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LEARNING PULSE

ADVANCING EVIDENCE-BASED
LEARNING & TEACHING

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A NEW CHAPTER

Opening Editorial

Welcome to the inaugural issue of **Learning Pulse**, a publication of the Center for Learning and Teaching Advancement (CLTA) at Jaipuria Institute of Management. This newsletter marks the beginning of a purposeful journey. It places learning at the heart of everything we do.

Higher education today is evolving faster than ever. Learners expect relevance, engagement, clarity, and meaningful experiences. Faculty members are increasingly required to blend evidence-based pedagogy, active learning strategies, and technology-enabled approaches—all while nurturing curiosity and critical thinking. To support this mission, CLTA has been created as a platform for continuous improvement, experimentation, and shared learning.

Learning Pulse will serve as the Institute's window into innovations happening within and outside Jaipuria. Each issue will feature practical insights, classroom experiments, learning science explanations, faculty best practices, student perspectives, industry voice, and global trends. Our aim is to not just disseminate knowledge but to spark conversations and inspire action in our collective pursuit of teaching excellence.

We believe that impactful teaching is not accidental: it is thoughtful, reflective, evidence-based, and continuously evolving. Through this platform, we invite faculty, scholars, students, and practitioners to join us in shaping the future of learning in higher education in general and B-schools in particular.

Here's to new ideas, bold experimentation, and a vibrant culture of teaching-learning excellence.

Editor, Learning Pulse
Center for Learning and Teaching Advancement (CLTA)
Jaipuria Institute of Management

LEARNING SCIENCE UNPACKED

NEURAL SYNCHRONY AND LEARNING OUTCOMES – WHY IT MATTERS FOR EFFECTIVE TEACHING?

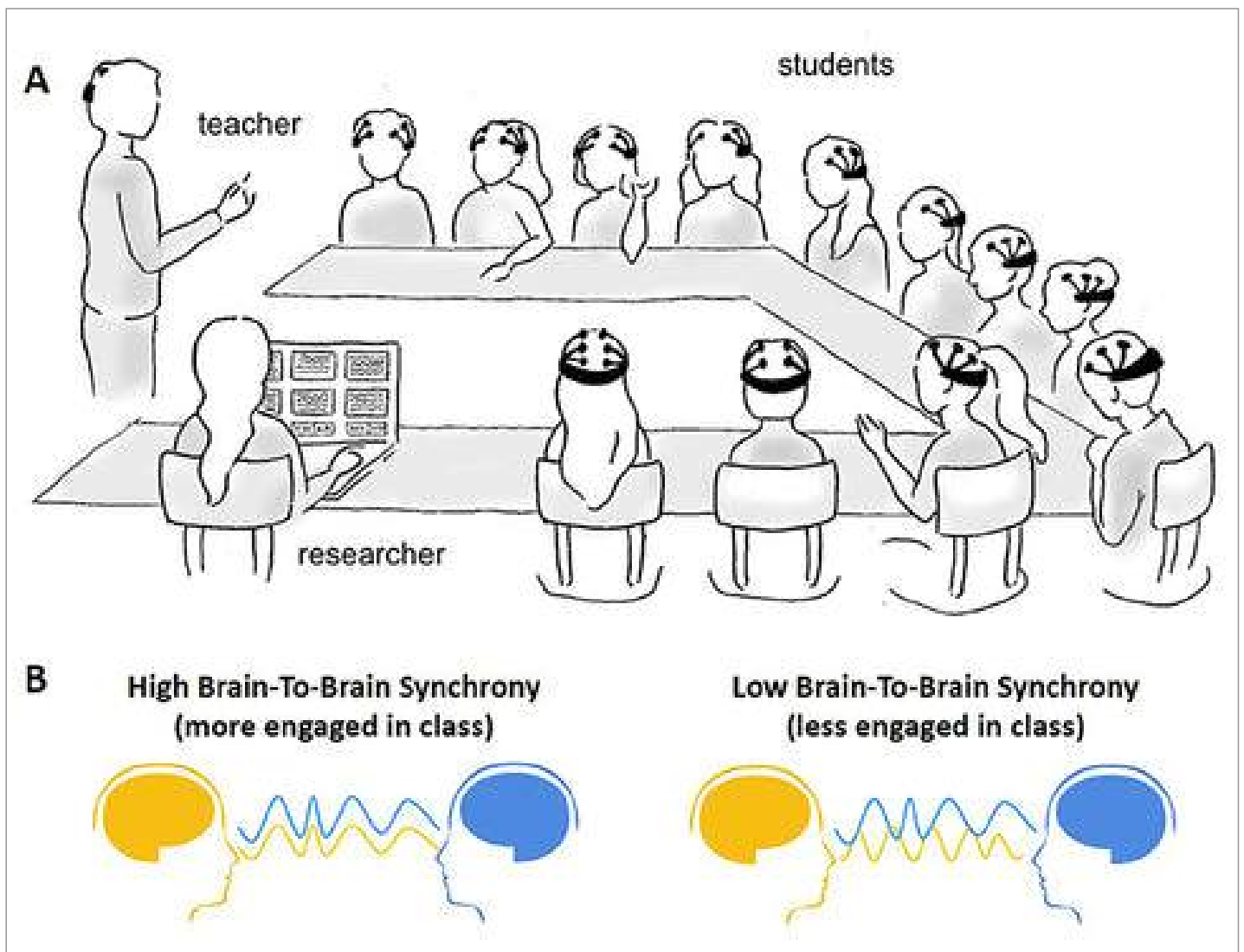
Dr. Prabhat Pankaj • Director Academics, Jaipuria Institute of Management



