



**St. Francis Institute of Management & Research  
(SFIMAR)**

## **1.3.2 a. Courses that Include Experiential Learning through Projects.**

- **Sample Report – PGDM Programme**

# **PROJECT -- MARKETING STRATEGY FOR A NEW PRODUCT**

**Project Period: 18 Jan 2018 to 12 Mar 2018**

**Faculty Member – Dr. G Ramesh**

## **1. Introduction**

Learning a subject is always present in the conventional pedagogies that are adopted by faculty members. However, in order to make the learning more impactful and experiential, one has to adopt to innovative pedagogies. One such pedagogy adopted across the globe is the project based pedagogy and its learning. In the Trimester III of PGDM I, we adopted the project based pedagogy and made it compulsory for all the students to execute on individual basis. A detailed structure of the project process was put up at the commencement of the Trimester. i.e in the month of Jan 2018. The process is appended below.

## **2. Process of the Project**

### ***I. Introduction and Background***

*Your group will develop a Marketing Strategy for introducing a new product; have fun with this assignment and be creative. The emphasis of this study is to define your offering and the target market(s) to whom you are positioning yourself. It is important that you understand your target market(s) and what is important to them in regards to this general product category so that you can create a successful offering. To understand your markets you will need to gather both primary and secondary information about your target market(s). The primary information gathering can be either a simple survey (quantitative) or conducting some focus groups (qualitative). If you'd like, come speak to me as a team and we can plan your information gathering.*

*Doing a project such as this is a wonderful learning experience. The most obvious benefit is the practical experience that you will gain by preparing such a plan. In addition, you will have the opportunity to work with others, refine your written and oral communication skills, and make immediate connections between theory taught in the classroom and situations that arise in the work world.*

### ***II. Being a good partner***

*For this project to be successful, each team member must be cooperative, flexible, conscientious, and responsible. A successful project not only results in an excellent marketing plan, but also creates a wonderful work experience for each team member.*

### **III. Grading and Evaluation**

*Your grade for this project will be comprised of two components. The two components are my evaluation of the Project--70%, and a peer assessment--30% (each team member will fill out a peer assessment form for all other team members). When the final plan is turned in to me, if team members unanimously decide to eliminate the peer assessment from the evaluation process, that request will be honored.*

### **IV. Selecting a New Product**

*Brainstorm among yourselves to come up with a new consumer product. To do this well, try to think about some good or service that you would like to have, or at least would like improved from the way it currently exists. Perhaps brainstorm with other friends, family members, etc. The product doesn't have to work; this is not an engineering course. Rather, focus on satisfying needs that currently are not well satisfied. Remember that, "products that satisfy needs are half sold."*

**V. Project Outline** - Below is a detailed outline that you may follow while writing your Strategy:

#### **(a) EXECUTIVE SUMMARY**

*This one to two page section summarizes your entire document. This is the last thing you write for the report, but it is placed at the **beginning** of the report.*

#### **(b) BODY OF REPORT**

*(i) Your Company--brief description (one page or less) providing background information on company.*

*(ii) Target Market--include a detailed description of relevant market, including various market segments, statement of primary target market, secondary market and tertiary market (if relevant). Try to estimate the size of the relevant market. Discuss relevant trends in the market, i.e., growth or shrinkage of market segments, etc. Also describe geographic location of target market(s), demographic characteristics of target market(s), and what underlying needs and/or wants of target market(s) are you satisfying with your offering.*

*(iii) New product(s)--goods and/or services--in addition to a description of new product, this section should include benefits the product(s) offer the end-user; brand name (if applicable), packaging, location of product(s) on Product Life Cycle curve, goods class, etc.(description is somewhat dependent on nature of product and whether you're dealing with a good or service).*

*(iv) Price—describes the price of product and competitors' prices--depending on nature of product, discuss gross margin or profitability of product. How price sensitive is target market(s) in this product category?*

