

LEARNING PULSE

ADVANCING EVIDENCE-BASED
LEARNING & TEACHING

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Issue Highlights

The Neuroscience of
Learning: Lessons
for Educators in
Higher Education

AI Will Not Take Your Job.
It Will Take the Part
That Got You Promoted

Gamifying Finance and
Accounting Learning

Bridging the Theory-Practice Gap:
Architecting a Modular Framework
for Large MBA Cohorts

Learning Beyond the Classroom:
How My First-Year Journey
Shaped Me

Beyond Academics:
The Skills That Shape
Professional Success



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FROM THE EDITORIAL DESK



Welcome to the second issue of Learning Pulse, a publication of the Center for Learning and Teaching Advancement (CLTA) at Jaipuria Institute of Management.

After the encouraging response to the inaugural issue, we are pleased to continue this journey of reflection, dialogue, and shared learning. Learning Pulse was created with a clear purpose: to bring together meaningful ideas, classroom practices, faculty experiences, student perspectives, industry insights, and emerging trends that can strengthen teaching-learning excellence across Jaipuria.

This issue carries forward the same structure and spirit as the first edition, with sections that highlight learning science, faculty voices, classroom practices, student reflections, industry perspectives, and thoughtful conversations on management education. Each contribution reflects the belief that impactful teaching is built through continuous reflection, experimentation, and a deep understanding of how students learn.

A special highlight of this issue is the **Spotlight Article on Artificial Intelligence in Education**, featuring the thought leadership article, "AI Will Not Take Your Job. It Will Take the Part That Got You Promoted," by Dr. Shiva Kakkar. The article explores how AI is reshaping managerial work and why management education must increasingly focus on developing human judgment, critical thinking, and responsible decision-

making. This issue also features **two innovative teaching practices** implemented by faculty in their classrooms, which received the **Teaching-Learning Excellence Award** during the **One Jaipuria Faculty Development Program**. These award-winning practices highlight exemplary classroom innovations that inspire evidence-based and student-centered teaching across the Institute.

At Jaipuria, the focus has always been on creating learning experiences that are relevant, engaging, and future-oriented. The ideas presented in this issue reflect our continued commitment to academic innovation, evidence-based pedagogy, and student-centered learning. Through these contributions, we hope to encourage faculty members, students, scholars, and practitioners to reflect, experiment, and share practices that can enrich the teaching-learning ecosystem.

Learning Pulse will continue to serve as a platform for documenting good practices, exchanging ideas, and celebrating meaningful learning experiences across the Institute. We look forward to building this platform further with the active participation and valuable contributions of the Jaipuria academic community.

Here's to continued learning, thoughtful 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

THE NEUROSCIENCE OF LEARNING: LESSONS FOR EDUCATORS IN HIGHER EDUCATION



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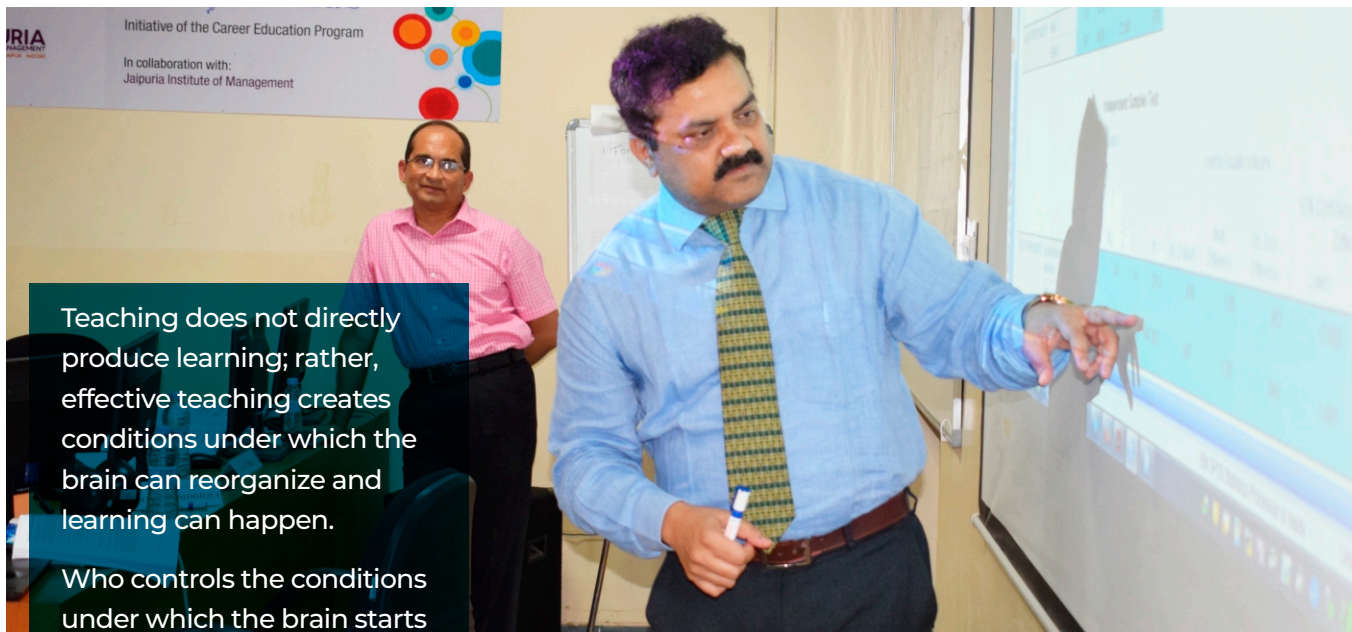
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Neuroscience has witnessed rapid advancement, especially over the past three decades. It has advanced our understanding of learning beyond what psychological theories and Pedagogy traditions could offer. The insights from cognitive neuroscience have given us empirical evidence about the biological processes underlying attention, memory, motivation, emotion, and cognitive development. Modern neuroimaging techniques, including functional Magnetic Resonance Imaging (fMRI), Electroencephalography (EEG), and Positron Emission Tomography (PET)—have enabled researchers to observe learning in action, offering unprecedented insights into the functioning of the brain.

For higher education institutions facing increasing expectations of graduate employability, lifelong learning, and AI-enabled education, understanding the neuroscience of learning is no longer optional. Universities must redesign teaching strategies that align with how the brain naturally acquires, stores, retrieves, and applies knowledge. This article synthesizes contemporary neuroscience research, examines landmark experiments, dispels common neuromyths, and translates scientific evidence into practical classroom pedagogy for higher education.



LEARNING IS NEITHER PASSIVE NOR LINEAR



Teaching does not directly produce learning; rather, effective teaching creates conditions under which the brain can reorganize and learning can happen.

Who controls the conditions under which the brain starts learning?

Of course, the major control rests with the teachers.

Universities are experiencing one of the most profound transformations in their history. There are many compelling imperatives driving this transformation. Artificial Intelligence and digital learning environments are among the most important drivers, while the growing demand for education to be employability oriented is yet another. The need for competency-based education, interdisciplinary programs, and inclusion of increasingly diverse

learners require educators to rethink traditional lecture-centered teaching. Yet despite advances in educational technology, many classrooms continue to rely heavily on information transmission rather than knowledge construction. Neuroscience suggests that learning is neither passive nor linear. Instead, it is an active biological process involving continuous modification of neural circuits through experience.

The concept of 'neuroplasticity', once considered impossible after childhood, has become one of the defining discoveries of modern neuroscience. Research now demonstrates that the adult brain remains remarkably adaptable throughout life. Eric Kandel (2006) contended that learning changes the brain by altering the strength of synaptic connections between neurons.

