	# St. Francis Institute of Management and Research (SFIMAR)

Faculty Initiatives on Teaching and Learning

At St. Francis Institute Management and Research (SFIMAR), faculty members strive to develop new and innovative teaching methodologies to teach students effectively and to make them conceptually strong. Following are the innovative teaching and learning methodologies that the faculty members of SFIMAR applied in the previous three years.

- **Role-plays:** Role-play uses the technique of characterization of people involved in a specific case or situation and its portrayal to the students. Faculty members use role-plays so that the students can understand the concepts through involvement and connect through participation.

- **Case study method of learning technique:** The case study method is a learning technique in which the student faces a particular problem, the case. The case study facilitates the exploration of a real issue within a defined context using various data sources.

- **Group Discussion:** Small-group discussion is a student-centered methodology that allows students to involve and be partners in the teaching-learning process actively. Students interact with peers and instructors, discussing and sharing ideas. They develop the ability to build consensus in a group.

- **Project-Based Learning Pedagogy:** Project-based learning is a student-centered pedagogy in which it is believed that students acquire a deeper knowledge through active exploration of a

topic through field study or Research. This is an activity covering the entire term. A detailed structure/process of the project is provided to the students at the beginning of the term with a proper timeline to document the progress and complete the project. At the end of the project execution, the project is evaluated based on report submission and a formal presentation.

- **Management Games**

    i. **Bean Game:** There is never enough money to fulfill all your needs and wants. Bean Game has been designed to help the students to understand what their priorities are. This game can be played individually, but optimum results come from playing in a group of 2 or more. Participants are divided into groups. Each individual/group receives 20 beans and a set of spending category sheets. The individual/group must decide how to spend their "income" based on life circumstances, values, and goals. Each item has a set number of squares which indicates how many beans are needed to "pay" for that item. This game helps the students experience a 'fad' purchasing behavior, and they understand the importance of planning and preparing the budget.

    ii. **Market Game:** Through the trade game, the students developed a fair idea about production function, cost function, market structure, factors considered for pricing, type of pricing, and profit planning. The activity helped students understand firms' behavior under various market conditions. It helped in brainstorming, decision-making, and working as a team. The students were first divided into 2 groups: the market's demand-side (customer) and supply-side (producer). Supply-side was further divided into groups of 4 members each. They were asked to produce envelopes. Each group was supposed to buy raw material from the market (2 sheets of paper @ Rs.10/- per sheet, Pin-Rs.1/- per unit). Other things were Scale—Rs.20/- and they had Money (Cash in hand)—Rs.1000/- They were told to decide the pricing for their products--cost plus %, fixed price, expensive, cheap, etc. The market gradually opened, i.e., in the beginning, only 1 seller was allowed to sell, then 2, 3, and then all. After some time, a few groups were allowed to buy from another group and resell the items. Customers were allowed to bargain. At

the end of the activity, the students understood the decisions taken in diverse business situations.

- **Massive Open online course (MOOC):** MOOCs are used as a course of study made available online to many students. Platforms like Edx, SWAYAM, Coursera, NPTEL, etc. are used for MOOCs. Mentors understanding the skill sets of the mentees encourage them to register for the courses.

- **Peer-To-Peer Teaching Style:** SFIMAR encourages a Peer-to-Peer Tutoring style that involves students teaching other students. A peer tutor concept boosts the classroom learning process and makes it more interactive and interesting. Having a peer tutor on the same age level also helps bridge students' learning gaps.

- **Remedial Sessions:** Students graduating from various streams like Science, Arts and commerce join the Management programs. So, it is likely that some students face problems in subjects like Accounting, Business Statistics, etc. To help students facing problems in understanding a subject, remedial sessions are conducted by the faculties of respective subjects. In remedial sessions, students who face difficulties in coping with a subject are identified, and a separate session by the concerned faculty is taken.

- **Outbound Training:** The objective of an outbound activity is to bring all newly joined students for an ice-breaking situation to gel among themselves and to understand the diversified cultures and values of the Institute. The environment provides scope for interaction through various activities that hone managerial qualities like time management, group dynamics, and other soft skills like presentation, interpersonal skills, etc. The Institute initiated outbound training for students from 2017-18. They are taken to Rambhau Mhalgi Prabodhini (Uttan), where they participate in various indoor and outdoor activities in groups. The outbound training allows students to bond together, communicate and work in teams, as well as lead in activities that are based on the concept of learning with fun.

