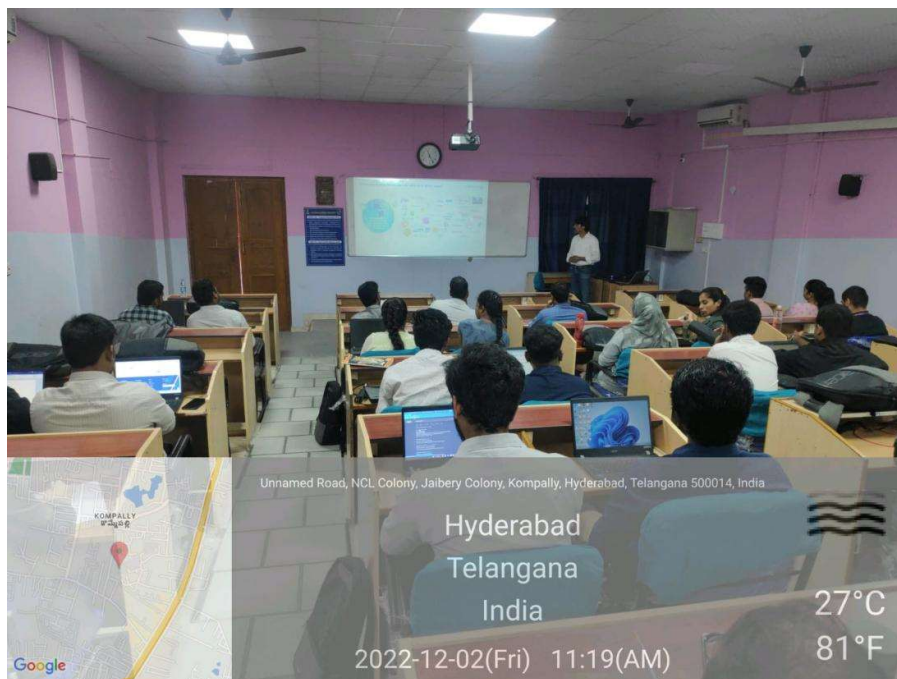


## FACULTY INITIATIVES ON TEACHING AND LEARNING

Progressive and continuous learning of the students is the utmost focus at SSIM. Progressive learning requires effective teaching methodologies including adopting unique and innovative approaches within the classroom and beyond it. In order to revitalize teaching effectiveness, faculty members at SSIM emphasize on effective pedagogy and give utmost importance to the learning needs of students by deploying modern and innovative pedagogic tools. The focus on student learning has driven the faculty in adopting new approaches of teaching and thus enabled in incorporating a broad set of outcomes for each course. Some of these outcomes that SSIM focuses on include enhancing students' understanding of the subject leading to mastery of content; developing effective logical abilities to consider, evaluate and positively criticize a concept leading to incremental innovation; and finally developing holistic skill sets to help the students undertake progressive career positions in the organization. Attaining all these outcomes require adoption of innovative yet effective teaching initiatives. Some of such teaching initiatives adopted at Siva Sivani Institute of Management include:

### 1. INSTRUCTION DELIVERY USING ICT

Faculty initiatives include synergistic leveraging on the technological facilities available on the campus, especially in the classrooms. Every classroom at SSIM is well-equipped with the latest version of ICT facilities in order to make learning a technology enriched one. Use of ICT in the classroom helps the faculty to meet the curriculum requirements at SSIM. Each classroom has the capacity to accommodate 60 students and a tutorial room with 25 students. Each classroom is equipped with a PA system and video player system for lecture delivery. Faculty use them extensively to bring home their points in a more practical and understanding manner by the students.



*Fig 1*  
*Session in progress*

### 2. EXPERIENTIAL LEARNING@SSIM

Another faculty initiative unleashed at the institute level is to provide practical experience to the students through Experiential Learning tools. Experiential Learning is a dynamic view towards education targeting the holistic learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. It is a holistic theory that defines learning as the major process of human adaptation involving the whole person. The process of learning from experience is ubiquitous, present in human activity everywhere all the time. The holistic nature of the learning process means that it operates at all levels of human society from the individual, to the group, to organizations and to society as a whole.

