USING FLIPPED CLASSROOM IN INDIAN MANAGEMENT EDUCATION: AN EXPLORATION OF FACULTY PERCEPTIONS

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ABSTRACT

The generation Y students sitting in the management classrooms of today do not find the traditional lecture method engaging enough. On the other hand, given the significant informational content inherent in most management subjects, it is not easy to do away with the lecture method. The flipped classroom pedagogy has been suggested by many high school and college teachers, primarily in USA, to be a solution to this problem. In the present study, flipped classroom has been explored in an Indian setting using teacher interviews. The interview results indicate that the educators are definitely concerned about student engagement. In fact, they have resorted to a variety of pedagogical ideas/ initiatives to improve on same. But they do not still perceive flipped classroom as a panacea for all engagement ills. Two major challenges were identified: students not perusing the pre-class materials, and the in-class exercises not being engaging enough. Two frameworks adapted from literature have been proposed as a solution to the above challenges.

Keywords: Flipped classroom, management education, learner engagement, MBA, India.

I. INTRODUCTION

The generation born in the period 1982 and 2003 is widely regarded as Generation Y (Short & Reeves, 2009). This generation, with current age varying from 12 to 33 years, has been reared in an environment charged by Internet and visually stimulating technologies (Ketchen & Short, 2011). Not surprisingly, they are characterized by "shorter attention spans, stimulation overload, chronic boredom, and even attention deficit disorder" (Paul, 2001, para. 14). In short, teaching the Generation Y is challenging, to say the least (Proserpio & Gioia, 2007). Further, according to Durvasula and Lyonski (2008), this population with its unique characteristics has been observed to exist not just in western cultures, but also in eastern cultures such as India and China. In other words, Gen Y is, by and large, a global phenomenon.

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Coming to pedagogy, the traditional lecture method has received tremendous flak from Gen Y (Bliggs & Tang, 2007). According to Bligh (1998), the lecture method is:

a. Effective as any other media for transmitting information
b. Not effective to promote thought or higher-order thinking
c. Not very effective for changing attitudes or for providing behavioural skills

Educators have responded to this problem by introducing a variety of engaging pedagogical innovations such as computer simulations (Thompson, Purdy, & Fandt, 1997), non-computer simulations (McKone & Bozewicz, 2003), graphic novels (Gerde & Foster, 2008), films (Smith, 2009), etc. These pedagogies, however, were recommended for a few select subjects within management education.

In the present study, the authors explore the concept of "flipped classroom" from a faculty perspective as an engaging alternative to the lecture method in Indian management education.

II. THE FLIPPED CLASSROOM: WHAT AND HOW?

The flipped classroom is an interesting pedagogical innovation that takes traditional teaching head-on and inverts it (Barrett, 2012; Bergmann & Sams, 2014; Mok, 2014;). In fact, Lage, Platt, & Treglia (2000) call it the "inverted classroom". Specifically, in this approach, the "lecture" is delivered at-home vide teacher videos/ presentations/ readings and the "homework" is done in-class.

The focus of the professor in the traditional management classroom is mainly on wonderful delivery and exposition of the theoretical concepts in the limited "airtime" available to him/ her. The students are then expected to spend a significant time "outside-the-classroom" to apply the knowledge gained to the problem(s) assigned. However, given structural limitations, it is not possible for the teacher to mentor different student groups on the projects assigned to them (Toqeer, 2013). As a result, the quality of assignments is generally mediocre.

Sadly for the teacher, the quality of projects turned in by the students may be correlated to the quality of teaching delivered in the class.

Often the teacher realizes, going through the assignments in the traditional set up, that the students have not properly understood certain concepts. By that time, the course is over and usually the only feedback the students get on their assignment work are the marks and some brief remarks. Two things have thus happened: (1) the projects completed by students are generally not of the highest quality; and (2) there is a strong possibility that some concepts have not been well understood by majority of the students (Toqeer, 2013).

Lage, Platt, & Treglia (2000) in their study discuss that students learning Economics prefer the flipped classroom over the traditional arrangement. Phillips & Trainor (2014) have discovered a favourable disposition towards flipped teaching for Accounting subjects. Bliemel (2014) reported a similar experience in teaching Entrepreneurship courses.

