

Case Simplifier

Students work in structured teams to simplify complex business cases by identifying core problems, key data points, and decision variables. Through collaborative discussion and role-based analysis, they apply critical and analytical thinking to interpret situations and propose logical solutions. This activity strengthens teamwork, reasoning ability, and the application of theoretical concepts to real-world managerial contexts.



Concept Reflection

Concept reflection activities are conducted to enable students to individually analyze core marketing concepts and relate them to real-world business scenarios. Students prepare for the session and demonstrate conceptual clarity, critical thinking, and the ability to connect theory with practical applications. This activity strengthens independent learning, analytical reasoning, and deeper subject understanding among learners.



Peer Tutoring

A peer tutoring session was conducted to support students in understanding core marketing concepts more effectively. Peer tutors explained key topics using simple examples and practical illustrations, making learning more relatable. The session encouraged active interaction, peer-to-peer learning, and concept reinforcement. Faculty guidance ensured academic rigor while fostering a supportive learning environment.



Critical Thinker

Students' critical thinking capabilities are strengthened through the analysis of carefully designed case studies that required them to evaluate complex situations and identify underlying managerial issues. Learners are encouraged to question assumptions, compare alternative solutions, and justify their decisions using theoretical frameworks. This approach enhances analytical depth, evidence-based reasoning, and informed decision-making skills.



Flipped Classroom

Students are provided with curated reading materials, short videos, and case-based resources in advance to prepare them for in-class discussions under the flipped classroom model. Classroom time is then used for group problem-solving, peer discussions, and application-based activities that deepen conceptual understanding. This approach promotes self-directed learning, critical thinking, and active student engagement.



In-class Seminar

Students are assigned well-defined topics in advance and are guided to prepare structured in-class seminars through independent reading and conceptual exploration. During the sessions, students present their understanding, support their viewpoints with examples, and engage in peer discussions to deepen learning. This approach strengthens subject mastery, communication skills, and confidence in articulating academic ideas.



Brain storming and Group discussion

Brain storming and Group discussion for reviewing the literature to conduct research on a particular topic as a part of Research Methodology and Statistical Analysis subject



Presentation of the planned title with sufficient evidence from the review and decision upon framing research questions



Brain storming and Group discussion for reviewing the literature to conduct research on a particular topic as a part of Research Methodology and Statistical Analysis subject

Group Presentations

Group presentations promoted collaborative learning and shared responsibility among students. They enhanced communication, critical thinking, and teamwork, contributing to improved attainment of Course Outcomes and Program Outcomes.



Presentation on Leadership and comparison between two different leadership styles adopted by two leaders

Case building and presentation

This activity engaged students in analyzing real-world problems, structuring solutions, and presenting findings collaboratively. It strengthened critical thinking, problem-solving, and communication skills, leading to improved attainment of Course Outcomes and Program Outcomes.



Case building and presentation by students using existing data from various sources

