

Pedagogy: Experiential Learning Exercise (ELE)

Over the years, a day-long experiential learning exercise as part of the Perspective Management course has been conducted for all WeSchool full-time management program students. The period includes the academic years : AY 24-25, AY 23-24 and AY 22-23.

The day long experiential learning exercise as part Perspective Management is designed using the David Kolb's Experiential Learning Theory (ELT).

Facilitators:

Prof. Dr. Uday Salunkhe

Mr. Charuhas Joshi

Sujatha Natarajan, PhD

Objectives	<ul style="list-style-type: none"> To foster self-awareness and enhance interpersonal skills of students. To apply and relate to management theories & concepts through experiential learning
Methodology	<ul style="list-style-type: none"> Students undergo a day long experiential learning exercise (ELE). ELE has a series of activities designed to simulate real-life scenarios in organization/ life. Students compete in teams to achieve their goals. Reflecting after each activity forms an integral part of the experiential learning exercise wherein students are encouraged to reflect on their experience. The debriefing sessions, discussions, questions & answers rounds help learners to synthesize and apply those learnings in subsequent activities to better perform as a team. Students discuss and present their learnings and relate to the management concepts & theories taught. Post the ELE, students individually submit their reflections and key learnings from their ELE experience.
Outcomes	<ul style="list-style-type: none"> Students learn about goal setting, group dynamics, dealing with uncertainties & failures, communication & information sharing, decision making, creative problem solving and time management, among others. Students are able to relate to the management concepts & theories taught in the classroom.

Few glimpses of the ELE.

1. Opening remarks, context setting and instructions



2. Activity 1 briefing and action



3. Post activity: results, debriefing and reflections



4. Activities 2 & 3



5. Team wise Presentations, debriefing, Q& A and announcement of the leaderboard positions



6. Grand Finale activity



7. Results announced



8. Top performing teams are recognized



9. Celebrating and Culminating with a musical performance!



Program	PGDM Marketing
Academic Year	A.Y. 2025-26
Pedagogy Used	Classroom session, application oriented training
Name of the Course	New Age Technology - The Marketing Gamechanger
Course Outcome mapped	<ol style="list-style-type: none"> 1. Interpret emerging technologies such as AI, ML, AR/VR, and Blockchain in the context of their impact on future of marketing. 2. Examine how AI, ML, AR/VR, blockchain, and data analytics are applied in marketing functions. 3. Evaluate the selection of appropriate marketing technology tools for automation, customer engagement, and campaign management. 4. Recommend strategic marketing plans that integrate emerging technologies using case-based learning and simulation exercises. 5. Design innovative, technology-led marketing solutions that demonstrate creativity and relevance to current industry trends.
Program Outcome mapped	Leadership (2), Innovation (3), Critical and Analytical Thinking (3), Communication (3), Global Perspective

	(2), Role of Self in organization and Society (2)
Goal of the Pedagogy	Upskill students with new age technologies such that they are more customer centric
Method used in the Pedagogy	<p>Marketing is undergoing a digital transformation led by rapid advancements in technologies like AI, AR/VR, Blockchain, IoT, Neuromarketing, Data Analytics, and MarTech platforms. As businesses strive for hyper-personalization, agility, and omnichannel presence, marketing professionals must not only understand but strategically leverage these new-age technologies.</p> <p>This course is designed to bridge the skills and knowledge gap between traditional marketing education and evolving industry expectations, enabling students to become digitally fluent marketers well-adapt to leverage on New Age Technologies.</p>
Outcome of the Methodology	Leadership (2), Innovation (3), Critical and Analytical Thinking (3), Communication (3), Global Perspective (2), Role of Self in organization and Society (2)
Reflected on Website – Yes / No	Yes

Session conducted on 19th July, 2025, 11:00 AM to 4:00 PM

Speaker: Mr. Rohit Pandharkar

Designation: Partner in Consulting (Gen AI) at EY India, Former researcher from Massachusetts Institute of Technology



MarkQuest
Presents

we school
Welingkar Education

New Age Technology- The Marketing Gamechanger
Insights | Experts | Learning

Mr. Rohit Pandharkar
Partner in Consulting (Generative AI) at EY India,
Former researcher from Massachusetts
Institute of Technology