If a class is comprised of 60 students, perhaps the faculty teaching the class is looking at 60 different mental models. The challenging part of this class is the faculty has no clue what these mental models are. In the absence of 'neural synchrony', students would tend to derive various meanings from a single teaching interaction. As a result, student engagement goes down, learning goes down.

Student engagement, especially shared engagement, is one of the strongest predictors of learning outcomes, retention of information, and long-term academic success. When learners are mentally "tuned in" to the same educational content, their cognitive systems are more likely to process and retain that information. When learners are engaged with a stimulus—be it a lecture, a video, a group discussion, or a teacher's explanation - their brains process the same information over time. If their neural responses temporally align, it suggests that attention, cognitive processing, and social coordination are synchronized across learners and between learners and teachers. This is what makes teaching highly effective, and this is when learning happens.

Neural synchrony refers to the temporal alignment of neural activity within an individual's brain or across multiple brains when engaged in a shared cognitive or social task. On the level of brain physiology, synchrony reflects coordinated oscillatory activity (brain waves) across neurons or brain regions that indicate shared processing of sensory input, attention, or social engagement. Neural synchrony appears in multiple frequency bands (e.g., theta, alpha, gamma) and is associated with information integration, memory formation, and communication between brain networks. Importantly, in social and educational contexts, interbrain synchrony (alignment of neural activity among individuals) has become a measurable index of shared attention, engagement, and mutual understanding.



Source: Randeniya, R. (2024, September 12). How EEG can be used to create optimal learning environments. Emotiv.

Evidence of Neural Synchrony

In a classroom study where 12 students wore portable EEG headsets during regular lessons, researchers found that brain-to-brain synchrony among students predicted classroom engagement and social dynamics across sessions. Students whose neural activity was more synchronized were more likely

to be focused on the learning experience as a group. Beyond student-student synchrony, synchrony between teacher and learner brains has been linked to successful learning interactions. Joint attention and coordinated listening, when both teacher and student focus on the same meaningful content, produce

higher interbrain synchrony.

A recent study using functional near-infrared spectroscopy (fNIRS) showed that mutual gaze and joint attention modulate neural synchrony, providing a neurobiological basis for meaningful social learning interactions. When teacher and learner coordinate their behavior (e.g., eye contact, joint focus of attention), neural synchrony increases, which correlates with effective learning moments.