(v) *Place--description of distribution channels (if a retailer, description of store location and physical appearance of store).What is the ideal market exposure level for this product? Describe the relevant middlemen and retailers, if any.*

(vi) *Promotions--description of personal sales, advertising, sales promotions and publicity you will use. Please provide illustrations.*

(vii) *Projected sales estimates for at least a few years ( minimum 3 years). If possible, estimate basic costs so that you can develop a projected income statement. In this section try to estimate your expected market share. Clearly explain assumptions you made and show calculations.*

(viii) *Competition--list of competitors, discuss the strengths and weaknesses of each competitor.*

(ix) *Other relevant "Uncontrollable"--discussion may include economy, law and politics, demographic and social considerations, technology, etc.*

**(c) APPENDIX**

(i) *Include the marketing research information used to develop your marketing strategy. The information should be both secondary information (such as census data or statistical data of the country/state/district/etc.,) as well as primary information (such as surveys or focus group interviews).*

(ii) *Bibliography--prepare an annotated bibliography. In addition to providing traditional bibliographical information, describe what information you received from the source and how the information was used.*

### 3. Methodology/Schedule of the Project

## Schedule of the Project

<b>Time line</b>	<b>Task</b>
<b>18 Jan to 22 Jan. 18</b>	Information gathering stage--begin to get ideas for new product, tentatively think about "target markets" and accompanying "marketing mix"
<b>23 Jan to 31 Jan 18</b>	Gather information on Target customers through a consumer insight survey. Include a rough outline of other elements of Marketing Mix.
<b>01Feb to 10 Feb 18</b>	Establish the details of the Marketing Mix elaborately such as Product features and its strategy, Pricing strategy and methods, Promotion and Distribution strategy. Specially prepare a proper and realistic promotion strategy such as developing an Instagram page and making it live with a disclaimer. Indicate the number of hits, likes ,followers, etc.,
<b>11 Feb to 18 Feb 18</b>	Formulate the Sales and Profit
<b>19 Feb to 25 Feb 18</b>	Prepare draft report of the project as per the guidelines
<b>26 Feb to 04 Mar 18</b>	Prepare the final report
<b>05 Mar 2018</b>	Project Submission
<b>12 Mar 2018</b>	Presentation

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## 4. Evaluation of the Project

The three months project was evaluated on the basis of project report submission and presentation on 12 Mar 2018.

## 5. Outcome of the Project

The learning outcomes of the project based are as follows:

- (a) Gain insights in realistic terms and not only on theoretical base
- (b) Application of strategies in a practical way so as enable concept understanding
- (c) Enhances individual and original thinking.

## 6. Feedback of the some student participants

### Charmi Panchal

I would like to express my gratitude to Dr. Ramesh for giving me opportunity to conduct this project and guiding me throughout the project and also Mr. Marmik Patel for giving me the opportunity to research and plan an outline of marketing strategies which helped me to come across so many things. I am really thankful to them for supporting me throughout the project.

### Karan Karkare

New product development helped me understand the various aspects which are taken into consideration. Launching a new product in the market requires much more than just a new idea. Every decision taken will be reflecting how successful the product will be. The marketing game we played was really good which helped us understand the importance of identifying customer needs, coming out with products to fulfil those needs and targeting those potential customers to convert them into sales.

### Revant Shah

My learnings from this project are (a) Factors which are need to be consider to develop product and organization (b) Market analysis (c) Product understanding (d) Consumer needs and behavior (e) Marketing strategy

### Rachana Vyas

Thanking the Prof. Dr. G.Ramesh for giving us this opportunity to come up with a product of our choice and creating a marketing plan and thus learning various marketing insights in a practical way.

## 7. Conclusion

The project based pedagogy of teaching, always has the advantage to the student participants, of a realistic learning and practical application of concepts. In the case of marketing Strategy application and practices, the students were able to get involved more as the period of the project was about 3 months and get to learn from the realistic situation which the students are put through. This method also encourages the students to think out of box and encourages them to come up with innovative strategies. However, the catch point here is that the results are not immediately known as it takes a formally outlined Marketing Plan with the specific Marketing strategies, takes about a year for measuring the results of its execution. Nevertheless, the realistic learning gained by the students will remain and could be utilized in the future course of action.



