Rajarambapu Institute of Technology, Rajaramnagar

Department of Management Studies (MBA)

Academic Year 2018-2019

Course Name: Sales and Distribution Management (MKT201)

IPL Activity Conducted: Role Play

Course Teacher: Prof.Aniket Pardeshi

Role Play as Active Learning Technique

Role-playing can be a powerful learning experience and stimulate lively discussion and debate. However, this active learning technique, which most people are unfamiliar with, can also make participants feel awkward and uncomfortable at first. The key to its use is to introduce and frame the technique to any group before starting.

Objectives

➢ Promotes deep learning, long-term retention
➢ Provide an active learning experience in a safe setting
➢ Information learned should be retained longer
➢ Build the interest and knowledge about the topic and subject taught
➢ Participants learn to use the logic while convincing

Expected Outcomes

➢ Should Learn the concept
➢ Should Implement the Concept
➢ Confidence, Truth Telling and Honesty
➢ Increase the number of Placements in Sales
➢ Understand every perspective of Personal Sales

Process of Implementation

Make a Group of two → Assign a Role → Disclosure of Rules and Rubrics → Evaluate the Performance
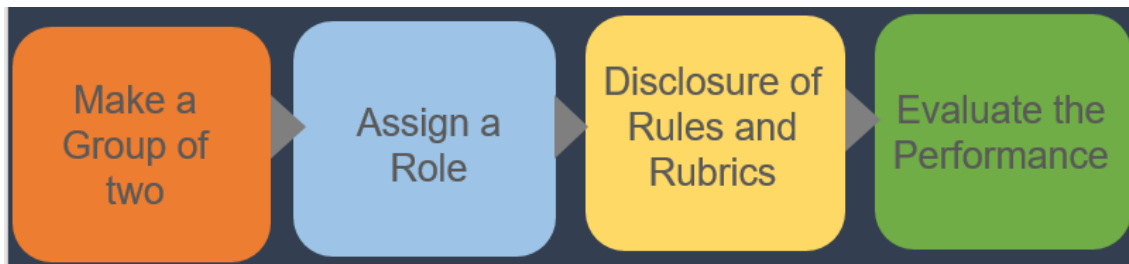
1. Ask participants to divide into groups of two. Each group must have one each of the two main roles (Sales Representative and Customer).

2. Announce that everyone will start together and end together. (This keeps the noise level down while directions are being given.)

3. When partners have been selected, hand out the roles and discussion starters. Participants are not obligated to use the discussion starters, but it does make the exercise less daunting for many.

4. Verify that every group has two people and that each one has a different product to sell.

5. Ask participants to leaf through their materials: each should have role information and a role-play starter. Using the role-play starters is optional, not required. They are provided to help those who need a little guidance to ease into the role-play.
6. Announce the amount of time available. 10-15 minutes is plenty of time for these short scenarios.
7. Ask students to exchange their role for better understanding of both the roles.

Why Role Play Sales and Distribution Subject?

➢ Understanding customer psychology is most important aspect of Sales Management.

➢ Dealing directly with customer without any experience can make student nervous.

➢ Role play of Sales Representative and Customer will make students think in every angle of the situation and make them confident enough to deal with customer outside.

