

XAVIER INSTITUTE OF MANAGEMENT & ENTREPRENEURSHIP, BANGALORE

FACULTY INITIATIVES ON TEACHING AND LEARNING

While specifying the pedagogical methods to be employed, the Institute has been encouraging and supporting the faculty to adopt/follow any new approaches to improve the teaching & learning processes. Thus, the faculty constantly strives to enhance student learning outcomes through conventional methods as well as by adopting innovative approaches. Modern techniques and teaching aids are used at XIME to facilitate the learning process. Active learning strategies like Simulations, Case based studies, Article reviews, and group projects are extensively used during the course as hereinafter described.

A. Laboratories

The Institute encourages hands-on learning by students in the Laboratories. There is a full-fledged **Finance Lab**, where students carry out Financial Simulations and also study Global Financial data. This lab hosts Routers Financial Tools installed to facilitate students to carry out practical and field financial studies. The Institute also has a **Design Thinking Laboratory** with Design Thinking tools. Students practice activities like Fishbowl Ideation exercise, Mind Mapping Exercises, SCAMPER exercises, creating Empathy Maps and Affinity Maps, etc. Students also practice Six Thinking Hats techniques for inculcating Lateral and Critical Thinking Skills.

An Internet of Things (IoT) Laboratory has been set up to help students familiarize themselves with application of latest technologies like IoT in Business. Latest Analytics tools like Tableau, Power BI etc. are installed in the computer systems in the computer labs and the analytics classes are conducted in the Lab with hands on training. These Labs are used both for regular classes on the respective subjects also to provide Executive Education to working executives on these latest concepts.

The XIME computer lab is also equipped with the latest software and teaching tools. Students are divided into small groups and each group attempts the simulation independently. Several rounds of simulation are carried out and after each round the student group present their outcomes and also the methodology adopted by them. Effective learning that happens through peer discussions benefits the students immensely and provides them with the confidence required for both working in teams and decision making. Courses like Presentation Skills, Personal Growth Lab and Leadership in Action are also conducted in Laboratory mode.

B. Interactive Classroom

The classrooms are equipped with projectors and smart screens and the pedagogy adopted has a mix of lectures, peer learning through discussions, and presentations. There are also collaborations in teaching by external experts. They join the classroom discussions with the help of projection devices installed in lecture halls.

C. Use of ICT and Simulations

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D. Problem based Learning Every effort is made to render the classroom learning more rewarding by posing problems related to the topic of discussion. Students are also encouraged to raise issues for which solutions are solicited from the groups.

E. Flipped Classroom Faculty provide material on specific topics so that they come prepared for the classes. Students ask queries and doubts to the faculty and to other classmates which are discussed extensively in the classroom. This is found as one of the excellent opportunities to build additional knowledge in a very receptive atmosphere.

F. Gamification Several games were introduced in the teaching of special subjects like Agile Methodologies, Creativity & Innovation, Information

Systems for Managers etc. Prominent among the games used are Jig Saw Puzzle, Flying Aeroplane Game, Poker Estimation Game, Inductive Thinking Game, Six Thinking Hats Game, Fishbowl Ideation Game etc.



Paper Aeroplane Game



Role play on mind mapping

G. Role Plays

Role Plays are widely used during Case discussions like Agile Methodologies (like CMM Vs Agile Role Play, Assignment of Scrum Roles, Role of Manager in Scrum etc.) in Design Thinking (Design Thinking in Pepsi, Swiffer Design in P&G) etc. and many more.

H. Field Projects

Four Field Projects have been introduced to enhance the Design Thinking Conceptual Knowledge at applying and creating levels. These projects are maximising patient experience in corporate hospitals, redesign of shopping trolley used in big malls, redesign of backpack of office goers and of students and maximising positive experience of commuters at toll gates.

I. Inviting Protagonists for Student Discussions

XIME has put on effective footing practice of making case discussions more interesting, hypothesis – driven and value yielding by inviting the protagonists to the classrooms to discuss with students the thought processes and strategy when they took a particular decision and if any of their decisions had resulted in failure, what had led to such a situation.

Students could question the visitors so as to attain instructive insights into the interface of theory and practice in management strategy and execution.



Inviting Mr Bhaskar Bhat, MD of Titan Industries for a case study discussion on how the company created a sustainable blue ocean strategy amid a huge Red Ocean, capturing above 80% of the market.



Inviting Mr Anuj, country head of Pepsi to discuss the Harvard case of “Coal Wars” thereby giving students a live glimpse of how Coke and Pepsi had pursued competitive strategies to be one-up on the other.



Having Mr Surya Jayanthi, Strategy Head of Walmart, in USA joining on an line case discussion on the Harvard Case on Walmart: Discounted Operations to explain how Walmart maintained its No.1 Position in the retail Industry for 40 years, what were their strategies during the Pandemic and how they leveraged Technologies like Artificial Intelligence, Virtual and Augmented Reality and Blockchain etc. to gain competitive advantage over the rivals.



