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INNOVATIVE
Approaches in
PEDAGOGY at
GLBIMR

Innovative approaches in pedagogy

Submitted by Dr. Nidhi Srivastava

Year	Subject	What pedagogical Innovation is implemented?	Why was pedagogical Innovation Developed?	Impact on Teaching-Learning	Reference Links
Batch 2022-24, 2023-25	Corporate Finance	**Gamification of Time Value of Money:** Student groups developed board/dice games, KBC like quizzes and treasure hunt	Understanding time value of Money is critical to understand finance. However, the mathematical nature of formula makes some students repulsive towards the concept. To make them see the day to day application of TVM in life and its importance as a life skill, small board games, quizzes and treasure hunt were developed using the application of the concept with basic mental maths or thumb rules.	All students of the class were financially literate whether going for finance specialisation or not and understand basic financial planning with their money. They enjoyed the topic and were fully engaged in the class. The games were open for all faculty and other section students in 2022-23 and for section C only in 23-24	
Batch 2022-24, 2023-25, 2024-26	Accounting for Managers	*Nukkad Natak* for Frauds/Financial Crimes: Student	Understanding the concept of window dressing and abuse of financial data presentation is explained	All students were able to retain the key learning of the cases of financial crimes as it was presented in entertaining manner. Also, the confidence and	**1.**https://media.licdn.com/dms /image/v2/D4D22AQH3Fp083P 7EMA/feedshare- shrink_800/feedshare-

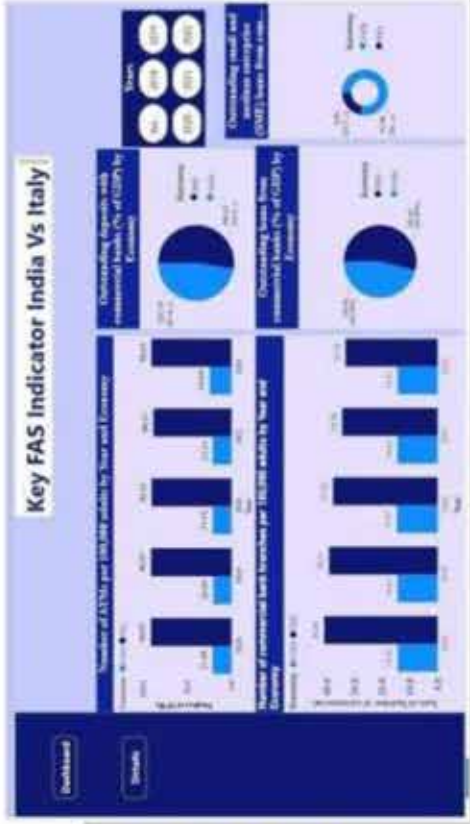| Batch / Course	Title	Description	Outcome	Links
	groups explained accounting fraud and financial crimes through *Nukkad Natak*	through case studies of financial frauds. The lengthy nature of the cases and use of exhibits sometime make them interesting only to few students only. But sometimes these students are very academic in their approach and explain the problem theoretically only. To make uninterest students take interest in such cases and to bring forth the communication skill of the 'academic' students, Nukkad Nataks are performed by the student groups.	communication skills of the presenting students also improved after being exposed to larger audience and flexing out of the comfort zone. The *Nukkad Natak* on Satyam Case, DHFL Scam and Vijay Mallaya case were performed in the year 2022-23, 2023-24 and 2024-25.	shrink_800/0/1690989243820?e=1733961600&v=beta&t=yaB EaVrlcnPfCILf2wG1MQ3fWa5P dHzn8v757YCqvcA 2.https://media.licdn.com/dms /image/v2/D5622AQHjy8bdb4 Kqrg/feedshare-shrink_2048_1536/feedshare-shrink_2048_1536/0/1721920 466746?e=1733961600&v=bet a&t=UgiMDUtqk8hf3I42hDUfo U_nLYjKRoV34y8GsJrsvcs 3.https://media.licdn.com/dms /image/v2/C4D22AQEbshxgcm AwUA/feedshare-shrink_1280/feedshare-shrink_1280/0/16579655738 58?e=1733961600&v=beta&t=g EcaYACsj06aGCvuMzkqCMQoq ABfN4yO8cUPM1QnspU 4.https://media.licdn.com/dms /image/v2/D5622AQEtD0uh3z vGOg/feedshare-shrink_2048_1536/feedshare-shrink_2048_1536/0/1722351 004919?e=1733961600&v=bet a&t=I0zhWGgNbExtCeJTxQSM b5fYtFnlNfAGlyFbHEfTG3c
Batch 2023-25, 2024-26	Accounting for Managers	**Pitching:** Communicating financial performance of assigned	Preparing financial statement is one part of subject but communicating the financial performance to other stakeholders is	The activity helped immensely in teaching learning process: i) students were able to work on the finance vocabulary useful for interview purpose ii) students had to analyze the annual report of the company	1.https://media.licdn.com/dms /image/v2/D4D22AQH3Fp083P 7EMA/feedshare-shrink_800/feedshare-shrink_800/0/1690989243820?

Batch	Subject	Activity / Description	Context	Outcomes	Links
		company for last 5 years to get funding for next 5 years	difficult for many students. Especially students with B.Com background were more comfortable in solving numerical and were short of words if asked to comment upon the company. Inspired by "Shark Tank" (a show popular among our students) and the financial jargons used in the show, students were asked to pitch for funding using the financial information of the company they analysed as class project.	assigned to them for previous 5 years to pitch for funding iii) Confidence and communication skills improved iv) some students approached after the class for their own entrepreneurial ideas who were guided to E Cell for further collaboration. The pitching is used in 2023-24 and 2024-25 batches for Accounting for Management subject.	e=1733961600&v=beta&t=yaB EaVrlcnPfClLf2wG1MQ3fWa5P dHzn8v757YCqvcA 2.https://media.licdn.com/dms /image/v2/D5622AQHjy8bdb4 Kqrg/feedshare-shrink_2048_1536/feedshare-shrink_2048_1536/0/1721920 46674?e=1733961600&v=bet a&t=UgiMDUtqk8hf3l42hDUfo U_nLYjKRoV34y8GsJrsvcs 3.https://media.licdn.com/dms /image/v2/C4D22AQEbshxgcm AwUA/feedshare-shrink_1280/feedshare-shrink_1280/0/165796557385 8?e=1733961600&v=beta&t=g EcaYACsj06aGCvuMzkqCMQoq ABfN4yO8cUPM1QnspU 4.https://media.licdn.com/dms /image/v2/D5622AQEtD0uh3z vGOg/feedshare-shrink_2048_1536/feedshare-shrink_2048_1536/0/1722351 00491?e=1733961600&v=bet a&t=l0zhWGgNbExtCeJTxQSM b5YtFnINfAGlyFbHEFTG3c
Batch 2022-24, 2023-25	Banking & Financial Services and Fintech	Data Visualization and storytelling in Banking: Projects were assigned to students for their	Banking as a subject require macro level policy discussion which become very theoretical in nature sometime. Understanding the concept of banking as a	Since Banking paper was part of specialization basket, following outcomes were observed: i) Students were able to work on banking vocabulary ii) all students developed a dashboard in power Bi on financial inclusion on one	1.https://doi.org/10.58213/vid hyayana.v8i5.688 2.https://www.linkedin.com/p osts/sudhanshutiwarii_researc hdiscovery-financialinclusivity-iccim2024-activity-

native region to assess the digital financial inclusion of the area and present it with data-based storytelling, projects were assigned to assess the digital financial inclusion of India in caparison to other countries on the basis of IMF report and create a power Bi dashboard for the same.	service and to know the ground reality of a student's own region along with the application of software (SPSS and Power Bi) to analyse the macro level data generated more interest of the students and helped them in write research papers on the subject.	country of their choice as compared to India. iii) some students developed research paper on the topic of financial inclusion and presented and published in National and International Conferences iv) Students reports of financial inclusion of their native region were also developed as research papers and presented and published in National and International Conferences. This tool is used for the year 2022-24, 2023-25 batch for BFSF paper.
		7176599032381759489-y-Ja?utm_source=share&utm_medium=member_android

Some Glimpses:

Pedagogical Innovation Award

Q1. What pedagogical Innovation is implemented?

The pedagogical innovation has been introduced in finance elective paper **Wealth and Portfolio Management (PGF 43)**, by introducing an **interview-based group project.**

The structure of the project is as below:
Team size: 04 students

Project Detail: A structured interview is to be conducted with the adopted investor through in person meetings.

Objective of Project:
1. Prepare the net worth and surplus statement of the adopted investor, by detailed analysis of income-expense and Asset-liability assessment.
2. Review of the existing investment basket
3. Suggestions towards goal based financial planning towards successful attainment of stated financial goal
4. Inform adopted investor towards succession planning.

Detailed project report and viva is conducted at the time of submission.

Q2. Why was pedagogical Innovation Developed?

The reasons for introducing this innovation are as below:

1. The project enables students to apply concepts of financial planning in a real-life scenario.
2. The project offers better learning outcome for technical and soft skills.
3. The project prepares students to share an experiential learning during their final placement as well.

Q3. Impact on Teaching-Learning

The impact of above said project on teaching-learning process can be stated as below:

1.Improved critical thinking and execution skills of students.
2. Students were job ready in a better manner as they had already replicated their job profile of Wealth management Industry, which is fastest growing industry in India.
3. 43 students were part of this innovative project and 10 have already been successfully got their final placement.

Submitted by:

Dr Shuchita Singh
Professor-finance

Dr Surabhi Singh

I have introduced various pedagogical innovations to enhance the quality of education and ensure continuity in learning, especially in remote settings. The approaches I implemented across different subjects include:

- **Problem-Based Learning**
- **Field-Based and Experiential Learning**
- **Inquiry-Based Learning**
- **Case-Based Instruction**

New Teaching Methodologies

1. **Gaming Techniques**:
   - In *Marketing Management*, I introduced a "Marketing Escape Room" game. Conducted after course completion, it allowed students to apply their knowledge to solve real-world problems interactively and engagingly.

2. **Case Studies and Practical Projects**:
   - In *Strategic Management*, each class involved case study discussions followed by practical projects to deepen understanding.
   - Additionally, a *Global Expert Talk* was organized to offer global perspectives on the subject.

3. **Role Play and News Articles**:
   - In marketing, students engaged in role-play based on news articles. This was complemented by a viva session to enrich the learning experience.

4. **Expert and Alumni Talks**:
   - Sessions like *Expert Talks* and *Alumni Talks* were organized in Marketing Management to provide experiential learning opportunities.

5. **Live Projects**:
   - Meritorious students worked on live projects in the *Digital Marketing Lab* and earned certificates from *Digital Training Jet*.

Digital Tools

- Computer labs adopted innovative pedagogies to teach digital marketing strategies.
- A workshop on *Programmatic Advertising* introduced students to emerging trends in the field.
- Students created digital marketing campaigns and worked on live projects.

- As a facilitator, I developed course content, including resources shared via platforms like [this blog](#).

Assessment Techniques

Unique approaches were employed, such as:

- Role-play evaluations.
- Digital marketing certifications.
- Group-based tasks with individualized role assessments.

Classroom Innovations

- **Interactive Teaching**: Instead of traditional lecture-based methods, I adopted discussion-driven sessions to foster critical thinking and engagement. Slides were used minimally, focusing on visual aids like figures and charts.
- **Soft-Copy Submissions**: Projects were student-developed with originality and submitted digitally, eliminating handwritten assignments.
- **Personalized Interaction**: Randomized questioning encouraged attentiveness and personalized learning. Students were not required to memorize but to thoroughly understand concepts.

Impact on Teaching-Learning

- Feedback scores consistently exceeded 75% in all the courses taught by me, with *Strategic Management* and *Digital Marketing* receiving over 80%.
- Innovations led to better student engagement, deeper understanding, and collaborative learning.

Improvements in Student Performance

- I fostered an interactive, student-centred learning environment. Teaching was tailored to students' receptivity, ensuring concepts were understood rather than memorized.
- Group-based projects promoted collaboration, ensuring equitable participation.
- Effective course management within scheduled timelines sets an example for students.
- My courses achieved consistent attainment levels of 1.75 to 2.2, with fewer defaulters in assessments.

In conclusion, I believe teaching and learning are collaborative processes that flourish when innovation, adaptability, and student engagement are prioritized.

Marketing Management (PG22)

Field Project Overview (10 Marks), Batch 2024-26

As part of their coursework, PGDM 1st-year students are assigned a field project worth 10 marks. The objective is to enhance their practical understanding of the FMCG sector by analyzing real-world products and their competitive landscape.

Project Requirements:

Students must identify **2 products** and their respective 2 **competing products** within **three categories** of the FMCG industry:

1. **Food and Beverages**
2. **Personal and Household Care**
3. **Healthcare**

For each identified product and its competitor, students are expected to:

- Conduct a **Segmentation, Targeting, and Positioning (STP)** analysis to understand market dynamics.
- Perform a detailed **SWOT Analysis** (Strengths, Weaknesses, Opportunities, and Threats) and **PESTLE Analysis** (Political, Economic, Social, Technological, Legal, and Environmental factors) to evaluate external and internal business environments.
- Identify and compare the **unique selling points (USPs)** or **value propositions** of both the product and its competitor.
- Analyze and report on:
  - **Pricing Strategies**: Understand and compare the pricing structures of the selected products.
  - **Packaging Distinctiveness**: Assess the uniqueness and appeal of the product packaging.
  - **Distribution Channels**: Evaluate how the products reach consumers through various distribution networks.

Field Visit Expectations:

Students are required to select a **local business** (small, medium, or large) from any industry or sector within the FMCG domain. The chosen business should be open to student interactions, allowing observations, interviews, and data collection.
During the field visit, students should engage with the business, collect relevant information, and analyze the selected products comprehensively.

Submission Guidelines:

Students must prepare and submit a detailed report documenting their findings. The report should include:

- A clear structure with appropriate headings and subheadings.
- Analytical insights supported by data and observations.
- Visuals such as charts, graphs, or tables to enhance presentation.

This project aims to bridge the gap between academic learning and industry practices by equipping students with hands-on experience in understanding market strategies, competition, and consumer behavior within the FMCG sector.

Rubrics for Evaluation:

Criteria	Max Marks	Full Marks	Partial Marks	No Marks
1. Product Identification and Analysis	2	**2 Marks**: Accurate and detailed identification of 10 products and their competitors across all 3 categories.	**1 Mark**: Identification is incomplete or lacks detail.	**0 Marks**: Poor or no identification of products and competitors.
2. Analytical Frameworks	3	**STP Analysis (1 Mark):** Clear and accurate segmentation, targeting, and positioning for all products. **SWOT Analysis (1 Mark):** Well-detailed strengths, weaknesses, opportunities, and threats for products and competitors. **PESTLE Analysis (1 Mark):** Comprehensive consideration of political, economic, social, technological, legal, and environmental factors.	**STP (0.5 Marks):** Limited or unclear segmentation, targeting, and positioning. **SWOT (0.5 Marks):** Incomplete or generic SWOT analysis. **PESTLE (0.5 Marks):** Limited or unclear consideration of PESTLE factors.	**0 Marks:** Minimal or no application of analytical frameworks.
3. Identification of USPs and Value Propositions	2	**2 Marks:** All 30 products and their competitors analyzed for USPs and value propositions with clear, insightful observations.	**1 Mark:** Limited or generic analysis of USPs.	**0 Marks:** No significant findings or incorrect information.
4. Pricing and Packaging Analysis	1.5	**1.5 Marks:** Comprehensive and insightful evaluation of pricing strategies and packaging uniqueness for all products.	**1 Mark:** Moderate analysis; missing details for some products.	**0.5 Marks:** Minimal or incorrect information.

Criteria	Max Marks	Full Marks	Partial Marks	No Marks
5. Distribution Analysis	1.5	**1.5 Marks:** Clear understanding of distribution strategies and channels for all products.	**1 Mark:** Limited details provided.	**0.5 Marks:** Minimal or inaccurate insights.
6. Report Presentation and Structure	1	**1 Mark:** Well-organized, professional report with clear structure, visuals (e.g., charts, graphs), and proper citations.	**0.5 Marks:** Average presentation; lacks clarity in some sections.	**0 Marks:** Poor presentation or lack of coherence.

1. Pedagogical Innovation Implemented

Field-Based Experiential Learning through Industry Interaction:

The project integrates experiential learning by requiring students to analyze FMCG products through direct field visits and real-world observation. This approach combines theoretical concepts with hands-on, practical exposure. Key innovative elements include:

- **STP, SWOT, and PESTLE Analysis Application:** Students apply advanced marketing frameworks to real-world scenarios. This practical application enhances analytical thinking and reinforces theoretical understanding.
- **Competitor Analysis:** Analyzing products alongside their competitors introduces students to the complexities of competitive markets.
- **Focus on Local Businesses:** Encouraging interaction with local businesses bridges the gap between academia and industry.
- **Integrated Assessment Components:** Evaluation includes multiple dimensions, such as product identification, strategy analysis, and report presentation, fostering comprehensive learning.

2. Why was Pedagogical Innovation Developed?

Need for Practical Exposure in Management Education:

- **Bridging the Gap between Theory and Practice:** Traditional classroom-based learning often limits students' ability to understand the dynamic nature of the FMCG sector. This project allows students to engage with real-world complexities.
- **Addressing Diverse Learning Needs:** Experiential learning caters to kinesthetic and visual learners by emphasizing observation, interaction, and detailed analysis.
- **Enhancing Industry Readiness:** Management graduates require practical skills and the ability to analyze and strategize in real-world scenarios. This project aligns classroom learning with industry expectations.

- **Fostering Active Participation:** Engaging with businesses encourages students to take initiative, communicate effectively, and think critically.

3. Impact on Teaching-Learning

Observed Improvements:

- **Enhanced Analytical Skills:** Students demonstrate a better grasp of marketing frameworks and their applications. Their reports often showcase detailed and well-structured insights into product strategies.
- **Increased Participation:** Field-based assignments encourage higher participation levels. Students are more engaged and proactive in gathering data and conducting interviews.
- **Real-World Awareness:** Feedback indicates that students feel more confident about understanding market dynamics and business strategies.
- **Skill Development:** Improved communication, negotiation, and critical thinking skills have been noted as students interact with business owners and professionals.

Evidence of Impact:

- **Student Feedback:** Many students express satisfaction with the hands-on learning experience, highlighting how it enriched their understanding of FMCG marketing.
- **Improved Assessment Scores:** Compared to theoretical assignments, students perform better due to the relatable and engaging nature of the project.
- **Engaged Learning Environment:** Classroom discussions following the project are livelier, with students sharing diverse field insights and experiences.

This innovation not only strengthens students' conceptual understanding but also prepares them for the challenges of the corporate world.

Service Marketing – PGM04

Field Assignment (Max. Marks: 10), Batch 2023-25

Objective:

The aim of this assignment is to provide students with practical exposure to the service marketing domain by analyzing real-world service providers. Students will act as customers or interview existing customers to evaluate the quality of services offered and the factors influencing their delivery.

Task:

Students are required to visit a service provider from any of the following sectors:

- **Healthcare:** Hospitals or clinics.
- **Hospitality:** Hotels, resorts, or amusement parks.
- **Financial Services:** Banks and insurance companies.
- **Travel & Tourism:** Tour operators or travel agencies.
- **Consulting Services:** Professional consulting firms.
- **Automobile:** Car dealerships (for services only).

During the visit, students will observe and document their findings based on the following key parameters:

Key Assignment Components:

1. **The 7 Ps of Service Marketing:**
   Analyze the service provider's strategies for:
   - **Product**: The core service and supplementary services offered.
   - **Price**: The pricing strategy and its perceived value.
   - **Place**: Service delivery channels and accessibility.
   - **Promotion**: Advertising, promotions, and communication strategies.
   - **Physical Evidence**: The tangible elements like infrastructure, ambiance, and branding.
   - **Process**: The steps involved in service delivery.
   - **People**: Staff behavior, interaction, and customer handling.
2. **Service Quality Parameters:**
   Evaluate the quality of services based on:
   - **Tangibles**: Physical appearance of facilities, equipment, personnel, and communication materials.
   - **Reliability**: The ability to deliver the promised service consistently and accurately.

- o **Responsiveness**: The service provider's willingness to assist customers promptly and address their concerns.
  - o **Assurance**: The knowledge and courtesy of employees, inspiring customer trust and confidence.
  - o **Empathy**: The extent of personalized care and attention provided to customers.
3. **Service Front-End and Back-End (Servuction Model):** Examine the visible (front-end) and behind-the-scenes (back-end) components of the service process.
4. **Service Encounter (Three Stages):**
   - o **Pre-Service Stage:** Customer expectations and preparation before availing the service.
   - o **Service Delivery Stage:** Interaction with the service provider and experience during service consumption.
   - o **Post-Service Stage:** Customer reflections and follow-ups after the service.

Report Guidelines:

- **Format:** Handwritten, minimum 5 pages.
- **Content to Include:**
  - o **Basic Details:** Time, date, name, and location of the service provider.
  - o **Observations:** Detailed findings on the 7 Ps, front-end and back-end processes, service quality, and service encounter stages.
  - o **Visual Proof:** Attach visiting cards, photos of the premises or products, and a selfie at the location. These are mandatory for assignment evaluation.
  - o **Reflection:** A 2-minute video recording summarizing your learning experience.

Important Guidelines for Execution:

1. **Preparation:** Research the chosen service provider and prepare as a customer before the visit. Use effective interpersonal skills to interact with employees or observe the environment.
2. **Documentation:** Accurately document all observations, as details are critical for evaluation.
3. **Engagement:** Take note of both positive and negative aspects of the service experience.
4. **Visual Evidence:** Submit a selfie, photos, and any relevant documents to validate the visit.

Report Structure:

1. **Introduction:**
   - o Time and date of the visit.
   - o Name and location of the service provider.
2. **Observations and Analysis:**
   - o Insights on the **7 Ps of Service Marketing**.
   - o Assessment of service quality parameters (tangibles, reliability, responsiveness, assurance, and empathy).

o   Front-end and back-end evaluation.
o   Service encounter stages.
3. **Reflection:**
    o   Overall assessment of the service experience.
    o   Highlight at least two key learnings from the visit.
4. **Conclusion:**
    o   Summary of observations and takeaways from the assignment.

