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PGDM RURAL MANAGEMENT

Faculty Initiatives in Teaching & Learning

This document presents an overview of innovative pedagogical initiatives undertaken by the faculty of the PGDM Rural Management programme over the past three academic years. The initiatives span experiential, immersive, simulation-based, enquiry-based and hands-on learning formats, and are designed to build students' applied understanding of the rural ecosystem. Each initiative is presented under a common framework covering its pedagogy type, focus, course mapping, objective, implementation description, and learning outcome, to enable consistent review and benchmarking.

Initiatives at a Glance

S. No.	Initiative	Type of Pedagogy	Course(s) / Trimester
1	Exploring the Grassroots	Experiential Learning	Exploring the Grassroots – I (Trimester I)
2	Naranpur Express Simulation	Immersive Learning (Simulation)	Exploring the Grassroots – I (Trimester I)
3	Enquiry Based Learning	Enquiry-Based Learning	Rural Society and Polity (Trimester I)
4	Business Simulation on Entrepreneurial Mindset	Business Simulation	PGDM RM – Entrepreneurial Sprint (Trimester VI)
5	Agri Lab	Hands-on / Learning by Doing	Agri Lab (Trimester II)
6	From Classrooms to Communities	From Classrooms to Communities	Exploring the Grassroots – II (Trimester II)
7	Experiential Learning and Creative Storytelling Pedagogy	Experiential Learning and Creative Storytelling	Exploring the Grassroots – I (Trimester I)

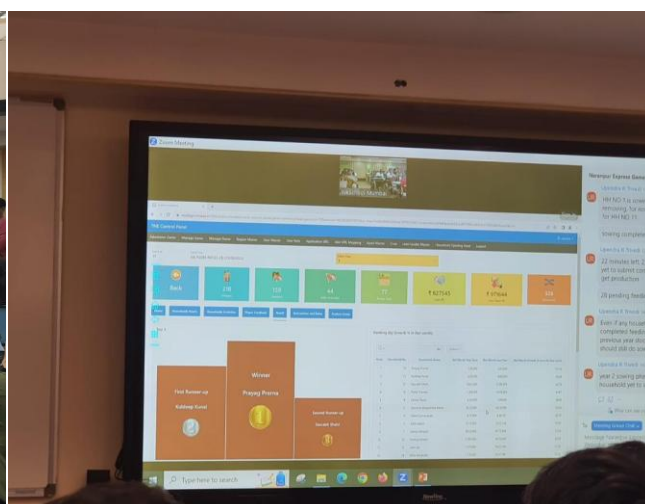
1. Exploring the Grassroots

Type of Pedagogy	Experiential Learning
Focus	Providing students with first-hand experience of various stakeholders in the rural ecosystem through a week stay in a village.
Course(s)	Exploring the Grassroots – I (Trimester I)
Objective	To gain a deep insight into rural demographics, rural dynamics with continued weeklong interaction with various stakeholders of the rural economy.
Description	1. The students undergo workshops related to Participatory Rural Appraisal which they use in their rural stay. 2. The students are divided into mixed groups and each of the groups is given a particular village level organization (VLO) like health facility, markets, panchayat etc. 3. The students interact with the assigned VLOs in groups and prepare a documentary of the VLO. 4. Each student also maintains a memoir of their experiences. 5. At the end, the groups present the VLO specific findings and showcase the video for evaluation.
Outcome	This pedagogy is the USP of the rural program, and it has also won the best innovative pedagogy by NHRD in the past. The students develop empathy due to this rural exposure and gain knowledge about rural consumers.



2. Naranpur Express Simulation

Type of Pedagogy	Immersive Learning – Naranpur Express Simulation
Focus	Students are exposed to a simulated rural economy experience.
Course(s)	Exploring the Grassroots – I (Trimester I)
Objective	To gain a deep insight into the rural economy and its dynamics; to design strategies for rural markets with efficient use of resources.
Description	Students are exposed to the Naranpur Simulation. It is a computer-based simulation where students play out in groups in a classroom setting with the help of a facilitator. There are five cycles of the simulation.
Outcome	The experience serves as a predecessor to the actual stay in the village for students. It is also a very engaging way of learning concepts related to the rural economy.



3. Enquiry Based Learning

Type of Pedagogy	Enquiry Based Learning
Focus	Identification of rural specific problem and coming up with a unique solution.
Course(s)	Rural Society and Polity (Trimester I)
Objective	To develop students' critical thinking and problem-solving skills.
Description	At the end of the first lecture, the students are asked to identify a rural specific problem, or an emerging market problem, and come up with a unique solution for the program. At the end of the course, the students submit a ten-page report and make a 5-minute presentation to the faculty. To make students aware of the exercise, a video is shown to them about rural innovations for better understanding. The project is also evaluated as part of the continuous evaluation exercise.
Outcome	As the class progresses the students are exposed to various facets of rural society which help them to think about the problem and ways of solving it. This also gives the faculty a better understanding about the abilities of a student in terms of their analytical and communication skills.