Students are expected to learn basic aspects of business and industry, operational aspects related to formalities and documents required to start a business, understanding of business and its model, structure of the firm/company, products/services, customers, and competitors, challenges faced by the entrepreneur, marketing aspects, production aspects, and finance aspects etc.

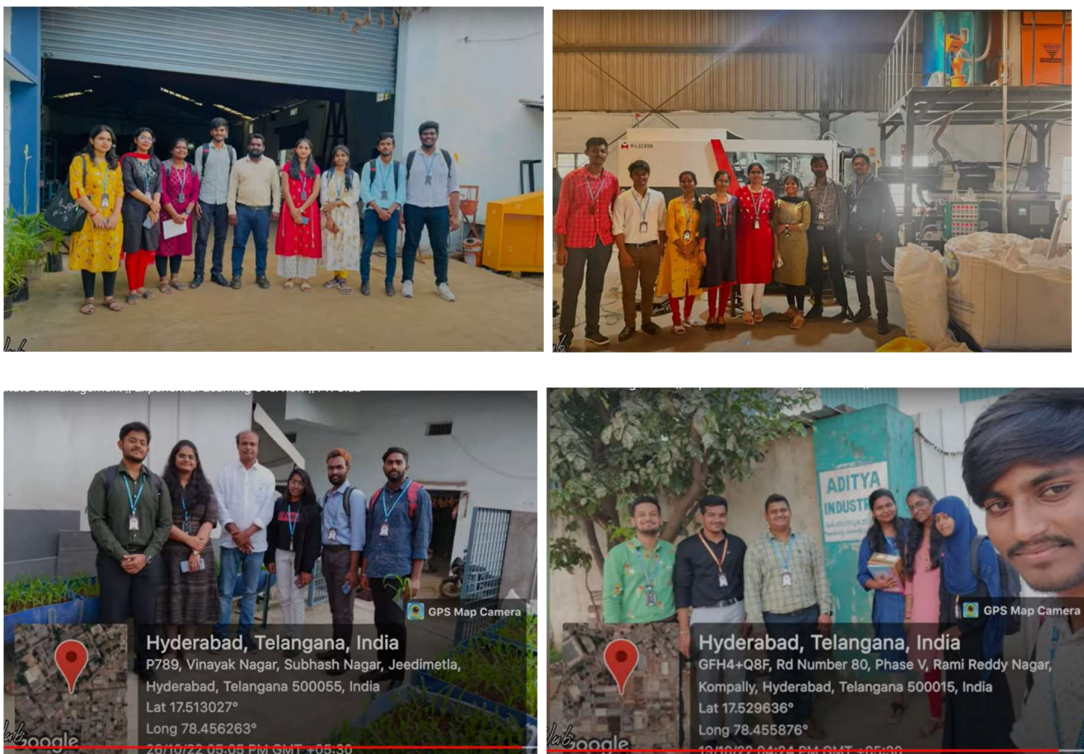


Fig 2:  
*Student Interactions with Industry people @ Experiential Learning*

### 3. OUT BOUND TRAINING - WHEN OUT IS IN!

This innovative pedagogic practice involves making the students learn by doing. One such innovative teaching learning tool is Out Bound Training (OBT). In outbound training the students are taken OUT of the classroom and into the open. It is a throwback to the Gurukul system. The students have to perform many physical and sometimes challenging tasks and playing games and conducting experiments. They learn in a fun way and in groups.

Talk about mixing business with pleasure! The students are engaged in various management games such as Drums and Planks, Shephard and Penn, Handling Toxic Waste, Trekking and



Bridge Climbing among many others. All these activities are planned in a way such that every student gets enough time to perform the task and participate actively throughout these activities including certificate distribution. Each activity is usually conducted within an hour for each student. The first five minutes are scheduled for providing the pre-brief (briefing before the activity starts), the activity is for 40 minutes, and the last five minutes is kept for providing the post-brief (briefing after the activity). The last ten minutes are kept for buffer and time for changeover from one activity to another.

