

Rajarambapu Institute of Technology, Rajaramnagar

Department of Management Studies (MBA)

Academic Year 2017-2018

Course Name: Marketing Management (MGC109)

IPL Activity Conducted: Fishbowl Discussion

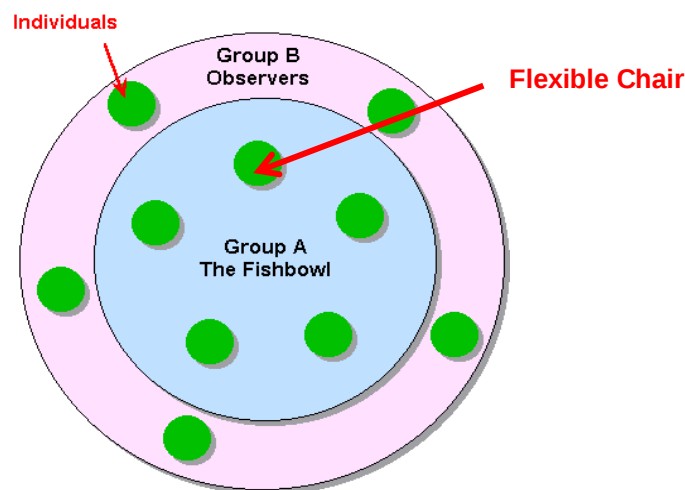
Course Teacher: Prof. Aniket Pardeshi

Introduction:

The fishbowl strategy is designed to help students build social skill and to help them develop conversation skill. The idea is that 5-6 students are surrounded by some 15-20 students with little less knowledge of the topic and they will then discuss a topic. The “bowl” is formed by students surrounding them.

This is useful in exploring topics and in experiencing the role of observer, listener, and/or speaker.

How it is Look Like?



Objectives of Fishbowl Discussion

- Facilitate large group discussions on topics and sharing the expertise of group members.
- Foster dynamic group interactions and active participation.
- Develop Participants confidence to talk on the topics.
- Build the interest and knowledge about the topic and subject taught.
- Participants share ideas or information from a variety of perspectives.

Importance

- This technique can help bring transparency to the decision-making process and increase trust and understanding about complex issues.
- This technique can help in making every participant talk.

Steps of Implementation:

- Choose an engaging topic.
- Identify 3 - 6 experts or noteworthy participants who can initiate the Fishbowl conversation.
- Arrange chairs in a circle for the small group making sure to include one or two empty chairs
- Seat the participants (inner and outer circles) and introduce the session.
- Invite the Fishbowl participants to begin the discussion.
- After about 10 - 15 minutes, invite a participant in the outer circle to join the Fishbowl.
- Continue the discussion and the rotation process.
- In order to keep the discussion lively and informative, encourage participants to step away from the Fishbowl once they have contributed their thoughts.

Why Fishbowl Technique for Marketing Management Subject?

- Marketing is integrated process and require to think in every angle.
- Fishbowl helps Marketing Students to think in every perspective of Business.

Fishbowl Discussion in DMS



Topic for Discussion

- Indian Consumer
- New Product Development
- Product Life Cycle and Strategy formulation
- Indian FMCG Market
- Brand Endorsement by Celebrities.
- Children in Advertisement.
- Television marketing versus Digital marketing.
- Digital marketing on Facebook is of great use.
- E-Commerce in India.
- Digital India - a plan that many are not ready for.

How we Bifurcate the groups?

- **A Group** – A group was selected as experts for the discussion. The group was selected as per their class participation and interaction and been told to prepare for the discussion prior to the implementation of Fishbowl technique.
- **B Group** – B Group was selected with the intention of having the students with poor confidence in participating in any discussion and was expected to build their confidence.

Application of Fishbowl Technique

- Twenty Students from each class of MBA I were present for Fishbowl Discussion.
- From that, 4-5 students were in group “A” and remaining students were in group “B”.
- Topic of Marketing Subject “**Indian Consumer**”, “**Brand Endorsement by Celebrities**”, “**New Product Development**” was given.
- Evaluated the students as per their response in discussion and as per parameter.