Why faculty should foster Neural Synchrony

Neural synchrony is not merely an abstract neuroscientific concept; it can be harnessed to enhance classroom learning outcomes. Here's why it matters for educators:

- **Greater Engagement and Participation:** Students whose brains synchronize with the teacher and with each other consistently exhibit higher engagement. Engagement, in turn, correlates with classroom participation, motivation, and deep learning. When learners feel part of a collectively focused group, their cognitive resources allocate more strongly to relevant information.
- **Social Bonding:** Neural synchrony is also associated with social connectedness and bonding. This implies that a positive student-teacher relationship enhances synchronous neural processing and, indirectly, learning effectiveness.
- **Collaborative Learning:** Group synchrony during collaborative tasks (e.g., group problem solving) correlates with successful teamwork outcomes like task completion and mutual engagement, suggesting that synchrony reflects and supports productive collaboration.

How faculty can create Neural Synchrony in the classroom

While teachers do not measure brainwaves in real time, they can design instructional practices that promote the conditions under which neural synchrony naturally arises.



Encourage Joint Attention:

Joint attention means that all learners are directed toward the same task or piece of information in a meaningful way. Faculty can employ multimodal instructional strategies to align learners' attention and enhance cognitive engagement that encourage learners to focus on the same content. Encourage eye contact and visual focus during explanations to align attention and reduce distraction. Pose guiding questions that direct attention toward critical aspects of the lesson.



Encourage Interaction and Dialogue:

Research on teacher - learner synchrony shows that interactive teaching, not passive lecturing, promotes stronger neural alignment. Faculty needs to encourage small group discussions that allow students to coordinate their thinking with peers. Socratic questioning can significantly enhance real time engagement. Think-pair-share activities promote joint exploration of the concepts.



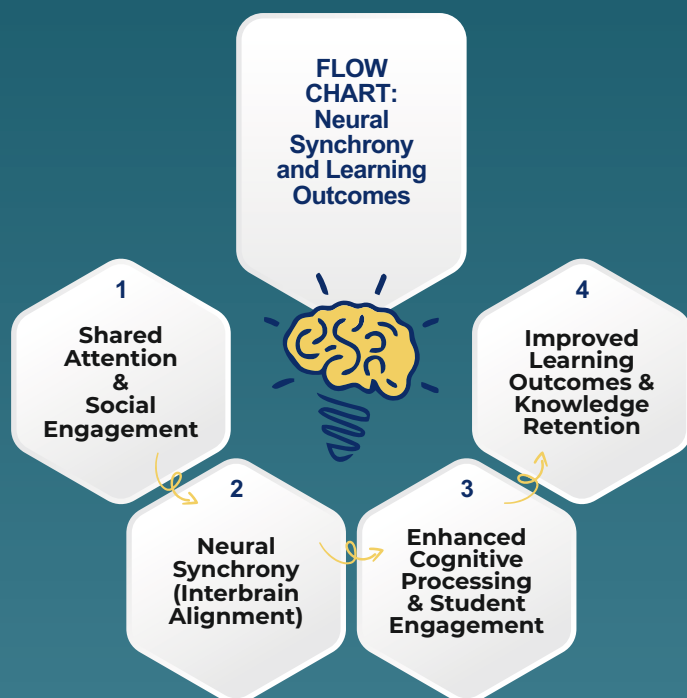
Encourage Social Connectedness:

Building rapport and a positive social learning environment matters. This includes developing trust and supportive relationships with students and acknowledging contributions and validating diverse viewpoints. Faculty should use collaborative projects that make learners feel connected to each other.



Encourage Use of Technology:

Here, faculty can integrate meaningful multimedia, real-world problem contexts, and interactive tools like live polls, simulations etc. AI-driven engagement of students can be a big stimulus supporting neural synchronization, engagement and, hence learning.



Concluding Remarks

Neural synchrony provides a scientifically grounded marker for shared cognitive and social engagement in learning. For educators, fostering the conditions that support synchrony through joint attention, interactive pedagogy, social connectedness, and multimodal stimulation can enhance learning outcomes, promote collaboration, and increase student engagement. While direct measurement of neural synchrony in real classrooms may not be feasible yet, its underlying mechanisms are actionable. Teachers who design experiences that align student attention and cognition are effectively creating the neural conditions for deeper, richer learning.

FACULTY VOICE

HOW DID IT WORK FOR ME?

