Rajarambapu Institute of Technology, Rajaramnagar

Department of Management Studies (MBA)

Academic Year 2020-2021

Course Name: Digital Marketing MKT2021

IPL Activity Conducted: Website Designing

Course Teacher: Prof.Aniket Pardeshi

Purpose/Motivation of Technique

- To make students appreciate the role of Digital Marketing Expert in the context of Global Context with particular reference to essential consumer and industrial goods and services.
- Developing fundamental concepts along with practical application of all digital marketing tools and techniques.
- Understand the use of SEO Techniques in Website.

Suitability of Technique to Course

- The course itself deals with Digital Marketing. Hence, Developing the Website is one of the Digital way to reach the targeted customer. The technique of Designing of website will make students understand the importance of Digital appearance of the company.

Procedure of Technique

- Discuss the use and importance of Digital Presence of the company.
- Individual Students has been given one product.
- Youtube Link for designing the website through Wix.com and Wordpress.com
- Ask the students to prepare the website of product allotted to them based on customer expectations.

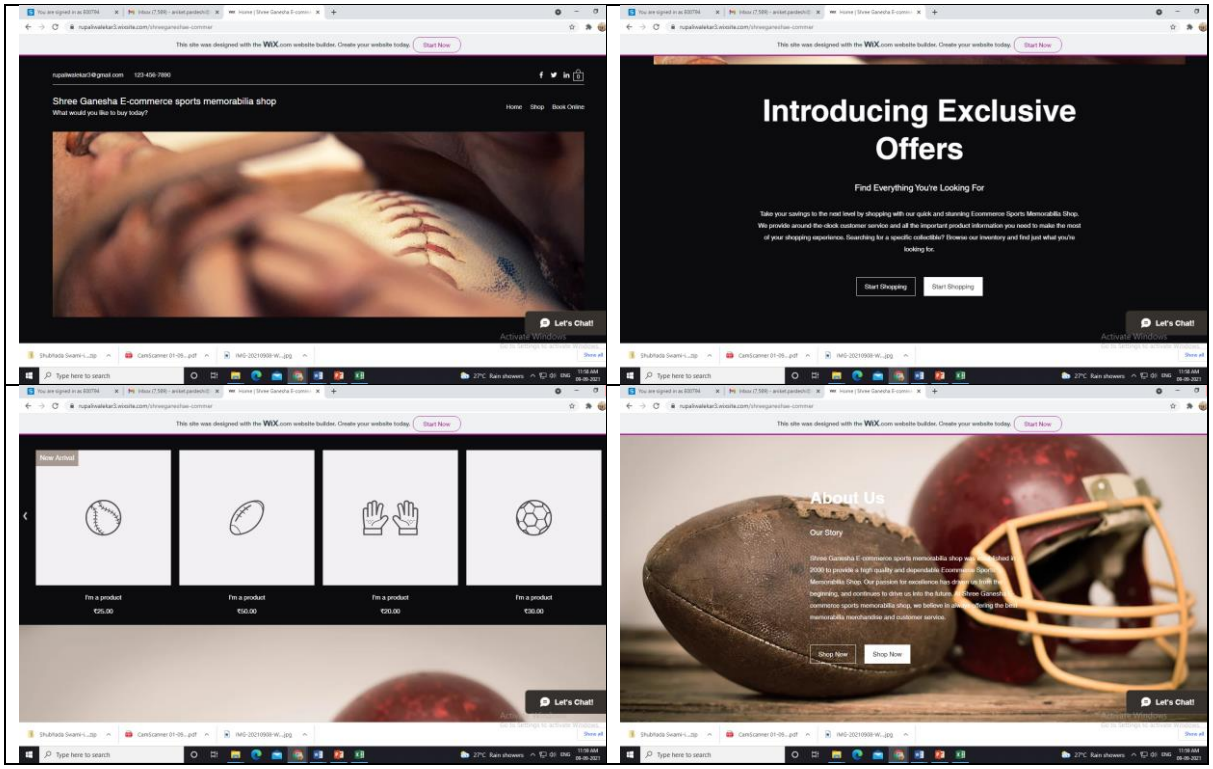
Outcomes of Technique

- Develop a deeper understanding of the changing digital marketing landscape.
- Identify and grasp some of the latest digital marketing trends and skill sets needed for today's marketer.

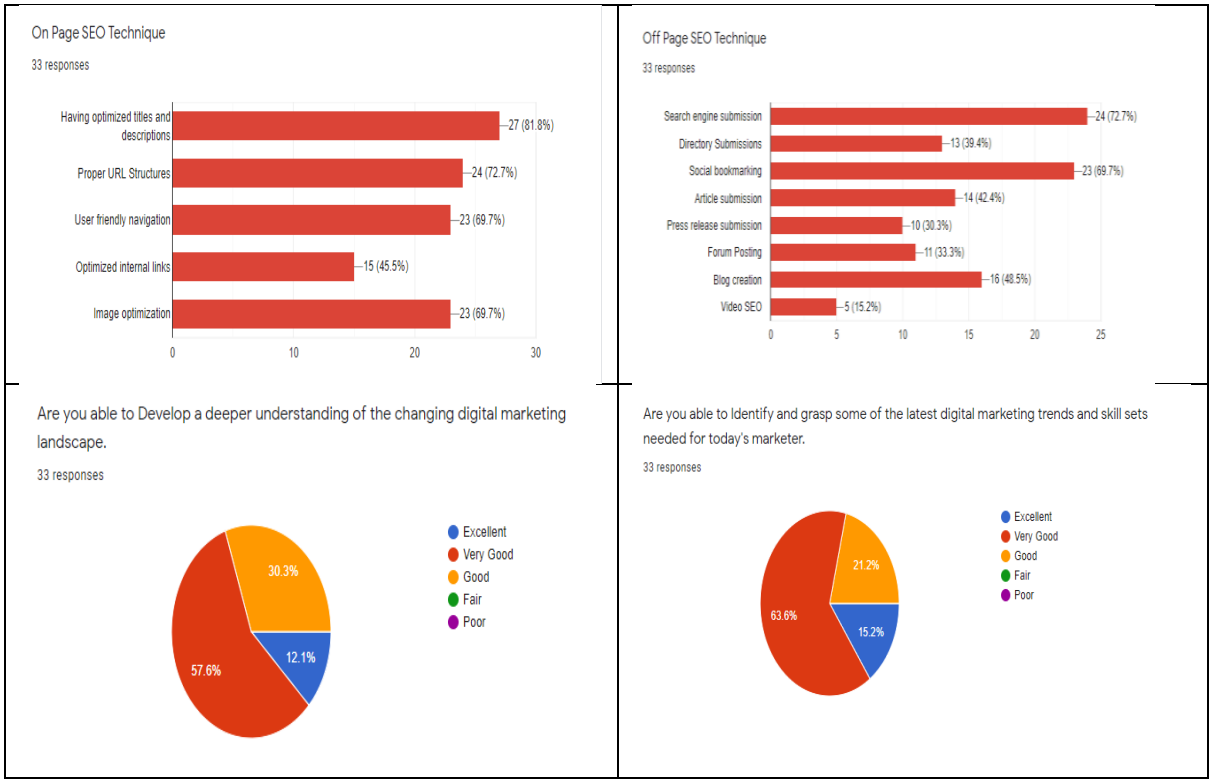
Sample Website Created by Student:

- https://rupaliwalekar3.wixsite.com/shreeganeshae-commer

Screenshots:

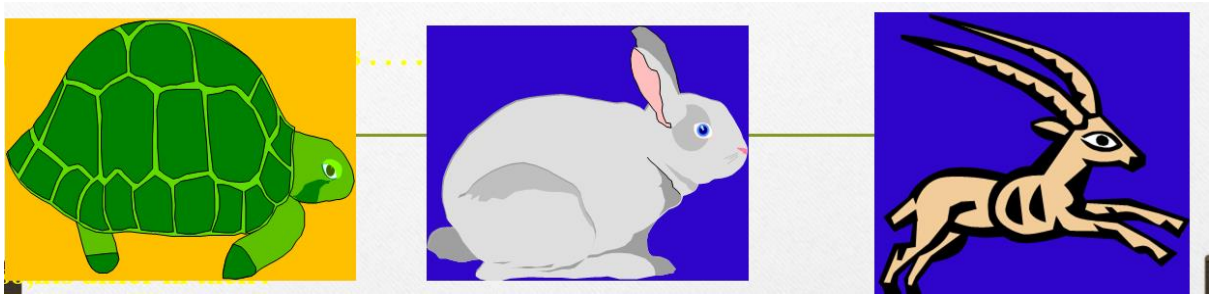


Indirect Evaluation



Innovative Practice
Course : Indian Ethos and Business Ethics
Video Case Study Presentation

Why focus on learners ?



Various Learning Styles and Pace of Students

Technique Used-Video Case Study Preparation and Presentation

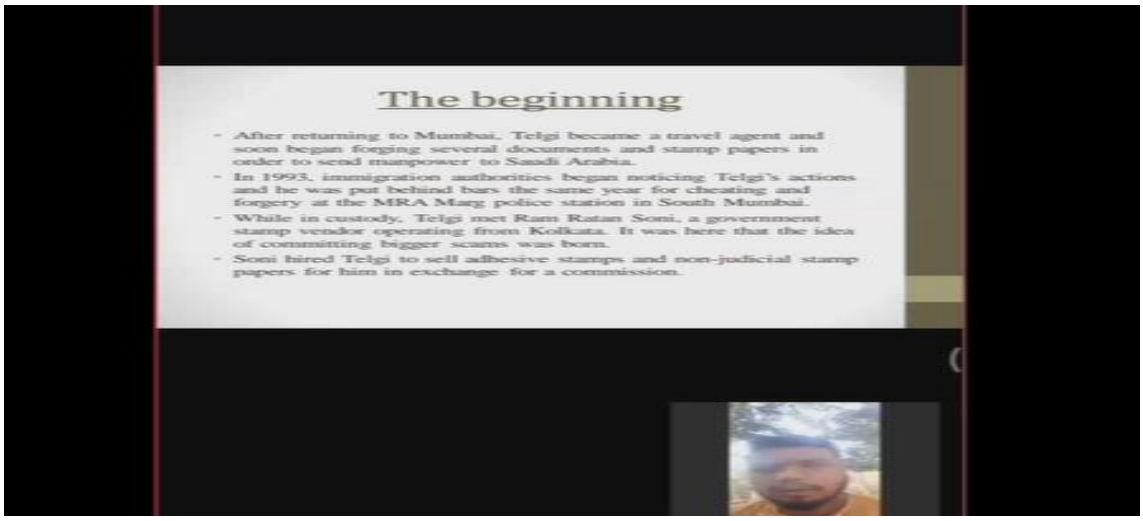
- Video case studies engage people better and faster than traditional media
- This is due in part because of the dwindling attention spans of learners
- Also, most of the class was found to be visual learner.
- Also, research says that one-third of online activity is spent watching videos and nine out of ten videos that people watch on Facebook are less than 2 minutes long.

Methodology

- Students were asked to prepare a video case on one of the corporate case where ethics were not followed.
- The time was 4-7 mins.

The students had presented the prepared case through a video

Screenshots



Outcome

- The presentation of second case selected by students was conducted and evaluated using a rubrics.
- The following are the observations* :

✓ Improved communication.

✓ Improved Confidence.

✓ Improved fluency and spoken English.

✓ Improved analysis.

*The marks obtained by 90% of the class in these presentations on the four parameters in the rubrics is 8-9 out of 10.

K. E. Society's
Rajarambapu Institute of Technology, Sakharale
(An Autonomous Institute Affiliated to Shivaji University, Kolhapur)
Remedial Coaching (A.Y 2020-2021)

Innovative Active Learning Technique

Prof. DIGVIJAY SATISH PATIL

Export Import Procedure and Documentation (2019-2021 Sem IV)

Active Learning Technique

- Report writing and blog presentation
- Government approved certification course by IIFT
- Case study and group discussion

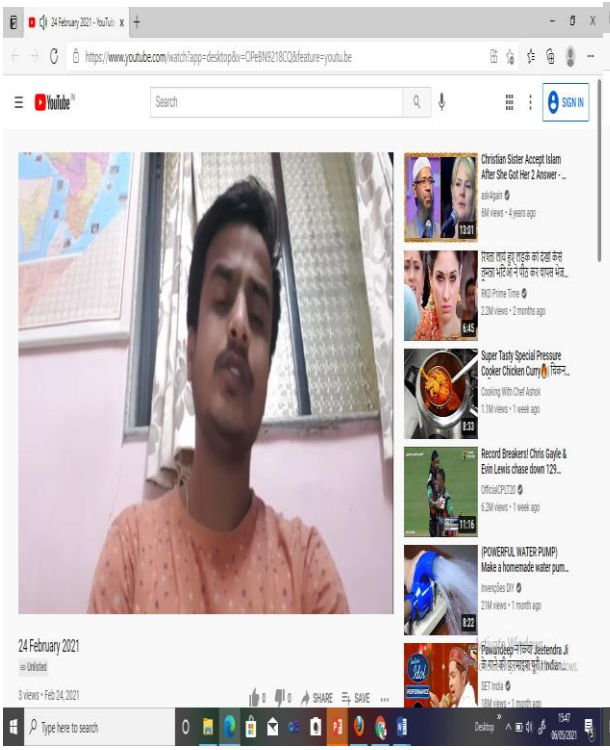
Purpose/Motivation of Technique:

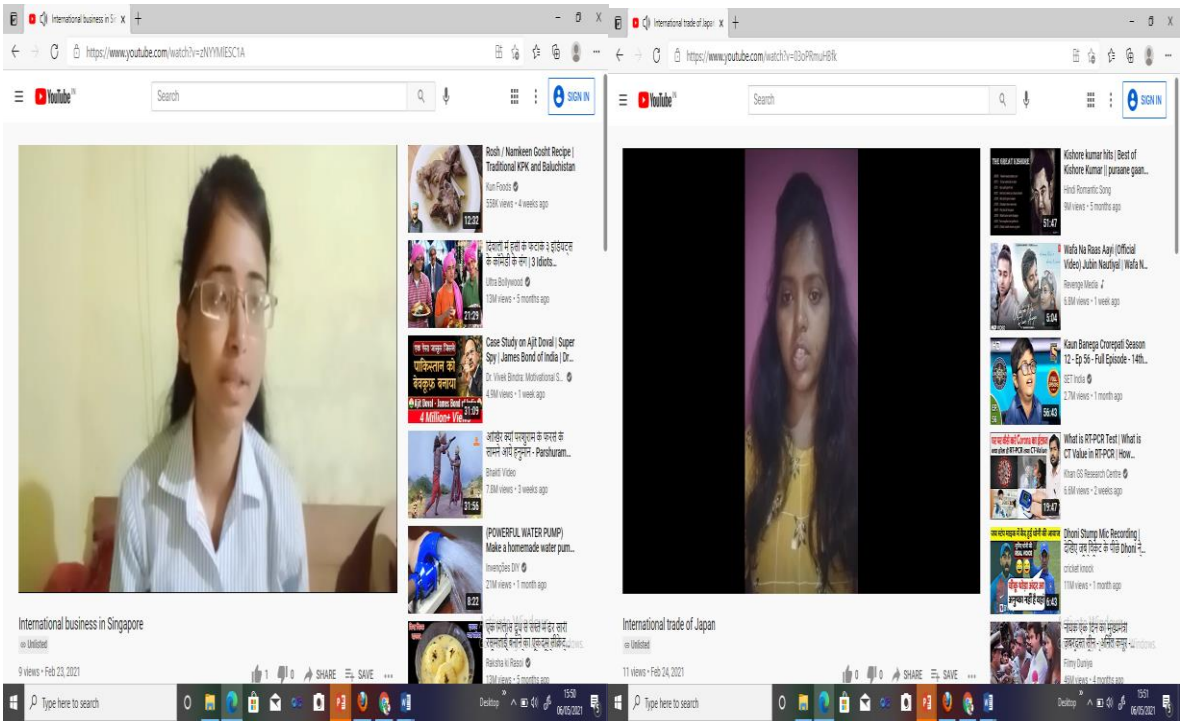
- Generate curiosity regarding my subject
- Improve communication skills
- Improve self-learning ability
- Help them to find out their hidden talent
- Provide them additional certification and help from the recognized organization to start their start-up in import-export
- Provide in-depth knowledge of my subject

Suitability of Technique to Course:

- IIFT (Indian Institute of foreign trade) is offering a free course and webinar for Indian citizens free regarding import and export.
- They are providing free certification course as well and government support to promote export
- This will help our students in their future career
- Report writing will help them for identification and blog presentation will give them the confidence of their subject
- Group discussion will help them to improve communication and convincing technique which is an inevitable part of trading Outcomes of Technique
- Most of the students has performed good in their ISE 1 & 2, UT1 more than 80 % of students have scored above 70 %
- Students are performed enthusiastically due to these methods
- Active participation of students has been increased

Photographs and Student Response





Quantitative Analysis (2021-2022 Sem I)

- Digi Pad for online sessions
- Moodle quiz
- Case study presentation
- Live discussion on real life application

Purpose/Motivation of Technique:

- Most of the students are from non-mathematics background so to improve the involvement of students
- Improve creative thinking and application-based mindset
- Make this subject easy to understand
- Brainstorming
- Provide knowledge of my subject

Suitability of Technique to Course:

- Online sessions are a very crucial part to understand math to those who are from a non-math background. This Digi pad helped me to demonstrate examples to them
- Statistical applications involve more brainstorming
- This will help our students in developing an application based mindset
- It will help the student to remove math phobia

Outcomes of Technique

- Most of the students has performed good in their ISE 1 & 2, UT1 more than 50 % of students have scored above 75 %
- Students are performed enthusiastically due to these methods
- Active participation of students has been increased

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Rajarambapu Institute of Technology,

Department of Management Studies (MBA)

Report on Innovative Practice

(Academic Year 2020-21)

Course: System Analysis & Design (SYS2061)

Name of the Activity: Use of Poll Everywhere and Google form

Purpose/Motivation of Technique:

- Poll Everywhere is a classroom response system that engages students on devices they already have: their mobile phones.
- Faculty create and embed live, interactive questions into their lectures, and students respond in real-time from the privacy of their phones.
- The results are immediate.

