

FACULTY INITIATIVES ON TEACHING AND LEARNING

When outlining the instructional techniques to be utilised, Symbiosis Institute of Business Management, Pune, has actively promoted and endorsed the faculty's adoption of novel methods to enhance the teaching and learning experiences. Consequently, the faculty continually endeavours to amplify students' educational achievements by embracing both traditional methodologies and inventive approaches.

SIBM, Pune employs contemporary tools and instructional resources to facilitate the educational journey, which involves the extensive use of dynamic strategies.

- **Experiential Learning:** SIBM Pune involves a hands-on educational approach focusing on practical applications and real-world experiences. In this methodology, students engage in activities that allow them to directly interact with concepts, problems, and scenarios relevant to their field of study.
 - (i) **Clear goals:** Incorporating experiential learning in the MBA curriculum is to bridge the gap between theoretical knowledge and practical application.
 - (ii) **Use of appropriate methods:** Appropriate methods for experiential learning are group projects, movie-based assessments, field visits, industry visits, etc.
 - (iii) **Significance of results:** Students' successful completion of assignments serves as an indicator of the practical relevance and applicability of their MBA education.
 - (iv) **Effective presentations:** Students are encouraged to clearly articulate their findings, insights, and solutions in their assignments.
 - (v) **Reflective critique:** Students are assessed based on their assignment outcomes, with experiential learning being a key component of their internal evaluation. This method ensures that theoretical knowledge is effectively applied in real-world scenarios, fostering the development of practical skills and a deeper understanding of the subject matter.

Picture 1: Sample of Experiential Learning Assignment

Assignment on Experiential Learning –IFMI- ‘Ask the Expert’

Third Evaluation is divided into two parts:

First Part: Each group is allocated a topic which is a component of financial market.

1. Go through the videos
2. Prepare questions on the area, which you will ask the expert.

Second Part: On the area given,

1. Interview one financial experts or analyst in the given domain
2. Try to gauge the current scenario/future market for the same/important terminologies/area of concern [regulatory/governance/product related/COVID/.

Final Deliverable:

1. Record a 10-15-minute Presentation -Comprehensive coverage of the topic with questions asked to during interview [All members should present]
2. A hard copy – On the topic covering the broader outline mentioned in the EXCEL SHEET with Photographs, Interview recording (audio or video), questions asked during the interview. Details of the experts.

Marking- Marks will be allocated on the basis of the presentation + report + questions asked.

Start Date: 6TH November 2020- 9th December 2020

Evaluation – 15Marks

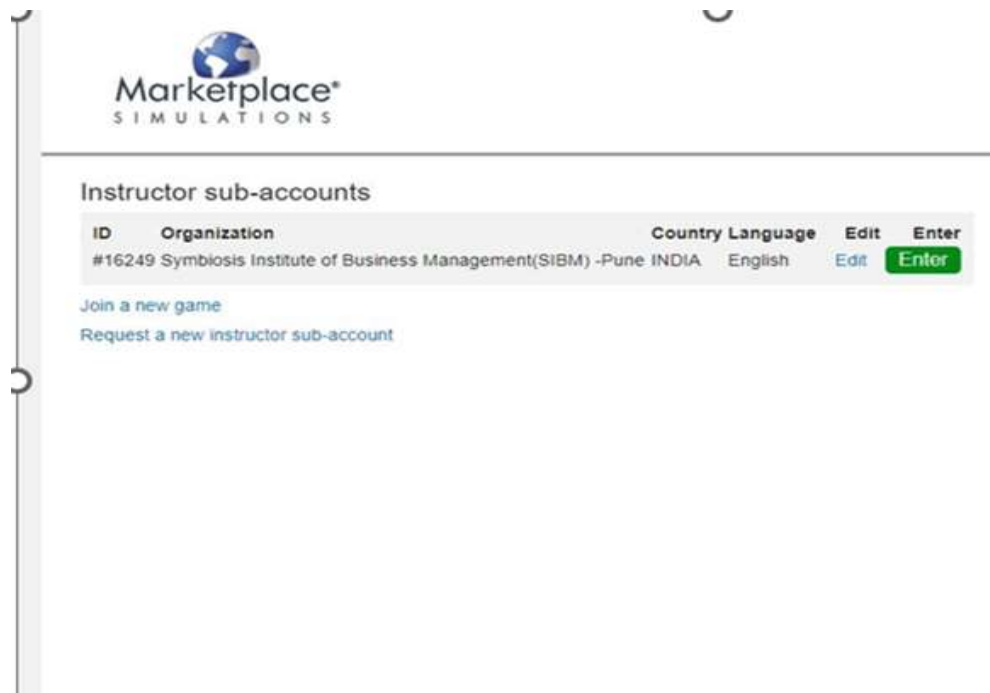
*The deliverables for each member should be justified.