In flipped classroom pedagogy, the teacher converts his/her lecture into short videos using various easily available user-friendly technologies (Mok, 2014). These videos can then be uploaded on the institute intranet or any public domain such as YouTube, etc. The teacher can also share videos made by other educators (on the same topic) and not having copyright issues. Alternatively, the teacher assigns suitable reading material (e.g., case study, article, book chapter) for the students to peruse before coming to class (Christensen, 1991).

Then in the classroom, the students do an assignment/ in-class exercise/ discussion to demonstrate their effective learning (Mok, 2014). The teacher gives real-time feedback to the students with respect to the quality of assignment/ discussion done (Kovach, 2014). This leads to deeper learning further leading to higher learner satisfaction (Barrett, 2012). In the process, the collective learning of the entire class gets enhanced (Bergmann & Sams, 2014).

Further, given the fact that the Gen Y students studying in the classrooms of today are extremely restless, easily distracted and stimulus dependent (Short & Reeves, 2009), it is very difficult for the teacher to keep the entire classroom

engaged for 60 - 90 min by lecturing alone (Das, 2012). The activity or discussion based teaching facilitated by the flipped classroom pedagogy ensures that the entire classroom is relatively more engaged leading to deeper learning and enhanced learner satisfaction (Kovach, 2014).

III. RATIONALE FOR THE STUDY

There were 3,884 management institues in India (Gangaiah & Viswanath, 2014) as against 1,082 in China and 240 in South Korea in 2012-13 (Nanda, 2014). An overwhelmining majority of more than 3,000 institutes constitute the bottom of the pyramid (Nanda, 2014). These are the tier III institutes that are spread across the length and breadth of the country. They offer low-cost MBA degrees which suffer from credibility and employability issues. The mid-rung tier II institutes constitute around 15% of the total and are relatively better placed in terms of credibility and career opportunities (Nanda, 2014). The top rung tier I institutes account for less than 5% of the total seats and are the role models for others. They excel on all key dimensions viz. infrastructure, brand value, teacher quality, teacher research, placements, etc (Saha, 2012).

As regards pedagogy, the dominant approach in business schools across the globe is, largely, the lecture method (Weltman, 2007), with case studies, role-plays, and classroom exercises playing a secondary role. This is also the case in India, barring a few top notch business schools (Mukherjee, 2014).

A study of the Indian management education sector revealed that the traditional learning system defined by ‘chalk and talk’, ‘fixed curriculum’, and ‘teacher as sage on the stage’ is most prevalent (Mukherjee, 2014). As a result, there is hardly any time in the classroom to mentor or coach the students. The teacher is still the “sage on the stage” and is probably, either unwilling or unable to make the paradigm shift to become the “guide on the side” (Mukherjee, 2014).

In the context of the taxonomy for learning (see figure 1) by Anderson and Krathwohl (2001), the lower-level cognitive processes such as remembering and understanding take place outside the class in the flipped learning arrangement (Brame, 2013). Whereas, the higher level cognitive processes such as applying,

analyzing, evaluating and creating happen in-class, with the support of the teacher and active participation of students (Brame).

Flipped classroom pedagogy facilitates active learning, which is defined as anything that "involves students in doing things and thinking about what they are doing" (Bonwell & Eison, 1991, p.2). Active learning, in the context of management education, emphasizes on the use of "problem-solving exercises, informal small groups, simulations, case studies, role-playing and other activies" to deliver comprehensive understanding and relevant skills (Meyers & Jones, 1993, p.xi). Studies on effectiveness of active learning approach have reported favorable outcomes (e.g., Raelin & Coghlan, 2006; Sarason & Banbury, 2004; Ueltschy, 2001; Umble & Umble, 2004).

According to Nederveld & Berge (2015, p. 162), flipped pedagogy is "a learner-centred approach where the educator actively considers the best way to use class time, so that learning and retention are maximized".

Flipped teaching has taken the developed countries (especially, USA) by a storm (Brame, 2013). However, no literature could be found that examines this approach comprehensively in an Indian management education context. This is essential for following two chief reasons:

(1) Student engagement is on the wane across the globe and India is no exception (Das, 2012). This should be taken all the more seriously in India given the huge size of its management education industry. Learnings from such a study can help both academics and academic administrators in management institutes in India and other emerging economies as they grapple with student engagement issues.

(2) There are news reports that claim that this pedagogy can do wonders for the Indian management education landscape (Pareira, 2012; Bhattacharya, 2013). An academic research paper can provide a better perspective to interested educators and academic administrators in India and other developing economies.

