FACULTY INITIATIVES ON TEACHING AND LEARNING

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A. Use of Psychometric self-assessments

For majority of the important topics of the OB course students were asked to go through certain psychometric assessments (for eg. psychometric self-assessments were done on important topics of the course like personality (PMBTI- through open source/non-registered version, BIG-5, TAT), EQ-emotional quotient profile, value assessment, effectiveness in teams, leadership styles Leadership profiling -T and P profiles, Goleman's classification, conflict management styles etc.)

1. Statement of Goal:

    a. To expose the students to psychometric tests and its applications.
    b. To help students understand their personality components better.
    c. To help students know their behaviour in group situations, in case of interpersonal skills, manage conflicts better etc.
    d. To help students get basic idea about leadership approaches and their own style.
    e. To make them identify the components of emotional intelligence (EI), know their own EI levels and strong and weak areas of their EI.

2. Appropriate Methods Used:

    f. First the students were made to go through certain psychometric tests (accessed through books and open sources). These tests were quite simple and more for illustrative (to illustrate the basic OB concepts) purposes. Students took the tests themselves based on the instructions provided at the start of the tests.
    g. After the tests, students had to feed the scores in result sheets and had to come out with final results using the analysis instructions.
    h. The results were then interpreted and discussed against the standard and benchmarks provide by the tests or the faculty.

3. Outcomes from the Initiation:

    a. Students often came out with their own analysis of the outcomes. They had to give reasons whether they agree with the results or not – what aspects they agree and what agree they disagree and why? They were expected to point out certain weak areas and what they were expected to do in future to overcome those weaknesses. For instance if in the EQ (emotional quotient test one student got a low score in empathy then he/she was expected to write whether he/she agrees or not and if he/she agrees then what is his/her plan to improve in that area.
    b. The students were encouraged to take similar tests on their own (with the help of faculty guidance).

4. Effective Presentation:

i. The students were asked to share the major findings from the tests in the class first. Some of their classmates gave feedback on the outcomes shared by presenting student. This is kind of peer review of students

j. All the major tests and the analysis on them were compile together and submitted in the form of a project to be used for assessment for internal marks.

5. Reflective Critique: Yet to be done

This is the positive feedback received by others to improve the process.

6. Assessment:

Assessment is done first done by the student themselves as per the instructions given in the tests and those provided by the faculty. Then in some cases feedback is given by peers in the class also. Faculty also gives feedback.

7. Evaluation:

Evaluation is done based on the final report submitted by individual students and the evaluation marks is considered for internal marks of students.

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B. **Innovative use of games, simulation, activities**

Used during courses (mostly OB and HR) and during student events (like HR week, Harmony and Experia).

1. Statement of Goal:

a. To expose the students to simulations, games, activities etc as a way of learning and training.

b. To illustrate the course contents and to generate interest among students.

c. To help students analyse their behaviour in simulated situations and relate them to real life scenarios.

d. To help students know about personality aspects, team situations, emotional intelligence, creativity, leadership abilities etc through simulations and games.

2. Appropriate Methods Used:

e. Students participate in the games/ simulation/ activity/role-play etc as per the roles and instructions given to them through the instruction sheets or faculty.

f. Some commonly used games are:
- Block building,
- Rope game,
- Ring Toss game,
- Desert survival game,

- Broken square game,
- X and Y game
- Chitnis-Nathan negotiation game etc.

g. For example, in one of the games –Broken Squares Game (used in OB classes and Group Dynamics classes) the class is divided into groups of 5 students each. Each member of a group is given an envelope with different pieces of the square. The goal is for each person to put together a complete square. Each group has enough pieces to make five identical sized squares. The task will not be completed until each individual in the group makes a perfect square of the same size as that held by other team members. In order for this goal to be reached, there must be some exchange of pieces. Group members are not allowed to talk or to take pieces from someone else's envelope. They are allowed only to give away their pieces (one at a time).

h. Time is allocated for the task.

k. One or two observers are allocated to observe the students in action and note down behavior of each member in game situation. Directions are given be faculty to the observers to note down nature of participation of each member.

