

## **Best Practices 2**

### **1. Title of the Practice**

Academic Exhibitions

### **2. Context:**

Referring to the future of jobs in the changing industry trends digital economy, teaching learning evaluation reforms are very much required. Traditional teaching learning had to be transformed into handsome learning exercises for the development of quality managers / future leaders who can meet the challenges of the Indian market. Academic Exhibitions are an initiative toward handsome learning. The exhibitions are designed to give students an in depth mastery of the academic disciplines and applied functional areas necessary to every business leader's success.

### **3. Goal:**

1. To develop an ability to articulate, illustrate, analyse, synthesize and apply the management principles frameworks to the real world business aspects.
2. To cultivate entrepreneurial thinking leverage managerial leadership skills.
3. To develop cross functional interdisciplinary skill sets to compete with each other as teams
4. To develop an appreciation for the global cross-cultural aspects

### **4. Practice:**

The institute organized two exhibitions namely BRAND MELA followed by GLOBAL EXPO. Brand Mela introduced the concept of marketing mix as a framework for marketing decision making. It also emphasized the importance of marketing planning and sensitized the students to the dynamic nature of the marketing function. Students work learning were celebrated by making them visible on walls, through product merchandise display. The students also developed new products brand activation performances. This exhibition did put the student centre stage as they described their learning, efforts with the jury fellow students. The Global Expo was a country specific geographic, political economic information exhibition. It gave students an opportunity to get acquainted with global/world trade , current affairs, social and political aspects. This exhibition helped the students understand various facets of the global economic system, interrelationships between the trading systems international financial system. Students demonstrated this through posters, maps, artifacts,

videos, presentation, video documentaries, multimedia presentation and their performances. This concept of exhibition was scaled up from one company exhibits (Brand Mela) to the global economic affairs (Global Expo)

### **5. Challenges faced:**

1. Identifying the companies/brands/ countries matching to the student capabilities and their world view.
2. Aligning the faculty members and support teams to this add on task
3. Developing appropriate rubrics for the effective assessment of the students  
Evidence of success

### **6. Evidence of Success:**

The primary stakeholders of activity were the students and the faculty members. the secondary stakeholders were the industry. The activity was conceptualized with an aim to creativity address the multiple learning outcomes of the MBA/PGDM programme as highlighted by AICTE in its model curriculum. Precisely the following outcomes were targeted. 1. Business Environment Domain knowledge 2. Critical thinking, business analysis, problem solving and innovative solutions 3. Global exposure and cross cultural understanding 4. Social responsiveness and ethics 5. Effective communication 6. Leadership and teamwork The feedback from the students, faculty members and the jury established that all the learning outcomes listed above were substantially achieved, moreover the faculty members also ,mastered and out of the classroom, experiential and applied teaching learning method that integrated multiple course outcomes across multiple courses in the semester. The entire learning initiative also enhanced the confidence of students and went beyond the knowledge skill dimensions and also improved their attitude. The debriefing session during the common faculty meeting was very lively. Faculty members who had lead this activity exhibited a lot of creativity and came forward to scale up the activity in the upcoming The semester. The jury involved the senior professional persons who were working corporate organizations whose head quarters were across the globe in diverse nations. A key component of the jury was a team of Japanese professionals and students who visited the campus, interacted with the students and also assessed them. Thus the initiative also provided a platform for cross cultural learning.

### **7. Contact Details**

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