Evaluation Sheet

UT2 Question Paper

KE Society's
Rajarambapu Institute of Technology, Rajaramnagar
Department of Management Studies
Evaluation Sheet
Fishbowl Discussion
Subject - Marketing Management

Max Marks - 50
Date - 10/10/2017

Sr. No.	Enrollment No.	Communication	Confidence	Knowledge	Overall Impact
1	1640102	1	1.5	2	4.5
2	1740001	1.5	2	2	5.5
3	1740002	1	1.5	1.5	4
4	1740003	2	1.5	1.5	5
5	1740004	1.5	1.5	1	4
6	1740005	2	2	2	6
7	1740006	1	2	2	5
8	1740007	1	1	1	3
9	1740008	2	1	2	5
10	1740009	2	2	2	6
11	1740010	1.5	1.5	1.5	4.5
12	1740011	1.5	2	2	5.5
13	1740012	1.5	2	1	4.5
14	1740013	1	1.5	1	3.5
15	1740014	1	1.5	1	3.5
16	1740015	1	2	2	5
17	1740016	1	2	2	5
18	1740017	1.5	1.5	1.5	4.5
19	1740018	1.5	1	2	4.5
20	1740019	2	2	2	6
21	1740020	1.5	2	2	5.5
22	1740021	2	2	2	6
23	1740022	1.5	1.5	1.5	4.5

Enrollment No.	
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KE Society's
Rajarambapu Institute of Technology,
Rajaramnagar,
(An Autonomous Institute)
Unit Test - II November 2017
F.Y. MBA Sem. - I
Marketing Management (MGC109)

Q.P. Code	
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Day and Date:
Time:

Max Marks- 25

Instructions:

- All the questions are compulsory.
- Figures to the right indicate full marks.

Q.1. Choose a two products you want should be a physical good and the other should be a service. For each product that you have selected, outline how the five product levels could be structured.

09 Marks

Q.2. As you are entering into FMCG manufacturing business. Describe the process of your new product development.

08 Marks

OR

Q.2. Define Consumer Behaviour and brief the factors affecting to consumer behaviour.

Q.3. Shorts Notes (Any Two)

08 Marks

A. Product Mix Decisions.

B. Modes of Entry into Foreign Markets.

C. Product Life Cycle.

D. Consumers buying process.

Outcomes after Implementation of Fishbowl Technique

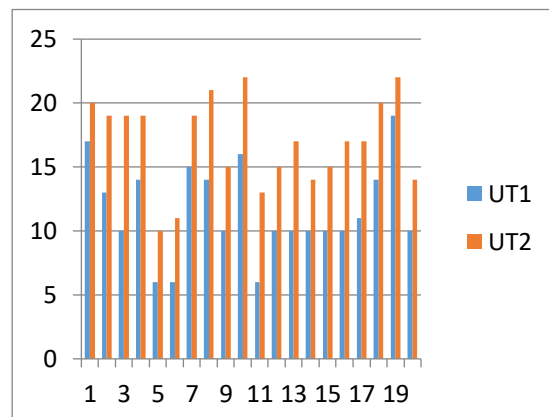
- This technique was used after UT1 of students and the result of UT2 was Analyzed.
- It was observed that the Fishbowl Technique helped students understanding the concept well as the result of UT2 has increased.

Outcome Mapping

- Identify core concepts of marketing and the role of marketing in business and society and Make marketing decisions in the context of general management.
- Control the elements of the marketing mix—product policy, channels of distribution, communication, and pricing—to satisfy customer needs profitably.
- Develop marketing strategies based on product, price, place and promotion objectives.

