



Wardha Road, Nagpur – 441108

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PRACTICAL REPORT FILE

Leadership and Team Dynamics

Course Code: BSH32404

Second Year (Semester-IV) | B.Tech. Artificial Intelligence and Machine Learning

GROUP DETAILS	
Academic Year	2025 – 2026
Group No.	D
Division	B
Programme	B.Tech. AI & ML
Semester	IV (Second Year)
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Subject Teacher's Signature: _____

Date: _____

PRACTICAL NO. 1

Perform Activity on: Icebreakers and Introductions – Setting the Stage

RECORD	
Practical No.	01
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No. 1 – Icebreakers and Introductions – Setting the Stage

Given Task :

To design and conduct engaging icebreaker and introduction activities that help participants feel comfortable, build rapport, and create a positive environment for interaction.

Objectives:

- To help participants get to know each other
- To reduce hesitation and create a friendly atmosphere
- To encourage participation and communication
- To build confidence and teamwork among members

Task Distribution:

- **Facilitator/Leader:** Plans and explains the activity
- **Participants:** Actively engage in icebreakers and introductions
- **Observer (if any):** Notes participation levels and group dynamics

Implementation (Work Done):

- Began with a simple icebreaker (e.g., “**Two Truths and a Lie**” or “**One Word Introduction**”)
- Participants introduced themselves with basic details or fun facts
- Group activities were conducted to increase interaction
- Facilitator ensured everyone participated and felt included
- Fun elements like hobbies or interesting facts were shared.
- The facilitator encouraged shy participants to participate.
- Group interaction increased through communication and laughter.
- An icebreaker activity was introduced to engage participants.
- Clear instructions were given for the activity.
- Participants actively took part in the icebreaker.



Observation:

- Participants gradually became more comfortable
- Initial hesitation reduced after first activity
- Increased interaction and laughter among group members
- Some participants needed encouragement to speak

Outcome:

- A relaxed and positive environment was created
- Participants became more open and communicative
- Improved group bonding and engagement
- Better readiness for further activities or sessions

Conclusion:

Icebreakers and introductions play a crucial role in setting the tone of any session. They help break barriers, build connections, and prepare participants for active involvement, making the overall experience more effective and enjoyable.

PRACTICAL NO. 2

Perform Activity : On Collaborative Problem Solving

RECORD	
Practical No.	02
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No. 2 – Perform Activity On Collaborative Problem Solving

Task Given:

A group task was assigned where members had to solve a problem together by sharing ideas and working collectively.

Objectives:

- To improve teamwork and cooperation
- To develop problem-solving skills
- To encourage idea sharing and participation
- To reach an effective solution as a team

Task Distribution:

- A team leader was selected to guide and coordinate the group.
- Idea generators were assigned to suggest different solutions.
- Analyzers were responsible for evaluating and selecting the best ideas.
- A recorder noted all important discussions and decisions.
- A presenter was chosen to deliver the final solution.
- Tasks were distributed based on each member's skills and strengths.
- Equal participation of all members was ensured throughout the activity.

Implementation (Work Done):

1. The team discussed the problem and shared different ideas to understand the situation clearly.
2. Members worked together to analyze the ideas and selected the best possible solution.
3. The final solution was organized and presented with the help of all team members.

Observation:

- Active participation from all members
- Better understanding through group discussion
- Improved communication and cooperation
- Different ideas led to a better solution



Outcome :

- The problem was solved effectively
- Teamwork and coordination improved
- Members gained confidence in sharing ideas
- Decision-making skills were enhanced
- Overall group performance improved

Conclusion:

Collaborative problem solving helps in generating better ideas and solutions. It promotes teamwork, builds communication skills, and leads to successful task completion.

PRACTICAL NO. 3

Perform activity : on Role Assignment and Leadership

RECORD	
Practical No.	03
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No. 3 : Perform activity on Role Assignment and Leadership

Task Given:

A group activity was assigned to complete a project within a limited time frame. The task required coordination, planning, and execution by assigning specific roles to each team member.

Objectives:

- To understand the importance of leadership in a team
- To develop role clarity among members
- To improve coordination and communication
- To achieve the task efficiently within the deadline

• **Task Distribution:**

The team leader assigned roles based on individual strengths and skills:

- Leader: Overall coordination and decision-making
- Planner: Designing the workflow and timeline
- Executor(s): Performing the main task
- Recorder: Documenting progress and results
- Presenter: Delivering the final output

Implementation (Work Done):

- The activity began with a team meeting where the leader clearly explained the task, objectives, and expected outcomes to all members.
- Roles and responsibilities were assigned according to each member's strengths, ensuring efficiency and accountability.
- A proper plan and timeline were created to divide the work into smaller, manageable steps.
- Team members started working on their respective roles while staying connected through regular discussions and updates.
- The leader continuously monitored the progress of each member and provided guidance wherever required.