Evaluation and Rubrics

Outcome Mapping

UT 1 Performance

Average Marks	9.03
Highest Marks	13.2
Lowest Marks	1.8

STUDENTS PERFORMANCE

	58		55
	STUDENTS BELOW AVERAGE MARKS		STUDENTS ABOVE AVERAGE MARKS
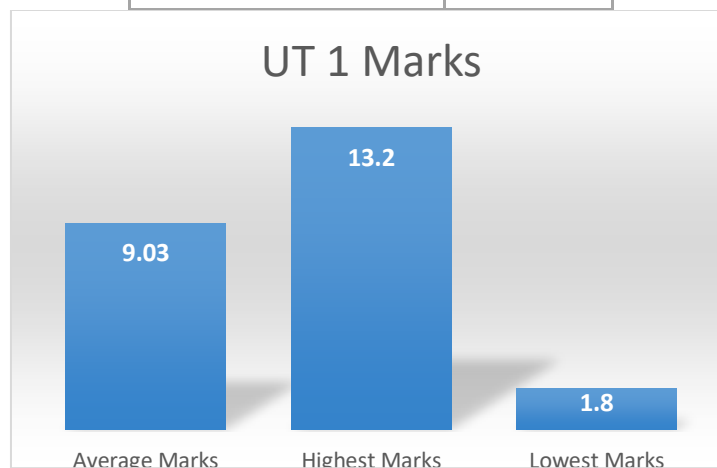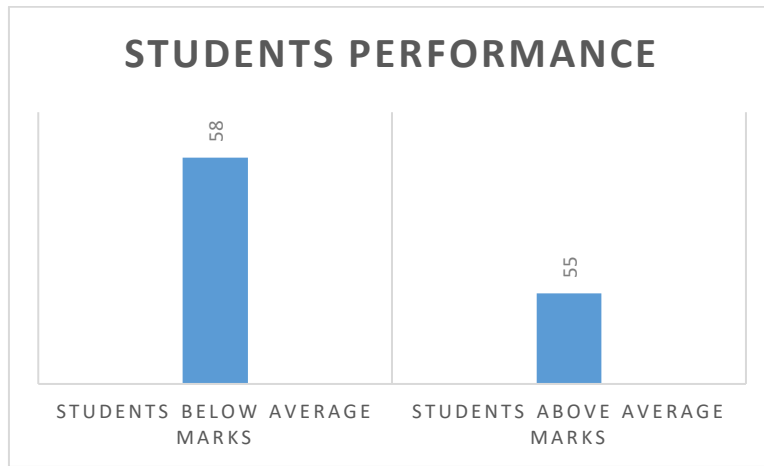
Some Glimpse

REPORT ON

INNOVATIVE ACTIVE LEARNING TECHNIQUE

Prof. Jyoti Sanjay Yadav

Department of Management Studies, RIT

Year 2018-20

Purpose/Motivation of Technique

- Classroom teaching method has not suited to management, to achieve the teaching methods modernization is not only entirely possible but also necessary.

- It is important to use innovative teaching methods to improve teaching effectiveness.

- The role of the teacher has been changed, modern teaching involves more than classroom management.

- **Teacher's job is to create to condition in which learning takes place.**

Suitability of Technique to Course

- Acquire practical knowledge within the chosen area

- Identify, analyze, formulate and handle projects systematically

- Contribute as an individual or in a team in development of projects

- Develop effective communication skills for presentation of project related activities

Procedure of Technique

1. Project group shall consist of 5-6 students per group
2. Formation of groups
3. Finalization of Mini project
4. Distribution of work
5. Group presentations

Outcomes of Technique

- Students develop autonomous behavior.

- Allow to work in a cooperative way.

- Improve the connection between theory and practice.

- Encourage students to design and resolve a real problem.

- Enjoy the work & learning through fun.

- Understand the practical aspects.

Mini Project Topics

- Library tracking system

- Restaurant management information system

- Examination information system

- Ticket reservation system

- Vehicle tracking system

- Hospital Management System

- Study of bus management system

- MIS in defect identification

Photographs and Student Response

Find out Business Opportunities
Prof. K. S. Patil
Department of Management Studies,
RIT

- Course Name: International Business (MGC208)

- Chapter Name: Modes of Entering International Business

- Name of the topic: Franchising

- Class: S.Y.M.B.A.

Purpose/Motivation of Technique

- To make conceptual clarity through practical task.

- To make aware to the students about different business opportunities available in an environment.

- To get the real business experience with communicating different franchisee owners.

- To know actual the process of getting franchisee of any company.

- To know the scope of business opportunities available in an environment.

Suitability of Technique to Course

- The course International Business mainly dealt with the different aspects of International Business.

- Entry modes of International Business is the chapter, which gives the exposure to the students about different ways of entry modes in to the business.

- Finding out business opportunity is the technique, which helps to students in getting exposure about different business opportunities.

Procedure of Technique

- Discussion on the topic "Franchising".