- **Movie Screening:** The faculty members select Movies, Short Films, Documentaries, Videos, etc., based on management concepts and screen them for students. The movies screened are followed by a detailed discussion focusing on the learnings from the movie. This promotes experiential learning and Edutainment.

- **Mentoring:** Faculty members extensively mentor the students assigned to them. The mentoring sessions enable the self-grooming of the students for final placements and aid in their transformation.

- **Bridge Course:** Bridge Course is the bridge between the MMS curriculum and the demand and expectations of the current corporate market. The course is structured so students can smoothly transition from the generalized/core courses to specialization financial courses without any hurdles. Students from diverse educational backgrounds are taught an overview of the finance specialization concepts and the practical implications from the placement's perspective to enhance their employability skills by faculty members.

- **Workshops and Certification Programmes**
  Faculty members organize workshops and certification programmes for the benefit of the students. They are also lead trainers and facilitators of the programme involved in content development, delivery, and assessment.

  i. **Basic and Advanced MS–Excel:** With the increasing use of technology in work life, students need to possess skills in operating various application software. One of the most widely used tools is MS Office. Basic and Advanced Excel training is provided to MMS students to help them work efficiently at their workplace.

  ii. **Banking and Insurance:** The Banking and Insurance Certificate programme aimed to help the students identify the role of banks and insurance firms in the development of India. They learn about the risk measures used in Banking and Insurance sectors and compare the

financial products banks and insurance firms offer. They also learn to appraise the financial statements of financial sector firms.

iii. **Basics of Stock Markets:** This course provides the students with relevant knowledge of the stock markets. The objective of the course is to provide the students with the essential theoretical and practical know-how of the stock markets so that students can apply the knowledge in examining equity markets and other financial markets for wealth creation. This course will help the students to analyze sectors and companies, determine the risk of a stock investment or trade and understand why stock markets move the way they do.

iv. **Personal Growth Laboratory:** Personal Growth Laboratory is conducted for MMS Students during Semester 4. It is a blend of human relations exercises, conceptual inputs, reflection, and discussion, with management exercises to bring about a transformation in attitudes and behavior. It is conducted to equip students - mentally, emotionally, and physically - for living and working with others and to orient them towards their future careers as professional managers and leaders.

v. **Data Analytics:** SFIMAR imparts in-depth training in the concepts and techniques of data analytics, which helps build a foundation in business intelligence. Special focus is given to predictive analytics like regression, clustering, and smoothening techniques.

vi. **Data Visualisation:** Data Visualization Workshop for MMS Students is conducted regularly during Semester III. The workshop focuses on providing hands-on experience with tools like Tableau, Orange, and MS Excel, widely used for Data Visualization.

vii. **Financial Statement Analysis:** The course comprehends the tools used in financial statement analysis to Analysis the performance of the company. It develops proficiency in freshers to get hands-on experience before joining the industry.

viii. **RIO+25:** UN-Water Action Decade India Program: RIO+25 UN Water Action Decade India Program 2019-20 is part of the prestigious RIO Program (2012-2022). RIO+25 Program is in sync with the objectives of the United Nations Water Action Decade. RIO+25 consists of a short-term course, lecture series, and contests. RIO+25 short-term certification course is a scintillating program based on the critical need to manage water resources for sustainable development for the next 10 years.

ix. **IT Skills for Managers:** The program on IT skills for managers is conducted for First Year MMS Students. A position in Management requires a diverse range of skills, and an IT skillset is necessary for any position and management level to perform day-to-day tasks. This course makes the student attain basic proficiency in MS Word and MS PPT and improves their digital literacy.