- Any challenges or misunderstandings were addressed immediately through group discussions and problem-solving.
- Collaboration was encouraged, and team members supported each other to complete tasks more effectively.
- The recorder documented all the steps, decisions, and progress made during the activity.
- Periodic reviews were conducted to ensure the work was on track and aligned with the objectives.



Observation :

- Clear role assignment reduced confusion
- Leadership helped in maintaining discipline and focus
- Team members showed better participation
- Communication played a key role in smooth execution

Outcome:

- The task was completed successfully within the given time.
- Team members developed better coordination and cooperation.
- Leadership skills and responsibility among members improved.
- Clear role assignment increased efficiency and reduced confusion.
- The activity enhanced communication and teamwork abilities.

Conclusion:

This activity highlighted that effective leadership and proper role assignment are essential for successful teamwork. It ensures clarity, boosts efficiency, and leads to better outcomes in any group task.

PRACTICAL NO. 4

Perform Activity : On Conflict Resolution Exercise

RECORD	
Practical No.	04
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No 4 : Perform activity on Conflict Resolution Exercise

Task Given:

Perform an activity on Conflict Resolution Exercise. students were assigned a conflict-based situation (real-life or hypothetical) and were required to resolve it through discussion, negotiation, and teamwork. Each group had to identify the problem, analyze different viewpoints, and come up with a mutually acceptable solution.

Objectives:

- To understand the causes of conflict
- To develop communication and listening skills
- To learn techniques for resolving conflicts peacefully
- To promote teamwork and mutual respect

Task Distribution:

- **Facilitator**
 - Explains the concept of conflict resolution and provides instructions for the activity
 - Guides participants and ensures smooth flow of the session
- **Participants**
 - Actively take part in discussions and role-play
 - Share ideas and work together to resolve the given conflict
- **Mediator (Assigned Participant)**
 - Listens to both sides of the conflict carefully
 - Helps in finding a fair and peaceful solution
- **Observer (if assigned)**
 - Monitors group interaction and communication
 - Provides feedback on behavior and problem-solving approaches
- **Group Leader (optional)**

- Coordinates the group activity
- Ensures equal participation from all members

Implementation (Work Done):

- The facilitator introduced the concept of conflict resolution.
- A real-life conflict scenario was explained to the participants.
- Participants were divided into small groups.
- Each group was assigned roles (e.g., conflicting parties, mediator).
- Groups discussed the problem and possible solutions.
- Role-play was performed to act out the conflict situation.
- Mediators practiced resolving the conflict through communication.
- Feedback was provided by the facilitator and observers.
- Key conflict resolution strategies were summarized at the end.
- The facilitator introduced the concept and importance of conflict resolution.
 - Explained common causes of conflicts
 - Shared basic techniques to resolve conflicts
- A real-life conflict scenario was presented to the participants.
 - Provided clear instructions for the activity
 - Clarified roles and expected outcomes



Observation:

- Participants showed interest and actively engaged in role-play
- Different approaches to handling conflict were observed
- Some groups required guidance to stay on track
- Communication and listening skills improved during the activity

Outcome:

- Participants gained practical experience in resolving conflicts
- Improved confidence in handling disagreements
- Better understanding of teamwork and empathy
- Enhanced communication and negotiation skills

Conclusion:

The conflict resolution exercise helped participants understand the importance of effective communication and mutual respect. It provided practical insights into handling conflicts constructively, leading to stronger teamwork and a more positive environment.

PRACTICAL NO. 5

Perform activity : on Communication & Listening Skills

RECORD	
Practical No.	05
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No 5 : Perform activity on Communication & Listening Skills

Task Given:

Perform an activity on Communication and Listening Skills. To conduct an activity that enhances participants communication and listening skills through interactive exercises and group participation.

