



# St. Francis Institute of Management and Research

## SFIMAR

### Faculty Initiatives on Teaching and Learning

#### **Role play**

As part of the experiential learning pedagogy adopted for SYBMS students, a classroom role play activity was conducted to provide students with practical exposure to ethical and unethical business practices through simulated corporate scenarios. The activity highlighted issues such as misleading marketing practices, financial manipulation, and unethical HR policies within a fictional organization, Zenith Corp. Through the enactment, students understood the consequences of unethical decision-making on employees, customers, investors, and organizational reputation.

The role play served as an effective pedagogical tool by promoting active participation, teamwork, communication, critical thinking, and ethical reasoning. It helped students connect theoretical concepts of business ethics and corporate governance with real-world managerial situations, reinforcing the importance of integrity and professional responsibility in business practices.



### **3D Models in Retail Marketing**

A 3D Model Presentation Activity for SYBMS Marketing students was organised to provide practical exposure to retail marketing concepts. Students designed and presented creative 3D models of FMCG stores, fashion outlets, and organized retail formats by applying concepts such as store layout, visual merchandising, branding, and customer flow management. The activity promoted experiential learning, teamwork, analytical thinking, and presentation skills among students. Participants demonstrated strong subject understanding by effectively integrating theoretical knowledge with practical retail applications. Overall, the activity successfully enhanced students' understanding of retail marketing practices and contributed to outcome-based learning.



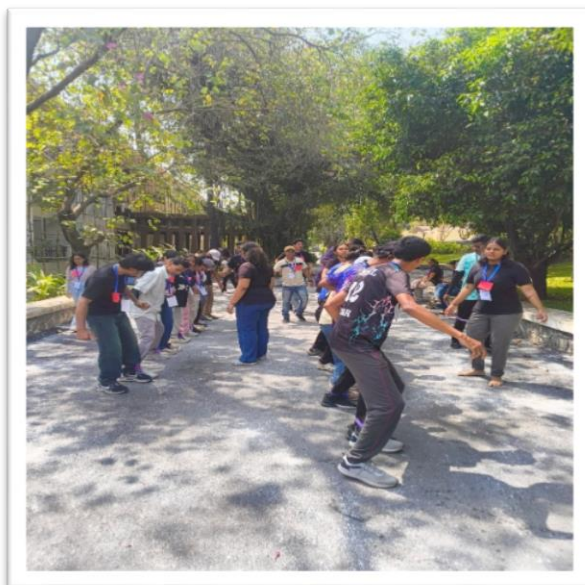
### **3D Models in Indian Knowledge System (IKS)**

The FYBMS students demonstrated a 3D Model Exhibition under the Indian Knowledge System (IKS) to showcase traditional houses of different Indian states. Through detailed 3D models, students highlighted the climatic, cultural, and scientific aspects influencing traditional Indian architecture. The activity encouraged experiential learning, creativity, research, teamwork, and presentation skills among the participants. Students also demonstrated an understanding of sustainable architectural concepts such as ventilation, insulation, and the use of regional materials in house construction. Overall, the exhibition successfully combined academic learning with cultural awareness and strengthened students' appreciation for India's rich heritage and indigenous knowledge systems.



## Outbound Training

The Outbound Training Programme was organized for FYBMS students at Rambhau Mhalgi Prabodhini, Uttan Village, Bhayander West. The full-day programme aimed at developing teamwork, leadership, communication, and problem-solving skills through experiential learning. Various team-building activities and management games were conducted to provide practical exposure beyond classroom learning. Students were encouraged to think creatively, work collaboratively, and manage challenging situations effectively. The programme helped participants improve their confidence, decision-making abilities, teamwork, and leadership qualities. Overall, the training successfully bridged the gap between theoretical knowledge and practical management experience.

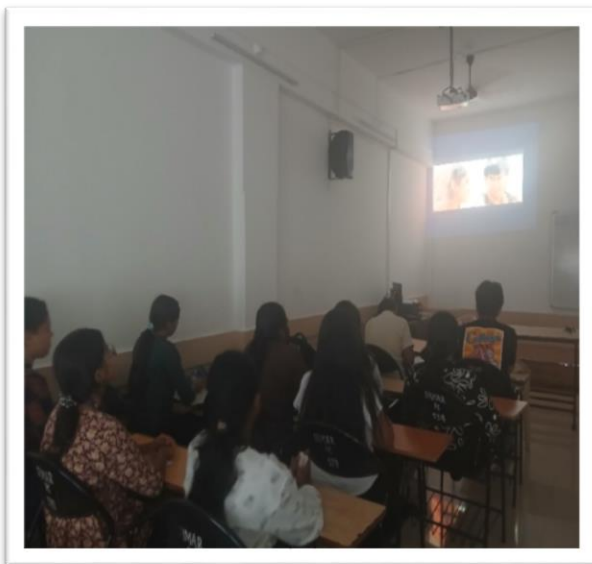


## **Case study method**

The case study method is an effective teaching and learning approach that helps students analyze real-life business situations and practical problems. It encourages critical thinking, decision-making, and problem-solving skills by allowing students to evaluate different perspectives and solutions. Through discussions and analysis, students gain a deeper understanding of theoretical concepts and their practical applications. The method also enhances communication, teamwork, and analytical abilities among learners. Overall, the case study method bridges the gap between classroom learning and real-world business practices.

## **Movie based learning**

Movie-based learning is an innovative teaching method that uses films and visual storytelling to explain academic concepts and real-life situations. It helps students understand complex



topics more effectively by connecting theory with practical and emotional experiences. This method enhances students' critical thinking, observation, and analytical skills through discussions and reflections on the movie content. It also improves engagement, creativity, and communication among learners by making the learning process interactive and relatable. Overall, movie-based learning creates an enjoyable and impactful educational experience that supports better understanding and retention of knowledge.

