

REPORT
on
Faculty Development Program
On

“Case Based Teaching”
(15th Jan. 2024 to 19th Jan. 2024)



K.R. MANGALAM UNIVERSITY, GURUGRAM

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REPORT ON FACULTY DEVELOPMENT PROGRAMME ON “Case Based Teaching”

1. Introduction

The five-day Faculty Development Program (FDP) on Case-Based Teaching was conducted from 15th Jan. 2024 to 19th Jan. 2024 at K.R. Mangalam University. The program aimed to enhance the pedagogical skills of faculty members by familiarizing them with the principles, methodologies, and applications of case-based teaching in their respective disciplines.

The objectives were to create awareness on:

- To introduce faculty members to the concept of case-based teaching.
- To provide hands-on experience in developing and analyzing case studies.
- To explore effective strategies for facilitating case discussions and promoting critical thinking among students.
- To encourage collaboration and knowledge sharing among participants.

There were **20** faculty participants from School of Management and Commerce, K.R. Mangalam University.

The sessions of the FDP were planned to meet the desired objectives. Schedule of the FDP has been enclosed.

2. Day-wise Report of the Sessions Conducted

A. Monday 15th January 2024

i) 9:30 AM-10:00 AM

Dr. Indira Bhardwaj, Dean SOMC, gave a wonderful welcome address to the FDP.

The FDP started on **15th January 2024** at 9:30am by introducing resource person Prof. M Akbar (Former Prof. IIM Lucknow) to all the faculties.

ii) 10:00 AM-11:00 AM

Prof. Akbar initiated the session by conveying that Case-based teaching is an instructional method centered on real-life scenarios, compelling students to analyze and solve complex problems. It fosters critical thinking, decision-making, and application of theoretical knowledge in practical contexts. The method enhances student engagement by immersing them in authentic, context-rich cases from diverse disciplines. He continued by discussing that how through active participation in case discussions, students develop problem-solving skills, collaborative abilities, and professional judgment.

iii) 11:45 AM-1:00 PM Analyzing sample cases

Case discussion on SOUTHWEST AIRLINES (11:30 am – 1:00 pm)

Prof Akbar very well elucidated the effective process of analysing a Case. The key to good case analysis is to break down the case facts into a clear, understandable and useful form. He carried out by the session by elucidated that the key to success in case analysis is to take a structured approach to organizing and using facts. The Southwest Airlines case study offers several benefits to faculties by providing faculties with a real-world example of successful business strategies and practices employed by Southwest Airlines. This enables faculties to bridge theoretical concepts with practical applications, enhancing the relevance and applicability of their teachings. The faculties understand the various aspects of business management, including operations, marketing, human resources, and strategic planning.

iv) 2:00 PM-4:00 PM Analyzing sample cases

Birds Eye and the UK Frozen Food Industry

The post lunch session started with the second case of the day. The case was about a company Birds Eye, a prominent player in the UK frozen food industry, has revolutionized consumer preferences since its establishment. The Birds Eye case study serves as an invaluable resource for faculty, offering real-world insights into market dynamics, product innovation, and consumer behavior within the frozen food industry. It provides a rich context for discussing strategic management, marketing strategies, and operational challenges, enriching students' understanding through practical application.



Prof. M. Akbar



Prof. M. Akbar

iii. Session on Models of effective case analysis (2:00 pm – 4:00 pm)



B. 16th January 2024

9:30-10:00 Welcome Address

Dean somc introduces Prof. Soma Dey

10:30-11:00 Understanding Learning Outcomes in Case-Based Teaching

Prof. Soma Dey stresses that in case-based teaching, understanding learning outcomes is essential for educators to align instructional objectives with student expectations. Learning outcomes define what students should know, understand, or be able to do after engaging with a case study, guiding the design, delivery, and assessment of the learning experience effectively.

11:45 AM-1:00 PM Developing Case Assessment Strategies

Prof. Soma deliver her talk on crafting an effective assessment strategy involves aligning evaluation methods for complex cases. She elucidated that case assessments may encompass written analyses, group presentations, or oral defences, emphasizing critical thinking, problem-solving, and communication skills. By integrating varied assessment formats, instructors can authentically evaluate students' application of theoretical knowledge to practical situations, enhancing the efficacy of case-based learning experiences.