*The attached videos are just an indication you can go through books/notes

- **Simulation**

- (i) **Clear goals:** The simulation exercise aims to develop student's management skills by giving them an integrated perspective of the entire business operation.
- (ii) **Use of appropriate methods:** Students are placed in a very realistic international business setting through computer simulation. They run a company for a stipulated time and work closely with a team of fellow students to manage a highly complex and integrated business.
- (iii) **Significance of results:** Students learn what it's like to compete in a fast-paced, competitive market where customers are demanding, and the competition is working hard to take away your business.
- (iv) **Effective presentation:** Develop strategic planning and execution skills within a rapidly changing environment.
- (v) **Reflective critique:** Students are evaluated based on their performance, and their scores are revealed.

Picture 2: Market Simulation interface



- **Case-based pedagogy:** SIBM, Pune, has subscribed to the HBP (Harvard Business Publishing) Case Centre and encourages its faculty members to regularly use Harvard Business School and Ivey Publishing for teaching requirements.

- (i) **Clear goals:** The primary goal of employing case study pedagogy in MBA education is to develop critical thinking, problem-solving, and decision-making skills among students, preparing them for the complexities of real-world business challenges. It is used to link management theories to practice

- (ii) **Use of appropriate methods:** Appropriate methods for case study pedagogy involve case studies representing a range of business contexts. The faculty facilitates discussions and group analysis in class.
 - (iii) **Significance of results:** Case study helps students learn by discussing and solving problems faced by companies, preparing them for similar challenges in real business scenarios.
 - (iv) **Effective presentation:** Clear articulation of analysis, conclusions, and recommendations derived from the case during class case discussions.
 - (v) **Reflective critique:** Faculty as instructors facilitate debriefing sessions in the class that encourage students to critically evaluate their own thought processes and the lessons learned from the case study.
- **ICT (Information and communication technology):**
 - (i) **Clear goals:** ICT is used to enhance data analysis skills through software. During Covid-19, various online tools and platforms were used for communication, teaching and assessment.
 - (ii) **Use of appropriate methods:** During COVID-19, lectures were conducted in synchronous and asynchronous modes using online platforms like Zoom, Google Classrooms, and Microsoft Teams. The faculty communicated with students using these platforms. There are also various online databases.
 - (iii) **Significance of results:** ICT usage signifies keeping the students updated with technology integration and digital literacy.
 - (iv) **Effective presentation:** The use of ICT involves using technology to help students learn better using SAP, Bloomberg, etc.
 - (v) **Reflective critique:** Students showed how they used theory to solve real problems, improving their tech and strategy skills. After engaging in the simulation exercises during the course, students participated in post-simulation debrief sessions, where they received detailed feedback on their performance. These sessions provided an opportunity for students to reflect on their decisions, discuss strategies, and receive guidance on areas for improvement from instructors or facilitators.

Bloomberg is integrated as the learning and evaluation tool that helps students understand and apply the financial market concepts as a part of the Introduction to the Financial Market and Institutions, a practical paper. Bloomberg Market Concepts (BMC) was introduced in the course evaluation, and a plan was made to equip the students with the use of Bloomberg terminals and financial concepts. Students join the online classroom portal with a class code to get access to the material. While going through the material, the student needs to answer the inbuilt question in the video material. The faculty tracks the progress of these quizzes/questions.