Objectives:

- To develop effective verbal and non-verbal communication skills
- To improve verbal and non-verbal communication
- To develop active listening skills
- To reduce misunderstandings in conversations
- To build confidence in expressing ideas clearly

Task Distribution:

1. **Facilitator**
 1. Explains the importance of communication and listening skills
 2. Guides the activity and provides instructions
2. **Participants**
 1. Actively engage in speaking and listening exercises
 2. Share thoughts and respond to others
3. **Speaker (Assigned Participant)**
 1. Clearly communicates the given message or idea
 2. Uses appropriate tone and body language
4. **Listener (Assigned Participant)**
 1. Listens attentively without interrupting
 2. Responds or summarizes the message accurately
5. **Observer (if assigned)**
 1. Monitors interaction and communication effectiveness
 2. Provides feedback on listening and speaking skills

Implementation (Work Done):

- The facilitator introduced the concept of communication and active listening.
 - Explained key elements like clarity, tone, and body language
 - Highlighted the importance of listening in communication
- A communication-based activity (e.g., message passing or storytelling) was introduced.
 - Instructions were clearly explained
 - Roles of speaker and listener were assigned
- Participants performed the activity in pairs or small groups.
 - Speakers conveyed messages or stories
 - Listeners focused on understanding and recalling information
- The results of the activity were discussed and compared.
 - Differences in original and received messages were noted
 - Common communication gaps were identified
- A feedback session was conducted.
 - Observers and participants shared their experiences
 - Facilitator summarized key learning points



Observation:

- Participants showed active involvement in the activity
- Some communication gaps and misunderstandings were observed
- Listening skills improved as the activity progressed
- Participants became more attentive and responsive

✨ Outcome

- Improved communication and listening abilities
- Better understanding of the importance of active listening
- Increased confidence in expressing ideas
- Enhanced interaction and teamwork

Conclusion:

The activity effectively demonstrated the importance of clear communication and attentive listening. It helped participants identify common barriers and improve their skills, leading to more effective and meaningful interactions.

PRACTICAL NO. 6

Perform activity : on Team Decision-Making

RECORD	
Practical No.	06
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No 6 : Perform activity on Team Decision-Making

Task Given:

Perform an activity on Team Decision-Making. To conduct an activity that develops participants' ability to make effective decisions as a team through discussion, collaboration, and problem-solving.

Objectives:

- To understand the importance of teamwork in decision-making
- To improve critical thinking and problem-solving skills
- To encourage participation and sharing of ideas
- To develop consensus-building skills

Task Distribution:

- The class was divided into groups of 5–6 students
- Each group assigned the following roles:
 - **Leader:** Guided the discussion and ensured participation
 - **Coordinator:** Managed communication among members
 - **Note-taker:** Recorded ideas, options, and final decisions
 - **Timekeeper:** Ensured timely completion of the task
 - **Presenter:** Presented the final decision to the class
- All members actively contributed ideas and opinions

Implementation (Work Done):

- The teacher explained the concept of team decision-making and its importance.
- A situation/problem was given (e.g., selecting the best plan for an event, solving a case study, or choosing among alternatives).
- Each group carefully analyzed the problem.
- Members shared their ideas and suggested multiple possible solutions.

- The group discussed the advantages and disadvantages of each option.
- The leader ensured that:
- Everyone's opinion was heard
- The discussion remained focused and respectful
- The group evaluated all options based on feasibility, effectiveness, and practicality.
- A final decision was made through consensus or majority agreement.
- The note-taker documented the entire decision-making process.
- The presenter shared the group's final decision and reasoning with the class.
- Feedback was given by the teacher and peers.

The activity began with an introduction to the importance of team decision-making in academic and real-life situations. Each group was given a situation or problem such as selecting the best project idea, planning an event, or solving a real-life scenario.



Observation:

- Active participation from most group members
- Some differences in opinions were observed
- Groups used different approaches to reach decisions
- Leadership and communication skills were demonstrated

Outcome:

- Students learned how to make decisions effectively in a team
- Improved analytical and critical thinking skills
- Enhanced ability to evaluate multiple options logically
- Developed confidence in expressing and supporting ideas
- Strengthened teamwork, cooperation, and coordination

Conclusion:

The team decision-making activity helped participants understand how to work together effectively, consider different perspectives, and arrive at a common decision. It strengthened teamwork, communication, and problem-solving skills.

PRACTICAL NO. 7

Perform activity : on Trust-Building Activities

RECORD	
Practical No.	07
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No 7 : Perform activity on Trust-Building Activities

Task Given:

Perform an activity on Trust-Building Activities. The task was to conduct trust-building activities among group members to improve cooperation, communication, and mutual understanding. Participants were required to engage in structured activities that promote confidence, reliability, and teamwork.