Deliverables:

- A comprehensive handwritten report including the above components.
- A 2-minute video reflection summarizing your key insights.

Evaluation:

This assignment allows students to connect theoretical knowledge with practical exposure, enabling them to critically analyze real-world service marketing strategies. Ensure accuracy, detail, and clarity in your submission. Good luck!

Rubric for evaluating the Service Marketing Field Assignment:

Criteria	Max Marks	Full Marks	Partial Marks	No Marks
1. Observation of 7 Ps	3	**3 Marks:** Comprehensive analysis of all 7 Ps with detailed observations and relevant examples.	**1.5–2 Marks:** Analysis of 5–6 Ps with some gaps in detail or examples.	**0–1 Mark:** Minimal or no mention of the 7 Ps.
2. Service Quality Evaluation	2	**2 Marks:** Detailed evaluation of all five service quality parameters (tangibles, reliability, responsiveness, assurance, empathy).	**1–1.5 Marks:** Analysis of 3–4 parameters with some detail missing.	**0–0.5 Mark:** Poor or no evaluation of service quality.
3. Service Encounter Analysis	1.5	**1.5 Marks:** Comprehensive description of all three stages (pre-service, service delivery, post-service).	**0.75–1 Mark:** Description of only 2 stages or incomplete details.	**0–0.5 Mark:** Poor or no analysis of service encounter stages.
4. Front-End and Back-End Analysis	1.5	**1.5 Marks:** Clear and insightful distinction between front-end and back-end processes using examples.	**0.75–1 Mark:** Limited or partially accurate distinction with insufficient detail.	**0–0.5 Mark:** Minimal or no analysis of front-end and back-end.

Criteria	Max Marks	Full Marks	Partial Marks	No Marks
5. Report Presentation and Structure	1	**1 Mark:** Well-organized, professional report with clear structure, visuals, and proper validation (photos, visiting card, etc.).	**0.5–0.75 Marks:** Average presentation; lacks clarity in some sections or missing some validation items.	**0 Marks:** Poor presentation, disorganized structure, or missing evidence.
6. Reflection and Key Learnings	1	**1 Mark:** Thoughtful reflection with at least two key learnings clearly articulated in the report and video.	**0.5–0.75 Marks:** Limited reflection or only one key learning presented.	**0 Marks:** No reflection or minimal effort in summarizing learning.

1. Pedagogical Innovation Implemented

The pedagogical innovation implemented in this assignment is **experiential learning through a field-based service marketing analysis project**. It combines **real-world exposure**, **active learning**, and **structured theoretical frameworks** to enhance the learning process.

Key Features of the Innovation:

- **Experiential Learning:** Students visit actual service providers to analyze their operations and strategies. This provides them with hands-on experience and a deeper understanding of service marketing concepts.
- **Integration of Analytical Frameworks:** The assignment incorporates service marketing concepts such as the **7 Ps**, **service quality parameters**, **servuction model**, and **service encounter stages** to ensure a structured and comprehensive evaluation.
- **Interactive Role Play:** Students pretend to be customers, engaging directly with service providers or their customers to gather insights. This active role-playing method helps improve observational and interpersonal skills.
- **Multimodal Submission:** Students are required to present their findings in a **handwritten report**, supplemented with visual evidence (photos, visiting cards, and a selfie) and a **video reflection**. This multimodal approach encourages creativity and thorough documentation.
- **Focus on Real-World Skills:** Students practice critical thinking, research, and professional communication by interacting with employees and analyzing service environments.

2. Why Was This Pedagogical Innovation Developed?

Addressing Challenges in Traditional Teaching:

- **Lack of Practical Exposure:** Traditional classroom lectures often fail to convey the complexities of service marketing in real-world settings.
- **Engagement Issues:** Students might struggle to connect abstract concepts like service quality or the 7 Ps to actual business practices.
- **Limited Skill Development:** Classroom learning does not adequately develop interpersonal, analytical, and observational skills, which are crucial for understanding service marketing.

Enhancing Learning Outcomes:

- **Bridging Theory and Practice:** The innovation bridges the gap between theoretical knowledge and real-world application by requiring students to evaluate actual businesses.
- **Encouraging Active Participation:** The role-play approach and interactive components, such as interviews and customer observations, make learning more engaging.
- **Promoting Critical Thinking:** The assignment challenges students to analyze business strategies critically, evaluate service quality, and identify areas for improvement.

3. Impact on Teaching-Learning

The implementation of this pedagogical innovation has led to significant positive outcomes in the teaching-learning process:

a. Enhanced Student Performance:

- **Application of Concepts:** Students demonstrate a deeper understanding of service marketing frameworks as they apply theoretical concepts like the 7 Ps and service quality parameters in real-world scenarios.
- **Improved Analysis Skills:** Feedback from reports shows better analytical thinking, with students identifying nuanced details such as pricing strategies or the empathy of service staff.

b. Increased Participation and Engagement:

- **High Enthusiasm Levels:** Students actively participate in field visits and share unique insights from their experiences during class discussions.
- **Collaborative Learning:** Many students discuss their findings with peers, leading to knowledge sharing and collective learning.

c. Greater Comprehension:

- **Practical Insights:** Observing real-world operations helps students grasp complex concepts like the servuction model and service encounter stages more effectively than lectures alone.
- **Holistic Learning:** By combining theoretical frameworks with real-world application, students gain a well-rounded understanding of service marketing.

d. Positive Student Feedback:

- Students reported enjoying the hands-on aspect of the assignment and found it valuable for connecting theory to practice.
- They appreciated the opportunity to improve soft skills such as observation, communication, and presentation.

e. Evidence of Impact:

- **Improved Grades:** Students who participated in this experiential learning activity showed higher performance in subsequent assessments related to service marketing.
- **Increased Engagement in Class:** Discussions about field visits generated lively interactions and more inquisitive questions about service strategies.

Overall, this innovation fosters **active learning, skill development**, and **real-world readiness**, making it an effective approach for teaching service marketing concepts.

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Academic Session (2023 –25)

Name: **Harmeet Singh**

PGDM No: **PGDM23015**

Group: **I**

Subject: **Service Marketing**
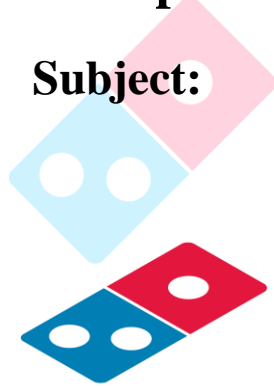
Domino's

Submitted By: **Submitted to:**

Harmeet Singh   **Dr. Amit Kumar**

Field Service Marketing Assignment Report On Dominos

Service Provider: Domino's Pizza
Location: Jagat Farm, Greater Noida
Date of Visit: [Insert Date]
Time of Visit: [Insert Time]

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1. Introduction to Domino's Pizza

As part of my field service marketing associated with the assignment, I went to **Domino's Pizza** which is situated in **Jagat Farm**, **Greater Noida** on 06/09/2024. **Domino's** is an internationally famous chain in fast food or Quick service restaurants and as per its operational profile, it focuses on delivery as well as take-away pizza services. The brand values its consumers and assures them of the quality of the products offered by way of timely innovations such as the 30-minute delivery policy'. There are over 17000 Domino's Pizza outlets across the world that is known for fast delivery, great quality and on-demand pizzas.

The location of Jagat Farm's Domino's is quite important in that it's a highly populated area with numerous universities, office blocks and homes. This place also enjoys good online and physical order volume thanks to being near to students and other working-class people. For one of my assignments, I analyzed the whole processes aimed at the end user including Domino's services, applying for that by the Seven P's of Service Marketing, SERVQUAL, and Seven Model. The very desire inspired me to learn how this fast food industry player managed to retain the loyalty of its customers by properly designing and implementing the service process.

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2. The Seven P's of Service Marketing

Product

Pizza is the main product offered by Domino's which has a lot of variations catering to different tastes. The brand has varieties of pizza with different crust styles, for instance, Hand-Tossed pizza, Thin Crust Pizza, Wheat Thin Crust, and the well-known Cheese Burst. The range of toppings is quite extensive, vegetarian and non-vegetarian toppings that include many preferred vibrant tastes like Paneer Makhani, and Indie Tandoori Paneer, and Chicken Pepperoni.

Even including items such as pizza, Domino's provides many other supporting products including garlic breadsticks, pasta, chicken wings, choco lava cake, and different kinds of drinks. These accompany the main product and improve the overall experience by allowing customers to access a full meal package under one provider. The new launches and introduction of seasonable limited-time-only campaigns and product lines have also proven to be important tactics to ensure that the menu does stale and boring.

On that day, I ordered one Medium Cheese Burst Pizza with Farm Fresh veg's extra Nayone and Black Olive's, stuffing Garlic Bread And pizza was delish hot served and the cheese burst was as decadent as what Domino's promises. It is about juiciness and flavor balance and fresh ingredients are always the brand manages to deliver quality **food.Price**

Domino's pricing strategy is designed to appeal to a broad customer base, ranging from students and families to professionals. The brand employs a **value-based pricing** approach, where products are priced to provide good value for money while maintaining a balance between affordability and quality. For instance, Domino's offers **Everyday Value Deals**, which provide two medium pizzas at discounted rates. This pricing strategy helps attract price-sensitive customers who are looking for budget-friendly meal options.

Moreover, Domino's offers various combo deals and family packs, which are designed to maximize value for group orders. The prices of these combos are strategically set lower than the sum of individual items, incentivizing customers to opt for bulk purchases. Additionally,

Domino's frequently runs **limited-time offers** and **seasonal promotions**, both online and in-store, which create a sense of urgency and increase order volumes.

For my meal, I found the price of ₹499 for a **Medium Cheese Burst Pizza** and **Stuffed Garlic Bread** to be reasonable given the quality, portion size, and customization options available. I also received a **10% discount** through the Domino's app, which further enhanced the value perception. The pricing strategy, combined with frequent offers, makes Domino's an attractive option for students in the Jagat Farm area, who are often looking for cost-effective meal solutions.

Place

The Jagat Farm outlet is well located in Greater Noida with a lot of educational institutions, residential complexes and commercial establishments around it. There is everyday footfall throughout the day fitting the target customers such as students who need a quick meal or working people placing orders during lunch breaks. The outlet is designed to accommodate temporary in-house patrons though a takeout and delivery model is the main focus of the sconceptualization.

Domino's has physical stores and with it's most complex ordering system which is integrated into the website and mobile application. In addition, the app is quite simple in usage with a few navigation options which consist of menu browsing, order customization, and payments processing. It is also capable of tracking the order through the application where customers can.

All, the outlet's infrastructure for making deliveries is well and put in place with a delivery channel supported by people to deliver and a management system for the kitchen in without biases. Domino's has assured its customers concerning the delivery patterns as, even with the high traffic, dispatching trailers is no problem in the Greater Noida area. The promise of delivery in "30 minutes or free" has been associated with the various services of Domino's and has continued to keep customers happy and trusting them.

Promotion

Domino's brand promotion tactics are approached from different angles, that is, modern and traditional methods are harmoniously combined. The Jagat Farm location exhibited a number of promotional materials, buy 1 medium pizza, get 1 free and combo meal offers that were running at the time. Such offers were also in the Domino's app, which on a regular basis sends out push notifications to update them on the latest offers and discounts available to the customers.

Domino's also engages with its consumers via social media platforms including Instagram, Facebook, and Twitter by conducting contests, promotions, and influencer campaigns. The brand is also engaging in email marketing and SMS alerts with customers concerning deals that are due and new product introductions, as I mentioned before. For example, during my stay there I had the app on my phone and received a deser notification for a limited period promotion and added a Choco Lava Cake to my order. This is an example of real-time marketing used by Domino's and the impact this marketing plan has on the customers' purchasing behavior.

In summary; For its securitisation and advancement, Dominos follow several orthodoxions. For their entertainment needs, consumers can order a wide range of delicacies and pizza. At Jagat's farm, a number of promotional offers: Buy 1 get 1 free on medium pizzas, and combo meals such as the chicken meal were presented to customers. Such offers were also in the dominos app, which on a regular basis sends on some push notifications on how latest offers and discounts which are there to the customers.

Physical Evidence

Physical evidence plays a major role in service marketing. The outlet at Jagat Farm was neat and well-organized, with minimalistic design to make sure that it serves the purpose of functionality over anything else. Digital menu boards were installed in addition to the counter. This would make it easier for the customer to go through the menu and place their order. The open kitchen layout allows consumers to view the preparation of pizzas, reinforcing transparency and hygiene standards.

The staff wore branded uniforms, and the pizzas themselves came in branded blue-and-

White boxes that help retain heat so the pizza is in the best possible shape. Packing was solid, branding clear, and it made the box look more appealing; it kept the pizza warm during delivery..

Process

There is extreme efficiency in the processes at Domino's. Thus, there is a great emphasis on speed and accuracy. Dominos operates a highly standardized process aimed at ensuring quality across various outlets. Ordering processes-either in-store or through online means-have been made to be as smooth as possible to reduce the waiting times for customers. Upon going there, I booked my order with Domino's mobile app, which was quite user-friendly and hassle-free. I managed to customize my pizza in a way that was easy for me and, with the real-time order tracker, I could follow its preparation.

Once ordered, it was now the turn of the backend at Dominos. It was coordinating its kitchen staff for the pizza that reached my table within 15 minutes. Real-time tracking on the app enabled me to track every step: preparation, baking, and packaging. This makes it more transparent and increases trust among customers.

Dominos uses the GPS-enabled delivery route optimization system to facilitate delivery orders, assigning them to the nearest available delivery personnel to ensure piping hot, fresh pizzas within 30 minutes. This process is really essential for maintaining customer satisfaction, especially in a dense city like Greater Noida..

People

The people component of Domino's service model encompasses all the personnel interacting with the customer, from the counter staff to the delivery boys and girls. During my visit to the Jagat Farm outlet, I found that the outlet staff were very courteous, professional, and well-trained. The counter staff quickly and efficiently handled my order, including helpful suggestions

on new menu items that I asked about. Their ability to take quick orders despite the busy environment reflected their training and experience.

Moreover, the delivery personnel were punctual and very professional to ensure customers received their orders on time. Dominos places great emphasis on their staff training, which is reflected in customer service, food safety, and hygiene matters. This training is reflected in the interaction of the staff with the customers since they were able to handle multiple orders without losing their cool.

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3. Evaluation of Service Quality Using SERVQUAL Parameters

The quality of service for Domino's, Jagat was assessed using the SERVQUAL model. The people component of Domino's service model comprise all the people that interact with the customer - the staff at the counter, the delivery boys and girls, everyone. When I visited the outlet at Jagat Farm, I found the outlet staff friendly, professional, and well trained. The staff at the counter immediately attended to my order, even suggesting new menu items upon inquiry. That they could take quick orders amidst the busy environment reflected their training and experience.

Moreover, delivery people were on time and extremely professional to ensure clients get their orders on time. Dominos places great emphasis on their staff training reflected in customer service, food safety as well as hygiene matters. This is reflected in the interaction of the staff with the customers since they were able to handle many orders without losing their cool. Empathy.

Tangibles

Physical evidence of Domino's service grinds the psychological perceptual processes that customers use to interpret service. The Jagat Farm outlet was neat and well-maintained with a modern, simplistic style. Having an open kitchen allowed customers to look at how pizzas were constructed, thus amplifying the brand's value of transparency and food safety. The menu boards

were digitally displayed and were well-organized. The packs were durable enough that even on delivery, the pizza is still warm and fresh.

Staff uniforms were clean and branded, further giving a complementary touch to the professionalism of the outlet. On the whole, all the tangible elements of the service were well maintained showing a good customer impression.

Reliability

Reliability means the degree to which the service performer can deliver the service consistently. The reputation of Domino's was built around speed and reliability; its "30 minutes or free" delivery promise was central to the brand. During my visit there, it was observed that Domino's met this commitment repeatedly. The delivery took just 15 minutes from placing the order, and the staff was able to handle many customers without lowering their standards of service.

Besides, with the help of the Domino app, it granted status regarding the order tracking system. All in all, this creates transparency and reliability in the whole process. Consistency in the delivery of its service both at the store and online strengthens Domino's reputation for being reliable.

Responsiveness

Responsiveness: It would relate to the readiness of the staff to serve customers and rendering quick service. The responsiveness at the Jagat Farm outlet was pretty good as orders were managed rather quickly and any customization requests were agreed upon. When I asked for some suggestions, the person at the counter helped a lot and did make some useful suggestions based upon my preferences.

The delivery personnel were also put down as punctual and courteous enough to ensure orders would arrive in a timely manner with customers. This responsiveness of the staff to customer needs added to their strength in managing large volumes of orders to provide a seamless and smooth service experience.

Assurance

Assurance relates to knowledge and politeness of staff, their trust and confidence inspiring. The team working for Domino's Jagat Farm showed a high level of competence and professionalism. The staff was articulate about their menu items and gave some recommendations apart from answering my questions quite clearly and confidently.

That feeling of surety was also contributed to by the visible kitchen layout, where one could see the cleanliness and organization of the food preparation. Digital order tracking furthered this sense of trust with customers being able to see where an order was in real time.

Empathy

Empathy means giving personalized attention to the customers. Though it was a busy environment, the staff at Domino's Jagat Farm listened to the customer about their preference for order and special requests. Counter staff were attentive; they gave recommendations based on my personal preference. Though a large number of customers were present, the service seemed personalized.

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4. Servuction Model: Front-End and Back-End Service Analysis

The **Servuction Model** helps distinguish between the **front-end** and **back-end** service operations, providing a holistic view of service delivery at Domino's.

Front-End

The front-end elements of Domino's service include all customer-facing aspects, such as the ordering process, in-store ambiance, and employee interactions. At the **Jagat Farm outlet**, the

front-end operations were highly efficient. The ordering process was streamlined through **digital menu boards**, and the **counter staff** were well-trained in handling customer queries and orders.

The open kitchen layout allowed customers to view the pizza preparation process, adding transparency to the service. Additionally, the **real-time order tracking system** on the app provided customers with updates on their order status, further enhancing the customer experience.

Back-End

The back-end operations at Domino's are critical to its ability to deliver on its promises of **speed and quality**. These operations include **kitchen management**, **inventory control**, and **delivery logistics**. During my visit, I observed that the kitchen staff worked efficiently to prepare the pizzas in a timely manner. The kitchen was well-organized, and the staff followed standardized procedures to ensure consistency in product quality.

Domino's uses a **GPS-enabled delivery system**, which allows the store to optimize delivery routes and assign orders to the nearest available delivery personnel. This system ensures that pizzas are delivered hot and fresh within the promised time frame. Additionally, Domino's centralized **inventory management system** ensures that the outlet is well-stocked and prepared to handle high volumes of orders during peak hours.

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5. Service Encounter Analysis: Three Stages of the Service Encounter

Pre-Service Stage

Before visiting **Domino's Jagat Farm**, I had certain expectations based on the brand's reputation for fast and reliable service. The **30-minute delivery guarantee**, combined with Domino's consistent quality across outlets, created an expectation of efficiency and high-quality

food. The promotional materials I received via the app, such as **push notifications** for ongoing deals, further shaped my expectations of a value-for-money experience.

Service Stage

The service stage, or the actual interaction with the brand, met my expectations. The ordering process was smooth, and the staff were efficient and helpful. The pizza was prepared within 15 minutes of placing the order, and the **real-time order tracking** feature allowed me to monitor its progress. The open kitchen layout also enhanced the overall experience by providing transparency into the food preparation process.

Post-Service Stage

After receiving my pizza, I was prompted to provide feedback via the Domino's app. The feedback mechanism is an important part of the post-service experience, as it allows Domino's to gather customer insights and improve its services. I also received a **coupon for my next order**, which reinforced brand loyalty and encouraged repeat business. This post-service engagement demonstrates Domino's commitment to maintaining long-term customer relationships.

Key Learning

6. Overall Assessment of the Visit and Suggestions for Improvement

My visit to **Domino's Pizza, Jagat Farm** was a positive experience overall. The service was fast, the staff were courteous and knowledgeable, and the food quality met my expectations. The

order tracking system added a layer of transparency and enhanced the overall customer experience. However, there are a few areas for improvement:

1. **Dine-In Experience**: While the store primarily caters to takeout and delivery customers, the dine-in seating area was limited and felt slightly cramped during peak hours. Expanding the seating area or improving the layout could enhance the experience for customers who prefer to dine in.

2. **Self-Service Kiosks**: Introducing self-service kiosks in-store could further streamline the ordering process, especially during busy periods. This would reduce wait times for walk-in customers and provide a more seamless experience.

3. **Enhanced Promotions**: While Domino's promotional strategy is effective, offering more **personalized promotions** based on customer order history could increase customer loyalty. For example, offering discounts on a customer's favorite pizza or sending tailored recommendations could enhance the overall customer experience.

Dominos Visit & Telling about the Gaps

Their ambience

Experiencing their service

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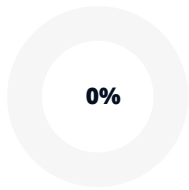
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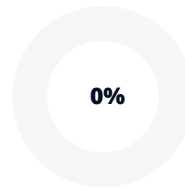
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Knowledge Park-III, Greater Noida

PGDM 2023-25

Service Marketing Field Assignment
NJ India Invest Pvt Ltd

Submitted By:

Student Name - Kunal Kumar

GLBIMR Roll No – PGDM23192

Section- A

Under the Guidance of:

Dr Amit Kumar

Visit Details:

Date & Time of Visit: 08-09-2024

Name & Place of Organization: NJ India Invest Pvt Ltd, Anand Vihar, New Delhi

Purpose: To analyze the service marketing of NJ India Invest Pvt Ltd, focusing on the 7P's of service, service quality evaluation with SERVQUAL parameters, the Sevuction model, and service encounter.

1. The Seven P's of Service Marketing at NJ India Invest Pvt Ltd

Product

NJ India Invest Pvt Ltd offers a range of services in the company's field of specialization as well as financial products that will fit different types of investors. Their primary offerings include.

Mutual Funds: In other words, it is investment products developed to pool funds of several investors whereby the fund managers use the money to invest in various securities such as stocks, bonds etc.

