

Innovative Teaching Learning Pedagogy Tools adopted in PGDM Retail Management

Type of Pedagogy	Shark Tank – a gamification for applying Visual Merchandising concepts
Focus	Developing Retail business knowledge with a focus on Sustainability
Course	This pedagogy was used in the following AY and course: Store Location, Store Design & Visual Merchandising (AY 2022-23, AY 2023-24, AY 2024-25)
Objective	The primary objective of this initiative was to hone decision-making skills in different business scenarios. It required the students to apply creativity and analytical skills.
Description	<p>The activity was carried out in two phases. In the first phase, from the class of PGDM (Retail Management, Year 1), group leaders were chosen based on a quiz around global retail scenario. The chosen group leaders then picked up their teams through a mock auction on the lines of the IPL.</p> <p>In the second phase, the teams had to choose a local unorganized store and study the Visual Merchandising techniques and Sustainability followed in Visual Merchandising/ Layout/ Design. The teams then brainstormed and developed a business proposal for implementing a Sustainable Visual Merchandising plan for the selected store. The teams then presented and competed for an investment for their ideas before potential investors. The students from the senior batch acted as investors. The investors, if convinced, invested in their ideas by offering dummy currency.</p>
Outcome	<p>The activity encouraged them to contemplate the global issue of Sustainability and appreciate the role of the retail sector in solving the problem. They analyzed various elements critically, brainstormed, and created holistic solutions for the problem at hand with limited resources. They attempted to develop new ideas with an international marketing perspective for an organized retail format. They also displayed team dynamics during the activity, thereby aiming to enhance their managerial effectiveness.</p> <p>https://www.linkedin.com/company/pgdm-retail-management/posts/</p>
Reflective Critique	This initiative attempted to apply BL IV (Analyzing) by observing on-field and brainstorming on the proposals for implementing sustainable ways of conducting Visual Merchandising.

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However, a few areas may be further refined to make it more effective:

- More discussion on the topic of sustainability at an earlier stage in the course.
- Awareness of different types of materials used in interior design and availability of the same.
- Prior knowledge of Cost control & Budgeting.



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PGDM Retail Management

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What an incredible journey it has been! Through this Shark Tank inspired event, we got a taste of real-world entrepreneurship, all while having an amazing time.

The event was divided into two exciting phases:

- Phase 1: A challenging quiz round to select team leaders based on their business acumen.
- Phase 2: A live auction, where leaders strategically bid for their team members using a play currency.

Final Pitch: Teams applied Visual Merchandising (VM) strategies to real-world retail setups and presented their business ideas to our esteemed Sharks.


What made this event truly special was how learning met gamification, making it an engaging and hands-on experience. Through this, we gained invaluable insights into:

- Entrepreneurial Decision-Making – Understanding how businesses seek funding.
- Strategic Team Formation – Making smart choices in a competitive auction.
- Application of Visual Merchandising – Implementing retail strategies in a practical setup.
- Financial and Budget Management – Allocating resources efficiently.
- Negotiation and Persuasion Skills – Convincing judges and competing in bids.
- Confidence and Public Speaking – Presenting business ideas with clarity and impact.

A huge thank you to Dr. Shazia Khan, under whose subject curriculum this event was conducted. Her guidance made this initiative both insightful and impactful. And also a special thanks to our seniors Yash Nandwani, Kashika Jain, Nikhil Shaw, Varsha Arora, Raj Chotrani for being such an amazing Sharks.

From learning business strategies to experiencing Shark Tank in real life, this event was a perfect blend of education, competition, and fun.

#SharkTankVM #Entrepreneurship #VisualMerchandising #Gamification #LearningBy



+10

with You and 1 other

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2.

Type of Pedagogy	Retail Mock-Shop
Focus	To enhance students understanding about real business problems and guiding and directing them about effective ways to solve them,
Course	This is a part of the student learning in the course Retail Store Operations. This pedagogy was used in the following AY : (AY 2019-2020, AY 2020- 2021, AY 2021- 2022, AY 2022- 2023, AY 2023- 2024, AY 2024- 2025)
Objective	The initiative aimed to develop innovative and creative thinking, planning skills, and groom the students to work better in teams.
Description	<p>A much-liked pedagogy in the PGDM RM was the live simulation of setting up a retail store on campus or the Mockshop as it is popularly termed by the students.</p> <p>Everything from sourcing of merchandise to pricing and marketing of the products was done by the student teams. This mock shop brings out all aspects of their learning.</p> <p>Real or hypothetical business problems are allotted to students; they are generally made to work in groups. Students work on such projects, gather information, and use this information to address the problem statement provided. They make presentations and submit reports to enable evaluation at a later stage. These presentations and submissions are critically evaluated by the respective faculty, and feedback is provided, hence ensuring both effective presentation and constructive critiques.</p>
Outcome	<p>The key retail aspects covered during this project were merchandise planning, pricing, marketing, sales & operations.</p> <p>These projects provided much-needed experiential learning to students. They learnt the nuances involved in setting up and running a retail store. It also helped them to learn to perform better in teams and hone their analytical and communication skills as well. They learnt to manage with constraints.</p>
Reflective Critique	<p>There is a scope of further refinement in the following areas:</p> <ul style="list-style-type: none">- A few ideas to set up the store could be vetted more for the ease of execution.- The mock shop could be opened for common public to gather better consumer insights.