#### Glimpses of OBT



*Fig 3: Balancing on Drums & Planks*



*Fig 4: Handling Toxic waste with Care*



*Fig 6: Shepherd and Penn*



*Fig 7: Climbing the Bridge*



*Fig 8: Announcement of Results*



*Fig 9: OBT Group Click*

#### 4. NPTEL ONLINE RESOURCES:

The National Programme on Technology Enhanced Learning (NPTEL) program videos are available on management to some extent. It is an authorized chapter representing IIT Roorkee. Some of the faculty members use and show the NPTEL videos.

Sl. No	Topic	URL Link
1	Entrepreneurship _ Introductory video	<a href="https://nptel.ac.in/courses/110/106/110106141/">https://nptel.ac.in/courses/110/106/110106141/</a>
2	Financial Accounting	<a href="https://nptel.ac.in/courses/110/101/110101131/">https://nptel.ac.in/courses/110/101/110101131/</a>
3	Introduction to Cost Accounting	<a href="https://nptel.ac.in/courses/110/101/110101132/">https://nptel.ac.in/courses/110/101/110101132/</a>
4	Financial Derivatives and Risk Management	<a href="https://nptel.ac.in/courses/110/107/110107128/">https://nptel.ac.in/courses/110/107/110107128/</a>
5	Introduction to Financial System	<a href="https://nptel.ac.in/courses/110/105/110105121/">https://nptel.ac.in/courses/110/105/110105121/</a>
6	Principles of Human Resource Management	<a href="https://nptel.ac.in/courses/110/105/110105069/">https://nptel.ac.in/courses/110/105/110105069/</a>
7	Marketing Management – I	<a href="https://nptel.ac.in/courses/110/104/110104068/">https://nptel.ac.in/courses/110/104/110104068/</a>
8	Marketing Management – II	<a href="https://nptel.ac.in/courses/110/105/110105121/">https://nptel.ac.in/courses/110/105/110105121/</a>
9	Organizational Behaviour	<a href="https://nptel.ac.in/courses/110/105/110105033/">https://nptel.ac.in/courses/110/105/110105033/</a>
10	Total Quality Management- I	<a href="https://nptel.ac.in/courses/110/104/110104080/">https://nptel.ac.in/courses/110/104/110104080/</a>
11	Security Analysis and Portfolio Management	<a href="https://nptel.ac.in/courses/110/105/110105035/">https://nptel.ac.in/courses/110/105/110105035/</a>

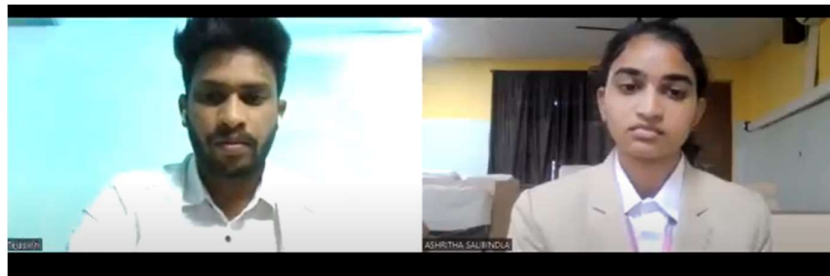
Table 1:  
List of NPTEL Online Resources

## 5. CORPORATE INTERVIEWS

At SSIM, faculty members adopt diverse pedagogy to make the teaching and learning process more effective and engaging. Faculty members adopt few innovative teaching methods which benefit students' better learning experience. One such initiative is the Corporate Interview. Students at SSIM would be divided into groups or they would be asked to conduct an interview with a corporate personality. They are assigned a sector or at times they can choose their own sector of interest. Then they are required to interview an employee in the ranks of manager and above from a company in the assigned sector. Students are also expected to record the interview and prepare a report based on their observation and experiences. This exercise helps them in understanding the business environment of various sectors, understand the process of approaching them and interviewing the corporate executives while developing confidence in communicating with superiors and strangers.



*Fig :10*  
*PGDM student C. Shivani interviewing*  
*Mr. Abhilash Reddy from Winfo Solutions using Zoom*



*Fig :11*  
*PGDM student S. Ashritha interviewing*  
*Mr. T. Akshay Kumar of TCS*



*Fig :12*  
*PGDM student C. Pavithra interviewing*  
*Mr. Kalagiri Pramod Reddy of Hyundai Motor India Limited*





*Fig :13*

*PGDM student K. Goutham interviewing  
Mr. Mohan of Bluerose Technology Private Limited*

## **6. INSTRUCTIONAL METHODS**

### **MOOCS COURSES:**

Some of the faculty members, as a method of innovative pedagogical practice, bring home the variety of knowledge which cannot be offered in a structured program in the classroom, through MOOCS / SWAYAM courses. Students are encouraged to register for MOOCS courses.