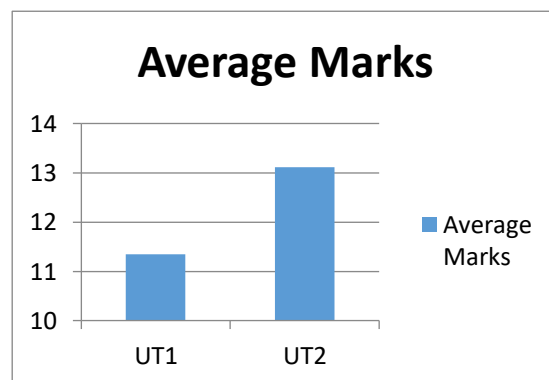
Effect on Individuals Marks

Sr. No.	Enrollment No	UT1	UT2
1	1740002	17	20
2	1740008	13	19
3	1740011	10	19
4	1740021	14	19
5	1740032	6	10
6	1740034	6	11
7	1740048	15	19
8	1740050	14	21
9	1740055	10	15
10	1740058	16	22
11	1740059	6	13
12	1740066	10	15
13	1740077	10	17
14	1740085	10	14
15	1740100	10	15
16	1740101	10	17
17	1740115	11	17
18	1740116	14	20
19	1740121	19	22
20	1740123	10	14



Effect on Average Marks

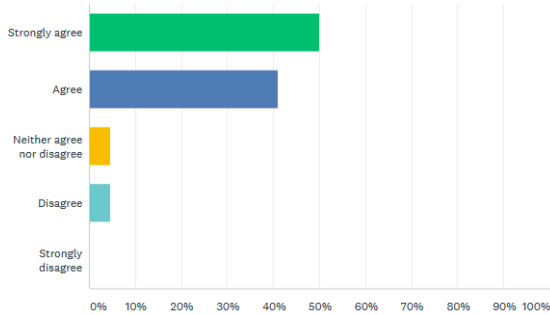
Average Marks	UT1	UT2
	11.34	13.10



Feedback Analysis

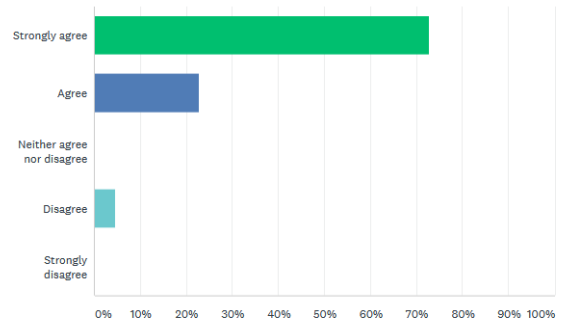
Did you Understand the Fishbowl Discussion as Active Learning Tool?

Answered: 22 Skipped: 0



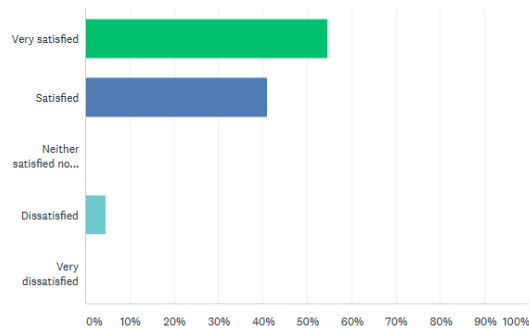
Did you find this method to get familiar with the subject?

Answered: 22 Skipped: 0



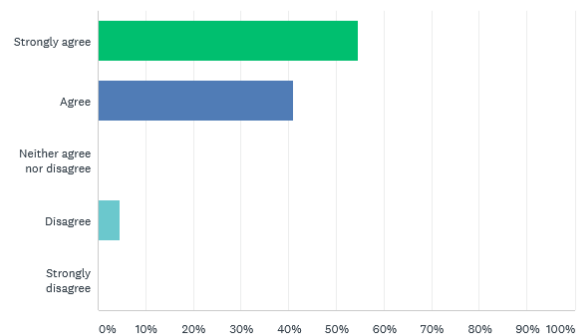
Was topic Interesting and related with the subject Marketing Management?