This shifts an important assumption for the teaching profession and the teaching professors that teaching does not directly produce learning; rather, effective teaching creates conditions under which the brain can reorganize itself and learning can happen. Here, the moot question is – who controls and who creates the conditions under which the brain learns better. It rests with the 'learning eco-system' but mostly controlled and created by the teachers.

HOW THE BRAIN LEARNS

Learning involves interactions among several interconnected brain regions.

Prefrontal Cortex: PFC is responsible for executive functioning, decision making, planning, problem solving, attention regulation, self-control etc. Higher order thinking like evaluating, creating or even analyzing largely depends on PFC region of the brain.

Hippocampus: Acts as the gateway from working memory to long-term memory. Without hippocampal consolidation, information is forgotten

rapidly. Long-term memory is like chain which gets strengthened with practice and repeated interventions. Short-term memory is limited which can be extended by adopting practices such as writing habits, mostly immediately after listening.

Amygdala: Processes emotions and determines whether information is considered significant. Emotionally meaningful learning is remembered better than emotionally neutral instruction. Emotion is the fire beneath the cognition and with deeper processing it gets strengthened. Complex stories create deeper emotional effect.

Cerebellum: Beyond motor control, evidence suggests an important role of cerebellum in procedural learning, sequencing, prediction, and some aspects of cognition.

Default Mode Network (DMN): Activated during reflection, imagination, self-referential thinking, and meaning making. Periods of reflection are therefore essential, and not a wasted instructional time. Often,

a teacher would do better if a pause is taken during the lecture and class is asked to reflect upon the learning. It has also been observed that when a teacher takes a pause in 15-20 minutes, turns back to whiteboard and list a few key learning points, invariably every student in the class starts noting down the points. This is also called 'power of listing'. Learning becomes effective when the teacher starts taking class reflections on the points written on the whiteboard.

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NEUROPLASTICITY: THE FOUNDATION OF LEARNING

Perhaps the most influential neuroscience discovery is neuroplasticity. The principle is simple: Neurons that fire together wire together. Repeated activation strengthens neural pathways through Long-Term Potentiation (LTP). Conversely, neurons that no longer activate together gradually weaken. Merzenich et al. (1983) demonstrated that repeated sensory stimulation reorganized cortical maps in monkeys. Later, Maguire et al. (2000) studied London taxi drivers using MRI. Drivers who had mastered London's complex street network showed significantly larger posterior hippocampi than control participants. Learning had physically changed brain structure.

The adult brain continues changing throughout the process of education. This may also be called 'significant learning' as conceptualized by Fink (2013). Significant learning results in lasting changes and value in life. Because of significant learning, we are not the same in some important way. We think and act differently.

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ATTENTION: THE GATEWAY TO LEARNING

Moderate stress improves performance. Excessive stress impairs learning. Therefore, teachers should create psychologically safe classrooms where students feel intellectually challenged but emotionally secure. Learning needs to be exciting but not demeaning for the learners.

No attention. No learning.

Attention determines which information enters working memory. As quoted and described by Omer Linkovski (2025), research by Michael Posner identified three neural attention systems – Alerting, Orienting, and Executive Attention. Working memory has severe limitations. It cannot take more than specified quantum of information. This clearly points out that traditional 60-minute uninterrupted lectures overload working memory. A continuous one-way lecture reduces attention, undermines learning and recall.

Instead of one continuous lecture, it works better when instruction is segmented into every 15-20 minutes of learning bites. Teachers who learnt to do this and inserted questioning in-between could achieve better results. Some of the other strategies for segmented learning module can be to include discussion, use retrieval pauses, incorporate think-pair-share, and encourage note comparison.

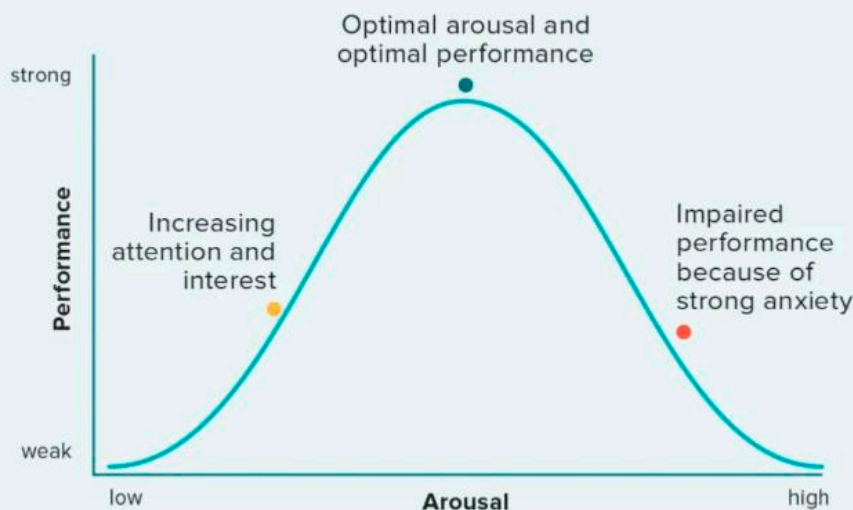
EMOTION DRIVES LEARNING

Neuroscience increasingly recognizes that cognition and emotion cannot be separated. Antonio Damasio's Somatic Marker Hypothesis demonstrated that emotional processing significantly influences reasoning and decision-making. The amygdala evaluates incoming experiences. Teaching becomes effective if learning evokes curiosity, surprise, challenge, and relevance. This also allows memory to improve. However, we need to be mindful of

the fact that if the process evokes anxiety, fear, and humiliation, it may have the opposite effect and learning may deteriorate. Moderate stress improves performance. Excessive stress impairs learning. Therefore, teachers should create psychologically safe classrooms where students feel intellectually challenged but emotionally secure. Learning needs to be exciting but not demeaning for the learners.

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YERKES-DODSON LAW BELL CURVE



RETRIEVAL PRACTICE

Instead of ending lectures with - "Any questions?", if we ask students to write three ideas they remember; Explain today's concept without notes; Draw the process. Teaching your neighbour is a powerful technique. This can be practiced at the end of the lesson. At the start of the lesson, talk to your neighbour may work perfectly.

One of the strongest findings in cognitive neuroscience concerns spacing. Cepeda et al. (2006) analyzed over 250 studies and showed - when learning is distributed over time consistently it will outperform massed learning (cramming).

Retrieval strengthens memory. Rereading does not. One of the strongest findings in cognitive neuroscience concerns spacing. Cepeda et al. (2006) analyzed over 250 studies and showed - when learning is distributed over time consistently it will outperform massed learning (cramming). Process of questioning and spacing promotes active learning. One of the most influential educational meta-analyses was conducted by Freeman et al. (2014). Across 225 STEM studies, students taught through active learning showed higher achievement, lower failure rates, and deeper conceptual understanding. Active learning activates motor cortex, language networks, executive systems, memory circuits, and social cognition. Multiple neural pathways are strengthened and promote retention.

THE NEUROSCIENCE OF FEEDBACK

Research indicates that timely, specific feedback supports learning by reducing uncertainty, strengthening prediction-error signals, and guiding behavioural adjustment. Feedback that is actionable and focused on improvement is more effective than evaluative comments alone. Excessively delayed feedback weakens these learning signals because the connection between action and outcome becomes less salient. Effective feedback therefore should be immediate where feasible, specific, improvement-oriented, linked to clear performance criteria, and accompanied by opportunities for revision

Active learning activates motor cortex, language networks, executive systems, memory circuits, and social cognition. Multiple neural pathways are strengthened and promote retention.