- Forming group of students (4 students in each group)

- Allotting task to find out any one franchisee unit of any company.

- Organize the visit to selected franchisee unit.

- Discussion with the franchisee owner.

- Prepare presentations.

- Organize presentations.

- Discussion on the same in the classroom.

Outcomes of Technique

This technique has helped to students in following ways:

- Students could identify different franchisee business at local level.

- They could get knowledge of Franchising as a one of the entry mode of entering international business.

- Students could get experience of initiating business activity with this kind of ways.

- They could identify different opportunities in similar kind of business.

Video-Case Study
(FYMBA-MSC104)

Madhav Tilve
Department of Management Studies, RIT

Purpose:

- ☒ Imagine you're reading a story.

- ☒ It's an interesting story. It's about how someone turned their life around.

- ☒ You're feeling pretty drawn in, but at any time you know you can put it down and walk away.

- ☒ Now imagine you're watching a video of that person telling their story.

- ☒ It seems so much more real. You can hear the struggles they faced in their voice, see the passion and pride in their eyes, and you start to understand what they must have been through.

Suitability:

- ☒ Students are not robots.

- ☒ Even the most logical of arguments need to be backed up with an emotional or story-based hook to keep us fully engaged.

- ☒ Forbes found that 59% of senior executives prefer video over text, and 75% of executives watch videos while working which will apply to students too.

- ☒ Paperless

- ☒ Can be viewed on Mobiles/Tablets anywhere anytime.

- ☒ Slow Learners can pause the video/re-watch it.

Procedure of Technique:

- ☒ 1) Find a Video instead of printed case study.

- ☒ 2) Students watch the Case once in Lab with individual PC's & headphones which makes the case listening more immersive and focused.

- ☒ 3) Faculty explains the case explaining the background and the outcomes as well as the questions they are expected to solve.

- ☒ 4) Students watch the case again for the second time to get a deeper understanding.

- ☒ 5) Students discuss the case in two groups and have a GD and get to understand different views of other students.

- ☒ 6) Students have a discussion with the faculty and solve the questions provided.

Outcomes of Technique:

☒ Trust & Authenticity are the reasons why video case studies are so effective in the first place.

☒ Students response was watching a video instead of reading the case with individual PC's & headphones which makes the case listening more immersive and focused.

☒ 1)Better in Understanding the Cases.

☒ 2)Better in student Engagement.

☒ 3)Better to Focus on the case.

☒ 4)More Effective.

☒ 5)Gives better Clarity.

☒ 6)Provide Recall of Concepts.

☒ 7)Provide Better application of knowledge.

☒ 8)Provides Better outcomes & solutions.

☒ 9)Solve complex problems.