Answered: 22 Skipped: 0



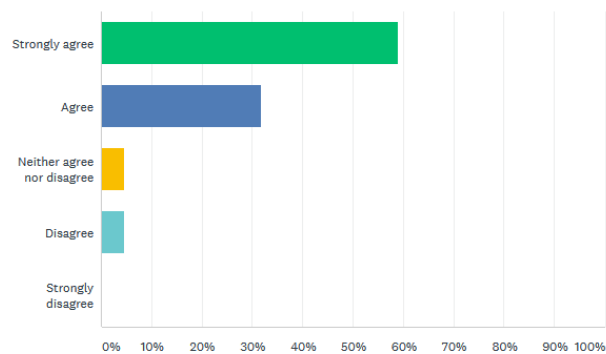
It helped participants to improve the confidence.

Answered: 22 Skipped: 0



Activity helped everybody to participate in discussion.

Answered: 22 Skipped: 0



K.E. Society's
Rajarambapu Institute of Technology,
Department of Management Studies (MBA)

Report on Innovative Practice

(Academic Year 2017-18)

Course: Management Information System (MGC112)

Name of the Activity: Mini Project

Purpose/Motivation of Technique:

The main learning point from this activity is

- Goal of mini-project for Masters students are to gain an in-depth practical experience.
- Mini Project helps students to explore and strengthen the understanding of fundamentals through practical application of theoretical concepts.
- Mini Project can help students to enhance their skills and broaden horizon of thinking.

Suitability of Technique to Course:

- To have the freedom to experiment with different pedagogy styles.
- Free space to generate their own ideas and aware how concepts can be implemented in real
- Mini project offers to bridge to independent learning for students.

Procedure of Technique:

- Students work in a group of 6 members in each team.
- Topics were assigned at the start of the semester.
- Every group have different project topic to work
- Mini project is divided into two phases
- Phase 1- Synopsis submission
- Phase 2- Field work & project submission, presentation
- Each group will prepare a presentation approximately 15 minutes long, for presentation the week of March 15-20.

- Grading will be based on content and clarity of communication.

Outcomes of Technique:

- Acquire practical knowledge within the selected area
- Contribute as an individual or in a team
- Develop effective communication skills for presentation of project related activities
- Develop strong fundamentals for the MIS

IPL 2018

Problem Based Learning

Course Name: Corporate Finance

Topic Name: Use of financial statements

Prof. K. S. Patil

Department of Management Studies,

RIT

Purpose/Motivation of Technique

- To attract the attention of the students towards the new topic.
- To make them aware about the practical use of the concept.
- To create self motivation among them to learn new topic with good amount of interest.

Suitability of Technique to Course

- The subject Corporate finance covers all basics aspects of financial management. Financial management deals with various techniques which are helpful to control and monitor over financial aspects of an organization.
- In the decision making process some analytical techniques in financial management are plays crucial role. Basically this course develops problem solving attitude among the students through the use different tools and techniques of financial management.
- Hence, problem based learning is one of the important active leaning technique, which helps to the instructor in assigning the financial data in the form of problem, to the students and asking them to get the results form it with the help of different tools and techniques of financial management.

Procedure of Technique

- students themselves identify the learning issues they wish to explore
- students determine the content to be mastered
- students determine and locate the resources to be used

Outcomes of Technique

- Solving real-life problems
- Efficient problem solving
- Independent learning
- Self-monitoring
- Team work

Photographs and Student Response

- Students collected and analyzed the annual statements of following companies for analysis:
- Titan Co. Ltd.
- Aditya Birla Fashion & Retail
- Tata Consultancy Services Ltd.
- Tata Motors Ltd
- Etc.