IMPLICATIONS FOR EDUCATORS

Neuroscience suggests a paradigm shift. Teaching and learning should move:

From lectures → learning experiences

From information delivery → knowledge construction

From memory testing → retrieval practice

From passive listening → active engagement

From high-stakes examinations → continuous feedback

From one-size-fits-all teaching → personalized learning

Neuroscience has not replaced educational theory; rather, it has enriched it with biological evidence. The convergence of neuroscience, cognitive psychology, educational research, and learning sciences points to a consistent message: learning is an active, social, emotional, and adaptive process. Higher education institutions that embrace these insights are better positioned to foster deeper understanding, critical thinking, creativity, and lifelong learning.

The challenge ahead is not merely to adopt new technologies or pedagogical fashions, but to design learning environments that align with how the human brain actually learns.

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SPOTLIGHT ARTICLE

AI IN EDUCATION

**AI Will Not Take Your Job.
It Will Take the Part That Got You Promoted**



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Every few weeks, at a Jaipuria alumni gathering or after a corporate workshop, one person waits until the room empties before asking me anything. These are senior people, fifteen to twenty-five years into their careers, sitting two or three levels from the top of their organisations. The question changes its costume every time, but underneath it is always the same one: does my experience still count for anything, or is a machine about to make it worthless?

They ask it privately because it is embarrassing to ask publicly. But the search data says everyone is asking it. Google's keyword numbers for India show that roughly nine hundred people search "AI replacing

jobs" every month, another nine hundred search "jobs that AI can't replace," and searches for "what jobs will AI replace by 2030" have grown 175 per cent in a year. Nobody searches these phrases at 11 in the morning from an office desktop. These are 11 at night searches, made on a personal phone, after a town hall where the CEO said the word "efficiency" one time too many.

I want to answer the question properly, because the popular answers are wrong in a specific and damaging way.

THE LIST ANSWER IS WRONG

The internet answers this question with lists. Ten jobs AI will replace. Seven jobs AI can never touch. Plumbers are safe, analysts are doomed, nurses are safe, coders are doomed. You have read these lists. You have probably checked whether your job is on one.

The lists are wrong because the job is the wrong unit of analysis. AI does not arrive at your office, read your designation, and decide whether to eliminate it. Sangeet Paul Choudary makes this point better than anyone in his book *Reshuffle*. AI does not substitute for jobs. It unbundles them. It splits the job into parts, absorbs some parts, and forces the remaining parts into a new shape.

His example is the truck driver. Driving was never the premium part of that job. The premium part was route judgment: knowing which highway jams up after 4 pm, which dhaba-side shortcut floods in the monsoon. Then navigation platforms absorbed route judgment, and the driver kept the wheel. The trucker did not lose the job. The trucker lost the part of the job that paid the premium, and

became an executor of the platform's decisions.

Now run the same unbundling on your own job, and be honest about which parts actually got you promoted.

You did not become a general manager because you attended meetings. You became one because you could take a messy situation and write the crisp two-page note that framed it. Because you could look at an analyst's deck and find the broken assumption on slide 14. Because you could produce a first-pass market view over a weekend. Framing, first drafts, first-pass analysis, structured synthesis: that was your premium. That is precisely what large language models now do in minutes, at a quality that is genuinely good and relentlessly improving.

So the honest answer to "will AI take my job" is: probably not. The unsettling answer to the question you did not ask is: it is already taking the part of your job that made you senior, and it takes that part first, not last.



WHY THIS IS NOT A DOOM STORY

Here is the part the anxiety lists never reach. When the drafting premium collapses, the premium does not vanish. It moves. It moves to the parts of the work that were always scarce but were previously buried under the drafting: knowing which problem is worth framing in the first place, knowing what context the analysis must include and what it must ignore, judging whether a fluent and confident output is actually correct, and putting your name on a decision and carrying its consequences.

Your twenty years of experience is the raw material for exactly those things. A model has read every strategy book ever written, but it was not in the room in 2016 when your company's channel expansion failed, and it does not know why the official post-mortem was polite fiction. That accumulated, unwritten, context-heavy judgment is the asset AI cannot generate, because it was never written

down anywhere for a model to train on.

But there is a condition attached, and this is the paradox that should replace the anxiety. Your judgment only retains its value if you can now exercise it through AI. A senior manager who cannot direct these systems is a judge with no court. The premium goes neither to the person who resists AI nor to the person who blindly accepts its output. It goes to the person who can frame the problem, feed the machine the right context, interrogate what comes back, and take responsibility for the result. In my classes I have started calling this steering. The scarce skill of the next decade is not prompting. It is steering: the ability to run an AI conversation the way a good chairman runs a board meeting, where the machine does the talking and the human does the deciding.

WHAT THIS MEANS FOR EDUCATION, INCLUDING YOURS

If steering is the scarce skill, then most AI education, corporate and academic, is aimed at the wrong target. A prompt-writing workshop teaches your team to operate the tool. It does not teach them to judge the output. And the well-documented trap of these systems is that they make weak work look finished. Output quality goes up while self-assessment gets less reliable. People become more productive and more wrong at the same time, with more confidence.

So the test I would apply to any institution that claims to teach AI, whether it is training your team or admitting your daughter, is a single question: does it grade the output, or does it grade the steering?

At Jaipuria Institute of Management, where I work as Vice President of AI Adoption, we have spent two years rebuilding assessment around that question. Three things make our approach different from the "Generative AI for Managers" elective that every institute now advertises.

First, the faculty builds the tools instead of licensing them. Our platform, Rehearsal, is faculty-built and runs across all four campuses. As of May 2026, 2,658 students have completed 4,919 AI-powered interview rehearsals on it, along with hundreds of CV and aptitude sessions. I cite the numbers because they sit in a live dashboard mapped to real student names, which is a different kind of claim from a brochure sentence. The underlying research is peer-reviewed and published in SAGE's Business and Professional Communication Quarterly.

Second, we assess the steering, not the artefact. When a student submits AI-assisted work, the polished output is the least interesting part, because polish is now free. What we examine is the trace of judgment around it: what context the student gave the machine, which of its suggestions they rejected and why, what evidence supports the final position, and what assumptions they have flagged as unresolved. A student who hands in a flawless document with no visible judgment has demonstrated subscription ownership, not capability. In the AI era, hiding your AI use is not integrity. Showing your judgment is.

Third, we let the employment market steer the curriculum instead of guessing at it. We record what recruiters actually probe for in interviews, extract the skills they are genuinely buying, and feed that straight back into what and how we teach. It is the same discipline I am urging on you: do not theorise about what the machine changes, instrument the reality and respond to it.

I will not pretend this is finished work. Most of Indian higher education, including large parts of my own institution, is still at the stage of adding an AI module to an unchanged course and calling itself AI-native. Using AI is not adopting it. Adoption means redesigning the work, the evidence, and the responsibility around the machine, and that redesign is slow, unglamorous, and politically expensive. But it is the only version that produces graduates, and managers, whose judgment survives contact with these tools.





WHAT I WOULD DO IN YOUR CHAIR

If you lead a team, stop nominating people for prompt training and start changing what you review. In your next document review, spend two minutes on the output and twenty on the reasoning: what did you give the model, what did it get wrong, what did you overrule. The people who can answer fluently are your future leadership pipeline. The people who cannot are fluent passengers, and you need to know which is which before your competitor does.

