

**INNOVATIVE PEDAGOGY APPLIED  
IN THE  
PGDM E-BUSINESS PROGRAM  
2022-25**

## **(1) Innovative Pedagogy: Global Citizen Leaders Program**

**Course Module:** Global Citizen Leaders (GCL) Program

**Pedagogy Name:** Live Project - Leadership, Innovation, Social Impact

### **1. Objective**

The GCL pedagogy aims to transform management students into socially aware, innovative, and industry-ready leaders through experiential, multi-sectoral projects. The specific objectives are:

- **Develop Leadership Skills:** Encourage students to lead self, lead teams, and create impact.
- **Apply Analytical & Creative Thinking:** Use design thinking, empathy mapping, and problem-solving tools to tackle real challenges.
- **Strengthen Industry & Community Connects:** Collaborate with corporates, startups, and NGOs to solve live problems.
- **Foster Social Responsibility:** Align projects with Sustainable Development Goals (SDGs), sustainability, and inclusive growth.

### **2. Methodology**

The methodology is designed as a 10-week immersive program delivered in four phases, combining company visits, mentoring, and classroom iterations.

#### **Phase 1: Team Building & Project Scoping**

- Students form groups of 5–6.
- Faculty mentors guide teams to define problem statements and scope projects in collaboration with industry/NGO partners.

#### **Phase 2: Inspiration Gathering & Research**

- Students conduct primary and secondary research.
- Tools applied: empathy mapping, stakeholder analysis, social identity mapping.

- Mid-point feedback from faculty and company representatives.

### **Phase 3: Opportunity Analysis**

- Teams use SWOT, root cause analysis, and design thinking frameworks to identify opportunities.
- Findings are critically evaluated against leadership principles.

#### **1. Phase 4: Solutions & Prototype Showcase**

- Teams design innovative, feasible prototypes.
- Projects culminate in a Showcase Presentation to faculty, peers, and industry mentors for feedback and critique.

### **3. Outcome**

#### **a) For Students**

- Leadership Development: Growth in collaboration, empathy, and problem-solving.
- Portfolio Building: Final reports and prototypes serve as professional artifacts.
- Placement Readiness: Students gain practical exposure, boosting employability.
- Confidence & Networking: Interaction with industry professionals builds networks and professional skills.

#### **b) For the Academic Institution**

- Industry-Academia Integration: Strengthens relationships with corporates, NGOs, and startups.
- Innovative Pedagogy: Establishes WeSchool as a leader in experiential learning.
- Knowledge Repository: Each batch generates new case material for teaching and research.

#### **c) For the Industry Partner**

- Innovative Solutions: Access to creative prototypes for real-world challenges.
- Talent Pipeline: Early identification of capable students for internships and placements.
- CSR & Thought Leadership: Opportunity to mentor students and contribute to education and social good.

#### **4. Conclusion**

The Global Citizen Leaders Program is a pioneering pedagogy that bridges classroom learning with real-world impact. By engaging students in live projects with companies and NGOs, GCL cultivates socially conscious leaders who are innovative, adaptable, and industry-ready. It delivers mutual value for students, the institution, and industry partners, positioning the program as a benchmark in leadership and experiential management education.

## **(2) Innovative Pedagogy: Integrated Live Case Study & Digital Simulation Sprint**

**Course Module:** Business Analysis

**Pedagogy Name:** Integrated Live Case & Simulation Sprint

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### **1. Objective**

The primary objective of implementing this innovative pedagogy is to move beyond theoretical concepts and static case studies to provide students with a hands-on, immersive, and realistic business analysis experience. The specific learning objectives are:

- **To Apply Analytically:** Enable students to apply core business analysis frameworks (e.g., SWOT, PESTLE, Business Model Canvas, User Stories, Process Mapping) to a real-world, contemporary e-business problem.
  - **To Enhance Technical Proficiency:** Provide practical experience with a leading digital analytics and prototyping tool (e.g., UI prototyping platform like Figma).
  - **To Develop Strategic Thinking:** Challenge students to analyse a problem, synthesize data, and formulate a data-driven strategic recommendation for a digital business.
  - **To Cultivate Professional Skills:** Foster critical soft skills essential for modern business analysts, including agile project management, client communication, collaborative problem-solving, and persuasive presentation skills.
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### **2. Methodology**

The methodology is a blended, multi-stage approach conducted over a 2-week "sprint," mimicking an agile project cycle in a tech company.

