

SCHOOL OF BUSINESS AND MANAGEMENT
Master of Business Administration - MBA

Data Analytics Simulation – Data Cleansing

Initiative details

Specialisation	Business Analytics
Name of the course	Fundamentals of Business Analytics
Course code	MBA236
Pedagogical tool	Datawiz data-cleansing simulation (Enparadigm Performance Solutions)
Type of initiative	In-class pedagogical innovation
Faculty	Dr. M. Saseekala
Date	05-11-2024
Term / batch	Trimester II, 2024-26 batch
No. of students	600
COs / POs mapped	CLO2 / PLO2.1 / PO1 (2)

1. Description of the initiative

The initiative used simulation-based and hands-on learning to expose MBA students to practical business analytics activities. The Fundamentals of Business Analytics course explicitly uses interactive lectures, presentations, student discussions, case methodology, and simulation. The course plan also includes real-time data scenarios, demonstrations, group activities, and hands-on sessions using analytics tools. The supplied supporting certificate records completion of the “Christ MBA 236 - Datawiz Data Cleansing” programme conducted by Enparadigm Performance Solutions Pvt. Ltd. on 05-11-2024.

The activity connects data preparation/data cleansing with the broader business analytics process, helping students understand how data is handled before visualization, analysis, and managerial decision-making. The MBA236B course covers data types, data visualization, dashboards, descriptive/diagnostic/predictive/prescriptive analytics, AI applications, and machine-learning model building.

2. Objectives and intended learning outcomes

- Develop practical understanding of data preparation and cleansing as an important stage in business analytics.
- Connect data-related activities with business problem solving and managerial decision-making, applying Business Analytics concepts (CLO2) in an applied setting.

- Encourage experiential learning through simulation, real-time scenarios, demonstrations, group activities and hands-on analytics work.

3. Assessment and impact

CO attainment	CLO2 / PLO2.1 / PO1(2)
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4. Evidence

Photographs / screenshots	Attached (1)
Resource person	The supplied Enparadigm Certificate of Completion identifies the programme as “Christ MBA 236 - Datawiz Data Cleansing”, conducted by Enparadigm Performance Solutions Pvt. Ltd., completed on 05-11-2024.



Figure 1: Evidence photograph from the activity

SCHOOL OF BUSINESS AND MANAGEMENT
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Retail Marketing Strategies and Analytics Observation at Lulu Mall

Initiative details

Specialisation	Business Analytics
Name of the course	Marketing Analytics
Course code	MBA442B
Pedagogical tool	Industry visit / field study with structured in-store observation and primary data collection
Type of initiative	Out-of-class experiential learning (industry visit)
Faculty	Dr. Divya
Date	05-08-2025 (8:00 am – 1:00 pm)
Term / batch	Sections BA2 and BA3
No. of students	53
COs / POs mapped	CO3, PO2

1. Description of the initiative

As part of the Marketing Analytics course, students visited Lulu Mall, Bangalore, in groups of five, with each group focusing on a specific product category (for example, hot beverages and yoghurt). The visit began with a faculty briefing, followed by structured observation of product placement, end-cap promotions, aisle arrangements and visual appeal techniques.

Students observed how brands competed for visibility, how high-demand products were placed carefully, and how offers were displayed to drive impulse buying. They also noted how pricing, offers and visual merchandising influence consumer decision-making and footfall within the store.

The activity let students connect marketing analytics concepts to real retail strategies and collect primary data for further analysis and forecasting.

2. Objectives and intended learning outcomes

- Understand retail marketing tactics, promotional strategies and their impact on customer purchasing behaviour through real-time observation.
- Build skills in observation and primary data collection for marketing analytics, such as category performance analysis, sales forecasting and consumer behaviour mapping.
- Develop data-driven decision-making and problem-solving skills by applying analytics concepts to real retail situations.

3. Assessment and impact

CO attainment	CO3, PO2
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Qualitative feedback summary

- The activity gave students hands-on exposure to real-world retail marketing practices.
- Students connected classroom concepts with actual consumer and brand behaviour.
- Structured observation helped students see how data can support marketing decisions.
- The activity generated useful primary data for further classroom analysis and discussion.

4. Evidence

Photographs / screenshots	Attached (2)
Attendance sheet	Attached
Resource person	Dr. Divya (course faculty)



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity

Attendance sheet

Sl. No	Reg. No	Name	Section	Attendance
1	2427611	BAVESH R	BA2	P
2	2427613	Chinthirla Sai Sumanth	BA2	P
3	2427618	Giridhar R	BA2	P
4	2427624	Harish R	BA2	A
5	2427644	Rashika A	BA2	P
6	2427654	Shreya Srivastava	BA2	P
7	2427721	Khushbu tyagi	BA2	P
8	2427728	Mithresh G P	BA2	P
9	2427729	N Abhinav Sai	BA2	P
10	2427734	Pakki Nissi Arpitha	BA2	P
11	2427738	R DEEPAK	BA2	P
12	2427739	R Krithika	BA2	P
13	2427746	Sarang C Santhosh	BA2	P

Sl. No	Reg. No	Name	Section	Attendance
14	2427750	Sherly I	BA2	A
15	2427759	Tejas S	BA2	P
16	2427760	Vaddireddy Varshitha Reddy	BA2	P
17	2427814	Elizabeth V Mathew	BA2	P
18	2427819	Harshith C	BA2	P
19	2427822	JEFF SALIM PUSHPANATH	BA2	P
20	2427837	Prathap C. A.	BA2	P
21	2427839	Rakshitha M	BA2	P
22	2428009	Aswathy R	BA2	P
23	2428018	Erline Madtha	BA2	P
24	2428019	Fathima Rasheed	BA2	P
25	2428022	Harish V	BA2	P
26	2428023	Harshitha Pai	BA2	P
27	2428025	Joana Maria Renny	BA2	P
28	2428027	K Nagarjun	BA2	P
29	2428032	Manthan Tiwari	BA2	P
30	2428034	Mohammed Oais Mulla	BA2	P
31	2427910	Ankita Nanda	BA3	P
32	2427937	Rohith G	BA3	A
33	2427940	Ruttala Tejasri	BA3	P
34	2427944	Shreenithi M J	BA3	P
35	2427946	Shri Nandhini A C	BA3	P
36	2427958	Vikas Michael	BA3	P
37	2427961	YATEESH.M	BA3	-
38	2428104	Amrutha A	BA3	P
39	2428133	Nikhil Sehrai	BA3	P
40	2428136	Nivedita Krishnan Unny	BA3	P
41	2428140	Priya Chundawat	BA3	P
42	2428141	Rohan gowda	BA3	P
43	2428150	Sreya Milan	BA3	P
44	2428211	Gauri Pradeep	BA3	P
45	2428229	Pavitra Ajesh	BA3	P
46	2428248	Shreya Ramesh	BA3	P
47	2428253	Sirram Charan TejaReddy	BA3	P
48	2428257	T Nirmith Raghavan	BA3	P
49	2428319	DINESH KUMAR D T	BA3	A

Sl. No	Reg. No	Name	Section	Attendance
50	2428333	Nandishwaran G	BA3	P
51	2428339	Pratibha S	BA3	P
52	2428359	Vaibhav Santhosh	BA3	P
53	2428423	Harsha Vardhan M	BA3	P
54	2428449	Saujit.s	BA3	P
55	2428502	Abhishek Kumar J	BA3	P
56	2428527	Ettumanukaran IwinJohn	BA3	-
57	2428531	Kiran Shree S	BA3	A
58	2428533	Kshama K Bhat	BA3	P
59	2428538	Shalinie NS	BA3	P
60	2428556	VIGIL DAVIS	BA3	P

P = Present (53), A = Absent, – = not recorded

SCHOOL OF BUSINESS AND MANAGEMENT
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Intrapreneurship Innovation Lab: Turning Workplace Problems into Business Opportunities

Initiative details

Specialisation	Core Courses
Name of the course	Entrepreneurship and Intrapreneurship
Course code	MBA531
Pedagogical tool	Design thinking, problem-solving simulation and experiential learning
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Elangovan N
Date	07-10-2026
Term / batch	Trimester V
No. of students	43
COs / POs mapped	CO2, CO3

1. Description of the initiative

In the Entrepreneurship and Intrapreneurship course, students took part in an Intrapreneurship Innovation Lab, where they acted as innovation teams inside an established company.

