

Innovative approaches

Innovations in teaching had always been a hallmark of excellence at GL. With learning outcomes in mind, faculty devote considerable time and effort in determining optimum ways for effective learning achievement of students. Towards this end, several methodologies are devised to make learning fun and interesting, while also contributing to necessary skill development associated for that course. A few of the innovative approaches adopted by GL faculty are provided below.

Prof. Vidya Mahambare

Econselfie – A real world application of economic concepts. Student take a selfie, apply concepts/econ theory, draw relevant diagrams and submit a report.

Inflation and income expectations survey – Each student asks six questions to five people about their recent past and future expectations of income, prices and jobs. Data is then combined as a representative data for India and analyzed to draw insights about how different groups of people – gender, education, income, occupation, regions – have been impacted and what they believe about their future. This a replication of the household expectations survey of RBI.

Macro – Get to know economies around the world – Students are divided into groups and each group is allocated a country. Students make a comprehensive but focused presentation on the key economic problems the country is facing, reasons and possible solutions to the problems.

Micro/Macro Econ Debates – Debate as a group assignment. This is a structured debate with an opening round and a rebuttal, followed by a Question & Answer session and a vote is taken before and after. This becomes engaging and students have to think on their feet to refute the arguments.

Macro – India publishes the economic survey each year that has two volumes. Different key chapters are allotted to different groups. Groups have to select two or three key graphs/tables from the chapter and present it in the class. The sequences follow as per what is covered in the class and then on the same topic, students present the econ survey insights. The entire class learns about the all the key issues discussed in the survey.

Prof. S Bharadhwaj

Marketing Research – Extensive use of stories and anecdotes to drive home concepts. For example, to illustrate the component score coefficient matrix (that gives the equations for factors in factor analysis), the professor compares it to a student making a dish once (s)he graduates and the dish requires a recipe, so too a factor and this is borne out by the component score coefficient matrix. Numerous concepts are thus linked to stories and this helps students assimilate and understand better.

Case alternative: Instead of cases, datasets are used here to illustrate concepts. Datasets are also shared with students who are then asked to work out concepts on their own (using SPSS). A few datasets are made up to illustrate a particular important point. Prof. Bharadhwaj has spent considerable time developing these datasets – for example, to explain the concept of negative interactions in ANOVA and Regression, he has developed his own dataset. This conveys the concept very well.

Videos: Use of videos extensively to illustrate common concepts in Consumer Behaviour. Many of these videos may not be related to business but are related to concepts. For example, to explain cognitive dissonance, a video from Big Bang Theory is used (https://www.youtube.com/watch?v=gZA2770_f84). Several such videos are used and they drive home the point powerfully.

Prof. Elankumaran

A) Group Project on Motivating People who do Mundane Jobs. A series of steps are undertaken: 1) Choose a person or persons who do mundane job on campus like sweepers, gardeners, security guards and staff in the canteen; 2) Profile them by conducting an interview and see what motivates them to come to work; 3) Connect with some theory or concepts that students studied in the course; 4) Suggestions for improving their motivation; and 5) Learning out of this exercise.

When we think about motivating by and large people who work in organizations fairly at a higher level, this exercise will sensitize them to ground realities and makes them to be more grounded. Some sensitivity will happen with some of them, which will help them shape themselves into better human beings.

B) Going beyond Motivation – Inspiration: Students are exposed to the Indian concepts of Nishkama Karma and Fivefold Debts, by bringing in the Giving Model of Inspiration. Here, at the end of the conceptual session, a brief presentation is made on people who worked out of Inspiration and made enormous impact in different walks of life and endeavors.

C) Each group must choose an accomplished person from a humble and modest background, who made a mark in his/her chosen field thereby becoming an Inspiration to others. Taking the information available in the public domain, each group must profile the chosen individual and also need to enumerate the learnings. This exercise will make people reflect, introspect and feel inspired. As before, some sensitization will happen and will help shape individuals into better human beings.

Prof.Shameem

1. Group activity – Each group will select one organization and examine two HR functions in that specific organization. For this purpose, they will interview two current employees of the organization and submit the videotaped interview and one page suggestions/recommendations document based on their analysis of those functions.

2. Role plays – For negotiation exercise, students will be enacting recruiter-applicant role play on job offer negotiation (based on a case provided). This is usually videotaped prior to the class by the students and played during the class for learning purposes. For selection interviews, students will be enacting role plays on structured and unstructured interviews during the class.

3. Brainstorming on current HR trends and applications – Students will be divided as groups. Each group will be given a topic for brainstorming. They will be given chart papers, sticky notes, sketches and asked to be as innovative as possible in their answers. The whole process will be moderated by student volunteers. After the activity, the moderators will brief the answers for each question.

Internal Committees

There are many student committees and clubs at GL. These are responsible for various activities. The committees work under the guidance of faculty members but are largely student run. They take up activities related to conferences, symposiums, college fests, placements, mess, blogs, publications, social work, student welfare, and branding. Through their activities students get opportunities to interact with alumni and industry experts. The activities afford opportunities for leadership, initiative, team work, and liaison. While these activities are optional, the students are encouraged to participate in at least one Committee or Club.

The Institute has several student-driven committees consisting of faculty and student representatives which co-ordinate work related to specific areas. We shall see more of this in Chapter 6. The following committees are in operation.

- a) Dean's Student Leadership Council
- b) Admission Committee
- c) Alumni Committee
- d) Consulting Committee
- e) Analytics Committee
- f) Karma Yoga Committee
- g) Social Service Committee
- h) Student Council
- i) CiECom; Innovation and Entrepreneurship Cell
- j) International Relationships
- k) Green Committee
- l) Finance committee
- m) Events Committee
- n) Library Committee
- o) Placement committee

- p) Marketing Committee
- q) Operations & Decision Science Committee
- r) Kotler-Srinivasan Center for Research in Marketing
- s) Film Appreciation Committee