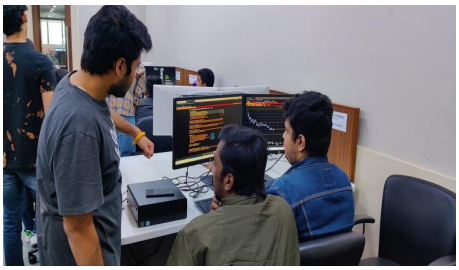
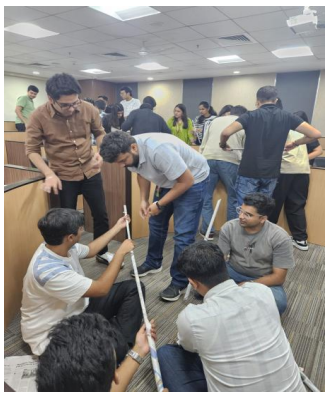
SHRI VILE PARLE KELAVANI MANDAL'S (SVKM'S) NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES (NMIMS) SCHOOL OF BUSINESS MANAGEMENT | BENGALURU

Innovative Pedagogy Wise Report

A pedagogy-wise summary of 24 Innovative Teaching Pedagogy initiatives across faculty members and Trimesters I to VI of the Master of Business Administration programmes













9	24	16	I–VI
Pedagogy families	Documented initiatives	Faculty members	Trimesters covered

Compiled from the Master Innovative Pedagogy file and 24 Innovative Teaching Pedagogy reports • Academic Years 2022–23 to 2026–27

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3	**Integrated enterprise and market simulations**
4	**Immersive behavioural, communication and mindfulness laboratories**
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6	**Research-embedded inquiry and analytics storytelling**
7	**Consulting, professional decision laboratories and rewards design**
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•	Way forward
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About this report

The **Master Innovative Pedagogy file** provides the structure: nine pedagogy families, arranged from specialised digital practice and student-built solutions to widely used but carefully adapted active-learning approaches. Each family brings together the faculty member, course, trimester, academic year, process tables, evidence and photographs recorded in the 24 individual Innovative Teaching Pedagogy reports. Every abbreviation is written out in full, and a complete list of full forms follows on the next page.

Where a source does not record a faculty name, trimester or measured result, the report says so rather than filling the gap. A single course may appear under more than one pedagogy.

AB Abbreviations and full forms

Every short form used in the source reports and in this report

Short form	Full form	Short form	Full form
AI	Artificial Intelligence	**MBA**	Master of Business Administration
API	Application Programming Interface	**MBSR**	Mindfulness-Based Stress Reduction
AY	Academic Year	**MECE**	Mutually Exclusive, Collectively Exhaustive
BMC	Business Model Canvas	**MIT License**	Massachusetts Institute of Technology open-source licence
CAPSIM	Capsim Capstone® Business Simulation (Capsim Management Simulations, Inc.)	**NBA**	National Board of Accreditation
CLO	Course Learning Outcome	**NMIMS**	Narsee Monjee Institute of Management Studies
CO / PO	Course Outcome / Programme Outcome	**OBE**	Outcome-Based Education
CO_2	Carbon dioxide	**PLO**	Programme Learning Outcome
Comp-XM	Capsim Comp-XM: The Business Competency Exam	**R&D**	Research and Development
CRM	Customer Relationship Management	**REL**	Research Embedded Learning
CTC	Cost to Company	**SBM**	School of Business Management
EI	Emotional Intelligence	**SCM**	Supply Chain Management
ESOP	Employee Stock Option Plan	**SVKM**	Shri Vile Parle Kelavani Mandal
EViews	Econometric Views (econometrics software)	**Tri**	Trimester
FINA	Financial Intelligence & Analytics, the student-built Financial Analytics Platform	**TYBBA**	Third Year Bachelor of Business Administration
GARCH	Generalised Autoregressive Conditional Heteroskedasticity (volatility model)	**UG**	Undergraduate
GPL	Group Process Lab	**UX**	User Experience
HR	Human Resources	**VaR**	Value at Risk
IMC	Integrated Marketing Communication	**VATT**	Visual Analytics Travel Tool
ITP	Innovative Teaching Pedagogy	**VECM**	Vector Error Correction Model

Platform and software names used as brands (HubSpot, Tableau, Markstrat, Streamlit, GitHub, Bloomberg Terminal, STATA, R, Python) are product names and are written as their makers style them.

ES Executive summary

What sets teaching and learning apart across the Master of Business Administration programme

Across five academic years, faculty at the School of Business Management, Narsee Monjee Institute of Management Studies (NMIMS) Bengaluru, have moved a large share of learning out of the lecture format and into settings where students **use professional tools, build working products, run businesses in simulation, sell to real customers, investigate real problems and defend real decisions**. The common thread is consequence: students act on what they learn and then explain the outcome.

24 Innovative Teaching Pedagogy reports	**16** Photographs of practice	**Rank 1-2-3** Capsim Capstone global championship	**2** Industry facilitators

Key highlights

- **Industry platforms in class:** the Bloomberg Terminal for empirical finance and the HubSpot Customer Relationship Management (CRM) platform, demonstrated by an alumna, with HubSpot Academy certifications introduced for continued learning.
- **Students as product builders:** the Visual Analytics Travel Tool (VATT) grew from a Tableau dashboard into an app prototype; Financial Intelligence & Analytics (FINA) is a Python platform using live Yahoo Finance Application Programming Interface (API) data, deployed on Streamlit and open-sourced under the Massachusetts Institute of Technology (MIT) License.
- **Simulation at every scale:** Capsim Capstone® Business Simulation teams placed **Global Ranks 1, 2 and 3**; Marketing Strategy runs a 30-mark simulation; a board-and-token distribution simulation scores Sales, Holding Cost and Loss of Sale; Wealth Management Labs simulate real client cases.
- **Behaviour and voice as skills:** Group Process Lab (GPL) in Trimester I, three-phase Managerial Communication, Speech Neutralization for Global Audiences and an Emotional Intelligence (EI) immersion at Pyramid Valley International.
- **Live markets and exhibitions:** Sales Sprint 2025 (7 stalls) and Sales Sprint 2.0 (8 stalls); India Unveiled (9 states) and India Calling! (16 states).
- **Research and judgement:** Research Embedded Learning (REL) in every function, consulting-grade case cracking, a Human Resources (HR) compensation lab, a carbon-impact trade-off exercise and applied legal decision-making.