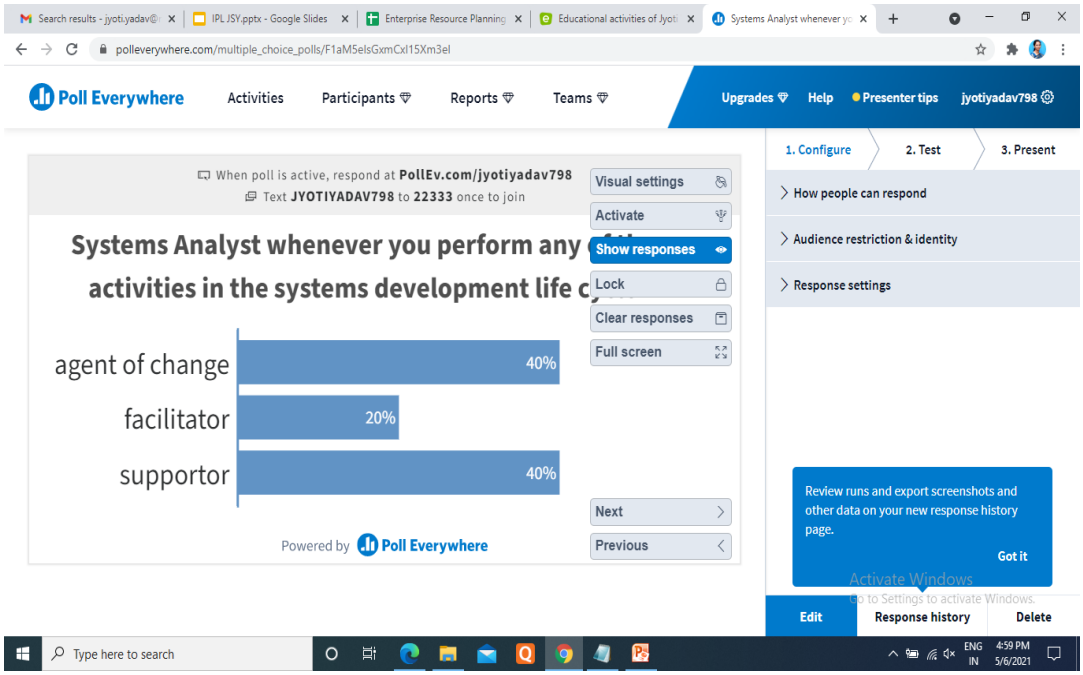
Suitability of Technique to Course:

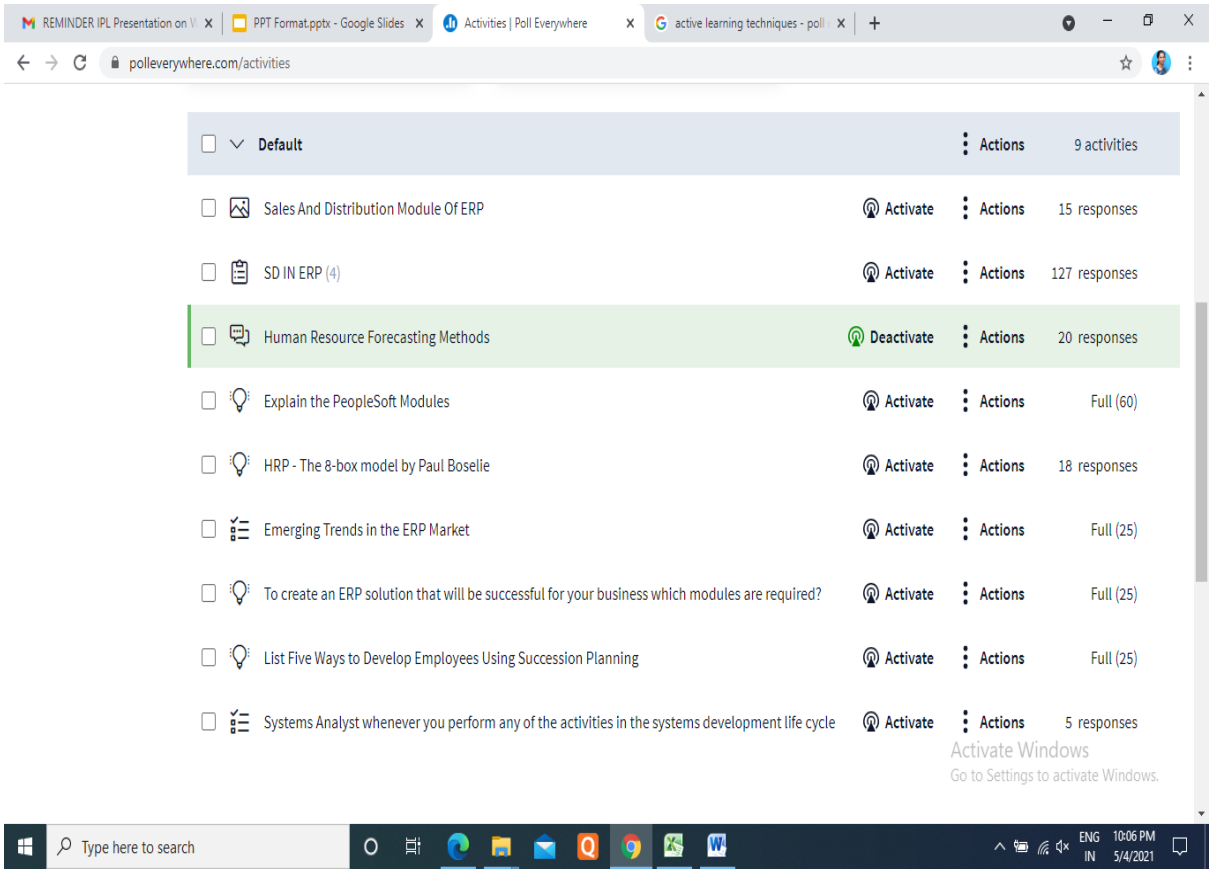
- Subject – System Analysis & Design
- Gets students involved in higher order thinking, such as analysis, synthesis, creative thinking, adaptability, problem-solving, etc.
- The topic covered: Roles of the Systems Analyst

Outcomes of Technique:

- Poll Everywhere can be used as a formative assessment strategy that enhances classroom discussion, participation, and understanding.

Screenshots of Student Response:





Link of Activity -
https://PollEv.com/multiple_choice_polls/hD2VqD0Eu0g6CM0SxjbIB/respond

IPL 2021

My Dream Business

- Legal and Business Environment (MGC1071)
- FYMBA
- SEM-I

Purpose

- **To make students familiar about the process of undertaking any business activity.**
- **To make students aware about the various types of business organization.**
- **To help students to understand the existence of internal and external factors of business environment.**

Suitability of Technique to Course

- It takes help of practical activities to cover the theoretical aspects.
- It is useful to evaluate the conceptual understanding of the students after delivering every concept.
- It ensures the increasing participation of students.
- It establish the relation between various elements of business environment.
- It facilitates continuous evaluation of students understanding level.

Procedure of Technique

- Introduction of Business and Business Environment concepts.
- Explain the objectives of My Dream Business activity.
- Give time to determine business idea which needs to present on the poster.
- Elaborate the business environment factors cover in the poster.
- Clear the doubts of the students.