Picture 3: Bloomberg Terminal



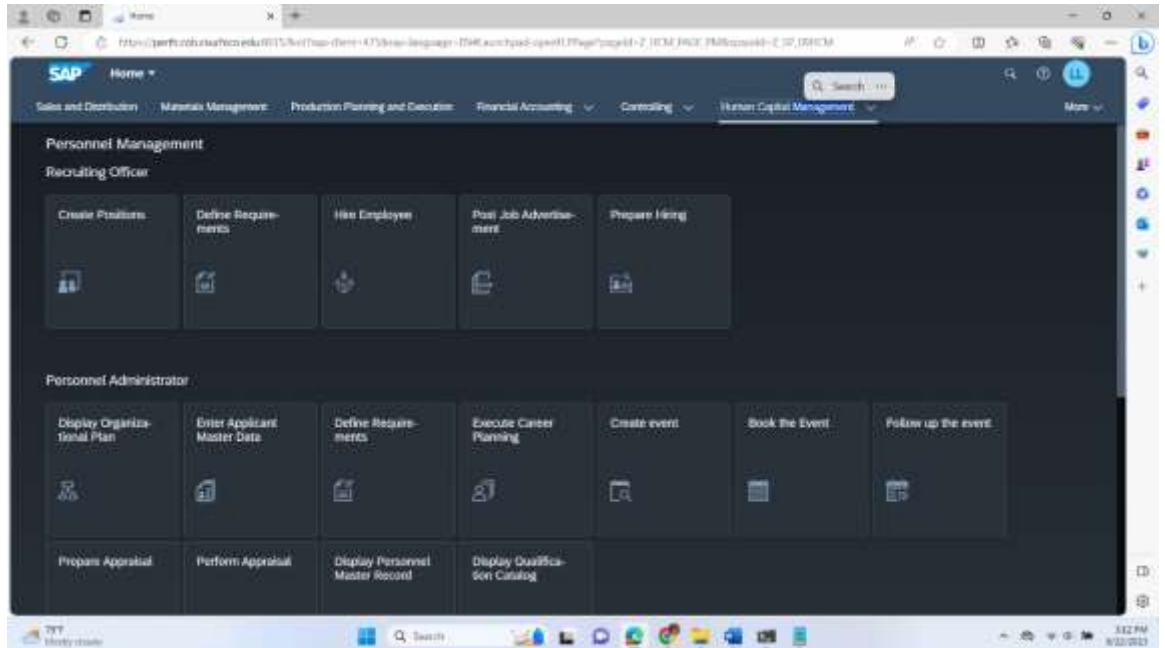
Picture 4: Bloomberg Laboratory



At SIBM, Pune, the integration of technology in HR, specifically through platforms like SAP (Systems Applications and Products in Data Processing) is a central focus within the curriculum. SIBM Pune recognizes the transformative power of these advanced HR management systems and is dedicated to preparing its students for the digitalized landscape of HR. Through hands-on training and real-world applications, students gain valuable experience in utilizing SAP to efficiently manage employee data, automate HR processes, and analyze workforce trends. This approach ensures that SIBM Pune graduates are well-versed in traditional HR practices and equipped with the skills necessary to leverage

technology for enhanced decision-making and strategic HR management. By staying at the forefront of technological advancements in HR, SIBM Pune ensures its students are ready to make meaningful contributions to organizations in an era where technology and HR are inextricably linked.

Picture 5: SAP interface



The institute has positioned itself to efficiently handle the educational process by swiftly implementing new strategies. This involves the proactive assessment of the evolving situation by the leadership, offering timely and valuable guidance. Faculty members actively explore innovative approaches for managing programs

and courses, utilizing a mix of online and offline methods and embracing technology-driven solutions.

➤ Utilization of Zoom, Google Classrooms and Microsoft Teams for conducting online quizzes and encouraging class engagement.

➤ To enhance online learning experiences, pre-recorded lectures and class recordings are shared with students, enabling them to review lessons and catch up on topics that may have been missed due to internet challenges or audio/video disruptions.

Picture 6: Online sessions during Covid-19.