Classroom Role-Play as a Pedagogical Practice

How did my students learn consumer behaviour by doing?

Dr. Om Jee Gupta • Jaipuria Institute of Management, Lucknow



Brief description

A structured role-play intervention was designed to integrate consumer behavior concepts with experiential learning of Consumer Behavior concepts by amalgamating into lived classroom experiences, by allowing students to enact the roles of diverse consumers and marketers.

The activity enhanced engagement that led to the deepening of conceptual clarity and improved students' ability to link concepts with real-world decision-making. Its simplicity and adaptability provide scalability and serve as an evidence-based pedagogical tool for marketing students.

How did it work for me?

One pedagogical intervention that worked remarkably well in my consumer behavior classroom was a structured in-class role-play activity in which students enacted the roles of consumers and marketers interacting around a chosen product or service.

Rather than explaining concepts such as consumer motivation, personality traits, and perceptual differences solely through lecturing, students were asked to apply these concepts in practice.

Working in small groups of five to six, each team selected a product or service (e.g., Luxury cars and perfumes, mutual funds, insurance policies, FMCG products, organic food, ayurvedic products) and designed a short role-play scenario.

How do I know it worked?

The impact of the activity was visible and measurable across multiple dimensions.

Classroom participation:

Even passive voices in the classroom became vocal when playing consumer roles, particularly when articulating why they resisted or reframed marketing messages.

Conceptual clarity in assessment:

Post-activity responses in class discussions and case analyses demonstrated more precise differentiation, with students frequently citing examples from classroom role-plays.

Quality of peer observation:

Observers were able to critically diagnose why a particular marketing approach worked for one consumer but could not for another, showing higher-order, analytically driven thinking.

Language shift:

Students mostly rely on generic phrases like "customers like discounts," "better customer service," etc., to theory-aligned explanations.

These indicators strongly suggested that learning had moved from surface-level familiarity to applied understanding of concepts.



Why I believe it worked

The success of this activity lies in three strong pedagogical foundations:

Learning by Enactment, not merely recall:

The consumer behavior course is inherently experiential in nature. Concepts such as learning, motivation, and attitude are abstract until learners experience them. This activity attempts to do precisely the same through observable behaviors such as tone of voice, hesitation, resistance, persuasion, and emotional cues, thereby helping the learner to embody rather than memorize.

Perspective-taking as a Cognitive skill:

Visualization of this activity prompted students to view decision-making from multiple perspectives. This aligns strongly with constructivist learning principles, where meaning is actively constructed rather than passively received.

Safe simulation of real-world complexity:

This could be attributed to a psychologically safe simulation of real-market dynamics. It also allows students to experiment with different strategies, fail safely, observe peers' responses, and reflect on their thoughts.

Roles delegation which I practiced

Marketers:
attempting
to influence
choice.

Consumers with
contrasting
motivations,
personalities,
and perception
differences.

Observers
who critically
evaluated
the
interaction.

The classroom literally converged into a live marketplace where concepts were not merely discussed, but experienced.



What can fellow faculty learn from this experience

Key highlights:

1. Theory becomes powerful when students speak it, not when we deliver/explain it in the classroom.
2. Role clarity enhances learning depth-assigning observers is as essential as assigning performers.
3. Performance need not always be formal; instead, participation quality and conceptual language could be highlighted as powerful indicators of learning.

When students enact the market, they no longer ask "What is consumer behavior?" They start asking and answering, "Why did this consumer react that way?" This is a powerful impact which faculty would love to see on their students.

Is it scalable? Future Plans

This intervention is highly scalable and adaptable in the following ways.

- It can be implemented in large classes by rotating role-plays across sessions.
- The same structure can be extended to courses like B2B marketing, services marketing, digital marketing etc.
- Future endeavors may include short reflective write-ups from observers, video-recorded role plays for asynchronous critique, peer rating, and rubrics linking performance explicitly to learning outcomes.



Word of caution

It is true that role-play can be impactful in imparting learning, it is also true that in the absence of clarity of purpose, step-by-step preparation, and meticulous planning it may turn out to be a light episode, resulting into a few laughter but no clear learning.

