



Jagan Institute of Management Studies
3, Institutional Area , Sector 5 Rohini,
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Faculty Initiatives on Teaching and Learning

Several innovations in teaching pedagogy across the courses comprising the PGDM program include steps taken beyond the traditional chalk and talk method of imparting knowledge. The faculty envisages *active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom.* These intend to and also achieve greater student engagement as well as improved learning outcomes.

I. Self-directed learning

1. Field Study -Course on Self, Society and Organizations (SSO) in Trimester I

Depending upon the interest of the students and available liaising with various NGOs involved in social developmental issues, groups are formed and assigned tasks ranging from volunteering to develop business proposals for beneficiaries of NGO services. The course involves total 6-8 days of outbound field based learning positioned as once a week. Each visit is documented by the group members as 'diary writing,' and reported to the faculty-in-charge. Regular reflection sessions with mentors and faculty strengthen student learning, exploration of societal issues, ability to think critically along with attitude building. Strong group collaboration leads to handling conflicts and differences in such projects. Upon completion of the assigned tasks the students make a detailed presentation of their experience and achievement to a panel of experts.

2. Inclusion of Industry Research Project (IRP) in Trimester II, III

In order to enhance research orientation of students and provide an applicative vent to business ideas in the young minds, students work in groups on an industry project. The initiation occurs after a personalized mentoring of the interested students to measure their understanding, viability of the work and assess the strength of their intention as solution-providers for the decided themes. After presentation of the proposal to a panel of experts, approved project themes are floated to be performed



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for the entire duration of Trimester II and III. Periodic review is undertaken through in-person meeting of the student group with industry-mentor, mid-term presentations and formal reporting to faculty-in-charge.

3. Inclusion of credit earning via MOOCs

Students are encouraged to undertake relevant courses available online via NPTEL, UDEMY, COURSERA, etc. The department prescribes minimum duration and certification norms for students to avail credits for self-directed learning through MOOCs. The process encourages students to decide on their own with proper guidance from mentors to pursue courses relevant to career advancement or skilling in specific dimensions.

II. Pedagogical Initiatives

1. Research orientation

The students learn the nuances of social science research, the course on Business Research Methods (Trimester III) involves preparation of research based projects which selectively culminate in actual Conference paper presentations (beyond the college) or as research publications in Journals.

2. Field Visit- Mystery Shopping

This activity was conducted for consumer behavior courses and its objective was to explore and understand different patterns of shopping behaviour possessed by individuals of respective demographics. The visits were conducted at selected stores multiple times, observing customer behaviour, store layout, promotional activities and interacting with the staff for any critical information if required. Students made detailed notes and observation, including customer footfall, average time spent, popular brands and products, offer's attractiveness and staff responsiveness. All this was followed by a class discussion in which all mystery shoppers came up with their observations and reasoning for the same.

3. Product designing using raw material

The activity based learning in operation management led student to understand concepts of product design & development, Knowledge about raw material, finish



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goods, production system, layout and others to make the create the final product.

4. Understanding Markets

In Sales and Distribution course, the students went to explore and understand deeper nuances of organized and unorganized markets. This was a group learning activity where students studied the local markets and multibrand outlets setting different products followed by in-class presentation and peer reflections.

5. Training Workshops

HR students delivered training sessions at Corporates as a part of their curriculum requirement. The objective was to understand real time training delivery and effectiveness of such programs.

6. Industry expert Interview

In Performance management, the students conducted live interviews with industry experts to understand and synthesize how different corporates design employee performance practices, motivations, rewards and incentives. Once the interview is conducted, the students share the acquired knowledge through class presentation.

7. AI and Technology

In Contemporary issues in HR (CIHR), a student learning session was organized in a company and they were appraised of various technologies used in HR processes such as talent acquisition and management, onboarding, performance appraisals and various digitization techniques.

8. Theatrics

Two courses Organization Behaviour (Trimester II) and Organisational Dynamics (Trimester III) incorporated theatrics in learning and assessment. It was a group based assessment activity where students have to identify stories, design enactments around that under mentorship of course faculty. The final performance of students was peer assessed and led to deeper understanding of behavioral issues.



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9. Use of social media platforms

Some courses of PGDM have begun to put the conceptual learning imparted to the students in possible applicative forms with the use of social media platforms. Specifically, in the course on Organization Behaviour (Trimester II), Marketing Management (Trimester I, II) and Consumer Behaviour (Trimester III) the students work on online assignments wherein the assigned tasks take the form of article writing, blog posting and critical reviews. Uploading their work on LinkedIn, peer access and feedback entails a multi-directional impact.

10. Visualization of concepts

Students in Trimester III study Operations Management and are exposed to the actual operations in manufacturing enterprises through Industry Visits. At least one trip to an industrial site for students (accompanied by their course instructor/faculty) is undertaken to acquaint them with the practical side of operations management. Industry visits in this regard have been undertaken to Yakult factory and Mother Dairy processing plant in the recent past.

11. Collaborative teaching

To harness and pool the expertise of faculty members as well as corporate practitioners, co-teaching is being used in content and delivery for courses on Business Research Methods (Trimester III), Macroeconomic Management (Trimester II) and HRM (Trimester III), Marketing Analytics (Trimester IV).

12. Practical training

Students of Digital and Social Media Marketing (Trimester IV) and Integrated Marketing Communications (Trimester V) are made to design marketing and social media campaigns which are formally presented for assessment.



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III. Assessment and Evaluation

1. Peer evaluation

The courses on Organizational Behaviour (Trimester II) and Managerial Competence and Personal Growth (Trimester IV) incorporate peer evaluation as a part of formal assessment of students - both individually and as a team for various tasks/activities assigned for internal assessment.

2. Expert Evaluation-The communication courses are assessed by industry experts on various dimensions such as presentation, communication, content, clarity, voice modulation at the end of Trimester I, II, III and IV.

3. Lab based assessment- Excel based courses such as quantitative techniques, Optimisation techniques, Information systems, Financial Modelling, Compensation Management and Courses in Analytics like Marketing Analytics, HR Analytics, Data Visualisation, Forecasting and Big Data Analytics, Data Mining Using R are assessed through lab based tests.

4. RUBRIC based assessment

Most of the core as well as elective courses of PGDM involving a considerable degree of subjectivity in conceptual application involve internal assessment using Rubric format. Fundamentals of Management, Marketing management, Managerial Economics, Consumer Behaviour, Organization Behaviour, Services Marketing, Financial Management, Global Business Environment etc. have brought greater consistency in the expected learning from the course and objectivity to the assessment with the use of Rubric based assignments, class presentations and project work.