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Sl. No.	Tri	Name of the Initiative	Course	Expected Outcomes	Evaluation Method and Techniques	Brief Note
1	I	Moot Court	Legal Environment of Business	The courtroom was conducted in two sessions (morning and evening). Our graduates will learn the compliance requirements for conducting and managing business activities in general and also evaluate the legal environment, identify the issues and alternatives to arrive at the best possible solution for a given business problem in its legal environment. It was conducted as part of the Experiential Learning concept.	The understanding of the case and problem solving is essential. Legal case briefing was provided to students, and students need to enact role play and conduct the proceedings of the court. They worked in groups either as prosecution or as defence. Grading was based on the arguments, legal terms used, procedure followed and style of presentation. (Content related to Module V).	Students learn for experience and they analyse the case from different point of view. The facts, in brief, is given to the present Appeal and defend it. E.g., Fair competition in market. It is the case of the Plaintiffs that the impugned Television Commercials (For short 'TVCs') advertised by Defendant had an effect of disparaging the frozen desserts. It is the case of the Plaintiff that in the said TVCs, it is shown that the product of the Defendant is manufactured by using 100% milk whereas the Plaintiff's frozen desserts are manufactured by using Vanaspati. In this background, the Plaintiff has filed the suit to restrain Defendant from (i) telecasting or broadcasting or otherwise howsoever communicating to the public through Television Commercials or any part thereof, or any other advertisement of a similar nature in any language, (ii) disparaging or denigrating the Plaintiff's products (including frozen desserts manufactured and

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						/ or sold under the said brand), or the Plaintiff's business in any manner whatsoever.
2	I	Aap Ki Adalat (Brutal Truth Series)	Legal Environment of Business	This exercise is different from the guest talks, here it is more STUDENT CENTRIC, where the speaker answers to the questions asked by the students and the moderator serves only as facilitators. The primary focus is on the students.	1. Student briefing about the exercise 2. Providing materials for the question preparation 3. Moderating the questions (one day prior to the talk) 4. Relevance and its implications to be discussed on the day of the event. 5. Feedback after the session	***Equality in medical care and Labour laws.*** Many a time we have some questions which are not answered in the classroom and the students need a space for discussing these questions that intrigues their mind. To encourage CRITICAL THINKING ability, we need to go beyond the boundaries of the classes and incorporate the practitioners who can give a different perspective to the subject.
3	IV	One day Entrepreneur	Entrepreneurship and Family	The students should identify and create business	1. The Idea, name of company,	Students ran a business without eternal involvement for one day.

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			Business Management	opportunities, have a keen eye for identifying gaps or opportunities in the market by experiencing it while learning	and logo with tagline creation. 2. The Marketing strategy used i.e., direct marketing, social media marketing and orient media. 3. Revenue generation, operational cost and profit.	The waste management was also be done by the students. Mode: In groups Time: 9AM to 4:45 (including setup and waste management) Students set up the stalls and started the business in the morning. 4:30 PM was closing time and evaluation was done at 4:45 PM.
4	IV	Shark Tank Rajagiri	Entrepreneurship and Family Business Management	They observe trends, consumer needs, and emerging technologies to uncover potential business ideas. The students introduce innovative ideas and approaches to adapt to new market trends and	1) The Idea, name of company, and start up innovation. 2) While the activity entrepreneur for a day aims at small business ideas, start-up pitch is about making a plan which is innovative and	starting from COE, marketing head, Operation head etc. and make a start-up plan along with a revenue model. Example: An app that provides real-time bus tracking, updated schedules, timely alerts, and convenient booking, transforming the chaotic Kerala KSRTC bus experience into a hassle-free and efficient journey for passengers.