FACULTY VOICE

HOW DID IT WORK FOR ME?

Cultivating Book Reading Habits in B-school

It's like a harvest, you need a lot of patience conditioning, and sowing the right seeds

Dr. Himanshi Pandey • Jaipuria Institute of Management, Jaipur



Book reading is something every generation complains about. Our grandparents complained about our parents, our parents complained about us, and now we complain about the next generation. The familiar line returns every time: "Reading habits are dying with this generation." This was the concern we identified, and we decided to do something about it at Jaipuria Institute of Management, Jaipur.

We have always heard successful and wise people tell us that reading is good for our mental, emotional, and even financial well-being. It is like exercise, we all know it is good for us, yet we still avoid it because it requires effort, patience, and discipline. We wanted to reduce this resistance and make reading inviting rather than intimidating.

Common Read created common sense for reading

So, at Jaipuria Institute of Management, Jaipur we began a book-reading initiative. It started as a simple gathering where existing readers could come together and talk about books they loved. To bring some common ground to our discussions, we began with classics of management literature from Ratan Tata to Indra Nooyi, from Sam Walton to Jack Welch. We announced a common read at the beginning of every month and discussed it at the end of the month. Gradually, students came asking about habit-building and self-help books. These are the students seeking to cultivate sustained reading habits. So, for them we introduced easy reads such as Atomic Habits, 7 Habits of Highly Effective People, How to Win Friends and Influence People, etc. Soon, this small session grew into a warm, lively event. We purposefully had the book reading discussion in the cafeteria. Students and faculty sat together with hot coffee and crispy samosas, talking about ideas, characters, and life lessons. The aroma of coffee drifted through the corridors, drawing more students in. While reading more management classics, we realized that most of these texts were gender skewed. So, we intentionally included books by women and queer authors.

The change was powerful. In a campus where we proudly boast a near 50–50 gender ratio, representation in reading mattered. Students across genders began opening up and sharing experiences. We also noticed many of our students were already passionate readers in their regional languages. So we brought in books in vernacular languages as well. This gave the initiative another dimension, where we started connecting ideas to the Indian Knowledge System. Our reading list became diverse, and so did our audience. We even included surprisingly moving children's books such as *Harold and the Purple Crayon* and *The Boy, the Mole, the Fox and the Horse*. Though labelled "children's books," they sparked rich discussions on imagination, creativity, and storytelling. Students saw themselves as Harold, holding a purple crayon, sketching possibilities for their own lives.

As enthusiasm grew, our monthly event soon became a weekly one. Initially, around 10–12 students as active reader attended a session in a month. Today, we regularly see 10–12 active reader every week and 30 plus attendees, with participation becoming more consistent and self-driven.

Since October 2022, we have organized over 25 book-reading sessions and have discussed more than 60 books, spanning management, self-help, fiction, children's literature, and vernacular texts. Tea, samosas, pakoras, and heartfelt conversations became a ritual that students looked forward to.

The impact flowed into classrooms as well, where students began citing books during discussions. They also started mentioning their readings in the placement interviews. The footfall in the library increased. Students started recommending books, asking for new titles, and taking pride in their reading identities.

Consolidating reading practice

To encourage individual reading journeys, we started another practice: at the beginning of the trimester, students fill out a simple form sharing their interests,

anything from cricket to romance, thrillers to gardening. Faculty then recommend a book aligned with each student's interest. By the end of the trimester, students reflect on their reading experience. We discovered that when reading began with something they already love, it stopped feeling like a chore and became a curiosity-driven habit.

Many students now tell us that instead of scrolling on their phones, they now discuss what they are reading. They update their progress on Goodreads, and we have seen the number of books reflected on their Goodreads shelves steadily rise. Several students have even gone a step further and joined offline book clubs in the city. During our informal post-session meetups, students often shared that they now feel less lonely, more comfortable in their own company, and more connected with themselves. What began as a small initiative has turned into a meaningful cultural shift on campus. Even we, as faculty, are happily surprised.