2:00 PM-4:00 PM Analyzing IKEA case study

Post lunch session started with discussing the case of IKEA. The IKEA case study offers valuable insights for educators exploring strategic management, marketing, and sustainability within the retail sector. The faculties got to know that how IKEA's innovative business model, emphasizing cost leadership, flat-packaging, and experiential retailing. Prof. Soma talked about how teachers can use IKEA's global expansion journey, supply chain management, and customer-centric approach as teaching examples, stimulating discussions on market disruption and brand differentiation. Moreover, IKEA's commitment to sustainability and social responsibility provides educators with compelling narratives to explore corporate citizenship and ethical considerations in business. By examining IKEA's strategies and challenges, teachers can impart practical lessons on organizational resilience, adaptation, and long-term success in dynamic markets.



Prof. Soma Dey



Prof. Soma Dey



C. 17th January 2024

9:30-10:00 Welcome Address by Dean somc of Prof. Sajjan Singhvi

10:00-11:00 Designing Effective Case Studies: Best Practices

Prof. Singhvi talked about how designing effective case studies involves several best practices to ensure they are engaging, relevant, and conducive to learning. He stressed on that case must be align with the course or training goals. He encourages faculties to develop case scenarios that reflect real-world situations relevant to the learners' context. The scenarios should be authentic and credible to engage learners effectively. Design case studies that encourage active participation and engagement. Include opportunities for discussion, group work, role-playing, and problem-solving activities.

11:45 AM-1:00 PM Case discussion on Plastic Products Ltd.

Post tea break session started with discussion of case on Plastic Products Limited. All the faculties were asked to divide in group of three and then were given a task to understand the case and present the solutions of the problem given in the case. This exercise provides valuable

opportunities for teachers to develop critical thinking skills, problem-solving abilities, and empathy, while also fostering professional growth, promoting the application of theory to practice.

2:00 PM-4:00 PM Designing Case module

Prof. Singhvi mentioned that designing a case module involves several key steps to ensure that the module is effective in promoting learning and critical thinking among teachers. He mentioned that it is significant to determine the specific learning objectives you want to achieve through the case module. Ensure that cases are authentic, realistic, and engaging to encourage active participation and critical thinking among teachers. Prof. Singhvi mentioned that it is must to include open-ended questions that encourage reflection, discussion, and deeper exploration of the case content.



Prof. Singhvi





Prof. Singhvi

D. 18th January 2024 –

9:30-10:00 Prof Ashok Panjwani (Former Prof. MDI Gurgaon)

Dr Meenakshi Gujral warmly welcomed Professor Ashok Panjwani, setting a positive tone for the event. Her gracious demeanor and hospitality created a welcoming atmosphere, facilitating meaningful interactions among attendees. Professor Panjwani's presence added value to the occasion.

10:00-11:00 Implemented case -based teaching in different disciplines

Prof. Ashok told that case-based teaching can be seamlessly integrated across disciplines by tailoring cases to specific subject matter. In finance or operations, cases might involve problem-solving scenarios. In management, historical or ethical dilemmas can be explored. Business studies may utilize real-world business cases. Such integration fosters critical thinking, problem-solving, and contextual understanding across diverse fields.

11:45-1:00 Discussion on challenges and solutions in cased-based teaching

Professor's insightful talk delved into challenges and solutions in case-based teaching, offering a comprehensive overview to educators. He highlighted the complexity of selecting relevant cases, ensuring alignment with learning objectives, and maintaining student engagement. Addressing these challenges, he emphasized the importance of case curation, active facilitation, and fostering student-centred discussions. Practical solutions included leveraging technology for case access, employing interactive methodologies, and providing scaffolding for analytical skills development. His talk encouraged educators to embrace dynamic pedagogical approaches, emphasizing the transformative impact of well-designed case-based teaching on student learning outcomes and critical thinking abilities.

2:00 PM-4:00 PM Case discussion on American Lighting Products

Case study on American Lightning Products offered profound insights into organizational challenges and strategic decision-making. Through analysis, learners examined issues such as market competition, supply chain disruptions, and leadership dilemmas. They gained valuable perspectives on crisis management, innovation, and the imperative of adaptability in dynamic business environments.



 **GPS Map Camera**

Sohna Rural, Haryana, India
73C9+9JR, Sohna Rural, Haryana 122102, India
Lat 28.271107°
Long 77.06806°
18/01/24 03:54 PM GMT +05:30

Google



E. 19th January 2024

9:30-10:00 Welcome Address by Dean somc of Prof. Punam Sahgal (Former Prof. IIM Lukhnow)

10:00-11:00 Integrating Technology in Case-Based Teaching

Prof. Sahgal started the session discussing that case-based teaching is a pedagogical method where students engage with real-life scenarios or cases to analyse and solve problems, and it can be significantly enhanced through the integration of technology. Technology allows teachers to access a wide range of cases from various sources such as online repositories, databases, and case libraries. She conveyed that teachers must select cases that are relevant to the subject matter and the learning objectives. For cases involving data analysis, teachers can leverage data visualization tools and software to help students interpret and analyse complex datasets effectively. This enhances critical thinking and problem-solving skills.

