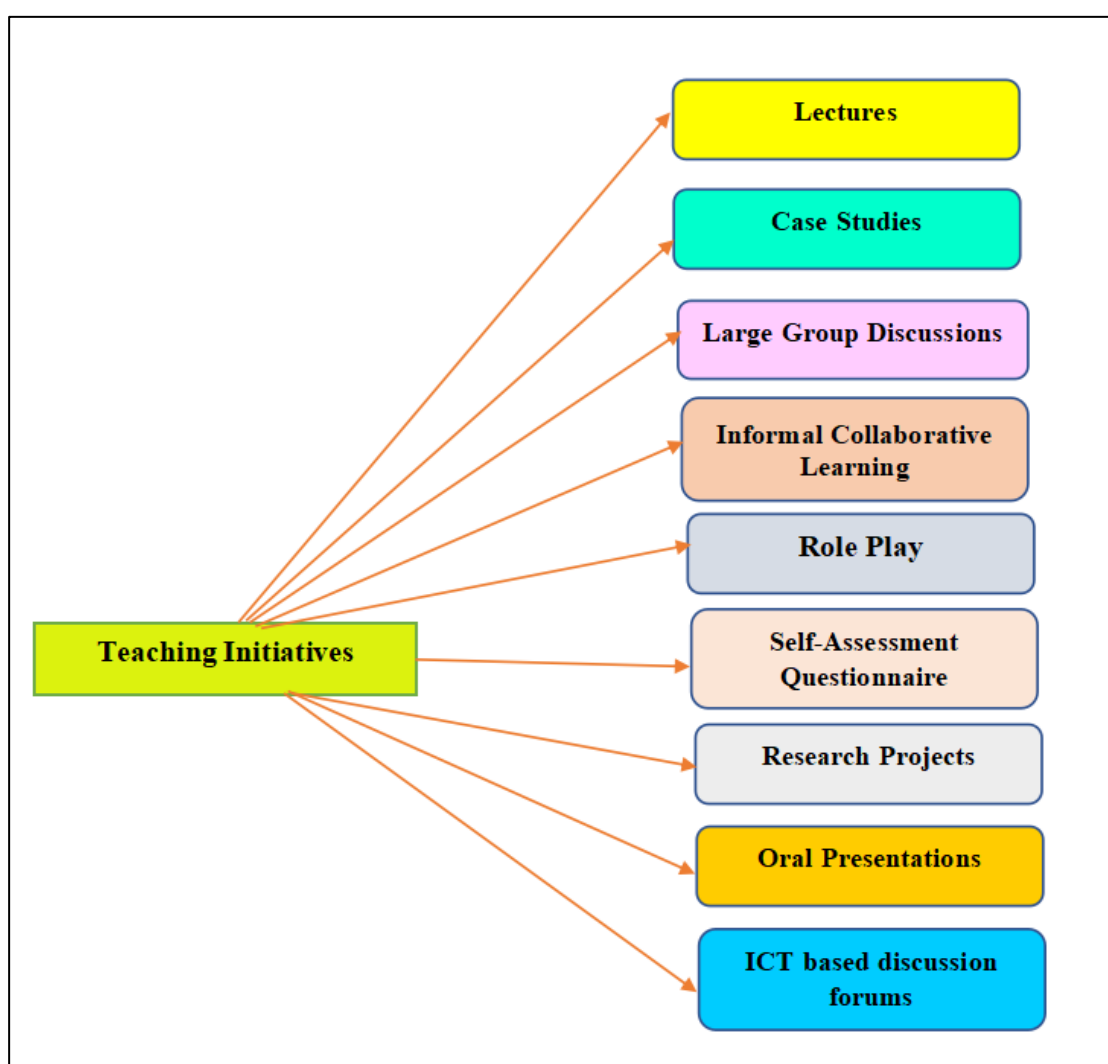**Teaching Initiatives**

Apart from traditional lecture methods like chalk and talk, faculty are using advanced teaching methods that transforms the teacher-centric learning to student-centric learning. Department of MBA at MLRIT has designed its teaching and learning methods with respect to the changes in the digital era.

The following are the innovative pedagogical initiatives that are implemented in instructing the students of PG program:

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Teaching Initiatives
    → Lectures
    → Case Studies
    → Large Group Discussions
    → Informal Collaborative Learning
    → Role Play
    → Self-Assessment Questionnaire
    → Research Projects
    → Oral Presentations
    → ICT based discussion forums
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Pedagogical Initiatives

A) **Lectures:** In spite a traditional method, Lectures being a transmissive method of vertical learning plays a significant role in transmitting the knowledge to the

students. Faculty in combination with chalk and talk uses the advanced aids to make the class highly interactive. Faculty uses the real-time examples to create enthusiasm among the students in learning the concepts.

A Sample of Class Room Lecture

B) **Case Study:** In order to facilitate experiential learning for the students, case studies of real-life business situations or hypothetical business scenarios are given. Students must present the business issue, a conflict to be resolved or impending decision that needs to be made. For facilitating the critical thinking among the students, these case studies are made a part of the course from first semester itself.