Equity & ETF: Equity is more of ownership and this means owning stock in companies or being a part owner of the business. It has become possible to invest in what can be called a software company and such investment tools are known as Exchange Traded Funds or ETFs and they are traded in the New York Stock Exchange and they are usually linked to an index or a sector of the economy.

Bonds & FD: Bonds can be defined as debts arranged by companies and governments for borrowing cash that which will be reimbursed with the additional interest charged over a given period. FDs are rather safe modes of investing where an individual gets assured amount of return for the money that he has deposited with the banker for a definite period.

NPS: The National Pension System is a retirement saving scheme wherein, people pay certain amount of money periodically to prepare for their future life after retiring from their job.

Loan Against MF: Another special feature of the mutual fund is that investors can borrow money with the help of pledging their mutual fund investments.

Insurance Broking: Insurance brokers assist insurance consumers in obtaining appropriate insurance products by assuming the role of a middleman between the consumers and insurance providers.

PMS (Portfolio Management Services): It is an investment service in which experts oversee individual accounts in accordance to someone's schedule and appetite for risk.

NBFC (Non-Banking Financial Company): These are institutions that are like banks but they are not banking institutions as they do not possess banking licenses though they offer banking services, including loans.

Offshore: Offshore services cover section or management of financial investment that is in the other countries for the reason like tax purposes.

Asset Management: This involves managing a persons or companies' investment portfolio for instance mutual funds or pension funds so as to achieve some prespecified goals.

Technology: Pertaining to technology, product or, solution on financial services technology or digital platforms or any reform in the finance industry.

Education: Course or study which was aimed in enhancing the understanding of the individual on economic or financial make informed decisions.

Wellness: Encompasses services that are associated with medical needs and general state of health such as medical health insurance or the corporate fitness programs.

Interior: This can include services that are associated with the designing and remodelling of spaces with homes, office spaces and other commercial buildings.

Real Estate: It covers services of purchasing, selling, leasing, or even investing on any property, providing services for the real estate sector.

Charitable Foundation: These are institutions that are committed to the servicing of charitable or social services and causes via collection of handouts or collective efforts.

Investment Planning Tools: They present several technologies that help in tracking the portfolio of investors and in evaluating the risk-taking capacity of any portfolio.

Service differentiation at NJ India Invest mainly focuses on the advisory services offered to its customers through face-to-face and the online self-service tools offered to those willing to invest in Indian markets.

FINANCIAL PRODUCTS DISTRIBUTION PLATFORM

MUTUAL FUNDS	EQUITY & ETF	BONDS & FD	NPS	LOAN AGAINST MF
INSURANCE BROKING	PMS	NBFC	OFFSHORE	ASSET MANAGEMENT
TECHNOLOGY	EDUCATION	WELLNESS	INTERIOR	REAL ESTATE

CHARITABLE FOUNDATION

Price

NJ India Invest follows a transparent pricing model

For Mutual Fund Advisors: There are brokerage fees that depends on the amount invested in the funds and number of operations performed. On the balance, NJ India Invest has relatively reasonable rates compared with the industry norms but some of the ARN holders believe that the brokerage needs to be enhanced to attract more of the independent advisers.

For Investors: This is accompanied by service fees such as fund management fees, entry/exit loads where applicable and expenses ratios among others. Investors also make payments at advisory services, although there is a clear indication of the price that must be paid.

Also, there are charges towards certification like AMFI tests, for becoming certified mutual fund advisors.

Place (Distribution)

NJ India Invest has a broad distribution network spread across.

Physical Presence: In offices in several cities in the United States with an extensive affiliated group of independent financial planners.

Digital Platforms: NJ India Invest offers its services through its website and a mobile application wherein investors and their advisors can witness real-time data of their portfolio and transactions. This multichannel distribution helps clients of the company communicate through their preferred media thus covering a wide geographic area

Promotion

Promotion is one of the corporate objectives of NJ India Invest. They engage in multiple forms of marketing to attract both clients and advisors, they engage in multiple forms of marketing to attract both clients and advisors.

Digital Campaigns: NJ utilises social media platforms, e-mail marketing and web-based seminars to create awareness amongst the potential shareholders regarding issues such as mutual funds investment and planning.

Brand Awareness Programs: These are carried out frequently with an emphasis on experiments and financial issues. Hence, the company equally also lays a strong emphasis on safety and long-term feature of mutual funds which appeals to the conservative investors who are in search of stable investment products.

Advisor Incentives: There are some incentives that are given particularly to financial advisors to bring more clients to NJ's fold.

Physical Evidence

Physical evidence relates to the tangible aspects that the clients are able to come across. NJ India Invest ensures that their physical locations reflect professionalism:NJ India Invest ensures that their physical locations reflect professionalism:

Offices: Properly arranged clean working environment, well lit and the offices should reflect the company brand.

Website and App: The websites of both companies are well designed and professional looking, navigational and they give an air of security. The clients are able to easily obtain information about accounts, invest, and monitor the portfolios.

Printed Materials: Some of the customer services offered by NJ India Invest include; Brochures, Guides and Reports Necessary for customers to deal with the company. These materials are meant to help improve the experience of the customer by offering them easily understandable information.

Process

As the process involves how NJ India Invest interacts with the customers and offers its services, the availability of the services must be easy to access and convenient to the users in particular.

Advisory Process: NJ India Invest promote individual consultancy involving the pairing of clients with financial consultants.

Digital Process: All the services such as purchase of funds, redemption or transfer of funds are easily accessible on the online platforms. Its structure is sequential and easily understandable by investors and all the process steps are described.

Compliance: Any business procedures are non-recoil with the established rules of the financial legislation to preserve the investors' rights and their assets.

People

The people at NJ India Invest include:

Financial Advisors: These are the essence of NJ India Invest's services; these advisors give a proper advice to the clients, the investor will have proper knowledge in relation to the kinds of products they intend to invest in.

Customer Service Team: Some of the potential users are support staff that can be assigned to either answer inquiries or resolve problems any issues clients may face, both online and offline.

Trainers and Consultants: The company encourages its advisors and the staff continue their education so that they understand the latest trends and laws on finances.

2. Evaluation of Service Quality using SERVQUAL Parameters

To assess the quality of services at NJ India Invest, we apply the five dimensions of the SERVQUAL model.

Tangibles

The tangible aspects of NJ India Invest are impressive.

Physical Locations: Their offices are clean, well-designed envisaging comfort in the ergonomics of waiting areas with equipment's of professionalism exhibited.

Digital Platforms: He recommend the website and the mobile app because they are clean and simple in their appearance and design, and always with the customers in mind.

Employee Presentation: The advisors and staff are neatly and formally dressed and are also well informed. This gives customer a sense that the company's operations are trustworthy.

Reliability

Reliability is a key strength of NJ India Invest.

Service Delivery: It is just as well in the strategic timing of trade, order fulfilment, or even in honouring stated delivery commitments, where NJ again measures up to customer anticipations.

Dependable Advice: Stock brokers give sound and credible advice whereby the customers' investment objectives are achieved within the right level of risk.

Responsiveness

NJ India Invest demonstrates a strong commitment to responsiveness.

Quick Responses: While interacting with the customers using the app or face-to-face they are promptly assisted. Advisors keep constant communication with clients which are fundamental in addressing any concern or query from the later.

Proactive Assistance: Of all the professionals involved in investment, advisors are always on the lookout for their clients especially during periods of instability in the market or periods when new investments are available in the market.

Assurance

Assurance is delivered through the professionalism and expertise of NJ's staff.

Expert Knowledge: The advisors are knowledgeable in money affairs and they have all the certification required and are well acquainted with mutual funds and investment.

Trust & Security: The fact that it has been in existence for some time in the market makes clients to be sure that their money is safe in the firm.

Empathy

NJ India Invest places great emphasis on empathy.

Personalized Attention: Traditionally, advisors spend time discussing clients' current financial status and come up with personalized solutions.

Continuous Support: But after the investment, advisors come into close contact with the clients, offering the portfolio review and managing the plans frequently or occasionally.

3. <u>Sevuction Model – Front – End and Back – End of Services</u>

Front-End

This includes all customer-facing elements of the service experience.

Financial Advisors: For example, they are responsible for direct interaction with the clients. They interact with the customers with a view to identify their financial needs, tolerance to risks and preferred mutual fund or insurance products.

Online Platform: This is due to facts that the website and app are developed for simplicity of adoption, with tools for tracking investments, their performance, as well as convenient transactions. It has a simplified user interface which means that it is user friendly for new investors and for experienced ones.

Back-End

The back-end involves the systems and infrastructure supporting NJ's services: The back-end involves the systems and infrastructure supporting NJ's services.

Data Management: On the operational management side, NJ India Invest has the best CRM systems that tracks clients, their portfolio, and interaction as well as transactions that make delivery seamless.

Compliance and Regulations: All financial arrangements must not violate SEBI rules and all the advisors, and its clients must conform to the legal stipulations of the company.

4. __The Service Encounter Analysis__

The service encounter at NJ India Invest can be analysed in three stages.

Pre-Service

Customer first get introduced to NJ India Invest through the internet, social media and/or recommendations from other customers before they invest with the company. These customers initially visit the company to seek information on Investment products and know the various mutual funds out in the market.

Service Delivery

While in the process of delivering the service, the client interacts with an advisor either physically or through other means such as using technology. The advisor then gives a comprehensive report of the client status and recommends probably the correct mutual funds or insurance policies. Outcomes are all detailed to incorporate cost and risk assessments as well as the prospective and position of the procedure.

Post-Service

The Client Servicing does not stop with the provision of research and investment advice; NJ India Invest keeps the clients informed of portfolio status, market changes, as well as any changes in investment plans. Consultants are always available to provide answers to any questions and/reasons for any concern.

Overall Experience and Observations

The visit to NJ India Invest Private Limited was interesting, efficient with digital approaches while keeping the advisory services approachable. These core values give the clients the confidence and security in their financial transactions because of their pro-customer, professional and transparent business approaches.

NJ India Invest Pvt Ltd Visit Proof

Every child you encounter is
a divine appointment.....

Dental Camp organized by Khushi Women & Children Care Trust

New Delhi, June 29: A dental camp was organized by Khushi Women & Children Care Trust at Zec T B Enclave Pocket E, where Dr. Chandradeep Chandra's team examined the teeth of 122 people. In addition to the examinations, Dr. Chandra delivered a lecture on dental hygiene and protection.

The camp was inaugurated by BJP Municipal Corporation candidate Kumari Rinku.

Notable attendees included Seema Mathur, Vice President of the Resident Welfare Association, along with Deepak Sagar, Deepak Arora, Dr. Rakesh Raman Jha, Rishi Jindal, Pankaj Sagar, Raghuveer Singh, Geeta Singh, Vijay Verma, Abhinay Yadav, and Surat Paswan. ICPA Company generously distributed free toothpaste, mouth fresheners, and gargle medicines to 90 patients, making the event a significant success for community health and awareness. (w/gsd)

https://www.drugtodayonline.com/medical-news/news-topic/19120-free-dental-camps-provide-vital-services-in-dilshad-garden

drugtodayonline.com
Free Dental Camps Provide Vital Services in Dilshad Garden

1. Seven P's of Service Marketing for a Dental Clinic :-

1. Product:
Their main product is service-based; the expertise entails dental checkups and cleaning, root canal treatments, extraction, orthodontics, and oral surgery. Complementary accessories can include home care kit dental care, and aftercare booklet.

2. Price:
Fixed prices for routine work; sliding scale pricing for complicated procedures; a la carte pricing for combination services, such as cleaning and whitening. They may also have payment plans, insurance, and discounts for return business or family plans.

3. Placement:
It should be easy to reach and find, hence preferably in the center or in a residential area, with parking and public transportation available. Online, too: online booking, and online consultations to widen the circle of patients, and you can call them.

4. Promoting:
Marketing campaigns can be done through local advertising, social media engagement, referral programs, and seasonal promotions. For instance, teeth whitening can offer a discount during summer months. Good reviews and testimonials from current patients will enhance the reputation; health education campaigns, such as tips on oral hygiene or frequently asked questions, can serve as a means of attracting new customers.

5. Physical Evidence:
How clean the clinic is, how modern the dental equipment is, the comfort of waiting rooms, and how put-together the staff is. Professionally printed brochures, user ease with the website, and display certifications held by the staff enhance the professionalism/reliability of the clinic.

6. Process:
Smooth patient journey: Ranging from the ease of creating appointments online or over the phone to timely check-in and transparent communication, with quick follow-ups, streamlined workflows ensure services are delivered efficiently and comfortably.

7. People:
Of course, that would have to start with the staff: dentists, hygienists, receptionists, assistants, etc. It is the knowledge and professionalism, along with courtesy, that sets up a good service. Everything from constant training for the staff, so they are always aware of the newest dental procedures and patient care, etc.

2. Evaluation of Service Quality with SERVQUAL Parameters

Using the SERVQUAL model, we measure the quality of the services offered by the dental clinic based on five key dimensions:

- **Tangibles:**
- The physical environment of the clinic was well kept with clean waiting areas, up-to-date dental equipment, and comfortable seating. Well-groomed staff in professional

attire and with name tags. The publicity materials were very descriptive-be they fliers, brochures, or the web site of the clinic.

Reliability: The clinic was very reliable; they made good on their promises. For example, the appointments were timely, and all dental procedures were properly explained to the extent that when done, the services were performed correctly and professionally.

Responsiveness:

The staff was quick to answer questions and doubts posed by the patients. Likewise, both the front office and the medical staff were quick to respond to requests for appointments, customer feedback, and emergency dental cases. It showed that it was willing to help and service customers' needs.

Assurance:

The level of knowledge was high, and the staff were very courteous. Dentists explain procedures in detail, thus allowing one to have confidence in their expertise. Similarly, visible certifications and experienced personnel increased confidence in the clinic's service.

Empathy:

The personal care in each visit included staff who showed they cared, making sure that patients were comfortable and knew how they might be treated and received appropriate follow-up care. Attention and concern were given to individual needs such as anxiety.

3. The Servuction Model for Dental Clinic Services:

The visible and behind-the-scenes aspects of the service delivery process.
Front End:
Visible to Patients:

- Reception area, waiting room, and clinic ambiance.

- Interaction with front-office staff, dentists, and hygienists.

- The dental chair, equipment, and patient-care tools.

- The appointment scheduling system online or by phone.

- Explanation and treatment plans by the staff at the dental clinic.

Back End:
- Things that are not to be viewed by the Patients.
- processing of the records of patients and insurance claims sterilization and preparation of tools and equipment.
- inventory: Management of materials used at the dental clinic Communicating with external services, like lab work for implants.
- Internal meetings of the staff: internal training for service improvement.

4. Analysis of the Service Encounter:

The sequence of different steps of the service encounter of the dental clinic may be segmented as under:

1. Pre-Encounter (Booking & Arrival):
Appointments are made either way online or by call. On arrival, the patients would be greeted by the receptionist who would ask for verification about the appointment-a warm check-in.

2. Encounter (During Service):
Explanations regarding the treatment that the dentist or hygienist is going to provide are dealt with, including any questions on the part of the patient. The staff is professional, communicative, and attentive throughout.ValuePair

3. Post-Encounter (Follow-up):
Later, the patient is counseled regarding aftercare, and a review date is fixed. Follow-ups or calls for any further clarification are made available without wasting any time. In the same vein, the clinic may contact patients seeking their feedback for improvement in the quality of service provided.

5. Service Quality Evaluation:

1. Tangibles:
The clinic has state-of-the-art dental instruments, nice decor, and above all, cleanliness of the place, along with professionalism in people; all these combine to build up the amount of trust one can have in the clinic.

2. Reliability:
The clinic always provides precise and reliable services. Appointments are kept on time, treatments are carried out with precision and gentleness.
How responsive the staff is to answer to the patient's call right there and then. Queries and issues are attended to forthwith, which reflects upon caring for the customer actually.

3. Assurance:
The competence and courtesy of the personnel promise the best possible service for all patients, further adding to the reputation the clinic has for competence and building the patient's confidence in the clinic.

4. Empathy:
Individual attention to each patient results in the solving of his problems. The clinic builds up a warm atmosphere for all patients, treating them respectfully and keeping them comfortable.

Conclusion:

The Seven P's of marketing are applied to service delivery in the dental clinic; the care produced from the front and back is of high quality. The service quality and patient satisfaction will maintain a positive visit to the clinic for each patient and keep nurturing relationships with the clientele.

Sales Management (PGM02)

Personal Selling Observation Assignment (10 Marks), Batch 2023-25

Objective:

The purpose of this assignment is to observe and critically analyze the **personal selling process** in a real-world context. By engaging in field observations, students will gain a deeper understanding of how personal selling techniques are applied in practical settings. This assignment provides an opportunity for students to explore the **sales process** from start to finish and evaluate its effectiveness in real-time interactions.

Assignment Details:

Students are required to observe a personal selling interaction in a **retail** or **business-to-business (B2B)** setting and analyze it based on the key stages of the personal selling process. The total marks for this assignment are 10, distributed across several key components.

Components:

1. Observation (2 Marks):

- Select a retail store or a B2B environment where personal selling takes place. The setting can include physical retail stores or businesses like insurance, banking, or holiday companies, where personal selling is a key component of the customer experience.
- **Pre-Observation Planning:** Prior to your visit, choose your target market (e.g., high-end products, retail services, B2B tech solutions, etc.) and share this information in the class WhatsApp group. This will ensure that no two students observe the same market segment or business.
- **Duration:** Observe a personal selling interaction for at least **20 minutes**, during which you must observe the salesperson's approach, tactics, and interaction with the customer or client.

2. Identification of Steps (2 Marks):

- Break down the personal selling interaction into its individual steps. These steps typically include:
  - **Prospecting**: Identifying potential customers.
  - **Pre-approach**: Preparing for the sales interaction.
  - **Approach**: Initial contact and building rapport.
  - **Presentation**: Delivering the sales pitch and product information.
  - **Handling Objections**: Addressing customer concerns or hesitations.
  - **Closing**: Securing a commitment or sale.
  - **Follow-up**: Ensuring customer satisfaction after the sale.

- **Task:** Identify and list the steps involved in the personal selling process as observed during the interaction. Analyze the effectiveness of each step within the context of the observed scenario.

3. Analysis (4 Marks):

- **Detailed Evaluation:** For each step in the personal selling process, provide a detailed analysis of how the salesperson conducted each phase of the interaction.
    - Assess the effectiveness of each step in engaging the customer.
    - Identify any **strengths** and **weaknesses** in the salesperson's approach.
    - Offer suggestions for **improvement** in each phase of the selling process based on your observations.

4. Reflection (2 Marks):

- Reflect on the overall experience of observing the personal selling interaction.
    - **Key Takeaways:** Discuss what you learned from the observation. How did this interaction align with or differ from the theoretical concepts of personal selling discussed in class or in course materials?
    - **Practical Insights:** How can the theoretical principles of personal selling be applied more effectively in similar real-world situations?

Submission Guidelines:

- **Format:** The report should be **typed**, well-organized, and properly formatted.
- **Plagiarism Report:** Ensure that the report contains **less than 2% similarity** (use plagiarism detection software to verify).
- **Supplementary Materials:** If applicable, include any **photos**, **sketches**, or **diagrams** to support your observation.
- **Length:** The report should be **comprehensive** and should **not exceed 5 pages**.

Deadline:

The assignment is due by **07.03.2024**.

Evaluation Rubrics for Personal Selling Observation Assignment

Criteria	Marks	Description
1. Observation (2 Marks)	2	- Clear selection of a retail or B2B setting for observation.
		- Detailed documentation of a **20-minute personal selling interaction**.
	1	- Observations are brief or lack clarity.
	0	- No relevant observation or failure to complete 20-minute observation.

Criteria	Marks	Description
2. Identification of Sales Steps (2 Marks)	2	- Comprehensive identification of all steps of the personal selling process: prospecting, approach, presentation, etc.
		- Detailed breakdown of each step in the sales process with specific reference to the observed interaction.
	1	- Missing or incomplete identification of one or more steps.
	0	- Major steps missing or insufficient analysis.
3. Analysis of the Sales Process (4 Marks)	4	- In-depth analysis of the effectiveness of each sales step.
		- Clear identification of strengths and weaknesses in the salesperson's approach.
		- Logical suggestions for improvement for each stage of the selling process.
	3	- Some analysis provided but lacks depth in identifying weaknesses or suggesting improvements.
	2	- Basic analysis with little reference to real-time observations or gaps in sales stages.
	0	- No detailed analysis or lack of significant insights.
4. Reflection (2 Marks)	2	- Thoughtful and detailed reflection on the observed selling process, connecting observations with class theories.
		- Clear understanding of the connection between theory and practice in personal selling.
	1	- Reflection is superficial or lacks clear connection to course concepts.
	0	- No meaningful reflection or failure to link observations with class concepts.
5. Report Presentation and Structure (1 Mark)	1	- Well-organized, professionally written report. Clear and readable, with all necessary components (photos, sketches).
	0.5	- Average presentation with minor errors in formatting or lacking clarity in some sections.
	0	- Poor presentation, lacks organization or clarity.

This rubrics table ensures that each student's performance is evaluated comprehensively, considering all aspects of the assignment, from observation to analysis and reflection, allowing for a fair and transparent assessment process.

1. What pedagogical innovation is implemented?

For the **Personal Selling Observation Assignment** (10 Marks), the pedagogical innovation implemented is a **real-world, experiential learning approach** combined with **reflective assessment**. The key aspects of this innovation include:

- **Field-based Learning**: Students are required to observe and analyze personal selling processes in actual retail or B2B environments. This direct engagement with the field enables them to apply theoretical concepts from class in a real-world context.
- **Structured Reflection**: After observing the personal selling interaction, students are asked to reflect on the entire process, breaking it down into distinct steps (prospecting, presentation, closing, etc.). This reflection helps bridge the gap between theory and practice, reinforcing learning through critical thinking.
- **Use of Technology for Documentation**: The assignment encourages the use of supplementary materials like photos or videos of the observed interaction (where applicable). This also involves the use of digital tools for submitting the report (online submission via email, including plagiarism checks), helping students develop skills in professional documentation and presentation.
- **Peer-to-Peer Engagement**: Before the observation, students are instructed to share their target market choice in a group chat (WhatsApp) to ensure a variety of settings and avoid duplication. This fosters collaboration and broadens their exposure to different contexts.
- **Reflective Viva**: In addition to the written report, a viva is conducted based on the student's essay and observations. This personalized interaction assesses their ability to articulate their insights and understanding of the personal selling process.