### **YOU TUBE VIDEO LECTURES:**

Some faculty members offer the students the facility of watching the recorded lecture / recording their classroom lectures. Students can replay them when they do not understand the subject completely and get doubts. Some of the YouTube videos used include:

<https://www.youtube.com/watch?v=Afz-Jd3H5dU>  
<https://www.youtube.com/watch?v=YZEwA7xpL4o>  
<https://www.youtube.com/watch?v=d-GVtMl5Vzo>  
<https://www.youtube.com/watch?v=rQZqAoWJS0E>  
<https://www.youtube.com/watch?v=qQsyynXgkxo>  
<https://www.youtube.com/watch?v=jW2mIZt6Htw>  
<https://www.youtube.com/watch?v=au9IhbUlcw8>  
<https://www.youtube.com/watch?v=UaFxB7LImvc>  
[https://www.youtube.com/watch?v=QrhJlaj0\\_ls](https://www.youtube.com/watch?v=QrhJlaj0_ls)  
<https://www.youtube.com/watch?v=HOUXVmTpBqc>  
<https://www.youtube.com/watch?v=yrM8J07V0yk>

### **CASE STUDY BASED TEACHING**

SSIM faculty use case studies as one of the teaching-learning practices in their curriculum to teach content, connect students with practicality and also to provide an opportunity for their students to put themselves in the decision maker's shoes. Case studies enhance practical learning skills in the students. Using a case-based teaching approach at SSIM engages students in discussion of specific scenarios that typically are real-world examples. This develops intense

interaction between students, their knowledge and work together as a group to analyse the case and promoting higher levels of cognition.

### **PODCAST LECTURES**

Under innovative teaching / learning practice, some faculty members of SSIM maintain PODCAST Lectures stored in digital form, to play on laptop, MP3 players and computers. SSIM faculty members post their talk shows on websites to reach students.

<https://archive.org/details/GettingReadyForTheInterview>

### **GUEST LECTURES BY PRACTICING PROFESSIONALS**

At SSIM, the students are prepared to be industry ready. Therefore, regular interactions with the industry is a normal routine at SSIM. The students get to meet the industry professionals and get to hear from them about the latest trends and events happening in the industry.



