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 managers with managerial and decision-making skills.

Initiatives by the Faculty at KCT Business School on teaching and learning:

1. Simulation based Learning
2. Experiential Learning
3. Technology based learning
4. Activity Based Learning
5. Project based learning
6. MOOC

1. Simulation Based Learning

KCT business school faculty have developed simulation games to teach Supply Chain Management and Inventory Management. The simulation games made the students gain real-time experience and helped them to learn the application of management concepts in real-time scenarios.

Objective:

The Capstone Simulation aims to provide students with real-world experience in managing a business, fostering skills in decision-making, strategic planning, and teamwork.

Detailed Process:

1. Team Formation: Students are grouped into teams, simulating a corporate environment.

2. Initial Briefing: Each team receives an overview of the simulation, including market conditions and company details.

3. Strategic Planning: Teams develop a comprehensive business strategy based on market research and competitor analysis.

4. Decision Rounds: Teams make critical business decisions across multiple rounds, including marketing, production, finance, and human resources.

5. Performance Review: After each round, teams receive feedback on their performance metrics, allowing for strategic adjustments.

Outcome of Activities:

-Skill Development: Students enhance their analytical and decision-making skills.

- Teamwork and Collaboration: The simulation fosters effective communication and collaboration among team members.

- Practical Application: Students apply theoretical knowledge to practical scenarios, bridging the gap between theory and practice.
- Reflective Learning: Post-simulation debriefs allow students to reflect on their strategies and outcomes, reinforcing learning.

Each student will be judged starting from the end of the first actual round in a team presentation. 6 Teams will be presenting every week. The teams will have to explain the strategy adopted by them for participation in the simulation game, the expected outcomes and the actual achievements. The following rubrics will be used for the evaluation of everyone in the team.

Table : 6.5.1 Rubrics for evaluation of simulation based learning

Criterion	Does not meet basic criterion	Meets basic criterion	Proficient	Outstanding
Identifying the relevant Theory/ Concept/Model applicable to the simulation game	Does not demonstrate knowledge of the relevant theory/ concept/model and its applications (0)	Demonstrates the knowledge of the relevant theory/ concept/ model and its applications partly (5)	Demonstrates the knowledge of the relevant theory/ concept/ model and its applications almost fully (10)	Describes elaborately the relevance and application of the relevant theory/concept/model very well (15)
Choice of specific decisions and justifications	Unable to explain the specific decisions taken and the expected outcomes with justifications (0)	Explains the specific decisions taken and the expected outcomes with justifications partly (5)	Explains the specific decisions taken and the expected outcomes with justifications almost fully (10)	Explains the specific decisions taken and the expected outcomes with justifications very well (15)
Analysis of the internal & external environmental factors and formulation of a suitable strategy	Inadequate analysis of the environment and incomplete strategy formulation (0)	Adequate environmental analysis and formulation of a reasonable strategy (5)	Good environmental analysis and formulation of a good strategy (10)	Excellent environmental analysis and formulation of the most relevant and comprehensive strategy (15)

2. Experiential Learning

Experiential learning provides an opportunity for active/interactive learning experiences in-class as well as 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, Online Share Trading Program (ROSTP), On The Job Training, Angadi and Internships 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.

2.1 Field Study

Designed for the course: Total Quality Management
- Understand the practical application of Total Quality Management principles.
- Analyze the organization's quality management processes.
- Evaluate the role of continuous improvement in operational efficiency.
- Identify key challenges in implementing TQM in real-world scenarios

TQM Practices Observed
- Quality Vision, Mission, and Policy**:**
- Customer Focus and Satisfaction Methods**:**
- Process Improvement Initiatives**:**
- Performance Measurement Tools**:**
- Quality Control Techniques (e.g., Six Sigma, Lean, Kaizen)
- Employee Involvement in Quality Management

Table : 6.5.2 Rubrics for evaluation of experiential learning

Rubrics for student Presentations	Presentation Marking Rubric (Group/ Individual)			
	8	6	4	2
Visual Appeal	There are no errors in spelling, grammar or punctuation. Information is clear and	There are some errors in spelling, grammar and punctuation. Too much information	There are many errors in spelling, grammar and punctuation. Too much information	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information

	concise on each slide. Visually appealing/ engaging.	on two or more slides. Significant visual appeal.	was contained on many slides. Minimal effort made to make slides appealing or too much going on.	had been copied onto them. No visual appeal.
Comprehension	Extensive knowledge of topic. Members showed complete understanding of the assignment. Accurately answered all questions posed.	Most showed a good understanding of the topic. All members were able to answer most of the audiences' questions.	Few members showed good understanding of some parts of the topic. Only some members accurately answered questions.	Presenters didn't understand the topic. Majority of questions were answered by only one member or majority of information incorrect.
Presentation Skills	Regular/constant eye contact, the audience were engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.	Most members spoke to the majority of audience, steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume.	Members focused on only part of the audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience.	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. The majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.

Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered; little irrelevant info.	The presentation was informative, but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic, but many questions were left unanswered. Majority of information irrelevant and significant points left out.
Preparedness/ Participation/ Group Dynamics	All the presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.

Outcomes:
- How TQM principles are applied in practice.
- The role of leadership in promoting quality culture.
- Lessons learned from the company's quality management approach.

2.2 On Job Assignment

The on-the-job assignment is a part of Digital Marketing course as a part of experiential learning and students create real-time website for Company or start-ups and perform live digital marketing activities. In this Digital Marketing course, students will undertake an on-the-job assignment that involves creating and executing a comprehensive digital marketing campaign for a real or simulated business. This assignment will require students to apply their knowledge of SEO, social media marketing, content creation, and analytics to

develop strategies that drive engagement and conversions. By working on this project, students will gain hands-on experience, enhance their problem-solving skills, and understand the practical challenges of digital marketing. The assignment aims to bridge the gap between theoretical knowledge and real-world application, preparing students for successful careers in the digital marketing industry.
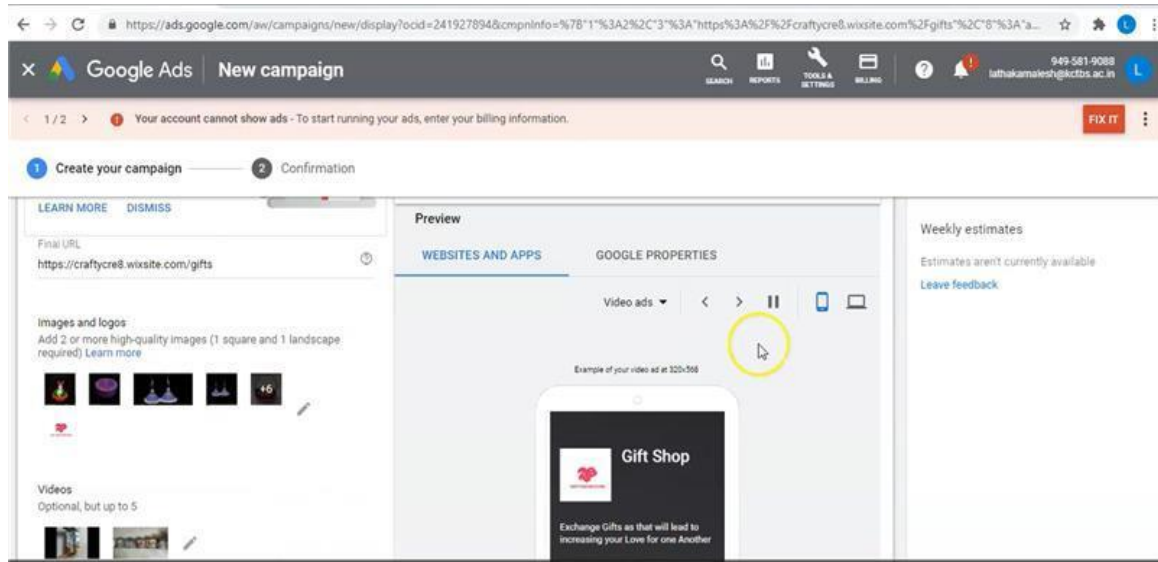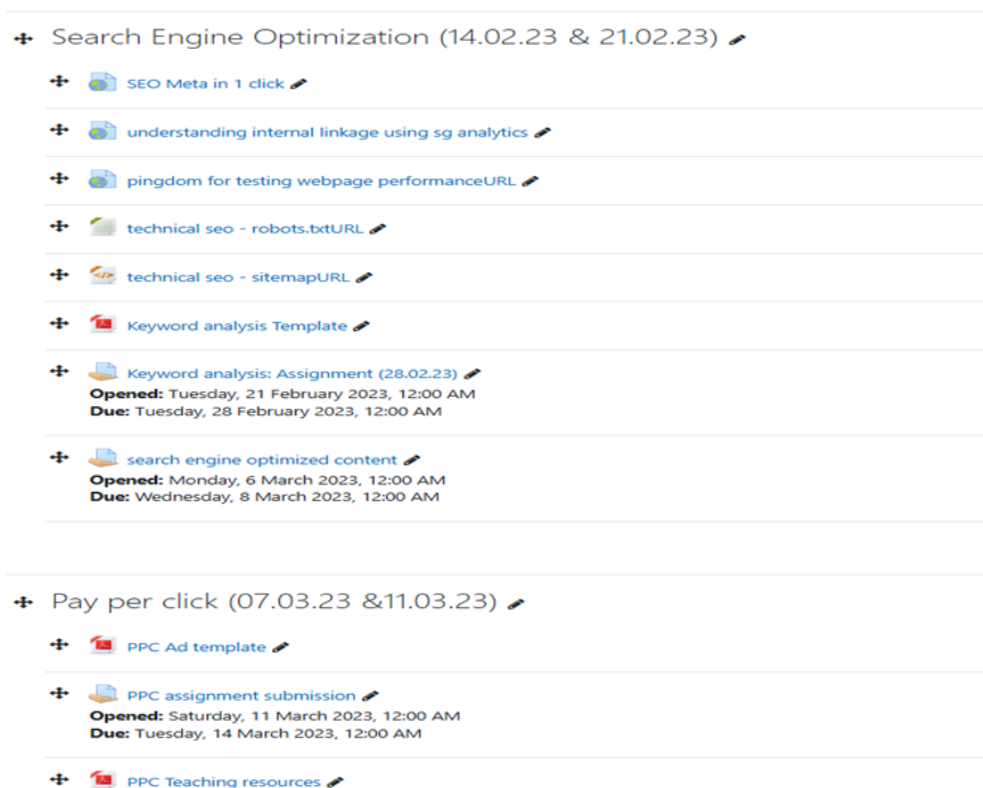