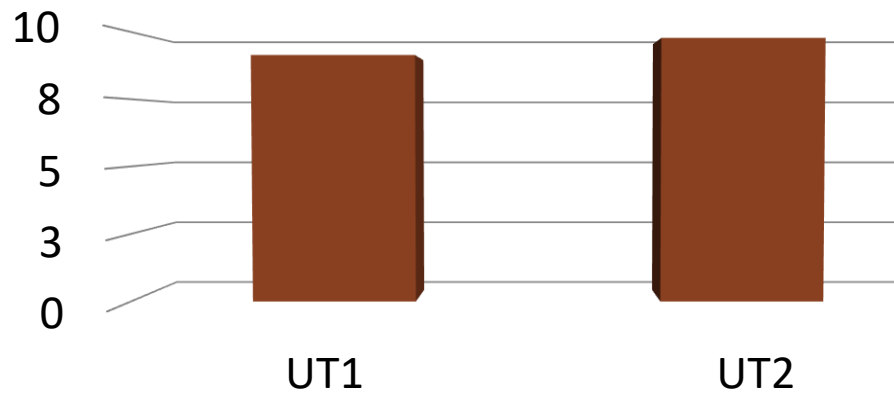
Problem Finding and Solving Technique

Course Name- Business Research Methods

Prof. Madhav Tilve,
Asst. Prof.,
Department of Management Studies,
RIT

- **Purpose/Motivation of Technique:** Instead of problem-solving, students look at the world by finding gaps to fill using problem-finding.
- Problem-finding is equivalent to problem discovery.
- Problem-finding can be used as part of a more significant problem process as a whole that can include problem-shaping and problem-solving all together.
- Problem-finding requires an intellectual and imaginative vision to seek out what might be missing or should be added to something important.
- With the help of this teaching technique, the students were provided with the opportunity to think deeply, ask critical questions and apply creative ways to solve problems.
- **Suitability of Technique to Course:** Business Research Methods is a course all about problems faced by Business organizations. The students were provided with Real life Business samples and were asked to find out the Problems thus leading to more critical thinking as well as problem discovery and better solutions finding.
- **Procedure of Technique:** Instead of asking the students to find out solutions to the problems, the students were asked to find problems with help of real life business cases. The students were required to switch roles so as to find the problems as well as find solutions. This lead to more critical thinking.
- **Outcomes of Technique:**
 - Problem discovery.
 - Problem-shaping.
 - Problem-solving.
 - Intellectual and imaginative vision.
 - Deep thinking, asking critical questions and apply creative ways to solve problems.

● Outcomes of Technique/ Table:



● Photographs and Student Response:



**RAJARAMBAPU INSTITUTE OF
TECHNOLOGY**

DEPARTMENT OF MANAGEMENT STUDIES

Business Research Method

Course Code: MGC 1081

Sem : II
ISE 2nd

● **"Research Problem for Bata Shoes Company"**

●

K.E. Society's
Rajarambapu Institute of Technology,
Department of Management Studies (MBA)

Report on Innovative Practice

(Academic Year 2017-18)

Course: Principles of Management (MGC101)

Name of the Activity: Time Management Activity: Arrange the cards

Purpose/Motivation of Technique:

The main learning point from this activity is

- Help to provide practical knowledge concern to the topic/course.
- It help to create interest among the student about the course.
- Help to improve confidence.
- To make the participants practice and experience the importance of planning and delegating/dividing work among them.
- To properly manage their time and achieve the required task in the shortest time possible.

Suitability of Technique to Course:

- As this is a core course, it is necessary that every student should understand the significance of the various functions of management.
- As the course is for first year students of Management, it become important to make them learn through activity.

Procedure of Technique:

- ▶ Split the class into equal groups of 4 to 6 persons per group,
- ▶ Gave each group a deck of playing cards.
- ▶ Told the groups that the purpose of this exercise is to work as effectively as possible in your teams to complete the given task. Rules were discussed with the groups.
- ▶ And that each team is competing with other teams and the winning team is the one that who finish the task in the shortest possible time.