*Fig 14:  
Guest Lecture Being Delivered by Industry Professionals*

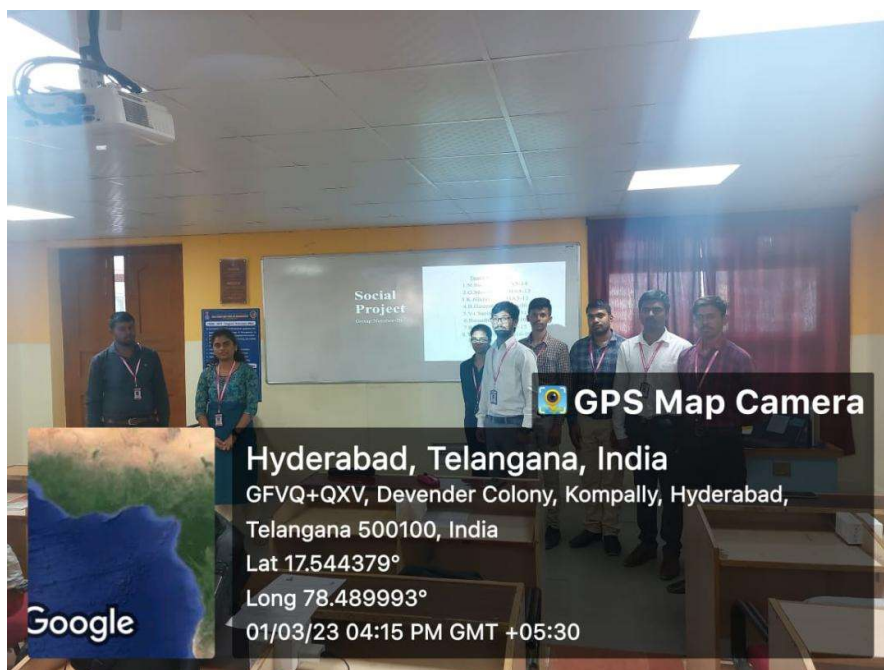
### **SUBJECT BLOGS:**

Under innovative teaching / learning practice, some faculty members maintain their own blogs and post latest developments relating to their lessons / topics which are not normally covered in a structured syllabus / class room. Interested students can access them to further their knowledge.

### **SOCIAL PROJECT @ SSIM**

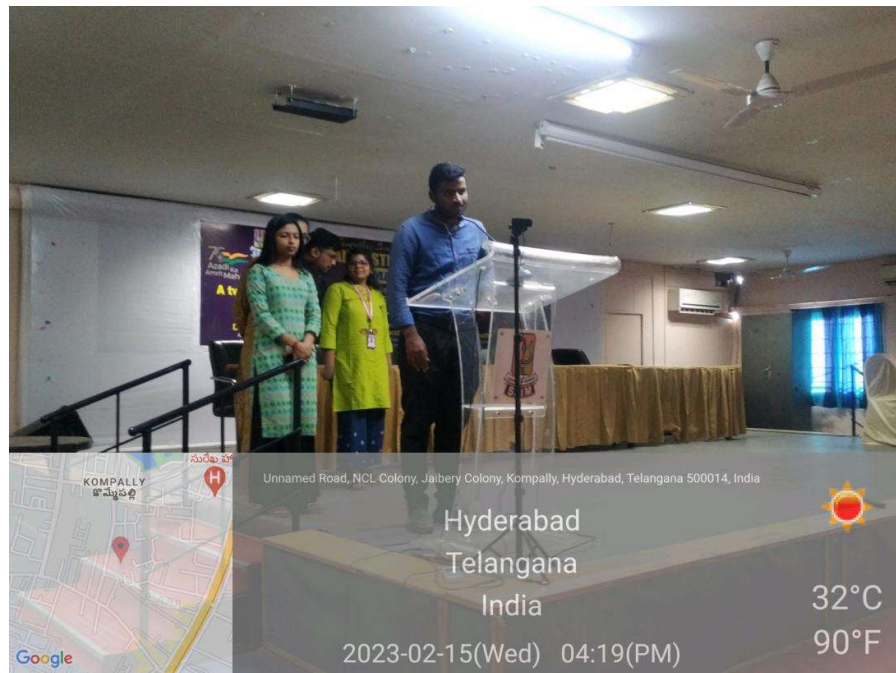
Social Project at SSIM is a pedagogical tool in the course curriculum with the main objective to offer students an opportunity to inculcate social sensitivity. This project helps the students to understand how an institution is actively working for social cause. Social Project provides an opportunity for students to advance their learning while working with organizations and people who work for social welfare. This is in sync with SSIM's Vision and Mission.

Social project also helps students at SSIM to develop social awareness; connect theory with practice; and learn through observation and holistic development. Students are expected to learn the operations by working with not-for-profit organizations both governmental and non-governmental. Students can work with district authorities, local self-government bodies like Panchayats, government agencies like police stations, hospitals, schools, government programs like Swachh Bharat.



*Fig 15:  
Social Project Presentation by Charitha and team*





*Fig. No. 16*

*Social Project Review by Likitha and Team*



*Fig. No. 17*

*Social Project Review by PGDM Students Manasa, Harsh, and Ganga*



Fig. No. 18

*Social Project on Road Safety and Importance of Wearing Helmet by Nune Kiran Kumar, Tulasi, Praveer and team (<https://www.youtube.com/watch?v=yQ4zo42G5U4>)*

## LEARNING BY DOING

Benjamin Franklin mentioned that “Tell me and I forget. Teach me and I remember. Involve me and I learn.” Since SSIM focuses on learning rather than mere teaching, the institute tends to involve the students and make them an equal shareholders in the classroom teaching practice. It is always a two dimensional teaching happening across all the sessions and classes where the students actively participate and at times encouraged to take classes on specific topics too! This helps the students to research more, deliver more and most importantly learn more.