## **Management Games:**

Management games are interactive learning activities designed to develop students' managerial and decision-making skills in a practical environment. These games help students understand concepts such as leadership, teamwork, communication, planning, and problem-solving through simulated business situations. They encourage active participation and improve analytical thinking by allowing students to make decisions and observe their outcomes. Management games also enhance creativity, coordination, and strategic thinking among learners. Overall, they provide an engaging and experiential learning experience that bridges the gap between theoretical knowledge and practical management applications.

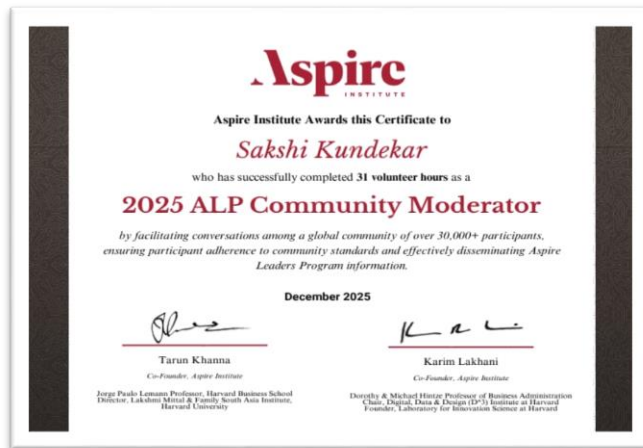


### **Aspire Leaders Program as a Pedagogical Initiative**

As part of the experiential and skill-based pedagogical practices adopted by the department, students are motivated and guided to learn, upskill, and enhance their professional competencies through global learning platforms such as the Aspire Leaders Program. The initiative encourages students to actively participate in international leadership and career development programmes that focus on communication skills, teamwork, critical thinking, problem-solving, and professional growth.

Through mentorship sessions, interactive learning modules, and exposure to global industry experts, students develop self-confidence, leadership qualities, and a broader global perspective. Faculty members play a facilitative role by mentoring students, encouraging self-

learning, and guiding them to participate in interviews and selection processes conducted at international platforms. Such initiatives not only enhance students' academic and professional capabilities but also prepare them to become globally competent and socially responsible future leaders.



### Group Discussion (GD):

Structured group discussions were conducted for FYBMS Semester 1 students to enhance their communication skills, confidence, critical thinking, and teamwork. Students actively discussed topics such as AI in Business, Online vs Offline Shopping, and Entrepreneurship, sharing their views on innovation, customer experience, automation, and digital skills. The activity encouraged active participation, improved speaking abilities, and helped students understand the importance of leadership and collaboration in professional environments.



**Guest lecture:**

A lecture on *Stress Management and Work-Life Balance* was conducted for FYBMS students as a pedagogical initiative to promote self-awareness, emotional well-being, and holistic development. The resource person from Brahma Kumaris guided students on managing academic and personal stress through practical techniques such as meditation, mindfulness, positive thinking, breathing exercises, and time management. Interactive discussions and real-life examples enhanced student participation and learning. The session emphasized emotional stability, self-care, resilience, and maintaining a healthy balance between academics and personal life.

**Class Activity: Decode Me & Silent Signals**

The activities “Decode Me” and “Silent Signals” were successfully conducted during the Business Communication lecture. These interactive and engaging activities helped students understand key communication concepts in an enjoyable manner. The session encouraged active participation, teamwork, and effective interaction among students, thereby enhancing their overall learning experience.



### **Rural Immersion Programme**

The Rural Immersion Programme was organized to provide students with experiential learning through direct interaction with rural and tribal communities. The initiative aimed to bridge the gap between classroom knowledge and real-world challenges by involving students in community-based healthcare awareness activities. As part of the programme, students visited villages and tribal hamlets in Vikramgad Taluka to assist residents with registrations under government healthcare schemes such as Ayushman Bharat – PMJAY and ABHA ID. They also helped generate Ayushman Bharat cards and spread awareness about the benefits of these initiatives. The programme offered students valuable exposure to rural life while enabling them to contribute meaningfully towards community healthcare awareness.



### **Old Age Home Visit**

The Old Age Home Visit was organized by the Department of Lifelong Learning and Extension along with the Samran Club of St. Francis Institute of Management & Research at Om Satyam Care Foundation, Gorai, Borivali. The visit aimed to develop empathy, social responsibility, and emotional bonding between students and elderly residents. Students interacted with the residents through conversations, music, and recreational activities, creating a joyful and positive atmosphere. Essential groceries and daily-use items were also distributed to support the residents' well-being.

The activity provided students with valuable insights into the importance of caring for senior citizens and contributing to society. Overall, the visit was a meaningful and enriching experience that promoted compassion, responsibility, and community engagement.



## Beach Cleaning

The Beach Cleaning Drive organized by the Department of Lifelong Learning (DLLE) at Juhu Chowpatty aimed to promote environmental awareness and encourage students to actively participate in conservation activities. Students worked together to clean the beach by collecting plastic waste, wrappers, bottles, and other non-biodegradable materials. The activity also educated participants about the harmful effects of pollution on marine life and the importance of waste management and recycling. The drive helped students develop a sense of environmental responsibility, teamwork, and community involvement. The initiative resulted in a visibly cleaner beach and created awareness about maintaining sustainable and eco-friendly surroundings. Overall, the programme was a meaningful step toward promoting environmental consciousness and social responsibility among students.