11:45-1:00 Interactive Session: Using Multimedia in Case Presentations.

The session started with Prof. note on how multimedia can be used in case teaching. She said multimedia enriches case-based teaching by fostering deeper engagement and comprehension. Its benefits lie in its ability to deliver diverse content formats such as videos, images, and interactive simulations, catering to various learning styles. Visual aids enhance concept retention and understanding, making complex topics more accessible. Multimedia also promotes active learning, encouraging students to interact with case studies dynamically. Through multimedia, teachers can illustrate real-world scenarios vividly, aiding students in connecting theoretical knowledge with practical applications. Moreover, multimedia facilitates collaboration and discussion, fostering critical thinking and problem-solving skills. Overall, multimedia enhances the efficacy of case-based teaching, enriching the learning experience for students.

2:00 PM-4:00 PM Case discussion Bob Knowlton

Post lunch session focussed on case of Bob Knowlton, all the teachers got several valuable insights from the case, like different approach to leadership, team dynamics, and organizational communication. The case highlights the necessity of addressing conflicts and interpersonal issues proactively. Prof. Sahgal ask faculties to encourage students to develop conflict resolution skills and create an environment where team members feel comfortable addressing concerns and grievances. She highlighted the importance of self-awareness and emotional intelligence in leadership roles. They can encourage students to reflect on their

strengths, weaknesses, and emotional reactions to situations, fostering self-awareness and personal growth.



Prof. Punam Sahgal



Prof. Punam Sahgal

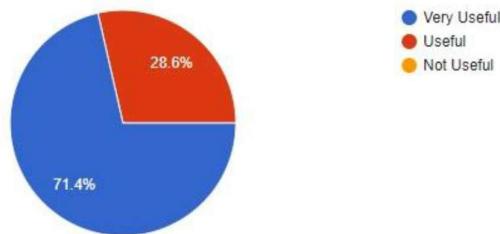


| | |
|---------------------------------------------------------------------------------------------|----------------------------|
| Report prepared by | [Name, Signature and Date] |
| Report verified by Event Coordinator | [Name, Signature and Date] |
| Report Seen by Dean / Club Coordinator / Activity Coordinator/ IQAC Director / Registrar | [Name, Signature and Date] |

FACULTY FEEDBACK:

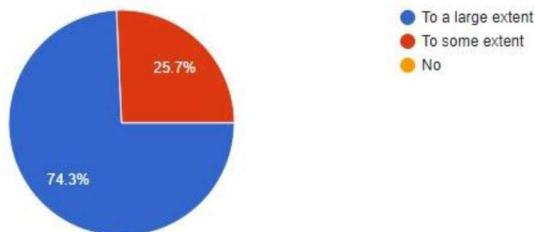
Participants - A total of **70** faculty from SOET, SOM, SOL and APS out of approx. 100 faculty participated in the survey conducted during the valedictory session.

- How useful was the FDP in preparing you for Online teaching in upcoming semester



Unanimously all faculty members found this FDP to be either useful or very useful

- Was the program successful in meeting its objectives?



Majority of the faculty believed this FDP was successful in meeting its objectives. Not even a single faculty has disagreed to it.

- Which session did you find most interesting?
- How would you overall rate the FDP?

SUGGESTIONS:

✓ S1

✓ S2

ANNEXURE – I
INFORMATION LEAFLET

ANNEXURE – II

LIST OF RESOURCE PERSONS and ORGANIZERS

| Sr. No. | Resource Person Name & Organizers | Organization | Contact Details (email, phone) | Session Day and Time | Topic |
|---------|-----------------------------------|--------------|--------------------------------|----------------------|-------|
| | | | | | |
| | | | | | |

ANNEXURE – III
MINUTE-TO-MINUTE FDP SCHEDULE

ANNEXURE – IV
REGISTRATION FORM

ANNEXURE – V

LIST of ATEENDEES

| Sr. No. | Name of the teacher who attended the program | Title of the program | Duration(from-to) (DD-MM-YYYY) |
|---------|----------------------------------------------|----------------------|--------------------------------|
| | | | |
| | | | |
| | | | |