2. Why was pedagogical innovation developed?

This pedagogical innovation was developed to address several challenges and limitations inherent in traditional teaching methodologies:

- **Bridging Theory and Practice**: Personal selling concepts can sometimes seem abstract or theoretical to students. By having students observe real-life sales interactions, the innovation helps them apply theoretical concepts like the sales process, communication techniques, and customer psychology in practice.
- **Diverse Learning Needs**: The field-based approach caters to various learning styles. Some students may benefit more from hands-on experiences, while others may find reflection and analysis more valuable. By offering a combination of both, the assignment meets the needs of auditory, visual, and kinesthetic learners.
- **Engagement and Active Learning**: Traditional methods of lectures and textbooks may not engage all students equally. The experiential aspect of the assignment encourages active participation, critical thinking, and deeper learning by immersing students in a real-world scenario.
- **Developing Reflective Thinking and Analytical Skills**: The reflective nature of the assignment pushes students to engage in higher-order thinking by analyzing the sales process critically, offering suggestions for improvements, and drawing connections to the theoretical content discussed in class. This helps in cultivating not just knowledge, but also analytical and evaluative skills.

3. Impact on Teaching-Learning

The impact of this innovation on the teaching-learning process has been significant:

- **Improved Student Understanding and Application**: By observing the personal selling process in action, students gain a much deeper understanding of how sales techniques are implemented in real-world scenarios. They are able to connect concepts from the classroom to actual practice, which enhances their overall comprehension.
- **Enhanced Student Participation**: The hands-on nature of the assignment encourages greater participation, as students feel more involved in the learning process. Engaging in field observation fosters active learning and motivates students to interact with the real world rather than just passively absorbing content.
- **Higher Quality of Analysis**: The detailed analysis students provide in their reports shows a more nuanced understanding of personal selling. They are able to reflect on the effectiveness of each stage of the sales process and suggest actionable improvements, which demonstrates a high level of critical thinking.
- **Feedback from Students**: Students have expressed positive feedback, noting that the assignment allowed them to gain valuable insights into the real-world sales process. Many appreciated the reflective nature of the task, as it helped them internalize key selling principles and think critically about how they could apply these in future careers.
- **Improved Performance**: Since the assignment involves a structured approach to both observation and reflection, it has been noted that students perform better in subsequent assessments related to personal selling, indicating improved retention of the subject matter.

In conclusion, the **Personal Selling Observation Assignment** encourages active learning, critical thinking, and practical application of theoretical knowledge, which are key components of an effective pedagogical strategy in contemporary business education. The combination of fieldwork, reflection, and personalized viva has shown to significantly enhance student learning outcomes, making the innovation a successful teaching tool.

Service Marketing – PGM04

Self-Reflection Essay and Viva (10 Marks)

Instructions:

This assessment is designed to encourage students to reflect deeply on the core concepts of services marketing and their relevance in the contemporary business environment. The self-reflection essay, followed by a viva, will provide an opportunity for students to connect theoretical learning with practical understanding and career aspirations.

Guidelines for the Self-Reflection Essay:

1. **Integration of Services Marketing Concepts:**
   - Reflect on key concepts and frameworks from the course (ranging from **CO1 to CO5**) and their significance in the modern business landscape.
   - Discuss how these concepts (models, frameworks, or theories) have influenced your understanding of services marketing. Examples might include the **7 Ps framework**, **service quality parameters**, or **service encounter models**.
2. **Relevance to Contemporary Business Environment:**
   - Explain the practical applications of the services marketing concepts in today's dynamic and competitive business world.
   - Support your reflection with relevant real-life examples from industries like hospitality, healthcare, financial services, or tourism.
3. **Personal Insights and Career Aspirations:**
   - Share how learning services marketing has shaped your perspective and aspirations to work in the service industry.
   - Specify the role or career path you envision (e.g., customer experience manager, marketing strategist, operations manager) and discuss how the skills you've learned can be applied in that role.
4. **Preparation for Viva:**
   - Your essay will form the foundation for a short viva, which will evaluate your ability to articulate your insights and apply services marketing concepts to real-world situations.

Formatting Guidelines:

- **Word Limit:** 500 words (+10%).
- **Format:**
   - Font: Times New Roman or Calibri.
   - Font Size: 12.
   - Line Spacing: 1.5.
- **Structure:** Use an organized structure with an introduction, body, and conclusion.

Rubric for Evaluating the Self-Reflection Essay and Viva (Total Marks: 10)

Criteria	Max Marks	Full Marks (Excellent)	Partial Marks (Satisfactory)	No Marks (Poor)
1. Integration of Concepts (CO1–CO5)	3	**3 Marks:** Comprehensive reflection on key services marketing concepts with clear examples and connections to theory.	**1.5–2 Marks:** Covers most concepts but with limited depth or weak connections to examples.	**0–1 Mark:** Minimal or no integration of key concepts; lacks clarity or examples.
2.Relevance to Contemporary Business	2	**2 Marks:** Detailed and insightful discussion of the significance of services marketing in today's business environment with real-life examples.	**1–1.5 Marks:** General relevance discussed with limited examples or superficial insights.	**0–0.5 Mark:** No meaningful discussion of relevance; lacks examples or focus.
3.Personal Insights and Career Aspirations	2	**2 Marks:** Clear articulation of how the learning shaped career goals with specific roles and skill applications.	**1–1.5 Marks:** Vague discussion on career aspirations with limited connections to skills learned.	**0–0.5 Mark:** No mention of personal insights or unclear career aspirations.
4.Essay Presentation and Structure	1	**1 Mark:** Well-structured essay with logical flow, adherence to formatting guidelines, and proper language usage.	**0.5–0.75 Marks:** Organized structure but minor formatting or language issues.	**0 Marks:** Poorly organized essay with multiple formatting or grammatical errors.
5.Viva Performance	2	**2 Marks:** Demonstrates strong understanding of concepts, provides clear answers, and connects theory to real-life applications.	**1–1.5 Marks:** Moderate understanding of concepts, with some difficulty in connecting them to examples.	**0–0.5 Mark:** Minimal understanding of concepts; lacks clarity or fails to respond meaningfully.

This rubric ensures an objective evaluation of both the written essay and the viva, emphasizing conceptual clarity, relevance, and the ability to articulate insights effectively.

1. Pedagogical Innovation Implemented

The **Self-Reflection Essay and Viva** assignment integrates a multifaceted pedagogical innovation aimed at enhancing both **conceptual understanding** and **practical application** of services marketing principles. This innovation emphasizes **reflective learning**, **active engagement**, and **oral articulation** to foster a deeper connection between theoretical knowledge and real-world experiences.

Key Elements of the Pedagogical Innovation:

- **Reflective Learning and Personal Insight:** The assignment encourages students to reflect on services marketing concepts (CO1– CO5) and their relevance to contemporary business practices. This approach goes beyond mere theoretical learning by prompting students to integrate their academic knowledge with personal career aspirations and real-world examples. By reflecting on their learnings, students gain insights into how they can apply these concepts in future roles within the service industry.

- **Application of Theoretical Frameworks:** Students are required to engage with key models and frameworks (such as the **7 Ps**, **service quality parameters**, and **service encounter models**) to analyze and connect these concepts to real-world service industries like hospitality, healthcare, and financial services. This bridges the gap between abstract theory and tangible practice, fostering a deeper understanding of how services marketing functions in various sectors.

- **Viva as a Dynamic Assessment Tool:** The inclusion of a **viva** (oral examination) offers an innovative approach to evaluate students' comprehension and articulation of their reflections. This allows faculty to assess not only the depth of understanding but also the ability to clearly communicate and apply theoretical insights in an interactive format. The viva fosters **real-time engagement**, ensuring that students have internalized the material in a meaningful way.

- **Multimodal Evaluation:** Combining written reflection with an oral presentation allows for a more holistic evaluation of student learning. This hybrid approach emphasizes the development of both **written communication skills** (through the essay) and **verbal communication skills** (through the viva), both of which are essential for students pursuing careers in the service industry.

2. Why Was Pedagogical Innovation Developed?

Addressing Challenges in Traditional Teaching Methods:

- **Limited Engagement with Real-World Application:** Traditional teaching methodologies, often centered around lectures and exams, can sometimes lead to passive learning experiences. Students may memorize concepts without understanding how to apply them in real-world business contexts. The self-reflection essay forces students to **apply the knowledge gained** to real-world scenarios, making their learning more meaningful and applicable to the dynamic service industries.

- **Lack of Personalization in Learning:** In a conventional classroom, students often struggle to relate classroom content to their personal career interests or future aspirations. The self-reflection component of the assignment allows students to tailor their learning

experience to their own career goals, particularly those interested in entering the service sector. This personalized approach fosters **motivation** and **engagement**.

- **Limited Development of Critical Soft Skills:** Traditional assessments may focus predominantly on **knowledge recall** rather than **skills development**. The inclusion of a reflective essay and viva allows for the development of critical soft skills such as **critical thinking**, **self-assessment**, and **communication skills**. These skills are vital in the service industry, where professionals must constantly assess and improve service quality, handle customer interactions, and adapt to changing demands.

Why This Innovation Was Developed:

- To address the need for **active, reflective learning** that allows students to personalize their education and connect it to real-life scenarios.
- To develop **holistic professionals** who can apply their knowledge in the service industry with both **theoretical depth** and **practical insight**.
- To foster the development of both **technical and soft skills**, equipping students with the tools they need to succeed in their careers.

3. Impact on Teaching-Learning

The **Self-Reflection Essay and Viva** have had a positive impact on the teaching-learning process, as evidenced by improvements in several key areas, including student **engagement**, **comprehension**, and **performance**.

a. Improved Conceptual Understanding:

- **Depth of Reflection:** Students demonstrated an improved ability to **synthesize and reflect** on services marketing concepts in their essays. The requirement to connect theoretical frameworks with practical examples helped them understand the real-world relevance of academic models.
- **Integration of Theory and Practice:** Through the essay, students were able to make stronger connections between course material (e.g., 7 Ps, service quality parameters) and the challenges faced by service organizations, showcasing a higher level of **critical thinking**.

b. Enhanced Engagement and Participation:

- **Active Learning:** The assignment encouraged students to take ownership of their learning by reflecting on how marketing concepts relate to their own career goals. This has led to a more **engaged classroom atmosphere** where students actively participate in

discussions, bringing in real-world examples and insights from their own work or observations.

- **Oral Articulation:** The viva component sparked **greater interaction**, as students were required to articulate their insights and apply concepts dynamically. This contributed to a more interactive and **participatory learning environment**.

c. Development of Professional Skills:

- **Communication Skills:** The essay and viva format enabled students to hone both their written and oral communication skills, both of which are crucial in the service industry. This innovation has led to a noticeable improvement in students' ability to present ideas clearly and confidently.
- **Career Readiness:** Many students reported a clearer understanding of how the course content relates to their future careers. The reflective essay allowed them to **visualize their professional trajectory**, particularly in service roles, making the learning experience more **career-oriented**.

d. Positive Feedback and Improved Student Performance:

- **Student Feedback:** Students expressed that the reflective nature of the assignment helped them clarify their **career goals** and improved their understanding of **services marketing**. Many noted that they were able to connect the course material to real-world situations in a more meaningful way.
- **Improved Performance:** There was a noticeable improvement in both written and verbal assessments, with students showing greater depth in their essays and more confidence during their viva. This indicates a better retention of concepts and the ability to apply them effectively.
- **High Engagement in the Viva:** The viva sessions were generally well-received, with students appreciating the opportunity to engage directly with their learning and demonstrate their understanding in an interactive way.

Conclusion:

The **Self-Reflection Essay and Viva** assignment has proven to be an effective pedagogical innovation, fostering **deeper learning**, **active engagement**, and **career-oriented insights**. By combining reflective learning with multimodal assessment, this approach has significantly enhanced both the **conceptual understanding** and **professional skills** of students, preparing them for success in the service marketing sector. The positive feedback and improvements in performance demonstrate the value of this innovative assessment method in bridging the gap between theory and practice while promoting holistic student development.

Academic Session 2023-25

Service Marketing

Assignment-2

Submitted By: **Submitted To:**

Name: Shreya Gupta   **Dr. Amit Kumar**

Roll No: PGDM23073

Section: C

Self-Reflection Essay: Understanding Service Marketing in the Contemporary Business Environment

Service marketing has become a pivotal element in the modern business landscape, particularly as the service sector continues to grow across diverse industries. Throughout my service marketing course, I have encountered various frameworks, theories, and practical insights that have influenced my understanding of this field. These concepts, ranging from CO1 to CO5, have shaped my perspective on service marketing's role in the contemporary business environment and clarified my aspirations to work in the service industry. This reflection will incorporate the core concepts I have learned and illustrate how they will apply to my career.

CO1: Theories and Frameworks of Service Marketing

A key framework introduced in this course was the **SERVQUAL Model**, which measures service quality across five dimensions: tangibility, reliability, responsiveness, assurance, and empathy. This model gave me a foundational understanding of how businesses can evaluate and improve their service offerings. For example, during my visit to **Looks Salon**, I observed how critical the **tangibility** (physical environment) and **responsiveness** of the staff were in shaping customer perceptions. This experience highlighted the significance of managing both the tangible and intangible aspects of services to meet customer expectations, a lesson that has broadened my understanding of service marketing strategies.

CO2: Applying Service Marketing Concepts to Real-World Situations

The practical application of service marketing concepts was explored through the **7 Ps of Service Marketing** (Product, Price, Place, Promotion, People, Process, Physical Evidence). I applied this framework during my internship at **Bajaj Capital**, where I witnessed how financial services firms emphasize the **People** and **Process** elements. In client-facing roles, professionals need to ensure that the service experience is both personalized and efficient. This understanding of the 7 Ps enabled me to see how service providers can build trust and long-term relationships with clients, which is essential for industries where customer loyalty plays a significant role.

CO3: The Role of Technology in Service Industries

The integration of technology in the service sector is essential for enhancing efficiency and customer experience. I learned about the transformative role of **FinTech** in financial services, where technologies like mobile banking and AI-driven customer service have streamlined service delivery. During my interview preparations for **Umeed Finance Bank**, I discovered how these advancements are used to offer faster, more reliable services. This exposure to technology's role in service industries has deepened my appreciation for how businesses can leverage digital tools to stay competitive while improving customer satisfaction.

CO4: Critical Aspects of Service Marketing for Managerial Decisions

Making informed managerial decisions in service marketing requires a deep understanding of customer expectations and service differentiation. One concept that stood out to me was

relationship marketing, which focuses on building long-term customer relationships rather than short-term transactions. I experienced the practical implications of this approach during my interactions with clients at Bajaj Capital, where building trust was key to maintaining customer retention. This understanding will influence my managerial approach by emphasizing customer relationships and service quality as key drivers of business success.

CO5: Developing Practical Service Marketing Strategies for Emerging Economies

In emerging economies, service marketing strategies must adapt to local market conditions and customer needs. Through my research, I learned that businesses must balance global service standards with localized approaches, especially in markets like India's growing health insurance sector. My visit to **Anmol Industrial** provided insights into how companies cater to price-sensitive customers while maintaining service quality. This experience reinforced the importance of creating adaptable service strategies that consider both economic diversity and cultural preferences.

Career Aspirations in the Service Industry

The insights I have gained in this course have shaped my career aspirations to work in service marketing, particularly in strategic roles where customer relationship management and service quality improvement are prioritized. I envision applying frameworks like **SERVQUAL** and the **7 Ps** to enhance customer experiences and develop innovative marketing strategies in industries such as financial services or healthcare. The combination of service quality, technology integration, and relationship marketing will be critical to my future success in the service industry.

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Service Marketing

Assignment

Submitted By:

Student Name - Kunal Kumar

GLBIMR Roll No – PGDM23192

Section - A

Under the Guidance of:

Dr. Amit Kumar

Self-Reflection Essay on Service Marketing

The study of service marketing has provided me with a comprehensive understanding of how services play a pivotal role in the modern economy. In today's business environment, services are not merely supplementary offerings; they are core drivers of value creation across industries. Reflecting on my learning, the evolution of services as value contributors (CO1) has been particularly impactful. From the early days of focusing solely on product marketing, services now contribute significantly to economic growth, especially in emerging economies like India and Asia, where the service sector has been a key player beyond 2022.

One of the most influential concepts that I have learned is the **SERVQUAL model**, which assesses service quality by examining dimensions such as tangibles, reliability, responsiveness, assurance, and empathy (CO3). This model has helped me understand that delivering consistent quality is central to customer satisfaction and retention. A real-life example of this can be seen in the hospitality industry, where leading hotel chains like Marriott use SERVQUAL to continuously improve their service standards. This understanding has not only shaped my academic learning but also piqued my interest in how organizations strive to meet and exceed customer expectations in service encounters.

Another critical framework is the **Service Marketing Triangle** (CO2), which highlights the relationships between the company, employees, and customers. The effective alignment of these elements ensures a seamless service delivery, especially in high-contact services like healthcare or finance, where customer interactions are key to building trust. During my internship at Bajaj Capital, I observed firsthand how important it is to train and empower employees to deliver exceptional service. This experience further solidified my appreciation for the role of people in the service marketing mix and has shaped my aspiration to work in customer-centric roles, possibly in financial services or consulting.

The **service-profit chain** (CO4) has also been an eye-opener, demonstrating the direct connection between employee satisfaction, service quality, and customer loyalty. A practical example of this can be seen in Starbucks' transformation efforts during 2008-2010. By focusing on employee engagement and customer experience, Starbucks was able to turn around its performance, which emphasizes the critical role of process improvement and people management in service industries.

Looking at the future, I am intrigued by the **opportunities created by new technologies** in service marketing (CO5). The emergence of automation, artificial intelligence, and work-from-

home models presents a new paradigm where services are becoming more efficient and accessible. For instance, digital banking and fintech services have revolutionized how financial services are delivered, allowing companies to cater to a larger, more tech-savvy customer base. This transformation in the service landscape has inspired me to pursue a role where I can leverage technology to innovate and deliver better customer experiences.

In conclusion, my journey through the study of service marketing has equipped me with a deep understanding of its core principles, models, and real-life applications. The evolution of the service sector, the critical role of service quality, and the potential of technology in driving service innovations have influenced my career aspirations. I envision myself in a strategic role within the service industry, applying the knowledge I have gained to help organizations enhance their customer experiences and maintain a competitive edge.

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1. Zeithaml, V. A., Parasuraman, A., & Berry, L. L. (1985). Problems and strategies in services marketing. *Journal of Marketing*, 49(2), 33-46.

2. Lovelock, C., & Wirtz, J. (2011). *Services Marketing: People, Technology, Strategy* (7th ed.). Pearson Education.

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Pedagogical Innovation

(Innovative teaching methods and strategies)

Submitted by:

Dr. Arpita Srivastava

PGDM Batch 2024-26

TERM –II

❖ **CASE COMPENDIUM (Case Study Analysis, Discussion and Presentation)**

(10 Marks)

A. What pedagogical Innovation is implemented?

This compendium is a curated collection of case studies designed for PGDM students, providing a structured approach to understanding real-world business scenarios. It will serve as a comprehensive resource, offering insights into diverse industries and equipping students with problem-solving skills essential for managerial success.

All students will receive all case studies in advance and are required to have them spiral-bound. Each team must prepare the case study assigned to them before the beginning of each course unit. Team assignments and case study allocations will be provided at the start of the course.

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Case Studies

Marketing Management
(Code: PG22)

(No. of Credits: 02)

PGDM (BATCH: 2024-26, TERM: II)

September 2024

COURSE FACILITATORS:

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Prof Ayaz	Email: mohd.ayaz@glbimr.org	SEC D and SEC H

There are 14 cases and they are matched with the related unit of the course.

We propose case discussion and presentation for honing students' brain storming and persuasive capabilities. A group consists of 5 students and the case study discussion and presentation will last for 15 minutes as per following rubrics: (14 Cases)

Unit 1 - Core Marketing Concepts – Mantra Ayurved, Purple, Sharma Ji Ki Canteen
Unit 2   Scanning Business Environment- Café Mistro, Families First PESTLE
Unit 3 – STP: Kia Motors, MM STP
Unit 4 – Marketing Mix and Strategies: Aspire Food, Pitta Roso, Serum Institute, Tamul Plates, Nykaa Omni Channel
Unit 5 – Emerging Trends in Marketing : Invento Robotics, Mc Donald and AI

Discussion Focus:

- The case will be given **in advance**, so the team is expected to come prepared with a detailed understanding of the case, marketing concepts and case questions. The discussion should focus on answering the case questions while demonstrating a deep understanding of the marketing principles involved.

Steps for Case Study Discussion:

1. **Initial Meeting (Team Leader)**
   o Organize a team discussion to go over the case and allocate roles.
   o Discuss initial thoughts and perspectives on the key issues in the case.
2. **Case Analysis Using Key Marketing Concepts**
   o Analyze the marketing problems and opportunities using key concepts (segmentation, targeting, positioning, branding, marketing mix, consumer behavior).
   o Research and evaluate current external data that can support your analysis.
3. **Answering Case Questions (Given in every case)**
   o Each case study will have **5 specific questions** provided in advance. These could cover areas like:
      1. **Target Market & Segmentation**: Who is the primary target audience? How is the company segmenting the market?

2. **Positioning & Differentiation**: How is the brand positioned in the market, and what is its unique value proposition?
3. **Marketing Strategies**: What marketing strategies are being used (e.g., pricing, promotion, distribution)?
4. **Challenges & Opportunities**: What are the main challenges the company faces in the current environment?
5. **Recommendations**: What marketing strategies or actions should the company take moving forward?

   o Engage in collaborative discussion to craft thoughtful answers, with each member contributing according to their role and leads discussions on strategic aspects with the help of supporting data.

4. **Recommendation Formulation (Team Discussion)**
   o Propose actionable marketing recommendations based on the case's insights. Ensure that recommendations are realistic, data-driven, and align with the company's goals.