Coverage at a glance

Dimension	Coverage
Pedagogy families	9, from industry platforms to applied case and problem-based learning
Documented initiatives	24 Innovative Teaching Pedagogy reports, one initiative each
Faculty	16 faculty members, supported by 2 industry facilitators
Trimesters	I, II, III, IV, V and VI, plus programme-wide Research Embedded Learning

Dimension	Coverage
Academic years	2022–23, 2023–24, 2024–25, 2025–26 and 2026–27

IX Pedagogy-to-course evidence index

All 24 documented initiatives with faculty, trimester and academic year

Sl No	Initiative	Faculty	Course	Trimester	Academic Year
1	Capsim Capstone® Business Simulation	Dr. Neha Chhabra Roy & Dr. Mallika Srivastava	Business Simulation	III/IV	2022–23
2	Bloomberg Terminal Analytics	Dr. Neha Chhabra Roy & Prof. V. Ravichandran	Financial Analytics	V	2023–24
3	Research Embedded Learning (REL)	Dr. Barnabas N & Dr. Aparna A	Multiple MBA Courses	All Trimesters	2023–24
4	Human Resources Compensation & Analytics Lab	Dr. Sreeleakha P	Total Rewards	V	2023–24
5	Financial Literacy for Managers	Dr. Narayani Ramachandran	Wealth Management	VI	2023–24
6	Visual Analytics Travel Tool (VATT)	Prof. Preeti Ravikiran	Visual Analytics Tools and Techniques	IV	2024–25
7	Python Live Application Programming Interface – FINA Platform	Dr. Neha Chhabra Roy	Financial Econometrics & Financial Analytics	V	2024–25
8	HubSpot Customer Relationship Management Session & Faculty-Authored Textbook	Dr. Mallika Srivastava; Ms. Yashika Garg (Facilitator)	Customer Relationship Management	VI	2024–25
9	Simulation, Case and Lecture-Integrated Learning	Dr. Barnabas N	Marketing Strategy	VI	2024–25
10	Distribution Simulation Workshop	Dr. Mallika Srivastava; Mr. Vijay Muttur (Facilitator)	Sales and Channel Management	III	2024–25
11	Wealth Management Labs	Dr. Narayani Ramachandran	Wealth Management	VI	2024–25
12	Group Process Lab (GPL)	Dr. Sreeleakha P	Trimester I Team Development	I	2024–25
13	Mindfulness & Emotional Intelligence Immersion	Dr. Sreeleakha P	Emotional Intelligence at Work	VI	2024–25

Sl No	Initiative	Faculty	Course	Trimester	Academic Year
14	Three-Phase Pedagogy	Dr. Sreelekha Kopparambil	Managerial Communication–I & II	I–III	2024–25
15	Speech Neutralization Workshop/Course	Dr. Sreelekha Kopparambil	Speech Neutralization for Global Audiences	II	2024–25
16	Business Model Canvas (BMC) Workshop	Dr. Neelima Watve	Entrepreneurship Workshop for MBA Students	IV	2024–25
17	Carbon Impact of Urban Development	Prof. Janaki Anant	Sustainability & Environmental Responsibility	III	2024–25
18	Sales Sprint 2025	Dr. Priyam Ghosh	Sales Management	III	2025–26
19	India Unveiled Branding Exhibition	Prof. Natasha Menon	Marketing Management 2	II	2025–26
20	India Calling! Tourism Branding Exhibition	Prof. Natasha Menon	Strategic Brand Management	IV	2025–26
21	Real-World Consulting Experience	Prof. Harsh Vardhan	Management Consulting	IV	2025–26
22	Sales Sprint 2.0	Dr. Priyam Ghosh	Distribution Management	IV	2026–27
23	Workshop-Mode Session	Prof. Ramprrasadh Goarty	Storytelling with Data	II	2026–27
24	From Legal Concepts to Business Decisions	Prof. Alisha Thomas	Contract, Competition and Consumer Laws	I	2026–27

FD Faculty-wise directory

Who leads which innovation

Dr. Neha Chhabra Roy	Bloomberg Terminal, Financial Analytics (Tri V, 2023–24); Capsim Capstone® Business Simulation (Tri III/IV, 2022–23); FINA Python platform (Tri V, 2024–25)
Prof. V. Ravichandran	Bloomberg Terminal-based Financial Analytics (Tri V, 2023–24)
Dr. Mallika Srivastava	Capsim Capstone® (Tri III/IV, 2022–23); Distribution Simulation Workshop (2024–25); Customer Relationship Management textbook and HubSpot session (Tri VI, 2024–25)
Prof. Preeti Ravikiran	Visual Analytics Travel Tool, Visual Analytics Tools and Techniques (Tri IV, 2024–25)
Dr. Barnabas N	Marketing Strategy simulation and cases (Tri VI, 2024–25); Research Embedded Learning (2023–24)
Dr. Narayani Ramachandran	Financial Literacy for Managers (Tri VI, 2023–24); Wealth Management Labs (Tri VI, 2024–25)
Dr. Sreeleakha P	Group Process Lab (Tri I, 2024–25); Emotional Intelligence immersion (Tri VI, 2024–25); Human Resources Compensation & Analytics Lab (Tri V, 2023–24)
Dr. Sreelekha Kopparambil	Three-Phase Managerial Communication (Tri I–III, 2024–25); Speech Neutralization for Global Audiences (Tri II, 2024–25)
Dr. Priyam Ghosh	Sales Sprint 2025 (Tri III, 2025–26); Sales Sprint 2.0 (Tri IV, 2026–27)
Prof. Natasha Menon	India Unveiled (Tri II, 2025–26); India Calling! (Tri IV, 2025–26)
Dr. Aparna A	Research Embedded Learning across the programme (2023–24)
Prof. Ramprrasadh Goarty	Workshop-mode session, Storytelling with Data (Tri II, 2026–27)
Prof. Harsh Vardhan	Management Consulting (Tri IV, 2025–26)
Dr. Neelima Watve	Business Model Canvas workshop (Tri IV, 2024–25)
Prof. Janaki Anant	Carbon impact of urban development (Tri III, 2024–25)
Prof. Alisha Thomas	From Legal Concepts to Business Decisions (Tri I, 2026–27)

Industry facilitators

- **Ms. Yashika Garg**, alumna of NMIMS Bengaluru: HubSpot Customer Relationship Management live session.
- **Mr. Vijay Muttur**, industry expert: Distribution Simulation Workshop, 17 March 2025.

