

**GOVERNMENT COLLEGE (A), RAJAHMUNDRY**

**DEPARTMENT OF COMMERCE**

**REPORT ON  
BEST PRACTICES**

**ACADEMIC YEAR: 2025-2026**



**Co-ordinator  
IQAC  
Govt. College (A)  
RAJAHMUNDRY**

## REPORT ON BEST PRACTICES

DEPARTMENT: COMMERCE

ACADEMIC YEAR: 2025-2026

**Title of the Practice:** Experiential and Skill-Based Learning Initiatives in Commerce and Management

### Objectives:

The department aims to bridge the gap between theoretical knowledge and practical application through innovative teaching practices. The key objectives include:

- To enhance student engagement and participation
- To develop analytical, managerial, and decision-making skills
- To promote industry readiness and employability
- To encourage peer learning and collaborative work culture
- To improve academic performance through activity-based learning

### The Context

Traditional classroom teaching often limits practical exposure. To overcome this, the department introduced structured activities such as:

- BIZ CONNECT
- Management Games
- Match the Accounting
- Case Study Presentation
- Apprenticeship Sensitization Programme

These practices ensure active learning, industry orientation, and concept clarity among students.

### Description of the Practice

#### 1. BIZ CONNECT

##### Description:

BIZ CONNECT is an interactive platform where students connect academic concepts with real-world business practices.

##### Activities Conducted:

- **Blow & Pass** : Emphasizing teamwork, coordination, trust and Non Verbal Communication
- **Flour & Frenzy**: Focusing on Planning, precision, resource management and collective responsibility.

##### Outcome:

- To enhance Communication, leadership, teamwork and decision making skills among students
- Enhanced communication and networking skills

## **2 .Management Games**

### **Description:**

Simulation-based games designed to develop managerial skills.

### **Types of Games:**

- Decision-making games
- Team-building activities
- Problem-solving simulations

### **Outcome:**

- Development of leadership qualities
- Improved teamwork and coordination
- Better strategic thinking

## **3. Match the Accounting**

### **Description:**

An innovative activity to simplify accounting concepts through matching exercises.

### **Method:**

- Matching accounting terms with definitions
- Linking transactions with appropriate accounts
- Practical worksheets and competitions

### **Outcome:**

- Strengthened conceptual clarity in accounting
- Increased student interest in numerical subjects
- Improved academic performance

## **4. Case Study Presentation**

### **Description:**

Students analyze real-life business cases and present solutions.

### **Process:**

- Case allocation to student groups
- Research and analysis
- Presentation using ICT tools

### **Outcome:**

- Enhanced analytical and critical thinking skills
- Development of presentation skills
- Exposure to real business scenarios

## **5. Apprenticeship Sensitization Programme**

### **Description:**

A programme aimed at creating awareness about apprenticeship opportunities and industry exposure.

### **Activities:**

- Awareness sessions on apprenticeship schemes
- Interaction with industry representatives
- Guidance on skill development and internships

### **Outcome:**

- Increased student participation in internships
- Improved employability skills
- Better understanding of workplace expectations

## Impact of the Practice

- Shift from teacher-centered to student-centered learning
- Improved communication, leadership, and analytical skills
- Enhanced industry readiness
- Creation of a dynamic and interactive learning environment

## Conclusion

The Department of Commerce and Management has successfully implemented innovative best practices. These initiatives have significantly contributed to holistic student development, academic excellence, and career readiness.

*Pr. Satyanshu*  
Lecturer in charge  
Dept. of Commerce

**EVIDENCE OF THE ACTIVITIES**

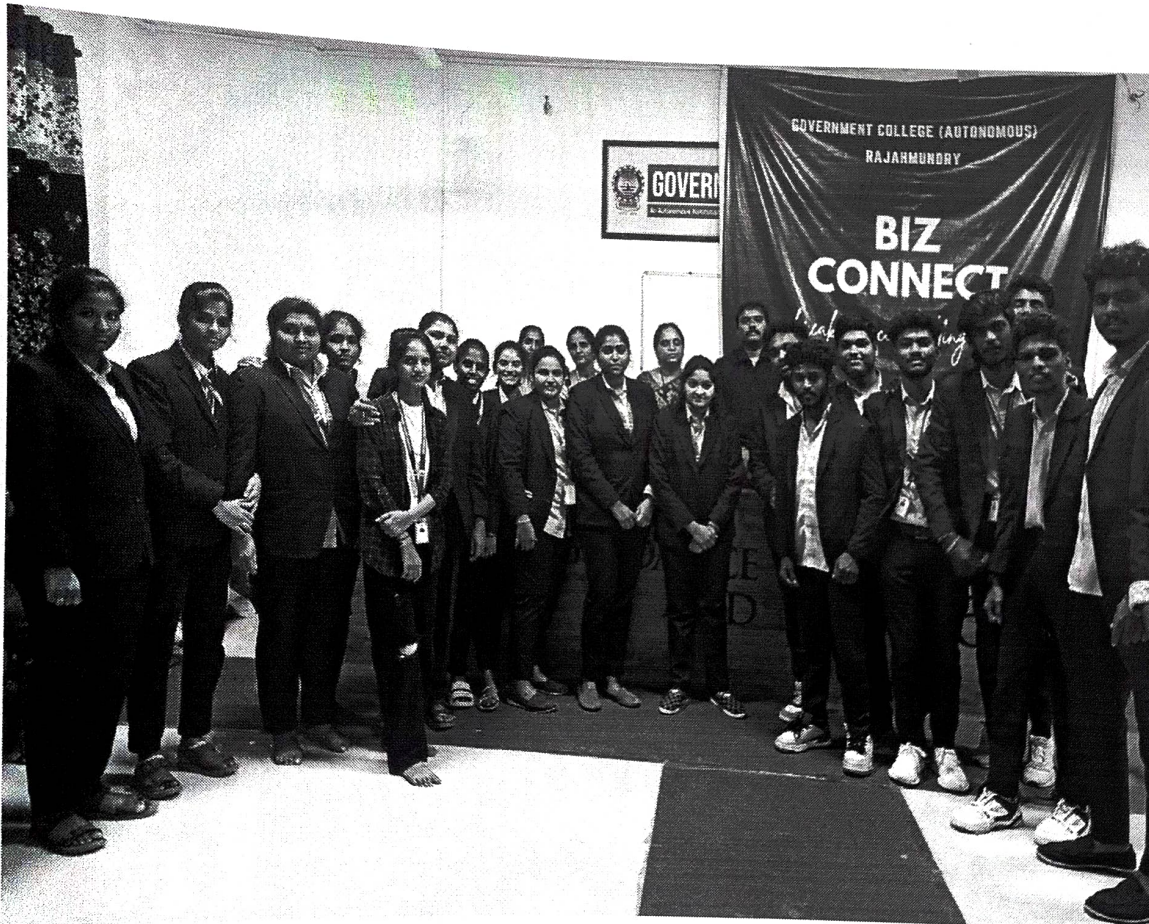
# BEST PRACTICE

## BIZ CONNECT – Breaking Ice, Building Bonds through Experiential Learning

### Objectives of the Practice:

The primary objectives of *BIZ CONNECT* are:

1. To promote healthy and meaningful interaction between junior and senior students
2. To strengthen the understanding of management concepts through experiential and participative learning
3. To enhance communication, leadership, teamwork, and decision-making skills among students
4. To encourage peer learning and collaborative academic engagement
5. To prepare students for professional and corporate environments through practical exposure



### The Context:

Management education emphasizes the development of practical skills alongside theoretical knowledge. However, conventional classroom teaching often limits opportunities for students to apply concepts such as leadership, coordination, communication, and problem-solving in real-time situations.

The Department of Commerce and Management identified the need for a structured platform that could bridge this gap while also fostering junior–senior interaction and a

positive academic culture. In response, *BIZ CONNECT – Breaking Ice, Building Bonds* was introduced as a student-centric experiential learning initiative, aligned with outcome-based education and NAAC's focus on innovative teaching-learning practices.

### The Practice

*BIZ CONNECT* is an academic and interactive programme organised by the II BBA Honours students of the Department of Commerce and Management, Government College (Autonomous), Rajahmundry, under the guidance of Dr B Prathima, Convenor of Program, faculty and student coordinators.

The programme is designed around the theme “**Interaction through Experiential Learning**”, where management concepts are taught using activity-based and fun-oriented methodologies. Senior students take responsibility for planning, coordination, and execution, while junior students actively participate and learn through experience.

The idea for the programme was conceptualised by Dr. B. Prathima, following which the students took ownership and transformed it into a structured academic event. The facilitation, coordination, and necessary approvals for conducting the programme were carried out by *Dr. B. Prathima, Smt. T. Maniratnam, and Smt. Prashanthi Kumari*, ensuring effective planning and successful implementation of the initiative.

The programme includes structured activities such as:

- **Blow and Pass** – emphasizing teamwork, coordination, trust, and non-verbal communication
- **Flour and Frenzy** – focusing on planning, precision, resource management, and collective responsibility
- **Blindfold Blitz** – developing communication, leadership, decision-making, and time management under constraints
- **Ramp Walk (Professional and Business Attire Showcase)** – enhancing professional grooming, confidence, body language, and corporate etiquette

A total of **60 students** participated in the programme. Faculty members acted as mentors and observers, providing guidance and feedback. The programme also included student performances, creating an engaging and inclusive learning environment.