#### **Stage 1: Partner Identification & Problem Definition (Pre-Sprint)**

- The faculty partners with a real e-commerce startup launching a new digital product.
- A key executive from the partner company presents a genuine, current business problem to the students in a kick-off meeting, acting as the "client."

## **Stage 2: The Analytical Sprint (Week 1)**

- **Team Formation:** Students are divided into consulting teams of 4-5.
- **Data Provision:** The partner company provided anonymized, real datasets (e.g., web analytics, customer feedback, sales data).
- **Framework Application:** Using business analysis techniques taught in class, each team analysed the problem. This includes:
  - Conducting a root cause analysis.
  - Mapping the current "As-Is" customer journey.
  - Analysing the provided dataset for key insights.
- **Mid-Sprint Check-in:** Teams present their initial findings to the faculty and a company representative for formative feedback.

## **Stage 3: The Digital Simulation & Solutioning (Week 2)**

- **Solution Design:** Based on their analysis, teams design a proposed solution (e.g., a redesigned website UX, a new loyalty program, a streamlined checkout process).
- **Simulation & Prototyping:** Teams use a digital prototyping tool (**Figma**) to build a clickable, high-fidelity mock-up of their solution. This makes their recommendation tangible.

## **Stage 4: Client Presentation & Feedback**

- The sprint culminates in a formal presentation where each team pitches their analysis and proposed solution to a panel comprising faculty and senior leadership from the partner company.
- The panel questions the teams, challenging their assumptions and the feasibility of their recommendations, exactly as in a real business setting.
- The partner company provides final feedback and selects the most compelling solution, explaining their reasoning.

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## **3. Outcome**

This pedagogy is designed to yield significant outcomes across three dimensions:

**a) For Students:**

- **Deepened Learning:** Students transition from passive learners to active consultants, leading to a much deeper and more durable understanding of business analysis concepts.
- **Portfolio Artifact:** The Figma prototype and final presentation deck become tangible artifacts for their professional portfolios, demonstrating practical skills to future employers.
- **Enhanced Engagement:** The real-world stakes and competitive element dramatically increase student motivation and engagement with the course material.
- **Skill Development:** Directly develops skills in data analysis, digital tooling, client management, and executive presentation.

**b) For the Academic Institution:**

- **Industry-Academia Integration:** Strengthens ties with the industry, making the curriculum more relevant and attractive to prospective students.
- **Reputation Building:** Positions the PGDM E-Business program as a cutting-edge, application-oriented course that produces job-ready graduates.
- **Rich Case Study Creation:** The process generates new, institution-specific case studies for future cohorts.

**c) For the Industry Partner:**

- **Fresh Perspectives:** Gains access to a diverse set of innovative, unconstrained ideas from a digitally-native generation.
- **Talent Scouting:** Serves as an effective talent identification and recruitment pipeline for the company.
- **Corporate Social Responsibility (CSR):** Fulfills educational outreach and development goals by mentoring future business leaders.

**Conclusion:**

The "Live Case Study & Digital Simulation Sprint" pedagogy effectively bridges the gap

between academic theory and the dynamic realities of the e-business world. It equips PGDM E-Business students with not just knowledge, but the confidence and practical experience to excel as business analysts in the digital economy.

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### **(3)      Innovative Pedagogy: Socratic Seminars**

**Course:** PGDM E-Business

**Course Module:** Digital Business & Strategy

**Pedagogy Name:** Socratic Seminars

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#### **1. Objective**

The primary objective of integrating Socratic Seminars into the Digital Business & Strategy curriculum is to move beyond passive learning and lecture-based instruction. This method aims to develop critical, strategic thinking skills essential for future business leaders. The specific learning objectives are:

- **To Cultivate Critical Analysis:** To enable students to deconstruct complex, multifaceted digital business strategies (e.g., platform dynamics, digital transformation, ecosystem strategy) through deep textual analysis and reasoned inquiry.
  - **To Enhance Dialogue and Communication:** To foster an environment of collaborative dialogue where students learn to articulate complex ideas, defend their reasoning with evidence, and respectfully challenge each other's assumptions.
  - **To Develop Evaluative Judgment:** To train students to evaluate the viability, scalability, and ethical implications of different digital business models, not just memorize them.
  - **To Prepare for Executive Decision-Making:** To simulate the kind of high-level, conceptual strategic discussions found in boardrooms and senior management meetings, where answers are not clear-cut and require persuasive, evidence-based argumentation.
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#### **2. Methodology**

