

## **INNOVATIVE TEACHING METHODS FOR BLENDED LEARNING UNDER NEW EDUCATION POLICY, 2020: A FUTURE PERSPECTIVE**

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### **Abstract**

*India's New Education Policy, 2020 aims to revamp our education system completely. One of the key features of this policy is increased use of technology and teaching through on-line resources along with traditional face-to-face mode. This type of blended learning calls for innovation in the teaching and learning process. One of the innovative teaching methods is through the use of movies in the classroom. This article presents an innovative way of teaching Management Courses through the use of a movie. The exercise used for this purpose aims to teach the Expectancy Theory of Motivation through short movie clips, discussion prompts, group discussion and a comparison debrief. The exercise has been found useful in increasing the students' engagement level in class along with a better understanding of the underlying concepts in the theory. It is recommended that such innovative methods which use technology and on-line resources should be incorporated into the teaching and learning process for achieving the objectives laid out in the New Education Policy, 2020.*

**Keywords:** *blended learning, expectancy theory, innovative teaching, motivation, movies, new education policy*

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## **I. Introduction**

Covid-19 pandemic has impacted our economy tremendously (Sharma, 2021). During the pandemic, on-line teaching has come to rescue our education system (Mittal, 2021; Garg, 2020; Kumar & Dara, 2020) and is now being considered to continue playing an important role in future (Zhang & Varma, 2020). The New Education Policy (NEP) 2020 implemented in India emphasizes blended learning. Blended learning may be understood as the use of technology to facilitate effective communication and interaction that is complementary to traditional modes of teaching and learning. A greater emphasis is being placed at undergraduate and postgraduate levels in acquiring work related learning skills using on-line media (Mittal & Raghuvaran, 2021; Fearon et al., 2011).

The blended mode of teaching, however, calls for innovation in teaching methods. Higher education in India can reach world class standards through increase in research and innovation (Mittal, 2018). Innovation in education often lies in teaching with “newness” as an essential ingredient (Hauser and Hauser, 2011). Analysis done by Eutsler, Antonenko and Mitchell (2020) showed that online teaching during Covid-19 pandemic has focused increasingly on student-content interactions, that is, videos requested to view along with what students are expected to read. The NEP 2020 has emphasized on the need for re-imagining educational delivery methods (Varma et al., 2021). One of the innovative methods of teaching in the blended mode is through the use of films during lectures. Use of films, training videos and other audio-visual media has often been advocated for teaching management courses (Hunt, 2001; Kenworthy-U’Ren and Erickson, 2009; Tyler et al., 2009). Films can help in starting a good discussion and can create a unique experience making them an unbeatable teaching tool. This article presents an innovative exercise based on clips from a movie that can be used for teaching in blended mode. The purpose

of this research is to assess the impact of the said exercise on students' engagement level and its ability in making a lecture interesting.

## **2. Literature Review**

The NEP, 2020 focuses on making inclusive education accessible for all at all levels that is holistic and multidisciplinary with equitable use of online and digital education and is likely to bring a phenomenal change in the educational landscape of our country (Varma et al., 2021). Adoption of educational technologies and innovations in teaching and learning is taking place around the world (Kintu et al., 2017) and it is high time that India should take a leap too. The use of new technologies online along with face-to-face learning is referred to as Blended Learning (Adams et al., 2020). There is evidence that blended learning brings more learning opportunities as compared to traditional lectures (McKinney et al., 2009). The primary idea is to revitalize the traditional lectures by promoting more stimulating and engaging discussions along with creating useful questions and answers through the use of online resources (Fearon et al., 2011).

An effective way of initiating engaging discussions in classrooms is through the use of movies as a reference. A movie can provide interesting examples to gain the attention of students (Sprinkle & Urick, 2016). After viewing a short movie clip, a facilitated open discussion may increase levels of participation among students (Cannon & Doyle, 2020). According to Champoux (1999), clips from films can offer visual portrayal of abstract theories while teaching various management courses. Dark (2005) has given the concept of "movie sandwich" for teaching where a movie clip is "sandwiched" between theoretical concepts and the teacher provides a theoretical background of the concepts before showing the clip. After the clip is shown, the students engage in a brief reflection or debrief designed to take home key points. Films have been used to teach various management topics. Pandey (2012) has used the movies *Outsourced* and *My Big Fat Greek Wedding* to teach a course on Managing Cross-Cultural

Issues. Maroun and Joosub (2012) have used the movie *Rogue Trader* to teach auditing students about internal controls. Cannon and Doyle (2020) have used the movie *Moneyball* for teaching various concepts in organisational behaviour with primary focus on evidence-based management. Liu (2021) has used the documentary film *American Factory* to teach management concepts in a multinational enterprise.