### Evidence of Success:

The success of *BIZ CONNECT* is evident through the following outcomes:

- Active participation of 60 students
- Improved communication and interpersonal skills among participants
- Enhanced confidence and leadership qualities
- Better understanding of management concepts through practical application
- Stronger junior-senior bonding and peer learning culture
- Positive student engagement and enthusiastic response

Feedback from students indicated increased motivation, improved teamwork, and greater clarity in understanding managerial concepts.

### **Problems Encountered and Resources Required**

#### **Problems Encountered**

- Initial hesitation and stage fear among junior students
- Time management challenges during activity execution

These challenges were addressed through faculty mentoring, peer encouragement, and structured coordination.

#### **Resources Required**

- Minimal and low-cost materials (balloons, disposable cups, cards, blindfolds)
- Classroom / seminar hall infrastructure
- Faculty guidance and student coordination

### **Impact of the Practice**

The programme has had a significant impact on student learning and development:

- Fostered experiential and participative learning
- Strengthened employability-related soft skills
- Encouraged leadership, responsibility, and teamwork
- Bridged the gap between theoretical learning and real-world application
- Created a positive, inclusive, and student-driven academic culture

#### **Sustainability**

*BIZ CONNECT* is a low-cost, scalable, and sustainable practice. It can be conducted annually with minimal resources and adapted to different student groups and disciplines. The student-led model ensures continuity and ownership, making the practice sustainable over time.

*BIZ CONNECT – Breaking Ice, Building Bonds* stands as an effective NAAC Best Practice that integrates experiential learning with student engagement and skill development. The initiative demonstrates the institution's commitment to innovative teaching-learning processes, holistic student development, and outcome-based education.

# Management Games

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UNDER DEPARTEMENT OF COMMERCE &  
MANAGEMENT

SUBMITTED TO Sri.M.Y.NAIDU

BY ORGANISERS THANUJ ALLADA AND DHANUSRI |



# GOVERNMENT COLLEGE

RAJAHMUNDRY, ANDHRA PRADESH | **AUTONOMOUS**  
ISO - 21001 : 2018, ACCREDITED BY - NAAC - A+  
AFFILIATED TO ADIKAVI NANNAYA UNIVERSITY

## MANAGEMENT GAMES

By

**2<sup>nd</sup> BBA [DIGITAL MARKETING]**

ORGANISED BY

**THANUJ ALLADA & DHANUSRI**

UNDER THE GUIDANCE OF

**M.Y.NAIDU**

ACADAMIC YRAR 2025-2026

SEMESTER – 3

CONDUCTED DATE: 12/8/2025

**SUBMITTED TO**

Sri.M.Y. NAIDU

LECTURAL OF DEPARTEMENT OF COMMERCE

## **Acknowledgement and Special Thanks**

It gives us immense pleasure to present this report on the Management Games organized in our Arts College. We take this opportunity to express our gratitude to all who supported and encouraged us in making this activity a successful one.

We would like to place on record our sincere thanks to Arts College Management for permitting and encouraging students to conduct such practical activities. Their continuous support towards student-led initiatives has given us the freedom to experiment, learn, and grow.

A very special thanks is dedicated to our respected Naidu Sir, who not only guided us in planning this activity but also inspired us to take it up with confidence. His constant encouragement, valuable advice, and faith in our abilities motivated us to organize this event with full commitment. Without his vision and support, this activity would not have been possible.

## **Introduction**

As part of the BBA Digital Marketing course, practical exposure to management principles is as important as theoretical learning. Management is not only about reading concepts in textbooks but also about applying them in real-life situations. To bridge this gap, we organized a classroom activity called Management Games.

The primary objective of these games was to:

1. Encourage active participation of students in management-related activities.
2. Build teamwork, leadership, and coordination skills among students.
3. Provide experiential learning through fun, competitive, and challenging tasks.
4. Develop presence of mind, time management, and decision-making abilities.

This report explains in detail the process of conducting the activity, the roles of the organizers, the teams and their leaders, the various levels of games played, and finally the outcomes and feedback

## About the Organizers



The Management Games were organized by Allada Thanuj and DhanuSRI, students of BBA Digital Marketing.

Being the first activity ever conducted in our class, the responsibility of organizing was not an easy task. However, both organizers came forward voluntarily and with great enthusiasm. Their role went beyond simply conducting games. They were actively involved in:

**Planning:** Designing the structure of three levels, ensuring fairness, and selecting suitable games that would test knowledge and management skills.

**Preparation:** Creating materials such as puzzle pieces, accounting slips, PPT slides, envelopes, and arranging the classroom setup.

**Coordination:** Managing six teams, explaining the rules clearly, and ensuring every participant understood their roles.

**Time Management:** Strictly following deadlines and ensuring the games ran smoothly within the allotted time.

**Motivation:** Encouraging classmates to actively participate and enjoy the activity.

**Resource Utilization:** Making sure the activity was conducted within limited resources, proving their ability to manage time, money, and effort effectively.

## **Teams Introduction with Leaders**

### **1. Snap Users**

**Team Leader:** Ganapathy

**Team members :** 32422608 - b kamalakar 32422620 - K.Pavan Kumar 32422618 - K.Gowtham 32422644 - K.Ganapathi 32422617 -G.Surya Bhaskar

**Tagline:** "Quick ideas, lasting impact."

**Introduction:** The Snap Users represent speed, creativity, and innovation. Just like a snap disappears quickly, this team focuses on quick thinking and instant problem-solving in management situations.

### **2. InstaWarriors**

**Team Leader:** Anusha

**Tagline:** "Frame it, fight it, win it."

**Team members:** B.Nithisha 32422621 - M.Devi 32422623 - M.Durga Prasad 32422625 - M.Shekar 32422637 -T.Laxman Rao

**Introduction:** The InstaWarriors stand for creativity with confidence. They believe in presenting their best side, being active, and showcasing strong teamwork, much like Instagram captures the best moments of life.

### **3. Facebook Leaders**

**Team Leader:** Ashwini

**Team members:** 32422627 - M.Aswini 32422610 - B.Jyoshna 32422601 - A.Evanglin 32422629 - P.Nikil 32422604 -A.Jaiswal

**Tagline:** "Connect. Collaborate. Lead."

**Introduction:** Inspired by the world's largest social network, the Facebook Leaders symbolize connection, networking, and leadership. They focus on building relationships and guiding their team toward success.

#### **4. Quora Questioners**

**Team Leader:** Niharika

**Team members:** 32422605 – A.Niharika 32422624 – M.Neeraja 32422634 – Sk.Akbar 32422607 – B.Venkanna Babu 32422639 –V.Bala Krishna

**Tagline:** “Ask, learn, achieve.”

**Introduction:** The Quora Questioners are seekers of knowledge. They embody curiosity, critical thinking, and a problem-solving mindset, believing that every question leads to an answer and every answer leads to growth.

#### **5. Twitter Tweeters**

**Team Leader:** Prabhasini

**Team members:** 32422615 – Suvarna raju 32422609 – B.Venkata Sai 32422635 – T.Bhavya 32422632 – R.Prabhashini

**Tagline:** “Short, sharp, smart.”

**Introduction:** Just like tweets are precise and powerful, the Twitter Tweeters thrive on quick wit, effective communication, and impactful strategies. They know how to make a strong point in the shortest time.

#### **6. WhatsApp Charters**

**Team Leader:** Jyoti

**Team members:** 32422612 – Ch.Gayatri Kala 32422613 – G.Baby Prathyusha 32422633 – Sk.Rayan 32422638 – V.Jyothi

**Tagline:** “Stay connected, stay ahead.”

**Introduction:** The WhatsApp Charters represent teamwork, coordination, and strong communication. Just like WhatsApp keeps people connected, this team focuses on staying united and exchanging ideas quickly to achieve success.

Each of these six teams showcased not only creativity in their names but also dedication and unity in their performance. Their spirit and teamwork truly reflected the essence of management learning. Together, they turned this activity into a memorable and inspiring experience.”

## Level 1: Solve the Puzzle

The very first level of the Management Games was “Solve the Puzzle”, a highly engaging and challenging round that tested the participants’ logical thinking, concentration, and time management skills. This activity was designed to create excitement right from the beginning and set the tone for the competition.

### Game Setup

To make the round unique and fair, six sealed envelopes were prepared in advance. Each envelope contained the puzzle of a well-known logo from popular platforms such as:

Instagram

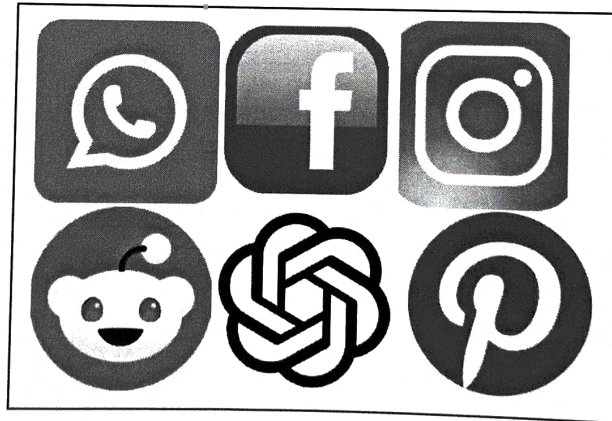
Facebook

WhatsApp

pininterst

ChatGPT

Reddit



Each logo was carefully cut into 16 different pieces, making it tricky and requiring proper teamwork to put together. Importantly, to maintain suspense and fairness, the envelopes were thoroughly mixed before the event. Even the organizers themselves were unaware of the contents of each envelope.