The Socratic Seminar is a structured, collaborative dialogue facilitated by open-ended questions. Its implementation for a Digital Business & Strategy class involves the following steps:

### Stage 1: Preparation (The "Text")

- Instead of a traditional text, students are provided with a "Strategic Dossier" 3-4 days in advance. This dossier is a curated collection of materials centered on a core strategic dilemma, such as:
  - **Case:** "The Netflix Pivot: From DVD to Streaming"
  - **Real-World Dilemma:** "Should Amazon monetize AWS further by acquiring a major enterprise software company, or does that risk its neutral platform status?"
  - **Foundational Reading:** An excerpt from a key book (e.g., *Platform Revolution* by Parker, Van Alstyne, and Choudary) or a seminal article (e.g., a HBR case on digital transformation).
  - **Supporting Data:** Recent news articles, financial reports, analyst opinions, and market data.
- Students are required to annotate the dossier, formulate open-ended questions, and prepare evidence-based points for discussion.

### Stage 2: The Seminar Structure

- **Physical Setup:** The classroom is arranged in two concentric circles: an **inner circle** of 8-10 students who lead the discussion for a set period (20-25 minutes), and an **outer circle** of observers.
- **Role of the Facilitator (Instructor):** The instructor acts as a facilitator, not a lecturer. They begin with an open-ended, pivotal question (e.g., "Was Google's decision to enter the smartphone hardware market with Pixel a strategically sound defense of its ecosystem, or a costly distraction from its core advertising business?") and then primarily guide the flow, ensuring the conversation remains grounded in the text and respectful.
- **Rules of Engagement:**
  - Statements must be supported with evidence from the dossier.

- Participants must build upon, challenge, or question the points of others.
- The goal is inquiry, not debate or consensus.
- The outer circle takes notes on the quality of arguments, logical fallacies, and discussion dynamics.

### **Stage 3: Post-Seminar Debrief & Reflection**

- The outer circle provides feedback to the inner circle on the dialogue's quality, depth, and use of evidence.
  - The entire class, facilitated by the instructor, reflects on the process. Key questions include: "What was the most compelling argument?" "What assumptions went unchallenged?" "How did our understanding of the strategy evolve through the dialogue?"
  - **Individual Reflection Assignment:** Students submit a short reflective memo on how the discussion changed or solidified their perspective on the strategic dilemma.
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### **3. Outcome**

The implementation of Socratic Seminars is designed to yield transformative outcomes:

#### **a) For Students:**

- **Deeper Conceptual Understanding:** Students achieve a more nuanced and critical understanding of digital strategy concepts by actively wrestling with them, rather than passively receiving information.
- **Development of Executive Presence:** Students gain confidence in articulating and defending complex ideas under scrutiny, a key trait for leadership roles.
- **Improved Critical Thinking:** The methodology trains students to identify underlying assumptions, evaluate evidence, and understand the complexity of strategic trade-offs.
- **Active and Inclusive Learning:** Shy or reflective students often find a voice in this structured format, and the group collectively constructs knowledge.

**b) For the Academic Program:**

- **Alignment with E-Business Demands:** The pedagogy directly addresses the need for critical thinking and adaptive problem-solving in the fast-paced digital economy, making the curriculum more relevant and impactful.
- **Enhanced Student Engagement:** Shifts the classroom dynamic from instructor-centric to student-centric, fostering a more engaging and intellectually stimulating learning environment.
- **Assessment of Understanding:** Provides the instructor with a clear, authentic assessment of how well students can apply concepts, not just regurgitate them.

**Conclusion:**

The Socratic Seminar is a powerful pedagogical tool for a Digital Business & Strategy course. It moves the focus from *what* the strategy is to *why* it works (or doesn't) and *how* it could be challenged. This process of collaborative inquiry is essential for preparing PGDM E-Business students to become the strategic thinkers and discerning leaders capable of navigating the complexities of the digital landscape.

