viva-voce, where each student is required to present a part of the project. After the presentation, each team member is asked questions and evaluated. The whole process is explained to the students in the introductory sessions, where expectations about the course learnings and the assessment, especially of the project, are explained in details. Open book examination conducted before the COVID times. Students were told about this early in the session to encourage a proper orientation of understanding of the concepts and to dissuade the cramming of formulae and mechanical answering attempts</p>
	Digital innovations	<p>We use computational tools, <i>Excel for Statistics and SPSS for Research Methodology</i>. This has been a major enabler for students who learn how to do a project involving datasets. This also helps students to connect the theory with practice. To achieve this, we teach SPSS alongside Research Methodology. Most students find this interesting and quite motivating.</p>
Archana Shrivastava	Pedagogical innovation	<ol style="list-style-type: none"> 1. Non verbals through theatre techniques 2. Corporate Communication concepts taught through video analysis and simulation exercises. 3. Written communication through web cases 4. Listening skills through mock meetings and negotiations 5. Interpersonal skills through a simulation of job Interview between a recruiter and student 6. Media writing through documentary and newspaper articles analysis 7. Cross cultural understanding through international virtual business professional project
	Assessment innovation	<ol style="list-style-type: none"> 1. Assessed students through individual presentations based on peer reviews. 2. Assessed interpersonal skills through video recorded mock meetings. 3. Assesses students' understanding of verbal and non-verbal communication skills through movie analysis. 4. Assessed business reports through collaborative international faculty feedback. 5. Assessed listening skills by designing business scenarios and making students opt for right answers for the questions related to those scenarios.

		<ol style="list-style-type: none"> Assessed critical thinking and decision making skills through caselets and GDs.
	Digital innovations	<ol style="list-style-type: none"> Advertisement analysis from you tube Emoji interpretations using FB posts Videos of mock interviews from internet. Episode analysis from Shark tank, Friends, Emily in Paris
Dr. Archana Singh	Pedagogical innovation	<ol style="list-style-type: none"> Students were provided with content prior to the session, this included study material, research papers, case studies and videos recorded by the faculty. Internal evaluation was carried out in a engaging way with individual viva and feedback. Every module was supplemented with Quiz and group activity. The course was alligned with the application in management field, special weightage was given to Internship project report.
	Assessment innovation	<p>Using a combination of Formal and Informal methods of Evaluation.</p> <ol style="list-style-type: none"> Informal – through online Quiz and Peer Questioning. Formal - through Presentations, Viva, Case Analysis and Tests.
	Digital innovations	<ol style="list-style-type: none"> Online teaching and assessment through Moodle, Zoom, Google classroom and other platforms. Videos on specific topics were prepared and shared with students prior to the class. Use of digital devices like smart board and bamboo slate
Dr. Aseem Kr. Mishra	Pedagogical innovation	<ol style="list-style-type: none"> Case Writing taught in the class using story map concept. Various operations management principles were taught using real industrial applications. Quantitative methods were taught using various related simulations techniques. Students were asked to solve the problems in groups through excel to enhance group dynamics and team effort as a part of course assessment.
	Assessment innovation	<ol style="list-style-type: none"> Assesd students on soft skills, creativity and team work through group discussions and ppt presentations on the given case study. Intellectual knowledge assessment through concept based peronsalized quiz. Students were asked to asses each other's perfomance on several case studies with an objective to share and dissminate knowldege with different perspectives.
	Digital innovations	<ol style="list-style-type: none"> Linking videos with the ppts wherever required for practical exposure towards the subject topics. Using videos from NPTEL, SWAYAM, Coursera teaching courses like Smart Operations, Operations in Industry 4.0, Digital supply chain etc. to match the student's knowledge with the current needs.
Dr. Girish Jain	Pedagogical innovation	
	Assessment innovation	Use of Acadly app, use of Zoom polls
	Digital innovations	Use of digital pad

