



RAMCO INSTITUTE OF TECHNOLOGY

Approved by AICTE, New Delhi & Affiliated to Anna University

Accredited by NAAC & An ISO 9001: 2015 Certified Institution

NBA Accredited UG Programs: CSE, EEE, ECE and MECH

Department of Electronics and Communication Engineering

Academic Year: 2024-2025 (Odd Semester)

Active Learning Description for Unit-I

Degree, Semester & Branch: VII Semester B.E. ECE B

Course Code & Title: GE3751 Principles of Management

Name of the Faculty member: Mr.B.Kannan

Name of the Topic	Name of the Innovative Practice	Date & Duration
System and Contingency Approaches	Mind Map	05.08.2024 (10 Minutes)

Description:

- Mind maps activity enable quality engineering teams to construct a visual framework to aid in analysis and memory by providing a simple approach to generate concepts and ideas. They are often built around a single notion, rendered as a picture, and accompanied by representations of related concepts and relationships.

Goals (Learning Outcomes):

- The students will be able to describe the system and contingency approaches.

Use of Appropriate Method:

Justification for choosing the following Activities:

- It is a graphical way to represent large information into a useful knowledge base and also helps in connecting the knowledge base with real time scenario. This facilitates the students to build better and new ideas.
- Mind map is a useful pictorial thinking tool, which is simple and effective. They show the relationship and hierarchy between ideas through visuals.

Effective Presentation: (Implementation (Plan & Execution) with Proof):

- The mind map teaching method helps students organize concepts rapidly for abstract courses with high memory requirement.
- Students will use their learned topic to complete and extend their mind map task.

Mind Map for System and Contingency Approaches on 05.08.2024 (10 Minutes)



Competency and COs	POs and PSOs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CE15.1	-	-	-	-	-	-	L	L	-	H	-	L	-	-	-

CO1: The students will be able to explain the evolution of management, different types of organization, and current trends in management..

References:

- ❖ Stephen P. Robbins & Mary Coulter, "Management", Prentice Hall (India) Pvt. Ltd., 10th Edition, 2009.
- ❖ <https://theintactone.com/2019/04/12/pom-u1-topic-5-systems-and-contingency-approaches/>



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Active Learning Description for Unit-II

Degree, Semester & Branch: VII Semester B.E. ECE B

Course Code & Title: GE3751 Principles of Management

Name of the Faculty member: Mr.B.Kannan

Name of the Topic	Name of the Innovative Practice	Date & Duration
Decision Making Steps	Rabbit Quiz	27.08.2024 (10 Minutes)

Description:

- This Rabbit Quiz is designed as an interactive and educational classroom activity to engage students in learning. This activity is perfect for creating a dynamic learning environment, encouraging participation, and fostering teamwork.

Goals (Learning Outcomes):

- The students will be able to understand the decision making steps.

Use of Appropriate Method:

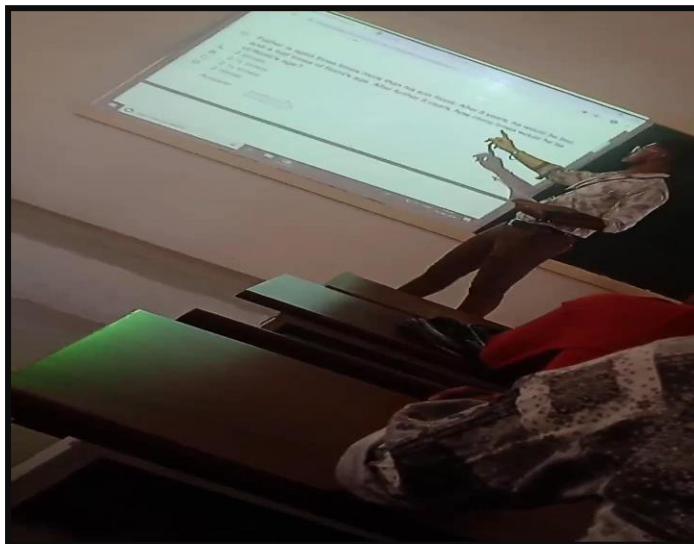
Below are the key reasons why this activity is well-suited for classroom settings:

- Active Learning through Engagement
- Cross-Curricular Learning
- Teamwork and Collaboration
- Adaptability and Flexibility
- Engaging Visual and Auditory Learners

Effective Presentation: (Implementation (Plan & Execution) with Proof):

- For abstract courses with high memory needs, the rabbit quiz teaching style facilitates quick concept organization on the part of the students.
- Students will finish and improve on their rabbit quiz assignment using the material they have covered.

Rabbit Quiz for System and Decision Making Steps on 27.08.2024 (10 Minutes)



Competency and COs	POs and PSOs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CE15.2	-	-	-	-	-	-	L	L	-	M	-	L	-	-	-

CO2: *The students will be able to describe the planning process and explain the types of strategies in order to make rational decisions.*

References:

- ❖ *Stephen P. Robbins & Mary Coulter, "Management", Prentice Hall (India) Pvt. Ltd., 10th Edition, 2009.*
- ❖ *<https://asana.com/resources/decision-making-process>*



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Academic Year: 2024-2025 (Odd Semester)

Active Learning Description for Unit-III

Degree, Semester & Branch: VII Semester B.E. ECE B

Course Code & Title: GE3751 Principles of Management

Name of the Faculty member: Mr.B.Kannan

Name of the Topic	Name of the Innovative Practice	Date & Duration
Job Design	Idea Framing	11.09.2024 (10 Minutes)

Description:

- Student teams were created for the topic, and one of the team members was to represent the team and deliver the idea of the topic to the rest of the students.