ANNEXURE – VI

EVALUATION DETAILS / QUESTIONARIES / etc

ANNEXURE – VII

FDP CERTIFICATES

ANNEXURE – VIII

GEO-TAGGED PHOTOGRAPHS

ANNEXURE – IX

MEDIA COVERAGE

SAMPLE INFORMATION LEAFLET



**COUNCIL OF ARCHITECTURE
TRAINING & RESEARCH CENTRE, BHOPAL**

in collaboration with

**SCHOOL OF ARCHITECTURE
RAJIV GANDHI PROUDYOGIKI VISHWAVIDYALAYA, BHOPAL**



NATIONAL ONLINE FACULTY DEVELOPMENT PROGRAM

SUSTAINABLE DEVELOPMENT GOALS - IV : AGENDA 2030

21st March, 2022 - 25th March, 2022

Preamble

Sustainable Development Goal – IV (SDG IV or Global Goal IV) is about quality education and is among the 17 Sustainable Development Goals established by the United Nations in 2015. The title of SDG – IV is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". By 2030, the UN aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development and sustainable lifestyles, sustainable health practices and social well-being, human rights, gender equality, global citizenship, sustainable cities and communities, appreciation of cultural diversity and of culture's contribution to sustainable development.

The faculty development programme shall enable the attendees in the field to understand various facets of sustainable development from the perspective of experts from different fields. The aim is to look at sustainable development holistically and learn from our esteemed speakers.

REGISTRATION DETAILS

Registration deadline – 17.03.2022
Registration Fee (both Academicians & Professionals) – 3000/- INR
Date & Time – 21st – 25th March, 2022; 2:00 – 5:00 pm

Registration Link –

<https://forms.gle/UcsNCEEm8RCrYNg9>

Payment Link –

<https://www.zerodha.com/easypay/Link?P1=PRy-eVTA/C9NePnR3I+VJzQ==>

- Kindly send the scanned images of payment proof on, coatr.bhopal@gmail.com to confirm registrations.
- The FDP shall be conducted in online mode and virtual meeting link (ZOOM platform) will be shared only after registration via E-Mail.
- 100% attendance and MCQ test on the last day (Mandatory for all participants)
- E-Certificate of Faculty Development Program shall be sent via registered E-Mail ID of participants after successful completion of program.

SPEAKERS



Dr. Pawan Kumar
Introduction to Education for Sustainable Development (ESD) and Quality Education for All



Ar. Prasanna Desai
Educational Policy & Curriculum



Prof. Rashmi B Tandon
Skills and Competencies as Enabling Essentials for Quality in Architecture Education



Prof. Krishna Kumar Dhole
Inclusive Education & Social Transformation



Prof. Manoj Mathur
Educational Research & Social Benefits



Prof. (Col.) Virendra K Malik
Sustainable Entrepreneurship



Dr. Bharti Sharma
Gender Equality and Global Citizenship



Ar. Anugrah A Nagaich
Sustainable Health Practices and Social Well-being



Ar. Dwijomala Hanjaram
Inclusive Cities and Communities



Ar. Saurabh Ojha
Technical & Vocational Skills for Employability

CONVENOR

Dr. Navneet Munoth
Honorary Director
COA TRC, Bhopal

CHIEF COORDINATOR

Prof. Dr. Saleem Akbar
Director, School of Architecture
RGPV, Bhopal

ONLINE COORDINATORS

Ar. Shivan Palwal
Asst. Prof., SOA RGPV, Bhopal
Ph: +91-8889308881
e-mail – shivanpalwal91@gmail.com

Prof. Dr. Amit Vishwakarma
Professor, UIT - RGPV, Bhopal
Ar. Aakriti Arya
Asst. Prof., SOA – RGPV, Bhopal

REGISTRATION FORM

FACULTY DEVELOPMENT PROGRAMME (FDP)

On

TITLE

(DATE)

REGISTRATION FORM

| | | |
|---|---------------------------------------------------------------------|--|
| 1 | Name | |
| 2 | Designation | |
| 3 | Institution | |
| 4 | Educational Qualifications | |
| 5 | Subjects taught so far | |
| 6 | Experience a. Teaching b. Research c. Industry | |
| 7 | Email | |
| 8 | Mobile Number | |

| | | |
|-----|--------------------------------|--|
| 9 | Address for Correspondence | |
| 10 | Account Details | |
| (a) | Reference Number (NEFT / RTGS) | |
| (b) | Amount | |
| (c) | Bank | |
| (d) | Date | |