Motivation theories are essential in all management and organization behaviour courses (Benson and Dresdow, 2019). However, students often find it difficult to understand the Expectancy theory of Motivation during a lecture. Expectancy Theory is composed of multiple concepts which are confusing for students (Holbrook & Chappell, 2018). Even if students understand the concepts and relationships in Expectancy Theory, they are often unable to understand its application in their world (Grimes, 1975). Vroom's Expectancy theory of motivation (Vroom, 1964) is a process theory. It explains that the process of motivation depends on three components. The first component is Expectancy which is one's belief that if they put in effort, the desired goal will be achieved. The second component is Instrumentality which is one's belief that if they achieve the goal then a reward will be received. The third component is Valence which is the value of that reward to a person. According to Vroom's expectancy theory, Expectancy, Instrumentality and Valence have a multiplicative relationship (Van Eerde & Thierry, 1996). The relationship between the components in determining motivation level can be understood as a product of the three components, that is,  $\text{Motivation level} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$ . A low level in any of expectancy or instrumentality or valence would result in a low level of motivation.

This article presents an exercise to explain the three components of Vroom's Expectancy Theory of Motivation (1964) namely, Expectancy, Instrumentality and Valence in an innovative manner using short movie clips. The exercise further tries to explain the application of the theory in the

real world by giving a set of thought provoking questions to the students in the form of a Comparison Debrief. For developing the exercise, the movie Kung Fu Panda (Cobb et al., 2008) was selected for its entertainment appeal and its substance. Guo, Kim, and Rubin (2014) state students' attention is maximized when video clips are less than seven minutes in length. In the exercise, 4 short movie clips, each less than seven minutes, were used.

The exercise was developed with an objective to help students achieve the following learning outcomes:

- Identify the three components of Expectancy Theory, that is, Expectancy, Instrumentality and Valence;
- Analyse how each component affects the motivation process;
- Evaluate how managers can increase motivation by understanding how rewards are perceived by individuals; and
- Apply Expectancy Theory in real-life business situations.

### **3. Methodology**

This is an exploratory study based on the Exercise developed for teaching Expectancy Theory of Motivation. After using the Exercise to teach the undergraduate students in the Commerce field, students' comments and feedback was obtained. Qualitative content analysis was used to analyse students' reactions to the Exercise as an experiment. This qualitative analysis helped to assess the impact of the said Exercise on students' engagement level and its ability in making a lecture interesting.

To illustrate motivational concepts contained within Expectancy Theory, four short clips that students may find appealing were used from the movie Kung Fu Panda. These clips provided a common experience to students that acted as a reference while prompting questions and inviting a discussion among students. The discussion was then directed towards an

explanation of each of the three components and their application in real-world business situations.

In these clips, the main character, Po, moves from a position of low - to high motivation. Four clips were shown one at a time, each followed by a specific prompt for discussion. Students were encouraged to participate and explore the answers. The responses of students were gathered through comments in the chat-box during the on-line class. Although this exercise has been used with a small class size, it may be used in a large size class too where students may be asked to write reflection notes after watching the movie clips prior to the lecture.

Once the students identify the actions Po displayed in the clip that are related to the theoretical concepts, the instructor followed with a discussion of that concept. During the discussions that followed, students evaluated the impact of each component on the capacity to motivate the main character, Po. Further, they identified the inter-relationship that exists among the components.

The complete exercise comprised ten steps consisting of an introduction to the movie, 4 clips each followed by a discussion, and a comparison of Po's Kung Fu trainer, Master Shifu, to actions a real-world manager may use in practice settings to motivate employees. A Comparison Debrief at the end of exercise facilitated students with a set of questions relatable to the real world.

