Faculty Case Studies

In the effective teaching-learning process, case studies form an effective tool. For the business students, the real world is the laboratory. So the case studies from business world provides the students a chance to understand and test the theories they have learned to see how they apply in the real situations. Keeping this in view, SIM has initiated the concept of 'Faculty Case Studies' to administer in the classroom.

Goal: The case studies developed by the faculty for using in their courses help them to drive home the concepts, issues and solutions in the real world situations. If the cases studies are developed by the faculty themselves, they can use them confidently in the class room. Each and every aspect of the case would be very clear to them and they could transfer the knowledge to students in the right perspective.

The goal set is that each faculty should develop atleast one case study in their course every year.

Methodology Used:

 "Before I write a case, I think about how I would teach the class, and then I think about what type of case I would like to write"

- Robert Steven Kaplan, Harvard Business School

Each faculty identifies the concepts or issues in which the case methods are used. Once they collect the relevant literature and data each faculty writes the case. it will be discussed with the fellow faculty members for further improvement and to ensure usefulness in the class room situation. After administering the case in the class room, faculty makes improvements in the case for further use. A copy of case is submitted to library for documentation. Finally, it is intended for publication in a reputed journal.

Outcome: The case method makes the concepts clear to the students. Moreover, it gives them an idea about the procedure or method to be followed, if a similar situation/issue arises in their career. It goes beyond bookish knowledge.

The initiative started in the year 2017-18. The outcome of this initiative is evident from the following list of cases written by faculty.

Sl. No.	Academic Year	No. of Cases
1	2021-22	19
2	2020-21	20
3	2019-20	4
4	2018-19	18
5	2017-18	10

The use of these faculty-written case studies have resulted in improved learning process according to the students' feedback.

Significance of results: The result of the use of case method will help:

a. The faculty to drive the concepts home to the students very easily.
b. The students could make use of the knowledge in the real life situation.

Improvements Needed:

The initiative of faculty case studies started in the year 2017—18.There is a definite improvement in the number and quality of case studies over the past two years.

Presently, faculty also make use of the cases developed by others. It is good, but cases prepared by them are more useful because they give more insight to teachers. So they are continuously updating the information and make the case prepared by them more current and relevant.

Steps Forward: Each faculty should target developingat least two cases in their area of interest and relevant to the courses they teach. They should design the case to spark vigorous debate in the class room. They would also look forward for getting the cases published in leading journal.

Conclusion: The faculty who wishes to write the case must do a serious homework before starting the process by reading good articles published in thereputed journals. They should study the concept, technology, markets or issues while writing the case by collecting the relevant information in a systematic way. The case should be written in simple English avoiding jargons to the extent possible. Continuity of the case should be maintained through sentences, paragraphs and sections. The narration should be sequential for the reader, and the case should be read like a gripping story. Thus a case study developed by a faculty becomes, not only enlightening but also entertaining. The initiative of faculty written case studies will be continued in the coming years.

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