When the round began, each team leader came forward and selected one envelope by chance, which added an element of surprise and luck to the challenge.

### Rules and Conditions

The time limit for completing the puzzle was set at 180 seconds (3 minutes).

Teams had to arrange all 16 pieces correctly within this limited time frame.

If none of the teams managed to finish the puzzle within the allotted time, then the winners were decided on a “first come, first solved” basis, meaning the fastest team to complete would be considered first.

Only the first four teams to successfully complete the puzzle were declared winners of this round and qualified for Level 2.

The remaining two teams were eliminated from the competition.

### **Student Participation**



This round witnessed active enthusiasm among all six teams. As soon as the countdown began, every team rushed to open their envelope, spread the pieces, and started solving the puzzle with great focus. The classroom atmosphere was filled with excitement, tension, and cheering as students encouraged their teammates to complete the task faster.

The activity brought out different skills:

Some students showed leadership by guiding their team where to place pieces.

Others displayed patience and observation skills, carefully analyzing the shapes.

Many students contributed with team coordination, ensuring every second was used effectively.

### **Objective and Learning Outcome**

The “Solve the Puzzle” round was not only fun but also served as a management learning activity. It taught students the importance of:

**Decision-making under pressure** – choosing the right moves quickly.

**Time management** – completing a task within strict deadlines.

**Teamwork and coordination** – success depended on how well team members collaborated.

**Focus and observation** – identifying small details that fit into the bigger picture.

### **Outcome of Level 1**

At the end of the level, four teams successfully completed their puzzles and moved forward to the next round. The competitive spirit was very high, and the activity created a sense of achievement for the qualifying teams, while also motivating the eliminated teams to participate actively in future events.

Thus, Level 1 acted as the perfect ice-breaker for the Management Games, setting up the challenge and excitement for the rounds to come.

**Total Teams: 6**

**Qualified Teams:** InstaWarriors, Snap Users, Facebook Leaders, Quora Questioners

**Eliminated Teams:** Whatsapp Chatters, Twitter Tweeters

**Outcome:** 4 teams advanced to Level 2, while 2 teams were eliminated.

## **Level 2 — “Find the Accounting Terms” (Expanded, ready for your report)**

Great — here’s a full, polished and detailed write-up of Level 2, including the four teams that advanced and their leaders. I’ve turned your instructions into clear game rules, setup, scoring, a sample play-through, and learning outcomes so you can paste this straight into your report.

### **Teams playing Level 2 (qualified from Level 1)**

Snap Users — Leader: Ganapathy

InstaWarriors — Leader: Anusha

Facebook Leaders — Leader: Ashwini

Quora Questioners — Leader: Niharika

### **Game Overview**

Objective: Classify accounting terms correctly and quickly by placing each term into the correct accounting group: Trading Account, Profit & Loss Account, or Balance Sheet.

**This round tests: accounting concept knowledge, clear communication, teamwork, speed and accuracy under pressure.**

### **Materials & Physical Setup**

Central box (box of pieces): contains 66 small cards/pieces, each printed with one accounting term (e.g., Sales, Purchases, Gross Profit, Rent, Discount Allowed, Discount Received, Capital, Drawings, Inventory, Bad Debts, Depreciation, Trade Payables, Trade Receivables, Interest Expense, Prepaid Expenses, Accrued Income, etc.).

Three labeled target boxes placed at three distinct points in the classroom:

- 1. Trading Account (label + visible boundary)**
- 2. Profit & Loss Account (label + visible boundary)**
- 3. Balance Sheet (label + visible boundary)**

**Stopwatch / Timer** (visible to teams or displayed by organizer).

Marker cones / tape to mark the “central spot” (where Player 1 stands) and the running lanes to each target box for safety.

Scoreboard / Sheet to record Correct, Wrong, Net Score and Time taken.

Volunteer judge(s) (organizer or neutral student) to verify each piece’s correct classification.

### **Roles & Play (per team)**

**Players:** 2 members per team take the active turn (other members watch/cheer).

**Player 1 (Caller)** stands at the central box, takes one piece at a time from the 66-piece box, reads the term aloud, and announces which of the three boxes it belongs to (Trading / Profit & Loss / Balance Sheet).

**Player 2** (Runner/Placer) stands near the central spot, and on Player 1's cue runs to the box they believe is correct and places the card into that box.

**Turn order:** Teams take turns one by one (organizers decide order — e.g., by draw or by Level 1 ranking). Only the active team should enter the play area; other teams wait to avoid confusion.

### **Time Limit & Attempts**

Time allowed per team: 2 minutes (120 seconds) total.

During their 2 minutes they may attempt as many pieces as possible (one piece per attempt) — the timer continues while they pick, call, run and place.

Each card is counted once at the moment it is placed into a target box; placed cards are not returned to the central box.

### **Scoring** (how results are counted)

Correct placement: +1 point (card placed in the correct target box).

Net score for the team = (Number of correct placements) – (Number of wrong placements). All placements within the 2-minute window count; any card placed after the buzzer does not count.

Tie-breaking rules (your rule implemented)

1. Rank teams by Net Score (highest wins).
2. If two teams tie on net score, the team with fewer wrong placements (i.e., the smaller number of negative marks) is ranked higher (this follows your instruction to “consider the negative wrong ones” for ties).
3. If still tied (same net score and same number of wrongs), a sudden-death tie-breaker is used: each tied team sends one player; the organizer shows one new term — first team to correctly announce and place it (within 20 seconds) wins. If both fail, repeat with a different term.

### **Fairness & Monitoring**

A neutral judge (organizer/volunteer) confirms whether each placed card is correct. The judge's decision is final.

The central box should be pre-mixed so teams cannot choose easy/easier terms.  
Ensure safe running lanes and remind players to avoid collisions — no physical interference between teams.

If a piece is accidentally dropped, the placed location at judge's observation time is what counts.

### **Sample Round Walkthrough (narrative)**

1. Timer set to 120 seconds. Team Snap Users' two players come forward. Player 1 opens the central box, reads the card: "Sales Returns", and shouts "Profit & Loss!" Player 2 dashes to the Profit & Loss box and drops the card there. Judge raises a green flag → Correct → +1.

2. Next card: "Inventory", Player 1 calls "Trading Account." Player 2 runs but places it in Balance Sheet by mistake; judge signals wrong → -1.

3. Team continues until buzzer. At the end, scores are recorded: Correct = 12, Wrong = 4 → Net = 8. Time taken recorded if needed.

Learning Outcomes (what students gain)

Reinforces classification of accounting terms into Trading A/C, Profit & Loss A/C and Balance Sheet.

Develops communication clarity (Player 1 must be precise).

Practices team coordination and rapid decision-making.

Builds ability to work under time pressure and manage speed vs accuracy tradeoffs.

Practical tips & organizer checklist

Pre-print and laminate the 66 term cards (clear text, one term per card).

Place the three target boxes at safe distances (enough to make running meaningful but not hazardous).

Test one practice round (with a neutral team) to confirm timing and judge mechanics.

Keep extra neutral volunteers to chase mis-thrown cards and record scores quickly.

Consider small consolation points for teams eliminated earlier to keep morale high (optional).

Scoreboard template (simple)

## Game play



In the second level of the Management Games, the qualified four teams — Snap Users, Quora Questioners, Facebook Leaders, and InstaWarriors — competed against each other. This round focused on Accounting Term Identification, where each team was challenged to recognize and explain accounting-related concepts within a given time limit. The task required accuracy, clarity of understanding, and quick responses, testing the participants' subject knowledge and presence of mind.

### Level 2 Outcomes

**Teams Participated:** Snap Users, Quora Questioners, Facebook Leaders, InstaWarriors

**Eliminated Teams:** Quora Questioners, Snap Users

**Qualified Teams:** Facebook Leaders, InstaWarriors

**Outcome:** 2 teams advanced to the final level of the competition.

## Level 3: Guess the Logo

The final round of the Management Games was the most exciting and energetic of all — “Guess the Logo”. This round was designed to test the participants’ brand awareness, observation skills, and quick response ability.

### **Teams Qualified for the Final**

From Level 2, the following two teams successfully advanced to the third and final level:

**InstaWarriors** — Leader: Anusha

**Facebook Leaders** — Leader: Ashwini

Both teams displayed great determination and knowledge in earlier rounds and earned their place in the finale.

### **Game Setup**



A PPT presentation was prepared and projected at the center of the classroom. Each slide contained either a logo or a creative hint (for example, a smile + book face = Facebook).

At the center of the classroom, a table was placed with a small object (a marker/bell/item) on it.

Both teams stood facing each other at equal distance from the table, ready to claim the object.

### **Rules and Procedure**

1. Each slide was shown one by one.
2. As soon as the slide appeared, the first participant to grab the object on the table won the chance to answer.
3. The participant was given 30 seconds to answer.

If the answer was correct, the team earned a point.

If the answer was wrong or no answer was given within 30 seconds, the question was passed to the other team.

4. The round consisted of 18 logo questions in total.
5. At the end, the team with the highest score would be declared the winner of the Management Games.