Outcome-oriented peer introduction activity

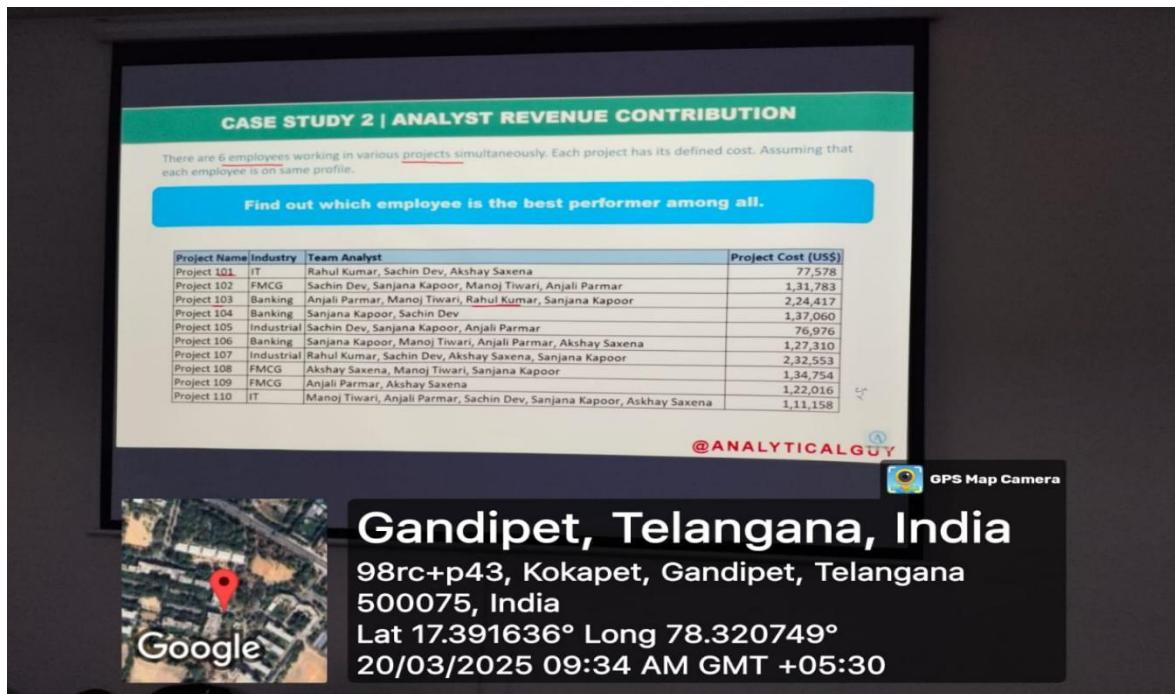
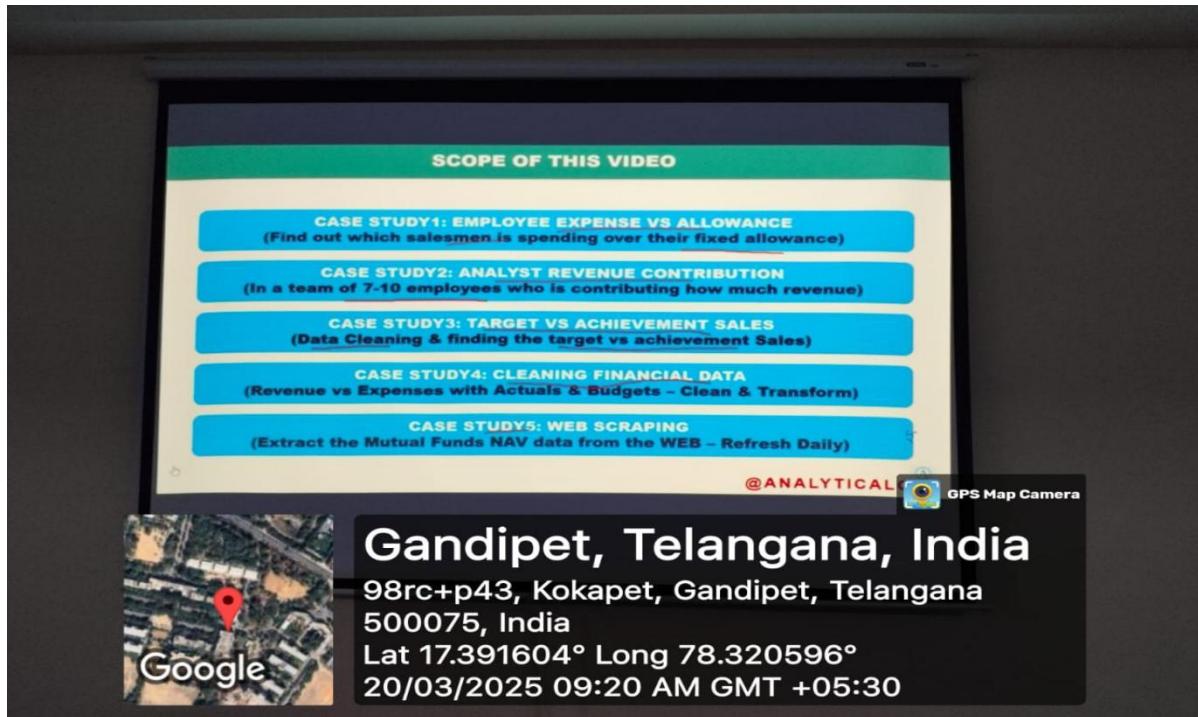
This activity enabled students to introduce themselves while aligning individual goals with team objectives. It fostered ethical collaboration, mutual respect, and cooperative learning, resulting in improved engagement and teamwork aligned with intended learning outcomes.