Culture of reading books is contagious

Our common read became truly common when the same book was picked up by faculty for reading. Faculty started participating in book reading sessions. In a learner-centric educational institution, faculty's habits and behaviour become key to transferring the same behaviour in students. As a faculty, we need to be mindful of displaying behaviour which we want our students to learn and demonstrate. Book reading is one such habit which is highly contagious. We intend to further the book-reading culture on the campus. Our plans include involving more faculty facilitators, creating theme-based reading weeks, collaborating with the library for "Student Choice Shelves,"

linking reflective book talks to course assessment in select subjects, and encouraging student-led reading circles so that the culture sustains even without us in the room. Since the model is simple: books, informal space, and conversation, it can easily be replicated across courses and campuses.

Reading one book didn't just create readers. It created curious, reflective, lifelong learners, and that, to us, is the heart of teaching-learning pedagogy.

INDUSTRY VOICE

THIS MUST BE LEARNT

Why B-school students must learn entrepreneurial and social skills

Neeraj Narang • Senior Director, Global HCM Product Strategy & APAC Lead, Oracle



When students learn to fail, reflect, and improve, they prepare themselves not just for jobs, but for meaningful, resilient careers.

In today's fast-changing professional world, classroom knowledge alone is no longer enough. B-school students must go beyond theories and case studies and actively build an entrepreneurial and socially aware mindset. These skills not only prepare them for leadership roles but also help them become confident problem-solvers who can adapt, innovate, and take ownership in any organization.

An entrepreneurial mindset does not mean that every student must start a company. It means learning to treat every task as if it were part of one's own organization. When students begin to think like owners, they naturally start looking at the bigger picture—costs, people, impact, risks, and

outcomes—before taking action. Ownership brings accountability, and accountability builds leaders. Whether working on a group assignment, internship, or corporate role, this mindset encourages students to deliver quality outcomes rather than simply completing tasks.

Equally important is exposure to real-world experiences, especially field-based roles such as field sales. Interacting directly with customers teaches lessons that no classroom can fully replicate. Students learn how to communicate clearly, handle rejection, understand human behaviour, negotiate, and sell ideas—not just products. These social and selling skills are essential in every career path, from consulting and marketing to entrepreneurship and leadership.



Continuous learning is another critical habit. Students should take the initiative to learn at least one new skill every three to six months. These skills may include social skills gained through NGO work or community service, live online projects, or hands-on initiatives that serve society. Serving communities builds empathy, leadership, and collaboration—qualities that define impactful professionals.

In parallel, students must also develop digital skills relevant to today's world. This does not necessarily mean deep coding expertise. Skills such as prompt engineering, AI tools, low-code or no-code platforms, and digital automation help students use technology to solve real problems efficiently. Technology, when combined with business thinking, becomes a powerful enabler.

B-schools can further strengthen this learning by encouraging students to identify real problems around them, even within their own campuses or universities. Students can pick one problem—related to processes, student life, sustainability, or community engagement—and form small teams to solve it like entrepreneurs. Working under the guidance of professors and industry leaders, they gain hands-on experience in problem identification, solution design, teamwork, and execution. Such initiatives sharpen problem-solving skills and build confidence to handle uncertainty.



Institutes can promote a **“learn, unlearn, and relearn”** culture by forming student groups that focus on acquiring new skills every quarter and applying them to practical initiatives. Solving the same problem using different skill sets teaches flexibility and creative thinking. Regular idea-pitching exercises, similar to Shark Tank formats, can further build confidence, business thinking, and presentation skills.

I strongly believe that experience-based learning creates a deeper and lasting impact than classroom learning alone. Data helps us understand trends, but real experiences give students an edge—confidence, clarity, and courage. An entrepreneurial mindset removes the fear of failure and replaces it with curiosity and learning. When students learn to fail, reflect, and improve, they prepare themselves not just for jobs, but for meaningful, resilient careers.