Photographs and Student Response:
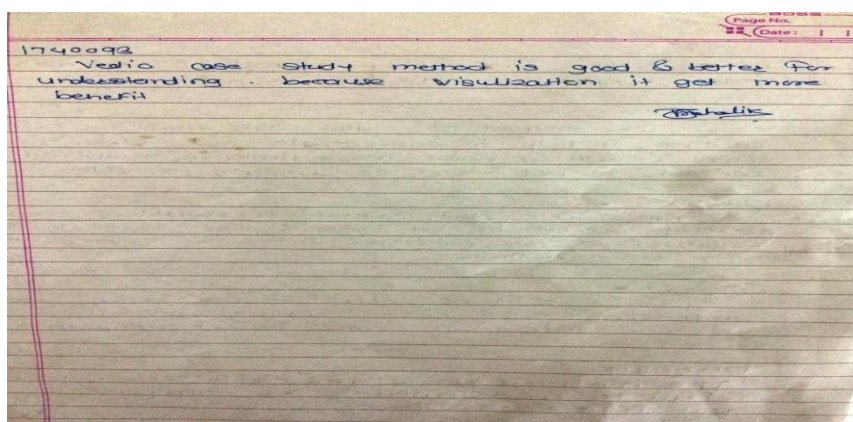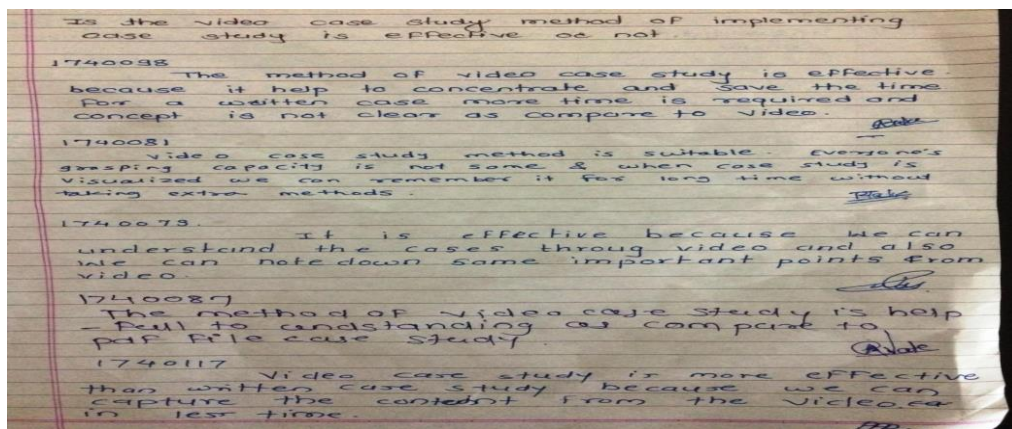
Is the Video Case study method better in Understanding the Cases as compared to Printed Case study?

Answered: 25   Skipped: 0

ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		52.00%	13
▼ Agree		44.00%	11
▼ Neither agree nor disagree		0.00%	0
▼ Disagree		0.00%	0
▼ Strongly disagree		4.00%	1
TOTAL			25

Q2

Is the Video Case study method better in student Engagement as compared to Printed Case study?

Answered: 25   Skipped: 0
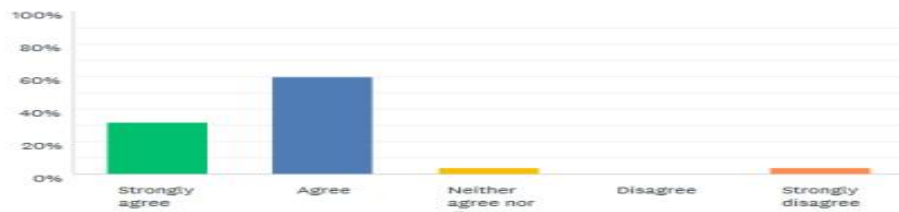
ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		32.00%	8
▼ Agree		60.00%	15
▼ Neither agree nor disagree		4.00%	1
▼ Disagree		0.00%	0
▼ Strongly disagree		4.00%	1
TOTAL			25

Q3

Is the Video Case study method better to Focus on the case as compared to Printed Case study?

Answered: 25   Skipped: 0
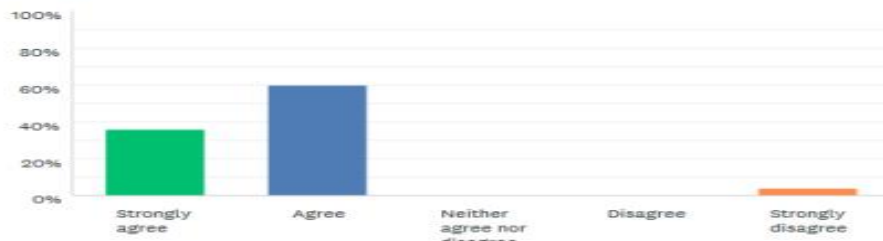
ANSWER CHOICES	▼	RESPONSES	▼
▼ Strongly agree		36.00%	9
▼ Agree		60.00%	15
▼ Neither agree nor disagree		0.00%	0
▼ Disagree		0.00%	0
▼ Strongly disagree		4.00%	1
TOTAL			25

Is the Video Case study method Effective as compared to Printed Case study?

Answered: 25   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	24.00%	6
Agree	64.00%	16
Neither agree nor disagree	8.00%	2
Disagree	0.00%	0
Strongly disagree	4.00%	1
TOTAL		25

Q5

Does the Video Case study method give better Clarity as compared to Printed Case study?