An introductory activity for introducing students to each other and making them understand importance of self and team goals, without spoiling others work

Case Study solving using Analytics

Students applied analytical tools and data-driven methods to interpret real-world case problems and derive evidence-based solutions. This enhanced analytical thinking, decision-making, and problem-solving skills, contributing to improved attainment of Course Outcomes and Program Outcomes.



CASE STUDY 3 | TARGET VS ACHIEVEMENT SALES

There are 5 Salesmen with their Target and achievement for the months of Apr-22, May-22, Jun-22, Jul-22, and Aug-22.

Create a Flat File to analyse the data.

	Target	Achievement	Target	Achievement
	Apr-22	Apr-22	May-22	May-22
Sahil	258	89	271	101
Aman	243	151	163	104
Manoj	261	248	239	158
Piyush	167	177	97	230
Anant	113	107	289	236

→

Target/Achievement	Month	Salesman	Sale
Target	Apr-22	Sahil	258
Target	Apr-22	Aman	243
Target	Apr-22	Manoj	261
Target	Apr-22	Piyush	167
Target	Apr-22	Anant	113
Achievement	Apr-22	Sahil	89
Achievement	Apr-22	Aman	151
Achievement	Apr-22	Manoj	248
Achievement	Apr-22	Piyush	177
Achievement	Apr-22	Anant	107
Target	May-22	Sahil	271
Target	May-22	Aman	163
Target	May-22	Manoj	239
Target	May-22	Piyush	97
Target	May-22	Anant	289
Achievement	May-22	Sahil	101
Achievement	May-22	Aman	104
Achievement	May-22	Manoj	158
Achievement	May-22	Piyush	230
Achievement	May-22	Anant	236

@ANALYTICALGUY

GPS Map Camera

Gandipet, Telangana, India
A Block Mgit, Kokapet, Gandipet, Telangana
500075, India
Lat 17.391676° Long 78.321089°
20/03/2025 09:50 AM GMT +05:30

CASE STUDY 4 | CLEANING FINANCIAL DATA

There is a summarized data showing the Revenue and Expenses for the month of Nov'22 & Dec'22.

Create a flat file using Automation so that we can perform the analysis using Charts & Graphs.

Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8
		Nov'22		Dec'22			
		Actual	Budget	Variance (\$)	Actual	Budget	Variance (\$)
Revenues	Apple iPhone	39,084	32,627	6,457	31,052	48,303	-17,251
	Apple iWatch	20,563	39,041	-18,478	32,949	34,706	-1,757
	Apple MacBook	36,768	34,250	2,518	48,723	40,360	8,363
	Total Revenues	96,415	105,918	-9,503	1,12,724	1,23,369	-10,645
Expenses	Cost of Goods Sold (COGS)	18,603	20,249	-1,646	22,755	20,856	1,899
	Employee	18,850	16,339	2,511	16,453	15,204	1,249
	Other Operations	16,304	21,896	-5,592	18,450	16,318	2,132
	Total Expenses	53,757	58,486	-4,727	57,658	52,378	5,280
	Net Income	42,658	47,434	-4,776	55,066	70,991	-15,925