STUDENT VOICE

WHAT HELPED ME LEARN

Leadership Lab Session in Entrepreneurial Leadership

Sahil Vispute • PGDM student, Jaipuria Institute of Management, Indore



The Leadership Lab was inaugurated on January 6th, 2026, at Jaipuria Institute of Management, Indore, providing students a greater understanding of Holistic Learning in action. The Leadership Lab gave us an opportunity to look beyond textbooks and to engage with today's challenges facing business leaders by using the lens of a real-world business case study, MotionGility:

Learning from the Leader: Mr. Himanshu Chaturvedi

The keynote speaker for this Leadership Lab was Mr. Himanshu Chaturvedi, founder and CEO of MotionGility, who presented his inspiring journey from a company that launched in 2015 with just one laptop to being recognized in the global marketplace as a top-rated provider of animation and explainer videos.

Mr. Chaturvedi reflected on his personal journey and the challenges he encountered after the untimely death of his father, how his family was an integral part of his success, and the impact that mentors can have in developing one's skills were immensely motivating. His reminder, "You are the creator and destructor of your own future," should serve as an important mantra for all aspiring entrepreneurs; the foundation of successful entrepreneurship rests upon making wise, calculated, and informed decisions.



Analysing the Strategic Turning Point

In our class discussion, we examined the major leadership issues presented in the case of MotionGility. There were four areas that were highlighted as the main pillars of this discussion:

1. **Balancing Structure with Creativity:** How to create accountability and operational discipline as a company grows without losing the creativity which is its principal asset.
2. **Developing Talent:** The shift from being a service that provides "individual heroics" to a system for mentoring and training new employees.
3. **Navigating AI Disruption:** To be an AI-focused studio, to support a human-driven studio model, or to have a blend of both.
4. **Leading Through Uncertainty:** To manage the tension between immediate customer demands while fulfilling a long-term vision.

Insights on the Future of AI

During the discussion, one of the most interesting points was Mr. Chaturvedi's take on AI as we continue to adopt it. He pointed out the rapid development of AI/Machine Learning as creating a better "human-like" experience for technical tasks, while at the same time, he continues to believe that the value of human creativity will always remain irreplaceable for 100% customized deliverables. He believes the best way for MotionGility to move forward is through a hybrid model, in which AI increases efficiency of technical task completion, while human skills create the story and develop emotional ties with customers.

A Diverse Learning Environment

The inauguration of the Leadership Lab is a testament to our college's commitment to application-based learning. With the help of leaders in business, such as Mr. Chaturvedi, the Leadership Lab allows us to study real-life situations, which enables us to learn more about the areas of business that we will encounter once we leave the classroom. Developing the skills necessary to succeed in our careers (such as the Critical Thinking and Strategic Planning Skills) will enable us to become the leaders of tomorrow. As we continue to participate in these unique "Leadership Lab" sessions, we are truly becoming candidates shaped by a diverse, engaging, and world-ready environment.

BOOKS

THAT NEEDS ATTENTION

Dr. Nishtha Malik • Faculty, Jaipuria Institute of Management, Lucknow



Why This is Essential Reading for Faculty Members

This book has been widely praised across the globe as an inspiring and thought-provoking work in the field of higher education, making it a must-read for both seasoned as well as early career educators. Reviewers have lauded this book for its deep analysis, use of lively anecdotes, and its ability to provide a valuable framework for improving teaching practices that lead to students intellectual and personal growth. It is evidence-based rather than anecdotal, unlike so many books on teaching that rely on the author's personal experience or unproven ideas, this book is based on observation and data from excellent teachers. This book provides both take-action advice that can be put to immediate use (practical) and philosophical insights that can change the entire way of thinking about education. This book encourages faculty members to challenge their assumptions about teaching productively.

About the Author: Ken Bain was the president of the Best Teachers Institute, a research and educational organization in New Jersey and Washington, D.C. He taught professors and students how to make the most of their educational pursuits. "What the Best College Teachers Do", is his beloved and highly influential book that has become a classic, shaping conversations about higher education for years now. In fact, its sequel which is "What the Best College Students Do", also has reached readers around the globe.



Though this is an older publication dating back to 2014, but I got the opportunity to read this book recently and I thought – Why did I miss this book? May be as a faculty in B-school, I always thought it is about course content, exercises, simulation and making students learn from the real world. However, it was all my own understanding of how my students should learn. I never thought it out from the student side – what really works for them, unless I read this book. I will say that this book is a must read for any faculty who cares about student's learning.