Date- 19th July 2025 Time: 2:00 PM – 4:00 PM



Program	PGDM Marketing Specialization
Academic Year	AY 24-25
Pedagogy Used	Project based Design an integrated marketing communication plan with detailed IMC pitch deck and a poster to be evaluated by external evaluator
Name of the Course	Integrated Marketing Communication
Course Outcome mapped	<ul style="list-style-type: none"> • Understanding of IMC strategic planning process and various tools • Analysis of the existing campaigns of the chosen brand and thereby evaluating areas of suggestions • Crafting appropriate IMC Plan with a creative and media strategy for the given brand
Program Outcome mapped	Innovation, Critical Analytical thinking, Communication skills, Global Perspective and Role of Self in organization & society
Goal of the Pedagogy	<ul style="list-style-type: none"> • To understand the IMC brand and to apply knowledge gained in the session. • To choose relevant IMC tools to achieve brand objectives • To create IMC campaigns for a given brand
Method used in the Pedagogy	<ul style="list-style-type: none"> • As a part of the pitch and demonstration of your agency credentials, each team will exhibit their poster and give a brief 10-minute presentation to an external evaluator, followed by a Question & Answer. • Some draft storyboards/ videos/ print ads/ sales promotion POS material/ jingle/ punchline/ social media posts/ reels can be included
Outcome of the Methodology	Practical application classroom learnings
Reflected on Website – Yes / No	Yes



Program	PGDM Marketing
Academic Year	2023-2024
Pedagogy Used	Crossword of Concepts
Name of the Course	International Business
Course Outcome mapped	CO1, CO2
Program Outcome mapped	PO1, PO2
Goal of the Pedagogy	To check key concepts in International Business through an interactive and engaging crossword activity, helping students better recall and apply theoretical knowledge.
Method used in the Pedagogy	The Crossword of Concepts involves creating crossword puzzles based on key terms and theories in International Business. Students solve these puzzles in class to reinforce their learning, followed by discussions to further deepen their understanding.
Outcome of the Methodology	Identify and apply key International Business concepts by solving crosswords designed to test their understanding of the subject matter.
Reflected on Website – Yes / No	No

Program	PGDM
Academic Year	2022-23 , 2023-24, 2024-25
Pedagogy Used	Peer to Peer Learning
Name of the Course	Global Citizen Leader
Course Outcome mapped	Based on critical comparison of different criteria develop competencies of a Global Citizen Leader Adapt to the role of a Global Citizen Leader
Program Outcome mapped	Leadership Innovation Critical And Analytical Thinking Communication Skills Global Perspective Role of Individual In Organization and Society.
Goal of the Pedagogy	To promote collaborative learning, interdisciplinary problem-solving, and practical application of concepts through group-based tasks and peer discussions across specializations.
Method used in the Pedagogy	Group Projects and Discussions are guided by the principles of active learning and interdisciplinary thinking. By working in diverse teams, students gain insights into multiple perspectives, bridge theory with practice, and build competencies essential for future managers—especially in problem analysis, solution development, and articulating ideas effectively.
Outcome of the Methodology	Students develop a practical, team-based approach to solving business issues, along with enhanced communication, leadership, and negotiation skills.
Reflected on Website – Yes / No	Yes

Program	PGDM
Academic Year	2022-23, 2023-24, 2024-25
Pedagogy Used	Team Teaching
Name of the Course	Integrative Manager
Course Outcome mapped	<p>Compare Business Models across industries/sectors for a better understanding of their profitability, competitiveness and sustainability drivers.</p> <p>Examine the critical link of Leadership and Organisational Performance and also the linkage of the same with effective strategic implementation</p>
Program Outcome mapped	<p>Leadership Innovation Critical And Analytical Thinking Communication Skills Global Perspective Role of Individual In Organization and Society.</p>
Goal of the Pedagogy	To simulate a wide variety of issues which a manager is likely to face in real life business with involving the discussion of General management cases from Harvard Business School.
Method used in the Pedagogy	Through real-world cases and team teaching by faculty from different domains, students gain a holistic view of business challenges. The Integrative Manager I course emphasizes leadership, strategy, teamwork, ethics, and decision-making using cases from Harvard and other sources.
Outcome of the Methodology	Student develops a multi-disciplinary and holistic view of business even as he builds his capability in his own specialization. Thus would lead to nurturing an integrative or a T shaped Manager – thorough in one domain but equally a broad perspective.
Reflected on Website – Yes / No	Yes