### **3.1 The Exercise**

The following steps provide introduction to the film, discussion prompts, expected responses, and a comparison debrief activity simulating real world applications.

### Step 1: Introducing the Movie Kung Fu Panda

In the movie, a panda named “Po” dreams of Kung Fu. He goes to watch the Kung Fu warriors – ‘The Furious Five’ on a day when selection of the ‘Dragon Warrior’ is to be done. The dragon warrior is the chosen one responsible for maintaining peace in the valley. Everyone, including Master Shifu-- the Kung Fu trainer of the Furious Five-- is expecting one out of the Furious Five combatants will be selected as the Dragon Warrior. However, in a turn of events and to everyone’s astonishment including Po himself, Master Oogway (Shifu’s master and the proponent of Kung Fu) selects Po as the Dragon Warrior. The problem is that Po has not been trained in Kung Fu. To act as a Dragon Warrior, he needs to learn Kung Fu. The clips selected for this exercise demonstrate Master Shifu’s expertise in learning how to motivate Po, and Po’s increasing ability to learn and perform Kung Fu.

### Step 2: Play Clip 1 - LOW MOTIVATION (0:29:55 – 0:30:40)

In this clip, Po is talking to Master Oogway. Po explains he feels incompetent and has no special abilities to perform Kung Fu. He compares himself with each of the Furious Five, describing distinct qualities which they possess and which he finds missing in himself. He states he feels like quitting. This clip shows that Po is facing a situation of low motivation.

### Step 3: Discussion on Clip 1

After watching the first clip, students are asked this question: “Even before making any effort, why did Po tell Master Oogway that he will not be able to perform? (That is, why does he feel he cannot learn Kung Fu?)”

Typical student responses include: “He felt that the training was too difficult” or that “Po was not ready for it” or “His level of confidence became very low on comparing himself with others who had been trained for a long period”.

During the discussion, the instructor introduces ‘Expectancy’ by summarizing student responses in that Po did not make any effort because he thought that he was not capable of learning and performing Kung Fu. He found no purpose in making an effort in a task which seemed impossible to him. He believed his efforts would not produce the performance required. To initiate effort, it is important to feel that one's effort will lead to performance. In terms of Expectancy Theory of Motivation, this relationship is called the Expectancy. It is one's belief that their effort would actually result in the desired performance. As seen in the clip one, Expectancy depends on what a person thinks about their self-abilities, and the level of task difficulty to be achieved. In the present clip, Po is neither self-confident nor finds the task easy. This implies that he is experiencing low expectancy. The impact of low expectancy is seen in his willingness to quit before he even tries to perform. He demonstrates a low level of motivation or no willingness to make any effort toward learning the task. The discussion on clip 1 ends here.

Before showing the next clip, students are informed; Master Shifu decides to take on the responsibility of training Po. The next three clips show how Master Shifu deals with a situation of Po's low motivation and thereby depict the motivation process involved.

Step 4: Play clip 2 - EXPECTANCY (0:48:11 – 0:49:29)

In this clip, Po is trying to escape. He is unwilling to learn Kung Fu. Master Shifu stops him. He explains to Po that it is now his duty to get the work done, that is, to train Po in a way that he will learn and perform Kung Fu.



He asks Po to trust him completely and promises Po that he will help him learn Kung Fu.

#### Step 5: Discussion on Clip 2

After showing the clip, students are asked: "What is Master Shifu trying to accomplish in this clip?"

The most common responses are: "He is trying to convince Po that he can succeed in learning Kung Fu" or "He is telling Po to believe in his master just like Shifu himself believes in Oogway" or "He is trying to increase the level of Po's confidence by asking Po to rely on him as his master".

Student responses are then summarized in that Master Shifu is attempting to increase Po's Expectancy. He wants Po to believe that effort leads to learning and performance of Kung Fu. He is trying to increase Po's Expectancy to increase his Motivation level. According to Vroom's theory, unless Expectancy is high, a high motivation level cannot be achieved. However, high Expectancy alone is insufficient; two other components are involved in the motivation process.