Objectives:

- To develop trust among participants
- To improve communication and teamwork skills
- To encourage cooperation and mutual support
- To reduce hesitation and build confidence in group interaction
- To strengthen interpersonal relationships within the group

Task Distribution:

- Group was divided into small teams of 4–6 members
- Each member was assigned a specific role such as:
 - Leader (coordination of activity)
 - Time keeper (monitoring duration)
 - Observer (noting behavior and interaction)
 - Participant (actively engaging in tasks)
- Activities included blindfold guiding, trust fall exercise, and group problem-solving tasks

Implementation (Work Done):

- The activity started with a brief introduction and rules explanation
- Participants performed a **blindfold trust walk**, where one member guided another using verbal instructions only
- A **trust fall exercise** was conducted where a member fell backward trusting teammates to catch them
- A **group problem-solving task** was completed collaboratively

- All members actively participated and followed assigned roles
- Facilitators ensured safety and maintained discipline during the activity
- Students communicated, supported each other, and completed tasks together.
- Observers noted trust levels, cooperation, and communication patterns.
- The presenter shared the group's experience, challenges, and learning.
- The teacher provided feedback and highlighted the importance of trust in teamwork.



Observation:

- Initially, some participants were hesitant and nervous
- Gradually, confidence increased as activities progressed
- Communication among members improved significantly
- Participants showed better coordination and mutual understanding
- Trust levels within groups visibly increased

Outcome:

- Stronger trust was developed among group members
- Participants became more open and cooperative
- Teamwork and communication skills were enhanced

- Fear and hesitation reduced noticeably
- Group bonding improved effectively
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Conclusion:

The trust-building activities were successfully conducted and achieved their objectives. Participants demonstrated improved trust, coordination, and teamwork. Such activities are effective in strengthening interpersonal relationships and should be conducted regularly to maintain healthy group dynamics.

PRACTICAL NO. 8

Perform activity : on Time Management Challenge

RECORD	
Practical No.	08
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No.8:Perform activity : on Time Management Challenge

Task Given:

Perform an activity on Time Management Challenge. The task was to complete a set of activities within a limited time frame to test and improve participants' time management skills. Participants were required to plan, prioritize, and execute tasks efficiently within the given deadline.

Objectives:

- To develop effective time management skills
- To improve prioritization and planning abilities
- To enhance productivity under time constraints
- To encourage disciplined work habits
- To reduce procrastination and improve focus

Task Distribution:

- Participants were divided into small groups of 4–5 members
- Each group was assigned multiple tasks such as:
 - Completing a worksheet or quiz
 - Solving a problem-solving activity
 - Preparing a short presentation
- Roles assigned within each group:
 - Leader (planning and coordination)
 - Time keeper (tracking time and deadlines)
 - Recorder (noting progress and results)
 - Presenter (presenting final output)

Implementation (Work Done):

- The activity began with instructions and time limits for each task

- Groups planned their approach by dividing tasks among members
- Participants worked simultaneously to complete tasks efficiently
- Time keepers regularly updated the group about remaining time
- Groups adjusted their strategy when they were running behind schedule
- Final outputs were submitted and presented within the given time
 - The presenter shared the group's work and explained how time was managed.
 - Feedback was provided by the teacher.

The activity began with an introduction to time management and its importance in daily life, academics, and professional work. Each group was given a task such as solving a puzzle, arranging a sequence, planning a mini project, or completing a worksheet within a fixed time limit.

Time Management Skills: The Key to Success



Observation:

- Some groups initially struggled with planning and time allocation
- Participants learned to prioritize important tasks over less critical ones
- Communication and coordination improved during the activity
- Teams that planned effectively completed tasks on time
- Time pressure helped participants stay focused and avoid distractions

Outcome:

- Participants developed better time management and planning skills

- Improved ability to work under pressure
- Enhanced teamwork and coordination
- Increased awareness about the importance of deadlines
- Participants became more organized and efficient

Conclusion:

The Time Management Challenge was successfully conducted and met its objectives. Participants gained practical experience in managing time effectively and working under deadlines. The activity proved beneficial in improving productivity, discipline, and teamwork, making it a valuable learning experience.

PRACTICAL NO. 9

RECORD	
Practical No.	09
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Perform activity : on Group Reflection and Feedback

Practical No 9 : Perform activity on Group Reflection and Feedback

Task Given:

Perform an activity on Group Reflection and Feedback. Students were given a set of tasks or a project that had to be completed within a fixed time limit. They were required to plan, prioritize, and execute the tasks effectively while managing time efficiently.