Figure 6.5.1On job assignment – Student dashboard Sample

Figure 6.5.2 – On job assignment – Student sample

2.3 Outbound Training Programme at LEAP Learning Academy

An outbound training programme for the first year MBA students (Gen & PM) of Batch 2023-25 was conducted by LEAP Learning Academy, Mathampalyam in 4 batches on December 2,18,19 and 20, 2023.

Students underwent training activities in the following:

- Zig Zag walk, Sloth walk, Horizontal walk and Zip line for a distance of 200 feet.
- Dynamic Obstacles Course:
  The participants in teams were put through an obstacle course of 80 feet long with different challenging structures. The participants had to cross over with limited available resources.
- Numbers:
  Leaders were picked from each team and were asked to set a target to achieve. Subsequently, their team took part in the activity.
- Virtual Volleyball:
  Participants were asked to play volley ball with an imaginary ball to pass on to one another adhering to the rules given by the instructor.
- Pipe Balancing:
  Participants were made to balance a pipe as a team together, attempting to keep it parallel to the ground that required good coordination from all.

2.4 Angadi

The objective of Angadi event is to open up a forum for the business school students in order to enhance their business acumen, entrepreneurial exposure and provide them a hands-on opportunity to explore the horizons of marketing and sales. To gain practical knowledge on event management experience along with negotiation skills. Liberal learning is what underlies, that which gives purpose and direction to practical skills. Angadi is one such student-led trade expo initiated by KCT Business School students to create a platform for the students to immerse head-on in areas such as marketing and business. Angadi is a one-of-a-kind trade event as it is extensively curated, developed, and implemented by students. Over and above that, students procure an unmediated learning experience, fortifying their entrepreneurial skills in owning, managing, and marketing the stalls. Students from KCT Business School, KCT and KCLAS put up the stalls-Food stalls and commercial stalls were there. Students, as a team of 6-8 members, exemplarily managed the stalls in terms of operations, finance, marketing and promotions. The three days of "Angadi" gave a business simulation for the students.

In total 50 stalls were put up and the split up goes as follows:

Table 6.5.3 – Details of stalls in Angadi

Particulars	Food stalls	Commercial Stalls
KCT BS STUDENTS (2021 Batch)	9	5
KCTBS (2020 Batch), KCT, KCLAS	11	6
Vendors & Sponsors	5	14
TOTAL	**25**	**25**

Figure 6.5.3 – Angadi Stall Picture

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 with the opportunity to explore on their own and provided an optimum learning environment, then the learning becomes joyful and long-lasting.