IV. RESEARCH QUESTIONS

The research questions for the present study pertaining to Indian management education are to:

1. What are the perceptions of academics with respect to the current level of classroom engagement of their students?
2. What are the ideas/ initiatives of academics employed towards enhancing engagement of their students in the classroom?
3. What are the perceptions of academics with respect to the use of flipped classroom pedagogy?

The first two research questions explore the current engagement scenario. The third research question explores perceptions of flipped teaching amongst potential/ present users.

V. METHODOLOGY

The present study is the first of its kind in Indian context. Therefore, an exploratory design was considered to be adequate to get an initial understanding. For addressing the identified research questions, depth interview was the chosen research method. The interviews were conducted in two cities, Ahmedabad and Pune, as they have a significant presence of management institutes across the three tiers (AICTE, 2012). Further, these two cities have a fair representation of MBA students and educators from across the country.

For the present study, purposive sampling method was used. This is, basically, judgment sampling wherein we select participants on the basis of their ability and willingness to provide relevant information (Bryman & Bell, 2011). This sampling method ensures generation of rich data and, thereby, ensuring deep understanding of the chosen phenomenon.

In this study, very few of the interviewed professors had heard about flipped teaching and none of them had implemented it. So, mid-way during each interview, the authors spoke for 10-15 min and made the participant familiar with this pedagogy. All the interviews were audio-recorded after getting

informed consent from the participants and were subsequently transcribed. The interviews lasted for 60 to 90 min.

In conducting the depth interviews, the following guidelines by Belk, Fischer, and Kozinets (2013) were adhered to: (1) using funnel approach in sequencing questions from general to specific, (2) not asking " why" and using indirect ways instead, (3) avoiding leading questions, (4) avoiding questions that elicit " Yes/ No" answers, and (5) using probes judiciously.

In doing qualitative data analysis, the steps suggested by Lofgren (2013) were followed. The steps are mentioned below:

a) Reading the transcripts
b) Coding or indexing
c) Examining codes
d) Merging codes
e) Labelling categories or themes

In all, 14 educators across specializations and institute tiers participated in the depth interviews.

VI. DATA ANALYSIS AND RESULTS – DEPTH INTERVIEWS

In this section, the results of the depth interviews are discussed. In the following sub-sections, the results are presented in tabular form pertaining to each of the three institute tiers in terms of initial codes as applied on the interview transcripts. The tables also show the participant profile in terms of gender, specialization, designation, and teaching experience (excluding industry experience that many participants had).

A. Data Analysis - Tier I Institutes

"Kindly refer Table – I"

The teachers (from tier I institutes) who could achieve above average engagement levels largely used discussion based learning. Their students are required to come to class after going through the pre-reads/ case studies. Graded in-class exercises based on the pre-class materials are used to achieve high compliance.

According to one of the participants, reduced attention spans and need for constant stimulation are key barriers to engagement. A young teacher also spoke about being taken lightly by students for being a novice. The various initiatives employed by the different educators to boost engagement included the use of workshop format, use of humor, rich use of recent and relevant examples, field assignments with in-class presentations, games, and short Indian/ Harvard cases.

The general reaction to this pedagogy was either "not sure" or "intriguing". Other reactions included the need for strong student culture of going through pre-reads or pre-class videos and institutional support to this pedagogy (in terms of relevant hardware/ software, reduced administrative/ teaching load, encouragement, etc) for its overall success. One of the educators was concerned that flipped classrooms can be very chaotic and suggested the need to have well designed in-class exercises. Another participant felt that the concept of flipping is already embedded in existing pedagogies such as case studies. The participants did not find the idea of using teacher videos significantly better than pre-reads.

B. Data Analysis - Tier II Institutes

"Kindly refer Table – II"

The educators (from tier II institutes) who experienced low to mediocre levels of student engagement in their classrooms cited low attention spans, lack of learner seriousness, low course relevance, and a know-it-all attitude as the contributing factors. One participant reported using discussion-based lectures and experienced high student engagement in the classroom. The same teacher also felt that the time of the day can adversely affect engagement levels. Specifically, according to her, early morning, post-lunch, and sessions at the end of a long day can have lower levels of engagement, for some students at least. Another participant experiencing high level of student engagement confided that the levels are high as students fear failing his subject (Statistics). Also, his experiential approach to teaching the subject was appreciated by the students and also contributed to increasing engagement.