*Fig. No. 19*

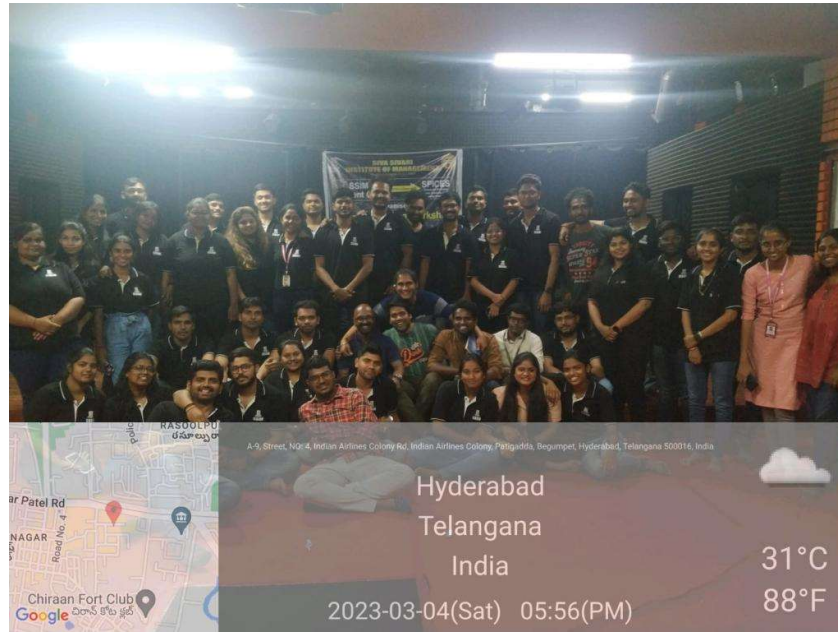
*Students of PGDM (2022-24) performing a role play and teaching an important concept of Computer Mediated Communication in the class*

### **ATTENDING WORKSHOPS**

Dalai Lama mentioned, “Developing Inner Values is much like physical exercise. The more we train our abilities, the stronger they become. The difference is that, unlike the body, when it comes to training the mind, there is no limit to how far we can go.” With the same intention, SSIM believes in the holistic development of the students and therefore motivate them to participate in various workshops such as Theatre Workshops, Culinary Workshops, Photography Workshops, and Learning Management Lessons from Epics Workshop to give them a different kind of learning and teach them that management is not merely restricted to certain concepts or theories. In fact Management has been an integral part of our everyday life and well-being.