Presentation Guidelines (10-12 minutes)

Presentation Flow:

1. **Introduction (Team Leader) – 1 minute**
   o Introduce the case and give a brief overview of the company and the marketing issue being addressed.
2. **Case Overview & Questions Wise Analysis – 5 minutes**
   o **P**resents relevant background information (market trends, competitors).
   o **Marketing Strategist** analyzes key marketing strategies and answers case questions.
3. **Recommendations (Team Leader & Marketing Strategist) – 2-3 minutes**
   o Propose marketing recommendations or solutions for the challenges identified in the case.
4. **Conclusion (Presenter) – 1 minute**
   o Summarize the key takeaways and highlight any broader implications.
5. **Q&A Session (Presenter & Team Leader) – 1 minutes**
   o Respond to questions from the audience. The **Presenter** and **Team Leader** work together to address questions confidently and logically.

❖ **Evaluation Criteria for Case Study and Marks Allocation (10 MARKS)**

1. **Team Coordination and Participation – 2 marks**
2. **Case Analysis and Understanding – 3 marks**
3. **Recommendation and Q& A – 2 mark**
4. **Presentation – 3 marks**

1. **Why was pedagogical Innovation Developed?**

Traditional lectures often promote passive learning, where students absorb information without actively engaging with the material. This limits their ability to think critically and apply concepts effectively. *Case study analysis was introduced to make learning more interactive and participatory, moving students from passive listeners to active problem-solvers. It also provides a hands-on approach that can be adapted to different learning styles, offering visual, auditory and kinesthetic learners a more personalized and practical learning experience.*
Theoretical knowledge often lacks a clear connection to real-world business scenarios. Case study analysis addresses this by putting students in realistic situations where they must apply their knowledge to solve problems, thereby bridging the gap between theory and practice.
With case study analysis, students play an active role in uncovering solutions rather than passively absorbing information. This sense of ownership fosters a deeper connection to the material and makes learning more meaningful which was missing in traditional teaching methodologies.
The Case Compendium (Case Study Discussion and Team Presentation) is designed with specific

learning objectives and outcomes in mind to enhance the educational experience for PGDM students. Here's why this design is implemented:

Objectives of the Case Compendium (Case Study Discussion and Team Presentation)

- **Develop Analytical Skills**: To enhance students' ability to critically analyze business scenarios, identify key issues and explore various solutions through structured case study discussions.
- **Promote Collaborative Learning**: To foster teamwork by encouraging students to work together in teams, allowing them to learn from diverse perspectives, improve interpersonal skills and build effective collaboration strategies.
- **Enhance Decision-Making Abilities**: To provide students with opportunities to practice strategic decision-making by evaluating real-world situations and understanding the implications of various choices in a controlled learning environment.
- **Improve Presentation Skills**: To enable students to practice public speaking, refine their presentation techniques and effectively communicate their analysis and recommendations to audience.
- **Apply Theoretical Knowledge to Practical Scenarios**: To bridge the gap between theory and practice by allowing students to apply management concepts and frameworks to solve complex business problems.
- **Encourage Critical Thinking and Problem-Solving**: To develop students' critical thinking skills by challenging them to think beyond conventional solutions and craft innovative responses to business challenges.

3. Impact on Teaching-Learning:

- Students analyze complex business situations, simulating challenges faced by managers. (ROLE PLAY)
- Group case studies encourage teamwork, communication and the ability to work effectively with diverse individuals
- They analyze quantitative and qualitative data for decision-making. (SHARMAJI KI CANTEEN)
- Preparing case briefs and reports sharpens their written communication skills, essential for corporate roles.
- Every student in class participated with their own view points on the given problem in the case.

- By solving real-world problems, students gain insights into industries they aspire to join.
- Class feedback was conducted with the poll.

Feed back for case compendium activity in marketing management

☑️ Select one or more

✅ This activity is highly engaged as it enhance my analytical,decision making and presentation skills   20

⭕ This activity was moderately engaging with basic comprehension.   0

⭕ This activity was not engaging and i found it hard to connect.   0

11:17 AM ✓

PGDM Batch 2023-25

TERM –IV

<mark>2. **TEAM ASSIGNMENT: Designing a Mini Integrated Marketing Campaign Integrated Marketing Communication (DMIMC)**</mark>

A. What pedagogical Innovation is implemented?

In today's fast-paced and competitive marketing landscape, businesses and organizations need to communicate with their audiences in a unified and strategic manner. Integrated Marketing Communication (IMC) is a powerful approach that ensures all marketing channels and messages work together to create a cohesive and impactful brand experience. Designing a Mini Integrated Marketing Campaign is a pedagogical tool that provides students with a hands-on opportunity to understand, plan, and execute an integrated marketing strategy.

*The activity of **Designing a Mini Integrated Marketing Campaign** (**DMIMC**) is an innovative and engaging pedagogical approach designed to help students learn and apply the principles of Integrated Marketing Communication in a practical, real-world context. This activity serves as a dynamic learning experience where students can demonstrate their creativity, strategic thinking, and understanding of how different marketing tools and channels work together to create a unified, impactful marketing campaign.*

Objective:

To develop a brief but cohesive Integrated Marketing Communication (IMC) campaign for a chosen product or service, showcasing the ability to integrate multiple marketing communication tools within a limited scope.

Assignment Instructions:

1. **Product/Service Selection:**

o Choose a real or fictional product/service for which you will create a mini IMC

campaign. The selection should be straightforward enough to allow for a concise

campaign.

2. **Target Audience:**

o Identify the target audience for your product/service. Describe their demographics,

psychographics, and key characteristics in 2-3 sentences.

3. **Campaign Objective:**

o Define one primary objective of your IMC campaign (e.g., increasing brand awareness,

boosting sales, launching a new product). Limit this to one sentence.

4. **Key Message:**

o Develop a single, clear, and compelling message that you want to communicate to your target audience. Limit this to one sentence.

5. **Channel Selection:**

o Choose three marketing communication channels that will be used in your campaign.

These can include:

☐ Social Media

☐ Email Marketing

☐ Print Advertising

☐ Public Relations

☐ Sales Promotion

☐ Direct Marketing

o Provide a brief rationale (2-3 sentences each) for selecting each channel and how it will help achieve your campaign objective.

6. **Creative Concept:**

o Develop a simple creative concept for each chosen channel. This should include:

☐ **Social Media:** Draft a sample social media post (text and image description).

☐ **Email Marketing:** Create a brief email template (subject line and email body in 3-4 sentences).

☐ **Print Advertising:** Describe a print ad (headline, body copy in 2-3 sentences, and visual elements).

7. **Evaluation Metrics:**

o **Identify one metric for each channel to measure the success of your campaign. Limit this to one sentence per channel.**

Some sample scenario:

Scenario 1: Launching a New Eco-Friendly Water Bottle

Background: A startup called "EcoSip" is launching a new eco-friendly water bottle made from recycled ocean plastic. The bottle is durable, stylish, and designed for people who are environmentally conscious. The target audience is young professionals, aged 25-35, who are active on social media and care about sustainability.

Objective: EcoSip wants to create awareness and drive sales through an integrated marketing communication campaign that resonates with their target audience.

Task:

Design a brief but cohesive Integrated Marketing Communication (IMC) campaign for the launch of EcoSip's new water bottle. The campaign should integrate at least three marketing communication tools within a limited scope.

2. **Scenario: Launching a Plant-Based Protein Snack**

- **Background:** A health food company, "NutriBite," is launching a new line of plant-based protein snacks. The snacks are targeted at fitness enthusiasts and vegans who are looking for a convenient, high-protein snack option.
- **Objective:** Increase brand awareness and drive trial purchases through both online and in-store channels.

3. Scenario: Promoting a Local Coffee Shop

- **Background:** "BrewHub," a local coffee shop, wants to attract more customers, particularly college students, during exam season. The shop offers a cozy atmosphere, free Wi-Fi, and a special discount on study groups.
- **Objective:** Boost foot traffic and create a strong community presence on social media.

4. Scenario: Launching a New Fitness App

- **Background:** A tech startup, "FitTrack," has developed a new fitness app that provides personalized workout plans and tracks progress using AI. The app is targeted at busy professionals who want to stay fit but have limited time.
- **Objective:** Drive app downloads and encourage user engagement through an integrated digital campaign.

5. Scenario: Rebranding a Heritage Clothing Line

- **Background:** "TradWear," a clothing brand known for its traditional designs, is undergoing a rebranding to appeal to younger consumers while retaining its heritage. The new line combines modern fashion with traditional elements.
- **Objective:** Build excitement around the rebrand and connect with a younger audience through a mix of traditional and digital media.

6. Scenario: Promoting a New Electric Scooter

- **Background:** "EcoRide" is launching a new electric scooter aimed at urban commuters. The scooter is eco-friendly, affordable, and perfect for short city rides. The target market is young adults, particularly students and young professionals.
- **Objective:** Raise awareness and generate pre-orders through a mix of social media, influencer marketing, and experiential marketing.

B. Why was pedagogical Innovation Developed?

The pedagogical innovation of designing a Mini Integrated Marketing Campaign (IMC) was developed to address several key educational needs and challenges in the evolving field of marketing. As marketing practices become increasingly integrated, diverse, and data-driven, it is crucial for students to gain practical experience in designing holistic, cohesive marketing strategies. ***The development of this activity responds to the need for an approach that prepares students for the real-world complexities of integrated marketing communications.***

- To provide students with an opportunity to take the theoretical knowledge they've gained in the classroom and apply it to a practical, hands-on project.
- By designing a mini IMC, students practice integrating multiple marketing tools and channels to create a cohesive campaign, making the theoretical knowledge more tangible and applicable.

- The mini IMC campaign is a direct response to the need for students to learn how to ~~coordinate and integrate different marketing strategies and Social Media tools.~~
- Traditional education methods may not fully encourage students to develop creative problem-solving and strategic thinking. Designing a mini IMC campaign challenges students to think critically about how to solve complex marketing problems, such as identifying target audiences, crafting compelling messages and selecting the most appropriate media channels. This encourages students to use creativity and strategy together to solve real-world marketing problems.
- The activity fosters teamwork and collaboration by requiring students to work in groups.
- By engaging in an integrated marketing campaign design, students gain valuable hands-on experience that directly aligns with the expectations and responsibilities of modern marketing roles, increasing their employability and career readiness.

5. **Impact on Teaching-Learning**
    - Impact on Learning: The hands-on nature of this activity encourages active learning, where students are not passive recipients of information but rather active participants in creating a campaign. This engagement boosts their motivation, fosters deeper understanding and helps them retain knowledge more effectively.
    - Students are encouraged to think outside the box and come up with innovative solutions to marketing challenges. This fosters creativity in both message development and media selection, allowing students to experiment with new ideas and strategies.
    - As part of the activity, students present their campaigns to their peers or instructors. This process helps them hone their communication skills, from pitching ideas clearly to justifying strategic decisions, which is critical in professional marketing role.

SAMPLES OF DMIMC
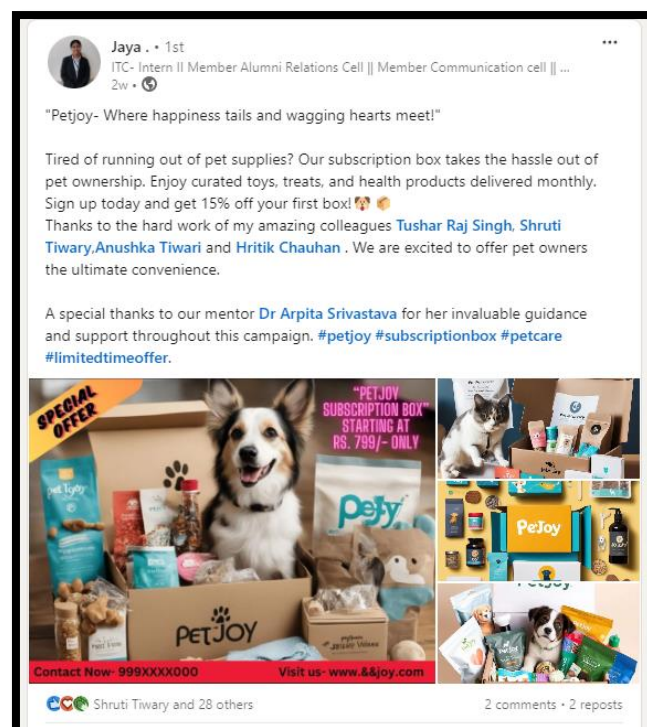
🍎 NutriBite's granola bars are packed with high-quality plant-based proteins, essential vitamins, and minerals. They are gluten-free, vegan, and come with no added sugars. Made with natural ingredients like almonds, oats, and chia seeds, NutriBite provides a clean energy boost to power through his morning routine. And most importantly, they are rich in fiber, keeping Aarav full and energized throughout the day 🟢

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Key Benefits of NutriBite:
-High Plant-Based Protein: Each bar is packed with 15g of plant protein, making it the perfect snack for fitness enthusiasts and vegans.
-No Added Sugar: NutriBite keeps it clean with natural sweetness from fruits and wholesome ingredients, avoiding harmful refined sugars.
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-100% Vegan & Gluten-Free: Catering to both vegan and gluten-free diets, it's an inclusive snack for health-conscious consumers.
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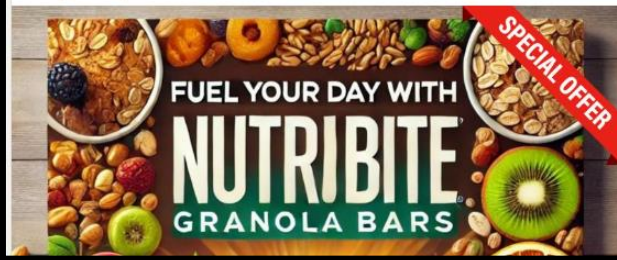
Riya Khandelwal (She/Her) • 1st
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2mo • 🌐

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Special thanks to Dr Arpita Srivastava Ma'am for guidance in this project launch. And to my teammates Kritika Mathur Lakshay Vishnoi Siddharth Bhatnagar Shreya Bhardwaj

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3.Impact on Teaching-Learning

- Students apply theoretical concepts like branding, segmentation, positioning, and media planning to real-world scenarios.
- They used tools like CANVA for designing online promotional campaign of LINKEDIN, INSTA and FACEBOOK.
- Even their campaign generated enquires for buying the products on social media.
- They learn how to design mini IMC campaign on various platform. (FEW SAMPLES ATTACHED)
- Students learn to analyze market trends, customer behavior, and competitors. They utilize data to make informed decisions regarding target audiences and campaign strategies (DUMMY INFLUENCERS were also picturized)
- They explore innovative ways to integrate traditional and digital media effectively. (Online and Offline Marketing)

3. Assignment #POV (Point of View)
ONLINE ASSIGNMENT ON LINKEDIN

A.What pedagogical Innovation is implemented?

Identify and provide a ***written point-of-view on an emergent branding issue or problem,*** as reported in the media or encountered in the course of marketing experience. Reflections on the scope and significance of the problem or trend, implications for accepted norms of brand management practice, ramifications for dominant concepts and decision making frameworks in brand marketing, and general lessons (to be) learned should be considered.

In this POV assignment, students will evaluate the latest campaign by any brand. The campaign, leverages multiple channels and innovative marketing strategies to engage with its target audience. This campaign is a response to any market challenge, consumer need, or brand goal and it employs any key marketing strategies such as storytelling, humor, emotional appeal, etc. to drive brand awareness, engagement, or sales.

.e,g.,: re-building NHL brand loyalty in the face of crisis; evolving the Dove Real Beauty Campaign; a critique of the Burberry's brand turnaround; an analysis of Harry Potter as a brand.

In the **POV Assignment on the Latest Brand Campaign**, students will engage in the following activities:

1. Campaign Selection

- **Choose a Brand Campaign**: Students will select a recent brand campaign (it could be a digital, traditional or integrated campaign). The campaign should be current and reflect the latest trends in marketing.

2. Research and Analysis

- **In-depth Research**: Students will conduct thorough research on the campaign, including:
  - Understanding the **brand's background** and the **objective** of the campaign.
  - Analyzing the **target audience**, key messages, and creative strategies used.
  - Reviewing the marketing channels employed in the campaign (e.g., social media, television, print).
  - Studying how the campaign aligns with the brand's overall strategy, values, and positioning.

3. Critical Evaluation

- **Evaluate Campaign Effectiveness**: Students will critically assess the following aspects:
  - **Targeting and Audience Engagement**: How well does the campaign resonate with its intended audience? Does it successfully connect with the consumers' needs, preferences, and values?
  - **Creative Strategy**: How innovative or creative is the concept? How effective are the visuals, messaging, and tone of the campaign in delivering the brand's message?
  - **Integration Across Channels**: Does the campaign integrate effectively across multiple platforms? How cohesive are the campaign elements across channels (digital, print, TV, etc.)?

o **Brand Alignment**: How well does the campaign align with the brand's existing image, core values, and long-term goals?

4. Identifying Strengths and Weaknesses

- **Highlight Strengths**: Students will identify what worked well in the campaign, such as the creative approach, audience targeting, or innovative use of media.
- **Identify Areas for Improvement**: Students will also pinpoint areas where the campaign could have been stronger or more effective. This could involve suggestions around broadening the target audience, improving message clarity, or balancing digital and traditional marketing efforts.

5. Key Learnings and Insights

- **Insights for Future Campaigns**: Students will reflect on what they have learned from analyzing the campaign and offer suggestions for how the brand could improve in future campaigns. This will involve applying their theoretical knowledge of marketing to real-world examples.

6. Writing the POV (Point of View)

- **Write the POV**: After gathering insights and data, students will structure their assignment into a well-organized POV document. This will include:
  o An introduction to the campaign and its objectives.
  o A detailed evaluation of the campaign's elements.
  o An analysis of the strengths and weaknesses of the campaign.
  o Suggestions for future improvements and learnings.

Learning Outcomes

By completing this assignment, students will:

- Develop the ability to critically analyze real-world marketing campaigns.
- Gain practical experience in evaluating campaign effectiveness, creativity and alignment with brand strategy.
- Improve their research, writing, and presentation skills.
- Enhance their understanding of how integrated marketing communication works in practice.

This exercise will help students refine their skills in evaluating marketing strategies and understand the challenges brands face in communicating effectively with their audience.

2. Why was pedagogical Innovation Developed?

- By evaluating a brand campaign through a personal Point of View, students are prompted to think critically about the strategy, effectiveness, and overall execution. They are not merely absorbing information but actively engaging with it to form their own analysis.
- The assignment focuses on analyzing real-world brand campaigns, which helps students bridge the gap between classroom theory and practical industry applications. This makes their learning more relevant and hands-on.
- Writing from a #POV perspective forces students to articulate their thoughts clearly and justify their positions with evidence. This enhances their ability to express complex ideas in a structured and convincing manner.

- By offering their own Point of View, students take ownership of their analysis and develop their voice as critical thinkers. This is especially valuable in professional environments where marketers need to present their perspectives and ideas clearly.
- By focusing on current and relevant campaigns, students become more engaged in the learning process. They are motivated to explore new marketing trends and strategies, which fosters a deeper interest in the subject.

Ayush Mehrotra • 1st
PGDM Finance and Marketing Public Speaking
8mo • Edited • 🌐

🌶️ 💧 #POV ☀️

With "Kaara Saarama Eat, 7UP Repeat"

Imagine stepping into the world of South Indian cuisine, where every bite is an explosion of flavor. Now, picture yourself reaching for a chilled 7UP, the perfect partner for your spicy food adventures.

Key Focus:
🔍 Going deep into the Perfect Pairing: Experience how 7UP's refreshing taste elevates the rich flavors of South Indian dishes, making it the ultimate choice for refreshment.
☀️ Increasing the Star Power: Meet dynamic brand ambassadors, Rashmika Mandanna and Anirudh, as they infuse campaign with their charisma, resonating with fans across South India.
💬 Connect with the Relatable Catchphrase: "Kaara Saarama Eat, 7UP Repeat" embodies the essence of the campaign, blending pop culture with the irresistible allure of spicy cuisine and refreshing beverages.

Challenges:
🌍 Navigate Cultural : Ensuring the campaign reflects the culinary culture and traditions of South India.
🚧 Address Perception Challenges: Overcoming any existing misconceptions about 7UP's suitability as a companion for spicy food.

Questions Raised:
❓ How will consumers perceive 7UP's new role as a spice companion?
❓ Can the campaign strike the perfect balance between present tradition and modern culture?
❓ Will the collaboration with Rashmika Mandanna and Anirudh effectively

Questions Raised:
❓ How will consumers perceive 7UP's new role as a spice companion?
❓ Can the campaign strike the perfect balance between present tradition and modern culture?
❓ Will the collaboration with Rashmika Mandanna and Anirudh effectively increase sale and retain target audience's attention and loyalty?
Apologies for writing management spelling wrong in PPT 🙏

Share your views in comment box ✍️
Dr Arpita Srivastava
🚀 #SpiceUpWith7UP
#brandstorytelling

INTRODUCTI

...ews in the beverage world! 7UP is doing ...
...a India. They're saying that 7UP is the pe...
...food. You know, like when your mouth ...
...thing really spicy, 7UP is there to cool thi...

...new slogan is "Kaara Saarama Eat, 7UI...
...It's all about enjoying spicy food and the...
...h yourself.

...guess what? They've got some famous ped...
...Manna and Anirudh helping out with the ...
...blash in pop culture.

...world where there are so many drinks to c...
...ing out by saying, "Hey, we're the ones y...
...s!" It's all about making eating spicy food ...
...able.

UNVEILING THE SPIC
7UP'S KAARA SAARA
CAMPAIGN

BY AYUSH

Advertisment Imag rnings for a Managment   **CONCLUSIO**

...sumer Behavior: How you analyze7I In conclusion, 7UP's strategic positio...

Manya Mittal • 1st
PGDM Marketing Student at GL Bajaj | Leveraging Data Analytics to ...
8mo • Edited • 🌐

#pov 🌟 **Unlocking the Journey Within: Mercedes-Benz Redefines the Drive** 🌟

Mercedes-Benz has once again captured our imaginations with their latest film, transcending the conventional notions of automotive excellence. In this mesmerizing portrayal, they emphatically convey that their cars are not merely modes of transportation—they are portals to self-discovery and personal expression.