Each group was given a common workplace problem, such as low employee engagement, too much paperwork, customer complaints, slow processes, product wastage or delays in service. Groups found the root cause and proposed a practical solution the company could carry out with its existing resources. Their proposal covered the problem, the solution, the benefits, the resources needed and the expected impact, along with likely obstacles such as budget limits, resistance to change and the need for management approval.

Each group pitched its proposal, with one student as the team leader and another playing management, who judged the ideas on feasibility, cost, originality and business value. The session ended with a discussion of how employees can drive growth without starting a business of their own.

2. Objectives and intended learning outcomes

- Understand and distinguish entrepreneurship and intrapreneurship, including the role of initiative, collaboration and risk-taking.

- Identify organisational problems as innovation opportunities and develop practical solutions, evaluating them on feasibility, cost, resources and business value.
- Develop problem-solving, teamwork, presentation and business-proposal skills.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO2, CO3

Students saw how innovation can come from employees at any level, and how important it is to explain the business value of an idea to win management support. Groups were assessed on the problem they chose, how original and workable their solution was, their resource planning and the clarity of their pitch.

Assessment rubric

Criterion	Assessed on
Understanding of Intrapreneurship	Ability to explain how innovation can be developed within an existing organisation.
Problem Identification	Ability to identify a relevant organisational challenge and its underlying cause.
Innovation and Creativity	Originality and usefulness of the proposed solution.
Feasibility and Business Value	Practicality, estimated resource requirements and potential organisational benefits.

Resource person: Dr. Elangovan N (course faculty)

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Gamification through Board-Based Learning

Initiative details

Specialisation	Finance
Name of the course	Financial Accounting for Managers
Course code	MBA131
Pedagogical tool	Gamification through board games (e.g., Monopoly) in small groups
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Aparna Hawaladar
Date	05-07-2025
Term / batch	Trimester I
No. of students	240
COs / POs mapped	CO3

1. Description of the initiative

A classroom activity on gamification was conducted in Financial Accounting for Managers using board games such as Monopoly in small groups. The activity aimed to simplify fundamental accounting concepts, especially for students from non-finance backgrounds, through an engaging and experiential learning approach. Students participated in structured gameplay and were guided to connect in-game decisions with accounting principles such as transactions, assets, liabilities, and financial interpretation. The initiative made accounting more relatable and improved students' comfort with the subject.

2. Objectives and intended learning outcomes

- Simplify basic accounting concepts through an interactive, game-based and student-friendly learning format.
- Help students relate real-life financial decisions to accounting principles through experiential and peer learning.
- Create an engaging and inclusive classroom, particularly for students with limited prior exposure to finance.

3. Assessment and impact

CO attainment	CO3
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CO attainment: The activity supported the course outcome of understanding basic accounting concepts and applying them to simple financial decisions. Students were able to relate transactions, assets and liabilities to real-life situations, which strengthened their conceptual understanding and prepared them for the later topics in the course.

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	Dr. Aparna Hawaladar (course faculty)



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity

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Econland Macroeconomics Simulation

Initiative details

Specialisation	Finance
Name of the course	Managerial Economics
Course code	MBA132
Pedagogical tool	Econland Macroeconomics Simulation (experiential, simulation-based learning)
Type of initiative	Experiential learning practice
Faculty	Dr. Nandini M
Date	19-08-2026 (2026 batch)
Term / batch	Trimester I, 2025 and 2026
No. of students	540
COs / POs mapped	CO4, CO5

1. Description of the initiative

The Econland Macroeconomics Simulation was used in Managerial Economics after the class had covered AD/AS, monetary policy and fiscal policy. Students ran the economy of a fictional country, Econland, for seven simulated years. In each round they set the interest rate, income tax rate, corporate tax rate and government spending, and their results were judged on GDP growth, unemployment, inflation and the budget balance.

After each round, students reviewed the results, advisor feedback and economic reports before deciding for the next year, so they learnt by doing. They could see, for example, how interest rates affect consumption, investment, inflation and exchange rates. Three scenarios, Base Case, Rollercoaster and Stagnation, allowed students to start simple and move on to more volatile conditions.

2. Objectives and intended learning outcomes

- Apply macroeconomic concepts (AD/AS, monetary and fiscal policy) through policy decisions in a simulated economy.
- Analyse the consequences and trade-offs of policy decisions using GDP, unemployment, inflation and budget indicators, adapting to changing domestic and global conditions.
- Understand the usefulness and limitations of economic models while developing critical-thinking and problem-solving skills.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO4, CO5

Repeating the cycle of deciding, seeing the outcome and adjusting helped students understand economic relationships and policy trade-offs more deeply. They also saw that economic models are useful but cannot capture every aspect of a real economy.

Assessment rubric

Criterion	Assessed on
GDP growth	Effect of interest rate, taxation and government expenditure decisions on consumption, investment and growth.
Unemployment rate	Outcome of policy decisions, balanced against other economic objectives.
Inflation rate	Effect of interest rate decisions on consumption, investment, inflation and exchange rates.
Budget surplus/deficit	Effect of taxation and government expenditure decisions on the budget position.

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	Dr. Nandini M (course faculty)
Other supporting documents	Rogmans, T. Macroeconomics Simulation: Econland — Teaching Note (HBP No. 8726, revised February 10, 2024). Boston: Harvard Business Publishing.



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity

SCHOOL OF BUSINESS AND MANAGEMENT
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Managerial Economics Classroom Initiative

Initiative details

Specialisation	Finance
Name of the course	Managerial Economics
Course code	MBA132
Pedagogical tool	Online interactive resource (link below)
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Piyali Roy Choudary
Term / batch	Trimester I
COs / POs mapped	CO2, CO3

Initiative link

<https://claude.ai/public/artifacts/4e9769e0-bc60-4f1d-b2ef-99a151d1a4bb>

Resource person: Dr. Piyali Roy Choudary (course faculty)

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Interactive Simulation on Production and Cost Theory

Initiative details

Specialisation	Finance
Name of the course	Managerial Economics
Course code	MBA132
Pedagogical tool	Interactive online simulation on production and cost decisions (link below)
Type of initiative	In-class pedagogical innovation (simulation)
Faculty	Dr. Nandini M
Date	25-07-2025
Term / batch	Trimester I, 2025
No. of students	200 (feedback respondents)
COs / POs mapped	CO2, CO3

Initiative link

<https://claude.ai/public/artifacts/81ba4d8b-1139-4398-8cbe-3d6c5abaea1b>

Assessment and impact

Student feedback score	88.8% Agree / Strongly agree (average of 5 items, 200 responses); 98.5% want more such simulations
CO attainment	CO2, CO3

A structured Google Form feedback survey on the simulation was completed by 200 students. On average, 88.8% of students agreed or strongly agreed across the five learning statements, and 98.5% said they would like similar interactive simulations for other topics in the course.