The same teachers have tried various ideas/ initiatives to boost learner engagement. These included use of in-class exercises, short case studies, games,

field assignments with in-class presentations, rich use of recent and relevant examples, tests, etc.

As regards reactions to flipped teaching, they found it novel and intriguing. However, there were several reservations. There was this feeling by two participants that they may not be able to make short lecture videos on their own. Or at least, they found it very challenging for themselves as they were not technology savvy. Also, the need for institutional support to teachers and strong student culture for going through pre-class materials was echoed.

According to one participant, flipping can lead to better and faster understanding and also effective in-class mentoring. Another participant felt that the use of teacher videos would help slow learners as well as all those who have missed any session.

C. Data Analysis - Tier III Institutes

"Kindly refer Table – III"

The interviewed academics (from tier III institutes) largely felt that student engagement levels are low. All participants talked about the lack of student seriousness, which is understandable given that MBA degrees of such institutes suffer from credibility and employability issues as mentioned earlier. Low attention span was another reason provided. The participants were candid enough to even say that poor delivery could have also led to low student engagement. Just to provide a background, the tier III institutes offer very low salaries leading to less capable and less motivated teacher available for teaching at these places leading further to lower student engagement.

The different ideas/ initiatives employed by the participants to enhance engagement include discussion-based lectures, field assignments/ industrial visits with in-class presentations, short (Indian) case studies, in-class exercises, games, tutorials, etc.

The participants in this category of institutes were least receptive of flipped teaching. According to one participant, live lectures are more engaging than asynchronous lecture videos of the same teacher. Two participants felt that the

use of teacher videos would help weak learners as well as those students who have missed their lectures. Another participant felt that this pedagogy can co-exist with existing pedagogies but should not be the sole teaching method. A strong culture of going through pre-class materials came out as an important prerequisite. Also, two participants pointed out the issue of accessing lecture videos. Many of the students in these resource-starved institutes come from low income backgrounds. As a result, a significant chunk of these students still do not have their own laptops/ desktops. One participant was concerned about the technological challenges in making one's own lecture videos.

D. Results - Factors Impeding Engagement

All the initial codes were further processed leading to following broad themes or categories:

1. Attention span
2. Course relevance
3. Student attitude
4. Teacher delivery
5. Class timing

Please note that this is just a listing – and not ranking - of factors impeding student engagement in the classroom.

E. Results - Pedagogical Ideas/ Initiatives (for boosting engagement)

As in the previous sub-section, the initial codes were further analyzed to arrive at the following results for pedagogical ideas and initiatives.

- Workshops
- Field assignments with in-class presentations
- Case studies
- In-class exercises
- Games
- Role plays
- Discussions/ debates
- Recent & relevant examples
- Humor
- Tutorials

These are widely known pedagogical tools proven to boost student engagement. However, as hinted earlier, the dominant pedagogy used by most of the participants was the traditional lecture method.

F. Results - Barriers to Flipped Teaching

The analysis of interview data also helped in identifying the following barriers to flipped teaching:

1. Student Culture (of not going through pre-class materials)
2. Access (students not having devices to view videos/ presentations)
3. Pre-Class Materials (challenges in creating own videos)
4. Design of In-class Exercises (based on pre-class materials)
5. Institution-wide Support (in terms of reduced teaching/ admin load)

Here again, it should be remembered that this is just a listing – and not ranking - of factors impeding flipped teaching. These are further discussed in the next section.

VII. DISCUSSION

This section is divided into three parts as seen below.

A. Flipped Teaching Prerequisites Matrix

Using the results so far, a matrix that explains the prerequisites on both teacher and student side for successful flipped teaching is presented below.

"Kindly refer Figure – II"

The teacher prerequisites include:

- Lucid readings/ videos
- Effective in-class exercises
- Confidence (emanating from institution wide support)

The student prerequisites include:

- Devices to view videos/ readings
- Perusal of pre-class materials

The matrix suggests that successful flipped teaching happens when both students and educators fully take care of their respective prerequisites.

B. Pre-Class Learning Model

As discussed in the previous section, the study of pre-class materials is very crucial for the success of flipped classroom. The authors present a framework adapted from the Fogg Behavior Model (2009) to increase the likelihood of students to peruse pre-class study materials.