Answered: 25   Skipped: 0

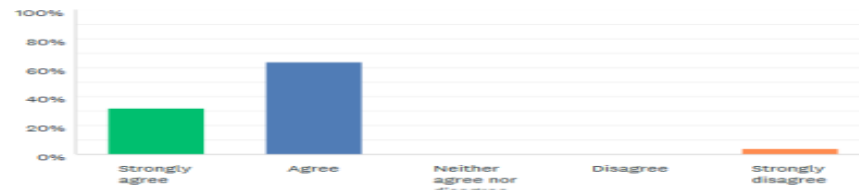| ANSWER CHOICES	RESPONSES	
Strongly agree	32.00%	8
Agree	64.00%	16
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	4.00%	1
TOTAL		25

Q6

Does the Video Case study method provide Recall of Concepts as compared to Printed Case study?

Answered: 25   Skipped: 0
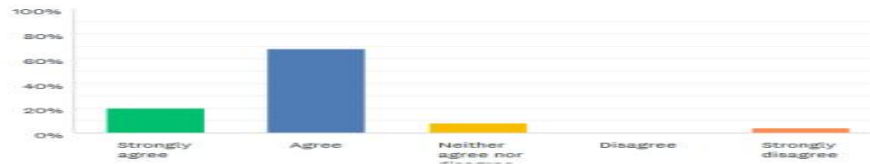
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	5
Agree	68.00%	17
Neither agree nor disagree	8.00%	2
Disagree	0.00%	0
Strongly disagree	4.00%	1
TOTAL		25

Q7

Does the Video Case study method provide Better application of knowledge as compared to Printed Case study?

Answered: 25   Skipped: 0
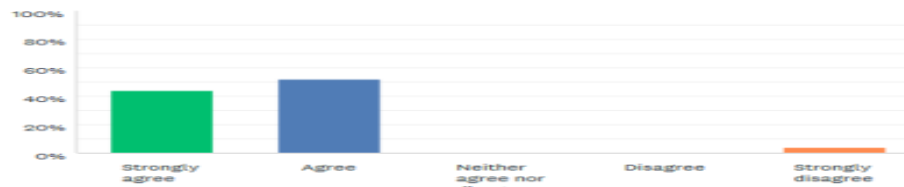
ANSWER CHOICES	RESPONSES	
Strongly agree	44.00%	11
Agree	52.00%	13
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	4.00%	1
TOTAL		25

Does the Video Case study method provide Better outcomes & solutions as compared to Printed Case study ?

Answered: 25   Skipped: 0
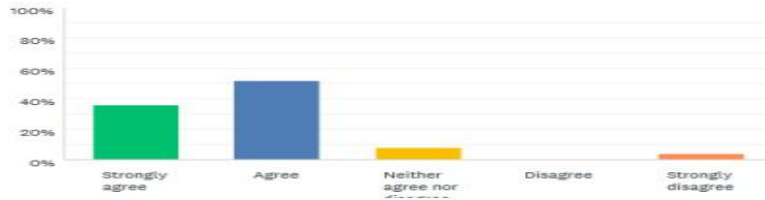
ANSWER CHOICES	RESPONSES	
▼ Strongly agree	36.00%	9
▼ Agree	52.00%	13
▼ Neither agree nor disagree	8.00%	2
▼ Disagree	0.00%	0
▼ Strongly disagree	4.00%	1
TOTAL		25

Does the Video Case study method help students to solve complex problems as compared to Printed Case study ?