Structure and essence of the book

This book offers great valuable insights to all educators and divided into seven chapters namely, "defining the best; what do they know about how we learn; how do they prepare to teach; what do they expect of their students; how do they conduct class; how do they treat their students; how do they evaluate their students and themselves". The book also contains a section that talks about - what we can learn from these teachers and an appendix mentioning how this study was conducted.

This book is about what makes a great teacher great? Who are those professors' students remember long after their graduation? This book is based on the findings of a study which was conducted by Prof. Bain over 15 years with nearly 100 colleague professors across different disciplines and universities. This study recognized the practices and mindsets of exceptional educators who have a lasting and profound impact on the lives and thinking styles of their students. The major finding is - it's not what teachers do (specific methods), it's what they understand (fundamental understanding of how humans learn) and a strong commitment towards student development.

This book contains details about - what best teachers know about learning, how they prepare for class, how do they conduct class, how they treat their students and how they evaluate the performance of their students. This book highlights that all the best teachers share a common philosophy that learning is a transformative, lifelong process. The main goal is to foster the deep learning that changes and challenges the learner's mental models of reality. These teachers passionately believe that teaching matters, and every student can learn, they all need to be treated with respect and trust, as the teaching process is an intellectual endeavor.

Bain highlights 7 common principles in the

practices of these highly effective teachers-

1. **They Create a Natural Critical Learning Environment:** They embed skills and knowledge in engaging tasks or burning/intriguing questions that provoke curiosity and interest in their students rather than just delivering the facts on the topic.
2. **They Get and Keep Attention:** They consciously start each class with a provocative question/story or a problem in order to capture the interest of their students and direct their complete attention towards deeper intellectual issues.
3. **They Start with Students Not the Discipline:** To heighten the engagement, they start with what students care about or know about, and after that they help them add disciplinary knowledge to their existing understanding.
4. **They Seek Commitments:** Exceptional teachers always motivate their students to commit to the learning process, and they often try to do this on the first day itself. They may do this with the help of an exercise that lays out the course's promise and expectations. They believe that every student wants to learn, and if they don't, it is because of the failure in the teaching method and not in a failing student.
5. **Methods and Approaches:** They help students learn outside the classroom. They use different methods that foster students' autonomy, create authentic assessment, and encourage critical thinking in them. Class activities are designed to encourage and facilitate learning that happens independently between sessions, helping these students to take control of their own education.
6. **Deep Learning Focus:** The class time is used by them to help their students think like scholars in the field. They don't emphasize memorizing the information, rather the goal is to help students change their mental models.
7. **Create Diverse Learning Experiences:** Recognizing that brains thrive on variety they use different teaching methods including visual auditory interactive and reflective activities in order to balance systematic and messy learning approaches.
8. **The heart of the book lies in a profound observation:** the most excellent college teachers are those who are utterly preoccupied with their students' learning and not with their own performance. They see teaching, not as the presentation of information, but as the provision of conditions under which the greatest number of students can achieve their potential for learning.



CALL FOR CONTRIBUTIONS

Learning Pulse is envisioned as a collaborative platform that brings together diverse voices committed to advancing teaching and learning in higher education. We warmly invite faculty members, researchers, practitioners, and students to contribute their ideas, experiences, and insights to future issues of the newsletter.

We particularly welcome contributions that share innovative classroom practices, reflections on teaching experiences, insights from learning science, assessment strategies, technology-enabled learning approaches, case-based teaching ideas, and industry perspectives on management education. Short articles, reflective essays, classroom experiments, teaching tips, book or tool reviews, and student perspectives on learning are all encouraged.

Through these contributions, Learning Pulse aims to build a vibrant community where educators learn from each other's experiences, exchange ideas, and collectively strengthen the culture of teaching excellence.

Submissions should be concise, insightful, and relevant to the evolving landscape of education management. Research and evidence-based submission will be preferred. Selected contributions will be featured in upcoming issues of the newsletter.

We look forward to your participation in making Learning Pulse a dynamic platform for sharing knowledge, inspiring innovation, and advancing impactful teaching and learning.

For more information and questions,
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