Program	PGDM – Core
Academic Year	2024-25
Pedagogy Used	Fit for Finance
Name of the Course	ALL
Course Outcome mapped	NA
Program Outcome mapped	Critical, Analytical & Integrative Thinking, Communication skills
Goal of the Pedagogy	To enhance students' employability in finance by cultivating essential skills—including Communication, data analysis, sector-specific knowledge, and responsible AI usage
Method used in the Pedagogy	The 20-hour course featured interactive activities to build employability skills: Students prepared and delivered short speeches on current finance topics to boost articulation and confidence. A screening of "Margin Call" was followed by faculty-led debriefing on ethical dilemmas and crisis management. Students analyzed multi-sector company financial data to identify industries, applying ratios, logical reasoning, and guided responsible AI tool usage for interpretation. Groups were assigned sectors (e.g., Banking, FMCG, IT Services, Automobile, Infrastructure) to research and present on financial profiles, key players, trends, regulations, metrics, challenges, and opportunities and experienced the use of databases like ACE Analyzer or Bloomberg.
Outcome of the Methodology	Students enhanced their employability by learning communication through speeches and presentations, honing data analysis skills via financial statement interpretation, ratios, and database usage (e.g., ACE Analyzer, Bloomberg), gaining sector-specific insights into profiles, trends, and challenges, and learning responsible AI application. This led to better thinking process and communication skills
Reflected on Website – Yes / No	Yes

Program	PGDM – Core
Academic Year	2024-25
Pedagogy Used	WePrompt – Preparing Foundation for Prompt Engineering
Name of the Course	Financial Reporting and Analysis
Course Outcome mapped	CO2, CO4
Program Outcome mapped	Critical, Analytical & Integrative Thinking
Goal of the Pedagogy	To enable students to master the technique of comprehending complex concepts through the efficient utilization of modern technologies, particularly ChatGPT.
Method used in the Pedagogy	Students were instructed to independently study a specified Financial Reporting and Analysis (FRA) concept using ChatGPT or a similar AI platform. They were required to develop a sequential chain of questions, where the response to the first question would naturally lead to the formulation of the second, and so on. Students were advised that AI responses might occasionally deviate from the intended topic due to inherent limitations, in which case they should redirect the conversation with targeted follow-up questions. Recognizing that AI can sometimes provide inaccurate information, students were mandated to cross-verify responses against reliable sources. As a group assignment, they submitted a compilation of 15 such questions, along with the corresponding AI-generated answers, solely for the purpose of validating the process.
Outcome of the Methodology	Students gained proficiency in leveraging AI technology in a productive and constructive manner, laying the foundation for prompt engineering skills. They appreciated the significance of formulating precise questions and critically evaluating responses. Additionally, this approach deepened their understanding of the relevant FRA concept.
Reflected on Website – Yes / No	Yes

Program	PGDM Batch III
Academic Year	2024-2025
Pedagogy Used	Experiential Learning through Field Visits
Name of the Course	Selling & Negotiation Skills
Course Outcome mapped	CO1, CO2, CO3, CO4 & CO5
Program Outcome mapped	PO1, PO2, PO3, PO4 & PO5
Goal of the Pedagogy	Expose students to real market dynamics, customer interaction, and frontline sales processes by observing retail/service business operations.
Method used in the Pedagogy	Students visited Dadar Street Market, Chosen Malls, Sion Leather Market and observe customer handling, sales processes, pricing strategies, and brand positioning. They recorded observations and submitted structured reports.
Outcome of the Methodology	Enhanced awareness of customer engagement, persuasion techniques, and selling challenges. Students reported better appreciation of the salesperson's role and connected classroom concepts with marketplace behavior.
Reflected on Website – Yes / No	No

Program	PGDM
Academic Year	2024-25
Pedagogy Used	Journal article (Kumar, V., Rajan, B., & Garg, V. (2025). Transformative marketing education: Drivers, outcomes, and research agenda. <i>Journal of Marketing Education</i> , 47(1), 42-60.)
Name of the Course	Additional reading material
Course Outcome mapped	To propose a framework that can provide a scalable, research-driven, and institutionally adaptable pedagogy for enhancing curriculum innovation, student engagement, and industry alignment.
Program Outcome mapped	PO3, PO4 & PO5
Goal of the Pedagogy	The primary goal of the article is to conceptualize and define Transformative Marketing Education (TME) as a new pedagogical approach that reflects the evolving needs of the marketplace, learners, and educational institutions.

	<p>This article aims to reimagine marketing education considering disruptions caused by emerging technologies, shifting learner expectations, and changes in industry demands.</p> <p>This reconceptualization positions pedagogy not just as content delivery but as an adaptive, interdisciplinary, and value-generating process.</p>
Method used in the Pedagogy	<p>The article adopts a conceptual framework development methodology rooted in literature synthesis, theoretical integration, and proposition-building. The key components of this pedagogical method include:</p> <ol style="list-style-type: none"> 1. Considering each stakeholder's evolving needs (i.e., management institutions, learners, and the external environment (industry/society)) in the development of marketing education pedagogy. 2. Theory-driven propositions that can be tested. 3. Identify pedagogical dimensions such as: <ol style="list-style-type: none"> a. Curriculum reevaluation b. Continuing marketing education c. Promotion of self-learning avenues
Outcome of the Methodology	<p>The proposed TME pedagogy leads to four major educational outcomes:</p> <ol style="list-style-type: none"> 1. Marketing education as an interdisciplinary activity: Encourages convergence with domains like technology, sustainability, behavioral sciences, and analytics. 2. Marketing education as a value-creating activity: Creates value for a diverse learner group (traditional, returning, lifelong learners) and external stakeholders. 3. Marketing education as an insights-centric activity: Embeds cutting-edge academic research into learning to enhance relevance and rigour. 4. Marketing education as a “brain retrain” activity: Prepares learners for continuous reskilling in dynamic industry contexts, promoting lifelong adaptability.
Reflected on Website – Yes / No	No