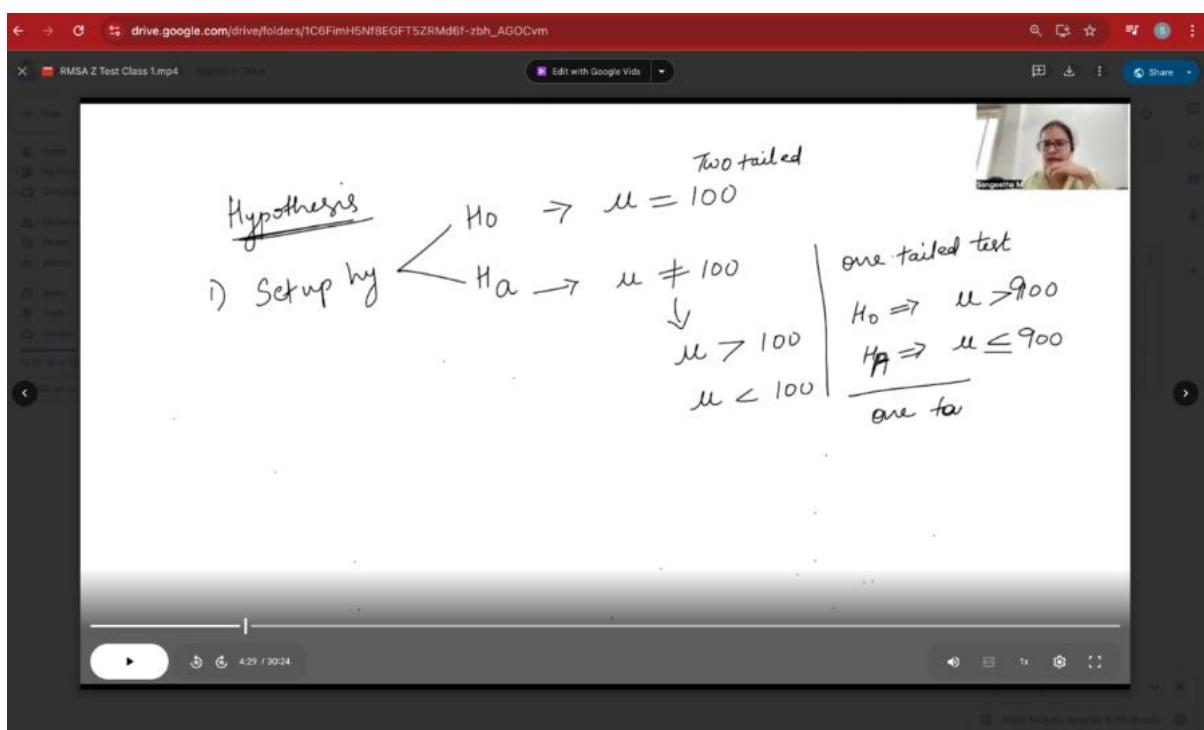
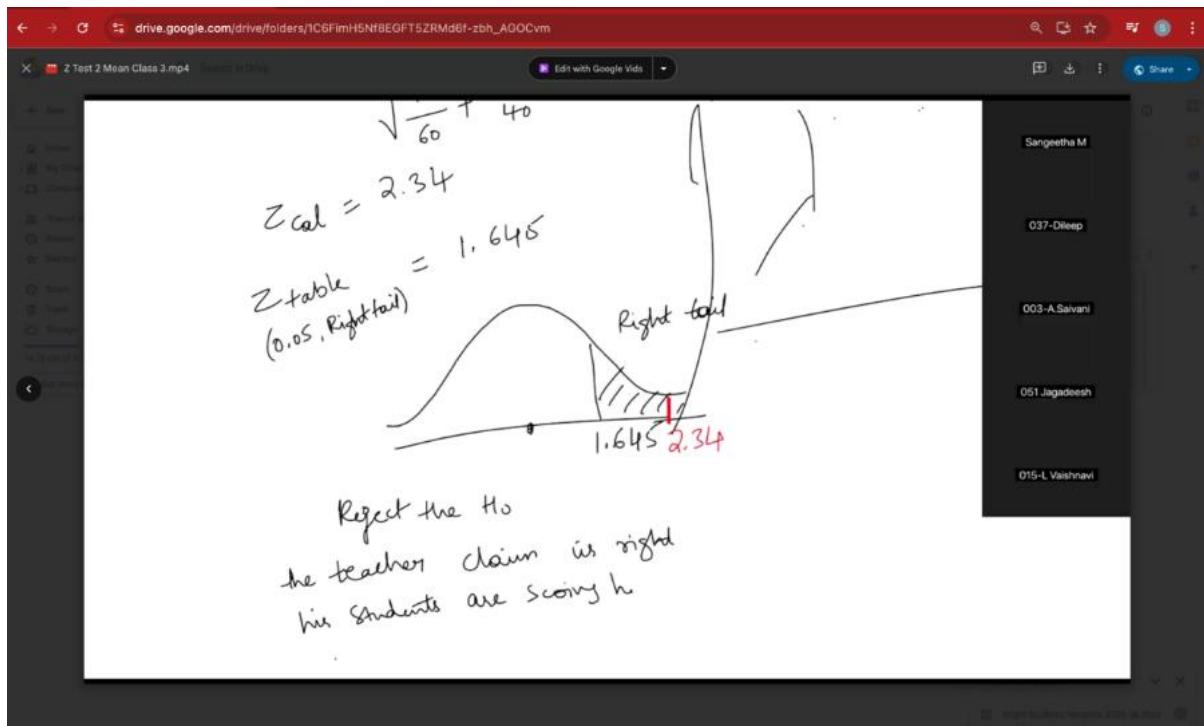
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GPS Map Camera