If you are evaluating an institution, for your company's training budget or your child's admission, ask it to name one tool its own faculty built that students are using this term, and ask to see the usage dashboard. Schools that have actually done the work will show you within the hour. Schools that have not will send you a brochure.

And for yourself: the question that keeps you up at night has a better formulation than the one you have been

typing into Google. Not "what jobs will AI replace," but "which parts of my judgment am I currently wasting on work a machine should be doing." Two decades of experience is not a depreciating asset in this transition. It is the one asset that appreciates, provided you move it out of drafting and into steering.

That move is a skill, it is learnable, and teaching it properly is the most useful thing an educational institution can do in this decade. It is what we are attempting at Jaipuria, in public, with the dashboards on.

I would genuinely like to know: when you unbundle your own job into the part a machine now does and the part only you can do, what is left in your column? Write to me. That answer, across a few hundred senior professionals, is the most valuable curriculum document in India right now.

FACULTY VOICE

HOW DID IT WORK FOR ME?

Gamifying Finance and Accounting Learning



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Teaching accounting and finance presents a unique challenge. While these subjects are highly relevant to managerial decision-making, students often perceive them as technical, calculation-intensive, and difficult to relate to real-world situations. Over the years, I have found that traditional lecture-based methods, although necessary for conceptual clarity, are not always sufficient to sustain engagement and deepen learning. One teaching-learning practice that has consistently worked for me is the use of **gamification in the classroom**.

Gamification is not about turning education into a game. Rather, it is about incorporating game elements such as goals, challenges, rules, competition, rewards, and decision-making into the learning process. My objective has been to transform students from passive recipients of knowledge into active participants in their own learning journey.

In courses such as Accounting for Business, Corporate Finance, and Management Accounting, I design classroom activities that require students to solve problems, make strategic decisions, collaborate with peers, and compete in a structured environment. Instead of merely discussing concepts, students experience them. They analyze financial information, evaluate alternatives, defend their decisions, and immediately observe the

consequences of those decisions. This approach mirrors the uncertainty and complexity of real managerial situations.

One of the most significant advantages of gamified learning is its ability to increase engagement. Students who may hesitate to participate in conventional classroom discussions often become highly involved when learning activities are framed as challenges or team-based competitions. The element of friendly competition creates enthusiasm, while clearly defined rules and objectives provide structure and focus.

Another benefit is improved conceptual understanding. Finance and accounting concepts become more meaningful when students apply them in simulated scenarios rather than memorizing formulas or definitions. By making decisions, receiving feedback, and reflecting on outcomes, students develop a deeper appreciation of the practical implications of theoretical concepts.

Gamification also promotes essential managerial competencies beyond subject knowledge. Students strengthen their critical thinking, problem-solving, teamwork, communication, and decision-making abilities. These skills are increasingly important in today's dynamic business environment and align well with the objectives of management education.



Importantly, the success of gamification does not depend on sophisticated technology or elaborate resources. Even simple classroom activities, when thoughtfully designed around learning objectives, can create powerful learning experiences. The key is to ensure that the game mechanics support learning outcomes rather than overshadow them.

My experience has shown that students learn best

when they are intellectually challenged, emotionally invested, and actively involved in the learning process. Gamification helps create this environment by making learning both meaningful and memorable. It has become one of the most effective teaching-learning practices in my classroom, and it continues to evolve as I experiment with new ways to enhance student engagement and learning.

Bridging The Theory-Practice Gap: Architecting A Modular Framework for Large MBA Cohorts



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There is a widely acknowledged, yet rarely solved, problem in modern management education: **The Theory-Practice Gap**. MBA students can beautifully define exponential smoothing or the 4Ps of marketing on a written exam. But when handed a messy, real-world dataset and asked to make a boardroom-level business decision, they often freeze. The traditional "Sage on the Stage" lecture model is excellent for transferring information, but it completely fails at teaching execution.

Five years ago, alongside visionary colleagues like Dr. Samar Sarabhai at Jaipuria Institute of Management, Jaipur, we decided to replace passive lectures with a 6.5-hour, end-to-end simulation of corporate decision-making for our Sales Management and Business Development (SMBD) course.

But dealing with a massive cohort of 180+ first-year

MBA students brings logistical nightmares. Before we built the syllabus, we had to confront the brutal, internal monologue that keeps every educator awake at night:

Why would students listen to us in the first place?

If they listen, why would they stay tuned in for more than 5 hours?

If they stay for 5+ hours, why would they actively engage?

If they engage, how do we ensure they actually learn?

If they learn, what is the real-time validation of that learning?

And fundamentally... how on earth do we manage the time?



To answer these questions, we didn't just need a new lesson plan; we needed a completely new Modular Pedagogy. Here is how we answered each of those logistical hurdles to build our award-winning framework.

1. Why would they listen? (The Hook)

Students tune out when theory feels disconnected from their reality. We solved this by leading with Pillar 1 (Concept Briefing) and Pillar 2 (Industry Expert Validation). Before we asked them to do the math, we brought in the "Voice of the Market." When an industry practitioner validates why a Go-To-Market (GTM) strategy matters, the classroom transitions from academic compliance to professional curiosity.

2. Why would they stay for more than 5 hours? (The Rhythm)

Nobody can endure a 5+ hour monologue. The secret to endurance is Modular Architecture. We broke the day into four strict, 90-minute sprints. By changing the environment—from formal briefing to open-campus collaborative workspaces—we managed their cognitive load and kept the energy dynamic.

3. Why would they engage? (The Accountability)

In massive cohorts, the temptation to "hide" or copy from other groups is high. We eliminated this by giving each of the 30+ groups unique datasets. This forced genuine, high-stakes engagement. They were no longer solving a textbook problem; they were managing their own "company's" live Excel model. compliance to professional curiosity.

4. How would they learn? (The Scaffolding)

You cannot hand in 180 students' raw data and expect magic. We engineered a 6-step Technical Scaffolding to guide their logic progressively:

Step 1: Demand Forecasting (Statistical prediction)

Step 2: Market Share Analysis (Competitive reality)

Step 3: Market Mix (Optimizing the 4Ps)

Step 4: Product Mix (Portfolio strategy)

Step 5: Value Mix (The "Why" behind the buy)

Step 6: GTM Strategy (The final blueprint)

5. What is the validation? (The Loop)

Learning dies without immediate feedback. Pillar 4 (Live Feedback & Assessment) ensured that at the end of the sprint, groups had to defend their strategies. Live-scored feedback created an emotional investment in the outcomes that a delayed grade simply cannot replicate.

The Metrics of Engagement

When you shift from a lecture format to this modular sprint, the data speaks for itself. In just one day of our recent SMBD Workshop, we generated:

1,479 Student-hours of hands-on, live-case learning.

261 Student-hours of direct practitioner interaction.

6x more active learning compared to standard MBA formats.