# Rural Marketing Project Report

## Objective-

- To make students understand the subject in real life setting
  - Students will understand the gap, as well as the connection between the theory and practice of the subject
- 

1. Students were asked to make a group of 3 and visit one rural area.
2. They then took one particular business line, studied about that thoroughly, developed a list of areas on which they will require the information, and frame interview schedule. They also decided about the respondents who will be the source of their study.
3. They visited the rural area again to take interview of those people, shot video of those interview and other observation.
4. They analyzed the whole thing applying different concepts learnt throughout the semester/trimester, mainly 4Ps with 4As and marketing environment, and edited (and developed) a documentary accordingly.
5. They also did literature study to find out facts and data about their topic, which they have to include in their documentary.
6. At the end of semester/trimester they showcased the documentary and shared their practical learning of the subject.

**Topics covered:** Chikoo business, Vegetable & Fruit business, Fishing, Onion and Tomato market, Vajreshwari Temple and business around, Flower business, Milk (Tabela) business.

*Final showcasing of documentary took place on 06/03/2018 (10:00am to 12:30pm).*

**Outcome:** After completion of the entire project students understood the difference between urban and rural market, how rural people view business, and gap/connection between theory and practice of the subject.

## **Consumer Behavior Project Report**

## Objective-



- To make students realize the real aspects of Consumer Behavior (varied behavior of different consumer for same cause) in real life setting
  - To observe and understand what all CB concepts work as the base of certain behavior and how to handle them
- 

1. This study is mainly observation based, where students decide a (brick and mortar) retail store brand on which they opt to do the study.
2. They then choose 3 outlets of the same store brand located in 3 different area.
3. They are asked to do 3 visits per store: one in peak hour, one in slack hour, and one during festival time.
4. They observe for half an hour every time, noticing the layout of the shop, stacking of merchandise, changes of product/brand placing on different days/time etc. and how customers behave/react at these places.
5. Every time they come back, they are supposed to discuss among them what all they observed and what more could be observed.
6. Generally after 1<sup>st</sup> visit they decide 5 to 7 factors on which they will mainly focus for the study.
7. They are also allowed to ask few questions to the customers, store sales people, or management, if required.
8. They also try to analyze the demographics and psychographics of customers, and how they differ from store to store, along with comparison of other factors that they have chosen for the study (refer point 6)
9. It is done in 3 phases, and after every visit they report their experience, after discussing among group members.
10. Students try to relate the theory with the real life, to understand concepts better.
11. At the end of semester/trimester students compile the whole thing in the form of a report and present in the class.

**Retail Outlets covered:** D-Mart, Big Bazar, Central, Mc Donalds, Dominos, Vijay Sales, Pantaloons, Brand Factory, Home Town



*Final Presentation—08/03/2018 & 09/03/2018 (Post lunch sessions)*

Outcome—After completion of the project students understood how to analyze consumer behavior, critically analyze the application of the components of CB and its use to a marketer.

Prof. Sanchayita Banerjee



# Strategic Marketing Simulation Report

## Faculty Member – Prof Dr. G Ramesh

### Introduction

It is always said and widely accepted that learning becomes very practical when it is experienced. The Simulation exercise is a sample of creating such learning. This is a web based exercise and challenges students to make realistic marketing and business decisions in a competitive, fast-paced market. It allows the students to develop and execute a complete marketing strategy, including brand design, pricing, ad copy design, media placement, distribution, and sales force management. Throughout the exercise, the students receive information on customer needs as well as a feedback on customer satisfaction with brands, prices and advertising. They discover how their actions reflect in both brand profitability and firm profitability.