Dr. Jagadish Shettigar	Pedagogical innovation	<ul style="list-style-type: none"> • Story telling-around the most recent or ongoing event at domestic and global level which would get linked with the conceptual theory scheduled to be covered.
	Assessment innovation	<ol style="list-style-type: none"> 1. Viva-voce: Individual students on concepts as well as application; 2. Questions are application oriented at the end-term exam; 3. Case studies revolve around live policy initiatives by the government or the central bank; 4. Students are encouraged to apply their mind and come out with their own solution to a live situation; 5. Students are encouraged to study business environment in a country of their choice and understand challenges & opportunities of doing business of their interests.
	Digital innovations	<ol style="list-style-type: none"> 1. Learnt to make best use of smart boards-though cannot be described innovation as such. Started using different colors to emphasis points or effectively communicate especially in case of need to draw more than three curves in a diagram; 2. Started using digital mode for conducting viva in order to avoid frequent physical contact with students.
Krishna Akalamkam	Pedagogical innovation	Teaching on line and in hybrid mode using Zoom/Google Meet)
	Assessment innovation	Online quizzes with Moodle; online presentations during Covid with Zoom
	Digital innovations	Online opinion polls during class to get instant feedback from students
Dr. Manosi Chaudhuri	Pedagogical innovation	<ol style="list-style-type: none"> 1. Identified and Finalized Course Material for OB-HR related inputs for the module on Crisis Management as part of the LEAD course. 2. Taught various concepts of Organizational Behaviour by analysing movies. 3. Taught Motivational Theories in Organizational Behaviour using the flipped classroom technique. 4. Used Role Plays and Experiential Learning for teaching various aspects of Group Dynamics.
	Assessment innovation	<ol style="list-style-type: none"> 1. Included peer assessment as part of evaluation in the LEAD course.
	Digital innovations	<ul style="list-style-type: none"> • Designed, recorded and delivered an online course on Organizational Behaviour for the Online PGDM course of BIMTECH in partnership with Upgrad.
Dr Navin Kumar Shrivastava	Pedagogical innovation	<ol style="list-style-type: none"> 1. Developed LEAD poIcy with innovative features like SRD (Self Reflection Diary) as a part of the LEAD course. 2. Designed and recorded video on introduction to ILEAD course, for aspiring and existing candidates to acquaint them with the innovative design of LEAD. (https://m.facebook.com/BIMTECH/videos/lead-course/854771412100646/) 3. Introduced HBS's Everest simulation for teaching leadership and team building as a part of LEAD for PGDM-IB. 4. For PGDM-IB students, designed LEAD report : a single page report of each student about their overall reflection on self development through the LEAD course. *Introductory video available in youtube, developed for new students with the stream of HR &OB (https://www.youtube.com/watch?v=gj65nAV3NOo)
	Assessment innovation	<ol style="list-style-type: none"> 1. Used MOODLE's quiz platform for conducting online tests with google meet/zoom based proctoring. 2. For online assessment of traditional enterm examinations, developed and recorded online video for training faculty members on assessment of online examinations based on MOODLE.

	Digital innovations	<ul style="list-style-type: none"> Developed, recorded and delivered two new online course on Human Resource Management and Leadership for the Online PGDM course of BIMTECH (COOLS) in partnership with Upgrad. Launched a watsup group (BIMTECH HR Network) of existing and Alumni (passed out HR students approx 200 in no.) to enlighten existing students with live cases from the industry as an itegral part of cohort disscussions. Training Video on Online Examinations: Developed and recorded online video for training faculty members on conduct of online examinations based on MOODLE.
Dr. Shalini Singh	Pedagogical innovation	<ol style="list-style-type: none"> Making the class more student driven through discussion, presentations, peer evaluations, group work. Efforts to bring in learning by doing through In-Class and Off-Class activities around Problem Identification and Solution, Researching Start ups and Innovating their Business Model, Developing a new Business idea and creating a comprehensive Business Plan, Market Survey to name few. Use of Live Industry cases for teaching Concepts like Product Market Fit, MVP, Lean Methodology, Pricing Products- Clarity.AI Involving Founders from AIC - BIMTECH during Class Sessions and for feedback Entrepreneurial Mindset and thinking taught through introducing Project "EntreSpection" where students identify and Interview an Entrepreneur to understand their mindset and how they build a venture ground up. Concepts like Lean canvas taught using video analysis Introduced HBS Simulation to bring in experiential learning in class around negotiation skills, pitching, dealing with ambiguity. Using Shark Tank Presentations for analysis around ideation, feasibility analysis, pitching and valuation,
	Assessment innovation	<p>Assessments were done using multiple methods for a more all round assessment and feedback on student learning:</p> <ol style="list-style-type: none"> Informal Assessment – through online Quiz and Peer Evaluation Formal - through Presentations, Viva, Case Analysis devoting sufficient time to each group. Assessment by Industry - Founders are invited to review Business Plan presentations and share critical inputs and suggestions to students Assessed students on recorded video presentations
	Digital innovations	<ol style="list-style-type: none"> Multiple formats like Synchronous, Asynchronous, Blended & Flipped Classroom Use of appropriate Digital Platforms like Google Class, Google Meet and Zoom. Incorporating Digital tools like Kahoot for Quiz , Mentimetre for polls, Running of Offline Simulation in Online format, Break out Rooms for Group Work. Using videos from Tedx, Edx for teaching Entrepreneurial concepts. Having students create video presentations
Vineeta Dutta Roy	Pedagogical innovation	<ul style="list-style-type: none"> Live real video cases and short movies are used in class for illustrating theories and concepts.
	Assessment innovation	<ul style="list-style-type: none"> Students reflect on situations that present ethical business dilemmas leading each student to express its own thoughts. While student justify their answers they are nudged to see the right ethical perspective.
	Digital innovations	<ul style="list-style-type: none"> As stated above.
Dr L.Ramani	Pedagogical innovation	<ul style="list-style-type: none"> Forex Game was developed
	Assessment innovation	<ul style="list-style-type: none"> Online Quiz was taken. Reshuffling of questions and answeres were done