Outcomes of Technique:

- This Fun activity help me to prove to students the importance of planning and delegating tasks in being able to properly manage time.
- Increase in understanding concern to the topic/ subject.
- Increase in attention and change in approach toward the course.
- Built a confidence among the students.
- Through this fun competitive activity everyone get energized and motivated.

Photographs:



**K.E. Society's Rajarambapu Institute of Technology,
Rajaramnagar
Department of Management Studies
(An Autonomous Institute Affiliated to Shivaji University, Kolhapur)
Innovative Active Learning Technique
Academic Year 2017 - 2018**

Curriculum: Masters in Business Administration 2017-2018	
Term: 1 – Semester	Course Incharge: Dr. Mrs. Seema S Desai
Course: MSC103 – Reading and Listening Skills	

Name of Innovative Active Learning Technique

Case Study Technique

Purpose / Motivation of Technique

- Differentiate between listening and hearing.
- Demonstrate different types of listening and use them effectively.
- Identify barriers to listening and overcome them.
- Achieving Course Learning Objectives.
- New perspectives on the subject matter & real world situations (An understanding of other perspectives)
- New questions to explore (HOTS/blooms taxonomy).
- Deeper understanding of the subject.
- Students are struggling with certain concepts, teaching better with a fun experience.
- It is particularly useful for actively involving all students during the lectures.

Suitability of Technique to Course

- This tech has helped students develop & modify new ideas.
- Students got the opportunities to see how other students view the same topic.
- Increase in students interest & commitment observed.
- Students learnt actively, thought independently & enjoyed working with the class.

- Skills which are needed in the real world, such as problem finding, problem solving, or communication skills are developed.
- This activity worked well with the large classroom because it involved individual reflection & simply sharing inputs with other persons.

Procedure of Shared Brainstorming Technique

The basic framework:

The basic framework on which you can construct a listening lesson can be divided into three main stages. Ice breaker: Chinese whisper: 10 min

Explanation: 30 min

- Listening vs Hearing
- Importance of listening in communication through examples or demos
- Active listening
- Passive listening
- Listening & note taking
- Barriers to listening
- How to overcome the barriers
- Summarize ideas & Share with class.

Background Activity - Listening activity:

- Pre-listening, during which we help our students prepare to listen. Min: 15
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it. Min: 30
- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge. Min: 30
- Discussion: Min: 05

Outcomes of Technique

- The personal interaction motivated students who were not generally interested in the subject.
- Faculty was able to ask different kinds & levels of questions.

- This tech engaged the entire class & allowed quiet students to answer questions. (without having to stand out from their classmates).
- Faculty could assess student understanding by listening to several individuals during the activity, & by collecting responses at the end.
- This technique was found very effective & popular to use for large classes. (May be done by group formation also)
- Full class discussion was found to be more fruitful after a case study Technique & throughout the semester as the frequent use of such activities improved student comfort levels & willingness to participate throughout a class period.

Methodology:

- ❖ **Preparation or Warm up:**
- ❖ Ask a few questions from the students in order to stir their prior schema related to listening.
- ❖ Narrate some event or story and check how many students are able to grasp whatever we are saying, and how many of them can reproduce it.
- ❖ Check how many students are having difficulty in listening.

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways.

During pre-listening the teacher may

- assess students' background knowledge of the topic and linguistic content of the text
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- clarify any cultural information which may be necessary to comprehend the passage
- make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
- provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reading something relevant

- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

Sample while-listening activities:

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning

Guided Activities:

1. The activity is given to the students in the form of a story that is narrated to them by the teacher. It can be related to any topic. The story may have a number of characters involved in a number of activities.

In the end they are asked to create another story from the events that they have listened to in the story narrated to them. They can pick any event of their own choice. They would also have to give a title to their story of their own choice.

2. This activity is that of a telephonic conversation listened to by the students. The conversation between the two people on the phone can be about weather conditions of their respected areas.

In the end, the students are asked to narrate or give an overall gist of whatever they Have listened to in the recording. They might listen to it again if required.