#### Step 6: Play clip 3 - INSTRUMENTALITY (0:54:35 – 0:58:28)

In this clip, Master Shifu starts to train Po by establishing an immediate link between Po's performance and a reward in the form of a bowl of dumplings. Master Shifu has observed Po is motivated by food, and he enjoys dumplings. He then communicates clearly that if Po performs well in the training, he will earn the dumplings.

#### Step 7: Discussion on clip 3

After the clip is shown, students are asked: “How could Master Shifu ensure Po performs well?”

The common responses include: “Po tried his best to perform because he saw that he will get a reward in the form of dumplings” or “When Master Shifu offered a reward that Po valued, Po increased his level of effort in order to get the reward.”

The instructor introduces ‘Instrumentality’ by summarizing students’ responses, highlighting how a reward expected in return for a performance increases the person’s willingness to make an effort. When Po realized that dumplings were offered by Master Shifu as a reward for his performance, he increased his effort to receive that reward. In terms of Expectancy theory, the expected likelihood of earning a reward in return for a desirable performance is called Instrumentality. Master Shifu tries to increase Po’s Instrumentality by establishing a clear link between Po’s performance and the resulting outcome (that is, getting dumplings). He communicated to Po, “If you want them, get them”. Clearly, Po increased his effort toward getting those dumplings. This way, he managed to increase the motivation level of Po, with his performance levels in Kung Fu increasing as well.

At this point students are asked whether Po would have performed equally well if the dumplings (offered as a reward) were not to Po’s liking? The student responses include: “Of course not, the reward offered should be of Po’s liking otherwise he won’t go for it”. Next, we move on to the final clip, clip4.

Step 8: Play clip 4 - VALENCE (0:51:41 – 0:53:25)

In this clip, Po is eating food in the kitchen. When Master Shifu informs him about the Monkey’s cookies kept at a height on the top shelf, he could easily reach for them.

Step 9: Discussion on clip 4

After showing clip 4, students are asked: "What did Master Shifu observe in the kitchen?"

The typical student responses include: "Master Shifu observed that Po liked food very much and could do anything to get it" or "Po could reach for Monkey's cookies effortlessly".

The students' responses are then summarized to introduce 'Valence' in that the person must value the reward offered. To expend effort and persist, the individual must value the reward. In terms of expectancy theory, the degree of importance a person feels for a particular reward is known as the Valence for that reward. The higher the Valence for a reward, the higher is the motivation to get that reward. In the kitchen scene, Master Shifu identifies Po's high valence for food, which he discovers has a high reward value for Po. Master Shifu determines other rewards offered to Po during training will not result in a high motivation level for Po.

Step 10: Compare Master Shifu's job with that of a Corporate World Manager

Following discussion on all the four clips, Expectancy Theory of Motivation is summarized, concentrating on how the concepts of Expectancy, Instrumentality and Valence operate. The exercise may be concluded by comparing Master Shifu's job with the job of managers in the corporate world. The teacher can state that managers must motivate their subordinates to derive best performance. To get performance from employees, a manager creates an environment in which employees believe that their effort will lead to performance. The manager's task is to determine what motivates each employee, thus enabling conditions for motivation to occur. This results in a high Expectancy. A high Expectancy means that

employees feel that they can perform the job. However, the employee will expend effort only when they expect to receive a reward they value in return. A manager can clearly communicate to employees that they will earn a reward or outcome in return for the desired performance. This results in a high Instrumentality. Though promising a reward in return for the desired performance results in an increase in Instrumentality, it may not lead to a high motivation level if the reward is not of value to the employee. It is the job of a manager to ensure that the reward offered is of high valence for each individual employee. As all employees are different and have their own likes and dislikes, they have different valence for different rewards. According to Expectancy Theory, this means that rewards must be customized to meet the needs and wants of individuals. A manager needs to identify those rewards to be offered to individual employees so that all employees perform their best in the organization.

### **3.2 Comparison Debrief Exercise**

The exercise ends with a Comparison Debrief that provides a set of 6 questions. It provides an additional exercise on Expectancy Theory applied to business scenarios that helps to extend the discussion and make it relatable to real world situations. In a large class, the students can be asked to submit their responses till a stipulated date after which, the expected answers to those questions may be provided.

Question 1: Which of the three components of Expectancy theory is the most important of all?