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				technological and innovation.	scalable. There is no limit to number of slides but each group got 10 mins for the pitch. (Incorporating prototype adds extra marks).	• Real-time Bus Tracking • Updated Timetables • Crowd-sourced Data • Alerts and Notifications • Seamless User Experience • Booking and Ticketing
5	V	Application of AHP in analysis of Player Actions	Creative Problem Solving	Applying AHP techniques in real life situation- Ability to use it for effective decision making.	It was an individual assignment and class participation marks were awarded based on the marks scored in this assignment. Students had to maintain a field observation note noting down the actions taken by the members of the team assigned to them. Whenever a goal is scored the sequence of actions which led to the	1. Define the Goal: ○ Field goals are scored through two types of player actions: lone ranger (a player mostly acting alone) and group actions (many individuals involved in the scoring action sequence). The goal is to determine the most effective player actions leading to successful field

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					field goal was analysed to identify the more effective method. Students had to identify criteria and sub-criteria (guidelines and examples were provided to them). They had to do the pairwise comparison to arrive at a final score for the two actions (Lone Ranger Action & Group Action).	goals. You will observe all what happens in between two field goals scored by your assigned team and note down the details in a notebook. 2. Identify Criteria: ○ Establish the criteria that influence the effectiveness of player actions. Examples include: ▪ Accuracy of Passes ▪ Defender Density ▪ Player Fatigue ▪ Game Context (e.g., leading or trailing, time remaining)

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						▪ Decision-Making Speed 3. Sub-Criteria: ○ For each main criterion, identify sub-criteria if necessary. For example: ▪ Accuracy of Passes: Success rate, number of successful passes. ▪ Defender Density: Number of defenders, positioning. ▪ Player Fatigue: Fresh or tired, minutes played. 4. Pairwise Comparison: ○ Students compare the criteria and

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						sub-criteria pairwise, assigning weights based on their importance. For instance, if you believe "Accuracy of Passes" is more important than "Player Fatigue," you will assign higher weight to it. 5. Calculate Weight Scores: o Use the pairwise comparison matrices to calculate the weight scores for each criterion. These scores will help prioritise the actions. 6. Evaluate Player Actions: o Analyse each player action (lone ranger and group actions) by rating them against the identified criteria and sub-criteria.

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						○ Calculate the overall score for each action based on the weighted criteria.
6	III	Using movie clippings for understanding the concepts	Positive Psychology for Managers	Understanding and retaining the concepts	Based on student reflection	A suitable movie scene will be selected related to the concept being discussed in the class. It will be shown (with sub title) in the respective session. Students will be asked to relate and reflect the concept we discuss. This will increase the attention, engagement and class participation of the students.
7	IV	Google Ads for Marketing Campaign	Digital Marketing	Students will be able to think digital marketing in organisation's perspective and provide various alternatives which will be helpful for attainment of organisation's objective in dynamic business environment.	Based on the quality, creativity, relevance, and strategic alignment of the campaigns, as well as a review of key metrics and insights provided by students. The initiative significantly enriched students' practical understanding of digital marketing	The primary objective of this initiative was to enable students to generate practical, alternative solutions to real marketing challenges by designing and managing a Google Ads campaign. Each student was tasked with conceptualising a campaign for a chosen product or service, including defining target audiences, selecting keywords, creating ad copies, and setting campaign goals aligned with organisational objectives. This initiative encouraged students to

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					tools and strategy development.	think from an organisation's perspective in a dynamic and competitive digital environment. It enhanced their problem-solving abilities by requiring them to make data-driven decisions and optimise campaigns for better reach and performance.
8	IV	News-based analysis	Digital Marketing	Students will be able to understand opportunities and challenges in digital marketing by keeping mind its business and social implication	Based on Presentation and Assignment submitted	Digital marketing is one of the fastest-evolving fields today, constantly influenced by new tools, technologies, and consumer behaviour. To help students stay updated and think critically about these changes, each of them picked a recent news story relevant to the digital marketing space. They then analysed the story, reflected on its impact in the market, and imagined how a company might respond if they were in a competitor's shoes. This exercise encouraged students to look beyond textbooks and start thinking like marketers. It challenged them to evaluate trends, anticipate changes, and consider real business implications. Most importantly, it helped them understand that

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						being successful in digital marketing isn't just about knowing the tools—it's about staying curious, thinking strategically, and being ready to adapt in a constantly shifting environment.