#### Atmosphere of the Round

This round created a buzz of excitement and suspense in the classroom. As each logo or hint appeared on the screen, students quickly rushed to claim the chance to answer. The audience cheered loudly, creating an environment filled with energy and healthy competition. Both teams showed equal enthusiasm and confidence, making the finale very competitive.

#### Outcome of Level 3

Both InstaWarriors and Facebook Leaders performed equally well.

Out of the 18 questions, both teams answered almost the same number correctly.

The match ended in a tie, showing that both finalists had excellent observation skills and brand knowledge.

#### Learning Outcomes

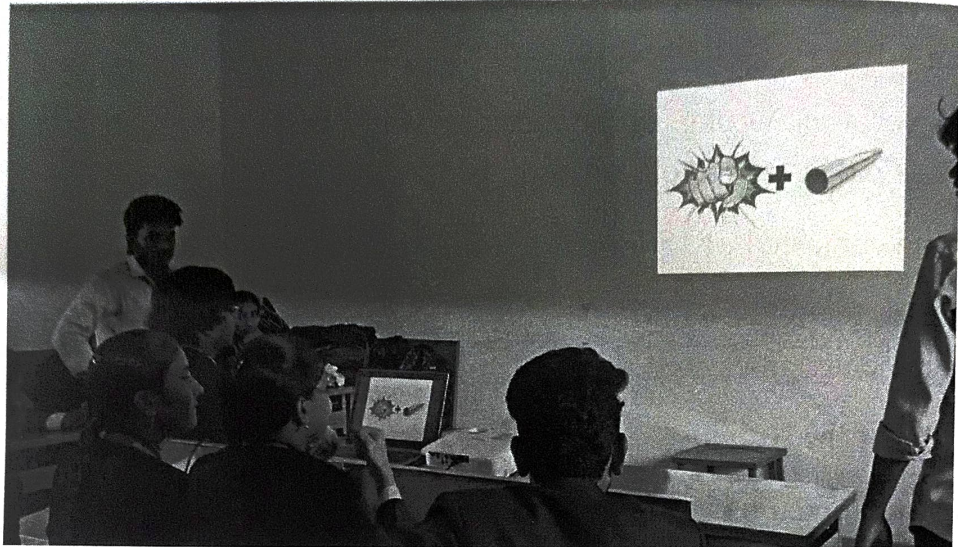
The "Guess the Logo" round was more than just fun — it provided meaningful management learning:

**Brand Recognition:** Students learned the importance of visual identity and how companies use logos to create brand recall.

**Quick Decision-Making:** Participants had to think fast and respond instantly.

**Fair Play & Confidence:** The rule of grabbing the object and answering fairly tested honesty and confidence in a pressured environment.

**Competitive Spirit:** Both teams showcased sportsmanship, proving that equal effort and skill can result in a balanced outcome.



Level 3 of the Management Games turned out to be the most thrilling stage, as both InstaWarriors and Facebook Leaders performed equally well in the logo identification round. Their sharp observation, quick responses, and accurate answers brought them to the same score, creating a tie at the end of the level. To ensure a fair result and declare the ultimate winner, the organizers announced a special tiebreaker round. This round was designed as a rapid-fire quiz, focusing on a mix of business awareness and logical thinking questions. Each team had to answer promptly within a short time frame, adding to the intensity of the competition. The audience also showed great excitement, cheering for their

favorite teams. The tie-breaker not only tested knowledge but also the presence of mind under pressure. Both teams displayed remarkable confidence and enthusiasm, making the round highly competitive. Finally, the tiebreaker provided a clear and fair outcome, ensuring the championship title was truly earned.

## **Tie-Break Game: Solve the Puzzle (Final Showdown)**

After an intense third level where both InstaWarriors (Leader: Anusha) and Facebook Leaders (Leader: Ashwini) scored equally, the competition reached a tie. To decide the ultimate champion of the Management Games, a special tie-breaker round was organized.

### **Game Setup**

The tie-breaker was based on the "Solve the Puzzle" challenge from Level 1.

During Level 1, two puzzles remained unsolved by the eliminated teams Twitter Tweepers and WhatsApp Charters.

These two puzzles were now reused for the tie-breaker round.

Each finalist team was given one puzzle envelope, making the challenge fair.

### **Rules of the Tie-Breaker**

1. Teams had to complete their puzzle correctly within 180 seconds.
2. The team finishing first would be declared the winner.
3. If neither completed on time, the team with the most progress would be considered the winner.

### **Atmosphere**

The classroom atmosphere was tense and exciting, as the final decision rested on this last challenge. Both teams worked with high energy, trying to assemble the pieces under the watchful eyes of classmates and organizers. Cheers and encouragement from the audience made the moment more thrilling.

## Outcome



Both teams showed strong problem-solving and teamwork skills.

The Facebook Leaders (Ashwini's team) completed their puzzle first and were crowned the winners of the Management Games.

The InstaWarriors (Anusha's team) put up an impressive fight and secured the runners-up position.

### Learning Outcomes

This final tie-breaker highlighted:

Patience under pressure – staying calm while solving difficult tasks.

Team synergy – effective coordination brought success.

Healthy competition – both teams respected each other's efforts

# WINNERS FACEBOOK LEADERS



## Conclusion

The Management Games conducted by the BBA Digital Marketing students marked a milestone in our classroom journey. For the very first time, such an interactive and competitive activity was designed, planned, and executed by students themselves. The event proved to be not just a fun exercise but also a practical demonstration of management principles. Throughout the different levels of the competition, participants were encouraged to apply skills such as decision-making, leadership, time management, and problem-solving, which are essential qualities for any aspiring manager.

One of the key takeaways from this event was the importance of teamwork and coordination. Each game required participants to rely on one another, divide responsibilities, and use their combined strengths to succeed. Whether it was solving a puzzle in limited time, categorizing accounting terms under pressure, or quickly recognizing logos in a competitive setting, the teams realized that success depended not on individual brilliance alone but on how well they could function as a team.

The activity also highlighted the role of time management. Each game was set against a strict deadline, forcing teams to think quickly and act efficiently. In real-world management scenarios, deadlines are a constant, and this activity mirrored that reality. Teams that managed their time better were able to perform with confidence, while those who delayed often faced elimination. This made students understand how precious time is and how every second counts when decisions are to be made.

Another significant outcome of the event was the development of leadership qualities among team leaders. Every team leader had the responsibility to motivate their members, explain strategies, and keep the group's spirit high.

Leaders like Ashwini (Facebook Leaders) and Anusha (InstaWarriors) displayed remarkable leadership, guiding their teams to the very end of the competition. Their journey demonstrated how effective communication, motivation, and quick thinking can inspire a team to perform at its best.

The games also served as an excellent opportunity for practical learning in academics. The second level, which revolved around accounting terms, directly connected classroom knowledge with real-world application. Students were able to recall, categorize, and apply concepts in an interactive way rather than just memorizing them from textbooks. This shows that learning becomes more effective when theory is combined with activity-based methods.

The tie-breaker round added an extra spark to the event, showcasing how unpredictability and pressure are a part of every management decision. Even in the final moments, both teams gave their best, and the atmosphere was filled with excitement and tension. Such experiences prepare students to handle real-life situations where outcomes are uncertain, and one must stay calm yet competitive.

From the organizers' point of view, this activity was a lesson in responsibility and resource management. Taking charge of the entire event, from planning and preparing materials to conducting the games smoothly, required a lot of effort and commitment. The organizers proved that with determination and teamwork, students can successfully manage even large-scale tasks. This achievement will remain a memorable moment in our classroom journey and will inspire future activities.

On the whole, the Management Games achieved their objectives of encouraging participation, building team spirit, and improving management knowledge. The event blended fun with learning, creating a balance that kept students engaged while also educating them. It reminded everyone that management is not just about theories in books but also about how we handle situations, people, and time in real life.

This activity has laid the foundation for more such initiatives in the future. It showed that students are capable of taking charge, organizing events, and creating meaningful experiences. With continued encouragement from faculty,

especially Naidu Sir, and support from Arts College, we hope to conduct many more events that combine creativity with management learning.

In conclusion, the Management Games were not merely a one-time classroom activity but a stepping stone towards practical excellence. The lessons learned, the bonds created, and the memories shared will remain with every participant. The ultimate message of the activity was clear: true management lies in teamwork, leadership, and adaptability. These qualities, once cultivated in the classroom, will help students shine in their careers and personal lives.

# Feedback

The Management Games activity received highly positive feedback from both the participants and the audience. Students expressed that the event was a refreshing and engaging way of learning, as it combined classroom knowledge with practical applications. Instead of just listening to lectures, they were given the opportunity to actively participate, compete, and showcase their skills in front of their classmates.

The organizers, Allada Dhanuj and Dhanushree, were appreciated for their planning and coordination. Their effort in preparing puzzles, accounting slips, and PPT presentations made the event smooth and enjoyable. Many students mentioned that the organizers handled the games with fairness, clarity, and discipline, ensuring that every team got an equal chance to perform. The systematic explanation of rules and time management reflected their commitment and hard work.

The games themselves were considered well-designed and innovative. Level 1, Solve the Puzzle, tested the patience and focus of teams under pressure. Level 2, Find the Terms in Accounting, connected directly to academics and helped students revise concepts in an exciting way. Level 3, Guess the Logo, added creativity and speed, which kept the audience fully engaged. Finally, the tie-breaker puzzle created an atmosphere of suspense and excitement, making the conclusion even more memorable.