3.1 Fake Product Exhibition
The Fake Product Exhibition was organized as part of **Consumer Rights Day 2024**. Students formed sub-teams with 7-8 members and displayed the sourced fake products from different markets along with the original products on their respective tables. Attorney Ms. Suganthi Nadar, Mediator Attorney, Pennsylvania, United States was the Jury member who evaluated the exhibits and provided insights. Attorney Ms. Suganthi Nadar also deliberated on Global Perspectives of Internet Marketing. Around 55 of I MBA students took away the key points on counterfeit products prevalence and laws governing Internet Marketing through this event.

3.2 Market Visit
Students of I MBA (Batch 2023-25) – MBA and MBA-Project management visited the local markets as part of the Managerial economics course. Students visited the market to understand the Demand supply determinants, Market structure, Level of competition, Pricing techniques, Supply chain, Warehousing, Costing and many more. A few markets visited were Banana Market, Book Market, Dry Fruits Market, Edible Oil Market, Electronics Market, Fish Market, Flower Market, Fruit Market – townhall, Fruit Market (RS Puram), Hardware Market, Scrap Market, Silk Market, Spice Market, Textile Market (Town Hall), Tiruppur Garment Market, TK Market, Vegetable Market (Saibaba Colony), Vegetables Market (Mettupalayam).

Table 6.5.4 – Market Visit Learning

Market Visit	Managerial Economics	Market Structure presentation was successfully conducted for each team on the following 6 market structures: Duopoly, Monopoly, Monopsony, Monopolistic, Perfect Competition, Oligopoly	Dr.S. Sangeetha

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

Assessment Rubrics:

Rubrics for Presentation	Presentation Marking Rubric (Group/ Individual)				
	4	3	**2**	1	**Mark**
Visual Appeal	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.	There are some errors in spelling, grammar and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	4
Comprehension	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.	Most showed a good understanding of topic. All members able to answer most of audience questions.	Few members showed good understanding of some parts of topic. Only some members accurately answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.	4
Presentation Skills	Regular/constant eye contact, The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.	Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume.	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience.	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	4
Content	The presentation was a concise summary of the topic with all questions answered.	The presentation was a good summary of the topic. Most	The presentation was informative but several elements	The presentation was a brief look at the topic but many questions were left unanswered. Majority of information irrelevant and significant	4

	Comprehensive and complete coverage of information.	important information covered; little irrelevant info.	went unanswered. Much of the information irrelevant; coverage of some of major points.	points left out.	
Preparedness/ Participation/ Group Dynamics	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.	4

Table 6.5.5 - Rubrics for Field Study (Market Visit) Report & Poster Presentation (converted to 40 marks)

Figure no – 6.5.4 – Students at market visit

4. Technology based learning

The Learning Management System (LMS) automates the wide administrative tasks 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 with 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 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 like:

- On-line Assignment submission
- Uploading Course related materials
- Conducting Online Quizzes
- Grading / Marks (online)
- Instant messages / mails
- Online news and announcement
- Consistent mentoring for learner wellness and progression
- Specific modules for outcome-based learning
- Continuous and embedded assessments
- Synchronous and Asynchronous Sessions
- Blended Marquee Online Programme
- Peer Learning

KCT Business School is equipped with state-of-the-art technological tools for effective online teaching. State of the art communication modes were used for effective online teaching and Learning Management Systems. Flipped teaching methods were primarily used, and the class content and the documents are shared to students before the commencement of the classes. Live classes through online platforms are conducted and the engagement of students are ensured by using various online tools such as MS Teams, My CAMU/E-Nova
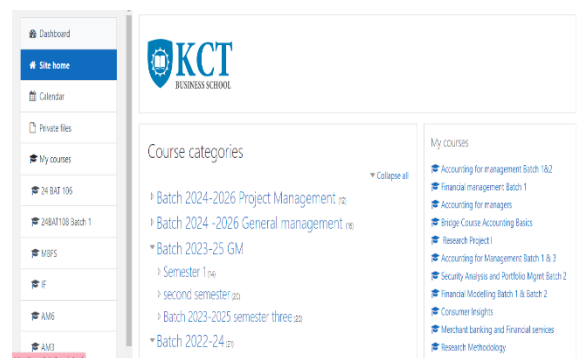

Figure no: 6.5.5 – Screenshot of CAMU

5.   Project based learning

5.1 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 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.

Objective: The course focuses on inculcating social behaviour in students through various Social Immersion projects in society. It aims to instill in our students a sense of commitment to bring in social impact and to become socially conscious managers, leaders or entrepreneurs.

