

Initiatives in the Teaching-Learning Process

A number of methodologies have been adopted and introduced, to enhance student engagement, and to provide them practical insights into the world of business. A few of these initiatives are mentioned below:

- Live Projects

Live projects are allocated in consultation with industry experts. They focus on real life business problems or issues faced by business leaders in their respective areas. They prepare students to look at problems objectively and indulge into critical thinking. Projects also develop in them confidence to validate the proposed business solution against industry expectations. The business problem requires holistic inputs from various functional areas to increase the quality of decisions taken. This increases students' understanding about the application areas of subjects taught within their management programme. Thus the students start thinking rationally on different aspects as they encounter such decision dilemmas.

List of Live projects:

S.No.	Title of the Project / Fellowship	Duration of the fellowship / project	Name of the Agency / Industry providing / assigning fellowship / project	Amount of Fellowship / stipend granted	Remarks / outcome, if any
1	Khelo India School Games	3 weeks	Sports Authority of India	N/A	Working in a team, Managing events
2	Start up India	15 days	Franchise India	N/A	Event Logistics Management, Understanding Basics of Entrepreneurship
3	HR Practices	12 days (Sep. 2017)	Mirus HR Solutions	N/A	Requirements of HR Professionals
4	Inventory Management	15 days (March 2017)	SR Associates	N/A	Book-keeping and auditing; Team-building
5	Website Development and Digital Marketing	4 weeks (March-April 2017)	SR Associates	N/A	Digital marketing; Website-positioning

6	GST Implementation	4 weeks (March-April 2017)	SR Associates	N/A	Impact of tax regime on company financials
7	Financial Modeling	15 days (March 2017)	SR Associates	N/A	Marketing metrics of demand and supply
8	Client Management for Claim Settlement	4 weeks (March-April 2017)	SR Associates	N/A	Knowledge of business software
9	Marketing and Branding	15 days (March-April 2017)	casttoday.com	N/A	Understanding customer perceptions and requirements
10	Marketing and Branding Activities for International Partnerships	15 days (March-April 2017)	SR Associates	N/A	Understanding customer perceptions and requirements
11	Survey on Women Safety	3 days (September 2014)	Haryana Police/ Shahi Exports	N/A	Support for 'Building a Safe City for Faridabad Campaign' of Faridabad Police
12	Assessment Centre for JCB India	2 days (February 2014)	JCB India	N/A	Basics of employee assessment

Table 6.5a: Live Projects undertaken

- Community- centered experiential learning

Community centered learning focus on developing students' outlook on services around and ways in which these services can be managed. Community-centered environments lay emphasis on learning from one another, and continually attempting to improve. In such a community, students are encouraged to be active and constructive participants by thinking through the state of things with an objective to regulate or improvise the same. This may target public utility services or rural outreach programs.

- Field Trips

Trips made outside the campus are exciting opportunities to learn from the environment. Learning is thus achieved through innovative and flexible frameworks combining classroom-based learning with structured field research. Through such

trips, students pick up personal and professional experiences against the backdrop of theory. A few of the field trips undertaken by students are given below:

S. No.	Destination for Field Trip	Learning Experience and Outcome
1.	FIFA World Cup (Oct. 2017)	1. Management of large scale events 2. Working in teams
2.	SOS Children's Village (Sep. 2017)	1. Community involvement
3.	Surajkund International Crafts Mela (Feb. 2015)	1. Management of large scale events 2. Understanding protocol and media-handling
4.	Mohna Village (Nov. 2015)	1. Community involvement 2. Setting- up a skill development centre
5.	Animal Shelter (Ms. Anjali Gopalan) (Aug. 2015)	1. Understanding the role of NGOs 2. Inspiration for taking up social causes as professions
6.	Mohna Village (Aug. 2015)	1. Survey on lifestyle and needs of village inmates 2. Understanding problems and needs of village inmates

Table 6.5b: Field Trips undertaken

- Industry Visits

Practically experiencing the concepts in action leads to enhanced learning for students. Industry visits bridge the gap between theory and practical learning, providing opportunities for interactive learning experiences outside the classroom environment. Not only does this enhance awareness of industry practices and regulations, it also helps students to identify their prospective areas of work. A few industrial and organizational set-ups which our students have visited are- SEBI Ltd., Shahi Exports, Coca Cola and Parle.

- Market/ Field Surveys

Students are engaged in a number of field- activities to understand the pulse of the market. Customers are the mainstay for the success of any organization. Thus, projects (as a part of pedagogy) are specifically structured so that students interact with customers and learn about their needs. Implementing the survey method exposes students to a number of soft skills, such as negotiation, objection- handling, time management etc.

- Case Studies

Faculty members develop case studies, and share them with students. This enriches student learning, and provides faculty members with a means to carry out further research. Case studies are also utilized for inter- disciplinary learning.

A step-wise approach towards case-based teaching has been put in place, with effect from Jan.2018. As a course progresses, the following shall be administered:

- a) One caselet of 2-3 paragraphs
- b) One short case study
- c) One holistic, comprehensive case study, covering all aspects of the course

Recently, the department has tied up with The Economic Times to procure case studies, which are being utilized in the classroom.

- Collaborative Teaching

The teaching- learning process is enriched with inputs from experienced professionals belonging to industry and academia. Bringing together field experiences, and classroom teaching provides a firm ground to students to learn from. In this process, students get exposed to interdisciplinary learning, brought to them by practitioners working on cross- functional roles.

- Collaborative Learning

Preparing students for working in the industry, students are assigned work to be taken up in groups. As a platform for peer- learning, collaborative learning creates an environment of active, involved, exploratory learning. Problems are solved while maintaining individual accountability. In this dynamic environment, where the business environment is undergoing changes, students learn to deal with diversity and interpersonal relationships.

- Monographs

As a policy of the institution, faculty members are encouraged to write monographs. As specialized pieces of work in a particular area, monographs are tools for detailed, in- depth study. Initiatives in this direction have been taken by the IQAC of the institution. Faculty development programmes have been organized for writing monographs, thus benefitting faculty members.

The above initiatives are mapped with respective course outcomes, as and when administered. Thus, the learning outcomes are spelt out clearly.

Modes to Disseminate Information about Pedagogical Interventions

The contributions made by faculty members to teaching and learning are widely promoted and are made available through various platforms. These include: -

- Institution/ department website
- Social media resources of the institution
- ERP system (by uploading content for students)
- Seminars (including faculty members are invited experts to discuss best practices in the related discipline)

Research material developed for teaching is reviewed and considered for publication by the institution.