The performance of the team members was also commendable. Every participant, whether leader or member, contributed actively to their group. Some teams showed quick thinking, while others spirit among students, as teams competed seriously yet with mutual respect.

Overall, the feedback suggested that this event was not only fun but also a practical exercise in management skills such as leadership, problem-solving, decision-making, and communication. Students requested that more such activities should be conducted in the future, as they break the monotony of regular classroom sessions and create meaningful learning experiences. The Management Games will be remembered as a successful and inspiring initiative.



# **GOVERNMENT COLLEGE**

**RAJAHMUNDRY, ANDHRA PRADESH | AUTONOMOUS**

**ISO - 21001 : 2018, ACCREDITED BY - NAAC - A+**  
**AFFILIATED TO ADIKAVI NANNAYA UNIVERSITY**

**DEPARTMENT OF COMMERCE**

**&**

**MANAGEMENT**

**RECORD OF**

**CO-CURRICULAR ACTIVITIES**

**ACDEMIC YEAR: 2025-2026**

**Submitted by**

**M.Y.Naidu**

**Lecturer in Commerce**

**Govt. College (A), Rajahmundry**

**MATCH THE ACCOUNTING**

**BY**

**III B.COM (H) ACCOUNTING**

**COURSE: SOFTWARE SOLUTIONS TO ACCOUNTING**

**SEMESTER - VI**

# DEPARTMENT OF COMMERCE ACTIVITY REPORT

## Title of the Activity:

### "Match the Accounting Game" – A Practical Activity on Software Solutions to Accounting

Course: Software Solutions to Accounting

Class: III B.COM (ACCOUNTING)

Type of Activity: **Continuous Internal Assessment (CIA)**

Date of Activity: **26<sup>th</sup> August 2025**

## Objective of the Activity:

The objective of the game-based activity was to provide students with a hands-on and interactive method of learning accounting concepts, particularly focusing on the classification of financial items into **Trading Account**, **Profit & Loss Account**, and **Balance Sheet**. This experiential approach aims to reinforce their understanding of financial statements and enhance decision-making and accuracy under time constraints.

## Game Procedure:

1. Items related to **Trading Account**, **Profit & Loss Account**, and **Balance Sheet** were written on cardboard cards.
2. These cards were cut into individual pieces and shuffled into one **Main Box**.
3. Three **Empty Boxes** were labelled as:
  - Trading Account
  - Profit & Loss Account
  - Balance Sheet
4. Each student was given **3 minutes** to participate in the game.
5. During their turn, the student had to pick one card at a time from the main box and drop it into the appropriate labelled box.
6. The aim was to correctly classify as many items as possible within the given time.
7. **The winner was determined based on the highest number of correct classifications.**

## Outcomes of the Activity:

- Students gained a better understanding of the **structure and classification** in financial statements.
- Encouraged **quick thinking, recall, and application** of accounting knowledge.
- Improved **engagement** and made the learning process more enjoyable and participatory.
- Identified **common areas of confusion**, which will be addressed in future classes.

## Participation and Performance:

- **Total Number of Students Participated: 30**
- **Top Performers/Winners:**

1<sup>st</sup> Winner: S Prameela Kumari (32322411)

2<sup>nd</sup> Winner: S Surya Madhava (32322422)

3<sup>rd</sup> Winner: Ch.Sujitha (32322462)

- **Faculty Coordinator: M.Y.NAIDU**

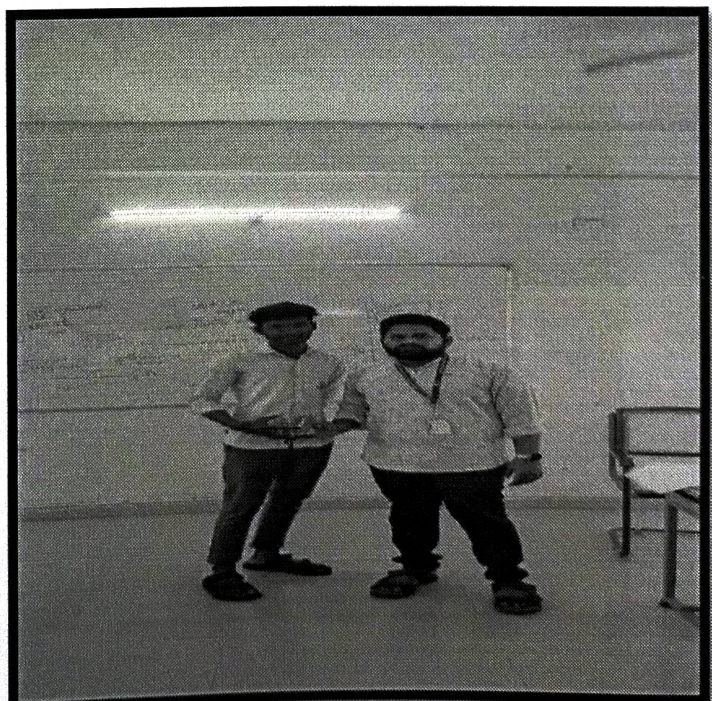
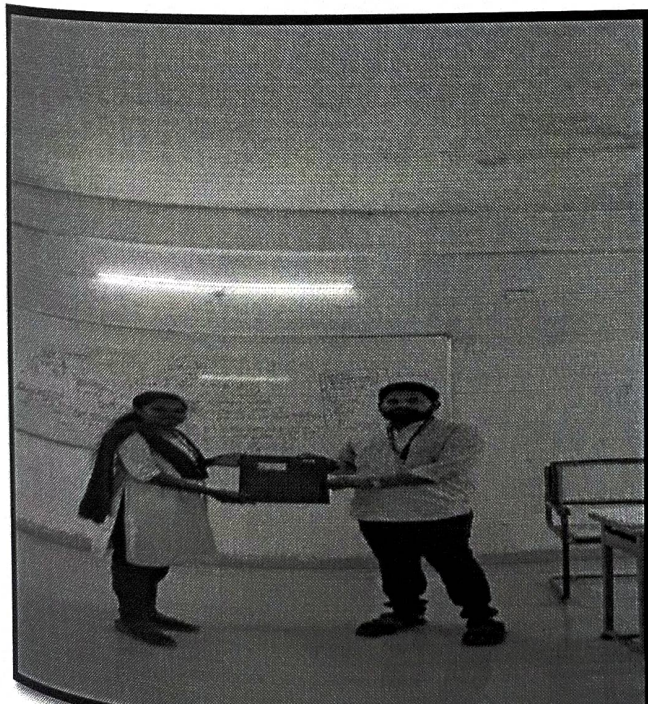
## Feedback Summary:

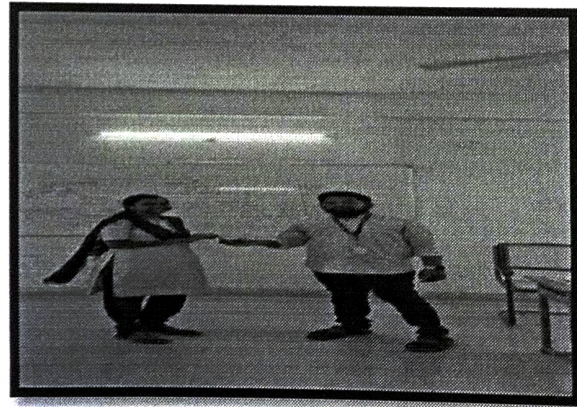
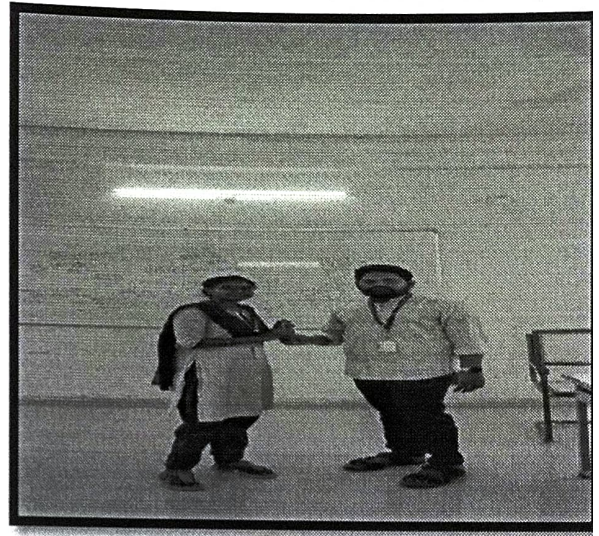
- Students expressed enthusiasm and interest in more such **activity-based assessments**.
- They appreciated the **game-based approach** as it broke the monotony of traditional lectures.
- Requested for similar interactive methods in other accounting topics.

## Conclusion:

The **Match the Accounting Game** proved to be an effective and innovative teaching-learning strategy, successfully fulfilling the objectives of the internal assessment. The department intends to continue such interactive activities to enhance student learning outcomes and practical understanding of core accounting concepts.