TM Trimester-wise pedagogy map

How innovation is spread across the MBA journey

Innovation is present in every trimester. Trimester IV, where branding, live selling, consulting, product building and venture design meet, and Trimester VI, the elective-heavy final term, are the most concentrated.

TRIMESTER I	**Group Process Lab** Dr. Sreeleakha P	**Managerial Communication (Tri I–III)** Dr. S. Kopparambil	**Legal Concepts to Business Decisions** Prof. Alisha Thomas
TRIMESTER II	**Speech Neutralization** Dr. S. Kopparambil	**India Unveiled exhibition** Prof. Natasha Menon	**Storytelling with Data** Prof. R. Goarty
TRIMESTER III	**Capsim Capstone® (Tri III/IV)** Dr. N. C. Roy & Dr. M. Srivastava	**Sales Sprint 2025** Dr. Priyam Ghosh	**Carbon impact exercise** Prof. Janaki Anant
TRIMESTER IV	**Visual Analytics Travel Tool** Prof. Preeti Ravikiran	**Sales Sprint 2.0 • India Calling!** Dr. P. Ghosh • Prof. N. Menon	**Consulting • Business Model Canvas** Prof. H. Vardhan • Dr. N. Watve
TRIMESTER V	**Bloomberg Terminal analytics** Dr. N. C. Roy & Prof. V. Ravichandran	**FINA Python platform** Dr. Neha Chhabra Roy	**Compensation & Analytics Lab** Dr. Sreeleakha P
TRIMESTER VI	**HubSpot CRM • Distribution Simulation** Dr. M. Srivastava	**Marketing Strategy • Wealth Mgmt. Labs** Dr. Barnabas N • Dr. N. Ramachandran	**Emotional Intelligence immersion** Dr. Sreeleakha P
TRIMESTER All		**Research Embedded Learning across courses** Dr. Barnabas N & Dr. Aparna A	

Colour key: ■ Industry platforms ■ Applications ■ Simulations ■ Behavioural labs ■ Marketplaces ■ Research ■ Decision labs ■ Applied cases

AY Academic-year-wise summary

How innovation has grown from 2022–23 to 2026–27

Documented innovation has grown from a single capstone simulation in 2022–23 to twelve initiatives in 2024–25, the year the new reports concentrate on. Continuing initiatives such as Wealth Management and Sales Sprint returned in later years with new formats.

1	4	12	4	3
2022–23	2023–24	2024–25	2025–26	2026–27

Academic Year	Initiatives (faculty member, trimester)
2022–23	Capsim Capstone® Business Simulation (Dr. N. C. Roy & Dr. M. Srivastava, Tri III/IV)
2023–24	Bloomberg Terminal analytics (Dr. N. C. Roy & Prof. V. Ravichandran, Tri V); Human Resources Compensation & Analytics Lab (Dr. Sreeleakha P, Tri V); Financial Literacy for Managers (Dr. N. Ramachandran, Tri VI); Research Embedded Learning (Dr. Barnabas N & Dr. Aparna A, all trimesters)
2024–25	Group Process Lab (Tri I); Managerial Communication Three-Phase Pedagogy (Tri I–III); Speech Neutralization (Tri II); Carbon impact exercise (Tri III); Visual Analytics Travel Tool (Tri IV); Business Model Canvas workshop (Tri IV); FINA Python platform (Tri V); HubSpot Customer Relationship Management session & textbook (Tri VI); Distribution Simulation Workshop (17 Mar 2025); Marketing Strategy simulation & cases (Tri VI); Wealth Management Labs (Tri VI); Emotional Intelligence immersion (Tri VI)
2025–26	Sales Sprint 2025 (Dr. P. Ghosh, Tri III); India Unveiled (Prof. N. Menon, Tri II); India Calling! (Prof. N. Menon, Tri IV); Management Consulting (Prof. H. Vardhan, Tri IV)
2026–27	From Legal Concepts to Business Decisions (Prof. A. Thomas, Tri I); Storytelling with Data workshop (Prof. R. Goarty, Tri II); Sales Sprint 2.0 (Dr. P. Ghosh, Tri IV)

Points to verify in the source reports

- Dr. Sreeleakha P and Dr. Sreelekha Kopparambil are listed as written in the reports; confirm whether they are the same faculty member.
- India Calling! is listed under 2025–26, but its write-up dates the event 8 April 2024.
- Wealth Management Labs: the header says Trimester VI; the context paragraph says Trimester V.

01 Professional financial terminals and industry platforms

Learning on the same platforms that support real business decisions

Professional technology becomes a learning environment when students use the platforms that support real decisions. Learning begins with **access to professional data and systems** rather than pre-cleaned textbook examples, so students must judge whether the information suits the question before interpreting it.