Process:
• Village Landscape & Introduction - Validate the content of baseline surveys of your previous batch. Establish rapport with village functionaries, Tribal Community, Govt bodies, NGOs & SHGs.
• Objective and Outcome Formulation - Establish connect with target beneficiary, Describe the beneficiary and list them, Formulate the next level objectives & Outcomes need analysis of assigned projects that need to be accomplished.
• First Review (15 Marks) - To fine tune the objectives, methods, plan resources and finalize the outcomes. The respective mentor(s) will conduct the 1st review.
• Mid Review (45 Marks) - To validate the objectives, outcomes and the progress in implementation of project. It's a presentation to panel and review.
• Fund Raising Event - Fund to be raised for the planned set of activities in various projects. The mega fund raiser will be organized in partnering with Yi, Corporate, Govt Schemes and NGOs' as identified.
• End Semester Viva Voce (40 Marks) - To evaluate the project outcomes, significance of the impact created on the tribal community, project handing over to the Juniors

Outcome:
• KCT Business School adopted a village, Kallarpudur near Mettupalayam. The students were able to understand the various social issues prevailing in rural areas and apply skills to identify and resolve societal issues strategically by integrating UN Sustainability development goals. Build strategies to implement the identified solutions through thought leadership and peer-working

Figure 6.5.5 – Students interaction with tribals at Kallarpudur village

Figure 6.5.5 – Students interaction with tribals at Kallarpudur village

5.2 Industry Immersion Project

The weeklong Industry Immersion Project complements the conceptual knowledge of the students in the industry processes. The internship gives the students opportunity to learn workplace professionalism and to achieve their functional areas of management. Students of Batch 2022 completed one-week internship in 86 companies spanning various industries like Manufacturing, FMCG, Energy, Foundry, Chemicals, Packaging & Logistics, Automobile, Food & Beverages and Textiles.

5.3 Research Immersion Project

Active and systematic research helps in discovering and interpreting facts, events and theories. Application of the outcome of these research findings determines the progress of an individual, organization and nation. Students identify a corporate problem related to any functional area and help find solutions through objective and systematic research in the Research Immersion Project. The research projects were carried out in diverse areas of Consumer Behaviour, Consumer Perception, HR Policies, Education Policies, Digital Media influences, Entrepreneurship, Banking & Investment Analysis. Students of Batch 2022 completed 178 projects (Corporate Research Projects, Industry Research Projects, Internships and Business Plans) as part of their major project.

Project Area for 2022-24 batch
Table 6.5.6 – Domains in Research Project

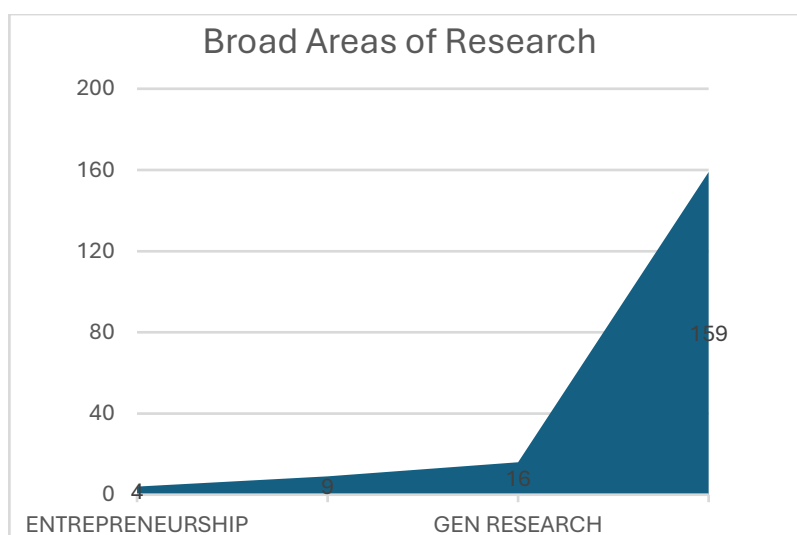| PROJECT AREA	STUDENTS
ENTREPRENEURSHIP	4
CORPORATE RESEARCH	9
GEN RESEARCH	16
INDUSTRY ORIENTED	159

Figure 6.5.7 – Graph depicting broader areas of research

Industry wise classification of Research
Table 6.5.7 – Sector wise classification of research projects undertaken