Procedure of Technique

- Arrange presentations in the classroom.
- Give suggestions for improvement.
- Task of making improvement in the poster through out the semester.
- Take the reference of other basic subjects of management in modifying the presentation.
- Final evaluation.

Outcomes of the Technique

- Active involvement of students in learning process . (82% students highly satisfied)

- Self evaluation of students understanding level. (63.3% students highly satisfied & 30% satisfied)
- Further scope for improvement. (86.9% agreed)
- Better understanding of business environment and its various factors. (54.1% highly satisfied & 44.3% satisfied)
- Business idea can be converted into Business Plan. (75.4% agreed)

Innovative Practice

Video Cases- Google, Dmart, Balaji Wafers, SpaceX

Course name- Principles of Management.

Prof. Madhav Tilve,
Asst. Prof,
Department of Management Studies,
RIT

Purpose/Motivation of Technique:

- Creating interest in the minds of student.
- As there is a lockdown, students will not be able to visit any industry, so to make them aware about the Principles and practices of Management it was a necessity to make the students aware with the help of Videos.

Suitability of Technique to Course:

- As the course is all about Principles and practices of Management as well as it is a very basic course and the students are mostly unaware of the Principles and practices used in field of Management, using real life cases with help of videos was the best suitable technique so as to make the students aware about the course.
- Even the most logical of arguments need to be backed up with a hook of Audio Visuals to keep us fully engaged.
- Forbes found that 59% of senior executives prefer video over text, and 75% of executives watch videos while working which will apply to students too.
- Paperless
- Can be viewed on Mobiles/Tablets anywhere anytime.
- Slow Learners can pause the video/re-watch it.

Procedure of Technique:

1) Find a Video instead of written assignments.

2) Students watch the video once on Projector or on Mobile phones with headphones on which makes the video listening more immersive and focused.

3) Faculty explains the video explaining the background and the outcomes as well as the questions they are expected to solve.

4) Students watch the video again for the second time to get a deeper understanding.

5) Students discuss the video in two groups and get to understand different views of other students.

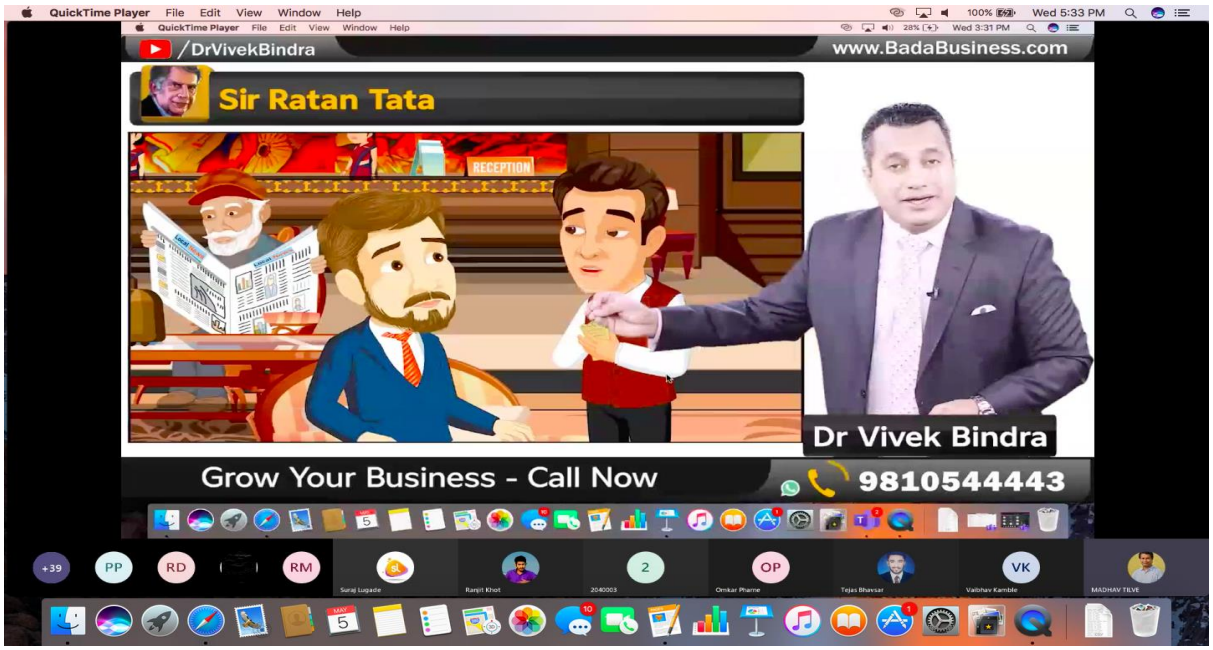
6) Students have a discussion with the faculty and try to recall what is seen in video.

Outcomes of Technique:

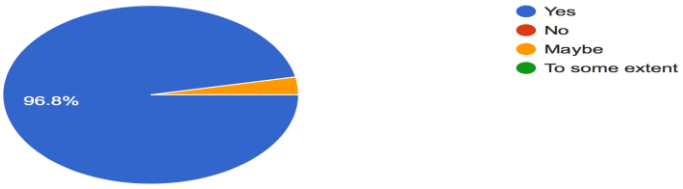
- Improvement in understanding the Topic.
- Protagonist Approach.
- Improvement in thinking ability.
- Better recall of concepts.
- Better Understanding.
- Better Focus.
- More Effective.
- Better Clarity.
- Provide Better application of knowledge.
- Provides Better outcomes & solutions.
- Solve complex problems.

Photographs and Student Response:

- Students were able to comprehend the Topics taught with the help of Video Cases better.
- The students responses to Questions were better when taught with the help of this method.

