Faculty Initiatives on Teaching and Learning

KCT Business School has brought-in many new innovative pedagogies for various courses in the MBA program. Many pedagogies are found to be effective in teaching management concepts and theories and thereby transforming the students as world-class global manager with managerial and decision-making skills.

Initiatives by the Faculty on teaching and learning is summarized below under five heads,
1.   Simulation based Learning
2.   Experiential Learning
3.   Activity Based Learning
4.   Technology based learning
5.   Project based learning

1.   Simulation Based Learning

(i)   KCT business school faculty has developed simulation games to teach supply chain management and inventory management. The simulation games made the students to gain real-time experience and helped them to learn the application of management concepts in real-time scenarios.

Game	Course	Objectives	Developed by
Supply Chain Management	Supply Chain Management	To maximize supply chain profitability across supply chain. The game is designed for use in the elective course on supply chain management covering the topics on Forecasting and Production Planning.	Dr. S. Jaisankar
Forecasting	Operations Management	To minimize the inventory costs by forecasting the order quantity. The game is designed for use in the core course on operations management covering the topics on Forecasting and Inventory control.	Dr. S. Jaisankar

Supply Chain Management Game
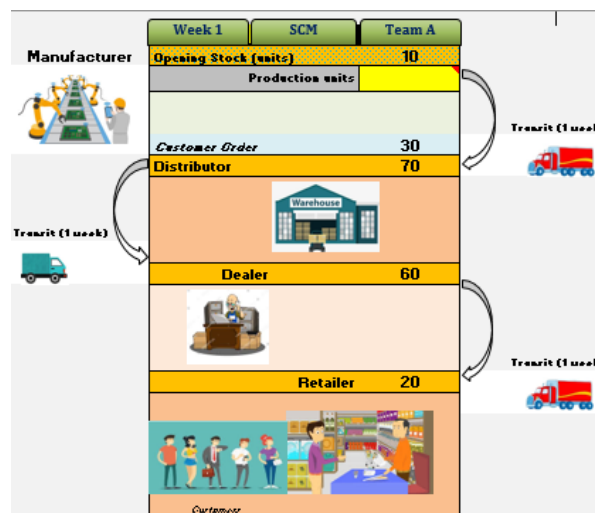
Forecasting Game

FORECASTING   WHEN DEMAND IS UNKNOWN

Purchase Price Rs.	20	Ordering Cost	60
Selling Price Rs.	30	Stockout Cost/unit	7
Profit Rs.	10	Holding Cost/unit	1

TEAM A   **TEAM B**   **TEAM C**

July	A		July	B		July	C
Opening Stock (units)	5		Opening Stock (units)	0		Opening Stock (units)	0
Order Quantity	3		Order Quantity	0		Order Quantity	0
Demand	10		Demand	10		Demand	10
Actual Sales (units)	8		Actual Sales (units)	0		Actual Sales (units)	0
Ordering Cost Rs.	60		Ordering Cost Rs.	0		Ordering Cost Rs.	0
Stockouts (units)	2		Stockouts (units)	10		Stockouts (units)	10
Stockout Cost Rs.	14		Stockout Cost Rs.	70		Stockout Cost Rs.	70
Holding Cost Rs.	0		Holding Cost Rs.	0		Holding Cost Rs.	0
Closing Stock (units)	0		Closing Stock (units)	0		Closing Stock (units)	0
Profit Rs.	**6**		**Profit Rs.**	**-70**		**Profit Rs.**	**-70**

(ii)   A capstone learning simulation game titled as 'The Boardroom' – it is an interactive on-line simulation game that requires to co-ordinate with your fellow CXOs, strategize in a decision-making setting to take the company's share price to the zenith. As a top-level management executive one would have to take-up a challenging role of the following designations - Chief Executive Officer, Chief Finance Officer, Chief Marketing Officer, Chief Sales Officer, Chief Production Officer and Chief Research Officer. All final year students during their last semester undergone the Board room simulation in KCTBS.