STRATEGY BLUEPRINT: THE MODULAR EXPERIENTIAL WORKSHOP FRAMEWORK

Designed by Dr. Rahul Meena (IIM-C, PhD) | Awarded 1st Prize for Teaching Excellence (2026)

LAYER 1: PEDAGOGICAL SHIFT (Strategic Goal)



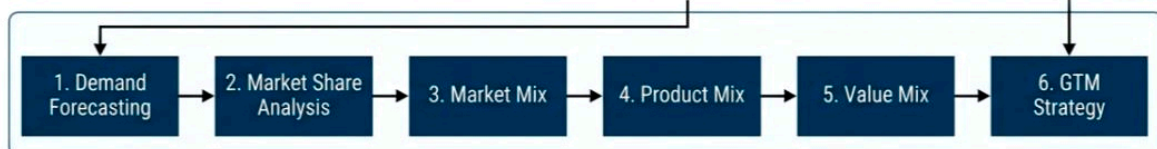
LAYER 2: LOGISTICAL CONTEXT (Scale)



LAYER 3: THE 4-PILLAR MODULAR ARCHITECTURE (Framework)



LAYER 4: THE 6-STEP TECHNICAL SCAFFOLDING (Inside 'The Live Case')



VALIDATED DATA (FDP Metrics) 6x Active Learning | 1479 Student-Hours generated in 1 day | Scalable for Finance, Ops, Marketing Analytics



Recognition and Wider Relevance

The framework was recently recognized through a Teaching Excellence Award (2026), providing external validation of its effectiveness and scalability. Equally encouraging was the positive response from faculty colleagues who

saw potential for adapting the approach to their own disciplines. This reinforced our belief that modular, experience-based learning can be applied beyond sales management to areas such as finance, operations, and analytics.

Recognition and Wider Relevance

The most exciting aspect of Modular Teaching is its adaptability. The architecture we use for Sales Forecasting is not exclusive to marketing. This framework is highly scalable and directly adaptable to any quantitative subject—from Finance to Operations, and Supply Chain Analytics—where real datasets exist.

The future of business education belongs to the architects of experience, not just the providers

of information. We must build classrooms where graduates become "Day 1 Ready" through rigorous, simulated execution.

(Acknowledgement: Special thanks to Dr. Manpreet Kaur for her brilliant co-facilitation of the recent 180-student cohort, and to the leadership at Jaipuria Institute of Management for championing continuous innovation).



INDUSTRY VOICE

THIS MUST BE LEARNT

LEARNING TO THINK WITH AI

When I walked into the FDP session in Kochi and was asked what students must learn to be future-ready, my answer was immediate, and it has nothing to do with a specific tool, framework, or domain.

Zarin Maruf

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Senior Manager
IT Talent Onboarding
& Experience,
Eli Lilly & Company



MAKE AI YOUR BEST FRIEND.

Not because it is a trend.
Not because your
recruiter expects it. But
because it is, right now,
the most powerful
interpreter available to
any professional,
regardless of function,
industry, or seniority.



THE SKILL BENEATH THE SKILL

I work in IT Talent & Learning, and a significant part of my role involves onboarding, learning design, and operations. On any given day, I am drafting communications, analyzing program data, identifying gaps in processes, designing solutions, and building narratives for senior leadership — often all at once.

AI, specifically generative AI, sits at the center of how I do all of this. It does not replace my judgment. It accelerates it.

But here is what I have come to realize. The students who will truly leverage AI are not the ones who know which tools to use. They are the ones who know how to think — clearly enough to direct AI, critically enough to question it, and confidently enough to own the output.

That is the skill beneath the skill. And it must be learnt now, not later.

WHAT INDUSTRY ACTUALLY EXPECTS

Recruiters are not impressed by the fact that you used AI. They are impressed by what you did with it — the quality of the decision you made, the problem you solved, the communication you shaped.

The numbers speak for themselves. As of 2025, 92% of Fortune 500 companies use OpenAI-powered technology in some capacity. Nearly 78% of organizations globally have adopted AI in at least one business function, up from 55% just two years ago. McKinsey reports that 54% of executives now cite significant productivity

gains from AI, and AI-assisted workers complete tasks 25–30% faster. This is not a future trend. It is the present baseline.

The gap I see in new professionals is not technical. **It is confidence in application.** The ability to take a half-formed problem, work through it — with or without AI — and arrive at something actionable. That confidence is built through practice, feedback, and a willingness to be wrong in front of people who will help you course correct. Which, incidentally, is exactly what Jaipuria was good at.



THREE THINGS I WISH I HAD LEARNT EARLIER

Structured thinking is your most transferable asset. Every industry wants people who can break a problem down, frame it clearly, and communicate it up. Practice this relentlessly — in case studies, presentations, and even casual conversations.

Your network is a process, not a contact list. Structured engagement beats open invitations every time. Build habits of staying connected —

not just when you need something, but as regular practice.

Adaptability is not a soft skill. It is a survival skill. The half-life of technical knowledge is shrinking. What will set you apart five years from now is how quickly you learn, unlearn, and relearn — and how comfortably you operate in ambiguity.



A NOTE TO CURRENT STUDENTS

When I was sitting where you are, I did not fully appreciate what was being built — the confidence from an SRC role, the honest feedback from a faculty member who refused to sugarcoat, the network from those cross-sectional auditorium sessions that still shows up in my life seven years later.

The classroom gives you knowledge. The institution gives you character. What you do with both — that is entirely yours to own.

On staying current with AI — a word of honest advice:

You do not need to become an expert in every AI tool that launches. New ones will appear faster than any curriculum can keep up with. What you do need is curiosity — the habit of exploring, experimenting, and asking "what problem am I actually trying to solve here?" That question, more than any tool, is what separates someone who uses AI well from someone who merely uses AI.

Start by understanding the problem before

reaching for the tool. AI is only as good as the clarity you bring to it. A vague prompt gets a vague answer. A well-framed problem — one where you have thought through the context, the constraints, and the outcome you want — gets something genuinely useful. This is a skill you can practice today, in every assignment, every case study, every group project.

Stay inquisitive. Read about what tools are emerging. Try them, even briefly. Follow practitioners, not just thought leaders. And when something does not work the way you expected, that is not failure — that is learning the edges of the tool, which is exactly where real understanding begins.

The future does not belong to the most technically skilled. It belongs to those who are curious enough to keep learning, honest enough to seek feedback, and brave enough to make AI their collaborator — not their crutch.

That, I believe, is what must be learnt.

BEYOND ACADEMICS: THE SKILLS THAT SHAPE PROFESSIONAL SUCCESS



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As students transition from campus to corporate life, they gradually realise that academic knowledge alone is not sufficient to prepare them for professional environments. While conceptual understanding and technical knowledge remain important, today's workplaces equally demand adaptability, communication, ownership, collaboration, and practical thinking.



From an industry perspective, one of the most valuable aspects of management education is experiential learning. Activities such as case studies, role plays, simulations, presentations, committee responsibilities, and peer discussions help students move beyond theory and build confidence, collaboration, and real-world readiness.

Among these, communication and participation-based learning activities play a defining role in shaping professional confidence. Regular presentations, group interactions, and structured classroom engagement gradually help students become more articulate, comfortable with diverse viewpoints, and confident in expressing their ideas in professional settings.

In today's context, another essential capability is the ability to use AI effectively. While students will naturally explore AI tools, institutions have a responsibility to guide them toward responsible and purposeful use. More importantly, AI should be seen as an enabler of thinking, not a replacement. The ability to question, analyse, and apply judgement remains central to meaningful outcomes.

Organisations today increasingly look for individuals who can work in ambiguity, collaborate across

teams, communicate clearly, and take ownership beyond assigned responsibilities. Alongside technical knowledge, the ability to adapt to changing environments and continuously learn has become a defining requirement for long-term growth.

Exposure to live projects and direct interaction with industry professionals further strengthens this readiness. Such experiences help students understand workplace realities, improve decision-making ability, and reduce the gap between classroom learning and corporate expectations.

Ultimately, the most impactful learning often happens beyond textbooks. Skills such as communication, adaptability, collaboration, critical thinking, and ownership are what truly enable students to grow, contribute meaningfully, and navigate professional life with confidence.

As an alumna and working professional, I strongly believe that management education creates its deepest impact when it not only builds conceptual clarity but also develops individuals who are prepared to learn continuously, adapt quickly, and evolve with changing industry expectations.