Answered: 26   Skipped: 0
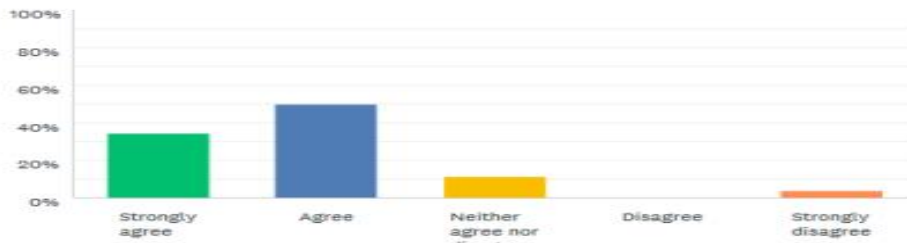
ANSWER CHOICES	RESPONSES	
▼ Strongly agree	34.62%	9
▼ Agree	50.00%	13
▼ Neither agree nor disagree	11.54%	3
▼ Disagree	0.00%	0
▼ Strongly disagree	3.85%	1
TOTAL		26

Rajarambapu Institute of Technology,

Department of Management Studies (MBA)

Report on Innovative Practice

(Academic Year 2018-19)

Course: Indian Financial System (FIN201)

Name of the Activity: Case Study Method

Purpose/Motivation of Technique:

The main learning point from this activity is

- ▶ To make the participants investigate particular individual, group, time-period or event.

- ▶ They encompass a range of qualitative and quantitative research tools to investigate underlying principles of an occurrence within a real-life context.

- ▶ With the help of case study one can clearly understand how to deal with real life situation wisely and with open mind.

Suitability of Technique to Course:

- ▶ The course Indian Financial System is concerned with various financial institutions and their significance in the development of the Indian economy.

- ▶ As the course is for Second year students of Management with finance specialization, it become important to make them learn through case study.

Procedure of Technique:

- ▶ Split the class into equal groups of 4 persons per group,

- ▶ Then the case study was given them concern with IPO

- ▶ Told the groups that they have submit case within two days. They can use the internet, books to complete the given task.

- ▶ Presentations conducted on the same.

Outcomes of Technique:

- ▶ This activity help me to make students aware about the process IPO, the various parties involved in it, the significance of the prospectus etc.

- ▶ Through this competitive activity every group tried to collect more and more data concern with case study and studied the process of IPO in detail.

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

Term: 3 – Semester	**Course In charge:** Dr. Mrs. Seema S Desai
Course Name & Course Code: MKT204 - Retail Marketing	

Name of Innovative Active Learning Technique

Think-Pair-Share activity
Group Investigation, Shared Brainstorming, Case Study, PBL

Purpose / Motivation of Technique
- Achieving course learning objectives
- New perspectives on the subject matter (an understanding of other perspectives)
- New questions to explore
- Deeper understanding of the subject
- Students are struggling with certain concepts, teaching better with a fun experience
- It is particularly useful for actively involve all students during lectures

Suitability of Technique to Course
- This tech has helped students develop and modify new ideas
- Students got the opportunities to see how other students view the same topic
- Increase in students interest and commitment observed
- Students learnt actively, thought independently and enjoyed working in pairs (groups).
- 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 and simply turning around and sharing with other persons.

Procedure of Think-pair-share (TPS) Technique
- Pose a question, statement, issue or problem to the class.
- Provide an amount of time for individual thinking about a topic or answer to a question
- Groups are formed informally, small groups (6/7 students)
- Pair with neighbor (Group) and share the answer to the question
- **"Quick-response think-pair-share"** and longer activities and more involved **"extended think-pair-share."**

- Summarize ideas and Share with classmates.
- Students may clarify and elaborate.
- Faculty can randomly choose a number of groups to share their responses with the class.
- Students are able to think, create and solve problems rather than passively listen to lecture.

Outcomes of Technique
- The personal interaction motivated students who were not generally interested in the subject.
- Faculty was able to ask different kinds and levels of questions.
- This tech engaged the entire class and allowed quiet students to answer questions without having to stand out from their classmates.
- Faculty could assess student understanding by listening to several groups during the activity, and by collecting responses at the end.
- This technique was found very effective and popular to use for large classes. (group formation)
- Full class discussion was found to be more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities improved student comfort levels and willingness to participate throughout a class period.

Photographs and Student Response

Preparation & Presentation of Study Report based on Govt. / Private Project

Mr. Shrikant S. Karanjkar
Department of Management Studies, RIT

- Course Name: Project Management (MGC 2011)

- Class: S.Y.M.B.A.