Student driven case Study exercises This pedagogy involved a certain creative and innovative way wherein a selected (by lots) student group conducted an entire Case Study session by themselves. This methodology was used for subjects to do with creativity and innovation and design

thinking. The students most using this engaging format conduct 12 Case Study classes after they had searched out appropriate videos and case facts from various sources.



Role play six thinking Hats



In another mode, the student groups were asked to carry out a project which required a field visit and study of at least two businesses. Thereafter, they were asked to analyse the data gathered in order to answer the questions given to them beforehand. This exercise enabled students to validate the concepts and theories learnt in the class against the realities of business. In the research methodology course, after some initial chapters which provide fundamental understanding of research had been covered, student groups were asked to choose a broader research problem. While each set of steps of the research process was taught in the class, the student groups were supposed to work, in parallel, on their research problem corresponding to the steps covered in the class and make submissions. This exercise was to culminate in a research paper.



Product Backlog Activity

Live IoT application: An illustration

A live demo on real time cloud data base updates was performed on the Internet of Things (IoT). The students had the opportunity to witness the live IoT system in action so as to see for themselves how a moisture sensor connected via a potentiometer and a microcontroller board could sense the moisture data every 20 seconds and how the data to the cloud could be uploaded database using Wi-Fi communication network. Students also witnessed how Thing Speak – an open IOT platform software - was able to read this sensor data in real time and provide a plot of analytics data. Students were also able to download the sensor data into excel file for further analysis. This kind of approach was found to enthuse students to think of multiple opportunities to ideate solutions to business problems for example, in the irrigation and agriculture space.



Live IoT demonstration

Movie and Video Based learning: As a regular practice, appropriate movies and videos are used to enhance learning. Several video cases are used in critical subjects like Leadership, Strategy, Presentation Skills & CBE, Agile Methodologies, Design Thinking etc. and students are asked to analyse the same and relate them to the concepts taught in the class.

Details of movie and video cases used:

Name of the movie	Name of the Faculty
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Observation techniques in marketing research lessons from the movie “Velaikaran”	Dr. K.A. Asraar Ahmed
Amul- Strategizing during difficult times of Pandemic	Prof NMK Bhatta
Titan- Creating a Blue Ocean in a Red Ocean Market	Prof NMK Bhatta, Prof Anil Philip
Asian Paints – Differentiation in a Volatile Market	Prof NMK Bhatta
Marvel- Reconstructing a Blue Ocean Prof	NMK Bhatta, Prof Anil Philip
Identifying Market Gaps and Exploiting: The case of Gillette Vs Dollar Shave Club	Prof NMK Bhatta
Maggie: Resurrecting a lost Market	Prof NMK Bhatta
Conquering Everest: The Leadership Lessons	Prof A Anatharaman
Terrorist Attack on Taj Mumbai: Building an Organisational Culture	Prof A Anatharaman
Stay Hungry Stay Foolish by Steve Jobs	Dr. M. Lucas
National Democratic Convention Michelle Obama	Dr.M. Lucas
I have a dream – Martin Luther King	Dr. M. Lucas

M. New Methodologies / Practices of Teaching During Covid-19:

The institute has geared itself to manage the academic process through new practices that need to be implemented at very short notice. It entailed dynamic evaluation by the leaderships of the emerging scenario and providing valuable and timely guidance, with faculty scouting for newer methods of handling the programmes/courses through alternation of online and off line modes and adopting technology solutions. Some of them have been: ➤ Usage of Zoom/Google Meet for online teaching ➤ Slido/Mentimeter/Kahoot-360 for conducting online quizzes and class engagement ➤ Socrative Pro for assessment, teaching etc., ➤ Online examination using “Mettle” platform with Artificial Intelligence enabled

proctoring. ➤ Furthermore, getting students to the campus and managing classes following COVID-19 protocols involving alternations of on – line, hybrid/physical class sessions also called for extra-ordinary efforts and diligence on the part of the leadership and faculty. To enhance learning through Online Mode, Class videos were shared with students so as to enable them to revisit the class and make up on areas where they could not follow instruction due to Internet issues or audio/ video disturbances.

N. Live Cases

Most of the cases available from the case repositories like Harvard, Emerald and others cover companies in timelines which are several years old. A lot of developments might have obviously taken place since then, necessitating updating of information and data lest students might get confused by the status of the Company between the time of occurrence of the case and the present moment. Cases on GE, Tata Nano, Corus Steel, Walmart etc. are some of the examples where such cognitive challenges are faced. To overcome this problem, XIME has introduced the practice of updating the information on the companies figuring in the cases, by encouraging the students to consult websites and other published sources

O. Assurance of Learning

With huge Curricular and extra-Curricular loads, students often tend not to revise the topics covered in previous class sessions, with consequent learning, problems. To obviate such issues and to promote better assurance of learning, faculty members are encouraged to conduct a short oral quiz in the first 5 minutes of every class on the topics covered in the previous classes. This has been producing good results.