*Fig. No. 20*

*Students of PGDM (2022-24) participating in Theatre Workshop*





Fig. No. 21

*Students of PGDM (2022-24) participating in Culinary Workshop*

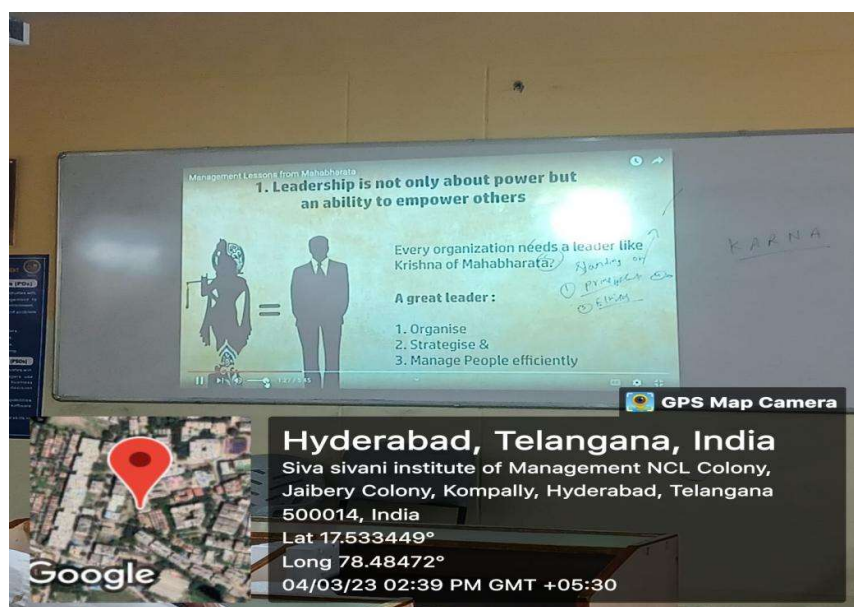






Fig. No. 22

*Students of PGDM (2022-24) participating in Management Lessons from Epic*



Fig. No. 23

*Students of PGDM (2022-24) participating in Photography Workshop*

## **ATTENDING MOCK INTERVIEWS**

In order to understand the interview process even before they actually handle one or in order to help the students crack an interview easily, the students are made to do a role play. While playing the role of an Interviewer or interviewee, the students are made aware of some of the



common and probable questions that are frequently asked during interviews and the strategic pattern of answers that the students can provide. The students are also made aware of the soft skills and non verbal communication they should follow and/or avoid while attending an interview. In short, the students are made to undergo the rigor and stress actually faced during an interview. The students are also taught the skill of interviewing to help them prepare themselves as leaders of tomorrow.



*Fig 24:  
Mock Interview session in class*

### **ATTENDING MOCK MEETING**

Just like mock interviews, the students are also taught the essential qualities they need to observe and practice during meetings. The verbal and non verbal communication abilities including the negotiation skills are essential for the budding managers of tomorrow.



*Fig 25:  
Mock Meeting session organized in class*

### **GROUP COORDINATION**

The students at SSIM are not merely trained in excelling individual performances but also learn the essential skills of team coordination and group dynamics. They are asked to perform in groups and deliver quality outputs within the said timelines.



*Fig 26:*

*Students engrossed in Operation Management Workshop*

### **ATTENDING MOCK UNITED NATION SESSIONS**

Managers and leaders of tomorrow need to handle several situations involving in critical scenarios involving difficult situations where persuasion and negotiation becomes the key. Sometimes such scenarios would also involve cross cultural, cross religion, and cross gender sensitivities too. The students are therefore given a strategic platform such as a Mock United Nation session where the students understand these criticality and perform in order to find sustainable solutions for the organization and the world at large.

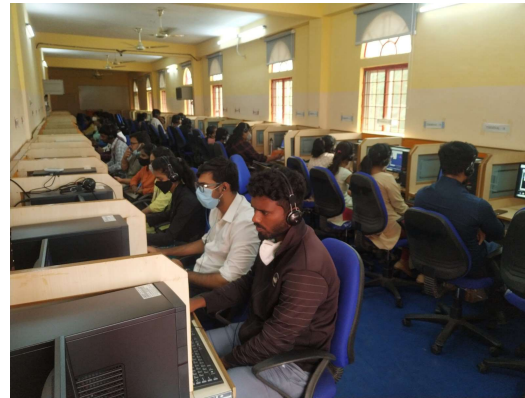


*Fig 27:  
Students participating in Mock United Nation Sessions*

#### **BUSINESS SIMULATION WORKSHOP:**

This innovative pedagogical method involves students to understand various phases of pain a businessman / entrepreneur passes through. Students are divided into teams and mentored by Faculty Members in order to understand the practical scenarios. The students are engaged in such simulation sessions and workshops from time to time such that the learning continues in an incremental way all through their learning journey at SSIM.





*Fig 28:*

*Students involved in NSE Simulation exercises and obtaining certificates after completion*

## **PRACTICE BASED LEARNING at SSIM**

We, at SSIM, strongly believe in practice based education for our students. Practical learning is an integral part of our curriculum and learning process. SSIM believes that students' learning gets cemented when they put their theories into practice. As part of the Managerial Communication course students undergo rigorous practical experience by experimenting themselves in various simulated activities. These practical skills in communication help students to develop critical and creative thinking. There are multiple practical assignments our students would undergo as part of their curriculum: Group Discussion, Personal Interview, Role Play, Corporate Interview and Just a minute session.

### **Group Discussion:**

Group discussions are important in the life of any professional. Whether it is the selection round or it is in the form of a brainstorming session during an intriguing meeting, the budding managers and leaders need to participate in Group Discussions. Therefore, students at SSIM are trained to perform well at such group discussion.