Gandipet, Telangana, India
98rc+p43, Kokapet, Gandipet, Telangana
500075, India
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Use of ICT Tools for teaching quantitative papers and labs

A pen tablet is a highly effective ICT tool for teaching statistics, as it allows me to write, draw, and annotate directly on the screen with ease. It helps in explaining step-by-step statistical calculations such as mean, median, mode, standard deviation, correlation, and regression, just as smoothly as writing on a traditional board.



BC-LAB-UNIT-1

Communication networks
Communication flows
Features of Professional Communication
Technology enabled communication

Power Point Presentations for Business Communication (BC) Lab

IELTS Listening Practice Tests

IELTS Listening test 5 (40 questions)

IELTS Listening test 6 (40 questions)

Web Pages: BC-Lab-British Council –Listening Exercises

PDCG-UNIT-4

Psychometric Assessments for Job Applications

Personality Development and Career Guidance Lab Exercise - Personality Tests web links

REPORT WRITING

<https://www.youtube.com/watch?v=860LtRxP3rw>

- **Meaning:** A formal business report is an official document that contains data, research, information and other necessary details to help decision-makers form plans and objectives to help the company.
- **Business report** is an impartial, objective, planned presentation of facts to one or more persons, for specific significant business purpose.
- The report facts could relate to events, conditions, qualities and progress results, products problem and suggested ideas.

• Depending on the topic, a formal business report could be several

• include extensive data and information.



Lavanya Sama

Report Writing | How to write a Report | Format | Example | Blood Donation Camp

HEADING

Place Reported By/By : **Name** (Designation)

Date

Body

✓ **Introduction**

1st Line : What? → Who? → When? → Where? ←

2nd Line: Why? ←

3rd Line: Volunteer's participation

✓ **Main Content**

How the event started and what were the highlights of the event. ←

✓ **Conclusion**

Summarize the end of the event with a positive note

Alternate Assessment Tools/In-Class Assessments

Psychometric personality tests and structured group discussions were used to assess learning beyond conventional examinations. These tools evaluated application, communication, and behavioral competencies, leading to improved student performance and engagement.



Psychometric Tests-Personality tests for Personality Development and Career Guidance lab (Assignment-1)



Group discussion: Class participation assessment for Performance and Compensation Management

Innovative Teaching Methods/ Active Learning Strategies

Innovative teaching strategies were adopted to promote active learning and achieve positive outcomes. Role play and management games were utilized to simulate real workplace decisions and assess class participation through collaborative, experiential activities. Situational analysis helped students connect their personal skills with professional contexts.



Role Play for Performance and Compensation Management Course



Management games for Performance and Compensation Management to assess Class participation

PERSONALITY DEVELOPMENT & CAREER GUIDANCE

Unit 3: Assessment Workplace Ethics Activity

Making Informed Ethical Decisions(Situational analysis)

Dear students,

You are instructed to follow the steps below for making ethical decisions. Each group should select a feasible alternative and be prepared to discuss their reasoning for selecting that alternative with the class. Other groups should challenge the decision and give appropriate feedback.

Allotment of cases:

TEAM 1&2: CASE-# TEAM 3&4: CASE-2
TEAM 5, 6 & 7: CASE-3 TEAM 8,9 &10: CASE-4
TEAM 11& 12: CASE-5

Scenarios: For all scenarios, assume you are employed by Best Computer Systems, a large computer manufacturing company with approximately 1000 employees. The company is located in a large metropolitan area.

CASE 1: Lorna is an administrative assistant in the Human Resources Department. Her good friend, Bill, is applying for a job with the company and she has agreed to serve as a reference for him. Bill approaches her for advice on preparing for the interview. Lorna has the actual interview questions asked of all applicants and considers making him a copy of the list so he can adequately prepare.

mail messages to his friends and relatives until he gets the knack of it. He is caught up on all his work and only has 30 minutes left to work today. His supervisor left early.