### Objective

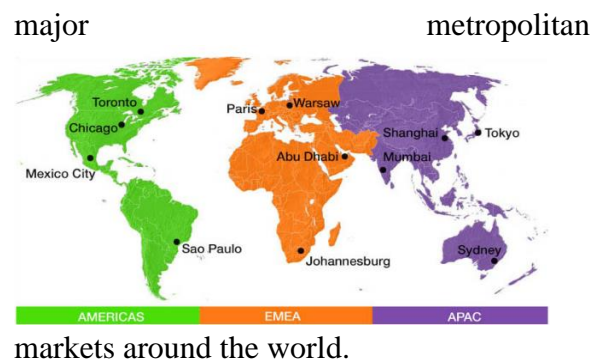
The Simulation participants learn to study competitive tactics and adjust their marketing strategy to stay ahead of the competition. They discover how their actions reflect in both brand profitability and firm profitability.

### Methodology

Students play either against computer-generated competitors or against their peers. In the present scenario the choice of playing against the computer generated competitors was chosen. Out of the 24 students available in the class, 20 participated and they were divided into 4 groups of 5 each as there were only 4 licenses obtained and each group had a capacity of a maximum of 6 students.

### Game Scenario and Process/steps

The Game scenario is that your team has been selected to form a new marketing division to sell computers into Asia, the Americas, and the Middle-East/Europe region. Several other international firms are entering the market at the same time. Your marketing strategy will be tightly focused on direct sales to business customers. You will not sell to the home market or through retail stores. You will sell through company-owned sales offices in



### Available Market Segments



## The process/steps of the game/exercise is as follows

- Analyze market research data;
- Design brands to appeal to different market segments;
- Devise advertising campaigns, sales force incentives, and price option;
- Allocate scarce funds to R&D, advertising, and distribution;
- Select and prioritize R&D projects, leading to new product features;
- Plan and roll out a marketing campaign;
- Manage cash;
- Compete head-to-head with other business teams;
- Adjust strategy and tactics in response to financial performance, competitive tactics, and customer needs.

## Funding

The initial funding is 2,000,000 which is being invested by Corporate Headquarters in 500,000 increments over the first 4 quarters. Corporate Headquarters will provide another 5,000,000 in Quarter 5 if it approves your marketing plan for the second year.

## Outcome

The grading is based on the balanced scorecard that measures profitability, customer satisfaction and market share in the targeted market segments. The simulation computes Total Business Performance by multiplying three indicators.

Total Business Performance =

Financial performance x Market performance x Marketing effectiveness

A team's final evaluation is based upon its Cumulative Balanced Scorecard, which is the average performance during the last four quarters of play. The Cumulative Balanced Scorecard is preferred because it levels out spikes or dips in performance. It favors teams that are consistently good.

The four groups of 5 students each who participated have identified themselves as follows

- (a) Kaleidoscope
- (b) Tech plus
- (c) A4K Technologies
- (d) SRH Inc.

The result was declared at the end of the fourth quarter and is as follows

Kaleidoscope	- Not opened the account as indicated in Balance Score Card	
Tech plus	- 4.145 in the Balance Score Card	
A4K Technologies	- Not opened the account as indicated in Balance Score Card	SRH
Inc.	- Not opened the account as indicated in Balance Score Card	

## **Learnings and Testimonials from Participants**

### **Team 1.**

Members: Revant Shah.  
Parichay De.  
Radha Chauhan  
Rachana Vyas  
Rakesh Kamati  
Charmi Panchal.

### **Learnings:**

The best part about the game was it requires complete team work which actually boosted us to apply our brain in every activity right from selection of the brand logo to the target audience. It made us feel like we are actually getting in to the market with out product. In terms of learning it was very beneficial as it gave us a huge exposure of how actually the company survives in the market and how Marketing strategy and budget plays an major role in real corporate world.

### **Team 2:**

Members: Nithun Narayanan  
Marzina Pasware.  
Bhavesh Waghela  
Vikasmani Tiwari  
Karan Karkera.