#### **(4) Innovative Pedagogy: Role Play, and Ethnography Study-Design**

### **Thinking & Innovation**

**Course Module:** Design Thinking and Innovation

**Pedagogy Name:** Role play, ethnography study, think pair share

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#### **1. Objective**

Using a combination of role-playing, ethnographic study, and think-pair-share offers a powerful pedagogical approach with multifaceted objectives that go beyond traditional learning. This method aims to create a dynamic, student-centered environment that fosters a deep understanding of complex topics, develops critical social-emotional skills, and encourages active collaboration. The specific learning objectives are:

**Develop Empathy and Perspective-Taking:** By stepping into a different persona, students gain a firsthand appreciation for the motivations, challenges, and viewpoints of others. This is crucial for developing a well-rounded and compassionate personality.

**Enhance Communication and Social Skills:** Students practice articulating ideas, negotiating, and resolving conflicts within a safe, simulated environment. This improves their ability to express themselves and listen effectively.

**Foster Critical Thinking and Problem-Solving:** Role-playing scenarios often involve dilemmas or complex problems, requiring students to analyse situations and make decisions under pressure.

**Promote Holistic Understanding:** Students learn to see the intricate relationships between individuals, groups, and their environment. This allows them to uncover hidden patterns and unspoken norms that might be missed with traditional methods.

**Bridge Theory and Practice:** By "observing" their peers and the learning environment, students connect theoretical concepts to real-world behaviours and interactions.

**Encourage Critical Observation:** Students develop the ability to meticulously observe and document behaviour, language, and cultural cues. This provides them with a deeper, more nuanced understanding of social dynamics.

**Boost Individual Accountability and Participation:** The initial "think" phase requires every student to formulate their own response, preventing them from passively relying on others.

**Build Confidence:** The "pair" phase allows students to rehearse their ideas and receive feedback in a low-risk, one-on-one setting before sharing with the larger group. This is particularly beneficial for shy students.

**Stimulate Deeper Dialogue:** By discussing their thoughts with a partner, students can refine their ideas, challenge assumptions, and build on each other's perspectives, leading to richer and more productive class discussions.

## **2. Methodology**

The methodology is a blended, multi-stage approach conducted over a period of one month

### **A. Role-Playing Methodology**

#### **1. Scenario Design and Introduction:**

Step 1: Define Learning Objectives: Clearly outline the specific skills or concepts you want students to master. For example, "Students will understand the different perspectives in a customer involving situation with conflict."

Step 2: Create a Realistic Scenario: Develop a detailed but flexible scenario with clear roles, backstories, and a central problem or conflict. Provide students with enough information to understand their character's motivations without over-scripting the outcome.

Step 3: Assign Roles: Students distribute roles, either by random assignment or by their preferences. Students are encouraged to research their assigned role to understand their character's perspective better.

Step 4: The "In-Character" Phase: Students act out their roles, engaging with one another to resolve the central conflict. The goal isn't to find a single "right" answer, but to explore the complexities of the situation.

### **B. Ethnography Study Methodology**

Step 1: Introduce Core Concepts: Teach students the fundamental principles of ethnography, including the importance of participant observation, & qualitative data.

Step 2: Formulate Research Questions: Help students develop specific, manageable research questions. For example: "What are the unwritten rules of communication in our school's cafeteria?"

Step 3: Define the "Field": Identify a specific social environment or group for students to observe. This could be their own classroom, a school club, or a public space with a clear purpose (e.g., a sports field during a game).

Step 4: Conduct Observation and Data Collection: Instruct students on how to take detailed field notes. This involves describing events, conversations, and behaviors without judgment. Emphasize the difference between observation and interpretation.

Step 5: Practice Participant Observation: If appropriate, have students engage with their subjects while maintaining their observer role. This allows them to gain a deeper understanding of the social dynamics from within the group.

Step 6: Analyse Data: Guide students in identifying themes, patterns, and anomalies within their field notes. They should look for recurring behaviors, unspoken rules, and social hierarchies.

Step 7: Present Findings: Have students present their ethnographic findings in a structured format, such as a written report, a presentation, or a visual poster. The report should summarize their research question, their observations, and their conclusions.

### **C. Think-Pair-Share Methodology**

Step 1: Pose a Rich Question: Start with a high-level, open-ended question that encourages deep thought and multiple possible answers. Avoid simple yes/no questions. For example: "Why might different cultures have different rules of etiquette?"

Step 2: Partner Up: Instruct students to turn to a partner. This can be a designated partner or the person sitting next to them.