The Fogg behavior model has three components viz. improving ability, improving motivation, and triggers. Each of them is discussed separately.

a. ***Improving Ability:*** There are four factors involved as discussed next.

- Mental Effort: The readings/ materials should be in lucid, conversational language to enable easy comprehension. Some topics may require going through seminal papers that may not be seem exciting to read. In such cases, the teacher should provide annotations in the same to make reading simpler. The presentations/ screen-casting videos should be attractive looking so that they do not seem mentally taxing. Also, the authors would like to clear the misconception that flipped teaching requires videos. In fact, as mentioned earlier, the pre-class learning material can be even a book chapter or article or case study.
- Time: Completing the assigned readings or videos should not be time consuming. One article / case study of maximum10 pages or one to two videos of maximum 10 min each should work well. Lesser the length, the better.
- Physical Effort: The teacher should provide clear information regarding location from where to access the study materials. Ideally, the readings/ videos should be easily downloadable from the institute intranet. This will ensure high student convenience and aid the student in performing the desired behavior.
- Money: The materials should be made available to the students free of cost.

b. ***Improving Motivation:*** There are three core motivators as per this model. They are reviewed below.

- Hope/ Fear: Using graded in-class exercises will motivate students to go through the related pre-class study materials due to fear of getting low grades or in the hope of performing well in class.
- Joy/ Pain: If the in-class exercises are well designed, students who have come well prepared will be able to do the assigned tasks well and experience the

joy of learning. On the other hand, those who have skipped the readings/ videos will experience frustration or pain. Those who experienced mastery will be motivated to go through the assigned materials for the next session in the hope of doing well again. In case the exercises are graded, then the joy of scoring well or the pain of doing poorly will also apply.

- Group Acceptance/ Rejection: Most people strive for social acceptance or at least try to avoid social rejection. Educators should form groups of three to five students, depending on the case, for working upon the in-class exercises. Grading should be based on overall group performance, rather than individual performance. This will ensure that individual students come prepared so that they do not bring down the group performance. At the core, the innate motivation to not get rejected by the group gets activated.

c. Employing Triggers: A trigger is a call to action. According to Fogg (2009), they are three types of triggers and depending on the situation, one of them will be required. We discuss them below.

- Spark: This is applicable when motivation is low but ability is high. In such cases, the professor can send messages (emails or classroom announcement) that create fear or hope; or provide joy (appreciation)/ pain (rebuke); or emphasize upon group acceptance / rejection.
- Facilitator: This is required when motivation is high but ability is low. More lucid materials can help in enhancing ability for pre-class learning.
- Signal: This is needed when both motivation and ability are high. This is more likely to happen after some initial sessions employing flipped teaching have gone well with the students. A short email reminding the students about the date and time of the next flipped session is enough in such a case.

C. Framework for Design of In-class Exercises

Intrinsic motivation "refers to doing something because it is inherently interesting or enjoyable" (Ryan & Deci, 2000, p. 55). According to Ryan and Deci, intrinsic motivation has three components viz. autonomy, relatedness, and mastery. Therefore, a group format will provide relatedness / the need for connection, which will increase intrinsic motivation. Further, a group format wherein students are provided freedom in deciding group composition will be all the more motivating (Ryan & Deci, 2000).

Further, Csikszentmihalyi (2008) talks about the concept of "flow", which is an optimal state of intrinsic motivation. In such a state, a person is totally immersed in an activity for its own sake and even loses track of time and one's ego.

As per this model, if the in-class exercises are not suitably challenging against skills at-hand, the students will experience boredom. On the other hand, if the exercises are too challenging vis-à-vis student skills, anxiety will be the outcome. In short, the design of in-class exercises should be such that the challenges involved (in terms of difficulty as well as time available for completion) are commensurate with the skills at hand. As skills of students get enhanced, the exercises should get proportionately more challenging. This approach will allow students to build mastery, another key driver of intrinsic motivation (Ryan & Deci, 2000).

Judging that optimal point accurately, however, comes from experience. Therefore, educators adopting flipped teaching should be more patient with their efforts in designing effective classroom exercises as the outcomes will improve with time.

Further, there is a lot of research highlighting the importance of feedback in engaging students with exercises (e.g., Hattie & Timperley, 2007; Fink, 2005; Jones, 2005, etc). According to Fink (2005), feedback has to be frequent, immediate, and based on clearly defined criteria. Feedback can be in the form of quizzes, peer and self assessment, general feedback to the whole cohort, written comments on criteria sheets, etc (Alexander, n.d.).