### **Learnings:**

Marketing game was very good and it helped me understand how a product is launched in the market considering consumer needs and limiting company's cost, also the role of good research work in formulating features of the product.

### **Team 3.**

Members: Amar Shirgavi  
Anagha Potdar  
Ankita Tawde  
Anupama Pramanik  
Kundan Kanaujia.

### **Learnings:**

It was good experience where we got to work as a group and coordination played a pivot role in making the decisions, helped us understand how companies actually do the segmentations, pricing and different level strategies to target their customers. Over all a good experience

### **Team 4.**

Members: Surya Sharma  
Prasad singh Pardeshi  
Saiju Jose  
Sanket  
Rebekah Rodrigues

## **Learnings:**

Simulation helped me and my group members understanding how actually marketing strategy practices takes place.

Through simulation we were in situation to apply our theoretical knowledge in practical aspect.

## **In general from the class:**

We are thankful to sir who gave us this opportunity to learn marketing tactics and use them in a practical sense through team building and cooperation among the classmates.

## **Conclusion**

Marketing simulations are a form of combative training where participants pit their marketing skills against those of formidable opponents under the watchful eye of a trained Instructor. In addition, the students also gain experience and practical understanding of the following.

- (a) Develop teamwork across marketing functions and promote better decision making by helping to see how the team's marketing decisions are interconnected and need to be managed as a whole.
- (b) Facilitate learning of important marketing concepts, principles and ways of thinking.
- (c) Develop marketing planning and execution skills within a rapidly changing environment.
- (d) Instill a bottom line focus and the simultaneous need to deliver customer value.
- (e) Crystallize the financial implications of marketing decisions by linking them to cash flows and bottom-line performance.
- (f) Discover how important it is to use market data and competitive signals to adjust the strategic plan.



*Report prepared by Prof. Dr. G Ramesh*

## PROJECT BASED STUDY REPORT FOR TEAM DYNAMICS

1. Introduction of the project  
The Project based study in Team Dynamics involved a study by students on what makes Teams in Organizations motivated and performing.
2. Process
  - (a) Students were divided into groups of six each and a leader was appointed. The groups were then asked to choose an Organization in the Industry, preferably a listed company / Multinational.
  - (b) They were told to meet a senior employee who had a team under him / her, preferably a VP / Senior Manager and administer a questionnaire on how the team leader ensures that their Team is a High performance Team.
  - (c) They were asked to analyze the data and submit findings and Recommendations based on the Analysis.
3. Methodology / schedule
  - (a) Time given was four weeks
  - (b) Method of submission – through a Project Report in the format of the Summer Term Project
  - (c) This was followed by a Presentation by the group to the class / teacher
4. Evaluation – Based on the Project Report and the Presentation. These were added to internal assessment.
5. Outcome of the Project
  - (a) Students learned how to work on a Project in a Team
  - (b) Students gained confidence in doing a Survey for a specific Management problem
  - (c) Students learnt how to analyze data
  - (d) Students learnt how to submit findings and recommendations on a problem area.
  - (e) Students learnt how to present their Project Report
6. Testimonials from students / Groups  
Will be sent separately
7. Any other  
An excellent effort where students learnt the practical application of Business Research and conduct of a Survey to gather data for a business problem.

Col. Venkat R.



# **Report on International Finance Subject – Project Work**

**Dr. Smita Jesudasan**

Project work was a course assessment tool for the subject of International Finance in PGDM First Year Batch 2018 – 20, Trimester III Finance Specialisation. The projects were imparted to develop the knowledge and skills of the students in the area of International Finance.

## **Methodology**

The students were expected to form the teams that consist of five members and that will work on the project. The project is oriented on discussion of special topics related to international finance such as: Evidence of PPP and IFE on Foreign Exchange Markets, Balance of Payments of BRICS, Volatility of Currency, FDI Flow of BRICS and Management of Foreign Exchange Exposure by MNCs. Students are expected to actively seek for guidance and advice from the Faculty In-charge and refer to various secondary resources regarding the knowledge of the topic.