At the heart of their narrative lies a profound revelation: the journey from "A to Me". It's a concept that goes beyond the physical act of moving from one place to another; it summarizes the essence of individuality, aspiration, and fulfillment. With each mile traveled Mercedes-Benz invites us to embark on a voyage of self-realization, where the road becomes a canvas for our dreams and desires.

As we reflect on Mercedes-Benz's latest masterpiece, let's consider the profound impact it has on our perception of automotive excellence. It challenges us to reimagine the possibilities of the road ahead and embrace the journey with open arms. Together, let's redefine the drive and embark on a transformative odyssey from "A to Me". 🚙 💫

Join the conversation and share your thoughts on this captivating film. How do you perceive the journey from "A to Me" in the context of your own driving experiences? Let's explore together! #pov #madovermarketing #MercedesBenz #AToMe #JourneyWithin #AutomotiveExcellence 🌟
🏞️ Mercedes-Benz India
Special thanks to Dr Arpita Srivastava ma'am!

Mercedes-Benz's latest film emphatically conveys their car is so much more than just taking you from A to B... it's about A to Me! ...more

Dr Arpita Srivastava

Head of Marketing Department , Professor (Marketing) at G L. Bajaj...
Noida, Uttar Pradesh

G L Bajaj Institute of Management & Research

Profile viewers	903
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Your Premium features

Devansh Rastogi • 1st
Studying Management, Marketing and Operations (CRC.Representative)
7mo • 🌐

#pov

🔶 Ensuring children's safety goes beyond the classroom walls! At Schools, we're all about creative solutions and giant pencils 🎨 ✏️. Street safety education? We've got it covered!

👨‍🏫 🧑 Our approach? Interactive workshops, role-playing scenarios, and hands-on activities. From traffic signals to pedestrian etiquette, our students become street-smart superheroes! 💪

☀️ But it's not just us. We're rallying parents and the community too! Together, we're building a culture of safety, one giant pencil stroke at a time. 💫 👬

Here are some additional insights from my side:

🔴 Stay Alert: Teaching children to always be aware of their surroundings, whether they're walking to school or playing in the neighborhood.

🚦 Know the Rules: Understanding traffic rules and teaching kids to obey traffic signals and signs. Red means stop, green means go!

🚶 Practice Makes Perfect: Encouraging kids to practice crossing streets safely, looking both ways and using crosswalks whenever possible.

🤝 Community Involvement: Collaborating with local authorities and organizations to enhance street safety awareness, hosting events, and sharing resources with families.

👬 Family Engagement: Providing resources and tips for parents to reinforce street safety lessons at home, creating a unified approach to keeping our children safe

💬 How do you tackle street safety? Share your tips! Let's keep our children safe, empowered, and ready to conquer the streets!

#StreetSafety #EducationForAll #ChildSafety #CommunityEngagement 🔴 🚦 🚶

Dr Arpita Srivastava
GL Bajaj Institute of Technology and Management
Mad Over Marketing (M.O.M) #advertisingandmarketing #creative #design #roadsaftey #schools

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Profile viewers	903
Post impressions	633

Your Premium features

Sonam Singh (She/Her) • 1st
Member Alumni Relations Cell || Member Communication cell || Vice Presiden...
7mo • 🌐

🔥 Spice it up with 7UP! 🔥

7UP is making waves in South India, positioning itself as the ultimate companion for spicy food. With the catchy phrase "Kaara Saarama Eat, 7UP Repeat!" which means "Eat spicy Food, Drink 7UP, Repeat!", the campaign is hitting all the right notes in pop culture. It's not just a drink, it's a #7UPSuperDuperRefresher!

This campaign is a strategic move to position the brand as a companion for spicy food in South India. This is a classic example of niche marketing where a brand tailors its marketing efforts to a specific market segment.

The use of a catchy phrase and popular celebrities like #RashmikaMandanna and #Anirudh is a smart move to create a strong brand recall and connect with the target audience.

However, the success of this campaign would depend on how well it resonates with the consumers' experiences. It would be interesting to see if the campaign can change consumer behavior and increase the consumption of 7UP with spicy food.

As someone who enjoys a good meal and a refreshing drink, I find this campaign to be a perfect blend of relatability and creativity. But what about you? Do you think 7UP has hit the mark with its new positioning? How does it resonate with your experiences?

I invite you all to share your thoughts on this #Spicy7UP new idea.

Let's discuss! #Collab #KaaraSaarama #pov #comment

Oh my God! I'm on fire (It's fiery)

🙂❤️ Ayushka Singh and 34 others   4 comments

Reactions

+27

👍 Like   💬 Comment   🔁 Repost   ➤ Send

1. https://www.linkedin.com/posts/riya-khandelwal15_pov-fevikwikmagic-valentinesdaycampaign-activity-7163840112475226112-ebHt?utm_source=share&utm_medium=member_desktop
2. https://www.linkedin.com/posts/anshumansri08_doritos-goes-mega-in-vegas-activity-7161997985424326656-c5iK?utm_source=share&utm_medium=member_desktop
3. https://www.linkedin.com/posts/siddharth-bhatnagar-b918941aa_valentines-day-campaign-by-cleartrip-activity-7163799428779245568-JGtQ?utm_source=share&utm_medium=member_desktop
4. https://www.linkedin.com/posts/ankit-gupta-a62a22227_pov-pepsi-reebok-activity-7167412615399297024-OQAG?utm_source=share&utm_medium=member_desktop
5. https://www.linkedin.com/posts/sonam-singh-2bb9141a8_7upsuperduperrefresher-rashmikamandanna-anirudh-activity-7166477619285180417-PdaQ?utm_source=share&utm_medium=member_desktop
6. https://www.linkedin.com/posts/kritika-mathur-8919401a4_madovermarketing-adsmomloves-advertisingandmarketing-activity-7162056330818646016-5g8j?utm_source=share&utm_medium=member_desktop
7. https://www.linkedin.com/posts/lakshay-vishnoi-9797b228a_collab-projectsparsh-activity-7169029718107734016-xhbp?utm_source=share&utm_medium=member_desktop
8. https://www.linkedin.com/posts/ayush-mehrotra-259a25247_pov-spiceupwith7up-brandstorytelling-activity-7166040533792968705--bFt?utm_source=share&utm_medium=member_desktop
9. https://www.linkedin.com/posts/shantanu-srivastava-030a22266_pov-madovermarketing-marketingandadvertising-activity-7165050521391759360-mBEu?utm_source=share&utm_medium=member_desktop
10. https://www.linkedin.com/posts/devansh-rastogi-13b626263_pov-streetsafety-educationforall-activity-7166090692799275008-A0s8?utm_source=share&utm_medium=member_desktop

3.Impact on Teaching-Learning

- Students learn to critically evaluate each aspect of a marketing campaign, assessing its effectiveness, strengths, and areas for improvement.
- The assignment reinforces theoretical knowledge by applying it to actual brand campaigns, making abstract concepts more concrete and easier to grasp.
- Analyzing current brand campaigns makes the learning experience more engaging and relatable.
- The POV format requires students to take ownership of their ideas and assessments, which helps them reflect on their learning progress and boosts their confidence in their analytical abilities.
- Class feedback was also collected to know the student view regarding this activity.

Feed back for #POV activity in PBM

Select one or more

✅ This activity is highly engaging and helped me in developing my analytical and articulation skills   36

○ This activity was moderately engaging with basic understanding   1

○ This activity was not engaging and I found it hard to connect   0

1:39 PM ✓

View votes

Feedback for #POV activity in PBM

Select one or more

○ This activity is highly engaging and helped me in developing my analytical and articulation skills   22

○ This activity was moderately engaging with basic understanding   1

○ This activity was not found engaging and I found it hard to connect   0

1:47 PM

View votes

4. **Assignment: Packaging Analysis Exercise**

IMC (Integrated Marketing Communication)

A. What pedagogical Innovation is implemented?

This exercise aims to develop your skills in evaluating product packaging as a tool of marketing communication, examining how effectively it conveys brand messaging and identifying areas for improvement**.**

What students need to do

• Go to a store (grocery store, drug store, Target, etc.) and spend some time looking at the packaged goods.

• Choose a product that you think has either a very bad or very good package, in terms of marketing communications.

• Redesign packaging with the change you want to suggest and prepare a write up for viva analysis of the package and what you think makes it either good or bad.

• What does the package communicate about the product/brand? How does it do this (executional elements)?

• Is that message consistent or inconsistent with what you think the overall marketing communication/branding objectives are for the product? Your evaluation should suggest more effective packaging in the future.

Be prepared to discuss your package choice in class. Keep your packaged good for use as an example in future courses.

B. Why was pedagogical Innovation Developed?

- The Packaging Analysis Exercise was developed as a pedagogical innovation to enhance students' understanding of packaging as a critical component of marketing and branding strategy

- By physically going to a store and analyzing packaging firsthand, students move beyond classroom theory to experience how design elements influence consumer perception and behavior in a real-world setting.

- Evaluating packaging in terms of brand message, functionality, and visual appeal trains students to observe and analyze details that impact consumer decision-making. This skill is crucial for any marketing or branding role where design elements must be assessed for effectiveness.

- The exercise encourages students to explore what works and what doesn't in packaging, helping them develop innovative ideas for improving packaging effectiveness in future campaigns.

C. Impact on Teaching-Learning

- By analyzing packaging in actual stores, students bridge the gap between classroom theories and real-market dynamics.
- Identifying flaws in packaging and suggesting improvements enhances their ability to think strategically.
- Encourages innovative thinking to create packaging that stands out in competitive markets.
- Students learn to design packaging that enhances usability and customer satisfaction.
- The exercise fosters an understanding of consumer needs, preferences, and pain points.

6. **News Paper Article Analysis and Ready Reckoner- (News related to marketing and IMC)**

Students are required to follow the given guidelines and follow MINT newspaper.

----

1. Review the Headlines:

- Begin by reading the headlines in the daily news analysis. This will give you a quick overview of significant business and economic developments.

2. Understand the Summaries:

- Read the provided summaries carefully. These are concise yet informative, capturing the most important facts. Ensure you grasp the key points and the context behind the news.

3. Focus on the Analysis:

- Pay special attention to the analysis section:
  - **Industry Impact:** Understand how the news affects businesses or industries.
  - **Market Implications:** Think about how the news influences financial markets and investment strategies.

4. Relate to Your Studies:

- Connect the news to the topics in your PGDM curriculum. For instance:
  - Marketing students should focus on news relevant to consumer behavior and advertising.

5. Discussion and Reflection:

- Use the analysis as a foundation for classroom discussions or group work. Be ready to share your insights and ask questions to enhance understanding.

6. Stay Consistent:

- Reviewing the daily news analysis regularly will keep you updated on the latest trends, helping you prepare for discussions, interviews, and your future career.

Guidelines for Pasting the News Analysis in Your Notebook

1. **Organize by Date:**
   - Paste the daily news analysis in your notebook, ensuring that each day's analysis is organized chronologically.
   - Leave a margin at the top of each page for the date and headline.
2. **Maintain Neatness:**
   - Ensure the printouts or clippings are cut cleanly and pasted without overlapping.
   - Use a highlighter or pen to underline key insights or add brief personal notes or reflections next to important points.
3. **Categorize by Subject (Optional):**

- o If you prefer, you can categorize news articles by topic—such as marketing, advertising, NPD etc.—in notebook.
4. **Reflection Space:**
   - o Leave a small space at the bottom of each page for any additional notes, thoughts, or questions that you might want to bring up in class discussions or personal study.

Evaluation Criteria

Total Score Calculation:

- **Consistency:** [Score out of 1.0]
- **Neatness and Organization:** [Score out of 1.0]
- **Quality of Reflection:** [Score out of 1.5]
- **Relevance to PGDM Topics:** [Score out of 1.0]
- **Classroom Participation:** [Score out of 0.5]

Final Score: Sum of all individual scores (Out of 5 marks).

By following these guidelines and keeping your notebook updated, students will develop a strong grasp of real-world business scenarios and prepare themseleves for successful classroom discussions and future career endeavors.
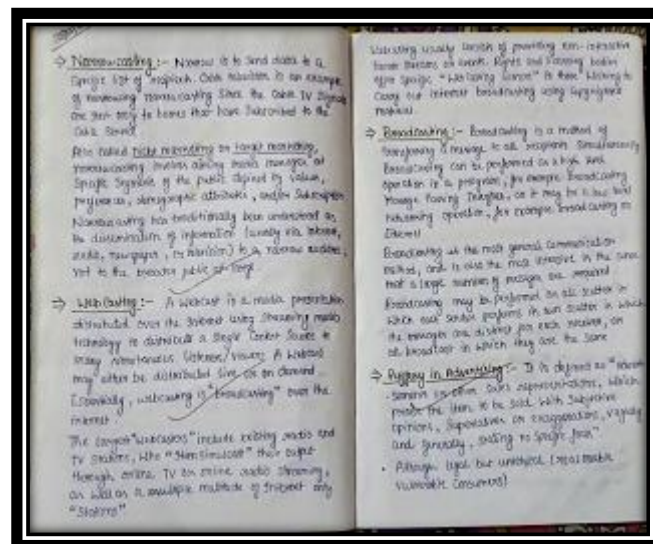
6. Insert Learning (insertlearning.com)

- With this tool, students can basically take any page on the Internet and turn it into a lesson.
- Suppose a student find a great article from Economic Times/Mint/ Business World that you'd like students to read, but you'd also like to ask them a few questions about it, add a bit of commentary of your own, and insert a related video.
- With Insert Learning, you can do all of that right on the article.
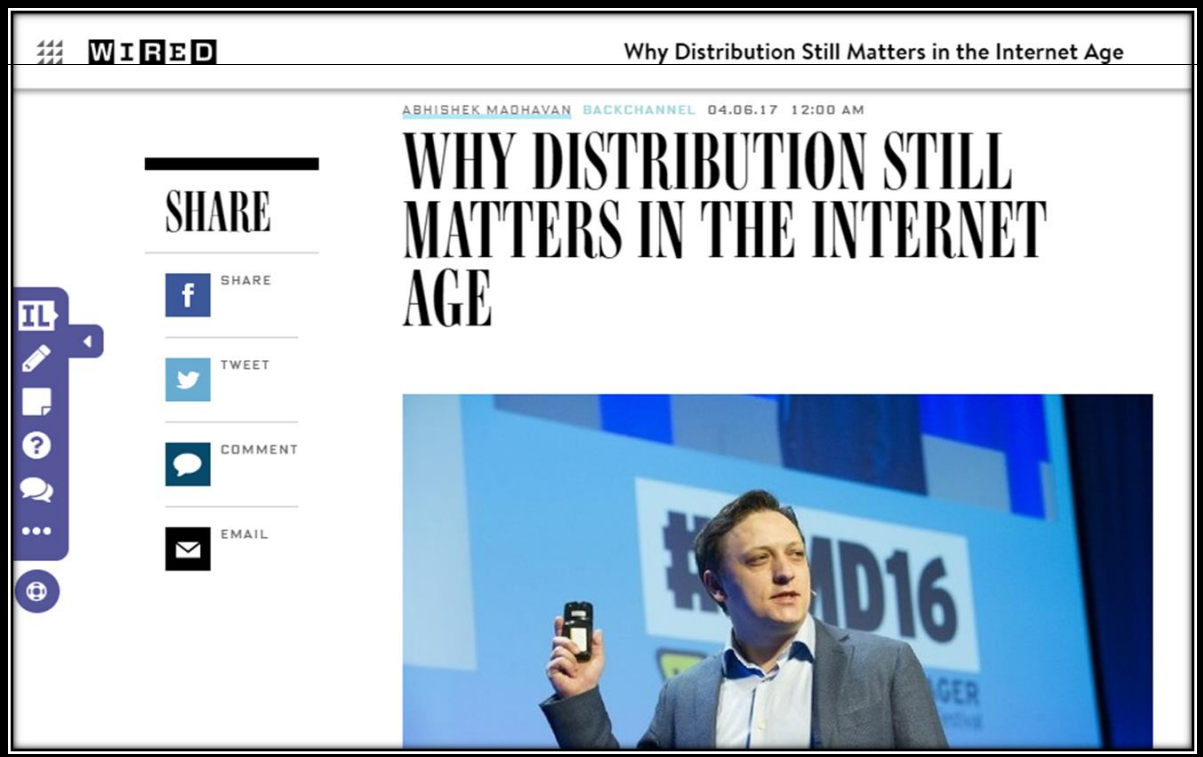
7. **Brand Yourself (Product and Brand Management)**
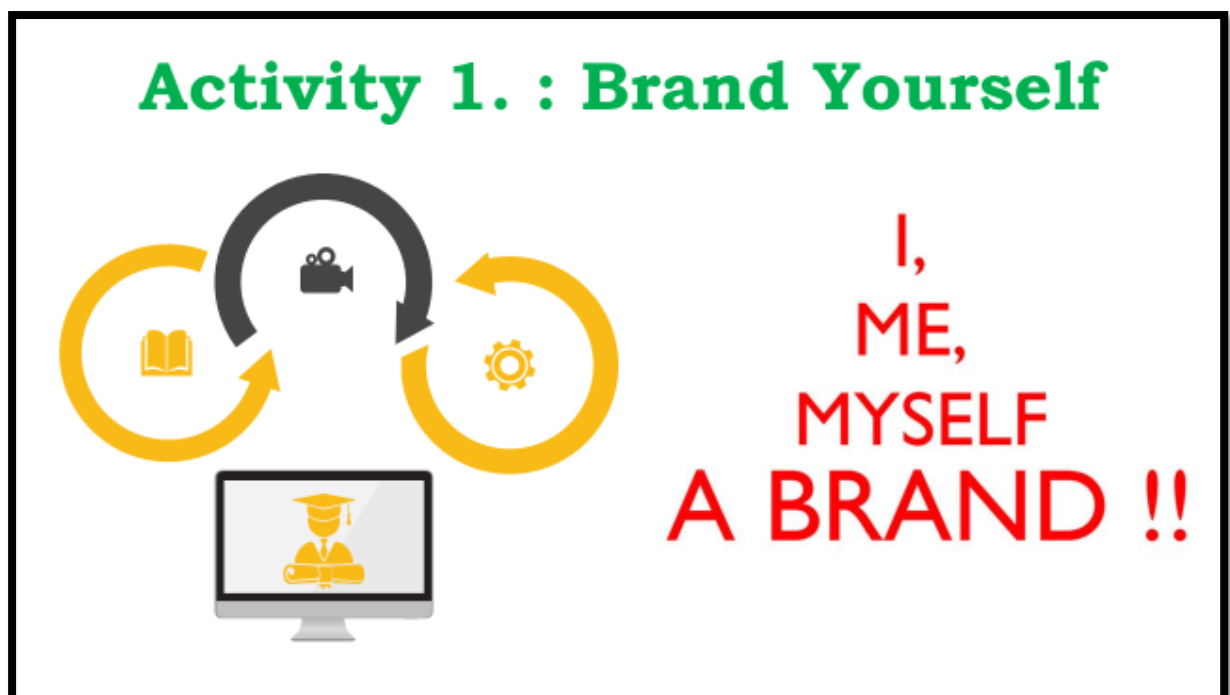
Build your own personal brand called "YOU"

➤ Short version of the Self Brand Assessment Test to help students in determining the best positioning strategy for "Brand You".

➤ The Self Brand Strategy 10 Minute Test
  • www.selfbrand.com/tools/assessment/short-test.html

How to use LinkedIn as a powerful personal branding tool? (All students need to create LINKEDLN PROFILE with recommendations and endorsement)

8. **Brand Equity (Weekly News Analysis)**

Activity . : Brand Equity (Weekly Article Analysis)

BRAND EQUITY
The New Emperor's Clothes

5 Students per week

9. WHAT WENT WRONG

Activity: What went wrong
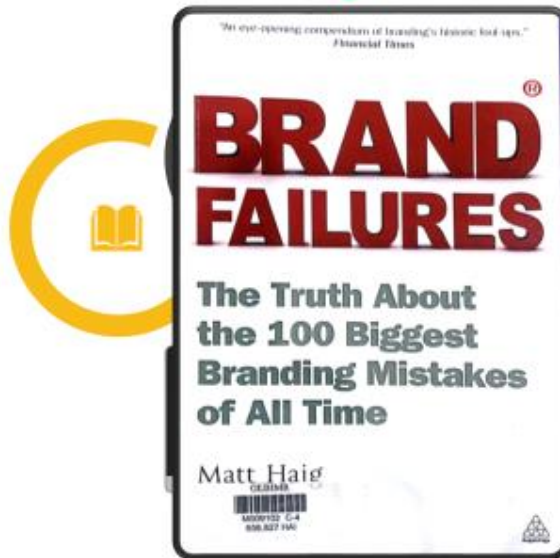
This book highlights some of the largest branding blunders of all time.

- Classic Failures
- Idea Failures
- Extension Failures
- Culture Failures
- Rebranding Failures

BRAND FAILURES
The Truth About the 100 Biggest Branding Mistakes of All Time

Matt Haig

Objective

To help students to read and to analyse the KEY DANGER areas of Branding and how the companies have overcome this failure.

➢ One brand will be allocated to a team of two members

➢ They have to read the details of a BRAND FAILURE

➢ Need to present in the class with the help of PPT.

10. **Assignment: 05 Marks**

Assignments are given to the students covering the contemporary issues and trend in the subject area, where in student need to submit their findings and analysis on the given topic in a hard copy within 4 days of announcement.

Critical Thinking Exercises

DISCUSSION QUESTIONS

1-19. The Lean Cuisine effort to shift consumer perceptions of frozen food products is a typical example of a business attempt to transform consumer opinions and habits. Select a business in your country or region that has attempted something similar. Has the effort worked? How fundamental was the perception change? Was it achievable? Explain your answer.

1-20. The marketing director for Tempur-Pedic mattresses is assigned the task of emphasizing the mattress's superior sleep quality in the company's next integrated marketing communications program. Discuss the problems the director might encounter in each step of the communication process since the campaign will emphasize something consumers cannot see or observe. Explain how noise or clutter interferes with the communication process.

1-21. How many different forms of advertising are you exposed to over the course of a normal day? Do you recall any specific advertising that had relevance and resonance with you? Compare your observations with the other members of the class.

1-22. Why do advertisers ensure that they feature their marketing messages across multiple forms of media?