Sample Cases Studies

No	Title of the Case	Date
1	Performance Management Practices	20/11/2021
2	Employee Equality at Watson Public Limited Company	14/02/2022
3	Job Security at Asian Motors	14/05/2022
4	Importance of HRM at Ketan	28/07/2022
5	Mc Donald's Marketing Strategies	18/04/2022

C)   Large Group Discussions: To enhance collaborative learning, critical thinking and exhibit the importance of shared knowledge, faculty conducts discussions on a specific topic among the students. Limited time is given to the students for analyzing the topic. They frame their own ideologies and participate in the discussion. Clearly defined topic makes the discussion on track ensuring the active participation among the students.   Simultaneously, back-up plans are prepared for encouraging inactive participants.   As a part of academic teaching, this method is implemented by the faculty throughout all semesters.

Debate on Effect of Social Media on Business

<div align="center">**Sample Topics of Large Group Discussions**</div>

S.No	Topic	Dates
1	AI - boon or bane	23/11/2021
2	Hacking – Legal or Illegal?	28/03/2022
3	Women entrepreneur – contribution towards economy	12/08/2022
4	Effect of social media on business	27/12/2022
5	Retailing Vs e-retailing	20/02/2023

D) Informal Collaborative Learning Groups: To identify and extract the hidden competencies among the students, faculty encourages informal collaborative learning groups. Different areas like analyzing a business problem, developing a logo, defining a tag line to a product, a dream venture etc., are identified by the faculty, followed by formation of various student teams depending on their area of interest. Clearly specified roles such as a spokesperson, task manager, scribe etc., among the student teams defines their responsibility for the success of the group. As a part of academic training, implementation of informal collaborative learning is encouraged by the faculty from the first semester.

<div align="center">**Dream Venture by a Team of Students Conducted on 19/06/2023**</div>

E) Role Play: To inculcate the leadership skills, managerial skills, and critical

thinking among the students, students are given sensitive roles and asked to enact accordingly. They engage themselves in the given roles and try to match their capabilities with the given roles. Especially subjects like Human Resource Management and Marketing Management are taught using this technique. As students are highly involved, role plays are included as a part of academic learning in all semesters.

<u>A Role Play Activity Performed by Student</u>

F) **Self-Assessment Questionnaire:** As a process of career development, faculty conducts SWOT analysis for identifying the insights of the students. This is achieved by using self-assessment questionnaires. This acts as a diagnostic tool to identify their strengths and weaknesses. The majority of the students were identified as effective in terms of conceptual abilities, time management but they were weak in terms of initiation, communication skills, confidence levels and problem-solving skills. In order to conduct the SWOC analysis, a 10 point rating scale is used and the threshold value is considered as 7. Anything below to the threshold is identified as weak performance. For knowing the deeper insights of students, these questionnaires are administered in the first year.

Students filling the Self-Assessment Questionnaires

G) Research Projects: To expose the students to the real time business scenario, the curriculum incorporates company analysis, industry analysis, internships and research projects. Students approach different companies, do the analysis, identify the major aspects and present their findings and recommendations in a pre-determined format. As a part of the academic curriculum, every student has to complete an internship in their first year and a final project in their second year respectively for the award of the degree.

A picture of Police Meghana(21R21E0088) doing her Internship at Kapil Technologies Pvt Ltd.

H) Oral Presentations: To facilitate and enhance communication skills and self-

confidence, the faculty encourages the students to give oral presentations. Students give their presentation on the assigned topic. They prepare posters, powerpoint presentations to make their performance more effective. Oral presentations are compulsory for all the students throughout the two-year PG program.

Every week 2 sessions are specifically allotted for conducting seminars. The class of 60 students is divided into 2 batches of 30 each to give oral presentations. The following pictures shows various activities conducted during seminar classes.