STUDENT VOICE

WHAT HELPED ME LEARN

Learning Beyond the Classroom: How My First-Year Journey Shaped Me



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Learning, for me, was never shaped by a single classroom, subject, or presentation. It was shaped by experiences that challenged me, people who influenced me, moments of self-doubt that pushed me to grow, and opportunities that helped me discover my potential.

When I first entered Jaipuria Institute of Management, I thought learning during an MBA would mostly come from textbooks, presentations, and lectures. But over time, I realized that Jaipuria's teaching-learning environment goes much beyond structured classroom teaching. It creates learning through people, experiences, challenges, conversations, and constant self-reflection.

LEARNING THROUGH EXPOSURE AND PRACTICE

One of the biggest things that shaped my learning journey at Jaipuria was the continuous exposure to different learning experiences. Whether it was working on projects, participating in competitions, giving presentations, doing internships, or taking part in group discussions, every activity pushed me to think differently and step outside my comfort zone.

These experiences helped me move from simply focusing on getting things right to understanding how to approach problems, work with people, and adapt to different situations. This practical and application-based approach made learning more meaningful for me.

AI AND TECHNOLOGY AS LEARNING SUPPORT

Another major factor that enhanced my learning experience was making technology and AI tools my learning partners. With the growing influence of AI, learning became much more interactive and practical.

These tools helped me brainstorm ideas, simplify concepts, improve presentations,

conduct research, and increase productivity. At the same time, my learning journey also helped me understand that AI works best when combined with human thinking and creativity. It can support learning, but it cannot replace curiosity, critical thinking, or real understanding.

LEARNING WITH AND FROM PEERS

Apart from academics, I believe one of the most underrated yet important aspects of learning at Jaipuria is the peer learning environment. MBA life can become overwhelming at times, with deadlines, projects, internships, presentations, and the pressure to constantly perform. In such an environment, the people around you make a huge difference.

Personally, I was fortunate to find peers who motivated me, challenged me, and supported me throughout the journey. Some of my best learning moments came from simple discussions with classmates after lectures, brainstorming during group assignments, preparing together before presentations, or even casual conversations about career goals and personal growth.

Being around ambitious, positive, and honest people pushed me to improve without even realizing it. I also learned that the right peers are not just the ones who help you score well, but the ones who help you grow as a person. They encourage you during failures, appreciate your strengths, give honest feedback, and inspire you to become more confident and capable.

FACULTY MENTORSHIP AND MEANINGFUL CLASSROOMS

Faculty mentorship also played a very important role in my journey. The teachers who made the biggest impact were not only the ones who taught concepts well, but also the ones who made learning relatable through practical examples, discussions, and real-world applications.

Their encouragement helped build confidence and made classrooms feel more engaging and meaningful. The classroom experience at Jaipuria became more than just listening to lectures. It became a space to ask questions, connect concepts with practice, and develop confidence in expressing ideas.

BECOMING MORE ADAPTABLE AND CONFIDENT

Looking back at my first year, my journey at Jaipuria so far has been much more than academic. The learning environment has helped me become more adaptable, more expressive, and more aware of the professional world around me.

Most importantly, it taught me that learning is not only about gaining knowledge. It is also about building perspective, relationships, confidence, and the ability to continuously evolve.



BOOK

THAT NEEDS ATTENTION

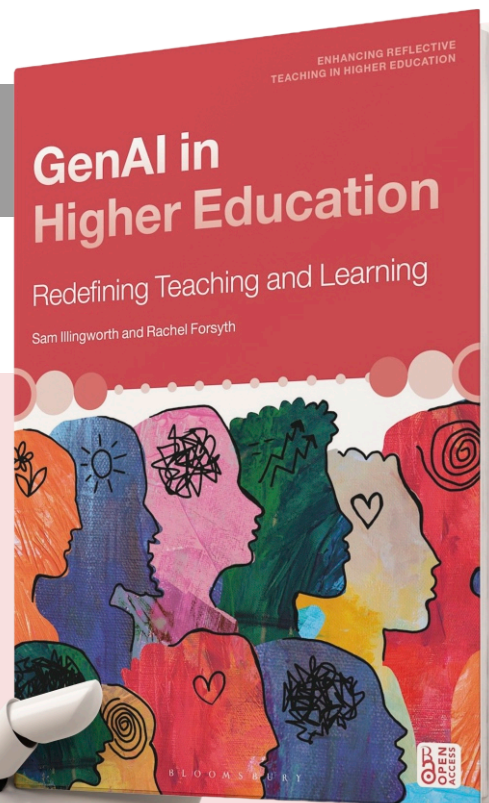
GenAI in Higher Education Redefining Teaching and Learning



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This book provides readers with a comprehensive and accessible overview of Generative Artificial Intelligence (GenAI) guiding us through uncharted territories to discover endless opportunities to enhance learning and teaching. Significantly the volume offers something for colleagues working within all areas of higher education offering practical guidance on everything from updating governance and writing policy, to developing education practice to considering the impact on equity for our students. The authors bring together pedagogical applications across the educational portfolio and with a focus on student-centered provision, agency for both colleagues and students, relevance of learning and probably most importantly trust; all illustrated by guided exercises, examples and case studies as well as signposting to further reading throughout the chapters – providing opportunities for readers to immediately develop their own practical applications. It is an essential read for all who work within higher education.



BOOK DETAILS

Author	: Sam Illingworth and Rachel Forsyth
Publisher	: Bloomsbury Academic, London
Publication Year	: 2026
Number of Pages	: 158

WHY THIS IS ESSENTIAL READING FOR FACULTY MEMBERS

The emergence of Generative Artificial Intelligence (GenAI) has created both excitement and anxiety across higher education. Faculty members are increasingly asking questions about how AI will influence teaching, learning, assessment, student engagement, and academic integrity. *GenAI in Higher Education: Redefining Teaching and Learning* provides a thoughtful and evidence-informed response to these concerns.

What makes this book particularly valuable is that it does not view AI merely as a technological innovation. Instead, it places learning and teaching at the centre of the discussion. The authors argue that GenAI should be evaluated

through four foundational educational principles—Student-Centeredness, Trust, Relevance, and Agency—ensuring that technology serves educational goals rather than driving them.

Unlike many publications that either overhype AI or focus solely on its risks, this book offers a balanced perspective. It explores practical applications of GenAI in teaching, assessment, feedback, curriculum design, and student support while simultaneously addressing ethical concerns such as privacy, bias, misinformation, academic integrity, and responsible implementation.

ABOUT THE AUTHORS

Professor **Sam Illingworth** is a Professor at Edinburgh Napier University, United Kingdom, whose work focuses on interdisciplinary education, science communication, and creative pedagogies. He has extensive experience in exploring innovative approaches to teaching and learning in higher education.

Dr. Rachel Forsyth, based in Sweden, is a specialist in curriculum design, digital learning, assessment, and educational development. Her work focuses on

supporting educators and institutions in designing meaningful learning experiences and implementing educational innovations effectively.

Together, the authors combine their expertise in pedagogy, educational technology, curriculum design, and higher education leadership to offer a practical and human-centred perspective on the opportunities and challenges of Generative AI in higher education.