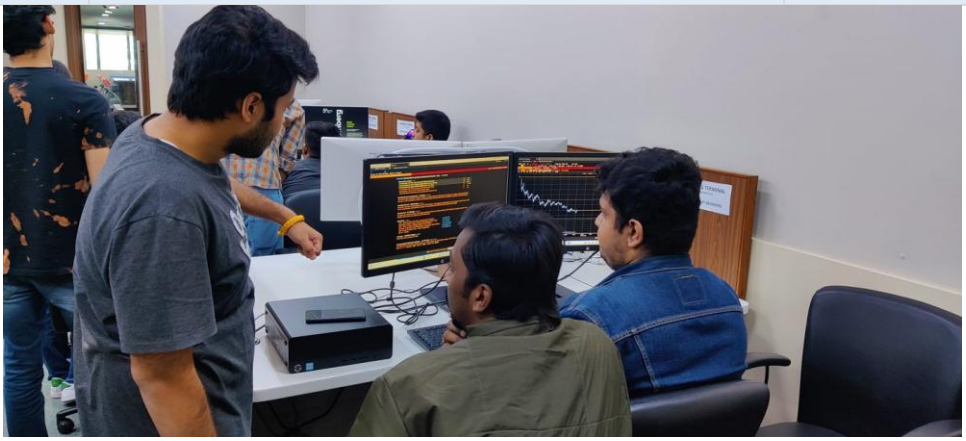
LEARNING CYCLE

Access live data ▶ **Prepare datasets** ▶ **Analyse & interpret** ▶ **Explain decisions**

Bloomberg Terminal-Based Financial Analytics	
Faculty	Dr. Neha Chhabra Roy & Prof. V. Ravichandran
Course	Financial Analytics
Trimester | Academic Year	Trimester V | 2023–24
Pedagogical format	Experiential, technology-enabled and application-oriented

Students retrieve time-series, panel and cross-sectional datasets from the Bloomberg Terminal and apply classroom econometrics in **Econometric Views (EViews), R or STATA** during supervised sessions in the dedicated Bloomberg laboratory.

Stage	What students do	Skill built
1. Orientation	Get familiar with the terminal as the institutional data source	Financial data awareness
2. Data access	Identify, retrieve and prepare market datasets	Data sourcing & preparation
3. Data analysis	Apply econometrics in EViews, R or STATA	Quantitative modelling
4. Interpretation	Interpret results and present finance implications	Evidence-based judgement



Financial Analytics — students working on the Bloomberg Terminal for course assignments

Industry-Led HubSpot Customer Relationship Management (CRM) Session and Faculty-Authored Textbook	
Faculty	Dr. Mallika Srivastava (CRM textbook integration)
Facilitator	Ms. Yashika Garg, alumna of NMIMS Bengaluru (HubSpot session)
Course	Customer Relationship Management
Trimester | Academic Year	Trimester VI | 2024–25
Pedagogical format	Industry-led hands-on learning; research-led, faculty-authored textbook pedagogy

Component	What students did
HubSpot live session	Navigated the Contacts, Conversations, Marketing and Automation modules while performing tasks on the platform; saw campaign creation, customer databases, workflow customisation, email marketing and push notifications
HubSpot Academy	Introduced to the Inbound Sales, HubSpot Sales Software and Sales Management Training certifications for continued learning
Faculty-authored textbook	Case discussions, critical analysis of Customer Relationship Management frameworks, debates and problem-solving on customer acquisition, retention, loyalty and customer lifetime value, using the faculty member's research-based frameworks and Indian business cases



Distribution Simulation Workshop

Evidence and way forward

- Bloomberg usage records across several academic years show sustained use; wider use is proposed in finance electives, investment courses, student research and competitions.
- Students learnt CRM on an industry-standard platform rather than from slides alone, linking classroom concepts to employability.

02 Student-developed applications and live-data solutions

From using software to building working products

Moving from using software to **building a working product** marks a further stage of active learning. Students start from a real problem, build a tool, test it with data and demonstrate it.

LEARNING CYCLE

Business problem ► **Design & build** ► **Test with data** ► **Demonstrate solution**

Visual Analytics Travel Tool (VATT): From Dashboard to Deployable App	
Faculty	Prof. Preeti Ravikiran
Course	Visual Analytics Tools and Techniques (second-year elective)
Trimester | Academic Year	Trimester IV | 2024–25
Pedagogical format	Project-based, iterative and mentor-guided experiential learning

A student group built a Tableau dashboard to help tourists find hotels and stays in an unfamiliar country. Instead of treating it as the final deliverable, the faculty member guided them to treat it as a **first prototype** and develop it into a product, without changing the syllabus. The project was not graded at the first dashboard stage.

Stage	What students did	Skill built
1. Conventional dashboard	Tableau dashboard on hotel and stay data with filters, maps and comparison charts	Core visual analytics
2. User-centric redesign	Reworked navigation and views from a real tourist's point of view	User-centred design thinking
3. Interactive prototype	Made the dashboard behave like an application a user operates	Prototyping and User Experience (UX) judgement
4. Monetization layer	Explored features giving commercial potential	Market-readiness thinking

Python-Based Live Application Programming Interface (API) Market Analytics — FINA Platform	
Faculty	Dr. Neha Chhabra Roy
Course	Financial Econometrics and Financial Analytics
Trimester | Academic Year	Trimester V | 2024–25
Pedagogical format	Project-based, experiential and outcome-driven learning

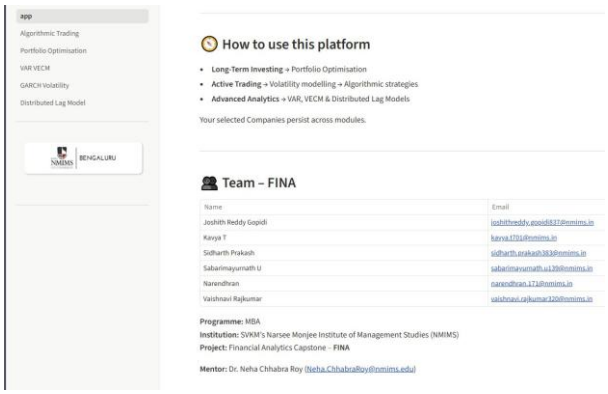
Students built **FINA (Financial Intelligence & Analytics)**, an end-to-end platform that pulls live market data through the Yahoo Finance Application Programming Interface. It was built in Python and Streamlit, deployed as a public web application, and open-sourced on GitHub under the Massachusetts Institute of Technology (MIT) License.