CASE 4: Richard and Conway are talking in the hallway about the employee benefits program. Conway, who has had some recent financial trouble, explains to Richard how the benefits program has a loophole that will allow him to receive some financial assistance that he really needs to help pay health care costs for his mother. Cathy, a fellow worker, overhears the conversation. Later, Cathy is approached by her supervisor who says he heard a rumor that some people were taking advantage of the company benefits program.

CASE 5: Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the associates. Her son, Bruce, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key nor do they keep track of copies made by departments.

Steps for Making Ethical Decisions

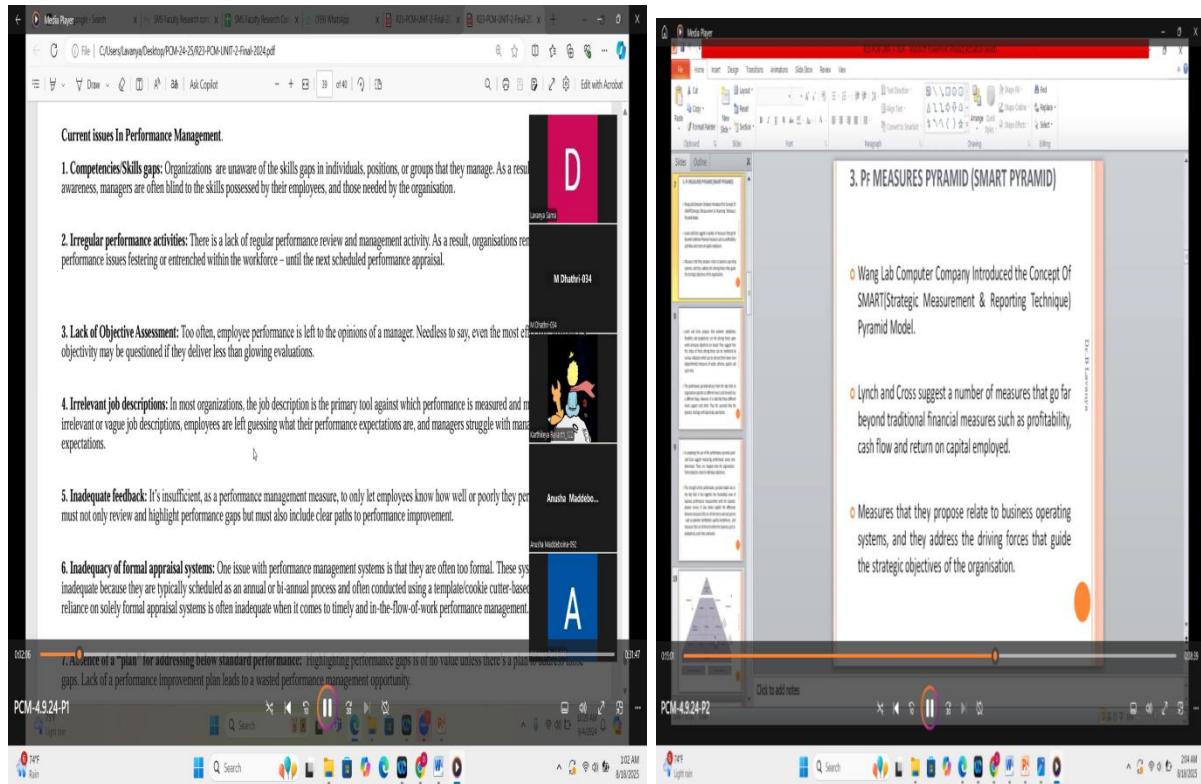
1. Identify the ethical issue or problem.
2. List the facts that have the most bearing on the decision.
3. Identify anyone who might be affected by your decision and how.
4. Explain what each affected person would want you to do about the issue.
5. List three alternative actions and identify the best and worst case scenario for each alternative, anyone who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative, and any automatic reasons why this alternative should not be selected.

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Situational Analysis for Personality Development and Career Guidance Lab

Content Development

Management games and situational analysis activities were used to actively engage students in applying concepts from Performance and Compensation Management and Personality Development. These strategies strengthened practical understanding, decision-making, and class participation, resulting in higher engagement and improved learning effectiveness.



Video Lectures for Performance and Compensation Management Course