Purpose/Motivation of Technique

Basically Project Management course focus on developing project management skills among the students. Under this course all chapters are related to different important aspects for managing the project. Such as Feasibility Study of the project, managing cost of the project, Project Team Management, Project Time Management & Risk Management in the project.

Suitability of Technique to Course

- The main purpose of using this technique student are able to understand –

- How Govt. / Private Project works?

- What is the scope of the Govt. / Private Project?

- What is the Time line, Cost of the Govt. / Private Project?

- What are the hurdles in the implementation of Govt. / Private Project? How overcome these hurdles?

- Also students are able correlate this learning with the concepts of the syllabus.

Procedure of Technique

1) It is an Individual Activity.

2) Conduct the preliminary session to explain the activity.

3) Take one sample Govt. / Private Project. Explain how to prepare study report by correlating concepts in the syllabus with real project.

4) Proper selection of project – project is selected by the student in consultation with course teacher.

5) Giving instruction regarding preparation & presentation the study report.

6) Suggesting sources of information (Personal Guidance, Library Books, Journals, News Paper Articles, Actual Visit to the projects etc.)

7) Providing time for the preparation to the students – One-week time for the preparation.

8) Prepare schedule of the presentation.

9) Conduct the presentation based on the evaluation criteria.

Outcomes of Technique

List of the Sample Study Reports

Sr. No.	Roll No.	Name of the Student	Title of the Study Report
1	1940114	Prajakta Devidas Suryawanshi	Project of Statue of Unity - Iron Man Sardar Vallabhbhai Patel
2	1940063	Patil Sushantkumar Gorakh	Chhatrapati Shivaji Maharaj Smarak in Arabian Sea, Mumbai
3	1940123	Bhargavi Bhavik Joshi	Swachh Bharat Abhiyan" by Govt. of India
4	1940005	Advait Sunil Patil	Navi Mumbai International Airport Project
5	1940013	Sahil Moulana Munde	Burj Al Arab Project
6	1940007	Saurabh Vishn Patil	Mumbai Pune Expressway
7	1940010	Shinde Namrata Pandurang	Solar canal Project

The learnings from this activity helps to ED Track students. understand clearly the concept of project & managing project with the help of real life example.

Sr. No.	Roll No.	Name of the Student	Title of the Project
1	1940016	Vallabh Pradip shete	Turmeric Manufacturing Project
2	1940018	Sanket Sharad Gurav	Organic Edible Oil Manufacturing Project
3	1940046	Siddharth Sanjeev Bhambure	Cashew nut Processing & Distribution Plant
4	1940049	Bansode Sonali Shivaji	Project on developing Hotel
5	1940050	Neelam Bajirao Mane	Plastic Packaging Bags
6	1940052	Sukanya Sanjay Joshi	Baby Corn Processing Plant
7	1940054	Pranay Gautam Nimsarkar	Cement Manufacturing Plant

| 8 | 1940091 | Gharge Rajendra Vasant | Generation of Electricity through Solar System |
| 9 | 1940118 | Raj Dilip Suryawanshi | Super Market Project |