Stage	What students did	Skill built
1. Problem & design	Identified the need and designed the application architecture	Solution design, systems thinking
2. Model development	Portfolio optimisation, econometric models, volatility analysis, algorithmic trading with live data	Financial modelling, API integration
3. Platform development	Integrated the modules into one interactive Python–Streamlit application	Software development
4. Deployment & documentation	Tested, documented, deployed and open-sourced through Streamlit and GitHub	Professional readiness

FINA module	What it covers
Long-term investing	Portfolio optimisation
Active trading	Generalised Autoregressive Conditional Heteroskedasticity (GARCH) volatility modelling and algorithmic strategies
Advanced analytics	Value at Risk (VaR), Vector Error Correction Model (VECM) and distributed lag models



FINA — landing page of the student-built Financial Analytics Platform



FINA — module guide and Team FINA, mentored by Dr. Neha Chhabra Roy

Live project links

- **Live app:** nmims-blr-fin-analytics-mba-15-jos.streamlit.app
- **Code repository:** github.com/JOS-RE/Financial-analytics

03 Integrated enterprise and market simulations

Decide, observe consequences and revise, without risk to a real firm

Simulations let students decide, see the consequences and revise strategy without risk to a real organisation. Formats range from software-run enterprises to a board-and-token supply chain, but **all emphasise iteration and consequential decision-making**.

LEARNING CYCLE

Decide ► Observe results ► **Diagnose gaps** ► Revise strategy

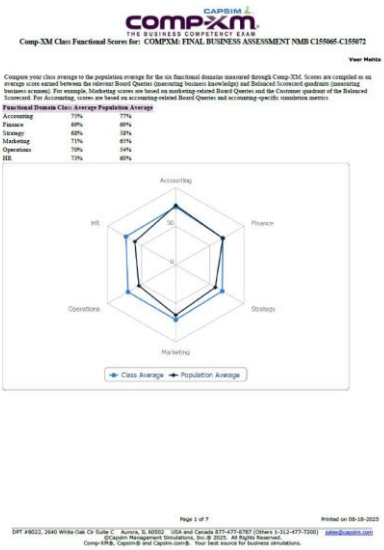
Capsim Capstone® Business Simulation (CAPSIM)	
Faculty	Dr. Neha Chhabra Roy & Dr. Mallika Srivastava
Course	Business Simulation (capstone)
Trimester | Academic Year	Trimester III/IV | 2022–23
Pedagogical format	Experiential, simulation-based and problem-based learning

Multidisciplinary teams run competing virtual companies through **eight competitive rounds**, linking Marketing, Finance, Operations, Human Resources and Research and Development (R&D) decisions, and review Balanced Scorecards and courier reports with faculty after every round.

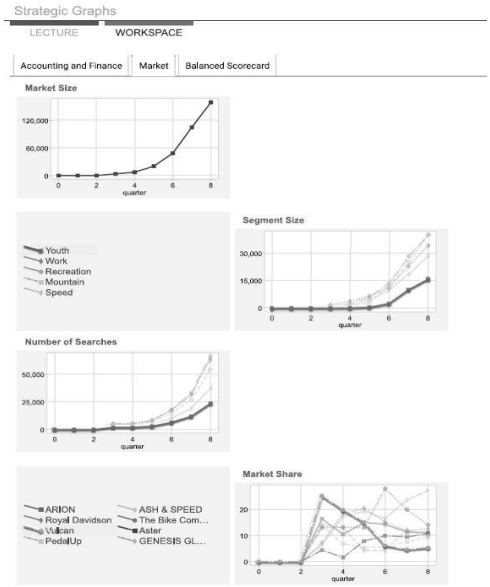
Stage	Activity	Skill built
1. Orientation	Platform, industry scenario, evaluation and mechanics	Systems thinking
2. Team formation	Multidisciplinary teams take charge of a company	Collaboration
3. Practice rounds	Forecasting, production, pricing, finance, marketing	Functional integration
4. Competition	Eight rounds of integrated decisions	Strategic thinking
5. Review & debrief	Balanced Scorecards, courier reports, faculty feedback	Performance analysis
6. Reflection	Refine strategy and benchmark against rivals	Adaptability

Result

- Teams achieved **Global Ranks 1, 2 and 3** in the Capsim Business Simulation Championship; Balanced Scorecard and General Learning Goals assessment reflected strong analytical and strategic competence.



Capsim Comp-XM (The Business Competency Exam) — class functional scores against the population average



Marketing Strategy — simulation strategic graphs

Marketing Strategy: Simulation-Based, Case-Based and Lecture-Integrated Learning	
Faculty	Dr. Barnabas N
Course	Marketing Strategy (second-year elective)
Trimester | Academic Year	Trimester VI | 2024–25
Pedagogical format	Submitted under National Board of Accreditation (NBA) Criterion 6.5 – Innovative Teaching Practices

Initiative	Role in the course	Assessment
Simulation-based learning	Trial round, then new, growth, mature and decline markets; repeated team decisions	30 marks (group); rubric mapped to Course Learning Outcomes (CLOs); test/viva/quiz
Case study-based learning	Oil of Olay, Madrigal customer-base audit, Advanced Visual Systems, Oscar Mayer, Clean Edge Razor and others	10 marks (group); formal case-analysis rubric
Lecture-integrated learning	Textbook concepts plus current readings, including Artificial Intelligence (AI) in marketing strategy	40-mark final examination; quizzes, class tests, viva

Distribution Simulation Workshop	
Faculty	Dr. Mallika Srivastava
Facilitator	Mr. Vijay Muttur, industry expert
Course	Sales and Channel Management (elective)
Date	17 March 2025 | 2024–25
Pedagogical format	Team-based role-play simulation with a chart and physical tokens

Stage	What students did	Skill built
1. Teams & roles	Five teams; roles as customers, retailers, distributors, warehouses, factory managers, data analysts, moderators	Supply chain structure
2. Round 1	Experienced timelines and the flow of goods and information	Coordination
3. Round 2	Faced disruptions and adapted to keep goods moving	Agility, risk assessment
4. Evaluation	Scored on Sales, Holding Cost and Loss of Sale; best balance wins	Balancing trade-offs



Distribution Simulation — teams move tokens across the Distribution Simulation Chart (students from other electives also joined)

Wealth Management Labs — Real-Case Simulations	
Faculty	Dr. Narayani Ramachandran
Course	Wealth Management
Trimester | Academic Year	Trimester VI | 2024–25
Pedagogical format	Experiential, practice-oriented learning through real-case simulations

Selected topics become client simulations in **tax planning, estate planning and insurance planning**. Students face incomplete or competing information, as practitioners do, and must integrate several financial decisions rather than solve isolated calculations.