(iii)   GoldSim Monte Carlo Simulation Software is used to solve supply chain problems during uncertain times. To evaluate the performance of supply chain at different scenarios using critical factors. GoldSim has been also used develop supply chain models for a wide range of applications **https://www.goldsim.com/**

Game	Course	Objectives	Initiated by
Boardroom – Capstone Simulation	Strategic Management	To experiment in managing a business in a comp simulated environment having real experience i industry To comprehend operative, strategic and tactical	Dr. S. Jaisankar
Project Management	Project Management	The simulation based Project Management game consists of two stages which include project planning stage and project execution stage. The game was useful to acquire project management skills and decision making skills while working in projects.	Dr. S. Jaisankar
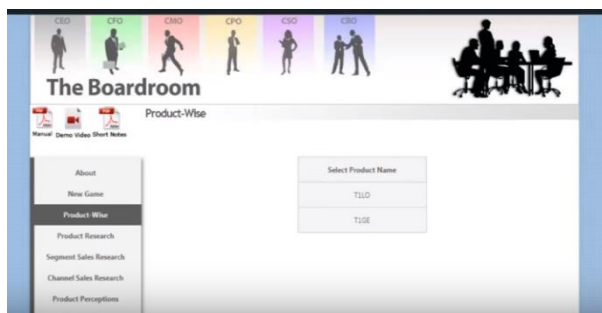
Boardroom Game   **Project Management Game**
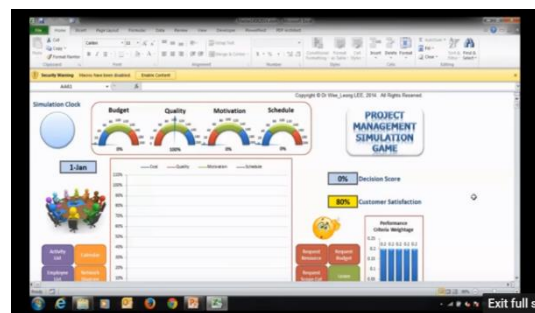
All the above innovative pedagogies are used to bring in a collective learning experience for students.

2. **Experiential Learning:**

Experiential learning provides an opportunity for active/interactive learning experiences in-class as well outside the classroom environment. With such real time learning activities, students can better identify their prospective areas of work in the overall organizational functions.

KCT Business School largely adopts experiential learning such as Field Study, Market Visits and Online Share Trading Program (ROSTP) as a value-added learning method for management students. Learning from textbooks, lectures and other study material does not suffice for holistic learning. Practical, hands-on learning is essential for better understanding of work processes and business functions. Such visits and real time programs give greater clarity about important management concepts, as students practically experience how these concepts are put into action. Students pursuing functional specializations in Marketing/ Finance/ Operations/ HR/ Analytics and Entrepreneurship help them gain hands-on experience of how industry operations are executed.

Courses that include experiential learning methods during the assessment years are given table.

Experiential Method	Courses	Objectives	Initiated by
Field Study	Lean Six Sigma	Experiential learning in industry with on job training on Lean six sigma concepts and application	Dr. S. Jaisankar
Market Visit	Managerial Economics	Experiential learning on market structure. Market structure presentation was successfully conducted for each team, in total 6 market structures were presented: Duopoly, Monopoly, Monopsony, Monopolistic, Perfect competition, Oligopoly	Dr.S.Poongodi
ROSTP	Financial management	Real time online share trading program. Practical session on online investment and trading.	Dr. S. Senthil Kumar

2.1 Field Study
- *Objective:* To increase the awareness of industry practices and regulations during field study exercises.
- *Designed for Course*: Lean Six Sigma
- Methodology:
Step 1:   Register and visit to an Industries
Step 2:   Identify an activity for improvement in that industry. The activity can be anything that lead to improvement
Step 3:   Use DMAIC approach (Define, Measure, Analyze, Improve and Control) Step 4: Work in a group of 5 but the problem identified should be different from others in the group.
Step 5:   Use the template given to complete the study report. Type your answers in the "Details" column.

Students assembling horns in a production plant

- Learning outcomes:

Explain the concepts of Lean six sigma Apply DMAIC tools for process improvement Develop step-by-step procedure for implementing Lean Six Sigma program.

2.2 Market Visit

Objective: To broaden the outlook of students with exposure to different workforces from different industry sector.

