

## **Best Practices- Suryadatta institute of Management & Mass Communication**

### **Best Practice- 1**

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

Experiential learning through blended approach

#### **2. Goal**

MBA students are expected to obtain multiple competencies along with knowledge, skills & attitude. The programme needs to prepare them for cross functional & multi disciplinary skills, as post graduate students they need to move beyond facts & theories. The business world, the startup world & administration in public service demand that students can relate their learning to real world issues & come up with alternative solutions. They also need to demonstrate project management skills, ability to work in teams & expertise to handle & work with incomplete information.

This experiential learning practice aims to achieve above learning outcome by using variety of resources as individual & in groups.

#### **3. The Context**

The practice uses various elements such as creating scrap book based on daily news papers, showcasing theme based issues of particular states, companies, brands along with the social, economic, technological, political, regulatory & business dimensions presenting the themes in the form of skit or role play, doing 'what if' analysis in the form of online simulation & solving a case study focused on identified themes. The blending of above methods ensures that various learners exhibits variety of styles opportunity to learn using best learning approaches suitable to team of faculty & jury members.

The initial challenge was to translate the thought into concrete plan & involve faculty members to work with unity of purpose, prepare concept note & design the action plan.

#### **4. The Practice**

Faculty members who are teaching various courses were identified & initial germ of thought was shared with them. Courses which had conceptual linkages & were complementary in nature were identified to be included in this activity. Faculty members were encouraged to identify linkages & map various learning elements that can be addressed to this approach. Faculty members worked in teams & realized how they could pursue certain concept & theory from different courses in same semester. They appreciated the cross functional learning that would emerge through entire activity. Once they are convinced of

learning, the initial inhibitions of utility of approach as well as subject specific hard perception quickly dissolved to form cohesive learning experience. They brainstorm to identify various learning resources, debated the applications & usage of resources by the students & how students could tie the entire thing together seamlessly. The right team size of students, specific learning objectives with learning objectives, instructions to be given to students, the method of monitoring the timeliness, guidelines for submission, venue for exhibition, rubrics for scoring the performance, jury for assessment, the method & frequency of monitoring & other such details were debated, finalized, documented & communicated to learners.

## **5. Evidence of Success**

The entire initiative, contributed to achievement of multiple outcomes for the learners. Learning outcome such as reading 'Economic Times' & 'Business Standard' on daily basis, identifying various industry & environmental forces active on business, macro & micro issues, understanding business personalities & challenges faced by business summarizing into presenting information, working against given deadlines, organizational information in the form of exhibits, presenting in graphs & tabular formats, doing 'what if' analysis, appreciating business decisions, working in teams & learning to accommodate & configure students, resource optimization, time management, articulation, addressing etiquettes, crises management etc where some of competences are developed.

Other parameter of evidence includes enthusiastic participation of 142 students in the form of 24 teams & their dedicated efforts to put up best possible show to jury. This also indicates that activity could trigger achievement motivation of students & imbibe collaborative & competitive spirit in them. From the perspective of faculty members, it was an innovative application towards cross functions, multi disciplinary, real life & outcome based learning activity, collaborate to maximize shared learning of students as well as enhanced utilization of learning resources. The feedback of jury & appreciation of students also point towards success of initiative, finally the in person feedback shared by learners & faculty members & the formal feedback provided by students & faculties confirm success of this learning initiative.

## **6. Problems Encountered and Resources Required**

Resources required for activity includes copies of business news papers- 'Economic Times', chart papers & other exhibition materials, appropriate case studies suitable to targeted learning outcomes, computer lab, simulation software, space for exhibition, appropriate communication channel such as whatsapp & email, human resources in the form of conceptually sound & motivated faculty members, jury from academia, industry & alumni etc.

Problems encountered were initially in the form of convincing faculty members & addressing their queries, ensuring that no student in team is left behind, explaining case based, project based & simulation based pedagogy to students, maintaining motivation of students throughout activity, motivating faculty members to think out of box, time & space management for students, identifying the companies, brands, issues, themes for scrap book & skit appropriate to level of learners. However in spite of above challenges, once the initial phase of resistance due to fear of unknown was overcome, the faculty members & students worked in synergistic environment to showcase wonderful immersive learning experience that successfully achieved multiple learning outcomes

## **7. Notes (optional)**

The experiential learning was exhibited practical & measurable outcomes in terms of knowledge, skill & application enhancement of students. The success was the outcome of identifying right themes, appropriate case studies & pushing students to consistently work on this. In a project based learning environment, the time demanded by activity was also a challenge in view of trade of requirements between teaching learning days & coverage and depth of syllabus.

## **8. Contact Details**

Name of the Principal: Dr. Sanjay B Chordiya

Name of the Institution: Suryadatta Institute of Management & Mass Communication

City: Pune

Pin Code: 411021

Accredited Status: Accredited

Validity Period: 5 years

Work Phone: 020-67901300

Fax: 020-67901333

Website: [www.simmc.org](http://www.simmc.org)

E-mail: [dr.shailesh.kasande@suryadatta.edu.in](mailto:dr.shailesh.kasande@suryadatta.edu.in)

Mobile: +91-9921111099