Answer: All the three components are equally important because even if any one of the components is absent then motivation of employees would not take place.

Question 2: Imagine a team gets a wild card entry into a competition and is extremely enthusiastic about it. The winning team will get a trophy and handsome prize money. When this team meets players from other teams, they get amazed at other teams' fitness and quality of play. This team starts considering themselves as underdogs with almost zero chances of success. Which component of the Expectancy theory is causing low motivation of this team?

Answer: In this case, this team knows that if they are able to defeat all other teams, they will get the reward, that is, the trophy and the prize money for sure (Instrumentality). This team values the trophy and prize money which is reflected in their enthusiasm on getting an entry (Valence). However, the problem is that this team has lost its confidence of winning after meeting other teams (Expectancy). Thus, it is the low expectancy that is the cause of their low motivation.

Question 3: A company has two altogether different lines of businesses. One is manufacturing medicines and the other is manufacturing high end leather garments and bags. The economy is facing a recessionary phase but the chairman of the company targets to achieve a 10% growth in consolidated sales next year and announces that if the target is achieved then all managers will get a handsome bonus. All managers value the bonus much in the present economic gloom. Managers in the company's medicine unit consider the target of 10% growth in medicine sales achievable. However, managers in the leather unit of the company are doubtful that they would be able to achieve the target in the present economic scenario. As a result, the motivation level of managers in both business units is low. State which of the three components in expectancy theory is causing low motivation of managers in the medicine unit and in the leather unit of the company?

Answer: All managers value the bonus. Therefore, valence is not the cause of low motivation. Managers also know that if somehow, the target of 10% growth in consolidated sales is achieved, they will get the bonus. Therefore, Instrumentality is also not the cause of low motivation. The managers believe that the medicine unit can achieve 10% growth in medicine sales. However, they are afraid that the leather unit would not help in achieving a 10% growth in consolidated sales. Hence even if the medicine unit performs, they believe they would not be able to achieve the target. Thus, it is the Expectancy that is absent and is causing a low motivation for all managers.

Question 4: A company's sales department's structure comprises four regional sales teams represented by team managers and four team members in every team. The team members get a fixed salary along with a variable sales commission which depends on their performance. The performance of each team member is to be evaluated by the team managers of respective teams. In the northern regional sales team, one of the members is an introvert who is not very assertive in meetings but performs her job quite well. She used to get a good sales commission initially but over the months, her much desired commission has been reducing gradually and is almost zero over the past few months. She now believes that she will not receive commissions in the following months even if she performs well. As a result, her motivation level has reduced much. State the component in Expectancy theory that is causing her low motivation level.

Answer: She believes that if she puts in efforts, she will be able to perform well (Expectancy). She desires to receive the sales commission and therefore values it (Valence). However, she has come to believe that even if she performs well she is not going to get the reward in the form of a sales commission. Hence, Instrumentality is absent in her case which is causing her low motivation level.

Question 5: There is this annual official party in the company. During one of the party games, every employee is asked to write on a chit three rewards that they desire, or activities they would like to do during the following year. For which of the three components of Expectancy theory can this information be related to?

Answer: This information provided by employees relates to Valence in Expectancy theory. We get to know about things that can serve as rewards having a high valence for each employee.

Question 6: Assume yourself to be a manager in a software company with a team of 10 developers under your direct command. The company is planning to outsource development of some specialized software for \$100,000. You have taken an initiative to develop that software in-house in a time bound framework. You have been offered a bonus of \$30,000 for achieving the feat. According to expectancy theory, what should you do to ensure that your team is motivated to complete the task in time?

Answer: As a manager, firstly, I need to ensure that my team considers itself capable of writing the software and within the stipulated time (Expectancy). For this, whatever facilities are required by them should be provided with an added assurance that I am always there to help. Secondly, I will have to ensure that the team members believe that if they complete the task within the allotted time, they will share an equal reward, for example, a share in the bonus of \$30,000 (Instrumentality). Thirdly, I will have to determine whether the bonus, if offered to team members, would be valued by them. If it is not, then I need to determine what else can be offered in lieu of bonus, such as a week's time off after completing the task, or a vacation voucher, or a permission to pursue a sponsored short-term management refresher course (Valence). I will have to ensure that none of the three components gets ignored and only by doing so will the team's motivation level remain high and the task will get completed in time.