Objectives:

- To encourage self-reflection and group evaluation
- To identify strengths and areas for improvement
- To enhance communication and listening skills
- To promote constructive feedback and mutual respect
- To improve future performance through shared learning

Task Distribution:

- Participants were divided into small groups of 4–6 members
- Roles assigned included:
 - Leader (facilitating discussion)
 - Recorder (noting key points and feedback)
 - Time keeper (ensuring equal participation time)
 - Members (sharing experiences and feedback)
- Each member was given time to speak and reflect

Implementation (Work Done):

1. The teacher explained the concept of time management and its importance in achieving goals.
2. A challenge task was given (e.g., completing a worksheet, solving problems, or creating a small project within a limited time).

3. Each group discussed the task and divided it into smaller steps.
4. The planner created a schedule with time limits for each step.
5. The leader assigned responsibilities to each member.
6. The session began with guidelines on giving constructive and respectful feedback
7. Each participant shared their experience of the previous activities
8. Members discussed what went well and what could be improved
9. Feedback was given to individuals as well as the group
10. The recorder documented important points and suggestions
11. The session concluded with a summary by the group leader



Observation:

- Participants actively participated and shared honest opinions
- Some members were initially hesitant but became comfortable over time
- Listening skills improved as members paid attention to others' views
- Constructive feedback helped identify both strengths and weaknesses
- Group interaction became more open and supportive

✿ Outcome

- Improved self-awareness among participants
- Better understanding of group dynamics
- Enhanced communication and feedback skills
- Identification of areas for personal and group improvement
- Strengthened relationships and mutual respect within the group

Conclusion:

The Group Reflection and Feedback activity was successfully conducted and achieved its objectives. It helped participants learn from their experiences, improve communication, and build a positive and supportive environment. Such sessions are essential for continuous improvement and effective teamwork.

PRACTICAL NO. 10

Perform activity : on Real-World Engineering Project Simulation

RECORD	
Practical No.	10
Date of Performance	
Date of Submission	
Collaborative learning	Yes
SDG- Goal	SDG Goal 4 – Quality Education
Teacher's Signature	

Practical No 10 : Perform activity on Real-World Engineering Project Simulation

Task Given:

Perform an activity on Real-World Engineering Project Simulation. The task was to simulate a real-world engineering project where participants had to plan, design, and execute a solution for a given problem. Teams were required to follow proper project steps including analysis, design, implementation, and presentation within a specified time.

Objectives:

- To provide practical exposure to real-world engineering problems
- To develop problem-solving and critical thinking skills
- To enhance teamwork and project management abilities
- To improve technical and analytical skills
- To encourage innovation and creativity

Task Distribution:

- Participants were divided into teams of 4–6 members
- Each team was assigned a project problem (e.g., designing a simple model/system)
- Roles assigned within each team:
 - Project Manager (overall coordination)
 - Designer (planning and designing the solution)
 - Developer (implementation of the model)
 - Analyst/Tester (checking performance and identifying issues)
 - Presenter (explaining the project outcome)

Implementation (Work Done):

- The teacher introduced the concept of real-world engineering projects and their importance.

- A problem statement was given (e.g., designing a small bridge using limited materials, creating a water-saving system, or planning a simple energy-efficient model).
- Each group analyzed the problem and identified requirements and constraints.
- The research analyst gathered information and possible solutions.
- The design engineer prepared a basic model or design plan.
- The group discussed and finalized the most feasible design.
- The resource manager ensured proper use of available materials within limits.
- The team worked collaboratively to build or simulate the project.
- The quality checker reviewed the design and suggested improvements.
- The final model/solution was prepared within the given time.
- The presenter explained the project, design process, and working to the class.
- Feedback was given by the teacher and peers.

The activity began with an introduction to real-world engineering projects and their importance in solving practical problems. Each group was given a project scenario such as designing a simple structure, planning a system, or solving an engineering-related issue.



Observation:

- Participants showed active involvement and interest
- Teams applied theoretical knowledge to practical situations
- Collaboration and communication improved significantly
- Some teams faced challenges in time management and coordination
- Creative and innovative ideas were observed in different solutions

Outcome:

- Improved understanding of real-world engineering processes
- Enhanced problem-solving and technical skills
- Better teamwork and coordination among participants
- Increased confidence in handling practical projects
- Development of planning and execution skills

Conclusion:

The Real-World Engineering Project Simulation was successfully conducted and achieved its objectives. It provided valuable hands-on experience and helped participants bridge the gap between theory and practice. Such activities are highly beneficial for developing practical engineering skills and should be encouraged regularly.