The project should take the form of a report essay (60 pages), should be problem oriented and should be based not only on the textbooks but also on new sources of information that can be found in the last published research papers, books or on www pages.

The final presentation should in short review of the main topic of the project and discuss in detail the project's results and conclusions. It's expected that the presentation will take about 15 minutes and all members of the team will be prepared to react on the questions of Faculty In- charge and their classmates.

## **Final Project Presentation**

The final presentation was undertaken on 5<sup>th</sup> March, 2019.

## **Project Outcomes**

### **Topic 1: Evidence of PPP and IFE on Foreign Exchange Markets**

#### **Team Members**

Dhiraj Kumar Gupta

Kamakshi Singh

Sangam Yadav

Nitish Ray

Shristi Dubey

### **Learning Outcomes**

- Linkage between inflation and exchange rate movements
- Nexus between interest rate differential and exchange rate movements

## **Topic 2: Balance of Payments of BRICS**

### **Team Members**

Aditi Pal

Ankita Patkar

Karthik Naganathan

Prince Lewis

Sneha Ghatekari

### **Learning Outcomes**

- Comparative analysis of the Components of Balance of Payments of BRICS nations
- Comparative analysis of the trend and pattern, growth of the Balance of Payments of BRICS nations.

## **Topic 3: Volatility of Currency**

### **Team Members**

Aditya Shanbhag

Borris Dsouza

Jisna Johnson

Linda Jaisen

Nikhil Pathak

Sanyukta Joshi

### **Learning Outcomes**

- Analyses of the fluctuations in 10 currency pairs.
- Analysis of the volatility movements in the exchange rates
- Linkage between the volatility movements in exchange rates and global market index



## **Topic 4: FDI Flow of BRICS**

### **Team Members**

Divya Salian

Nikunj Patel

Priya Trivedi

Soniya Sharma

Urusa Shaikh

### **Learning Outcomes**

- Comparative analysis of the Flow of FDI of BRICS nations
- Comparative analysis of the trend and pattern, growth of the Flow of FDI of BRICS nations.

## **Topic 5: Management of Foreign Exchange Exposure by MNCs**

### **Team Members**

Jenisha Serrao

Kalpesh Ambedkar

Pratha Pisey

Priyanaka Shinde

Rosella Gamjya

### **Learning Outcomes**

- Determination of the foreign exchange exposure experienced by MNCs
- Methods of measurement of foreign exchange exposure
- Guidelines governing the measurement of foreign exchange exposure

## **Student Feedback**

### **Shristi Dubey**

*The project work on the Evidence of PPP and IFE on Foreign Exchange Markets encouraged our team to participate in discussion, data collection and develop a frame of reference for analysis. This stimulated our interest in learning about the relevance of the theories in the real time. The project work enabled us to seek clear explanations from the Finance Faculty and World Wide Web for reasoning and justification of the trends and patterns prevailing in the market.*

### **Jenisha Serrao**

*The project work on international finance was a team effort. There was a diversity of ideas, culmination of thinking and dedication, banter for discussion cum analysis and cheer to meet the deadline of the project completion and presentation. The learning environment of the project and programme developed our problem solving and critical thinking skills. The project engaged us to learn about the methods and guidelines adopted in the foreign exchange exposure of MNCs.*

### **Aditi Pal**

*The project work on the Balance of Payments of BRICS nations assisted us in understanding the components of BOP and their implications for foreign markets. The role played by the Balance of Payments in the foreign exchange markets of BRICS nations and its contribution towards the overall global prosperity was implied from the project. We learnt to produce written documents and make oral presentations that communicate effectively complex disciplinary ideas and information for the intended purpose. We participated collaboratively and responsibly in teams and enhanced our own contribution to the team. We reflected on the necessary processes and knowledge within the team to achieve specified outcomes.*