Resources: TED talk, speeches, stories or articles

Student Response

- Students had the opportunity to apply their theoretical marketing knowledge which enabled them to see the connections & interaction among the marketing concepts they learned before.
- They learned about the process of preparing a complete marketing plan, which is a useful competence for them in the marketplace.
- The fact that they had to brain storm, answer quickly & competed against each other added to the experience by increasing their motivation & commitment.
- Some students also said that the live case experience was an eye-opening one & steered them towards marketing as a long-term career choice.
- This whole experience was very rewarding for the faculty member as well, where we observed how the students' thinking process & approach to the marketing problem presented evolved throughout the semester.

Innovative Teaching Practices League (IPL) (Year 2019)

Product Development Activity

Mr. Shrikant S. Karanjkar

Department of Management Studies, RIT

- Course Name: **Operations Management Course (MGC1041)**
- Class: **F.Y.M.B.A. Sem. II**

Purpose/Motivation of Technique

Used Product Development Activity for Operations Management Course (MGC1041) of MBA – I (Sem. II) year students.

Purpose/Motivation of Techniques

- 1) students are able to use own ideas for developing product.
- 2) Develop thinking and imagination skills.
- 3) Develop product by considering the constraints (Limited Resources).
- 4) Able to understand costumer's expectations during developing product.

Suitability of Technique to Course

- This technique is suitable for management students.
- This technique helps to develop product development skills.
- This technique helps to clear the concept “Product Development” (Operations Management Course (MGC1041) Syllabus, Unit No. 3 Product & Process Design)

Procedure of Technique

- 1) Introduction and giving instructions regarding activity.
- 2) Group Formation – One group includes 1 Member as a customer & 2 members as a manufacturer.
- 3) If the customer is Boy then product is **Wallet** & Customer is girl then product is **Purse (Ladies Bag)**.
- 4) Giving instructions regarding available resources. Provide Old News Papers, Waste Material etc.
- 5) Time for preparation – 25 Min. (Involvement of all group members required etc.)
- 6) After 25 Min. invite every group on the stage. (Manufactures & Customers)
- 7) Every group present their product.

- 8) Customer present their expectation & Manufacturers present their product as per the expectations of the customers.

Glimpses of the Activity





Outcomes of Technique

- 1) Use own ideas for developing product.
- 2) Helps to clear the concept of product development.
- 3) Improve team work among the students.
- 4) Develop product by considering the limited resources.
- 5) Helps to understand customer's expectations during developing product.

Student Response

- 1) Students have actively involved in these activities.
- 2) They have very much satisfied about this activity.

Innovative Teaching Practices League (IPL) (Year 2019)

Role Play Simulation (Job Interview)

Dr. Mrs. V. S. Kadam
Department of Management Studies

- Course Name: Human Resource Management (HRM 1061)
- Class: F.Y.M.B.A. Sem. II

Purpose/Motivation of Technique-

- Role play simulation is a learning method.
- Learners take on the role profiles of specific characters.
- To determine how suitable the candidate is for a particular role.
- Role plays test how candidates might approach difficult situations that frequently occur in the business world.

Suitability of Technique to Course-

- Role-play is a technique that allows students to explore realistic situations by interacting with other people.
- Role play develop experience and trial different strategies in a supported environment.

Procedure of Technique-

- A role play interview is an exercise where candidates act out a scenario with either a group or an interviewer.
- Interviewers frequently ask interview candidates to assume the role of a specific company employee and ask them how they would approach a hypothetical or real-life situation.
- Participants are given particular roles to play in a conversation or other interaction, such as an Interview panel members & Interviewee
- Given specific instructions on how to act or what to say?
- The participants will then act out the scenario and afterwards there will be reflection and discussion about the interactions.

Outcomes of Technique

- Build confidence
- Develop listening skills
- Creative problem-solving
- Develop Communication Skills

Student Response- All Students participated in the role play.