Step 3: Discuss and Refine: Give pairs 2-3 minutes to discuss their individual answers with each other. They should listen to their partner's ideas and work together to formulate a more comprehensive response.

Step 4: Share with the Whole Group: Randomly call on a few pairs to share their synthesized ideas with the entire class. This prevents the same few students from dominating the discussion and encourages active listening.

Step 5: Facilitate Class Discussion: Use the shared ideas as a springboard for a broader class discussion. Ask follow-up questions to probe deeper into the topic and connect the students' ideas to the broader lesson content.

### 3. Outcomes

The first major outcome is **enhanced empathy and critical thinking**. Through **role-playing**, students are forced to step outside their own perspectives, which builds genuine empathy for different viewpoints and cultures. The **ethnography study** component then hones their analytical skills, teaching them to critically observe, document, and interpret social dynamics and human behavior in a systematic way. This dual approach of embodied experience (role-playing) and objective observation (ethnography) allows students to not only feel what it's like to be in a situation but also to understand the underlying social structures at play. This leads to a nuanced comprehension that is far more valuable than simply knowing facts or dates.

The final key outcome is **fostering a collaborative and reflective learning community**. The **think-pair-share** methodology ensures that every student, regardless of their personality, has an opportunity to reflect on the material and articulate their thoughts in a low-stakes environment before sharing with the larger group. This process of individual reflection followed by small-group dialogue builds confidence and promotes active listening. When combined with the insights from **role-playing** and **ethnography**, students are better equipped to engage in meaningful and respectful class discussions, transforming the classroom from a passive learning space into a vibrant, student-driven community where ideas are built upon and challenged constructively.

## **(5) Innovative Pedagogy: Creating High Impact Advertising Campaign**

**Program:** PGDM E-Biz

**Pedagogy Name:** High Impact Advertising Campaign

**Course:** Advertising and Brand Management

### **1. Objectives**

To develop a new brand from concept to launch and craft a high-impact advertising campaign to introduce it to the target audience.

To provide students with hands-on experience and practical insights into the world of branding and advertising.

### **2. Methodology**

The entire project is divided into three phases and evaluated using customized rubrics for each phase. The students do the entire project as a team activity.

#### ***Phase-1 (New brand creation)***

Creating the brand with the usage of basic brand elements (based on the chosen sector).  
Presentation on Step-1 in the class

#### ***Phase-2 (On the Spot Activity)***

On the spot activity

Consider the chart as a hoarding. Justify the location of your hoarding.

You need to assume that you are communicating the launch of the brand.

The launch can be associated with any occasion/ event (festival, sports/music events etc...)

Identify a brand ambassador who can represent your brand

Also suggest one cross promotional offer which is the most meaningful according to your group. (All these can be done using **1 or 2 chart papers**)

2 photographs to be shared to my mail id – one the preparation, two is the entire group with the chart clearly visible

***Phase-3 (Video Ad creation)***

Jingle and Ad – presentation in class (Max: 10 minutes per group inclusive of questions). Advertisement should be a maximum length of 5 minutes. Good quality video presentation with good sound quality.

**3. Outcomes**

- The students learn the basics of brand building and appropriate usage of elements which propels their creativity and business acumen
- The students will launch the brand created as a team and this will help to make them understand the market reality by appropriately timing their launch and teaches them decision making
- The video making activity helps identifying and improving their story telling ability in the form of an advertisement for the brand created by the team.

**4. Conclusion**

The course-based project will help the students to comprehend the course and understand the real essence as they undertake the project using learning by doing.

## **(6) Innovative Pedagogy: Warehouse Management System Simulation**

**Program:** PGDM E-Biz

**Pedagogy Name:** Warehouse Management System Simulation

**Course:** Logistics and Supply Chain Management

### **1. Objectives**

To make student understand the operational aspects of Warehouse management and engage in the simulation game taking decisions as required to manage the warehouse with an objective of maintaining optimum inventory and improve the efficiency of the warehouse operations.

### **2. Methodology**

Using total simulation, students are made to experience operational aspects of warehouse management.

### **3. Outcomes**

- Students pursuing careers in supply chain management area get simulated exposure to the WMS, which is important for managing the supply chain.
- It also provides opportunity for student to gain knowledge of Warehouse management using the simulation software.