Stage	What students did
1. Conceptual foundation	Faculty set up the concepts needed for the exercise
2. Client situation	Identified a client or family's needs and constraints from financial, tax, risk and estate data

Stage	What students did
3. Data interpretation	Decided which wealth-management tools and principles applied
4. Financial modelling	Built solutions using tax modelling and scenario analysis
5. Evaluating alternatives	Compared tax scenarios, wealth transfer and protection, and insurance needs
6. Recommendation	Presented integrated recommendations and defended assumptions
7. Reflection & feedback	Faculty feedback reinforced integrated professional judgement

Note: the report's header lists Trimester VI; its context paragraph mentions Trimester V of 2024–25.

04 Immersive behavioural, communication and mindfulness laboratories

Self-awareness, voice and teamwork treated as skills to practise

Behavioural competencies grow through repeated experience, observation and reflection. These laboratories treat **self-awareness, communication and collaboration as observable skills** that can be practised and refined.

LEARNING CYCLE

Participate ▶ **Observe behaviour** ▶ **Reflect with peers** ▶ **Commit to improve**

Group Process Lab (GPL): Developing High-Performing Learning Teams	
Faculty	Dr. Sreeleakha P
Course	Programme induction stage (course title not specified)
Trimester | Academic Year	Trimester I | 2024–25
Pedagogical format	Experiential, reflective, team-coaching-based learning in three intensive sessions

Session	What students did
I – Building group identity	Ice-breakers, group metaphor, Tower Building Exercise with newspapers, tape and scissors, then a stop-start-continue debrief
II – Team roles and norms	Belbin Team Role Inventory: strengths, allowable weaknesses, role gaps; jointly agreed group norms
III – Shared vision and charter	Personal purpose for the MBA, collective vision and a Group Charter affirmed before the class
Beyond the lab	Norms and charters used in later coursework; learning diaries and reflective presentations



Group Process Lab — Tower Building Exercise in progress



Group Process Lab — teams negotiate roles under time pressure

Mindfulness and Emotional Intelligence (EI) Immersion at Pyramid Valley International	
Faculty	Dr. Sreeleakha P
Course	Emotional Intelligence at Work
Trimester | Academic Year	Trimester VI | 2024–25
Pedagogical format	Immersion-based learning with structured reflective practice

Classroom preparation on the neuroscience of emotions and **Mindfulness-Based Stress Reduction (MBSR)** led to a guided music meditation inside the meditation pyramid. Students then linked the experience to Goleman's framework of self-awareness, self-regulation, motivation, empathy and social competence. Students reported greater calm, focus and emotional awareness.



Emotional Intelligence at Work — immersion at Pyramid Valley International, Bengaluru (11 Feb 2024)

Managerial Communication–I & II: Three-Phase Pedagogy	
Faculty	Dr. Sreelekha Kopparambil
Course	Managerial Communication–I & II
Trimester | Academic Year	Trimesters I, II & III | 2024–25

Pedagogical format	Scaffolded, experiential, reflective and peer-learning with authentic assessment

Phase	Focus and activities	Assessment
I – Personal	Audience analysis, message design, verbal and non-verbal delivery	Individual speech (CLO 1)
II – Interpersonal	Role plays of difficult conversations, assertiveness, feedback	Feedback exercises, assertiveness role plays
III – Collaborative	Group discussion, consensus building, negotiation	Group communication activities

Speech Neutralization for Global Audiences	
Faculty	Dr. Sreelekha Kopparambil
Course	Speech Neutralization for Global Audiences (MBA 15 cohort)
Trimester | Academic Year	Trimester II | 2024–25
Pedagogical format	Interactive, practice-based, peer-feedback-driven learning

Phonetics (sounds, syllable stress, intonation) → **Shakespeare recitation** → global-accent listening and speech modulation → group exercises with real-time peer correction → public speaking. The classroom's own linguistic diversity was used as a learning resource.

05 Authentic marketplaces and exhibition-led learning

Real audiences whose reactions the instructor cannot control

Authentic market engagement puts students in front of audiences whose reactions cannot be scripted. Students make operational, selling and branding decisions and **watch how real visitors respond**.

LEARNING CYCLE

Research audience ► **Create offering** ► **Engage visitors** ► **Reflect on response**

Event	Faculty | Course	Tri | Academic Year	Scale & focus
Sales Sprint 2025 (10 Oct 2025)	Dr. Priyam Ghosh | Sales Management	III | 2025–26	7 themed stalls; full sales cycle
Sales Sprint 2.0 (18 Sep 2026)	Dr. Priyam Ghosh | Distribution Management	IV | 2026–27	8 stalls; custom coupons and offers
India Unveiled	Prof. Natasha Menon | Marketing Management 2	II | 2025–26	9 state teams; stalls and performances
India Calling!	Prof. Natasha Menon | Strategic Brand Management	IV | 2025–26	16 states; tourism campaigns and Integrated Marketing Communication (IMC)

Sales Sprint 2025 and Sales Sprint 2.0 — live selling

Teams plan products and inventory, set prices, design promotions and sell directly to customers, so **the results of their decisions show up on the spot**.

- **Sales Sprint 2025 stalls:** Amriki Bazaar, Jashn-e-Baraat, Gully 114, Brewtopia, Wonka World, Cows on the Beach, Down the Rabbit Hole.
- **Sales Sprint 2.0 stalls:** Bazaar Beats, Beach Behaviour, Boheme, Casino Royale, Chudail ki Chowpatty, Comic On, Hauz Mein Tamasha, Out of Stock; with discount coupons, ticket-style offers and themed promotional designs.