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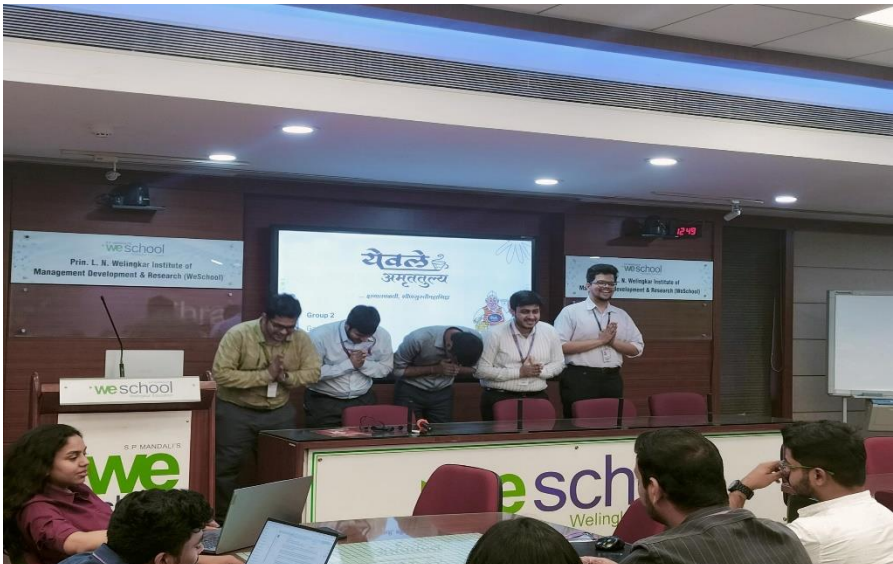
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3.

Type of Pedagogy	Franchise Mela – a simulation activity for selling a Franchise.
Focus	Developing Retail business knowledge with a focus on Retail Franchise Management
Course	This pedagogy was used in the following AY and course: Entrepreneurship & Retail Franchise Management (AY 2023-24, AY 2024-25)
Objective	The main goal of this initiative was to teach students how to establish and acquire new franchise networks.
Description	<p>The activity was conducted in a phased manner. In the initial phase, the students of PGDM (RM, Yr. 2) formed groups and identified different Retail categories and chose a brand operating in the category on a Franchise model.</p> <p>The groups were supposed to conduct a detailed study of the brands chosen, the stakeholders, the network, and the franchise model adopted by them. The groups then developed a simulated offer for acquiring franchisees after a thorough study of the financial, operational, strategic, and legal perspectives of the same. They presented and pitched their franchise before the industry guests and were assessed on different parameters like conceptual understanding, strategic approach, content, and communication skills.</p>
Outcome	The activity enabled the students to understand the dynamics of the franchisee-franchisor relationship. They explored the strategic issues related to franchising from the franchisor's point of view and learnt to evaluate as entrepreneurs whether to franchise, and if so, the most effective way to do so. They learnt to identify, analyze, and execute practical managerial solutions to the problems and opportunities of acquiring a franchised business.
Reflective Critique	<p>This initiative attempted to apply BL VI (Creating) by conducting an in-depth analysis of a brand operating through the Retail Franchise Model and identifying and analyzing practical managerial issues on franchising and pitch to sell a Franchisee.</p> <p>However, a few areas may further be refined to make it more effective:</p> <ul style="list-style-type: none"> - A better understanding of the Mercantile Law on the students' part.

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- An updated awareness of the global trade policies due to the dynamic geo-political scenario is necessary for drafting good proposals.
- A better understanding of the international perspective on Corporate Governance and Labor Laws will enhance the students' approach to the same.



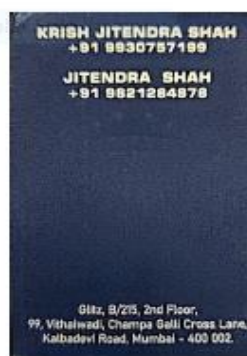
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4.