STRUCTURE AND ESSENCE OF THE BOOK

This book provides a comprehensive and accessible exploration of Generative Artificial Intelligence (GenAI) and its implications for higher education. Organized into seven chapters—Introduction; An Overview of GenAI Tools; The Ethical and Social Implications of GenAI in Higher Education; Pedagogical Applications of GenAI Tools; Assessment and GenAI Tools; Enhancing Student Experience; and Conclusions—the volume offers a structured examination of the opportunities and challenges associated with the growing use of AI in educational contexts. The book is further enriched by practical exercises, reflective activities, case examples, and suggested readings that enable readers to engage critically with the ideas presented.

At its core, the book addresses a central question: How can higher education harness the opportunities offered by Generative AI while preserving the human values that underpin teaching and learning? The authors position AI not simply as a technological development, but as a catalyst for rethinking pedagogy, assessment, student engagement, and academic integrity.

The book begins by introducing the evolution of Artificial Intelligence, Large Language Models (LLMs), and widely used GenAI tools such as ChatGPT, Gemini, Claude, and Copilot. It explores how these tools generate content, where they can support learning and teaching, and where their limitations become apparent. Throughout the discussion, the authors emphasize that while AI can enhance productivity and creativity, it cannot replace human judgement, ethical reasoning, empathy, and educational expertise.

A notable strength of the book is its balanced perspective. Rather than portraying AI as either a threat or a panacea, the authors encourage educators to become thoughtful and critical users of these technologies. The central message is that the effective adoption of AI in higher education depends not only on technological capability, but also on pedagogical decisions grounded in sound educational values.

The authors frame their discussion around four foundational principles that should guide the use of GenAI in higher education:

Student-Centeredness – ensuring that AI is used to enhance student learning and engagement with meaningful knowledge and disciplinary expertise.

Trust – fostering openness, transparency, mutual respect, and academic integrity in AI-enabled learning environments.

Relevance – connecting learning experiences to contemporary professional and societal contexts while remaining mindful of potential biases and inaccuracies in AI-generated content.

Agency – empowering both students and educators to remain active decision-makers, ensuring that AI supports rather than replaces critical thinking, creativity, and professional judgement.

The book also highlights the importance of ethical and responsible AI use, addressing concerns related to privacy, data security, misinformation, algorithmic bias, plagiarism, and academic integrity. In addition, it demonstrates how GenAI can support idea generation, lesson planning, feedback, content creation, personalized learning support, and administrative efficiency, while carefully examining the limitations and risks associated with these applications.

Finally, the authors emphasize the responsibility of higher education institutions to prepare students for an AI-enabled future by helping them understand not only how to use these tools, but also their ethical, social, and professional implications.

The heart of the book lies in its recognition that the future of higher education is not a choice between humans and artificial intelligence. Rather, it is about creating meaningful partnerships in which technology supports learning while educators continue to provide the judgement, creativity, expertise, and human connection that remain essential to education. Throughout the book, the authors consistently remind readers that AI should serve education, and that student learning must remain at the centre of every technological decision.

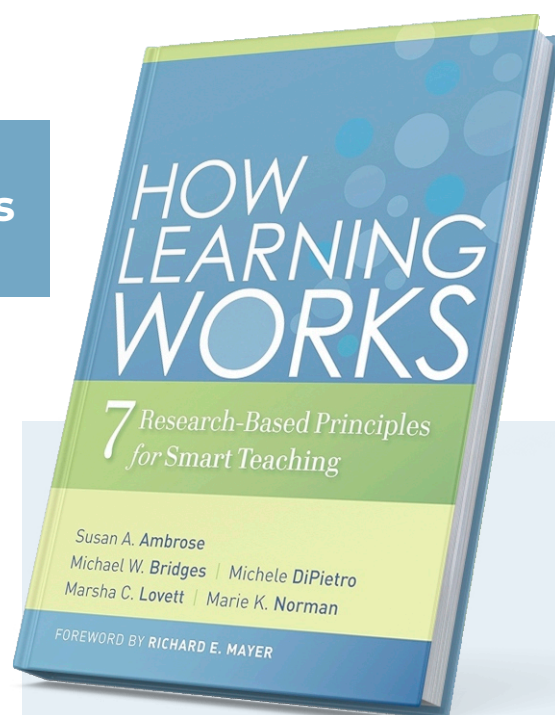
How Learning Works: Seven Research-Based Principles for Smart Teaching



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Although this book was published more than a decade ago, its insights are more relevant than ever. As educators, we often spend considerable time planning course content, activities, cases, simulations, and assessments, but rarely pause to ask a more fundamental question: How do students actually learn? This book shifts the focus from teaching to learning and helps faculty understand the factors that influence student success, engagement, and performance. I believe this is a book every faculty member should read before stepping into the classroom, as it provides a research-based understanding of what truly supports student learning.



BOOK DETAILS

Author	: Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman
Foreword	: Richard E. Mayer
Publisher	: Jossey-Bass (A Wiley Imprint)
Publication Year	: 2010
Number of Pages	: 328

WHY THIS IS ESSENTIAL READING FOR FACULTY MEMBERS

In the modern academy, the pressure to innovate in the classroom is often matched only by a lack of clarity on what actually constitutes "effective" instruction. Instructors frequently find themselves stranded between two extremes: dense, technical research articles that lack practical application, and "soft" self-help guides that offer anecdotal advice without an evidence-based foundation. *How Learning Works* serves as the vital bridge between these two worlds.

This book is essential reading because it treats teaching not as a matter of personal style or "magic bullets," but as a complex, developable skill grounded in the science of human cognition. For faculty members, it provides a much-needed "model of student learning" that allows them to move beyond intuition and troubleshoot their own classrooms with clinical

precision. For academic leaders and educational developers, it offers a robust framework—seven core principles—that are domain-independent and cross-culturally relevant.

The practical value of this volume lies in its ability to save time. By understanding the "why" behind student failures, such as why a brilliant lecture doesn't translate to exam performance—instructors can "work smarter," designing assignments and feedback loops that align with how the brain actually processes, organizes, and retains information. In an era of increasing accountability and diverse student populations, this book provides the intellectual infrastructure necessary to foster genuine mastery.

ABOUT THE AUTHORS

The authorship team represents a powerful synergy of disciplinary expertise and extensive experience in faculty development, largely drawn from Carnegie Mellon University's Eberly Center for Teaching Excellence.

Susan A. Ambrose: Associate Provost for education and teaching professor of history. She brings over two decades of experience in identifying changing educational needs and maintaining the Eberly Center's operations.

Michael W. Bridges: Director of faculty development at UPMC St. Margaret Hospital with a PhD in social psychology, specializing in the role of motivation and personality in learning.

Michele DiPietro: Associate Director for graduate programs at the Eberly Center and an instructor in statistics, whose scholarly interests include diversity in the classroom and the

application of learning sciences to enhance teaching.

Marsha C. Lovett: Associate Director for faculty development and associate teaching professor in psychology, whose research involves computational modeling of how people learn.

Marie K. Norman: A teaching consultant and research associate at the Eberly Center, as well as an adjunct professor of anthropology, with expertise in cross-cultural issues and anthropological approaches to practical problems.

This collective has spent nearly thirty years consulting with thousands of faculty across the globe, ensuring that the principles presented in this book are not just theoretically sound but are "battle-tested" in real-world higher education contexts.

STRUCTURE AND ESSENCE OF THE BOOK

This book offers valuable insights to faculty members, educational developers, instructional designers, librarians, and anyone interested in understanding how students learn and how teaching can be designed to support that learning more effectively. The book is organized around seven research-based principles of learning, namely: how students' prior knowledge affects learning; how knowledge organization influences learning and performance; what motivates students to learn; how students develop mastery; the role of goal-directed practice and feedback; the influence of course climate on learning; and how students become self-directed learners. Each chapter begins with authentic teaching scenarios, examines the relevant learning research, and concludes with practical strategies that educators can apply in their own classrooms.