Student feedback

Sl. No	Statement	Result
1	The simulation helped me understand production theory and cost theory more clearly than a traditional lecture would have (200 responses)	88.0% Agree / Strongly agree (55.0% Agree, 33.0% Strongly agree)
2	The simulation accurately reflected real-world production and cost decisions faced by firms (200 responses)	90.0% Agree / Strongly agree (63.5% Agree, 26.5% Strongly agree)
3	The feedback/results shown after each decision helped me understand where I went right or wrong (199 responses)	92.5% Agree / Strongly agree (50.8% Agree, 41.7% Strongly agree)
4	I felt I could experiment and make mistakes freely in the simulation, which helped my learning (199 responses)	89.5% Agree / Strongly agree (55.8% Agree, 33.7% Strongly agree)
5	The difficulty level was appropriate for my current understanding of managerial economics (200 responses)	84.0% Agree / Strongly agree (53.0% Agree, 31.0% Strongly agree)
6	I would be interested in similar interactive simulations for other topics in this course (200 responses)	98.5% Yes

Evidence

Photographs / screenshots	Attached (6)
Resource person	Dr. Nandini M (course faculty)
Other supporting documents	Google Form feedback summary (200 responses)

The simulation helped me to understand the concept of production theory and cost theory more clearly than a traditional lecture would have.
200 responses

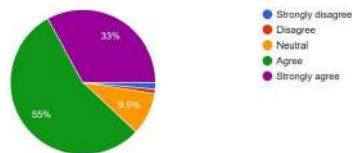


Figure 1: Feedback: understanding of production and cost theory

The simulation accurately reflected real-world production and cost decisions faced by firms.
200 responses

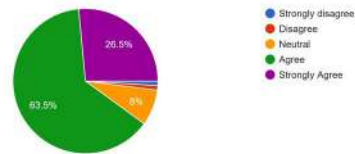


Figure 2: Feedback: realism of production and cost decisions

The feedback/results shown after each decision helped me understand where I went right or wrong.
199 responses

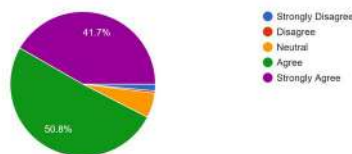


Figure 3: Feedback: usefulness of results after each decision

I felt I could experiment and make mistakes freely in the simulation which helped my learning.
199 responses

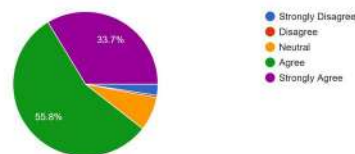


Figure 4: Feedback: freedom to experiment and learn from mistakes

The difficulty level of the simulation was appropriate for my current understanding of managerial economics.
200 responses

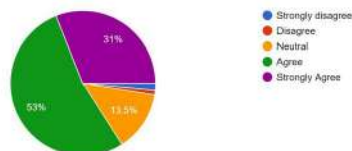


Figure 5: Feedback: appropriateness of difficulty level

I would be interested in similar interactive simulations for other topics in this course.
200 responses



Figure 6: Feedback: interest in similar simulations for other topics

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News Register: Connecting Banking Concepts with Current Affairs

Initiative details

Specialisation	Finance
Name of the course	Management of Banks
Course code	MBA342F
Pedagogical tool	News register – connecting banking concepts with current affairs
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Bhavna Ranjan Ahuja
Date	Throughout the trimester
Term / batch	Trimester III, 2025-27 batch
No. of students	120
COs / POs mapped	CO1 – CO5

1. Description of the initiative

The News Register initiative was introduced in the Management of Banks course to connect theoretical concepts with current developments in the banking and financial services sector. Students were instructed to maintain an individual newspaper register in which they collected relevant banking and financial news articles by cutting and pasting them from newspapers.

For each article, students identified and recorded important banking and financial terminology, prepared a brief summary highlighting the key developments, and noted the implications of the news for banks, customers, regulators, financial markets, or the broader economy.

The selected news articles were then discussed in class. The faculty led these discussions by linking the news to relevant banking concepts, regulatory developments, and industry practices.

The initiative encouraged students to go beyond the textbook and develop the habit of regularly following banking-related developments in the business environment.

2. Objectives and intended learning outcomes

- Connect theoretical banking concepts with real-world developments and relate current news to the frameworks covered in the course.
- Build the habit of following banking and financial news, and identify, explain and summarise key banking terminology, regulatory developments and industry trends.

- Analyse the implications of banking developments for banks, customers, regulators and the financial system, and communicate them through structured classroom discussion.

3. Assessment and impact

Rubric-based assessment	The newspaper registers and classroom contributions were assessed as part of CIA 3B
CO attainment	CO1 to CO5

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	The activity was conducted by the faculty as a classroom exercise



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity

SCHOOL OF BUSINESS AND MANAGEMENT
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Banking Role Play: Decision Dossier and Live Defence

Initiative details

Specialisation	Finance
Name of the course	Management of Banks
Course code	MBA342F
Pedagogical tool	Role-play-based learning
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Bhavna Ranjan Ahuja
Date	Throughout the trimester
Term / batch	Trimester III, 2025-27 batch
No. of students	120
COs / POs mapped	CO5

1. Description of the initiative

In Management of Banks, students acted out role plays based on real banking events involving credit, liquidity, operational, market and reputational risk. They took roles such as bank management, risk managers, credit officers, regulators, depositors and auditors.

Through the role plays, students explored what led to each event, the decisions taken by different people, the risks involved and the effect on the bank and the financial system. They also examined how well risk management, internal controls and regulation worked. The assignment had two parts: a written Decision Dossier and a live role-play with a defence in class.

2. Objectives and intended learning outcomes

- Develop an applied understanding of contemporary banking issues using regulatory and financial logic.
- Make, evaluate and defend banking decisions under regulatory and risk constraints, integrating credit, risk, regulation and strategy.
- Enhance professional communication and stakeholder-engagement skills in a simulated professional environment.

3. Assessment and impact

Rubric-based assessment	The Role play was assessed as part of CIA 3A
CO attainment	CO5

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	The activity was conducted by the faculty as a classroom exercise



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity

SCHOOL OF BUSINESS AND MANAGEMENT
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Bloomberg-Integrated Financial Econometrics Lab

Initiative details

Specialisation	Finance
Name of the course	Financial Econometrics Analysis
Course code	MBA441F
Pedagogical tool	Bloomberg market data-based econometric analysis (EViews / R)
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Arun T C
Date	September 2026
Term / batch	MBA Finance, 2026-27
No. of students	MBA Finance students
COs / POs mapped	CO2, CO3, CO4, CO5

1. Description of the initiative

Bloomberg Terminal data was brought into the Financial Econometrics Analysis course so that students could work with real market data. In groups, students chose a listed company, downloaded its historical prices, volumes and related indicators from Bloomberg, and converted the raw data into returns and other variables.

Using EViews or R, they framed a hypothesis, ran an OLS regression, checked model fit and significance, and tested for multicollinearity, heteroscedasticity and autocorrelation. Each group then explained what the results meant for financial decisions and presented its findings.

2. Objectives and intended learning outcomes

- Obtain authentic financial-market data from the Bloomberg Terminal and convert raw observations into econometrically usable variables such as returns.
- Apply OLS regression, hypothesis testing and model diagnostics (multicollinearity, heteroscedasticity and autocorrelation) to real financial data.
- Interpret econometric output and communicate evidence-based financial conclusions.

3. Assessment and impact

CO attainment	CO2, CO3, CO4, CO5
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The activity showed students how to use the Bloomberg Lab to source financial data and gave direct evidence of their ability to apply econometric methods to real data and interpret the results. Working on a professional platform also improved their data-handling skills and linked econometric theory with financial practice.

