Digital Transformation
Class (Batch 28/PGDMBA02) - AY 2023-24
Teaching Pedagogy

Introduction:

In today's rapidly evolving business landscape, digital transformation has emerged as a strategic imperative for organizations striving to excel in the digital age. As technology continuously redefines industry landscapes, mastering digital transformation becomes imperative for future business leaders. This competency enables them to harness emerging technologies, capitalize on data-driven insights, and strategically integrate digital tools to optimize operations, elevate customer experiences, and innovate business models. All students have undergone basic modules covering technology-led disruption, Business Models, Digital Transformation framework, Implementation Approach, Challenges, etc., as part of the course.

Students Details:

The Digital Transformation program is an elective course for PGDM and PGDMBA 6th term students. It attracts students from various disciplines (HR, Analytics, Finance, Operations, Marketing). The total number of students opting for the course was 105, including one international student.

Teaching Pedagogy for the Course:

In addition to the classroom sessions, the below approaches were taken

Case-based Learning: Students analyze real-life scenarios or historical events to understand their context, causes, and implications. Examples from companies like Google, Microsoft, eBay,

etc., help students explore decision-making processes and consider alternative options.

Collaborative Learning: Students work in groups to solve problems, complete tasks, and undertake projects, promoting teamwork and shared learning experiences.

Experiential and Fieldwork Learning: Students gain practical experience by applying knowledge and skills in authentic contexts, fostering reflection and hands-on learning.

Implementation Approach:

Students are grouped into small batches and allocated to each module.

- Orientation on various technologies is provided, followed by presentations.
- Students map current business models, identify stakeholders and pain points, suggest changes, and communicate benefits.
- They conduct in-house training on tool usage and business process changes, facing challenges and implementing changes using design thinking and Agile methodologies.

Technology-enhanced Learning: Digii Campus, a cloud-based platform, facilitates interactive learning experiences, enhancing digital transformation skills.

Learning by Making and Doing: Project-based learning allows students to link theory to practice, mastering skills and knowledge through tangible projects.

Value Additions for the Course:

- Exposure to hands-on experience in implementing digital transformation initiatives.
- Utilization of Digii Campus for practical exposure.
- Comprehensive training and certification.
- Potential placement offers based on performance.

Workshop with DIGII consultant- Learning from Industry

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Final Presentation

Students were asked to make a presentation about their working experience and implementation effectiveness. They were also tasked with preparing a user manual to ensure continuity

User Manual prepared by Students

Placement

DIGII has offered placement opportunities for selected students. The processes still on.

Feedback from Faculty:

- Managing a highly diverse batch and addressing students' reliance on passive learning methods was a challenge.
- 20% of students actively participated, 40% were seriously involved, and 40% exhibited a more casual approach, including some placed students.
- Some students were not comfortable with the project-centric evaluation approach, as organizational leadership readiness for change varied.
- Undertaking too many projects within a short timeframe posed challenges, suggesting a need for a more streamlined approach.
- In conclusion, the Digital Transformation course endeavors to equip students with the necessary skills and mindset to thrive in the digital era, despite facing challenges inherent in managing diverse student profiles and project complexities.

Weak Students assistance

While the class boasts some excellent performers, a few students were identified as needing special attention and coaching from the outset. Faculty identified the following weak students during interactions

Registration ID	Name	Attendance %	Overall Marks
BA02033	RAJENDRA DALABEHERA	100%	76.81
28173	VISHAL CHOUDHARI	100%	72.63
28160	TANISHA MUKHOPADHYAY	100%	72.25
BA02021	MEENU NAIR	100%	70.94
28086	NISHA	97%	70.56
28028	ANUSHKA CHAKRABORTY	100%	70
28178	PAWAR KAUSTUBH HEMANT	100%	69.94
28148	SNEHA ADHIKARY	90%	69.19
28025	ANKITA SAHA	100%	66.06
28101	PRIYAM BANERJEE	93%	60.19

The following activities were carried out to make them more effective in the class.

Personalized Tutoring: Offer one-on-one tutoring sessions tailored to each student's needs and learning style.

Study Groups: Encouraged them to join study groups where they can learn from their peers and receive additional support.

Mentorship Programs: Faculty special mentorship was given to offer guidance, motivation, and career advice.

Regular Feedback: Provided constructive feedback on assignments and assessments to help them understand their strengths and areas for improvement.

Academic Support Services: Special sessions were carried out to clear their doubts and motivated them to lead the team

Positive Reinforcement and leadership roles for the project : Low-performing students were given the opportunity to lead teams for implementation projects and were tasked with making presentations. Additionally, their improvements and achievements

were recognized and celebrated, aimed at boosting their confidence and motivation