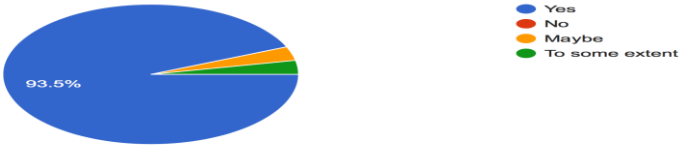


Was the Video Case Method successful in creating interest regarding the Topic/ Course?
31 responses

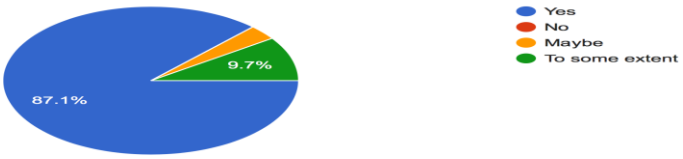


Was the Video Case Method successful in creating an image of how the Industry works?
31 responses

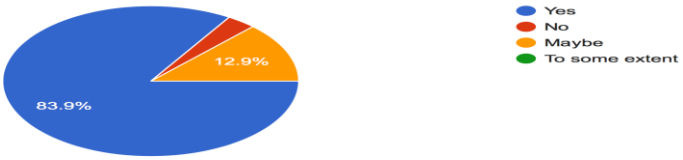
Did the Video Case Study Method help you in understanding of topics well?
31 responses



Did the Video Case Study Method help you in thinking the protagonist way (thinking you are in that position)?
31 responses

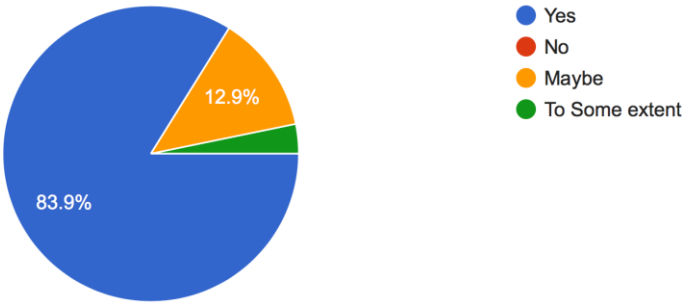


Do you think the Video Case Study Method will help you in solving the questions during your exams?
31 responses



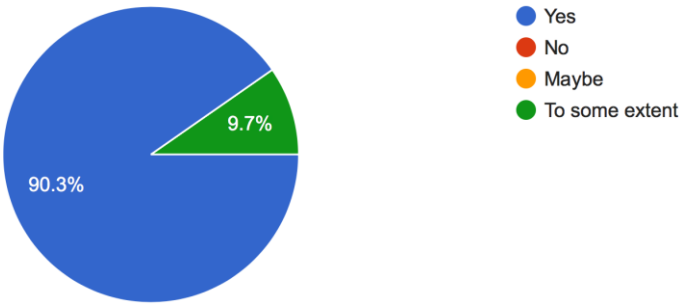
Do you think the Video Case Study Method will help you in recalling the concepts in the near future?

31 responses



Do you think the Video Case Study Method will help you in better thinking capabilities?

31 responses



K.E. Society's

Rajarambapu Institute of Technology,

Department of Management Studies (MBA)

Report on Innovative Practice

(Academic Year 2020-21)

Course: International Finance (FIN2051)

Name of the Activity: Use of Poll Everywhere and Google form

Purpose/Motivation of Technique:

- Easy to Operate at both the end i.e. Faculty and Student
- It help to check the understanding of the topic.
- It is an active learning tool, with the help of which one can keep student engaged.

Suitability of Technique to Course:

- As the course is International Finance, it is necessary to check the basic understanding of the students concern with International Environment, International financial institutions, Forex market etc.
- Through this technique one can understand the knowledge base of the students.
- It create excitement among the students.

Procedure of Technique:

- Create an account on Poll Everywhere

(https://www.polleverywhere.com)

Google form:
(https://docs.google.com/forms/d/1aJ7Ar5CA1sa4P0F5KTpbv1b5xqYX0eMcfi62q2B7a-U/edit)

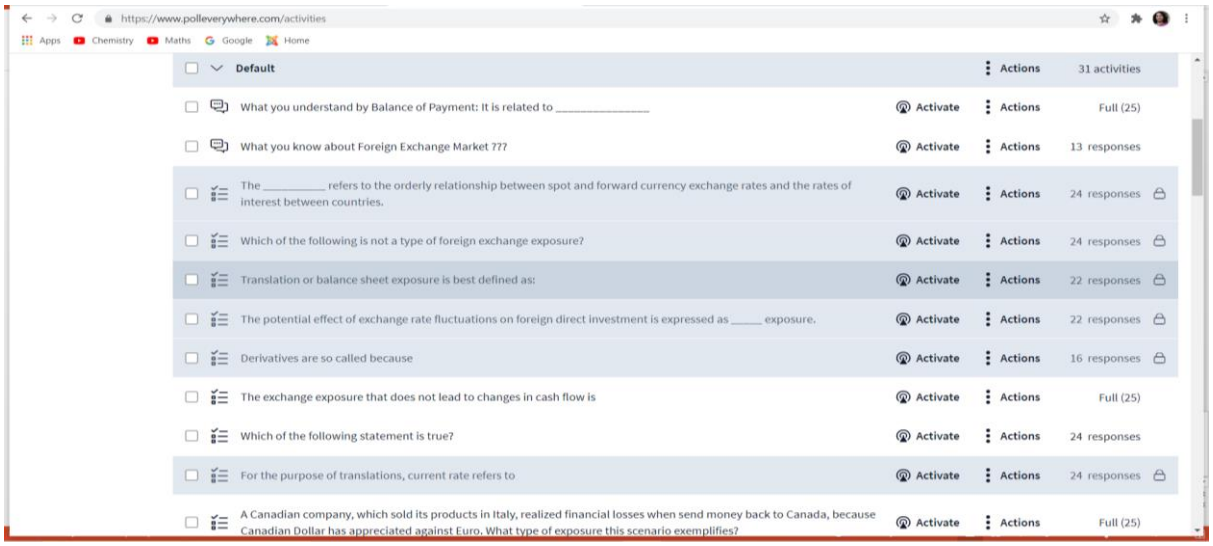
- Choose an activity from various options available like Multiple choice, word cloud, Q& A, open ended etc.
- Write questions
- Share the link with the students.
- Students by logging in give the answers and that is visible on the screen of the faculty member.