4. Evidence

Photographs / screenshots	Attached (1)
Resource person	Dr. Arun T C (course faculty)



Figure 1: Evidence photograph from the activity

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PPP Model and Shark Tank Sustainable Investment Pitch

Initiative details

Specialisation	Finance
Name of the course	Sustainable Finance and Investments
Course code	MBA562F
Pedagogical tool	Group PPP business model with Shark Tank-style pitch and viva
Type of initiative	In-class pedagogical innovation (CIA 3)
Faculty	Dr. Aparna Hawaladar
Date	November 2024 and November 2025
Term / batch	Trimester V
No. of students	Group activity (groups of six)
COs / POs mapped	CO4, CO5

1. Description of the initiative

As part of the Continuous Internal Assessment (CIA) of the course, students were divided into groups of six and tasked with identifying a relevant Sustainable Development Goal (SDG) and developing a Public–Private Partnership (PPP) model to address a real-world sustainability issue in India. The activity required students to identify suitable public and private organisations and develop a feasible business model covering the roles of the public and private sectors, sources of finance, revenue model, cash flows, break-even analysis and impact assessment. Students were encouraged to refer to credible sources such as UN reports, sustainability reports, research papers, current news and industry reports.

The presentations focused on the financial feasibility, risk assessment, sustainability impact and alignment of the proposed model with the identified SDG. The activity enabled students to apply concepts of sustainable finance, PPP models, financial planning and impact assessment to real-world issues while developing their analytical, problem-solving and presentation skills.

2. Objectives and intended learning outcomes

- Identify a current sustainability issue suited to a PPP model
- Design a PPP model with clear public and private roles, finance source and revenue model
- Analyse the impact of the investment and defend the proposal before investors

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO4, CO5

Assessment rubric

Criterion	Assessed on
Sustainability issue identified	Current and suited to a PPP model.
PPP model proposed	Fits the issue and the Indian context.
Public / private roles	Clearly defined and measured.
Revenue model	Projections, breakeven, viability.
Impact investment analysis	Impact critically analysed.

Resource person: Dr. Aparna Hawaladar (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Cash Flow Modelling in Excel: RMBS Valuation

Initiative details

Specialisation	Finance
Name of the course	Financial Engineering
Course code	MBA641F
Pedagogical tool	Cash flow modelling in Excel
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Ananth S Hoskere
Date	10-02-2026 and 11-02-2026
Term / batch	Trimester VI, 2025-26
No. of students	156
COs / POs mapped	CO3

1. Description of the initiative

A hands-on, Excel-based modelling exercise on Residential Mortgage-Backed Securities (RMBS) was introduced in the Financial Engineering course, enabling students to apply theoretical concepts through practical financial modelling and analysis. Students built the model from collateral-pool assumptions (securitised notes, pool balance, contract rate, maturity), default and recovery inputs, fees and tranche details, and generated the month-wise cash flows from the mortgage pool, including scheduled principal, interest, servicing fees, prepayments and the waterfall to investors.

2. Objectives and intended learning outcomes

- Apply structured finance concepts through spreadsheet-based modelling.
- Understand securitisation structures.
- Assess the impact of prepayment and default risks on RMBS valuation.

3. Assessment and impact

Student feedback score	4.5
CO attainment	CO3

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	Dr. Ananth S Hoskere (course faculty)

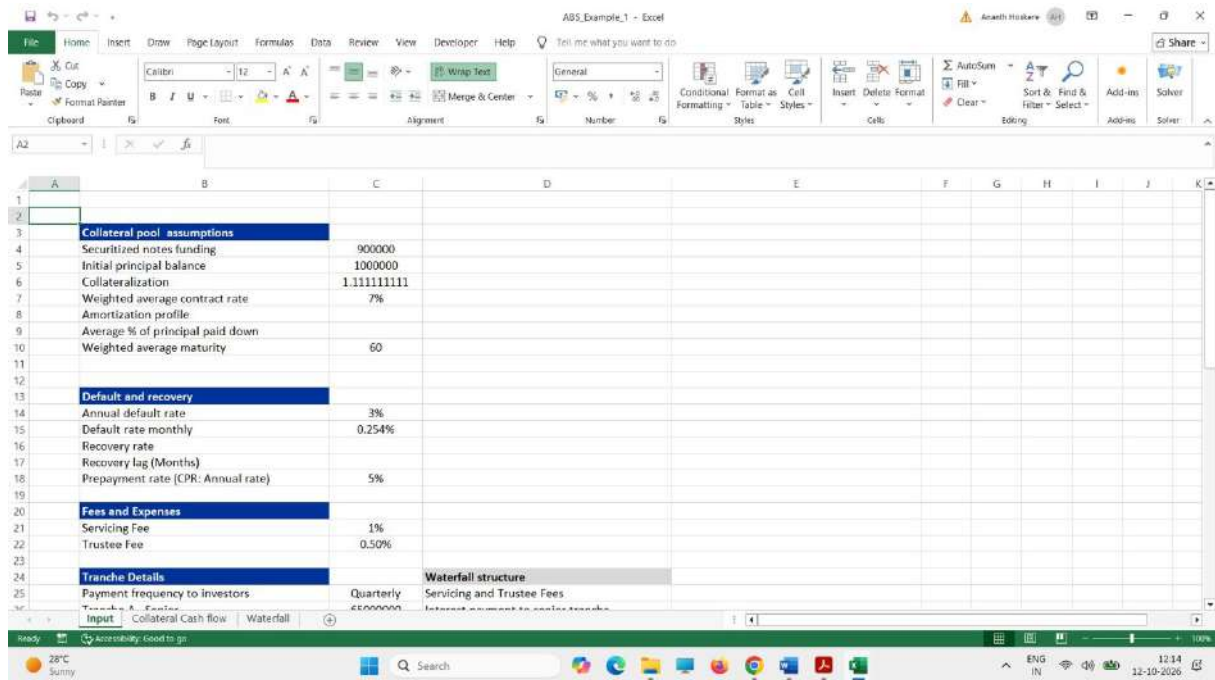


Figure 1: Excel RMBS model: collateral pool, default, fees and tranche inputs

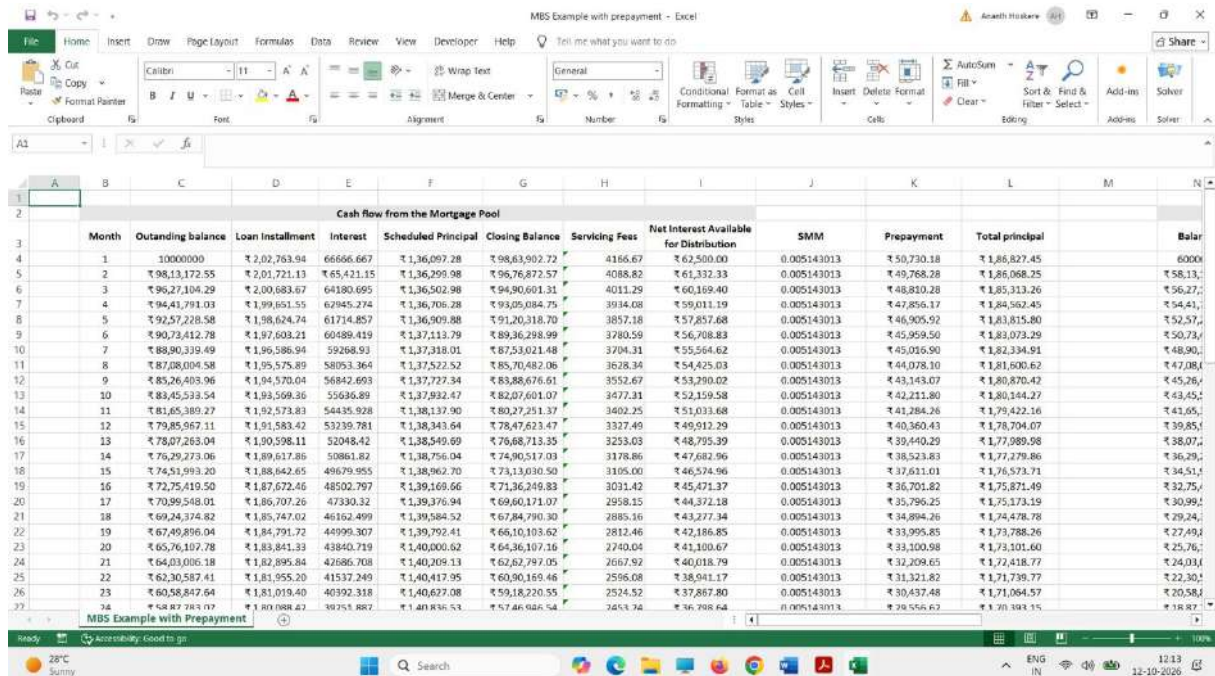


Figure 2: Mortgage pool cash flow schedule with prepayment

SCHOOL OF BUSINESS AND MANAGEMENT
 Master of Business Administration - MBA

OB Simulation using Genially and Competency Reinforcement through Evolve

Initiative details

Specialisation	Human Resources
Name of the course	Organisational Behaviour
Course code	MBA135
Pedagogical tool	OB simulation using Genially; Evolve Student Development Centre
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Ashok Kumar R S
Date	13-07-2025
Term / batch	Trimester I
No. of students	360
COs / POs mapped	CO3