	Digital innovations	<ul style="list-style-type: none"> Used short videos in class. The students found it very useful to understand the concept
Dhruva Chak	Pedagogical innovation	<ol style="list-style-type: none"> Relevant Videos from experts were used to introduce various marketing concepts in the MMI, MMII and Services Marketing courses. Developed and taught the MMI online course in the COOLS online MBA. Introduced Role plays in project presentations
	Assessment innovation	<ul style="list-style-type: none"> Used AOL rubric to grade mid Terms of MMI and MMII
	Digital innovations	<ol style="list-style-type: none"> Used Breakout rooms in Zoom for discussion. Used Socrative for giving quizzes. C)Taught on googlemeet also and held webinars organized by NHRDN
Saloni Sinha	Pedagogical innovation	<ul style="list-style-type: none"> OMNIGLOTZZZ (4 editions) COMIC BOOK PROJECT CETT (A theatre elective) GREEN VOCAB (activity based on SDGs) Making Short films
	Assessment innovation	<ul style="list-style-type: none"> stage performance Role play (living the roles of protagonists of a case in real life a week long immersive activity) Live project
	Digital innovations	<ul style="list-style-type: none"> REVIEWED MENTZA APP (a 20 min audio conversational app) RELAY GD on GOOGLE CLASS & JAMBOARD
Sunil Sangra	Pedagogical Innovations	<ol style="list-style-type: none"> "Learning by doing" by adding in-class exercises for various aspects of Design Thinking such as 'Problem Framing & Reframing'; 'Stakeholder Mapping'; 'Empathy'; 'Creativity'; and 'Prototyping'. Helping students experience the power of diversity in teams through exercises.
	Assessment innovation	<ul style="list-style-type: none"> Project based assessment forming a significant part of the overall evaluation.
	Digital innovations	<ol style="list-style-type: none"> Adaptation to online learning including course content and course delivery. Creating projects that could be carried out in a virtual inline environment. Introducing tools for prototyping in the virtual world.

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Enclosed is an exhibit that demonstrates Faculty Teaching and Learning Innovation initiatives;

Faculty-wise list of Teaching Learning Innovations in the last 3 Academic Years		
Name of Faculty	Nature of innovation introduced	Detail of Initiatives

Shreya Mishra	Pedagogical innovation	<ol style="list-style-type: none"> Using Superhero Characters to discuss the concept of personality in C Changed to Flipped Class format by providing lectures in advance so Concepts like Decision Making, Perception, Biases (Chernobyl) advertisement), discussed using movies advertisements and other pop Training and Development Discussion through Short Case lets from c Leadership concepts taught through simulation exercises (Everest Sir
	Assessment innovation	<ol style="list-style-type: none"> Developed Storyline quiz to assess Individual level Organizational Assessed the Concept of Culture Through Research project by in qualitative data analysis. Simulation Exercise for doing job analysis of jobs of future.
	Digital innovations	<ol style="list-style-type: none"> Developed Video Lectures to teach OB Concepts (e.g. https://youtu.be/Lq1BPRQ40OE) Using tools like slido for share and create polls and wordclouds to in
Dr. Khanindra Ch. Das	Pedagogical innovation	<ul style="list-style-type: none"> Concepts of Managerial Economics taught by analyzing Bollywood m Indian consumer could behave while buying products and services. U https://youtu.be/DNMiXovDqjc
	Assessment innovation	<ul style="list-style-type: none"> Mock Interviews (viva) taken as part of evaluation (Courses: Geopolit Economics).
	Digital innovations	<ul style="list-style-type: none"> Self-made video clips, digital engagement and assessment tools were Socrative)
Nimisha Singh	Pedagogical innovation	<ul style="list-style-type: none"> Case studies and topic relevant videos Hands-on exercises for creativi
	Assessment innovation	<ul style="list-style-type: none"> Project based assessment Product prototypes
	Digital innovations	<ul style="list-style-type: none"> Used digital tools miro.com for mind mapping and draw.io for creatin

