Experimental Games - Dr. Bappaditya Mukhopadhyay

Name of the faculty	Dr. Bappaditya Mukhopadhyay
Position	Professor of Business Analytics and Finance,
Qualification	Ph.D.
Experience & Expertise	-Over 25 years of teaching experience in various leading Business Schools in India; Visiting faculty at various Universities abroad; Executed various implementable research with policy directions
Course Name and Year	Game Theory, AY 2019-2020 onwards
Area of Difficulty/Improvement	Understanding difficult concepts that can be best appreciated via "doing" methodology
Description of the Difficulty/ Need for improvement	Students often are biased excessively with the tenets of Utilitarianism. For any society, and in particular for India, decision making only through this lens is problematic as there are various conflicts that needs to be resolved not through by mere majority rule, but via minority protections. This means students must be exposed to (a) different individuals may have different preferences (b) such preferences may often conflict with each other and (c) eventually preferences must be aggregated to arrive at a decision. In the course, we do this explicitly by making students participate in various games and then analysing their response. Some of the games we play and analyse are (a) **auctions-both private and common value** (b) **voting rules** and (c) **splitting the pie**
Innovation Name	Experimental Games
Description of the Innovation	The students initially participate in games that make them understand common behaviour about cooperation and competition. They then participate in auctions to understand how "hidden information" may be discovered. Finally, various voting games they play make them appreciate how different outcomes can happen by simply changing aggregation rules
Learning Outcomes	The students learn the importance of axiomatic choice. The students learn to appreciate the difference between

	Utilitarianism and other tenets The students learn to design auctions Students learn how different outcomes can be achieved by changing aggregation rules
Other significant outcomes	The students have more balanced approach to problem solving.
Assessment of Innovation **a. Is effectiveness tangible** **b. If YES, Evidence of effectiveness**	a. Effectiveness is tangible for sure. b. We give them simple aggregation rules to plan outcomes
Is it Replicable?	YES
Any other Remarks	This could be practices by all course facilitators because it makes students question various obvious tenets and then allows them to explore various outcomes. In todays world, experimental games that make students understand and appreciate- preference aggregation and conflict resolution, is invaluable.