1. Description of the initiative

The Evolve Student Development Centre was repeated to further strengthen competency mapping and developmental planning. In addition, an Organisational Behaviour (OB) Simulation using Genially was conducted to help students understand job-related attitudes and workplace behaviour through interactive learning. The simulation improved student engagement and gave students a practical understanding of organisational concepts in a visual and participatory way.

2. Objectives and intended learning outcomes

- Reinforce competency mapping and developmental planning through continued assessment-based interventions.
- Help students understand job-related attitudes, workplace behaviour and organisational dynamics through a Genially-based simulation.
- Improve conceptual clarity, classroom engagement and application of OB concepts in practical contexts.

3. Assessment and impact

CO attainment	CO3
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CO attainment: The repeated Evolve Student Development Centre helped students build on their earlier competency mapping and refine their developmental plans, while the Genially-based OB simulation supported the course outcome of understanding job-related attitudes and workplace behaviour. Students were able to connect OB concepts to realistic workplace situations, which improved their clarity of the concepts and their ability to apply them in practical contexts.

Resource person: Dr. Ashok Kumar R S (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Microlearning through EdApp

Initiative details

Specialisation	Human Resources
Name of the course	Agile HR
Course code	MBA543H
Pedagogical tool	Microlearning course on EdApp
Type of initiative	Technology-enabled self-paced learning
Faculty	Dr. Arti Arun Kumar
COs / POs mapped	CO2, CO3

1. Description of the initiative

A microlearning course on Agile HR was conducted using EdApp to help students understand Agile HR concepts through a flexible, accessible, and technology-enabled learning format. The initiative introduced students to contemporary HR models, agile frameworks, and adaptive HR practices using short, focused digital learning modules. The activity supported self-paced learning and made it easier for students to study the subject in a structured way.

2. Objectives and intended learning outcomes

- Introduce students to Agile HR models, modern HR practices and contemporary people-management approaches.
- Promote flexible, self-paced, technology-enabled learning through microlearning tools.
- Improve conceptual clarity and learner engagement through short, focused, interactive modules.

3. Assessment and impact

CO attainment	CO2, CO3
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Resource person: Dr. Arti Arun Kumar (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Consulting the CHRO: AI-Persona Simulation for Diagnosing OB Problems

Initiative details

Specialisation	Human Resources
Name of the course	Organisational Behaviour
Course code	MBA135
Pedagogical tool	AI-persona simulation (custom chatbot playing a fictional CHRO) with team-based consulting and debrief
Type of initiative	In-class pedagogical innovation
Faculty	Dr. Sridevi Nair
Date	June 2025
Term / batch	Trimester I, 2025
No. of students	180
COs / POs mapped	CO3, CO4

1. Description of the initiative

Students usually meet OB problems as ready-made cases. In practice, a manager has to find the problem by asking the right questions. To give students that experience, a chatbot called "Priya Menon" was built to play the CHRO of a large media and streaming company's India operations. Priya holds a hidden people problem, such as falling engagement, conflict between two teams or resistance to a new performance system, and reveals details only when asked clear, specific questions.

Teams of four or five received an engagement letter and a fixed interview slot with Priya. After the interview, each team diagnosed the problem using the OB frameworks covered in class and gave a three-minute recommendation. The session ended with a debrief on what teams asked, what they missed and how their questions shaped their diagnosis.

2. Objectives and intended learning outcomes

- Diagnose a real-world people problem by gathering evidence through structured questioning, distinguishing symptoms from causes.
- Apply OB theories (motivation, group dynamics, culture, leadership) to explain root causes and formulate practical, theory-grounded recommendations for a client audience.
- Reflect on how one's own questions and assumptions shape managerial judgement.

3. Assessment and impact

CO attainment	CO3, CO4
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Resource person: Dr. Sridevi Nair (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Mobile Microlearning Modules for Compensation Management

Initiative details

Specialisation	Human Resources
Name of the course	Compensation Management
Course code	MBA441H
Pedagogical tool	Mobile-first microlearning modules on 7taps with knowledge checks, followed by in-class application
Type of initiative	In-class pedagogical innovation (blended)
Faculty	Dr. Sathiyaseelan B
Date	June 2022
Term / batch	Trimester IV, 2022
No. of students	60
COs / POs mapped	CO2, CO3

1. Description of the initiative

Compensation Management covers many technical ideas, such as job evaluation, pay structures, grades, variable pay, benefits and statutory salary components. Taught only through long lectures, these are hard to connect and recall. The course content was therefore broken into short modules on 7taps that students complete on their phones in a few minutes (<https://app.7taps.com/6AWQUVvNc8>).

Each module explains one idea with examples and ends with a quick knowledge check. Students completed the module before or at the start of class, so class time could go into applying it, for example building a pay grade, comparing fixed and variable pay or reviewing a sample CTC break-up. The modules stay available for revision before assessments.

2. Objectives and intended learning outcomes

- Explain the core concepts of compensation management, including job evaluation, pay structures, variable pay and benefits.
- Apply these concepts to design or evaluate a pay structure or CTC package and justify decisions on internal equity, external competitiveness and organisational strategy.
- Retain key concepts through short, repeated, self-paced learning on mobile devices.

3. Assessment and impact

CO attainment	CO2, CO3
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Resource person: Dr. Sathiyaseelan B (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Mobile Microlearning Course on Learning Theories

Initiative details

Specialisation	Human Resources
Name of the course	Learning and Development
Course code	MBA343H
Pedagogical tool	Mobile microlearning course on EdApp with knowledge checks, followed by in-class training design
Type of initiative	In-class pedagogical innovation (blended)
Faculty	Dr. Sridevi Nair
Date	January 2024
No. of students	49
COs / POs mapped	CO2, CO4

1. Description of the initiative

Students often memorise learning theories such as behaviourism, cognitivism, constructivism and adult learning without seeing how each one changes the way a training session is built. A short mobile course, "Learning Theories", was created on EdApp to cover the theories quickly, with workplace examples and knowledge checks (<https://trainingpreview.edapp.com/p/kq08q124PxDI07f4BZ5dQxJ8>).

Students completed the lessons on their phones, which also let them experience microlearning as learners. In class, each group took a real training need and designed a short session using an assigned theory. Groups then compared their designs to see how the choice of theory changed the objectives, activities and evaluation.

2. Objectives and intended learning outcomes

- Explain and differentiate the major learning theories and the training situations each is best suited to.
- Apply a chosen learning theory to design the objectives, activities and assessment of a training session.
- Evaluate microlearning as a training delivery method while retaining key concepts through short, self-paced mobile learning.