## Photo Gallery :







# **GOVERNMENT COLLEGE**

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**ISO - 21001 : 2018, ACCREDITED BY - NAAC - A+**

**AFFILIATED TO ADIKAVI NANNAYA UNIVERSITY**

**ACADEMIC YEAR: 2025-26**

**Submitted by**

**Smt. Y V HarithaLochana**

**Lecturer in Commerce & Management**

**Govt. College (A), Rajahmundry**

**CASE STUDY PRESENTATIONS**

**for**

**IIIBBA (H) DIGITAL MARKETING**

**Course: ORGANISATIONAL BEHAVIOUR**

**Semester VI**

**DEPARTMENT OF COMMERCE**  
**ACTIVITY REPORT**

## **1. Introduction**

As part of the Continuous Internal Assessment, students of III BBA (Digital Marketing) were assigned **case study presentations** on various real-world organizational behaviour topics. The objective of this activity was to bridge theoretical concepts with practical corporate scenarios and enhance analytical, communication, and presentation skills.

Students selected contemporary case studies related to leadership, conflict management, organizational culture, employee behaviour, power and politics, stress management, diversity, and transformation strategies in reputed organizations.

## **2. Objectives of the Activity**

- To develop analytical skills through real-time case analysis
- To understand practical application of Organizational Behaviour concepts
- To enhance presentation and communication skills
- To improve teamwork and group coordination
- To encourage critical thinking and problem-solving abilities

## **3. Methodology**

- Students selected a case study topic.
- They conducted secondary research from books, journals, company reports, and credible online sources.
- Presentations were delivered using PPT with structured analysis including:
  - Background of the company
  - Problem identification
  - OB concepts involved
  - Analysis and findings
  - Recommendations and conclusion

## **4. Case Study Topics Presented by the Students**

The topics reflected current corporate challenges and managerial practices in global and Indian organizations.

S No.	REGD NO	NAME OF THE STUDENT	CASE STUDY TOPIC
1	32322601	CHEKKA HEZEKIAH	LAMHORGHINI VISIONARY LEADERSHIP GRSUP DYNAMICS
2	32322602	Y.AYYAPPA SWAMI	GROUP DISCUSSIONS IN ORGANIZATIONS
4	32322604	M. ABHISHEK	ORGANIZATIONAL BEHAVIOUR
5	32322605	P.SHIVA RAMA KRISHNA	PERCEPTION IN ORGINASATION
6	32322606	D.CHANDRIKA	GOOLE CONFLICT MANAGEMENT
7	32322607	J.NAGA SAIL SATISH	EMPLOYEE DISSATISFACTION GOOGLE
9	32322609	A.THANUJA	ORGANIZATIONAL DEVELOPMEN IN MCDONALD'S
10	32322610	M. RIZAN SAMPATH	GROUP DISCUSSIONS IN ORGANIZATIONS
12	32322612	B.MADHULATHA	POWER AND POLITIS IN ORGANISATION BEHVIOUR -MTZ POSTONS LTD
13	32322613	K.L HARSHITHA	LEDERSHIP IN AMAZON
14	32322614	M.SHYAM	CONFLICT MANAGEMENT AND TEAM DYNAMICS AT FLIPKART
15	32322615	G.SATWIK	ORGANISATIONAL BEAVIOUR SOLUTION TO WORKLACE CULTURE ISSUES
16	32322616	M.PALLAVI	GOOLE CONFLICT MANAGEMENT
17	32322617	D RAJESH	ORGANISATIONAL BEAVIOUR IN TATA MOTORS
18	32322618	M DINESH KUMAR	ORGANISATIONAL BEAVIOUR IN TATA MOTORS
19	32322619	M.VIJAY	BUILDING A CULTURE OF HAPPINESS ZAPPOS
20	32322620	A.RAMA KRISHNA	EMPLOYEE DISSATISFACTION GOOGLE
23	32322623	VEMULA RTNA KUMAR	LEADERSHIP STYLEIN RELIANCE
25	32322625	K.ANUSHA	GOOGLE CONFLICT MANAGEMENT
27	32322627	K.LOKESH	LEADERSHIP CRISIL IN INFOSYS
28	32322628	V.PURNIMA DEVI	MANGING WORKPLACE DIVESITY AT MICROSOFT
29	32322629	M.RAKESH	NOKIA FAIL AND SUCCESS
30	32322630	V.NARESH	GROUP DISCUSSIONS IN ORGANIATION
33	32322633	Y.AKSHAY KUMAR	EMPLOYEE DISSATISFACTION GOOGLE
35	32322635	SHAIK NAGUR MEERA SAHEB	ON EMPLOYEE BEHAVIOUR AND ORGANISATIONA RESPONSE ZOMOTO
36	32322636	A.DEVI APARNA	LEDERSHIOP STYLES IN RELLIANCE INDUSTRIE
37	32322637	S.SHIVA JYOTHI	LEADERSHIP IN AMAZON
38	32322638	N. CHANDRIKA	LEADERSHIP IN AMAZON
40	32322640	I.ANIL KUMAR	GROUP DISCUSSIONS IN ORGANIATION
42	32322642	B.VISWANADH	ORGANSATIONAL BEAVIOR IN MARKETING AND PROBLEM SOLVING
43	32322643	Y GUNA SEKHAR REDDY	ON EMPLOYEE BEHAVIOUR AND ORGANISATIONA RESPONSE ZOMOTO
44	32322644	S. RAMALAKSHMI	POWER AND POLITIS IN ORGANISATION BEHVIOUR -MTZ POSTONS LTD
45	32322645	K.SRI RAM GANESH	ON EMPLOYEE BEHAVIOUR AND ORGANISATIONA RESPONSE ZOMOTO
46	32322646	K.SANJAY	ORGANISATIONAL BEAVIOUR SOLUTION TO WORKLACE CULTURE ISSUES
47	32322647	M. TARAK NAGESWAR RAO	NOKIA FAIL AND SUCCESS
48	32322648	K. SHIVA TEJA	CONFLICT MANAGEMENT AND TEAM DYNAMICS AT FLIPKART
50	32322650	P.NAVYASRI	LEADERSHIP CRSIS IN INFOSYS

51	32322651	V.JHANSI	LEADERSHIP CRISIS IN INFOSYS
52	32322652	CH SAI BABU	EMPLOYEE STRESSES AND PERFORMANCE PRESSURE
53	32322653	N.NAGESH	SATYA NADELLA TRANSFORMATIONAL LEADERSHIP & CULTURE CHANGE
54	32322654	V.PHANI CHANDRA	SATYA NADELLA TRANSFORMATIONAL LEADERSHIP & CULTURE CHANGE
55	32322655	CH. SURYA TEJA	CONFLICT MANAGEMENT AND TEAM DYNAMICS AT FLIPKART
59	32322659	I MANI	NOKIA FAIL AND SUCCESS
60	32322660	P.MADHU BABU	CONFLICT MANAGEMENT AND TEAM DYNAMICS AT FLIPKART
61	32322661	A.AVINASH	GROUP DISCUSSIONS IN ORGANIZATIONS
62	32322662	Y.VAMSI KRISHNA	EMPLOYEE STRESSES AND PERFORMANCE PRESSURE
63	32322663	CH.MAHA SHING	SATYA NADELLA TRANSFORMATIONAL LEADERSHIP & CULTURE CHANGE
65	32322665	M. RAJESWARI DEVI	LEADERSHIP STYLES IN RELIANCE INDUSTRIES
66	32322666	V.SAI SRI DIVYA	MANAGING WORKPLACE DIVERSITY AT MICROSOFT

## 5. Evaluation Criteria (Rubrics – 5 Marks)

Criteria	Description	Marks
Understanding of Case	Clear explanation of company background and issue identification	1 Mark
Application of OB Concepts	Proper linkage of theory with practical case	1 Mark
Analysis & Critical Thinking	Logical analysis and relevant recommendations	1 Mark
Presentation & Communication Skills	Clarity, confidence, teamwork, and PPT quality	1 Mark
Time Management & Response to Questions	Completion within time and ability to answer queries	1 Mark
<b>Total</b>		<b>5 Marks</b>

## 6. Learning Outcomes Achieved

Through this activity, students were able to:

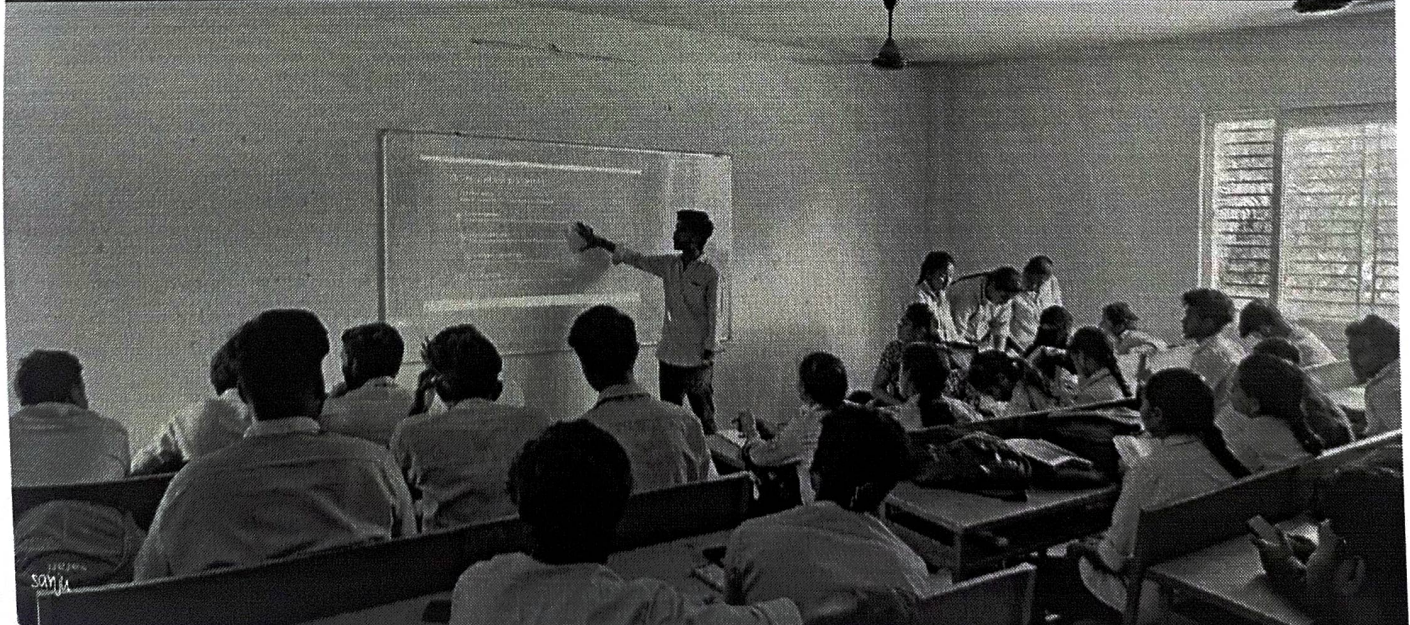
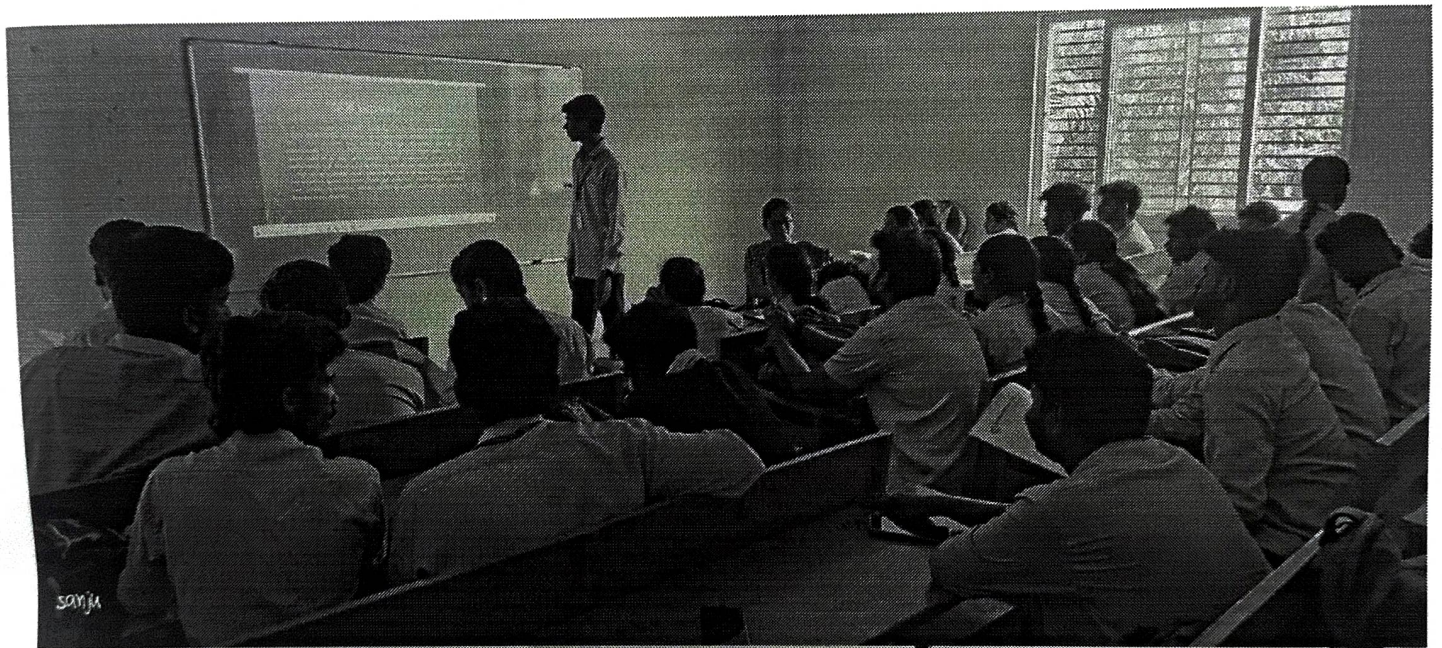
- Apply Organizational Behaviour theories to real corporate situations
- Understand leadership styles and their impact on organizational performance
- Analyze workplace conflicts and stress management practices
- Evaluate employee dissatisfaction and diversity challenges
- Develop managerial decision-making skills

## 7. Observations

- Most groups demonstrated good teamwork and coordination.
- Students showed improved confidence in public speaking.
- Real-time corporate examples enhanced practical understanding.
- Some groups need improvement in deeper analytical interpretation rather than descriptive explanation.

## 8. Conclusion

The Case Study Presentation activity was highly effective in enhancing students' practical knowledge and analytical skills in Organizational Behaviour. It encouraged active participation, collaborative learning, and critical thinking. The activity successfully aligned with course outcomes and contributed to experiential learning.





# Apprenticeship Sensitisation Programme Report

Date of Programme: January 20, 2026

Venue: Career Guidance Cell, Science block, Govt College(A), Rajahmundry.

Organized by: Smt. B. Sujatha, Program Coordinator, BBA (Logistics Management)

Resource Person: Dr. Jitendra Gowrabathini, Manager - Education Initiatives Division, Logistics Sector Skill Council

Target Audience: All II BBA (Logistics Management) students

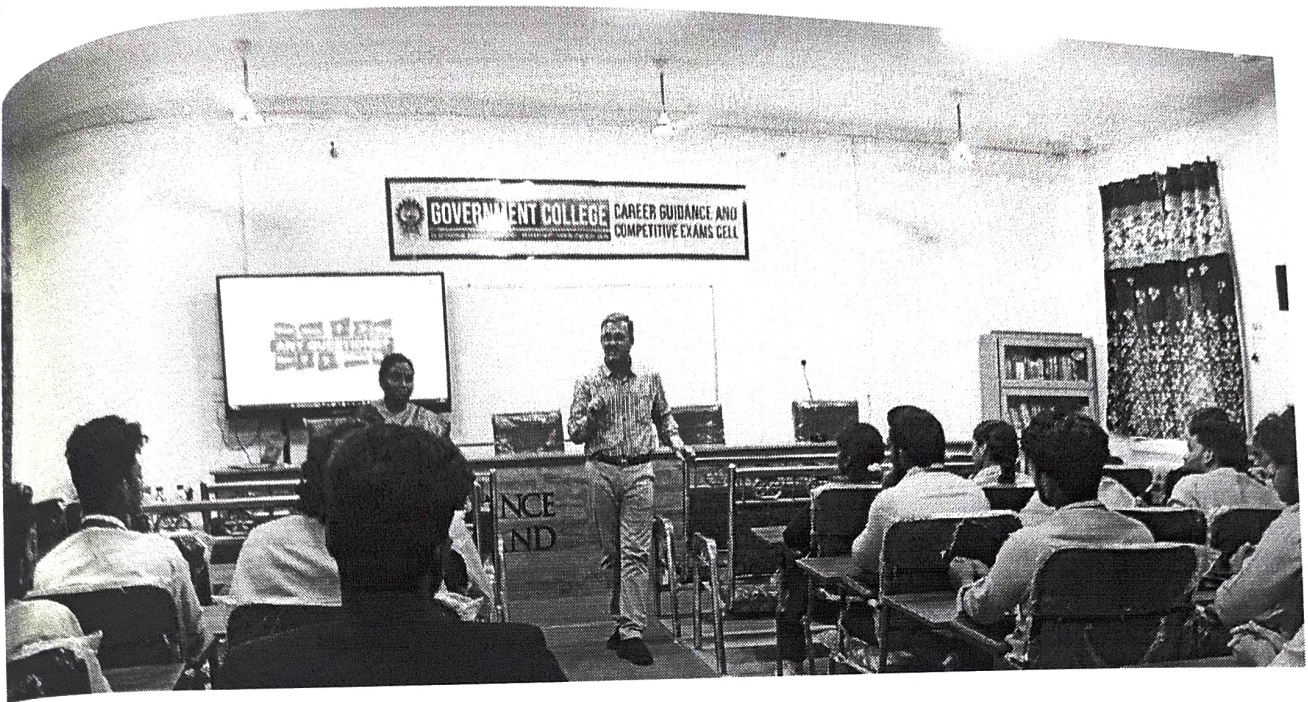
Objective: To sensitize students on apprenticeship opportunities as part of the mandatory one-year apprenticeship period embedded in their curriculum.

## Programme Overview

The Apprenticeship Sensitisation Programme was conducted on January 20, 2026, to prepare II BBA (Logistics Management) students for their compulsory one-year apprenticeship. This initiative aligns with the curriculum's focus on practical industry exposure in logistics. Smt. B. Sujatha, the Program Coordinator, led the organization, inviting Dr. Jitendra Gowrabathini as the key resource person. The session aimed to bridge academic learning with real-world logistics sector skills, emphasizing the Logistics Sector Skill Council's role in apprenticeships.