VIII. LIMITATIONS AND IMPLICATIONS

As mentioned earlier, this study uses a qualitative approach, which was justified given its exploratory orientation. Such studies are vulnerable to both respondent as well as researcher bias. The authors have tried to be as unbiased as possible in the conduct of interviews and analysis of same. However, there is a possibility of participant biases creeping in leading to distortions in the interview data. An effort has been made to reduce this by asking the participants for evidences/ examples, wherever possible.

With the initial understanding that is provided in this paper, it is recommend that future researchers go for a qualitative approach using focus groups and depth interviews involving MBA students to capture their perceptions. Further, a quantitative approach comprising experimental design across the tiers is suggested. Also, large scale surveys to quantify perceptions of students, teachers, and academic administrators in India and other developing countries are recommended. Such studies will be able to provide a more comprehensive understanding of flipped teaching in the context of emerging economies.

IX. CONCLUSIONS

To summarize, Indian management educators are still not very enthusiastic about use of flipped teaching. To support this, there is at least one news report about four US professors who flipped their STEM classrooms and did not find any significant difference (Atteberry, 2013). However, there are enough studies, of late, conducted largely in developed countries that suggest that flipped teaching is superior to traditional lecture method (Albert & Beatty, 2014; Touchton, 2015, etc).

The issue of student engagement is definitely a challenge and Indian teachers who participated in the present study have deployed a variety of proven tools to resolve the same. As regards flipped teaching, the interviewed educators raised many concerns. Several academics also felt that this approach will be helpful to slow or weak learners and to those who have missed their sessions. But that cannot be enough reason for adopting this pedagogy.

Two frameworks adapted from literature have been presented here to address two chief concerns viz. students not perusing the pre-class materials, and the in-class exercises not being engaging enough. Appropriate motivation, lucid pre-class materials, suitably challenging in-class exercises, and frequent plus timely feedback are some key prerequisites for successful flipped teaching.

It is hoped that this study will encourage management educators in India to try out this pedagogy for their respective courses. Senior academic administrators should provide encouragement to teachers in concrete terms for trying out this pedagogy. Hopefully, better learning days are ahead!

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FIGURES AND TABLES

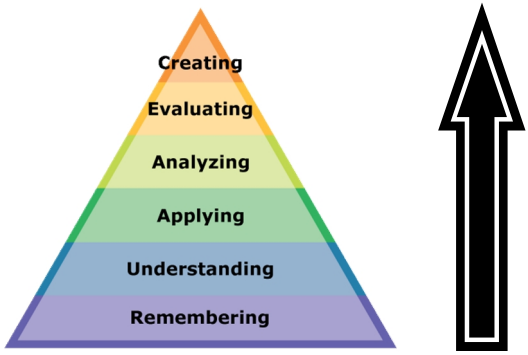

Figure I. Anderson & Krathwohl's taxonomy
Source: Adapted from Brame (2013)

HIGH	Frustrated Student	Successful Flipped Teaching (Best Learning Experience)
Student Prerequisites	Failed Flipped Teaching (Worst Learning Experience)	Frustrated Teacher
LOW	LOW	HIGH
	Teacher Prerequisites	

Figure II. Flipped teaching prerequisites matrix

Table I. Initial coding of interview data – Tier I management institutes

Participant	PART A	PART B	PART C
# (Gender, Specialization, Designation, Teaching Experience)	*Perception of Current Level of Engagement in the Classroom and Reasons for Same*	*Ideas/ Initiatives to Enhance Classroom Engagement of Learners*	*Reactions to Flipped Teaching as a Method to Enhance Engagement*
A (Male, Human Resources, Professor, 15 years)	Good; Discussion-based lectures; Graded in-class exercises	Workshops; field assignments with in-class presentations; short cases	Novel; Worth exploring
B (Male, Finance/ Entrepreneurship, Assistant Professor, 12 years)	Very Good; Discussion-based lectures; graded in-class exercises	Workshops; Recent, relevant examples; Humor; short cases	Not sure; teacher videos no better than text documents
C (Male, Marketing, Associate Professor, 12 years)	Excellent; Discussion-based lectures	Recent, relevant examples; field assignments with in-class presentations; Harvard cases	Not sure; Flipping embedded in case studies
D (Male, Digital Marketing, Assistant Professor, 1 year)	Average; Student perception (novice teacher)	Recent, relevant examples	Not sure; strong culture of pre-reads/videos needed; teacher videos marginally better than text docs; in-class exercise design crucial
E (Male, Marketing, Associate Professor, 12 years)	Average; Reduced attention spans; Need for constant stimulation	In-class exercises; workshops; simulation games	Not sure; Need for institutional support; strong culture of pre-reads/videos needed