# **Application of Microeconomics concepts in Business Scenarios**

**Report by Prof. Shilpa Peswani**

## **PGDM Tri I (Batch 2018-20)**

1. Objectives of the activities with brief write up: Application of microeconomics concepts in business scenarios.
2. Date, Time and Student's attendance for activities: 5 students presented the articles picked up from current newspapers where they could align a microeconomic concept to the business news.
3. Photographs - no photographs clicked
4. Feedback of the students about the activities- Marks were given to the students for completing the project successfully or otherwise they were asked to repeat the presentation with further explanation.
5. Learning outcome of activities-Students learnt to apply microeconomics to understand business and take business decisions.



**Project Period: 12 Jan 2019 to 08 Mar 2019**

**Faculty Member – Dr. G Ramesh**

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*Doing a project such as this is a wonderful learning experience. The most obvious benefit is the practical experience that you will gain by preparing such a plan. In addition, you will have the opportunity to work with others, refine your written and oral communication skills, and make immediate connections between theory taught in the classroom and situations that arise in the work world.*

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<b>01Feb to 10 Feb 19</b>	Establish the details of the Marketing Mix elaborately such as Product features and its strategy, Pricing strategy and methods, Promotion and Distribution strategy. Specially prepare a proper and realistic promotion strategy such as developing an Instagram page and making it live with a disclaimer. Indicate the number of hits, likes ,followers, etc.,
<b>11 Feb to 18 Feb 19</b>	Formulate the Sales and Profit
<b>19 Feb to 25 Feb 19</b>	Prepare draft report of the project as per the guidelines

<b>26 Feb to 04 Mar 19</b>	Prepare the final report
<b>05 Mar 2019</b>	Project Submission
<b>08 Mar 2019</b>	Presentation

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## 4. Evaluation of the Project

The three months project was evaluated on the basis of project report submission and presentation on 08 Mar 2019.

## 5. Outcome of the Project

The learning outcomes of the project based are as follows:

- (a) Gain insights in realistic terms and not only on theoretical base
- (b) Application of strategies in a practical way so as enable concept understanding
- (c) Enhances individual and original thinking.

## 6. Feedback of the some student participants of Last batch

### Diksha Surendra Shetty

Dr. Ramesh has given a platform and opportunity to conduct this project and guided me throughout the project and also gave me the opportunity to research and plan an outline of marketing strategies which helped me to come across so many things. I am really thankful to them for supporting me throughout the project.

### Abhay Girish Dave

The practical aspects of Marketing Strategy helped me to understand the various aspects which are taken into consideration. Launching a new product in the market requires much more than just a new idea. Every decision taken will be reflecting how successful the product will be. The marketing game we played was really good which helped us understand the importance of identifying customer needs, coming out with products to fulfil those needs and targeting those potential customers to convert them into sales.

### Jagdish Puranchandra Panda

The learnings for me from this project are (a) Factors which are need to be consider to develop product and organization (b) Market analysis (c) Product understanding (d) Consumer needs and behavior (e) Marketing strategy

### Soniya Sivabala Subramanian

Thanks to Prof. Dr. G.Ramesh for giving us this opportunity to come up with a product of our choice and creating a marketing plan/strategy and enabling us to learn various marketing insights in a practical way.

## 7. Conclusion

The project based pedagogy of teaching, always has the advantage to the student participants, of a realistic learning and practical application of concepts. In the case of marketing Strategy application and practices, the students were able to get involved more as the period of the project was about 3 months and get to learn from the realistic situation which the students are put through. This method also encourages the students to think out of box and encourages them to come up with innovative strategies. However, the catch point here is that the results are not immediately known as it takes a formally outlined Marketing Plan with the specific Marketing strategies, takes about a year for measuring the results of its execution. Nevertheless, the realistic learning gained by the students will remain and could be utilized in the future course of action.

*Report prepared by Dr. G Ramesh*

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