1-23. The use of social media has grown during the last decade. Discuss your personal use of social media. Which social media platforms do you use? Why did you select those particular ones? How do you use social media?

Assignment is a Written Project Report.
- Student needs to submit the project latest by the **10th Session.**
- **No late submission allowed**
- Assessment of the assignment: The assignment will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage (Marks)
A	Content	2
B	Clarity of thoughts	1
C	Language	1
d	Structure and Presentation	1
	Total Marks	**5**

11. Consumer Behaviour (Think, Pair and Share)
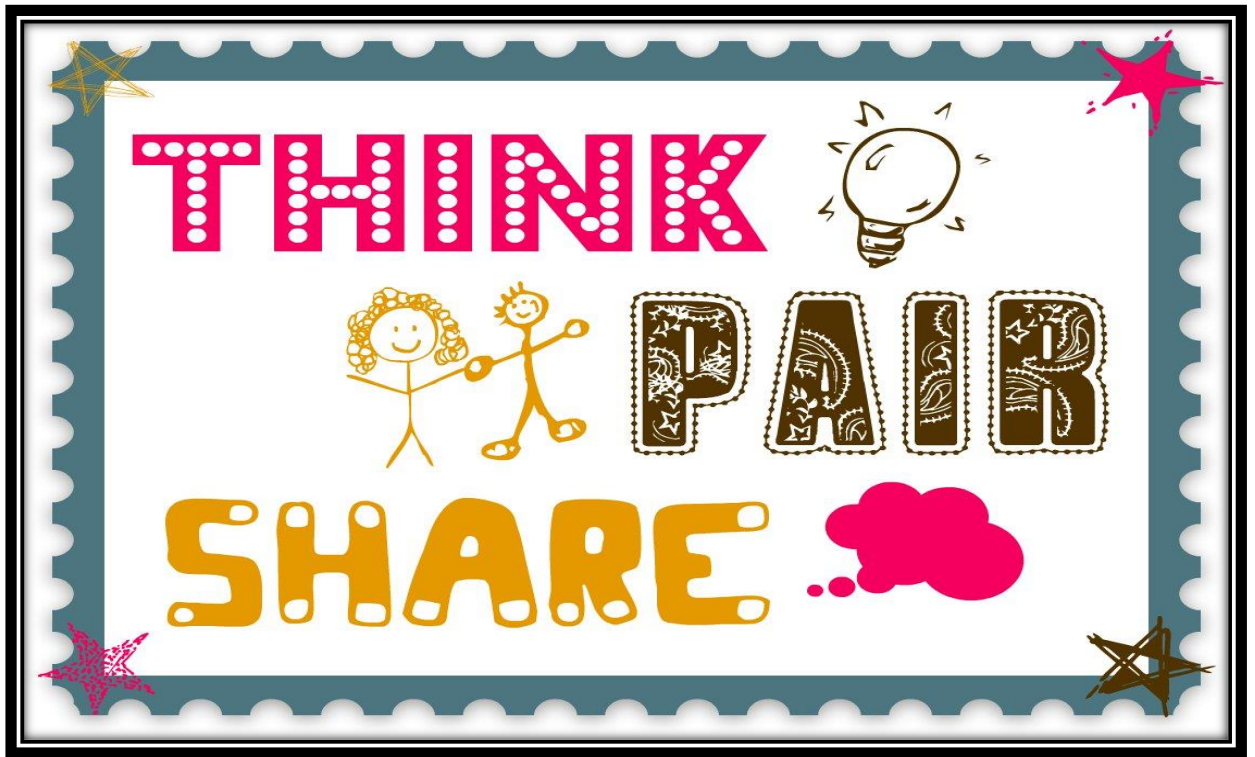
Objectives :

- It helps students to think individually about a topic or answer to a question.
- It teaches students to share ideas with classmates and builds oral communication skills.
- It helps focus attention and engage students in comprehending the reading material.

- This model breaks down the consumer's overall attitude (that is, view of each brand) into smaller components.

- These components are the individual product features, functions and perceived benefits – which are collectively known as **product attributes**.

The structure of the market research questionnaire necessary to obtain the data to construct a multi-attribute attitude model would be:

- The researcher would determine (probably from initial focus groups) the key attributes of a product category

- Then for each main brand the respondent (consumer) would be asked to rate EACH brand for EACH key product attribute (on a scale, 1 to 7)

- The survey would then ask the respondent to also rate (on a scale) how important each attribute is to them in their purchase decision
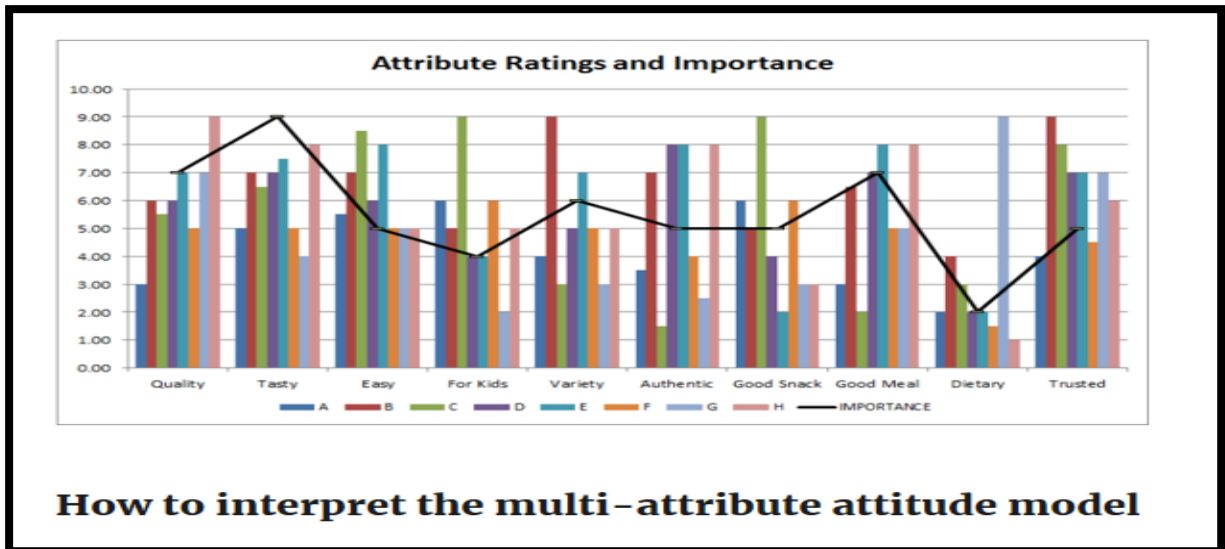
Here is the download link for the free Excel template: **multi-attribute attitude model**

13. *Group Project: Advertisement Analysis Presentation*

Group Project: Advertisement Analysis Presentation

Objective : This project is designed to give students a chance to apply the knowledge obtained in the class and to improve students' ability to work in groups, as is often required in the field of business.

Students will form groups of 2 or more and work together to create a thorough analysis of a TV commercial as an application of the consumer behavior concepts learned in class. Each team will choose one TV commercial that reflects a consumer behavior concept (i.e., motivation, personality, or attitudes).

The goal of this analysis is for students to demonstrate how the selected advertisement is a real-world reflection and application of a basic, theoretical concept(s) of consumer behavior.

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Marketing › Marketing Fundamentals › Consumer Research

Consumer Behavior

Consumer Behavior involves studying the processes a consumer uses to make purchase decisions.

4.1 ★★★★☆ (73 ratings) 1,833 students

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ⓘ Last updated 8/2019   🌐 English   💬 English [Auto]

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Project-Based Assignment
HUMAN RESOURCE MANAGEMENT
PGDM BATCH 2023-25
Trimester 2

1. Pedagogical Innovation Implemented

The pedagogical innovation implemented for this assignment is Experiential Learning through Industry-Centric Project Work. This approach combines theoretical knowledge with hands-on, practical experience by involving students in real-world research projects on HRM practices across various sectors. The methodology includes:

- **Industry Selection and Research:**

  Students were divided into teams of 6-8 members each and they were asked to choose a company from a sector of their interest (e.g., Banking, IT, or Education). They were asked to analyse the HR strategies and practices that align with the company's strategic goals.

- **Interview-Based Learning**
  Students interacted directly with HR managers to gain insights into real-time HR operations, challenges, and solutions. To ensure authenticity, these interviews were recorded and documented with screenshots and profiles attached as annexures.

- **Analytical Frameworks and Assessment:**
  Assignments were submitted in MS WORD in a structured format highlighting core HRM functions: recruitment, retention, training, performance appraisal, grievance mechanisms, and dispute resolution. Students also applied HR theories and frameworks learned in class to interpret their findings.

- **Integration of Digital Tools:**
  Each team was supposed to prepare and give presentations supported by digital platforms such as Microsoft PowerPoint.

2. Need for this Pedagogical Innovation

This innovation was aimed at addressing the following challenges:

- **Bridging the Gap between Theory and Practice:** Traditional assignments often lacked practical context, leading to gaps in understanding how HRM functions align with organizational goals.
- **Developing Industry-**Ready Skills: Students needed exposure to real-world HR scenarios to develop analytical, critical thinking, and research skills.

- **Increasing Engagement:** Hands-on projects and interactions with industry professionals increase student motivation and provide a sense of relevance.
- **Developing networking and interpersonal skills:** The project will build networking and interpersonal skills by enabling students to interact directly with industry professionals, enhancing their communication and relationship-building abilities. Collaborative teamwork, active listening during interviews, and presenting findings further develop confidence, adaptability, and professional connections

3. Impact on Teaching-Learning

The impact of experiential learning through industry-centric projects has been significant:

- Enhanced Learning Outcomes: Students gained a deeper understanding of HR practices, evidenced by high-quality reports with well-analyzed content and developed their ability to connect theory with practice.
- Improved research, writing, and analytical skills were observed.
- Communication and networking skills were enhanced through direct interactions with industry professionals.
- Improved Engagement and Participation:
- Over 90% of students expressed increased motivation due to the real-world application of concepts.
- Student feedback highlighted the innovation as engaging and career-oriented.
- This innovation has successfully made HRM learning more impactful by transforming it into an engaging, experiential journey, ultimately preparing students for practical challenges in the HR domain.

Glimpse of student's feedback:

Ashi Agarwal • 1st

🎓 PGDM Candidate at GL Bajaj Institute of Management and Research | 🎓 -...

10mo • Edited • 🌐

"Thrilled to share my latest college assignment accomplishment – crafting a comprehensive presentation on **Quess Corp Limited** with invaluable guidance from HR **rishita jain**. Grateful for the learning experience and excited to delve deeper into the world of corporate insights. 🚀 **#CollegeProject #HRInsights #ProfessionalDevelopment**"

Human Resource Management
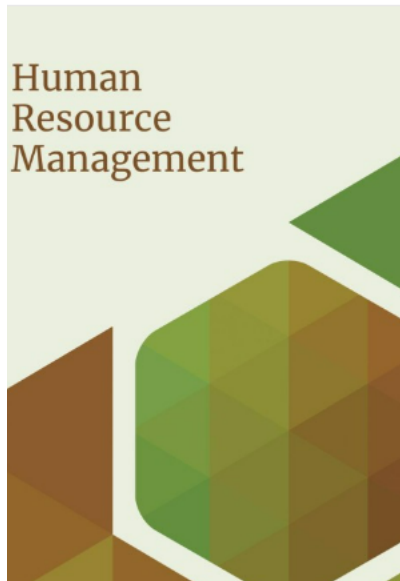
HUMAN RESOURCE MANAGEMENT ON :

QUESS CORP LIMITED

GL BAJAJ INSTITUTE OF MANAGEMENT AND RESEARCH. PGDM INSTITUTE
Plot No-2, Knowledge Park –III, Greater Noida

NOMINATION FOR PEDAGOGICAL INNOVATION AWARD

Submitted by
Dr.Yagbala Kapil
Assistant Professor

PGDM BATCH 2024-26
Academic Year: 2024-25
Course:Learning&Development(HR Specialisation)
Course Code: PGH 41

A. Pedagogical Innovation implemented

About Trail Blazer: This workshop is an initiative by HR specialisation students to deliver the training to their juniors.In this fast-moving world characterised by constant change,HR transformation is mandate. Organisations have to think out of box and devise strategies not only for the betterment of their people but society as a whole.The objective of these session was to provide an opportunity to seniors and juniors where they can interact together, share their experiences ,knowledge and develop themselves.

New teaching methodology: The PGDM Senior batch(2023-25) HR specialisation students are divided in to groups and each group have dedicated Team Leaders who had guided and mentored the juniors of PGDM (2024-26)Batch discussed the various aspects of human resource management in the form of training to enhance students learning experience.The students interacted with the juniors and assess their training needs and accordingly design the training modules.

Digital Tools used by students: Canva, Mentimeter, Quizzes, Dreamlab, Pixir etc

Below mentioned are the details of training modules:

Note: The booklet is already submitted to Dr.Nidhi Srivastava for NBA.

TRAIL BLAZER

	PGDM BATCH 2023-2025		
S No.	**Team Members**	**Name of Program**	**Target Audiences**
1	Rashi Agarwal	Pressure Detox	PGDM 2024-26 Students
	Mansi Sharma (205)		
	Shanika		
	Shivam		
	Ponam		
	Anshumaan		
2	Bharti	Communication Mastery_Conversation to Connection	
	Jasmine		
	Shivam Nain		
	Prerna		
3	Mohit	Student Engagement Program-Listening to Learn	
	Anushka		
	Ayushi		
	Ritu		
4	Sonam	Team Quest	
	Tejaswini		
	Jasvinder		
	Abhijeet		
	Nikita		
5	Saumya	Persona Ignite	
	Shruti		
	Chetna		
	Seema Singh		
	Abhishek Dwivedi		
6	Shashwat Srivastava	The Emotional Toolbox	
	Prachi		
	Muskan Jaiswal		
	Nupur Gupta		
	Manshi Sharma		
	Nitin		
7	Prachi Priyam	Captain your Crew-The Leadership dilemma	
	Agrima		
	Arti		
	Kritika		
	Aman Rai		
8	Ashi	Focus Factory: Improving attention span	
	Ayushi Singh		
	Sherya Ranjan		
	Khushboo		
9	Pallavi	Disconnect to Reconnect- Chaos of Social Media	
	Shreya		
	Mansi Sharma(209)		
	Anisha		
	Pooja		

Assessment Techniques: The training conducted by students are assessed on the basis of real time feedback from the audiences. The student trainers themselves designed the feedback form. **Also the below mentioned faculty members evaluated the students on the basis of content design, delivery and audience engagement.**
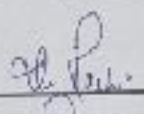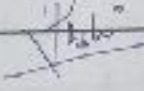
- **Dr.Puneet Mohan**
- **Dr.Rashi Choudhary**
- **Dr.Pooja Singh**

Sample sheet:

S No.	Team Members	Date, Venue & Time	Name of Program	Target Audience	Faculty Coordinator	Content (10)	Audience Engagement (10)	Presentation (10)	TOTAL /30
1	Prachi Priyam	DATE : 10.10.24	Captain your Career/The Leadership dilemma	PGDM-I SECTION-F	DR. RASHI CHOUDHARY	5	6	6	17
2	Agrima	TIME : 09.15-10.20				5	7	6	18
3	Aarti	ROOM NO : 203				5	7	7	19
4	Kritika					6	7	6	19
5	Aman Rai					7	7	7	21

NAME _____

SIGNATURE _____
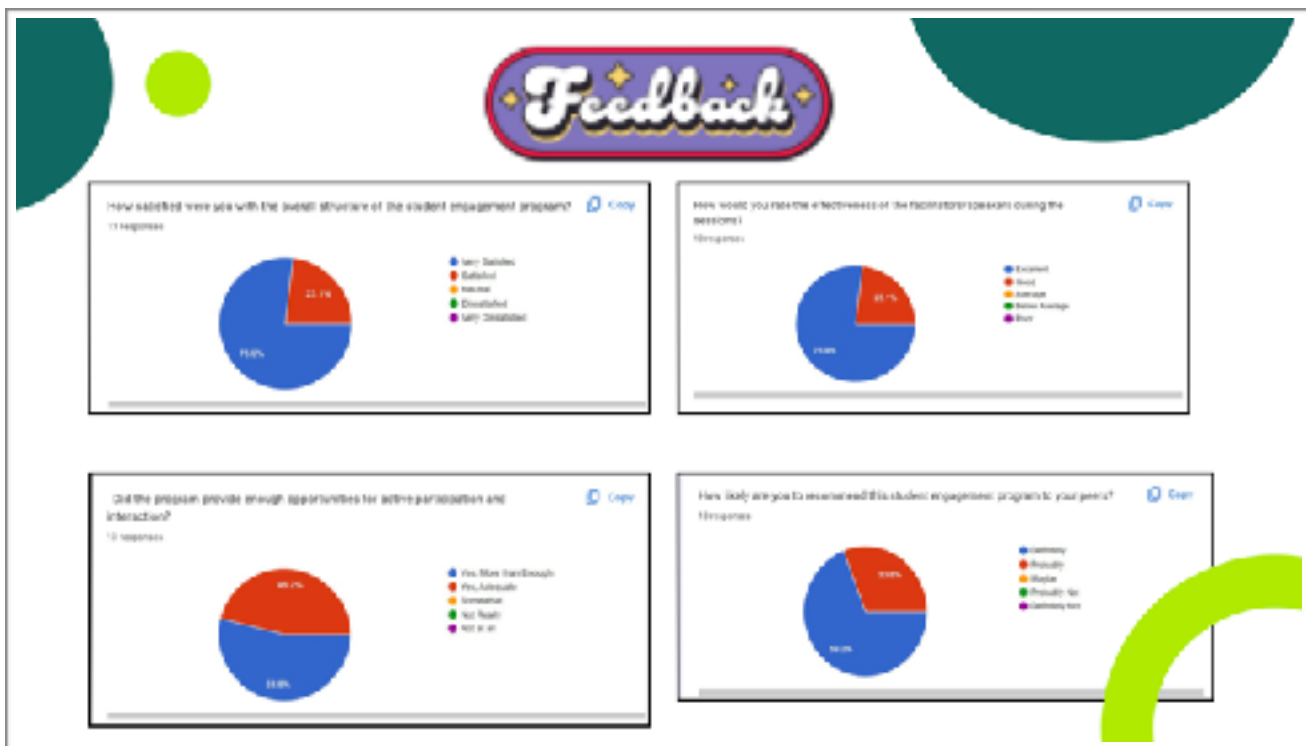
B. Need for Pedagogical Innovation

The importance of this L&D course lies in its comprehensive approach in preparing students for real-world challenges, mere theory does not solve the purpose, it is important to provide students on the job experience to witness the challenges that a trainer face in pre-training, during training and post training sessions. By integrating theoretical knowledge with hands-on experience, students were able to design and deliver effective training for their juniors. This experiment enhances the student engagement, helped the students understand the diverse learning needs while doing the training need analysis and also helped them to explore the essential learning tools in designing the training sessions.

C. Impact on Teaching-Learning

This course emphasise on lifelong learning that encourages students to continually update their skills and knowledge.This experiment boost the confidence of student trainers, they have mentioned that there are many who have never faced the real audiences in their entire journey of learning.The student trainers wants to conduct staff development program, faculty development program and shown interest even in conducting Management Development programs. They came up with the idea of designing this subject to basic and advanced level wherein the basic training can be conducted for the in-house audiences and advanced level can be for corporate professionals.The participants of junior batches demanded more such sessions as these sessions help them to cope with their day to day stress and also enhances their learning. Some of them given it a name of **Mentoring together progam.**

Some snapshots of the training :

Image 1

Image 2

Social Media Posting:

What We Covered!

The Trap of Addiction: How constant scrolling impacts focus, mental health, and relationships.

Negative Consequences: From anxiety and comparison to sleep disruption and productivity loss.

Practical Strategies: Setting screen-time limits, using detox apps, and establishing mindful routines.

Interactive Activities & Games: Identifying triggers and exploring creative ways to reduce dependency.

It was amazing to see their enthusiastic participation, insightful reflections, and willingness to implement positive changes!

The journey to balancing our online and offline worlds isn't easy, but with the right mindset and tools, it is absolutely possible. Let's all strive to disconnect from the chaos and reconnect with what truly matters.

A big Thank you to my amazing team Shreya Bhardwaj Mansi Sharma Pooja Yadav Anisha Keshri for executive of the program and a heartfelt gratitude to Dr Yagbala Kapi LPhD ma'am for providing this wonderful opportunity.

#DigitalWellbeing #SocialMediaDetox #DisconnectToReconnect #LearningandDevelopment #GrowthMindset #TrainingProgram

Future Facilitators
Presents

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Future Facilitators
Presents
Disconnect to Reconnect :
The Chaos of Social Media

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Training Session : Disconnect to Reconnect – The Chaos of Social Media 📱

Had the privilege of conducting a dynamic training program for our juniors on the topic "Disconnect to Reconnect". In today's hyper-connected world, social media addiction is becoming a growing concern, and this session was aimed at raising awareness and equipping them with practical tools to manage it.

💡 What We Covered:

The Trap of Addiction: How constant scrolling impacts focus, mental health, and relationships.

Learn to Earn

DataQuest Incubator with Learn to Earn Accelerator

Description of the Pedagogical Innovation

The **DataQuest Incubator** model integrates a **Learn to Earn** approach with incubator style mentorship and real world project based learning to create a practical, entrepreneurial analytics learning experience. Through this model, students earn points and rewards for completing progressively complex data analytics tasks, while receiving mentorship from industry professionals and working with real datasets from startups. The incubator structure also incorporates milestone based rewards, real world problem solving experiences, and opportunities to pitch completed projects to industry stakeholders. This innovative approach combines gamification with an incubator environment, preparing students with both the technical and entrepreneurial skills necessary for careers in data analytics or technology focused entrepreneurship.

Key elements of the DataQuest Incubator model include:

1. **Learn to Earn System:** Students earn points for task completion, collaboration, and quality of work, which can be redeemed for course credits or other rewards.

2. **Real World Data Projects:** Students analyze datasets provided by partnered startups, making their learning directly applicable to industry needs.

3. **Mentorship and Pitching Opportunities:** Regular mentorship sessions and a final pitch to industry stakeholders reinforce the application of analytics in business.