Graphical Representation of UT I & UT II Marks of slow learners Slow Learners – Marks of UT I below 15 out of 25
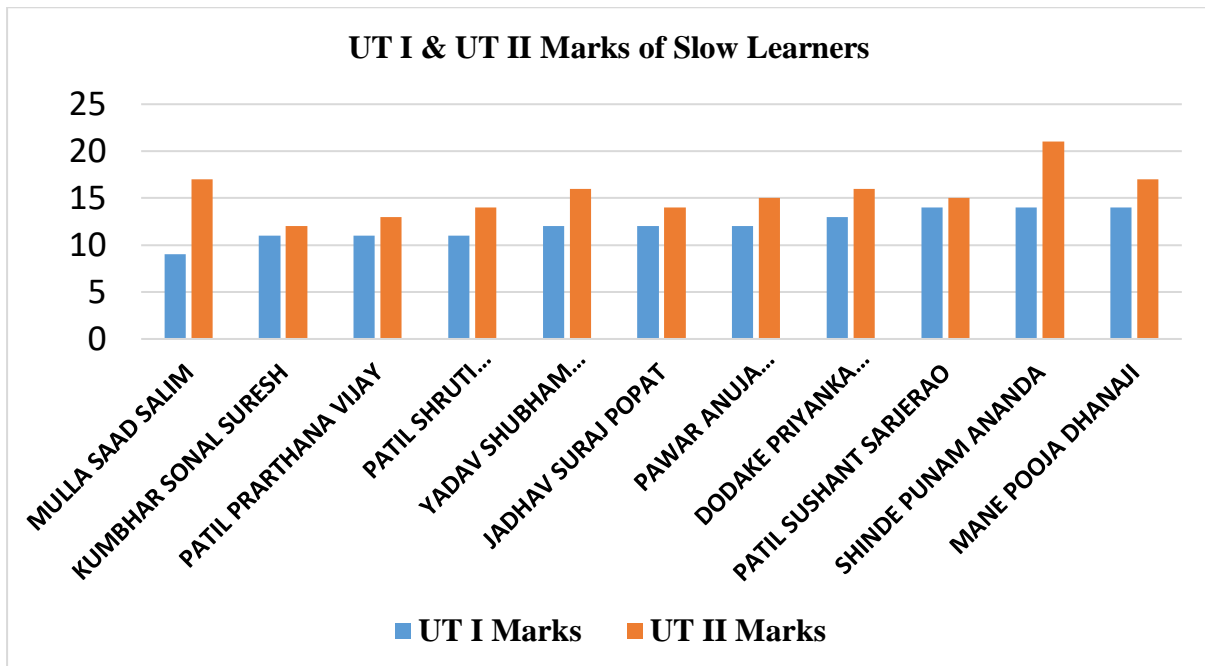
Outcomes of Technique

1) Understand clearly the concept of project & managing project with the help of real life example.

2) This study report helps to understand way to assess the feasibility of the project.

3) This study report helps to understand the cost aspect, time line, managing teams relating to large Govt. / Private Projects.

4) This study report helps to understand challenges & risk associated with the real life project.

5) Improve the presentation skills, communication skills, confidence etc. among the students.

Innovative Teaching Practices League (IPL) (Year 2020)
Case Study Discussion
Dr. Vidy S. Kadam
Department of Management Studies, RIT

Course Name: Organizational Behaviou (MGC 1111)   Class: F.Y.M.B.A.

Purpose/Motivation of Technique-

- Students learn better from examples than from starting with basic principles.

- Students explore what they have learned & applies to real world situations.

- Case studies facilitate development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application.

- case studies help interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and applications

- It increases student motivation to participate in class activities.

- Students learn the material more deeply, and work with it at a higher level

Suitability of Technique to Course-

- In a case discussion, students "do" the work of the actual topic, rather than watch or read.

- students apply the concepts, techniques and methods of the related case and improve their ability to apply them.

- Case discussions bring energy and excitement in the classroom.

- Providing an opportunity to work with a range of evidence, and improving their ability to apply the vocabulary, theory and methods that they have learned in the course.

Procedure of Technique

- Realistic Problems/issues discussed in the class.

- Analysis of situation in the Group (Each Group Consist 6 members)

- Discussion on Problem Identification (What is the context of the problem?)

- Identification of Key facts (What key facts should be considered?)

- Evaluation of Alternatives (What alternatives are available to the decision-maker?)

- Recommendation. (What would you recommend — and why?)

- Preparation of Plan B

- Presentation

Discussion on following Points

- What is the problem or decision?

- Who is the key decision-maker?

- Who are the other people involved?

- What caused the problem?

- What are some underlying assumptions or objectives?

- What decision needs to be made?

- Are there alternative responses?

- Provide value-added comments, suggestions

Outcomes of Technique-

- Students are able to develop Problem solving skills

- Increase analytical skills

- Develop decision making in complex situations

- Coping with ambiguities

- Able to explore the topic and use critical thinking

- Increase class participation

Photographs and Student Response

Photographs and Student Response