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Google Meet

Mr. Rohit Hegde
India Head, Infection Private equity

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6:00 PM

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Google Meet

Mr. Shashank Kumar
Founder & COO of Dillkart

SATURDAY | APRIL 11
5:00 PM

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15
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20
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WORDS OF WISDOM FROM OUR GUEST SPEAKERS

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TOPIC
Marketing in the era of COVID-19

Google Meet

Mr. Rohit Gulati
Associate Director, Strategic Marketing at KAIL, STORZ Endoscopy

SUNDAY | APRIL 5
11:30 AM

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TOPIC
Fundamentals of Industrial Relations

Google Meet

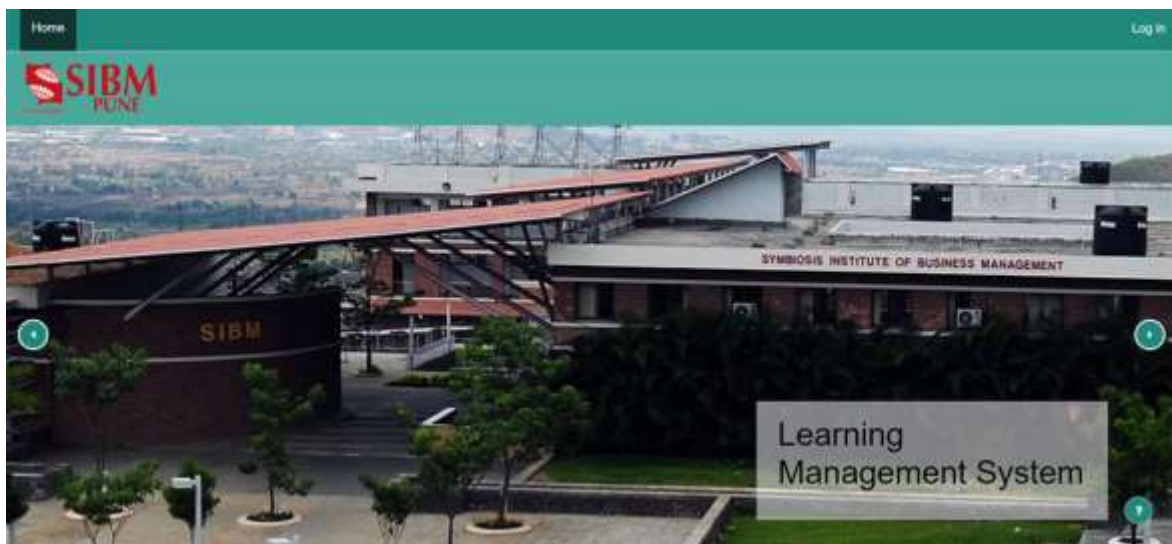
Mr. Jitendra Patilkar
IIT Professional, Alumnus, SIBM Pune (Batch of 1994)

SATURDAY | APRIL 11
4:00 PM

Continuous assessment, often referred to as formative assessment, is a pedagogical approach that involves regularly evaluating and providing feedback on a student's performance and progress throughout an academic term or course. This approach is in contrast to traditional summative assessment, which typically involves a single final examination or assessment at

the end of a course or semester. Continuous assessment is widely used in Symbiosis Institute of Business Management, Pune, to enhance the learning experience and gauge students' understanding and development. At Symbiosis Institute of Business Management Pune, the implementation of the Eduwiz Management Information System (MIS) for electronic evaluation represents a significant leap towards enhancing the efficiency and effectiveness of the assessment process. Eduwiz, a cutting-edge technology solution, streamlines and digitizes the evaluation process. All the marks are entered in this exam software, relative grading calculations, applying cut-off for marks are all executed here. Secondly, Moodle platform seamlessly integrates technology into the teaching and learning process, ensuring a user-friendly and interactive experience. By accessing Moodle with an individual login, students gain access to the academic curriculum. With Moodle platform, students can access course materials, submit assignments, and track progress, all in one centralized location. enabling instructors to assess student assignments, exams, and projects seamlessly. With its user-friendly interface and robust features Moodle empowers faculty to provide timely feedback to students, facilitating continuous learning and improvement. Additionally, this system aids in maintaining a comprehensive record of students' academic performance, making it easier to track progress and identify areas of strength and weakness. Moodle at SIBM Pune exemplifies the institution's commitment to harnessing technology to enhance the educational experience, ensuring that students receive the highest level of support and guidance in their academic journey.

Picture 7: Moodle (LMS) interface



Picture 8: Eduwiz interface



As a customary approach, relevant movies and videos are utilized to augment the learning experience. Numerous video cases are employed in pivotal courses such as Leadership, Strategy, Presentation Skills and Conflict Management. Students are tasked with analysing these videos and connecting them to the concepts covered in the classroom.

Picture 9: Video Based Learning