3. Assessment and impact

CO attainment	CO2, CO4
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Resource person: Dr. Sridevi Nair (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Guided Wellbeing Journalling: Reflective Practice for Self-Awareness and Action

Initiative details

Specialisation	Human Resources
Name of the course	Wellbeing at Work
Course code	MBA662H
Pedagogical tool	Guided weekly reflective journalling with structured prompts, creative expression and weekly action steps
Type of initiative	In-class pedagogical innovation (sustained over the trimester)
Faculty	Dr. Sridevi Nair
Date	January – March 2026 (minimum 8 weeks)
Term / batch	Trimester VI, 2024-26 batch
COs / POs mapped	CO2 / PO1 (2)

1. Description of the initiative

Students can explain ideas such as hedonic and eudaimonic wellbeing, flourishing, stress and PERMA in an exam, but that does not mean they notice them in their own lives. In this initiative, each student kept a handwritten wellbeing journal for at least eight weeks, in effect becoming a case study of their own wellbeing.

Weekly entries followed guided prompts: three things they were grateful for, three things that made them happy, three challenges and how they handled them, and what they wanted to improve. Students also reflected on the physical, emotional, social, spiritual and academic sides of their wellbeing, and ended every entry with one action step. Drawings, poems and short stories were welcome. The journal was submitted through Google Classroom and assessed as CIA 4 (10 marks).

2. Objectives and intended learning outcomes

- Identify and analyse one's own thoughts, emotions and experiences related to wellbeing using the theoretical approaches covered in the course (CO2).
- Recognise sources of stress and coping strategies, and translate reflection into concrete action steps for physical, emotional, social, spiritual and academic wellbeing.
- Build a sustained habit of reflective and mindful practice to carry into working life.

3. Assessment and impact

CO attainment	CO2 / PO1 (2)
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Resource person: Dr. Sridevi Nair (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Decode the Consumer: Purchase Decision Role-Play

Initiative details

Specialisation	Marketing
Name of the course	Consumer Behaviour
Course code	MBA342M
Pedagogical tool	Role-play, negotiation simulation and experiential learning
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Vedha Balaji
Date	02-07-2026
Term / batch	Trimester IV
No. of students	43
COs / POs mapped	CO2, CO3

1. Description of the initiative

In the Consumer Behaviour course, students took part in a role-play called Decode the Consumer to see how psychological and social factors shape a purchase decision.

The class was divided into small groups, and each group was given an everyday buying situation, such as choosing a smartphone, clothing, a food product, a skincare item or a gadget. Group members played the consumer and the people who influence the decision, such as a family member, a friend, a salesperson or a social media influencer. For example, one group showed how a student picks a phone based on personal needs, a friend's advice, brand image and online reviews.

After each role-play, the class discussed what finally drove the decision and named the concepts involved: motivation, perception, family influence, reference groups and lifestyle. Using familiar situations helped students see that people with similar needs can still make different choices.

2. Objectives and intended learning outcomes

- Understand the psychological and social factors (motivation, perception, family, reference groups and lifestyle) that influence consumer purchase decisions.
- Analyse how these influences shape preferences, product evaluation and final purchase choices, and apply the concepts to everyday purchase situations through role-play.
- Develop observation, communication, teamwork and analytical skills through group participation and classroom discussion.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO2, CO3

Students moved from naming the factors to explaining why a consumer chose one product over another. The discussion helped them separate personal motives, how the product is perceived and outside influences such as family and peers. Groups were assessed on how accurately they identified the concepts, how realistic their scenario was, the quality of their analysis and their participation in the discussion.

Assessment rubric

Criterion	Assessed on
Understanding of Consumer Behaviour	Ability to explain the factors influencing consumer purchase decisions.
Identification of Influencing Factors	Ability to recognise the roles of motivation, perception, family, social groups and lifestyle.
Application of Concepts	Ability to connect consumer behaviour theories with realistic purchasing situations.
Critical Thinking and Participation	Ability to analyse purchase decisions and contribute to the post-activity discussion.

Resource person: Dr. Vedha Balaji (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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The Negotiation Room: B2B Deal-Making Simulation

Initiative details

Specialisation	Marketing
Name of the course	Business to Business Marketing
Course code	MBA343M
Pedagogical tool	Role-play, negotiation simulation and experiential learning
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Ajitabh Ambastha
Date	16-01-2026
Term / batch	Trimester III
No. of students	43
COs / POs mapped	CO3, CO5

1. Description of the initiative

In the Business to Business Marketing course, students took part in The Negotiation Room, a simulated deal between a business buyer and a supplier.

The class was split into buyer and seller groups, and each pair of groups was given a purchase scenario. Buyers and sellers had different goals and priorities covering price, product quality, delivery schedule, payment terms, after-sales support and the chance of a long-term relationship. The groups negotiated until they reached an agreement both sides could accept, and then presented the final deal and explained the reasoning behind it.

The activity showed students that business purchases are decided on much more than price, and that preparation, clear communication and trust matter in B2B deals.

2. Objectives and intended learning outcomes

- Understand the principles and processes of business-to-business negotiation and the factors influencing organisational purchasing decisions, such as price, quality, delivery, payment terms and supplier reliability.
- Develop negotiation, communication, persuasion and conflict-resolution skills, and evaluate commercial trade-offs to reach mutually beneficial agreements.
- Recognise the importance of trust, relationship management and long-term partnerships in B2B marketing.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO3, CO5

Students had to prepare their case, respond to counter-offers and make trade-offs under pressure. In the closing discussion, groups reflected on the strategies they used, the compromises they made and why some negotiations worked better than others. The activity built skills useful for sales, procurement, account management and business development roles. Groups were assessed on the agreements they reached, their use of course concepts, their communication and their participation in the reflection.

Assessment rubric

Criterion	Assessed on
Understanding of B2B Negotiation	Ability to identify the objectives and priorities of buyers and sellers.
Negotiation Strategy	Ability to develop proposals, respond to counteroffers and manage trade-offs.
Communication and Persuasion	Clarity of arguments, listening skills and effectiveness in presenting proposals.
Commercial Decision-Making	Ability to balance price, quality, delivery, payment terms and long-term value.

4. Evidence

Photographs / screenshots	Attached (2)
Resource person	Dr. Ajitabh Ambastha (course faculty)



Figure 1: Group work during the B2B negotiation activity (geo-tagged, 16-01-2026)



Figure 2: Students in class during the B2B Marketing session

SCHOOL OF BUSINESS AND MANAGEMENT
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Build a Digital Campaign in 30 Minutes

Initiative details

Specialisation	Marketing
Name of the course	Digital Marketing
Course code	MBA361M
Pedagogical tool	Activity-based learning, creative problem-solving and collaborative campaign development
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Kerena Anand
Date	17-02-2026
Term / batch	Trimester III
No. of students	43
COs / POs mapped	CO3

1. Description of the initiative

In the Digital Marketing course, students were asked to build a digital campaign for a product in 30 minutes.

Each group chose or was given a familiar product, such as a packaged food, a personal care item, a fashion accessory or a gadget. Within the time limit, the group had to pick a target audience, choose a platform such as Instagram or YouTube, write the campaign message, add a call to action and decide how success would be measured. Most groups also drafted a sample post, headline or short-video idea.

Each group then presented its campaign and explained its choices, and classmates and the faculty gave feedback on creativity, audience fit, platform choice and measurement. The short deadline pushed students to make quick decisions and to keep the audience, message, platform and metrics aligned.

2. Objectives and intended learning outcomes

- Understand the components of digital campaign planning and define a relevant target audience for a selected product or brand.
- Select suitable digital platforms, develop creative messages with clear calls to action, and choose appropriate performance metrics such as reach, engagement, click-through rate or conversions.

- Develop teamwork, creativity, presentation and time-management skills through collaborative campaign development.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO3

Students practised turning a marketing objective into a simple, workable campaign plan, and the presentations let them compare different approaches. Campaigns were assessed on the clarity of the target audience, the choice of platform, the creativity of the message, the call to action and the success metric chosen.