Table II. Initial coding of interview data – Tier II management institutes

Participant	**PART A**	**PART B**	**PART C**
# (Gender, Specialization, Designation, Teaching Experience)	***Perception of Current Level of Engagement in the Classroom and Reasons for Same***	***Ideas/ Initiatives to Enhance Classroom Engagement of Learners***	***Reactions to Flipped Teaching as a Method to Enhance Engagement***
F (Female, Communication, Assistant Professor, 12 years)	Good; Discussion-based lectures; Time of the day	In-class exercises; short cases; games, quizzes/ tests; field assignments with in-class presentations	Not sure; Novel; Technology issues (for creating videos); strong culture of pre-reads/ videos needed; good for slow learners/ missed sessions; design of in-class exercises crucial; Need for institutional support
G (Female, Human Resources, Associate Professor & Deputy Director, 15 years)	Low; Low attention spans	Recent, relevant examples; In-class exercises	Awesome; Allow more discussion; strong culture of pre-reads/videos needed
H (Female, Finance, Assistant Professor, 8 years)	Low; Course not felt relevant; Low attention spans; Know-it-all attitude	In-class exercises; Recent, relevant examples; games/ puzzles	Interesting; worth trying
I (Male, Statistics, Associate Professor & Head of Department, 15 years)	Excellent; Student perception – fear of failing; Experiential learning	In-class exercises	More advantages; worth trying; Can allow better/ faster understanding; Can allow in-class

			mentoring
J (Male, International Marketing, Assistant Professor, 10 years)	Mediocre; Lack of seriousness; Know-it-all attitude	Short case studies; Recent, relevant examples; field assignments with in-class presentations	Novel ; Need for institutional support; Technology issues (for creating videos)

Table III. Data Analysis of Teacher Interviews in Tier III Management Institutes

Participant	**PART A**	**PART B**	**PART C**
# (Gender, Specialization, Designation, Teaching Experience)	***Perception of Current Level of Engagement in the Classroom and Reasons for Same***	***Ideas/ Initiatives to Enhance Classroom Engagement of Learners***	***Reactions to Flipped Teaching as a Method to Enhance Engagement***
K (Male, Production & Operations, Director, 20 years)	Low; Low attention spans; Lack of seriousness	Interactive lectures; Industrial visits; cases; tutorials	Best for weak learners; need for combination of pedagogies; strong culture of pre-reads/videos needed
L (Female, Human Resources, Assistant Professor, 8 years)	Mediocre; Engagement declining; Lack of seriousness	Short cases; debates; role plays; discussions; quizzes; field assignments for experiential learning	Good for top B-schools; in-class teaching more engaging than videos; access issues (devices) to view videos; strong culture of pre-reads/videos needed
M (Male, Finance, Professor & Head of Department, 10 years)	Low; Students not serious; Poor delivery	Case studies; quizzes; in-class exercises; management games	Nothing novel; not transformative; Technology issues (for creating videos)
N (Female, Information Systems, Associate	Low Students not serious; Poor delivery	Case studies; quizzes; in-class exercises	Can work; Access issue (devices) to be resolved; best for missed lectures; for

Professor, 14 years)			weak /slow learners

ABOUT AUTHORS

Dr. Kallol Das started his career in the corporate world with the likes of multinationals like Caltex and Gulf Oil. Subsequently, he moved to brand and Customer Relationship Management (CRM) consulting. After five years in the industry, he shifted to academics, where he found his true calling. He has been now in the teaching profession for more than twelve years. His research and teaching interests include CRM, Relationship Marketing, Services Marketing, and Game-based Marketing. He has authored a large number of research papers/ case studies in reputed national / international publications, as also two books on CRM. He has delivered talks at prestigious forums such as IRMA, NIFT, British Council, etc. He has done his BE, MBA, and PhD and is currently serving as Associate Professor at MICA, Ahmedabad.

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