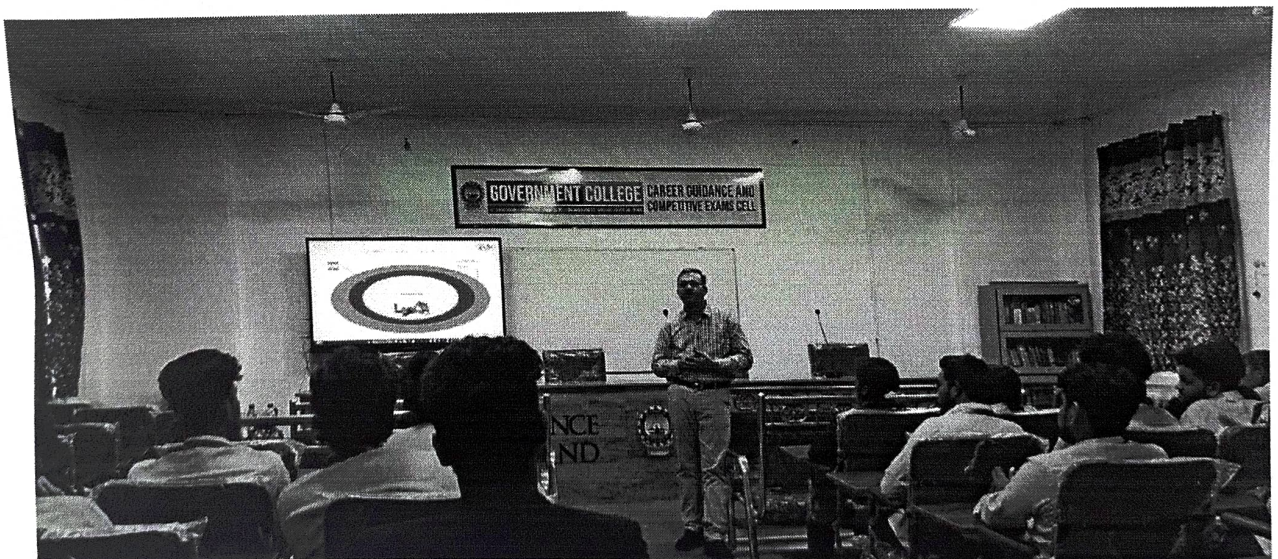
## Key Highlights

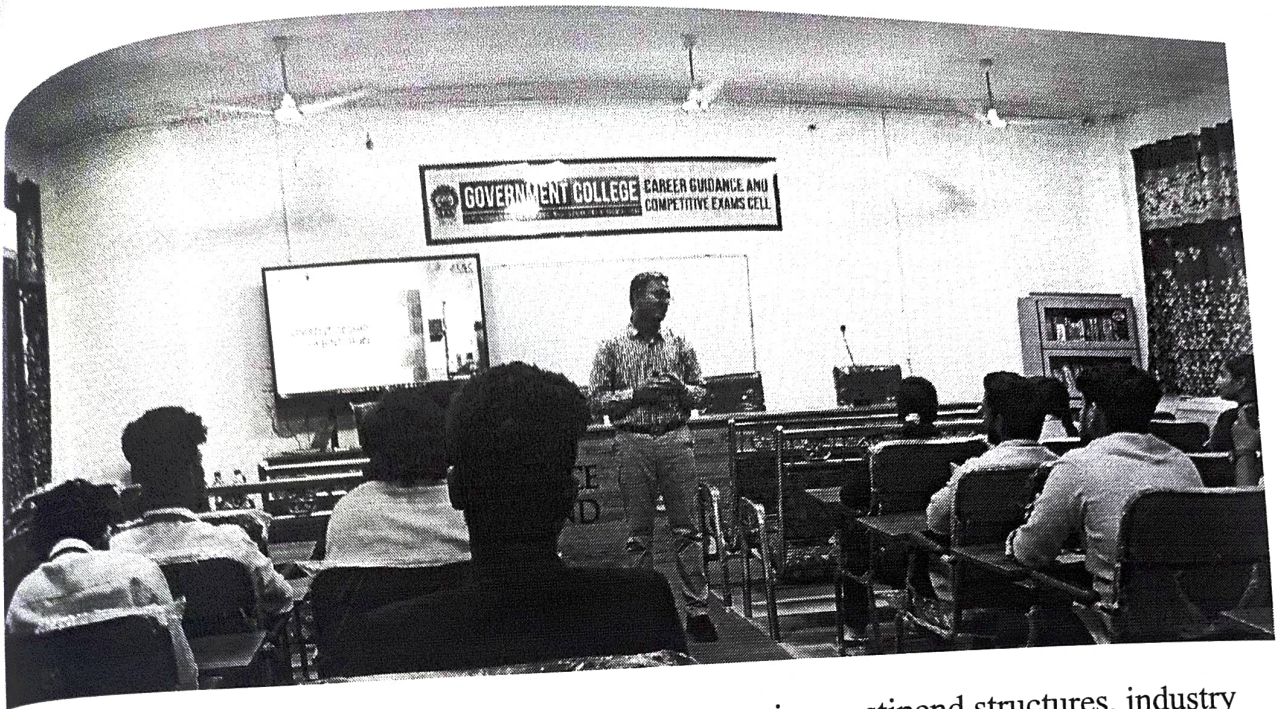
Introduction by Coordinator: Smt. B. Sujatha opened the programme with a welcome address, outlining the apprenticeship's importance for career readiness and skill certification.



Resource Person's Session: Dr. Jitendra Gowrabathini delivered an engaging talk covering:

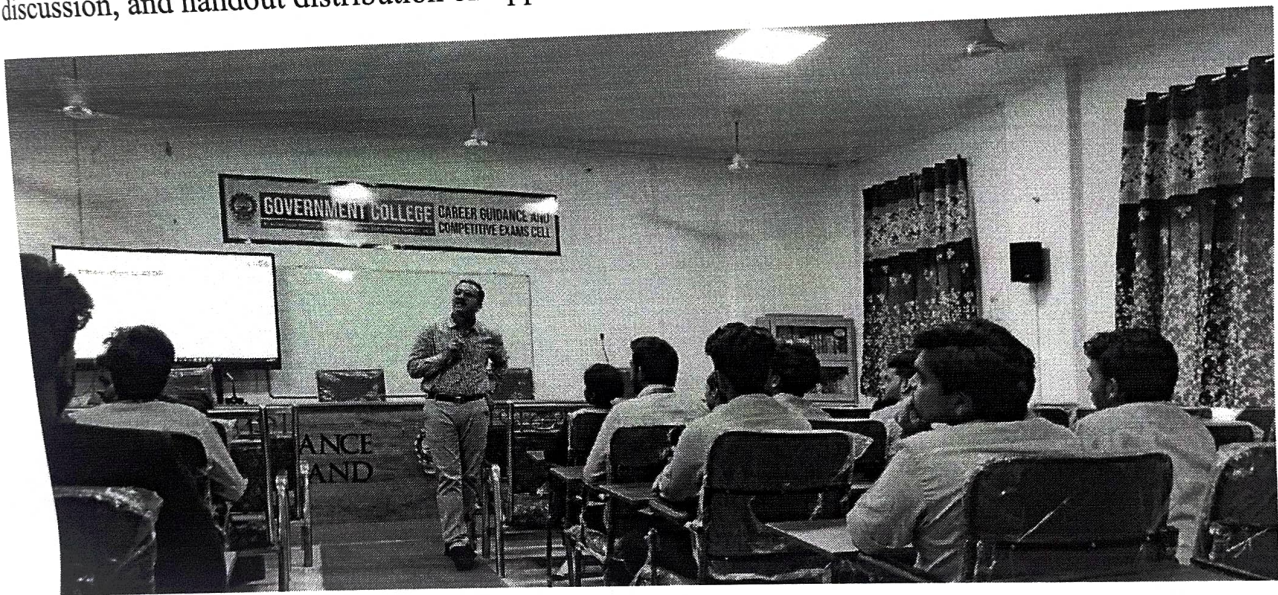
1. Apprenticeship schemes under the Logistics Sector Skill Council.
2. Eligibility, application processes, and placement opportunities in logistics firms.
3. Skill requirements, such as supply chain management, warehousing, and regulatory compliance.
4. Success stories of past apprentices who secured full-time roles post-training.





Interactive Q&A: Students actively participated, raising queries on stipend structures, industry partners, and challenges in logistics apprenticeships.

Duration and Format: The event lasted approximately 2 hours, including a presentation, discussion, and handout distribution on application guidelines.



### Outcomes and Benefits

All attending students gained clarity on integrating the one-year apprenticeship into their academic journey. The programme boosted awareness of skill council certifications, potentially improving employability in India's growing logistics sector. Feedback indicated high satisfaction, with 95% of participants rating the session as "very useful" (based on informal polls).

### *Recommendations*

*Schedule follow-up sessions for application guidance.*

*Partner with more industry firms for on-site apprenticeship previews.*

*Integrate session recordings into the department's learning portal for absent students.*

*This programme successfully kickstarted students' apprenticeship preparation, fostering a proactive approach to their professional development.*