- **Online Teaching and learning:** Due to the pandemic, online learning or e-learning became the need of the hour. Online learning has become the primary method of instruction during the pandemic. Following Online Teaching Tools were used to enrich the Virtual Classroom. Faculty members were trained to use various innovative online tools to make teaching-learning more interactive and engaging.

i. **Microsoft Teams:** MS-Teams applications were extensively used by the faculty members for lecturing and other curricular activities during the pandemic. Ms-Teams allows us to create channels for various subjects and activities, it allows us to connect using Web Conferencing Solution virtually, and it has interactive features like Polls, Chats, and quizzes to engage students during the sessions. The cloud storage integrated with Ms-Teams allows for storage of lecture recordings and Lecture notes for students' reference 24X7. The application allowed faculty members to share assignments and projects with students easily. Its Whiteboard feature allowed faculty members to flawlessly solve and share sums and diagrams. Faculty members also used Digital Tablets to facilitate diagrammatic representations and discussion in the class. Faculty Members also used Ms-Teams to connect with students for Remedial sessions, Mentoring, Online GDs, and Viva. Online management games were also conducted using MS Teams and Zoom applications.

ii.   **Zoom**: It is a cloud-based video conferencing tool that lets us host virtual one-on-one or team meetings easily. This remote communication tool connects remote team members with powerful audio, video, and collaboration features. The Zoom platform was used for conducting lectures, guest lectures, training programmes, etc.

iii. **Quizizz**: Quizizz is a Learning platform that offers multiple tools to make a classroom fun, interactive and engaging. Faculty members have used it for conducting quizzes and interacting with students in a captivating way.

iv.   **Mentimeter**: It is an interactive presentation platform. Add questions, polls, quizzes, slides, and images to the presentations to engage the students. Faculty members have used it for conducting quizzes and polling to test students' knowledge and engage them in a discussion.

v.   **Padlet**: Padlet digitizes the notice board for a rich media space that improves education communication. Faculty members have used Padlet as a great classroom tool to engage students in collaborative work. To help organize the board, students post images about their topic.

vi.   **Online Management Games**: Online games were conducted for MMS 1st year Students in November 2021. An online quiz using the quizizz platform was conducted for the students. Padlet discussions and Survival Exercises were undertaken where students discussed and put forth their views, debating about the scenario and collection of items, survival techniques, etc.

vii. **Floor** planner **Design**: The floor planner application was used as an Asset mapping project by MMS IT Students, where the entire floor map and network map of the Institute were designed and presented by the students.
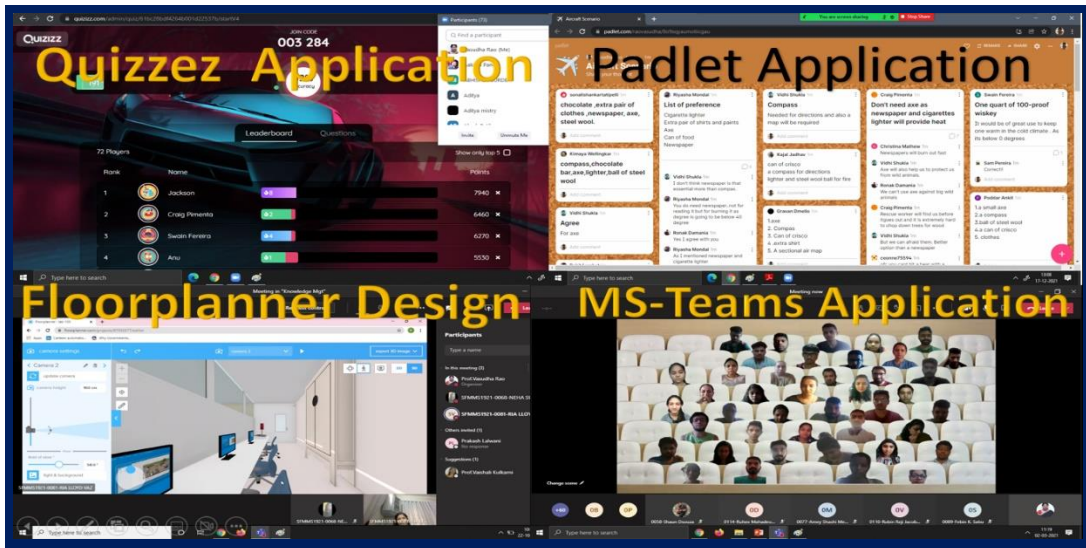
Note: All the activities mentioned above are discussed in the IDEA (Innovation and Development for Excellence in Academics) meeting of the college for peer review, and other faculties are involved during the presentation or any other assessment activity.