This book is fundamentally about one important question: What does research tell us about how students learn, and how can educators use that knowledge to improve teaching and learning? Drawing upon research from cognitive psychology, developmental psychology, social psychology, anthropology, education, and diversity studies, the authors

bridge the gap between learning research and teaching practice. They demonstrate that effective teaching is not simply a matter of delivering content but of creating conditions that support meaningful and lasting learning.

The central argument of the book is that learning is influenced by a number of identifiable factors that operate across disciplines, educational levels, and teaching contexts. The authors emphasize that these principles are domain-independent, experience-independent, and broadly applicable across educational settings. Rather than prescribing a single teaching method, they provide a framework that helps educators understand why students succeed, struggle, or disengage in different learning situations. The authors argue that learning is a process, not a product; it involves change in knowledge or behavior that has a lasting impact; and it is something students do themselves in response to their experiences.

To guide this process, the authors distill seven research-based principles that act as the pillars of "Smart Teaching."

THE SEVEN PRINCIPLES OF LEARNING

1. Prior Knowledge Can Help or Hinder Learning:

Students are not blank slates. They enter the classroom with an amalgam of facts, beliefs, and attitudes. When this prior knowledge is robust and accurate, it forms a foundation for new learning. However, the authors demonstrate that if prior knowledge is "inert" (inactive), "insufficient" for the task, "inappropriately activated," or "inaccurate" (misconceptions), it can actively interfere with the integration of new information.

2. Knowledge Organization Influences Learning and Application:

The difference between an expert and a novice is not just the amount of information they possess, but how that information is connected. Experts have "rich, meaningful structures" that allow for efficient retrieval. Students often have "sparse, superficial" organizations based on surface features (like chronology) rather than deep principles. Effective teaching must provide the "big picture" and explicit structures to help students organize their mental maps.

3. Motivation Determines, Directs, and Sustains Learning:

The authors present a three-lever model for motivation: Value (does the student care about the goal?), Expectancy (does the student believe they can succeed?), and Environment (is the classroom climate supportive?). Motivation is highest when all three are aligned. If a student sees value but lacks confidence, they become "fragile"; if they lack value but are confident, they become "evading."

4. The Development of Mastery: Mastery requires more than just content knowledge. Students must acquire

component skills, practice integrating those skills into a fluent whole, and learn the conditions of applicability (knowing when and where to use what they have learned). The authors warn of the "Expert Blind Spot," where instructors forget the individual steps that have become automatic to them, thereby skipping vital instructions for novices.

5. Practice and Feedback are Critical:

Not all practice is equal. The book advocates "goal-directed practice" focused on specific performance criteria. This must be coupled with "targeted feedback" that is timely, constructive, and prioritized. The feedback must guide further practice, creating a self-reinforcing cycle of improvement.

6. Student Development and Course Climate:

Students are holistic beings. Their social and emotional development—including their sense of identity and their response to stereotypes—interacts with the course climate. The authors describe a continuum of climate from "explicitly marginalizing" to "explicitly centralizing." A negative climate can trigger "stereotype threat," where students' cognitive energy is diverted from learning to managing the stress of being judged.

7. Becoming Self-Directed Learners:

The final principle focuses on metacognition: the process of reflecting on and directing one's own thinking. To become independent, students must learn to assess task demands, evaluate their own strengths and weaknesses, plan an approach, monitor their progress, and adjust their strategies.

KEY TAKEAWAYS FOR EDUCATORS

For the faculty member seeking to refine their practice, several high-level insights emerge from this work:

- **Deconstruct the "Expert Blind Spot":** Instructors must intentionally "unpack" complex tasks. By enlisting the help of teaching assistants or colleagues outside their discipline, they can identify the "invisible" component skills that students lack.
- **Scaffold Integration:** Just because a student can do part A and part B separately does not mean they can do A and B together. Integration is a skill in itself and must be taught through "scaffolding"—providing temporary support that is gradually removed as the student gains fluency.
- **Address Misconceptions Early:** Inaccurate prior knowledge is remarkably resistant to correction. The book recommends using "diagnostic assessments" at the start of a term and "elaborative interrogation" (asking "why" questions) to force students to

confront and revise their flawed mental models.

- **Leverage Formative Feedback:** Summative feedback (grades at the end of a project) is of limited use for learning. The most productive feedback is formative offered during the process when students still have the opportunity to incorporate it into their next iteration.
- **Model Metacognition:** Instructors should "talk out loud" about their own thinking processes. By showing students how an expert assesses a problem and adjusts their strategy when stuck, faculty can help students develop the intellectual habits required for self-directed learning.

Note: This book is available under open access and can be downloaded free of charge. [Click here to access the complete book.](#)

UPCOMING EVENT

Faculty Development Program:



TEACHING IS CHANGING. IS YOUR PEDAGOGY READY?

2-Day High-Impact Faculty
Development Programme on

CATCHING PEDAGOGY PULSE IN THE AGE OF AI

Advancing Evidence-Based Teaching Excellence
through Brain Science & Artificial Intelligence

8-9 October 2026
(Thursday & Friday)

Jaipuria Institute of
Management, Noida

Only 40 Seats
Available

What You Will Learn

Brain-Based Learning Framework
AI-enabled Pedagogy & Teaching
Psychology of Teaching & Learning

Hands-on Classroom Applications
Modular Teaching Design
Teaching Plan Development
Assessment Design and Feedback

Who Should Attend

Faculty Members | Deans | Directors | HoDs | Business School Faculty Teaching & Learning Professionals

Early Bird Discount: 10% till 15 August 2026 | 20% Group Discount (5 or more participants)

Participant Eligibility: This FDP is open to both national and international participants.



Program Director:
Dr. Prabhat Pankaj
Director – Academics
& Head – CLTA



Program Coordinator:
Gurudeo Thakare
Senior Manager

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Center for Learning &
Teaching Advancement (CLTA)
Jaipuria Institute of Management



LEARNING AND TEACHING CONFERENCE INTERNATIONAL CONFERENCE ON LEARNING AND TEACHING ADVANCEMENTS (NCLTA 2027)

7–8 January 2027 | Jaipuria Institute of Management

The Jaipuria Center for Learning and Teaching Advancement (CLTA) is pleased to announce the International Conference on Learning and Teaching Advancements (NCLTA 2027). The conference will bring together educators, researchers, academic leaders, and industry practitioners to share innovative teaching practices, research, and transformative ideas that are shaping the future of higher education.

The conference will feature keynote addresses, research paper presentations, panel discussions, workshops, and interactive sessions on themes such as evidence-based pedagogy, AI-enabled teaching and learning, assessment and assurance of learning, curriculum innovation, educational technology, faculty development, and student

engagement.

Call for Papers – Now Open

We invite the academic community to join us in advancing excellence in learning and teaching through collaboration, innovation, and the exchange of best practices.

We welcome abstracts on teaching and learning innovations in higher education, including evidence-based teaching practices, pedagogical innovations, assessment strategies, technology-enhanced learning, AI in education, curriculum design, and student engagement etc.

Submit your abstract to: clta@jaipuria.ac.in

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, please contact:

GURUDEO THAKARE

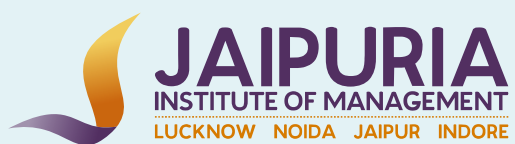
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