Sales Sprint — themed food-and-games stall (10 Oct 2025)



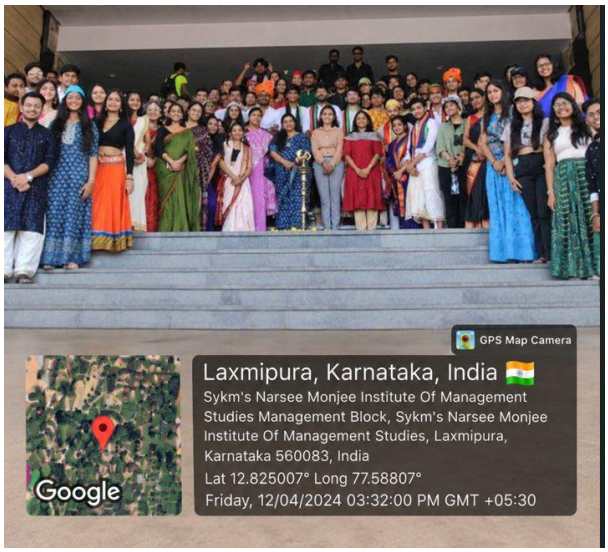
Sales Sprint — "Hauz Mein Tamasha" stall team with their branding

India Unveiled and India Calling! — branding exhibitions

Students research Indian states, identify positioning cues and communicate them through stalls, art, food, clothing, performances, games and Integrated Marketing Communication materials. **India Unveiled** brought nine state teams together and was inaugurated by Dr. Narayani Ramachandran, Director of the Bengaluru campus. **India Calling!** a Third Year Bachelor of Business Administration (TYBBA) Strategic Brand Management project, presented branding or rebranding strategies for 16 states and was followed by a qualitative audience analysis of brand recall and recognition.



Branding exhibition — a state stall brought to life (12 Apr 2024)



Branding exhibition — student teams in regional attire (12 Apr 2024)

Evidence available

- Photo galleries for both Sales Sprints and a promotional portfolio of the 2.0 coupons and offers.
- Instagram event reels for India Unveiled and India Calling!, plus a Google Drive photo folder for India Unveiled.

06 Research-embedded inquiry and analytics storytelling

From asking good questions to telling the story the evidence supports

Inquiry is built into functional coursework rather than left to a standalone research-methods subject, and a dedicated course teaches students to turn findings into **clear managerial messages**.

LEARNING CYCLE

Question ► **Gather evidence** ► **Analyse** ► **Tell the story**

Research Embedded Learning (REL) across the MBA Programme	
Faculty	Dr. Barnabas N & Dr. Aparna A
Course	Multiple MBA courses
Trimester | Academic Year	Across the programme | 2023–24
Pedagogical format	Research-embedded, experiential and project-based, within Outcome-Based Education (OBE)

In marketing, finance, Human Resources, operations, analytics, sustainability, strategy and technology, students frame problems and gather evidence through secondary sources, surveys, interviews, focus groups, observations or public datasets, with faculty mentoring at each stage.

Element	How it works
Assessment	Continuous assessment; rubrics on problem formulation, method rigour, analysis, interpretation, teamwork, communication
Alignment	Mapped to Course Learning Outcomes (CLOs), Programme Learning Outcomes (PLOs) and graduate attributes
Showcase	Best projects shortlisted for the University REL Poster Symposium for faculty, experts, peers and stakeholders

Workshop-Mode Session in Storytelling with Data	
Faculty	Prof. Ramprrasadh Goarty
Course	Storytelling with Data
Trimester | Academic Year	Trimester II | 2026–27
Pedagogical format	Experiential, collaborative, learn-by-doing workshop

Teams used business datasets and visualisation tools to identify a problem, define the key message, select visuals, build storyboards and present to peers, refining with instructor feedback. The format **significantly increased engagement** and moved attention from producing charts to explaining what the evidence means.

07 Consulting, professional decision laboratories and rewards design

Analysis must end in a recommendation that can be defended

These courses go beyond generic case discussion: students handle **professional calculations, design choices and stakeholder constraints**, and must defend a course of action.

LEARNING CYCLE

Diagnose ► **Model alternatives** ► **Recommend** ► **Defend**

Transforming the Consulting Elective into a Real-World Consulting Experience	
Faculty	Prof. Harsh Vardhan
Course	Management Consulting (second-year elective)
Trimester | Academic Year	Trimester IV | 2025–26
Pedagogical format	Experiential, case-based and simulation-based

The course blends **analytical rigour** (market sizing, profitability, financial modelling), **creative thinking** and **process discipline**. Across nine modules, groups solved **seven consulting cases and two simulation-based case-cracks**, built on real data and McKinsey-style problems, then a final project.



Classroom session with invited guests (2 Aug 2025)



Students during an applied in-class activity (2 Aug 2025)

Human Resources (HR) Compensation & Analytics Lab	
Faculty	Dr. Sreeleakha P
Course	Total Rewards (Compensation & Benefits)
Trimester | Academic Year	Trimester V | 2023–24
Pedagogical format	Experiential, case-based, analytics-led, technology-enabled lab

Module	Practical work
I. Strategic compensation	Reward strategy maps, dashboards, Artificial Intelligence in rewards
II. Job evaluation	Point-factor evaluation and defended group project (internal equity)

Module	Practical work
III. Market analytics	Salary surveys, pay ranges, compression (external equity)
IV. Reward design	Variable pay, executive incentives, Employee Stock Option Plans (ESOPs)
V. Benefits & payroll	Cost to Company (CTC) statements, payslips, taxable pay, statutory deductions

Financial Literacy for Managers — Applied Wealth Management	
Faculty	Dr. Narayani Ramachandran
Course	Wealth Management
Trimester | Academic Year	Trimester VI | 2023–24
Pedagogical format	Applied decision cases, project-based and reflective learning

A concept → application → decision → reflection cycle and goal-based planning projects make finance **a practical language for decision makers**, including non-finance students.