Type of Pedagogy	Journey of Entrepreneurship – a structured interview with entrepreneurs.
Focus	Enhancing understanding of Retail business knowledge with a focus on Entrepreneurship.
Course	This pedagogy was used in the following AY and course: Entrepreneurship & Retail Franchise Management (AY 2024-25)
Objective	The main goal of this initiative was to create a better understanding of the concept of Entrepreneurship and encourage them to pursue it as a career choice.
Description	<p>The activity was conducted in a planned manner, wherein the students of PGDM (RM, Yr. 2) were put into groups and they had to identify and connect with an entrepreneur in their network. There was a structured questionnaire that had to be administered, and a detailed discussion was supposed to be held with him on his experiences and journey as an entrepreneur.</p> <p>The questions in the questionnaire attempted to capture the spirit of entrepreneurship and covered all the strategic aspects of the same. They touched the areas like motivation to become an entrepreneur to marketing strategy, financial model, sustainability, tech-integration, etc.</p> <p>The students recorded the answers and presented them in the form of a structured report. It also required them to study the business of the chosen entrepreneur and include the same in the report.</p>
Outcome	The activity enabled the students to understand the dynamics of doing business from a Start-up or an entrepreneur's perspective. They explored the ideas of financing a business, managing the workforce, leadership, business model etc. This activity also enabled them to hone their communication and analytical skills.
Reflective Critique	This initiative attempted to develop their analytical skills in all the functional domains of a business. However, there is a scope of further refinement in the following areas:

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	<ul style="list-style-type: none">- A more in-depth study of the concept of entrepreneurship would have aided in their learning.- Understanding of the idea of sustainability in the industry of their chosen entrepreneurship will enable them to explore the idea better.- A better cross-disciplinary understanding of all the functional domains of business will lead to a holistic approach to understanding the concept of entrepreneurship.
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Entrepreneur Interview Q&A

Business Name: The Writing Studio

Industry: Education

Date: 6th April 2025

Time: 06:00 PM – 06:45 PM

1. What motivated you to become an entrepreneur?

Answer:

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5.

Type of Pedagogy	Retail Immersions – an experiential learning methodology.
Focus	To enhance the understanding and knowledge of the students in the various functional areas of retail through practical exposure. selling skills, inventory planning, etc. in the Retail industry.
Course	This pedagogy was used in courses like Introduction to Retail, Mall Management, Store Location, Store Design & Visual Merchandising in the following AY : (AY 2019-2020, AY 2020- 2021, AY 2021- 2022, AY 2022- 2023, AY 2023- 2024, AY 2024- 2025)
Objective	To acquaint students with the nuances of important retail functions – both front-end and back-end.
Description	Aimed at creating retail professionals who are industry-ready hands-on immersion in retail is provided through store visits. These were highly activity-oriented and practical learning exercises. The students are taken to various organized stores, unorganized stores, and malls to help them learn through observing and inquiry. They were interwoven alongside the classroom teachings to enable the students to establish a connection between theory and the real-world retail. During the later part of the course, they also got an opportunity to conduct Visual Merchandising in the selected stores, which gives them a hands-on experience in the concepts taught.
Outcome	The activities helped the students to gain practical exposure and understand the workings of the mall and the strategies followed for Tenant Management, footfall enhancement, profitability of the mall, tech-integration, sustainability, etc. In the store immersions, they understand various Visual Merchandising techniques used by the organized stores and got an opportunity to conduct the window displays. These activities were great avenues to teach the practical part of the Retail business, which requires dynamism, teamwork, operational efficiency, etc.
Reflective Critique	There is a scope of further refinement in the following areas: - The students may be divided into smaller batches for more impactful learning.

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IKEA, Turbhe



FASHION STREET



PHOENIX MALL



LIFESTYLE, SEAWOODS

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6.

Type of Pedagogy	Expert Talks – an industry-academia bridge.
Focus	Developing a holistic view of various concepts like technology, buying and merchandising, selling skills, inventory planning, etc. in the Retail industry.
Course	This pedagogy was used in the following AY : (AY 2019-2020, AY 2020- 2021, AY 2021- 2022, AY 2022- 2023, AY 2023- 2024, AY 2024- 2025)
Objective	The initiative aims to bridge the gap between concept and the practical world by way of the industry speakers.
Description	These were highly participative sessions organized by the program to acquaint the students with the developments in the Retail world. The speakers covered various topics ranging from marketing strategy, operational efficiency, supply chain, and merchandising philosophy etc., which aided their learning about the retail industry best practices. The sessions were planned throughout the course for both years, while keeping the requirements of the courses in mind.
Outcome	The activity helped the students to understand the practical world of Retail beyond the concepts. They also appreciated the interdependency of the different functional domains in the Retail sector. This activity also enabled them to understand their role in the organization and society.
Reflective Critique	There is a scope of further refinement in the following areas: <ul style="list-style-type: none">- The students may explore the topics covered further to aid their learning.- An ability to understand the interdependency of different functional domains in the Retail industry gets develops as the course progresses; thus, the learning tends to be better in the later part of the course.- The topics discussed might not interest every student as they may be choosing an alternative domain than the speakers, thus limiting the learning.

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PGDM Retail Management WELCOMES

Sulakshna Mukherjee
GM & Head of Department,
Corporate Communications,
McDonald's India

Corporate Communication and the changing landscape
October 15, 2022 - 11:30am to 01:30 pm

Weyapair The Retail Club **we school** **McDonald's**



PGDM RETAIL MANAGEMENT WELCOMES

BATCH 2024-2026

Dinesh Tilwani
Buying and Merchandising Head,
Capsrese - VIP Industries Ltd

Topic -
An Overview of Retail Sector

4th October 2024 | Time: 12:30 pm | Venue: 412

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