Designed for Course: Managerial Economics

Methodology:

Step 1:   Like-minded students form a team of 4 to 6 members

Step 2:   List of Markets to be visited in made through brainstorming

Step 3: Selection of Market to be studied by each team followed by Faculty Approval

Step 4:   Preparation of Unstructured Questionnaire

Step 5:   Visit the market to explore various elements of the market

Step 6:   Relate the Demand and Supply Elements for a chosen commodity from the market visit

Step 7: Team Presentation and Interaction considered for Assessment

2.3 ROSTP

Objective: To create awareness on Online subscription of business lines which provides information on current events and discussion forums

Designed for Course: Mutual Funds - Financial Management

Methodology:

1. Students to be grouped into teams
2. Each Team has to decide about their investment objective
3. Each team has to decide about the corpus of investment they would like to invest
4. Investment has to be done after making through analysis of the fund using risk return analysis
5. Finally, at the end of the course, teams have to present the investment process for evaluation.

3. Activity Based Learning

Activity-based learning describes a range of pedagogical models to Business and Management teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that Management Students are active learners rather than passive recipients of information. If a student is provided the opportunity to explore by their own and provided an optimum learning environment, then the learning becomes joyful and long-lasting.

S.No	Course	Activity Based Learning methods
1	Financial management	Debate on currency demonetization
		Union budget panel discussion
		Discussion on Chinese yuan devaluation and stock market crash
		National institute of securities market certification. Examination on conceptual clarity and knowledge on capital investment
2	Organizational behavior	Experiential learning on organizational behavior to make the students understand the importance of group and group behavior
3	Entrepreneurship	Nature trek for design thinking. The students were taken for a nature trek to learn biomimicry - to imitate models, systems and elements found in nature to solve human problems.
		Creating social enterprises. Students were shared with a real time case scenario to work towards creating a social enterprise.
		Creative thinking for business was interactive and highly informing program.
		Doodling ideas at design thinking class. This session was conducted to introduce them to be customer focused, empathize, innovate and prototype. The students learned in and had fun doing the activity.
4	Data analysis	Movie evening- MONEY BALL, this movie screening was intended to make students aware of the application of statistical and analytical concepts in real time.
5	Marketing management	Creating effective advertisements. Takeaways of the guest lecture included Creation and innovation in marketing, to plan a career in advertising industry, Ways to build inner confidence, Tips to seek the attention of the customer through effective advertisement, Simple and clear cut advertisement ideas, creating advertisement in a humorous way will reach the big crowd.

		The blind taste of coco cola company was organized to make them understand the importance of problem identification during their Research Session
		Selling skills. a few tips on selling, which included, Grooming, being prepared, to study/prioritize needs of the customer, be aggressive, follow up on calls, Have a good Intellectual capital.
6	Decision models	The entire course was taught using optimization software. Exercise problems were performed and results were obtained. Demonstrated various business applications and how to interpret results.
7	Business statistics	The business statistics course was designed as an activity based learning course. The entire course was taught using MS Excel. This activity has been conducted with the purpose of use of excel in solving business problems and data analysis.

4. Technology based learning (Learning Management System –MOODLE)

The Learning Management System (LMS) automates the wide administrative tasks in in KCT Business School, such as registering users, planning the courses, tracking course execution, recording data, charting a user's progress for certification, and providing reports to accreditation and control bodies viz., UGC, AICTE. These systems also help our students for interactive learning and better engaging with the courses than traditional methods of delivery. Moodle is a learning management system (LMS) implemented and used by all the faculty members and students in KCT Business School. Moodle is an excellent open source platform for the teaching, learning and assessment of their students in all types of courses because of its Flexibility, Customization and Security offered. Moodle environment also helps to understand the topics with interactive ways such as:

- On-line Assignment submission
- Uploading Course related materials
- Conducting Online quiz
- Grading / Marks (online)
- Instant messages / mails
- Online news and announcement

5. Project based learning (Social Immersion Projects)

Social Immersion Project (SIP) helps students better understand their own competence, leading to more self-confidence and a can-do attitude that can spread to their academic pursuits and work, by involving in SIP students learn to tackle tough problems and challenges in the community services them by learning problem solving skills and enjoy the satisfaction of overcoming hurdles. SIP opens students to a wealth of networking opportunities, allowing them to build new relationships within their community as they contribute, Students can meet new people, work with new organizations, and strengthen their ties to the community. SIP allows students to take what they've learned and apply it beyond the classroom. Taking part in socially relevant projects teaches students valuable skills like ability to follow instructions, teamwork, problem solving, and networking above all being humane.

Social immersion project is to sensitize students on civic and community issues, to enhance their interpersonal skills and work as a team, to understand the problems of marginalized community and enhance them. status through capacity building. The training was on learning and developments which helped students identify the need, develop a learning module, designing and delivering the program.