08 Entrepreneurial design and collaborative business modelling

Entrepreneurship as building, testing and revising connected assumptions

Business Model Canvas (BMC) Workshop: From Business Idea to Validated Business Model	
Faculty	Dr. Neelima Watve
Course	Workshop for MBA students (course not specified)
Trimester | Academic Year	Trimester IV | 2024–25
Pedagogical format	Experiential, project-based, collaborative team workshop

Stage	What students and faculty did
1. Introduction	Faculty explained the canvas and showed successful examples
2. Opportunity	Teams identified a problem or opportunity and chose a venture idea
3. Canvas development	Completed all nine building blocks (shown below)
4. Validation & mentoring	Mentors challenged assumptions and encouraged customer validation
5. Pitch & reflection	Teams pitched, took peer and faculty feedback and refined their canvases

Key Partners	**Key Activities**	**Value Proposition**	**Customer Relationships**	**Customer Segments**
	Key Resources		**Channels**	
Cost Structure		**Revenue Streams**		

Why it works

- Students did not write an assignment: they **created, defended and improved real business models**, building an entrepreneurial mindset, strategic thinking and innovation skills.

09 Applied sustainability, legal reasoning and case-based learning

Familiar methods made meaningful through real decisions and trade-offs

Assessing the Carbon Impact of Urban Development	
Faculty	Prof. Janaki Anant
Course	Sustainability and environmental responsibility (course not specified)
Trimester | Academic Year	Trimester III | 2024–25
Pedagogical format	Real-world scenario discussion with quantitative reasoning

Stage	What students did
1. Scenario	A metro project needs about 10,000 trees removed: what is the carbon impact?
2. Components	Stored carbon versus lost future sequestration; removal does not release all carbon at once
3. Illustrative calculation	At about 20 kg of carbon dioxide (CO_2) per tree per year: 200 tonnes a year, about 2,000 tonnes over 10 years, 6,000 tonnes over 30 years
4. Trade-off analysis	Metro emission savings from modal shift against shade, cooling, clean air and biodiversity
5. Application	Recognised the limits of the estimates and applied the learning in later projects

From Legal Concepts to Business Decisions	
Faculty	Prof. Alisha Thomas
Course	Contract, Competition and Consumer Laws (first-year MBA)
Trimester | Academic Year	Trimester I | 2026–27
Pedagogical format	Scenario-based, problem-based and collaborative (designed approach)

In the illustrative case, a start-up's service agreement has an unclear termination clause and one-sided liability limit, alongside a comparative-advertising claim and a misleading-representation complaint. Students **identify, map the law, analyse risk, develop a business-facing output and defend it**, guided by one test: which option is legally defensible, commercially workable and ethically appropriate?

Marketing Strategy and Wealth Management also use assessed cases to build towards a defended recommendation.

SV Student voice and observed impact

What students and results say about the pedagogies

> *"Previously, although I had content, I seriously lacked the skill to frame an answer in a professional setting… the way I structure my answers now, defining the problem, breaking down the key issue, formulating assumptions and really hitting that guesstimate… is adding to my confidence. I reiterated our MECE framework in multiple instances.*
>
> **Harris John, MBA student, writing to Prof. Harsh Vardhan, 17 Nov 2026**

Harris credits Management Consulting for reaching the **final rounds at Accenture and Sagility**, where he treated questions as consulting problems using the Mutually Exclusive, Collectively Exhaustive (MECE) framework.

Initiative	Observed impact (as reported)
Capsim Capstone®	Global Ranks 1, 2 and 3 in the Capsim Business Simulation Championship
FINA platform	Deployed as a public web app and open-sourced under the MIT License; recognised as industry-ready
Management Consulting	Techniques used in consulting interviews, internships and placements
Distribution Simulation	Students from other electives joined; highly engaging
Emotional Intelligence immersion	Self-reported calm, concentration, reduced stress; better reflection in assessments
Speech Neutralization	Greater clarity and confidence with clients and stakeholders
Group Process Lab	Foundational practice; fewer team dysfunctions in later coursework
Storytelling with Data	Significant rise in engagement and active participation
Bloomberg Terminal	Sustained usage across several academic years

Impact is reported qualitatively in the source files; no before-and-after scores or percentages are claimed.

WF Way forward

Enhancements proposed in the source reports

Initiative	Proposed next steps
Capsim Capstone®	Industry mentors, sector-specific tracks, analytics integration, more reflection; scalable across campuses
Bloomberg Terminal	Finance electives, investment courses, student research, competitions, advanced analytics
Management Consulting	More real-world cases; live client problems from companies and start-ups; consultants and alumni as judges
Wealth Management Labs	Same practice-first pedagogy can extend to other electives
Visual Analytics Travel Tool	Other course deliverables can be extended into products without redesigning syllabi
Legal Concepts to Decisions	Scenario bank, common rubric, consulting-pitch or advisory formats, trimester portfolio
Research Embedded Learning	Continued mentoring and Poster Symposium dissemination
All initiatives	Record cohort sizes, rubrics and scores so impact can be shown; retain student artefacts as annexures

Pedagogies and courses at a glance

1	**Industry platforms**	Financial Analytics — Bloomberg Terminal; Customer Relationship Management — HubSpot and faculty-authored textbook
2	**Application development**	Visual Analytics Travel Tool (Tableau); FINA Python platform with live Application Programming Interface data
3	**Enterprise & functional simulations**	Capsim Capstone®; Marketing Strategy; Distribution Simulation; Wealth Management Labs
4	**Behavioural & communication labs**	Group Process Lab; Emotional Intelligence at Work; Managerial Communication–I & II; Speech Neutralization
5	**Live markets & exhibitions**	Sales Sprint 2025 & 2.0; India Unveiled; India Calling!
6	**Research & analytical storytelling**	Research Embedded Learning; Storytelling with Data
7	**Professional problem-solving labs**	Management Consulting; Compensation & Analytics Lab; Financial Literacy for Managers
8	**Entrepreneurial model development**	Business Model Canvas workshop
9	**Applied cases & problem-based learning**	Carbon impact of urban development; Legal Concepts to Business Decisions; Marketing Strategy cases

Conclusion

The 24 documented initiatives show a deliberate progression. Students first work with **professional tools and data**, then **build their own products**, **run businesses and supply chains in simulation**, **face real customers and audiences**, **research real problems** and finally **defend consequential recommendations** as consultants, rewards designers, wealth advisers, sustainability analysts and legal-risk advisers. With sixteen faculty members and two industry facilitators leading innovation from Trimester I to Trimester VI, experiential learning is a programme-wide practice at NMIMS Bengaluru rather than a set of isolated experiments.