Assessment rubric

Criterion	Assessed on
Target Audience Identification	Clarity and relevance of the identified audience for the selected product.
Digital Platform Selection	Suitability of the chosen platform for the target audience and campaign objective.
Call to Action and Measurement	.
Teamwork and Presentation	Collaboration, time management and effectiveness in presenting the campaign.

Resource person: Dr. Kerena Anand (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Guest Session: Estimating Market Potential and Sales Forecasting (TAM, SAM, SOM)

Initiative details

Specialisation	Marketing
Name of the course	Marketing Metrics
Course code	MBA443M
Pedagogical tool	Industry guest lecture and interactive discussion on TAM, SAM and SOM
Type of initiative	Guest session by an industry practitioner
Faculty	Dr. Ajay Jose
Date	21-01-2026 (8:30 am – 10:00 am)
Term / batch	Trimester III
No. of students	43
COs / POs mapped	CO2, CO3

1. Description of the initiative

A guest session on estimating market potential and sales forecasting was held for the Marketing M6 section in Room 216, Central Block. The speaker was Ms. Monika Arya, Channel Sales Lead at Nimblework, who explained the topic from the point of view of a sales professional responsible for channel performance. 43 students attended.

The session was built around the TAM, SAM and SOM framework: the total market for a product, the part of it the firm can actually reach, and the share it can realistically win. Ms. Arya showed how these estimates are used to set sales targets, allocate resources and plan channels, and how the assumptions behind an estimate affect how reliable the forecast is.

2. Objectives and intended learning outcomes

- Define and distinguish between TAM, SAM and SOM.
- Estimate market potential using structured and logical assumptions.
- Understand how market sizing informs sales forecasting, target setting, channel strategy and sales planning in an industry setting.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO2, CO3

Hearing the topic from a practising sales lead helped students see that market-size estimates are used for real business decisions, and that the assumptions matter as much as the calculation. The session also gave the Marketing specialisation useful industry exposure.

Assessment rubric

Criterion	Assessed on
Understanding of TAM, SAM and SOM	Ability to define each level and explain how they differ.
Market potential estimation	Ability to build a reasoned estimate using clear assumptions.
Link to sales forecasting	Ability to connect market sizing to sales targets and planning.
Engagement	Participation and quality of questions during the session.

4. Evidence

Photographs / screenshots	Attached (3)
Resource person	Ms. Monika Arya, Channel Sales Lead, Nimblework



Figure 1: Evidence photograph from the activity



Figure 2: Evidence photograph from the activity



Figure 3: Evidence photograph from the activity

SCHOOL OF BUSINESS AND MANAGEMENT
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Marketing Metrics Detective: Find the Business Problem

Initiative details

Specialisation	Marketing
Name of the course	Marketing Metrics
Course code	MBA443M
Pedagogical tool	Problem-based learning, data interpretation and group-based decision-making
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Prof. Sachin Pande
Date	14-07-2026
Term / batch	Trimester IV
No. of students	43
COs / POs mapped	CO3, CO4

1. Description of the initiative

In the Marketing Metrics course, students played 'Marketing Metrics Detective', where they had to find the business problem hidden in a set of numbers.

Each group received a performance sheet for a fictional company showing conversion rate, customer acquisition cost (CAC), customer retention rate and revenue. Groups looked for unusual figures and weak spots, worked out the likely causes and suggested what the company should do. For example, a low conversion rate pointed to problems in the customer journey or the message, a high CAC called for a closer look at campaign spending, and falling retention suggested weak customer engagement.

Each group presented its diagnosis and the metrics behind it. Because every group worked on the same data, the class could compare different readings of the same numbers.

2. Objectives and intended learning outcomes

- Understand the role of marketing metrics and interpret key indicators such as conversion rate, customer acquisition cost, retention rate and revenue.
- Identify marketing problems by analysing patterns among performance indicators and develop evidence-based recommendations to address them.
- Strengthen analytical thinking, teamwork, problem-solving and managerial decision-making skills.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO3, CO4

Rather than just calculating or defining metrics, students had to use them to find a real problem and back their recommendations with data. They also learned that a single metric means little unless it is read alongside the others. Groups were assessed on how accurately they read the metrics, whether they identified the right problem, the quality of their analysis and how practical their recommendations were.

Assessment rubric

Criterion	Assessed on
Understanding of Marketing Metrics	Ability to explain the purpose and relevance of the selected performance indicators.
Data Interpretation	Ability to interpret conversion rate, customer acquisition cost, retention rate and revenue correctly.
Quality of Recommendations	Relevance, feasibility and justification of the proposed corrective actions.
Teamwork and Presentation	Participation, clarity of explanation and ability to support conclusions with data.

Resource person: Prof. Sachin Pande (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Case-Based Strategy Analysis and Group Presentation

Initiative details

Specialisation	Marketing
Name of the course	Strategic Marketing Management
Course code	MBA444M
Pedagogical tool	Case-based learning with group analysis and presentation
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Dilip Chandra
Date	06-07-2026
Term / batch	Trimester IV
No. of students	43
COs / POs mapped	CO3, CO4

1. Description of the initiative

In the Strategic Marketing Management course, Dr. Dilip Chandra ran a case-based activity after the class had covered market analysis, segmentation, targeting, positioning and competitive strategy.

Students worked in groups on a real business case. Each group studied the market, the competition and the firm's strengths, identified the main marketing challenge, developed a few strategic options and recommended one. Groups then presented their recommendation and answered questions from the class. 43 students took part, and different groups often reached different conclusions from the same facts.

2. Objectives and intended learning outcomes

- Apply strategic marketing frameworks to analyse a real business situation.
- Evaluate strategic options and justify a recommendation, appreciating the trade-offs in segmentation, targeting, positioning and competitive decisions.
- Develop teamwork, presentation and critical-thinking skills through group work and class discussion.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO3, CO4

The activity took students from knowing the frameworks to using them for a decision. Working with incomplete information and answering questions helped them test their reasoning, and they saw that strategy rarely has one right answer; what matters is the quality of the analysis behind it.

Assessment rubric

Criterion	Assessed on
Strategic analysis	Quality of the analysis of the market, competition and the firm's capabilities.
Application of frameworks	Appropriate use of strategic marketing concepts to the case.
Quality of recommendation	Clarity, feasibility and justification of the proposed strategy.
Presentation and discussion	Communication of the recommendation and responses during questioning.

Resource person: Dr. Dilip Chandra (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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Reposition the Brand: A New Target, A New Message

Initiative details

Specialisation	Marketing
Name of the course	Strategic Marketing Management
Course code	MBA444M
Pedagogical tool	Experiential learning, group-based strategy development and collaborative presentation
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Sreedhara R
Date	15-08-2026
Term / batch	Trimester IV
No. of students	43
COs / POs mapped	CO3, CO4

1. Description of the initiative

In the Strategic Marketing Management course, students worked on 'Reposition the Brand: A New Target, A New Message'.

Each group picked a well-known brand from food and beverages, fashion, personal care, automobiles or electronics. They first described the brand's current target audience and positioning, then chose a new customer segment the brand could serve and built a new positioning for it. Each group wrote a positioning statement covering the target audience, the category, the key benefit and why customers should prefer the brand, and suggested supporting changes to the product, price, promotion or distribution.

Groups presented their repositioning plans, and the class discussed whether each new position suited the audience, fitted the brand's strengths and stood apart from competitors.

2. Objectives and intended learning outcomes

- Understand the role of segmentation, targeting and positioning in strategic marketing decisions and identify alternative customer segments for an existing brand.
- Develop a clear positioning statement for the selected audience, evaluate differentiation opportunities and recommend supporting marketing actions.
- Develop strategic thinking, teamwork and presentation skills through collaborative learning.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO3, CO4

Students saw how changes in customer needs and market opportunities can lead a brand to a new position, and how segmentation, targeting, differentiation and positioning link together. Groups were assessed on the clarity of the new segment, the strength of the positioning statement, the point of difference and how practical the supporting marketing actions were.