<u>Oral and Poster Presentations Conducted during Seminar Hours</u>
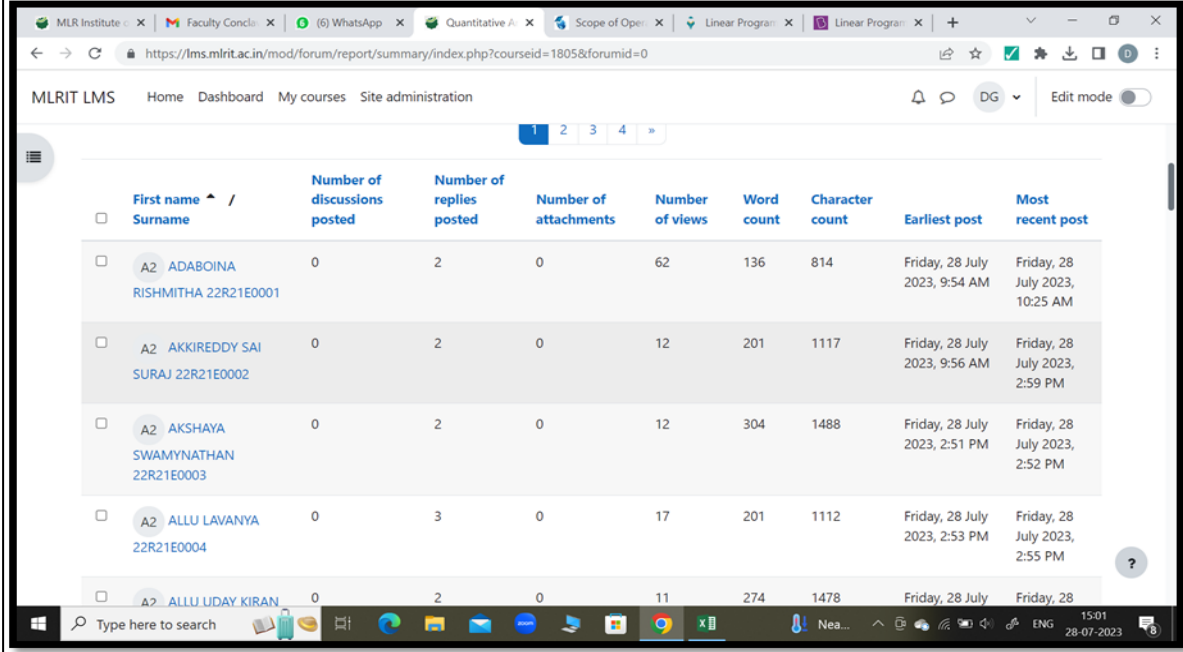
I) **ICT Based Discussion Forums:** Faculty initiates a discussion in the Learning

Management System(LMS).   Participants/students comment on the discussion initiated and start another discussion which is commented by another two participants. This process continues by including all the participants in the forum. This discussion enables the students to enhance their knowledge by sharing.
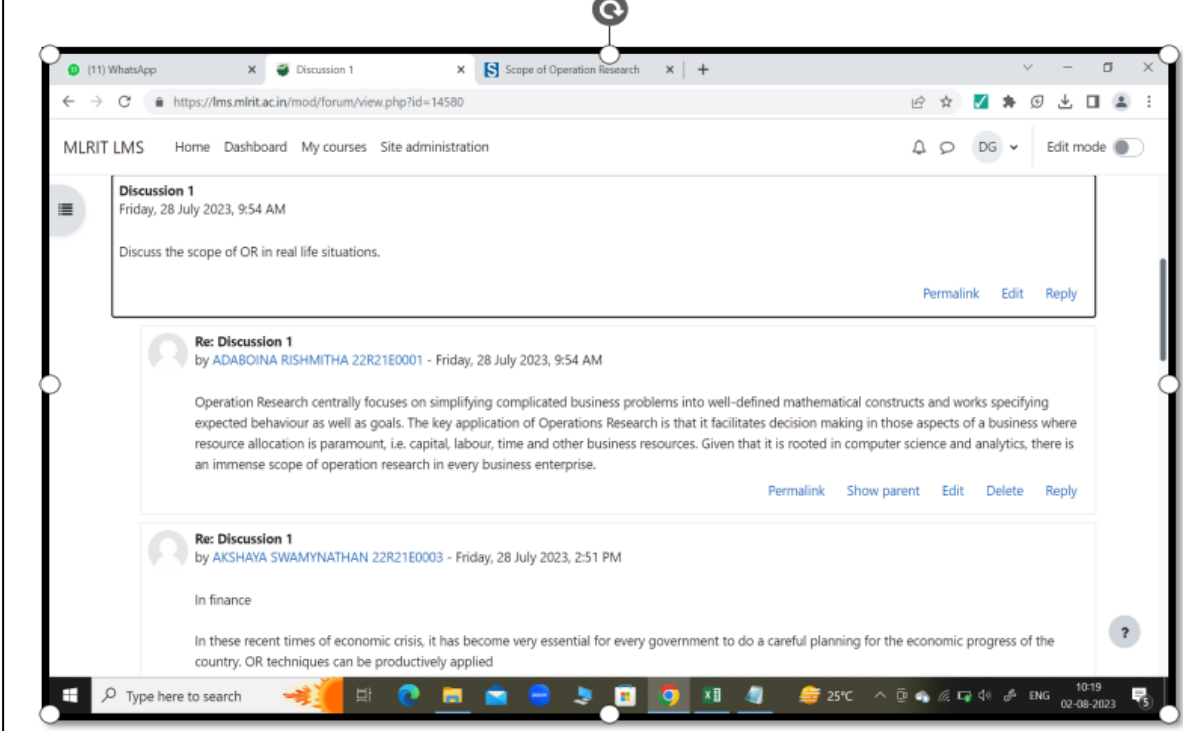
Screenshot of Students Activeness in the Discussion Forum

Screenshot of Discussion Thread in the Discussion Forum