The above exercise was used for teaching the Management students at undergraduate level. However, it may prove helpful at graduate level too. Practitioners in business settings may find the exercise useful as well.

#### 4. Results and Analysis

The exercise was completed in the classroom in about 55 minutes. The approximate time taken for conducting each step in the exercise is shown in Table 1.

**Table 1: Approximate time taken for various steps in the exercise**

| Step | Description   | Approximate time taken (in minutes) |
|------|---|-------------------------------------|
| 1    | Introduction to the movie "Kung Fu Panda"   | 3                                   |
| 2    | Playing clip 1: LOW MOTIVATION  | 0.45                                |
| 3    | Discussion after clip 1   | 5                                   |
| 4    | Playing clip 2: EXPECTANCY  | 1.18                                |
| 5    | Discussion after clip 2   | 4                                   |
| 6    | Playing clip 3: INSTRUMENTALITY   | 3.53                                |
| 7    | Discussion after clip 3   | 6                                   |
| 8    | Playing clip 4: VALENCE   | 1.44                                |
| 9    | Discussion after clip 4   | 5                                   |
| 10   | Compare Master Shifu's job with that of a Corporate World Manager along with a Comparison Debrief to the Exercise | 25                                  |
|      | Total time taken  | 55                                  |

During the exercise, it was observed that those students who do not generally participate in class discussions also raised their hands, discussed the movie clips and could relate to the theory. Making meaning of the clip was enhanced when students shared their understanding of the clip with one another, increasing levels of participation. Excitement and enthusiasm was built as the content was memorable and fun. Students' enthusiasm was reflected in their participation during the discussions. Wong (2018) also considered the use of videos in classroom teaching as a teaching



innovation that does not involve advanced technologies but still improves students' participation and enhances student-teacher interaction.

The following students' comments reflected that they would be able to remember the underlying concepts for a longer time: "I will never forget the Panda Po and his journey of motivation", "I liked the character Master Shifu and how he motivated Po so much that I cannot ever forget Expectancy Theory", "This was a memorable class and I will always remember it", "I will implement Expectancy Theory in work situations when I would be working in future" and so on. This is in accordance with Swain, Kumlien and Bond (2020) that an innovative exercise used in class creates a memorable point for students to retain what has been learned.

All the students enjoyed the lecture much more than the regular lectures and understood the theory in its true sense. This was reflected in comments like these: "This is the first time that I have learnt a topic through a movie and it was a lot of fun", "I would love to learn all other subjects in this manner", "I could identify and relate the three components easily in the story shown", "Now I would be looking for the application of this theory in other films or stories too", "This will change the way I will watch films in future. I could have never imagined that our academic curriculum could be related to films". These comments imply that students found the lecture very interesting and they could understand the underlying concept easily. This is in accordance with research done by Pandey (2011) who found that the effectiveness of movies as a learning tool is very positive and students enjoyed the learning experience in the classroom. These comments are also in line with the concept of "OB Curse" as explained by Schmidt-Wilk (2021) that when students learn the organisational behaviour concepts very well, they start to identify and relate to those concepts in their everyday interactions, and refer to this as a "curse". However, in true sense, this is a kind of blessing. If students are able to understand everyday life in this way,

“it will enrich their understanding of human behaviour not only in business and management but also in the world around them”.

## 5. Conclusion

Blended Learning is a new norm in the teaching and learning process. The New Education Policy, 2020 relies on Blended Learning for changing India's education system for good. In future, increased use of technology and on-line resources will go hand-in-hand with the traditional face-to-face classroom teaching. The purpose of Blended Learning can be achieved only through innovations in the teaching and learning methods. Use of movies in teaching has proved effective in enhancing students' interest level in the classroom. The exercise used in the present study has shown that student' engagement level increases with the use of movies as a reference while teaching. A high students' engagement level helps them in learning the subject in its true sense. It is recommended that innovative teaching methods which make use of technology and on-line resources should be incorporated by teachers in the teaching and learning process. The objectives laid out in NEP 2020 can be achieved only with out-of-the-box thinking and by shedding inhibitions in adopting novel ways to teach and learn.

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