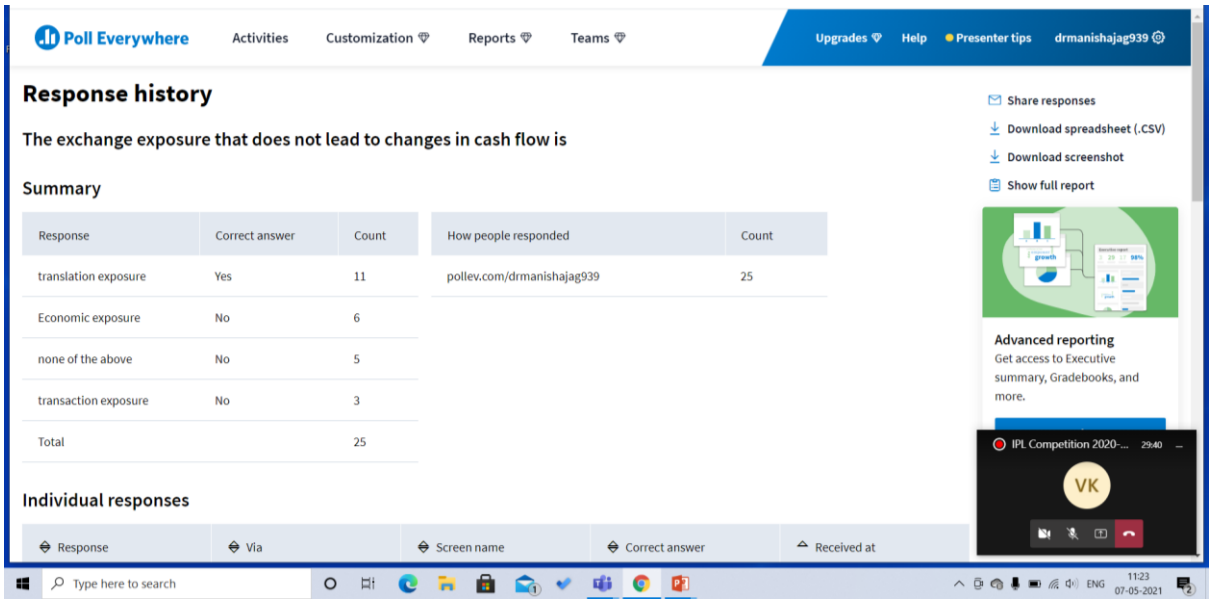
Outcomes of Technique:

- It help students to understand the fundamentals of international business, finance as well as international financial markets.

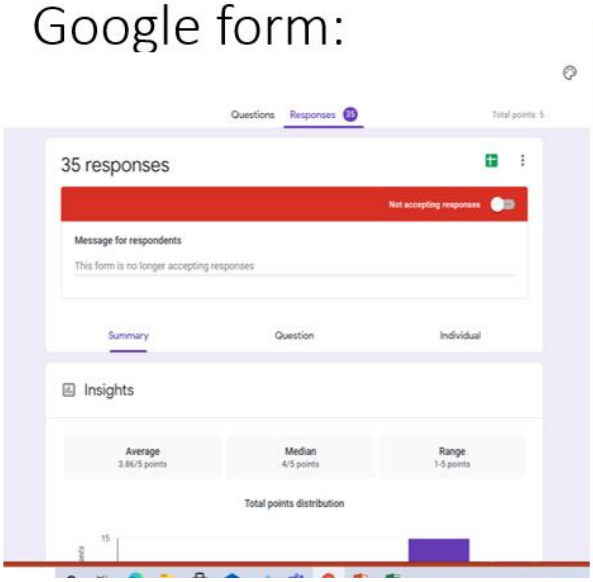
- If any misconception is there in the mind of the students can be removed.

Photographs and Student Response:





Google form:



Attainment	**UT1**	**UT2**
60% threshold	9	9
Above threshold	51	59
Total no. of students	72	72
% above threshold	70.83	81.94

K.E. Society's Rajarambapu Institute of Technology,

Rajaramnagar

Department of Management Studies

(An Autonomous Institute Affiliated to Shivaji University, Kolhapur)

Innovative Active Learning Technique
Academic Year 2020 - 2022

Curriculum: Masters in Business Administration 2020 - 2021	
Term: 1 – Semester	**Course Incharge:** Dr. Mrs. Seema S Desai
Course: MGC1172 – Business Communication	

Name of Innovative Active Learning Technique
Comprehensive Listening Technique (Blended Learning)

Purpose / Motivation of Technique
- Achieving Course Learning Objectives.
- Develop a range of learning resources and activities to address a variety of Learning styles.
- Create engaging activities to engage students in collaborative learning & peer learning.
- Create discussion forum to promote active engagement to stimulate students critical thinking and application.

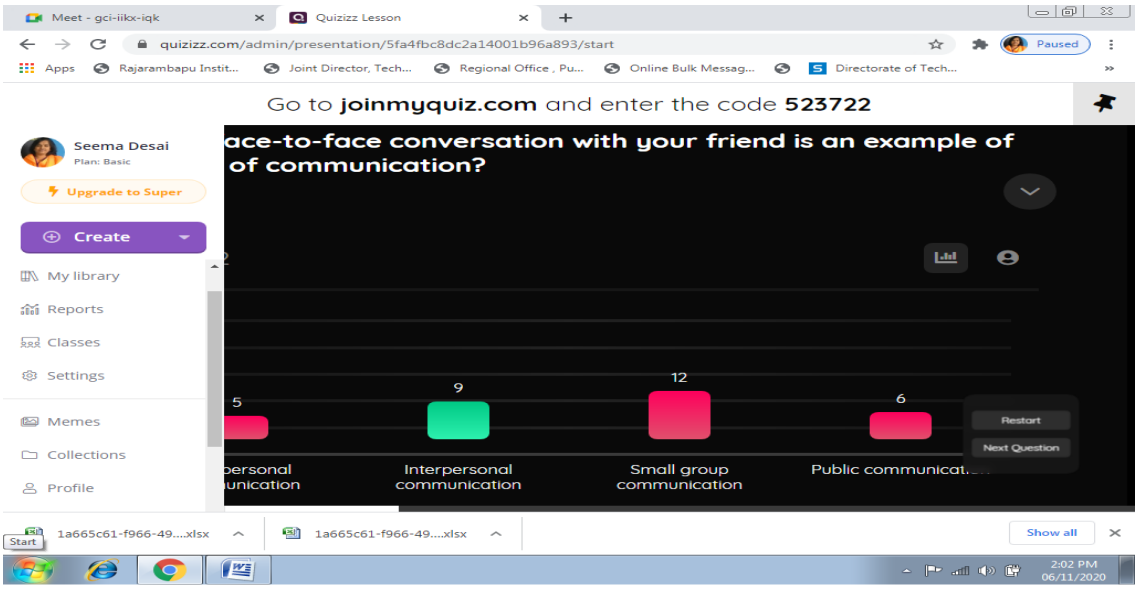
Suitability of Technique to Course
- This tech has helped students generate interest, excitement and engagement
- Technique helped encourage interaction with and between students.
- Students got the opportunities of peer evaluation
- Solving learning problems to fill knowledge and skill gaps
- Transforming learning from passive to active.