Goals (Learning Outcomes):

- The students will be able to describe the job design technics.

Use of Appropriate Method:

Below are the key reasons why this activity is well-suited for classroom settings:

- Idea framing helps students focus on the central ideas or themes of the topic
- Encourages students to analyze, question, and apply concepts.
- Formative assessments can be built into activities to provide timely feedback, allowing for adjustments to teaching before summative assessments.
- Encourages students to actively participate and explore concepts more deeply, making the learning process more dynamic and engaging.

Effective Presentation: (Implementation (Plan & Execution) with Proof):

- Identify the key idea or concept
- Introduce the key idea
- Engage students with activities
- Facilitate reflection and discussion

Idea Framing for job design on 11.09.2024 (10 Minutes)



Competency and COs	POs and PSOs														
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CE15.3	-	-	-	-	-	-	L	L	-	M	-	L	-	-	-

CO3: The students will be able to elaborate different organization structures and steps in an effective human resources management.

References:

- ❖ Stephen P. Robbins & Mary Coulter, "Management", Prentice Hall (India) Pvt. Ltd., 10th Edition, 2009.
- ❖ <https://www.studysmarter.co.uk/explanations/business-studies/human-resources/job-design/>
- ❖ <https://ebooks.inflibnet.ac.in/mgmt01/chapter/job-design/>



Department of Electronics and Communication Engineering

Academic Year 2024 - 2025 (Odd Semester)

Innovative Practice Description

Degree, Semester & Branch: VI Semester B.E. ECE B

Course Code & Title: GE3751 Principles of Management

Name of the Faculty member: Mr.B.Kannan

- **Unit/Topic:** Unit-IV/Theories of Leadership
- **Course Outcome:** CO 4
- **Topic Learning Outcome:** TLO 13
- **Activity Chosen:** Hobnob Group
- **Justification:**

Leadership theories seek to explain how and why certain people become leaders. Such theories often focus on the characteristics of leaders, but some attempt to identify the behaviors that people can adopt to improve their leadership abilities in different situations.

- **Time Allotted for the Activity:** 50 Minutes
- **Details of the Implementation:**

(i) Materials for the Activity:

The materials for the preparation of the students were shared one week before through LMS Canvas. Including the material, students were asked to refer to the web content also.

(ii) Formation of Groups:

As per the number of sub-topics, student groups were created as below:

- Number of sub-topics: 07
- Class Strength: 41
- Number of groups: 07
- Members per group: 06 (One group alone comprise of 5 members)

(iii) Topic Allocation:

For seven sub-topics, students were divided into seven groups, and topics were allotted in advance. The students must prepare a 10-minute presentation, including the topic learned, 3 minutes for questions and answers, and a description of each member's participation.

(iv) Topic Delivery:

From each group, one person joined the other group to disseminate the topics learned. The students have to answer questions from other group members.

- **CO – PO / PSO mapping:**

CO	PO8	PO9
CO3	1	1

• **PO / PSO mapped:**

Innovative practice	PO8	PO9
	1	1
Justification for correlation	Students groups are asked to prepare the presentation individually with ethical aspects.	As team students prepare a topic for the innovative activity, it enables the students to learn and diverse the content as an individual and as a team. Thus, the course outcome is mapped at level 1.

• **Images / Screenshot of the practice:**



• **Reflective Critique:**

❖ **Feedback on practice from students and other stakeholders:**

- This activity helps to share the topics simultaneously among all groups.
- They believed that this form of exercise boosted their conscientious abilities.
- It aids in the development of effective communication skills and active learning.

❖ **Benefits of the practice:**

- It created an opportunity for the students to deliver their topics to other members of the group.
- Knowledge sharing on different topics within 50 minutes is possible through this activity.
- All students actively participated without hesitation.

❖ **Challenges faced in implementation:**

- A few students hesitated to express the learned topics because of the group shifting from parent groups to other groups.
- Extra time was taken to rearrange themselves to form a new group.
- A few groups asked for extra time for preparation.

• **Organising a Hobnob activity:**

Step 1: Divide the class into ‘expert’ groups of four to six learners (keeping the groups the same size as far as possible). Ask the learners within each group to number themselves one to four (or one to six).

Step 2: Give each group a section of text or information. The group should spend some time reading, discussing and helping each other to understand the text or information.

Step 3: Learners, who are now ‘experts’ on the own section of text or information, then move into ‘Hobnob’ groups, with a shared number, i.e. all the number ones work in a group, all the number twos work in another group, etc.

Step 4: Each ‘expert’ learner in turn shares with their ‘Hobnob’ group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding.

Step 5: The ‘Hobnob’ group together complete a task which requires them to understand all of the information shared by each ‘expert’. This could be anything that requires each learner to contribute their piece of expert knowledge: filling in a grid or table, completing a diagram, designing a poster, devising a role play.

• **References:**

Book Title/ Author/ Publisher/ Edition	Page No.
1. Stephen P. Robbins & Mary Coulter, “Management”, Prentice Hall (India) Pvt. Ltd., 10th Edition, 2009.	622-630
2. Tripathy PC & Reddy PN, “Principles of Management”, Tata Mcgraw Hill, 1999.	342-363
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