3. Outcomes from the Initiation:

c. Students often report very significant learning outcomes through these games/activities.

d. For instance, learning from broken square game - After the game there is discussion to analyze certain aspects of cooperation in solving a group problem and to learn how our personal behavior may contribute to or obstruct the solving of a group problem. Discussion happens on issues such as- willingness (or lack of it) to give away pieces/resources, completion of individual work doesn't mean completion of group work, clarity about group purpose and individual purpose, necessity of keeping the resources flowing, not getting stuck in personal biases, glory or misunderstandings, how to break squares of perceptions/attitudes/stereotypes etc.

e. Similar other games/simulations and exercises are conducted to supplement the class room lectures on various syllabus topics. It keeps the students interested and also demonstrates the theory in application which stays with the students' memory for longer duration

f. Major outcomes for games:
   i. Block building- leadership, communication, role allocation, target setting, coordination in teams, motivation, overcoming uncertainties etc.
   ii. Rope game- leadership and communication in unpredictable/ uncertain situation, coordination and team work.
   iii. Ring Toss game- target setting, entrepreneurial capabilities etc.
   iv. Desert survival game – decision making – individual vs group situation
   v. Broken square game- team work, empathy in teams, coordination and communication in uncertain scenarios, mutual accountability etc.
   vi. X and Y game – conflict and cooperation
   vii. Chitnis-Nathan negotiation game etc. – negotiation skills and creating win-win scenario.

4. Effective Presentation:

l. The students are asked to share the major observations and learning from the activities/games in the class. The classmates who were asked to be observers also gave feedback on the outcomes shared by presenting student. Apart from the peer review the faculty also gave feedback to students

m. The observations and learning writeups were to be used for assessment for internal marks.

5. Reflective Critique: Yet to be done

This is the positive feedback received by others to improve the process.

6. Assessment:

Assessment is done first done by the student themselves as well as by peers and also the faculty.

7. Evaluation:

Evaluation is done based on the assessment report submitted by individual students and the assessment done by faculty.

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C. Class participation assessment by students

For majority of my courses I involve the students in the class participation assessment process.

1. Statement of Goal:

n. To enhance the assessment capabilities of students.
o. To help develop communication skills of students.
p. To help the students grow their analytical and critical thinking abilities.
q. To enhances the quality of class participation.
r. To help students enhance their concentration, attention and summarizing capabilities.

2. Appropriate Methods Used:

s. In this process one student is assigned the task of keeping track of the class discussions.
t. The student gives points to the participating students using his/her own judgment (generally on a scale of 1 to 5 or 1 to 3).
u. While positive points are assigned for constructive contributions to class interactions, negative marks are allotted to disturbing students.
v. The student also lists the major discussion points for the session.

3. Outcomes from the Initiation:

g. This facilitates the assessment capabilities of students and also enhances the quality of class participation.
a. The process helps students grow their analytical and critical thinking abilities.

     b.   It enhances the quality of class participation.

     c.   It helps students enhance their concentration, attention and summarizing capabilities.

4. Effective Presentation:

     w.   The students submit the report for the day in a A4 sheet paper after duly signing it.

5. Reflective Critique: Yet to be done

    This is the positive feedback received by others to improve the process.

6. Assessment:

   Assessment is done first by the student in the class. Then the faculty has a brief discussion with students (on some occasions). The finally the class participation for all the sessions are summarized.

7. Evaluation:

   Evaluation is done based on the final report submitted by students after compiling the total points accumulated by each student throughout the course. The evaluation marks are generally considered for internal marks of students.

C. Industry Project

For the HR courses I assign groups with industry projects related to HR topics.

  1. Statement of Goal:

     a.   To related class topics with industry practices.

     b.   To expose students to latest HR practices of industries.

     c.   To help the students be in touch with industry people.

2. Appropriate Methods Used:

     d.   Students are divided into groups.

     e.   The groups given a file with outline frameworks on all major HR topics

     f.   The groups are given slots in time-table to visit industries

     g.   The groups are expected to meet HR and other managerial level people and employees in organization and collect information related to various HR practices

3. Outcomes from the Initiation:

     h.   This helps the student relate the class discussions with industry practices.

     a.   The students keep referring to industry information during class discussions. They can update the theoretical inputs through industry connect.

     b.   The students learn to gather information in systematic way.

     c.   It helps students enhance their report writing capabilities.

4. Effective Presentation:

     h.   The groups submit the report at te end and present their findings in the classes.

5. Reflective Critique: Yet to be done

This is the positive feedback received by others to improve the process.

6. Assessment:

Assessment is done first by the fellow students in the class along with the faculty. The class participation is marked faculty and by some students chosen as evaluators (different for each group) by the faculty.

7. Evaluation:

Evaluation is done based on the final report submitted by students and the presentation done on their report. The evaluation marks are generally considered for internal marks of students.

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