Procedure of Comprehensive Listening Technique: Business Communication
- **Preparation or Warm up:**
- Ask a few questions from the students in order to stir their prior schema related to listening.
- Narrate some event or story & check how many students are able to grasp whatever we are saying, & how many of them can reproduce it.
- Check how many students are having difficulty in listening.
- Outcomes
- Differentiate between listening & hearing.
- Demonstrate different types of listening & use them effectively.
- Identify barriers to listening & overcome them.

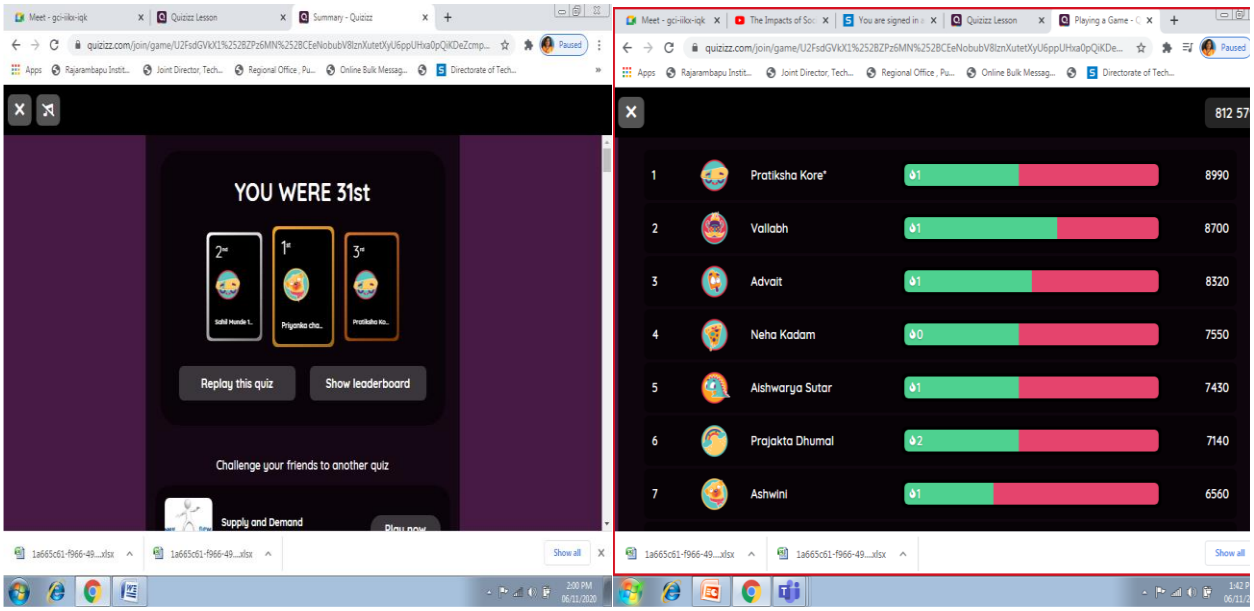
Student Response

- Students had the opportunity to apply their theoretical knowledge, idea and innovation skill and attitude in right direction.
- They responded that this activity was more valuable than material possession.
- Students were able to contribute best while interaction and presentation.

Join My Quiz



Performance Outcome



Result Analysis

Sr. No	Student PRN	ISE Component 1 Listening Skills	ISE Component 2 Speaking Skills	ISE Component 3 Reading Skills	ISE Component 4 Writing Skills
1	204001	62%	63%	78%	63%
2	204002	71%	65%	72%	78%
3	204003	73%	69%	74%	73%
4	204004	65%	66%	70%	72%
5	204005	64%	67%	64%	72%
6	204006	76%	76%	77%	79%
7	204007	78%	79%	79%	80%
8	204008	79%	81%	80%	82%

Rubrics

ISE- II component – Assignment: Group Discussion
Marks assigned:10 Course Outcomes : CO2, CO3
Issue Date 25.01.2021 **Submission Date** 29.03.2021
Subject: Business Communication (MGC 1172)
CLASS: MBA I Semester I Division: A

Dear Students,
Following are the Group Discussion topics assigned as per your roll No's and the Evaluation Rubrics for the same. All are instructed to prepare for the same by following the GD guidelines on the date communicated to you.

Group Discussion topics

Assigned Groups	Topics
Roll No 204001 to Roll No 204010 & 1940081	Smart work Vs Hard work
Roll No 204011 to Roll No 204020	Effect of corona on Indian economy
Roll No 204021 to Roll No 204030	Social media is a curse or boon?
Roll No 204031 to Roll No 204040	Local city & metro city
Roll No 204041 to Roll No 204050	Impact of covid-19 on the education sector
Roll No 204051 to Roll No 204060	Is MBA necessary to be successful in business
Roll No 204061 to Roll No 204070	Whatsapp, Facebook, Instagram & Snapchat are killing creativity

Evaluation Rubrics for Group Discussion

Parameter	Poor	Fair	Satisfactory	Excellent
Weightage	0-2	3-4	5-7	8-10
Content Subject Knowledge				
Creativity & Originality				
Voice Tone & Pitch				
Body Language Posture Eye Contact				
Analytical Ability				
Fluency				
Initiative				
Leadership				
Group Behavior				
Enthusiasm				
Listening				

Active Learning Activity Photographs

GD Topics

Innovative Teaching Practices League (IPL) (Year 2020-2021)
Think -Pair Share Technique

Dr. Vidy S. Kadam
Department of Management Studies, RIT

Course Name: Organizational Behaviour (MGC 1111) Class: F.Y.M.B.A.

Purpose/Motivation of Technique-

- To improve the thinking ability of students.
- To build oral communication skills.
- To decrease spoon feeding.
- To increase the confidence of students.
- Think-Pair-Share technique can be an effective tool for fostering discussions in the classroom
- Think-Pair-Share activity gives the opportunity to feel more comfortable sharing their thoughts.

Suitability of Technique to Course

- In the course of Organizational Behavior, there are different type of human behavior and attitude which are applied in the organization to analyze the management problems and decision making.
- If a person does not have good thinking ability and knowledge of these concepts, then he fails to apply various strategies in real situations.
- To improve the thinking ability of student, this method helps

Procedure of Technique

- Ask an open ended question.
- Give students a few minutes to discuss the question and work out an answer.
- Then every student pairs up with a partner and they discuss the question for two to five minutes.
- Students may clarify and elaborate.

Finally, the whole class engages in a discussion where students raise their hands and share all the thoughts and ideas they've gathered

Outcomes of Technique

- To think individually about a topic or answer a question.
- To share ideas with classmates and build oral communication skills.
- To Improve student's thinking ability.
- To learn new ways of thinking about problems and solutions by collaborative sharing
-