*Fig. 29*  
*Students performing and receiving feedback for their GD*

### **Role Play:**

Students are provided different scenarios. Based on their scenarios, the students need to come up with the best possible solution. However, these solutions have to be presented in the most unique way. They have to perform the scenario as a role play in order to explain the situation and the solution effectively to the audience. These role play is an integral part of the course curriculum. Students receive feedback for their role play not only in terms of their approach

towards a problem but also for their communication skills, postures, gestures, non verbal behavior, group dynamics, and many more such soft aspects.



*Fig. 30*  
*Students performing at various role plays*



### **Debate:**

As part of the managerial communication course our students undergo rigorous practice on various communicative aspects. Debate can be a valuable learning tool for management students as it helps develop critical thinking, communication, and leadership skills. By engaging in these debates our students can learn how to think critically about complex issues, communicate their ideas effectively, and consider different perspectives on management and business-related topics. Additionally, our students can develop leadership skills by leading or participating in debate teams and working together to construct persuasive arguments.



*Fig. 31:  
Students participating in a Debate*

### **Writing Blogs and Sharing Experiences:**

The students at SSIM are also motivated to express their opinions, feelings, suggestions, and views through various modes. One of the methods of expression that will help them express and gain visibility over social media platforms for their future career progressions is through writing blogs and updating their profiles regularly.

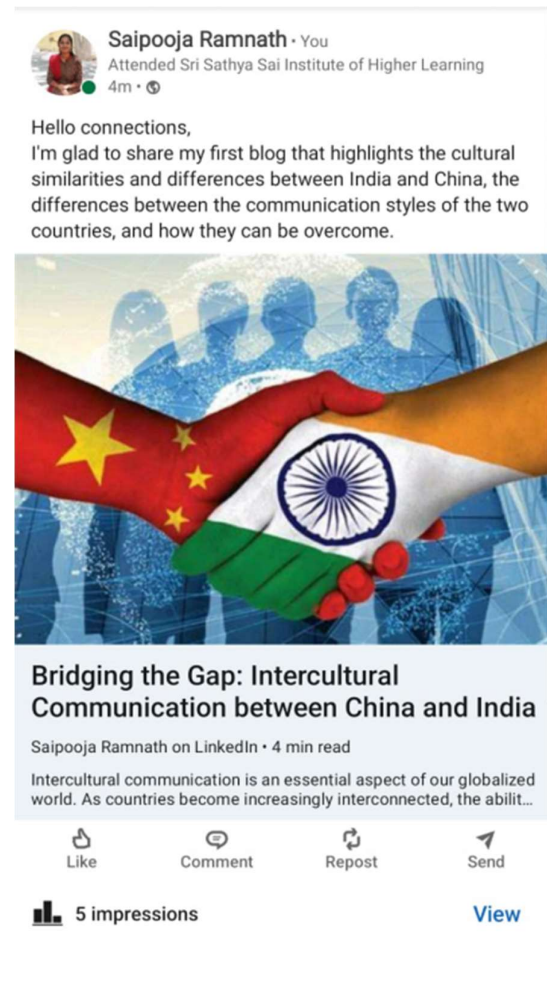


Fig. 32:  
Students of PGDM (2022-24) writing and updating blogs on a regular basis



Sandeep Reddy Guda • 1st  
Student at Siva Sivani Institute Of Management  
2d •

#IPL.. #POWERBI.. #ANALYSIS.. #DASHBOARD..

IPL is undoubtedly celebrated as the biggest festival during summer every year. It is a well-crafted business model by BCCI to generate revenue for stakeholders as well as to create opportunities for young talents across India. Well, I remember a tagline associated with IPL "A place where talent meets opportunities". So recently I have created an interactive Power BI dashboard using IPL data set... Have a look..



Manohar Reddy • 2nd + Follow  
2d •

#work #architecture #building #architects

Architecture has become much more interactive than it was in the past. Today, the best architects use rendering tools to show their skills and improve building designs. There are dozens of websites designed specifically for architects. They offer the perfect place where architects can review each other's work and draw inspiration.



Gangayolla girikshitha and 2 others



Like



Comment



Repost



Send

Fig. 33:  
Students of PGDM (2022-24) writing and updating blogs on a regular basis