4. Business Simulation on Entrepreneurial Mindset

Type of Pedagogy	Business Simulation – Entrepreneurial Mindset Sprint
Focus	Enabling students to apply entrepreneurial concepts through a simulation-based sprint, where they ideate, validate, and simulate launching a sustainable startup addressing rural-specific business challenges.
Course(s)	PGDM Rural Management – Rural Entrepreneurship (Trimester VI)
Objectives	1. Demonstrate entrepreneurial triad (mindset, passion, cognition) and effectuation. 2. Generate and validate ideas via SCAMPER and feasibility checks. 3. Craft value propositions using ecosystem insights — identifying why customers should choose your product or service over alternatives.
Description	Entrepreneurship in rural management requires the ability to navigate uncertainty, leverage limited resources, and design contextually relevant solutions. This simulation is designed to immerse students in a real-world entrepreneurial environment where they act as founders of a startup addressing rural challenges.
Outcome	Students develop an entrepreneurial triad comprising mindset, passion, and cognition, along with practical exposure to effectuation principles. The simulation enhances their ability to design viable rural enterprises, respond to uncertainty, and create value-driven business models aligned with sustainability and rural development needs.



5. Agri Lab

Type of Pedagogy	Hand on Agri Input (Learning by Doing)
Focus	Providing students with first-hand experience of agriculture-based subjects through practical demonstrations, models, and use of Agri equipment.
Course(s)	Agri Lab (Trimester II)
Objective	To teach Agri-inputs through the innovative pedagogy of "learning by doing". To provide basic knowledge of various streams of the agriculture sector through models, practical demonstrations, and use of Agri equipment.
Description	Understanding Agriculture is the first step of understanding the Rural economy, which is a must for becoming a Rural Manager. Students join this program from diverse educational backgrounds — engineering, commerce, management, and other disciplines — with varied levels of work experience. To fulfil this learning need, an Agriculture Lab was established at WeSchool to teach agriculture-based courses to Rural Management students. 1. Students attend structured lab sessions covering soil science, crop management, irrigation techniques, and agri-input usage. 2. Practical demonstrations are conducted using agriculture models, equipment, and field specimens to bridge theory and practice. 3. Students handle and operate various Agri equipment under faculty supervision, building hands-on competency. 4. Each session is facilitated by subject experts and supported by visual aids, specimen kits, and interactive demonstrations. 5. Students maintain session logs and reflect on key takeaways after each lab module.
Outcome	Students gain applied knowledge of the agriculture sector relevant to rural market management. The lab bridges the gap between theoretical coursework and ground-level agricultural realities, equipping students to engage meaningfully with farming communities and agri-business stakeholders.



6. From Classrooms to Communities

Type of Pedagogy	From Classrooms to Communities
Focus	Empowering communities through management education by connecting classroom learning with real-world social development challenges, creating sustainable impact through NGO partnerships and grassroots engagement.
Course:	Exploring the Grassroots II
Objective:	To develop socially responsible leaders who apply management skills to strengthen NGOs, support community development, and contribute to sustainable and inclusive growth.
Description:	As part of the <i>Exploring the Grassroots II</i> course, PGDM Rural Management students collaborated with 87 NGOs across India through ConnectFor, delivering management solutions in areas such as fundraising, digital marketing, business development, HR, and community outreach. The initiative transformed academic learning into meaningful social action, creating value for both communities and students.
Outcome:	PGDM Rural Management students contributed 2,387 volunteer hours to support 87 NGOs across India, creating an estimated ₹13.18 lakh in social value through management-driven solutions. The initiative strengthened NGO capacities while developing socially conscious leaders, earning WeSchool recognition among the Top 3 Institutions in India for Social Impact by ConnectFor.



7. Experiential Learning and Creative Storytelling Pedagogy

Type of Pedagogy	Experiential Learning and Creative Storytelling Pedagogy
Focus	Developing communication, storytelling, and digital content creation skills to document and present grassroots realities effectively.
Course:	Exploring the Grassroots I
Objective:	To equip students with video-making and storytelling skills that enable them to creatively communicate field experiences, community insights, and rural development narratives.
Description:	Students participated in a hands-on video storytelling workshop that introduced them to video structuring, storyboarding, editing, and digital content creation. The workshop enabled students to transform grassroots' experiences into engaging visual narratives while strengthening their communication, creativity, and storytelling skills.
Outcome:	Students developed strong video storytelling and digital content creation skills, enabling them to effectively showcase grassroots realities. These competencies enhanced their creativity and communication abilities while helping them secure recognition and awards in national and international competitions through impactful documentaries and visual storytelling projects.