4. **Continuous Feedback and Iterative Improvement:** Students receive ongoing feedback on projects, allowing them to improve their work over time.

Why the Pedagogical Innovation Was Developed

The DataQuest Incubator model was developed to address three main challenges in traditional data analytics education:

1. **Need for Real World Relevance:** Many data analytics courses rely on hypothetical datasets and isolated exercises that lack connection to real world business needs, leaving students with a limited understanding of how analytics supports decision making.

2. **Low Engagement and Motivation:** Students often struggle to stay motivated when the work feels disconnected from practical applications. Traditional

methods may lack the engagement needed to keep students invested in complex topics like data modeling and predictive analytics.

3. **Gaps in Entrepreneurial Skills:** As data analytics becomes crucial across industries, there is an increasing need for analysts who can think entrepreneurially, understanding not only the technical aspects but also how to translate insights into actionable business strategies.

This innovation provides an applied, project based approach that addresses these challenges by making the learning experience more engaging, relevant, and aligned with industry expectations.

Impact on Teaching Learning

The DataQuest Incubator model has led to notable improvements in student engagement, performance, and comprehension, as observed in course feedback and project outcomes:

1. **Increased Engagement and Participation:** The Learn to Earn component, combined with real world data and mentorship, keeps students highly engaged. Weekly streak bonuses and peer feedback incentives have resulted in over 90% of students consistently participating in weekly challenges. Students appreciate the gamified aspects, reporting that earning points and receiving feedback make the learning process more enjoyable and rewarding.

2. **Higher Quality of Projects and Presentations:** With industry mentors providing guidance, students are motivated to improve the quality of their projects. By the end of the course, 85% of students produce portfolio ready projects that are well researched, technically sound, and business oriented. Pitch sessions to industry stakeholders have shown marked improvement in students' ability to present data insights clearly and persuasively.

3. **Improved Understanding of Real World Applications:** Working with real data from startups and small businesses helps students understand the complexities and challenges of data analysis in a business context. In feedback surveys, students report a greater appreciation for data driven decision making and an increased confidence in their ability to solve business problems with analytics.

4. **Positive Student Feedback on Relevance and Practical Skills:** Students have consistently provided positive feedback, highlighting the incubator style mentorship and hands on experience with real world data as the most valuable parts of the course. Over 80% of students express increased confidence in their readiness for industry roles, and several have gone on to internship or project opportunities with incubator partners.

Through the DataQuest Incubator, students not only build strong technical analytics skills but also develop entrepreneurial thinking and practical experience, making this innovation a powerful, transformative approach to teaching data analytics.

Examples

1. Data Cleaning and Preparation Challenge

- **Task:** Students are given a messy dataset with inconsistencies and missing values. Their task is to clean, transform, and prepare the data for analysis.

- **Reward:** Earn 100 points upon successful completion of the task, plus a 20 point bonus for every unique or advanced cleaning technique used.

- **Learning Outcome:** Students develop essential data wrangling skills and learn to identify data quality issues.

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2. Exploratory Data Analysis (EDA) Quest

- **Task:** Each student conducts an EDA on a real world dataset, creating visualizations and summarizing key insights.

- **Reward:** 150 points for completing a standard EDA, with a 50 point bonus for creative visualizations or insightful analysis that goes beyond basic statistics.

- **Learning Outcome:** Students learn to use visual and descriptive analysis to understand data patterns and relationships.

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3. Peer to Peer Learning Bonus

- **Task:** Students earn points by helping peers debug code, understand difficult concepts, or optimize their analyses. Each helpful interaction earns them bonus points.

- **Reward:** 20 points per peer assistance interaction, capped at 100 points per week.

- **Learning Outcome:** This activity fosters collaboration, helps students reinforce their knowledge by teaching others, and builds a supportive classroom environment.

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4. Predictive Modeling and Evaluation Sprint

- **Task:** Students develop a predictive model (e.g., linear regression, decision tree) to solve a specific problem. They must also evaluate their model's accuracy and explain their choice of metrics.

- **Reward:** 200 points for building an accurate model, plus a 50 point bonus for using advanced metrics like F1 score, AUC ROC, or precision recall curves.

- **Learning Outcome:** Students learn key machine learning concepts, model evaluation techniques, and the importance of metric selection in real world scenarios.

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5. Capstone Project – Presenting to "Stakeholders"

- **Task:** In this project, students work in groups to analyze a dataset, derive insights, and present recommendations as if they were addressing company stakeholders. They submit a report and deliver a presentation.

- **Reward:** 500 points for successful completion, plus an additional 100 points for each member if the project is recognized as exemplary by peers or instructors.

- **Learning Outcome:** This task develops critical thinking, teamwork, and the ability to communicate complex analyses to a non technical audience.

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6. Consistency Streak Bonus

- **Task:** Students receive points for consistently attending and actively participating in all classes and completing weekly assignments on time.

- **Reward:** 50 points for every week of consistent participation, plus a 200 point bonus for maintaining this streak throughout the course.

- **Learning Outcome:** This reward system encourages regular participation, which is linked to higher retention and understanding of course content.

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7. Portfolio Development Credits

- **Task:** Students earn portfolio credits by completing each module's main project, which will be included in their final portfolio.

- **Reward:** 100 points for each portfolio worthy project, with a certificate or badge upon finishing all projects in the course.

- **Learning Outcome:** This builds up a professional portfolio, helping students showcase their data analytics skills to potential employers.

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8. Real World Case Study Analysis with Feedback Loop

- **Task:** Students analyze a case study involving data analytics for a business problem (e.g., sales forecasting for a retail company). They submit their analysis, and their classmates review and provide constructive feedback.

- **Reward:** 150 points for completing the analysis, with a 25 point bonus for each thoughtful peer feedback given.

- **Learning Outcome:** This task encourages critical thinking and feedback skills while exposing students to practical applications of analytics.

Flowchart for the Pedagogy

Start: DataQuest Kickoff
Intro to Learn to Earn
Overview of Structure
Meet Mentors and Partners

Project Proposal Phase
Students submit project
ideas or proposals
Mentor feedback
Refine project scope

Weekly Challenges
Complete tasks for
points and feedback
Access to real data
Peer and mentor review

Reflection and Feedback
Reflect on each week's
learning and challenges
Points for reflection
and peer feedback

Midway Hackathon
24 hour problem solving
Real challenge from
incubator partner
Extra points awarded

Mentorship Meetings
Bi weekly guidance from
mentors on projects
Business insights

Capstone Project & Pitch
Present final project to
stakeholders and mentors
Gain industry feedback

Awards and Recognition
Top projects rewarded
Internship or project
opportunities awarded

END

<u>Flowchart Explaination</u>

1. **Kickoff Session: "DataQuest Opening Ceremony"**

   - **Objective:** Introduce students to the Learn to Earn pedagogy, explain the event structure, and set expectations.

   - **Activities:** Overview of challenges, point system, rewards, and a live demo of the first task.

   - **Guest Speakers:** Data analysts from industry share real world insights and tips for success.

2. **Weekly Challenges (Weeks 1–8)**

   - Each week, a new challenge is released that builds on previous skills, from data cleaning to advanced predictive modeling.

   - **Example Weekly Challenges:**

     - **Week 1:** Data Cleaning & Preparation (100 points, with a bonus for creativity)

     - **Week 3:** Exploratory Data Analysis (150 points, bonus for unique insights)

     - **Week 5:** Predictive Modeling (200 points, bonus for advanced metrics)

   - **Submission Deadline:** Each challenge has a one week window, with peer review and instructor feedback.

3. **Peer to Peer Support & Bonus Round**

   - **Objective:** Encourage collaborative learning.

   - **Activity:** Points for peer assistance; students earn up to 50 bonus points per week for answering questions, sharing resources, and providing feedback on each other's work.

   - **Leaderboard:** Top peer helpers are recognized weekly on the event leaderboard.

4. **Midway Review and Skill Workshop (Week 4)**

   - **Objective:** Reinforce skills and celebrate achievements so far.

   - **Activities:** A half day workshop focusing on a mid course review, practical data visualization tips, and Q&A with industry mentors.

- o **Reward:** Participation earns an additional 100 points, encouraging students to stay motivated for the second half of the event.

5. **Final Capstone Project and Presentation (Week 8)**

   - o **Objective:** Apply cumulative learning in a real world data analysis project.

   - o **Task:** Each student (or team) analyzes a dataset related to a real world business problem, develops insights, and presents findings as a portfolio worthy project.

   - o **Reward:** 500 points for completion, with a 100 point bonus for outstanding presentations.

   - o **Judging Panel:** Industry experts and instructors evaluate presentations, with feedback to guide future improvements.

6. **Awards and Recognition Ceremony (Week 9)**

   - o **Objective:** Celebrate achievements and recognize outstanding participants.

   - o **Categories:**

     - ▪ **Top Scorer:** Awarded to the student with the highest points.

     - ▪ **Best Peer Supporter:** Recognizes the student with the most peer interaction points.

     - ▪ **Best Project Portfolio:** For the most impressive final project.

   - o **Prizes:** Certificates, small cash prizes, course credits, or subscriptions to premium analytics platforms.

Rewards and Points System

- **Task Completion Points:** Awarded for each challenge based on quality and timeliness.

- **Bonus Points:** For advanced techniques, creative insights, and peer support.

- **Streak Bonus:** For students completing every weekly challenge.

Learning Outcomes

- **Skill Development:** Each task is designed to build technical skills, from data cleaning to model evaluation.

- **Practical Experience:** Students work on realistic datasets and scenarios, preparing them for the workforce.

- **Portfolio Building:** Final projects are portfolio ready and showcase practical knowledge and problem solving.

Event Outcomes

DataQuest equips students with data analytics skills and a practical portfolio to present to potential employers. The Learn to Earn model makes learning interactive, motivating, and skill oriented, helping students apply their knowledge effectively in real world scenarios.

This event not only rewards learning but also builds confidence and camaraderie among students, enhancing the teaching learning experience in data analytics.

Conditions for Active Engagement and Learning

1. **Minimum Weekly Participation Requirement**

   o **Condition:** Each student must complete at least 75% of the weekly challenges to qualify for the final capstone project and receive any event rewards.

   o **Purpose:** This ensures consistent engagement and prevents students from waiting until the end to catch up, fostering regular practice and skill development.

2. **Peer Feedback Obligation**

   o **Condition:** For each weekly challenge, students must review and provide constructive feedback on at least two of their peers' submissions.

   o **Purpose:** This helps students reinforce their understanding by analyzing others' work, promotes a collaborative learning environment, and improves critical thinking skills.

3. **Reflection Journal Submission**

   o **Condition:** Students must submit a short reflection after each challenge, describing what they learned, any challenges faced, and how they overcame them.

   o **Purpose:** Reflection helps students internalize what they've learned, recognize areas for improvement, and become more self aware in their learning journey.

4. **Streak Bonus and Consistency Reward**

   o **Condition:** Students earn a streak bonus (e.g., 50 extra points) for completing challenges on time for three consecutive weeks. Missing a week resets their streak.

   o **Purpose:** The streak bonus motivates students to stay engaged consistently, rewarding those who maintain steady progress and encouraging a disciplined learning approach.

5. **Team Project Component**

   o **Condition:** One of the weekly challenges or mid event projects must be completed in teams of 3–4, with individual roles and contributions clearly defined.

- o **Purpose:** Working in teams simulates real world collaborative projects, helps students learn from each other, and fosters interpersonal and teamwork skills essential in data analytics roles.

6. **Challenge Rework Policy**

   - o **Condition:** Students have the opportunity to re submit one challenge after receiving feedback, earning partial recovery points if they improve their original work.

   - o **Purpose:** Allowing students to rework challenges emphasizes learning and growth over perfection, encouraging them to apply feedback and improve their understanding of difficult concepts.

7. **Random Pop Quizzes and Concept Checks**

   - o **Condition:** Weekly pop quizzes or short concept checks, focused on material from previous weeks, count for participation points but not toward overall competition points.

   - o **Purpose:** These low stakes quizzes encourage students to review and retain previous lessons, reinforcing knowledge and promoting long term retention.

8. **Mandatory Final Presentation**

   - o **Condition:** To qualify for any awards or certificates, students must present their capstone project to the class or judging panel.

   - o **Purpose:** The presentation requirement builds confidence, communication skills, and reinforces students' ability to explain complex data insights to others, simulating real world stakeholder presentations.

9. **Learning Contract**

   - o **Condition:** At the start of the event, each student signs a learning contract committing to participate actively, provide peer support, complete assignments on time, and engage in constructive feedback.

   - o **Purpose:** The learning contract sets clear expectations and helps students take ownership of their commitment to the course and each other, fostering a shared responsibility for everyone's success.

10. **Optional Extra Challenge for Advanced Learners**

- **Condition:** Offer an advanced "stretch" challenge each week for additional points, available only to students who have completed all required tasks.

- **Purpose:** This optional component provides additional learning opportunities for highly engaged students and ensures they are continuously challenged without overwhelming those who need more foundational practice.

Benefits of the DataQuest Incubator Model

- **Enhanced Learning Outcomes:** Students learn both technical and business skills, seeing firsthand how data analytics supports decision making and business strategy.

- **Professional Portfolio Development:** Real world projects with incubator support allow students to build a strong portfolio, boosting employability.

- **Networking and Career Opportunities:** The incubator's network provides exposure to industry professionals, potential employers, and mentors.

- **Entrepreneurial Mindset:** The incubator model fosters creativity, problem solving, and a drive for innovation, helping students think beyond classroom assignments.

By connecting **DataQuest** with an incubator, students gain a well rounded experience that prepares them for careers in analytics or entrepreneurial ventures, where they can leverage data to drive impactful, real world solutions.

Pedagogy for course **"Text and Sentiment Analysis "**

We use the Learn-to-Earn DataQuest Incubator approach for this course. This course will guide managers through hands-on text and sentiment analysis, emphasizing practical application, mentorship, and real-world business problems.

Week 1: Introduction to Text and Sentiment Analysis

- **Topics Covered:** Basics of text analytics, applications in business, introduction to sentiment analysis, overview of tools.

- **Activities:**

    o Kickoff session to introduce Learn-to-Earn structure and course goals.

    o Submit a mini-proposal outlining how students plan to use text analytics within a relevant business context.

    o Peer reviews on proposal ideas.

- **Mentorship:** Initial mentor introduction, discussing potential project ideas.

- **Assessment:** Points awarded for proposal clarity and peer feedback participation.

Week 2: Data Collection and Preprocessing Techniques

- **Topics Covered:** Text data collection (APIs, web scraping), data cleaning, handling missing data, tokenization, and normalization.

- **Activities:**

    o Complete a data collection and cleaning challenge using a provided dataset.

    o Peer review and mentor feedback on preprocessing techniques.

- **Mentorship:** Discuss best practices for managing unstructured text data with mentors.

- **Assessment:** Points awarded for quality of cleaned data, with feedback on preprocessing choices.

Week 3: Fundamentals of Natural Language Processing (NLP)

- **Topics Covered:** Overview of NLP techniques, including stemming, lemmatization, and POS tagging.

- **Activities:**

    o Apply NLP techniques to prepare data for sentiment analysis.

    o Submit a reflection on how these methods impact analysis accuracy and business insights.

- **Mentorship:** Review NLP outputs with mentors, discussing industry-specific applications.

- **Assessment:** Points for completing NLP tasks and reflections.

Week 4: Sentiment Analysis Techniques

- **Topics Covered:** Rule-based and machine learning-based sentiment analysis, basic sentiment models, and VADER.

- **Activities:**

    o Perform sentiment analysis on a selected dataset and interpret results.

    o Mini-presentation on how sentiment analysis insights could support business decisions.

- **Mentorship:** Receive feedback on sentiment analysis approach and results.

- **Assessment:** Points for sentiment analysis accuracy and presentation quality.

Week 5: Advanced Sentiment Models and Real-World Application

- **Topics Covered:** Advanced machine learning models for sentiment analysis, including Naive Bayes, SVM, and neural networks.

- **Activities:**

    o Experiment with at least two models on real business datasets.

    o Mid-course peer review of progress and approach.

- **Mentorship:** Mentor feedback on model selection and real-world applications.

- **Assessment:** Points for model performance and interpretation of results.

Week 6: Mid-Course Hackathon/Competition - Real-Time Text Analysis Challenge

- **Challenge:** A 24-hour hackathon focused on a real-world text analysis problem, such as customer reviews or social media sentiment.
- **Activities:**
    - Work in small teams to create an actionable analysis report.
    - Peer and mentor evaluations at the end of the hackathon.
- **Assessment:** Bonus points awarded based on quality of insights, teamwork, and presentation.

Week 7: Sentiment Analysis in Business Strategy

- **Topics Covered:** Using sentiment analysis to influence business decisions, case studies in customer experience, brand management, and market analysis.
- **Activities:**
    - Develop a use case report showing how sentiment insights can inform a business strategy.
    - Peer review and mentor feedback on business use cases.
- **Mentorship:** Discuss industry case studies with mentors, focusing on translating insights into business action.
- **Assessment:** Points for the business relevance and depth of the use case report.

Week 8: Capstone Project and Final Presentation

- **Project:** Complete a capstone project involving a full sentiment analysis on a selected business-relevant dataset.
- **Activities:**
    - Present findings and recommendations to a panel of mentors and peers.
    - Final peer review and feedback session.
- **Assessment:** Points awarded for technical accuracy, business insights, and presentation skills.
- **Awards:** Top projects may receive recognition, certification, or mentorship opportunities beyond the course.

Summary

Each week, students earn points through practical activities, reflections, and peer/mentor feedback. The course integrates technical skill-building with a focus on applying text and sentiment analysis to real-world managerial contexts, preparing participants to make data-informed strategic decisions.

Rubrics

Rubric for assessing student performance and awarding top achievers in the **"Text and Sentiment Analysis for Managers"** course, structured around weekly activities, projects, and the final capstone presentation. Each rubric area is broken down into core assessment criteria, with clear point distributions to guide students.

Assessment Rubrics for Weekly Activities and Projects

1. **Weekly Task Completion and Quality (40%)**

   - **Data Quality and Preprocessing (10 points):**

     - *0-3 points*: Data is incomplete or insufficiently cleaned.

     - *4-7 points*: Data cleaning is mostly complete, with minor errors.

     - *8-10 points*: Data is thoroughly cleaned, well-preprocessed, and ready for analysis.

   - **Modeling and Analysis Execution (10 points):**

     - *0-3 points*: Models are incorrectly applied, with limited understanding shown.

     - *4-7 points*: Models are appropriately applied, with some minor issues.

     - *8-10 points*: Models are accurately applied, demonstrating clear understanding.

   - **Interpretation of Results (10 points):**

     - *0-3 points*: Limited interpretation of analysis, lacks clarity.

     - *4-7 points*: Interpretation is mostly clear but could be improved.

     - *8-10 points*: Results are clearly interpreted and relevant to the problem context.

   - **Reflection and Peer Feedback Participation (10 points):**

     - *0-3 points*: Limited or superficial engagement in reflection and feedback.

     - *4-7 points*: Engages with reflections and peer feedback with moderate depth.

- **8-10 points**: Provides insightful reflections and constructive peer feedback.

2. **Mid-Course Hackathon (20%)**

   - **Team Collaboration (5 points):**

     - *0-2 points*: Minimal collaboration and team engagement.

     - *3-5 points*: Strong teamwork and well-coordinated efforts.

   - **Problem Solving and Analysis (10 points):**

     - *0-3 points*: Limited problem-solving effort, with basic analysis.

     - *4-7 points*: Adequate problem-solving with relevant analysis.

     - *8-10 points*: Creative and effective problem-solving with thorough analysis.

   - **Presentation and Clarity (5 points):**

     - *0-2 points*: Presentation lacks clarity or detail.

     - *3-5 points*: Clear, engaging, and well-structured presentation.

3. **Final Capstone Project and Presentation (40%)**

   - **Technical Depth and Accuracy (15 points):**

     - *0-5 points*: Limited technical accuracy and depth.

     - *6-10 points*: Technically sound, with minor areas for improvement.

     - *11-15 points*: Exceptional technical accuracy and thoroughness.

   - **Business Insights and Application (15 points):**

     - *0-5 points*: Minimal connection to business relevance.

     - *6-10 points*: Mostly relevant insights for business application.

     - *11-15 points*: Insightful analysis with strong relevance to business strategy.

   - **Presentation Skills and Professionalism (10 points):**

     - *0-3 points*: Lacks clarity, organization, or professionalism.

     - *4-7 points*: Presentation is mostly clear and professional.

     - *8-10 points*: Highly polished, clear, and professionally delivered presentation.

4. **Weekly Participation and Engagement (Weekly Points + Bonus)**

    o Consistent engagement, including active participation in peer review, mentor sessions, and feedback activities, will yield bonus points each week, rewarding consistent learning and engagement behaviors.

Awards and Recognition

1. **Top Performer Award**

    o *Criteria*: Highest cumulative points in all assessments (minimum 85% of total).

    o *Recognition*: Digital certificate, special mention at the final presentation, and potential internship or project opportunity with partnered companies.

2. **Best Business Impact Award**

    o *Criteria*: Outstanding performance in translating text and sentiment insights into practical business applications (based on Week 7 business use case and final project).

    o *Recognition*: Certificate of Excellence in Business Impact, with additional mentorship or case study feature.

3. **Best Technical Execution Award**

    o *Criteria*: Highest points in technical categories (data preprocessing, modeling accuracy, advanced techniques).

    o *Recognition*: Certificate of Technical Achievement, with the possibility of technical mentorship sessions with experts.

4. **Most Engaged Learner Award**

    o *Criteria*: Consistently high participation, including reflections, peer feedback, and mentor sessions.

    o *Recognition*: Certificate of Active Engagement and bonus points toward the final grade, demonstrating strong professional and academic development.

5. **Capstone Excellence Award**

    o *Criteria*: Exceptional quality in capstone project and final presentation, as rated by mentors and peers.

- o *Recognition*: Capstone Excellence Certificate, with a showcase opportunity to industry stakeholders or panel members for potential internships or consulting projects.

These rubrics and awards incentivize excellence, encourage engagement, and acknowledge both technical and practical competencies, supporting a holistic learning experience for managers in text and sentiment analysis.

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