PROJECT AREA	STUDENTS
FINTECH	2
TOURISM	2
ENTREPRENEURSHIP	4
LOGISTICS	4
ARTIFICIAL INTELLIGENCE	7
MANUFACTURING	8
AUTOMOBILEAUTO	9
E- COMMERCE	12

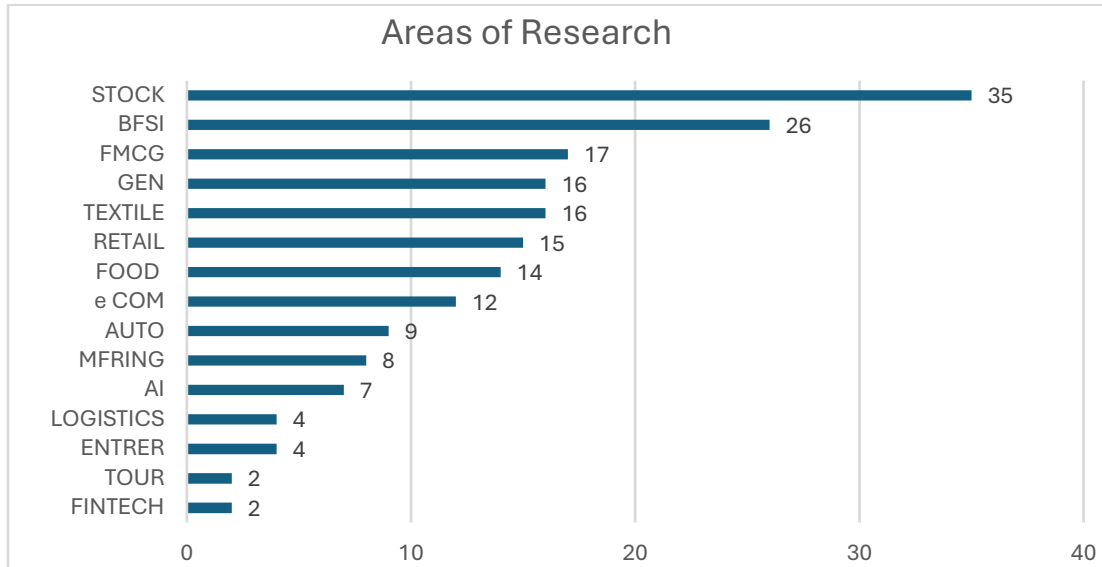|	
FOOD AND BEVERAGES	14
RETAIL	15
TEXTILE	16
GENERAL	16
FMCG	17
BFSI	26
CAPITAL MARKET	35

Figure: Industry wise classification of research

6.   MOOC

Massive Open Online Courses (MOOC) are becoming a mainstay of modern higher education. KCT Business School has harnessed platforms like Coursera and edX to offer value addition through MOOCs aligning it with the courses offered. KCTBS ians get an extra edge by combining their studies with extra online courses separate to the core curriculum. This is also a way KCTBS encourages alumni to stay in touch with new research put out by leading school professors and continue to be life-long learners. MOOC courses are offered in the following courses,

Table 6.5.8 – List of online courses completed

S.No	Course Name	No.of students	Year	Online platform
1	Programming for Business Analytics	51	2023-24	Great Learning Academy
2	Introduction to R	1	2023-24	Great Learning Academy
3	Chi-Square Test - R programming	1	2023-24	Great Learning Academy
4	Analysis of Variance (ANOVA) - R programming	1	2023-24	Great Learning Academy
5	Python for Data Science	36	2023-24	Great Learning Academy
6	Python fundamentals for Beginners	1	2023-24	Great Learning Academy

S.No	Course Name	No. of students	Year	Source
7	Database Management System	77	2023-24	Great Learning Academy
8	Machine Learning,	22	2023-24	Great Learning Academy
9	NISM V A - Mutual Funds	5	2023-24	National Institute of Securities Market
10	CFP first-level exam (Investment Planning Specialist Exam).	1	2023-24	Certified financial Planner Board
11	Pan-India Diploma in Banking exams	2	2023-24	Indian Institute of Banking and Finance

S.No	Course Name	No.of students	Year	Online platform
1	Preparing data for analysis with Excel	189	2024-25	Coursera - Microsoft
2	Fundamentals of Management	189	2024-25	Coursera - University of California
3	Introduction to Financial Accounting	189	2024-25	Coursera - University of Pennsylvania

Figure 6.5.9 – NISM completion certificate

Figure 6.5.10 – NISM completion certificate

Figure 6.5.11 – Python completion certificate