Assessment rubric

Criterion	Assessed on
Target Segment Identification	Ability to define and justify the alternative customer segment.
Positioning Strategy	Clarity and relevance of the proposed positioning statement.
Strategic Alignment	Consistency between the target audience, positioning and recommended marketing actions.
Teamwork and Presentation	Quality of collaboration, strategic justification and communication.

Resource person: Dr. Sreedhara R (course faculty)

SCHOOL OF BUSINESS AND MANAGEMENT
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AI-Based Retail Site Analysis using the Huff Gravity Model

Initiative details

Specialisation	Marketing
Name of the course	Retailing Management
Course code	MBA541M
Pedagogical tool	AI-based retail site analysis workshop (Google Maps, Microsoft Copilot, Huff Gravity model)
Type of initiative	In-class pedagogical innovation (hands-on AI workshop)
Faculty	Prof. Sachin Pande
Term / batch	Trimester V
No. of students	134
COs / POs mapped	CO4, CO5

1. Description of the initiative

Retail site selection is a key topic in Retailing Management, and the Huff Gravity Model is one of the tools covered. It estimates how many customers are likely to visit a store based on how attractive the store is and how far customers have to travel.

In this hands-on workshop, students pinned a large supermarket on Google Maps (the worked example was DMart, Koramangala), marked its likely catchment area, and used Microsoft Copilot to estimate the population, list nearby competitors and apply the Huff model to estimate market share. They then built shopper personas from cited demographic data and mapped where each persona lives. Students were asked to insist on real, cited data and to watch for AI errors.

2. Objectives and intended learning outcomes

- Apply the Huff Gravity Model to a real retail site using store attractiveness and customer distance.
- Use digital mapping and generative-AI tools to estimate catchment population, competition and market share, and build shopper personas for the trade area.
- Critically evaluate AI-generated data and insist on authentic, cited sources.

3. Assessment and impact

CO attainment	CO4, CO5
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Students produced a complete site analysis for a live store: catchment population estimate, competitor list, Huff-model market-share estimates, shopper personas and persona-wise catchment overlays. The worked output showed how psychographic traits influence spatial shopping behaviour and how this guides assortment planning, brand activation and geo-targeted campaigns.

4. Evidence

Photographs / screenshots	Attached (3)
Resource person	Prof. Sachin Pande (course faculty)
Other supporting documents	Step-by-step workshop guide with Copilot prompts and outputs (© Sachin Pande 2025, restricted circulation).



Figure 1: Student hands-on session on AI and the Huff Gravity Model in progress

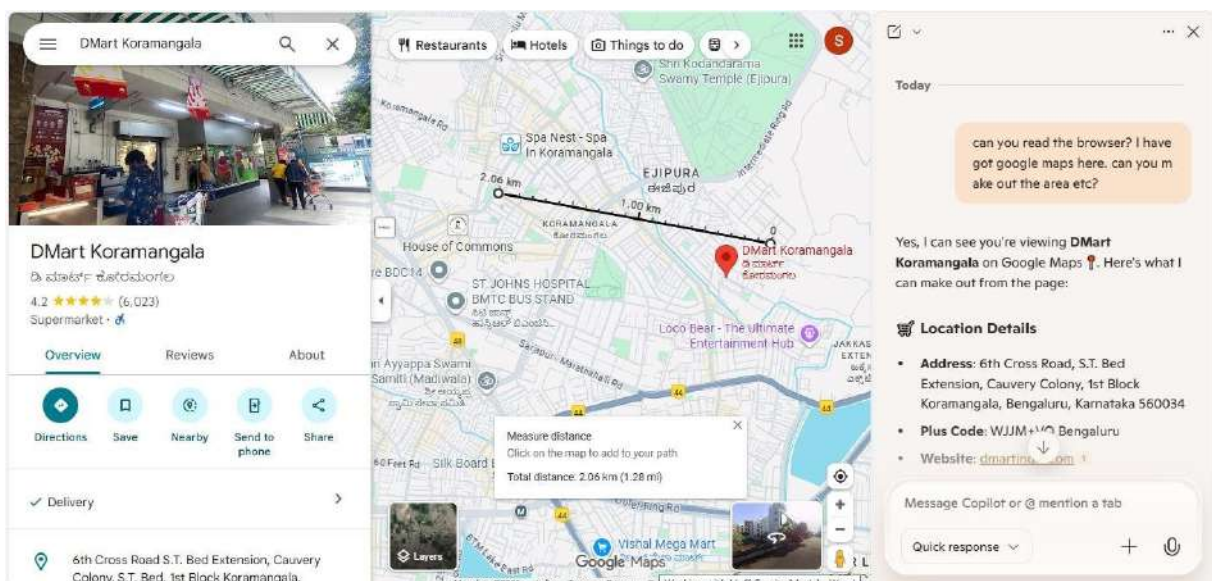


Figure 2: Google Maps catchment marked around the selected store

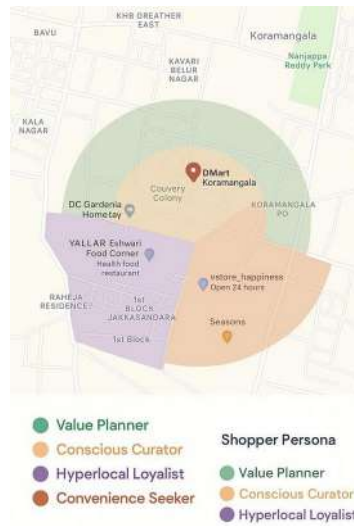


Figure 3: Huff-weighted catchment overlay by shopper persona

SCHOOL OF BUSINESS AND MANAGEMENT
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Blind Taste Test Activity on Brand Identity

Initiative details

Specialisation	Marketing
Name of the course	Strategic Brand Management
Course code	MBA542M
Pedagogical tool	Blind taste test with Frooti Mazza (experiential, activity-based learning)
Type of initiative	Experiential learning practice (in-class activity)
Faculty	Dr. Barkathunissa
Date	07-10-2026
Term / batch	Trimester V
No. of students	43
COs / POs mapped	CO2, CO4

1. Description of the initiative

In the Strategic Brand Management course, Dr. Barkathunissa introduced brand identity through a blind taste test. Students were blindfolded, served Frooti Mazza and asked to rate its taste. With no packaging, colour, logo or name to go by, they had to judge the drink on taste alone.

The ratings were then discussed against what students would normally expect from the brand's name, look and positioning. The whole class took part, so students could also compare the spread of ratings and talk about why their impressions differed.

2. Objectives and intended learning outcomes

- Explain the components of brand identity and their role in shaping consumer perception.
- Distinguish between the intrinsic product experience and the perception created by brand cues, interpreting variation in consumer ratings.
- Relate the activity to brand positioning and differentiation decisions in a competitive category.

3. Assessment and impact

Rubric-based assessment	Assessed using the rubric given below
CO attainment	CO2, CO4

The activity showed students, in a very direct way, that people rarely judge a product on its own and that brand identity shapes how taste, quality and value are perceived. It led to a useful discussion on why brands invest in a consistent identity.

Assessment rubric

Criterion	Assessed on
Sensory evaluation	Individual taste rating of Fruti Mazza given while blindfolded.
Brand perception	Reflection on how name, packaging and visual cues would influence the rating.
Application of brand identity concepts	Ability to connect the activity outcomes to brand identity and positioning theory.
Class participation	Engagement in the activity and the debrief discussion.

4. Evidence

Photographs / screenshots	Attached (1)
Resource person	Dr. Barkathunissa (course faculty)



Figure 1: Evidence photograph from the activity