Program	PGDM
Academic Year	2023-24
Pedagogy Used	Flipped Classroom
Name of the Course	Financial Reporting and Analysis
Course Outcome mapped	CO6,CO7
Program Outcome mapped	PO3 & PO4
Goal of the Pedagogy	Students to learn the various categories of ratios and interpret them for a specified company on their own
Method used in the Pedagogy	<ul style="list-style-type: none"> • Students will be given study material for ratios as a pre-read • Students would be divided into groups • Each group will present the category of ratios for specified company • Another group will ask queries to the presenting group • Both the presenting group and the query raising group will be evaluated on the quality of queries and responses
Outcome of the Methodology	Students will be able to learn and apply the understanding of ratios by presenting, responding to queries and seeking clarity by asking queries
Reflected on Website – Yes / No	Yes

Program	PGDM
Academic Year	2024-25
Pedagogy Used	Role Play
Name of the Course	Fundamentals of Banking
Course Outcome mapped	CO3
Program Outcome mapped	PO3
Goal of the Pedagogy	In order to enable students to appreciate the opportunities and challenges faced by importers and exporters, 5 student volunteers were asked to perform in the role
Method used in the Pedagogy	<p>The students were divided into 2 groups: one group with 2 students and another group with 3 students.</p> <p>The role play revolves around an international trade transaction. The exporter was from India</p>

	<p>and the importer was UK. The exporter had received an order from the importer for the first time for a value of GBP 100,000 but he had no earlier business interaction with the importer and hence was weary about the credit risk, he faced if he delivered but did not receive the money from the importer. Similarly, the importer had no prior trading history with the exporter and faced the risk that he would not receive the goods specified by him and this could have a business impact for him.</p> <p>In the first group, one student was assigned the role of an importer and another student the role of an exporter.</p> <p>The students were asked to negotiate the terms of the international deal so that they reduce the risk from their own perspective. Soon, the students realize that it is a matter of trust and the deal can happen between them only if either of them yields or if both of them are ready to participate in the risk.</p> <p>In the second group, a third student is introduced as a Banker. It is assumed that both importer and exporter bank with the same bank. This group asked to make the deal, trying to leverage their relationship with the bank. How can they make the deal and how can the banker profit in the deal too?</p> <p>Faculty intervenes to ensure that if there is any gap in the decisions made by the students so that they are coerced to act as per their assigned roles, understanding the opportunity and challenges faced by the participant.</p>
Outcome of the Methodology	The students are coerced to act as per their assigned roles, understanding the opportunity and challenges faced by the participants in trade finance
Reflected on Website – Yes / No	Yes

Program	PGDM HR
Academic Year	2024-25
Pedagogy Used	KARMA 60 – Alumni-Led Pre-Internship Mentoring Workshop
Name of the Course	SIP
Course Outcome mapped	CO1, CO2, CO3, CO4 & CO5
Program Outcome mapped	PO1, PO2, PO3, PO4 & PO5
Goal of the Pedagogy	<ol style="list-style-type: none"> 1. To equip junior HR students with industry-relevant knowledge before their Summer Internship. 2. To mentor HR specialization aspirants by immediate seniors and alumni. 3. To build awareness on the evolving role of AI and digital tools in the HR function.
Method used in the Pedagogy	The KARMA 60 Workshop is a 2-day interactive mentoring initiative (April 1–2, 2025), where alumni and recent seniors engage junior HR batch students. The sessions blend industry expert lectures, Excel training, labour law overviews, and gamified learning through tools like Mentimeter and polling. The 2025 theme was “The Future of AI in the World of HR.” Alumni shared their transition experiences from campus to corporate, helping students understand expectations and build future-ready HR competencies.
Outcome of the Methodology	<ol style="list-style-type: none"> 1. Readiness for industry internships through applied learning. 2. Apply classroom concepts to real-world situations through alumni insights.
Reflected on Website – Yes / No	No