

Teaching learning initiatives of PGDM Retail Management Program

Name of initiative	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 (CAYm2 2023-24, CAYm1 2024-25, and CAY 2025-26)
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	The activity was carried out in two phases. In the first phase, 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. 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 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.
Outcome	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. https://www.linkedin.com/company/pgdm-retail-management/posts/
Name of initiative	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 AYs: (CAYm2 2023- 2024, CAYm1 2024- 2025, and CAY 2025-26)

Objective	The initiative aimed to develop innovative and creative thinking, planning skills, and groom the students to work better in teams.
Description	A live simulation of setting up a retail store on campus or the Mockshop. 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. Real or hypothetical business problems are allotted to students; they are made to work in groups. 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.
Outcome	The key retail aspects covered during this project were merchandise planning, pricing, marketing, sales & operations. These projects provide 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 also learnt to manage with constraints.
Name of initiative	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 (CAYm2 2023-24, CAYm1 2024-25)
Objective	The main goal of this initiative was to teach students how to establish and acquire new franchise networks.
Description	In the initial phase, the students formed groups and identified different Retail categories and chose a brand operating in the category on a Franchise model. 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.
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.
Name of initiative	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 (CAYm1 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	The students 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. 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. 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.
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.
Name of initiative	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: (CAYm2 2023- 2024, CAYm1 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 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.
Name of initiative	Retail club/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: (CAYm2 2023-2024, CAYm1 2024-2025 and CAY 2025-26)
Objective	The initiative aims to bridge the gap between concept and the practical world by way of 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.
Name of initiative	Retail Times Newsletter
Objective	Increase student interest in the retail industry Enhance knowledge on the business environment in India and globally Focuses on including relevant and contemporary topics which can be used in classroom discussions Encourage student involvement through quizzes and trivia
Description	It is a fortnightly magazine on retail news started in the year 2016, being managed by a group of students under the guidance of faculty members. The student team of 3 to 4 active persons curates important news from Retail and allied sectors using multiple platforms and sources. Additionally, initiatives such as theme-based editions, podcasts, games and trivia, spotlight personalities in retail, innovative business models, and global retail sector dynamics are also covered. The highlight is an article by the students on any relevant topic that gets published every month.
Outcome	It provides students with an opportunity to learn while doing it. In the present times when content marketing has gained a lot of prominence, the Retail Times initiative of the PGDM-RM program is a step towards honing creative skills of students associated with content writing. The magazine also helps them stay updated on the current retail news.
Name of initiative	Workshops and seminars
Objective	Equip students with practical insights into current marketing and retail trends, tools, and technologies to bridge the gap between classroom learning and industry expectations. Provide opportunities to apply concepts through case studies, and interactive exercises that sharpen decision-making and problem-solving skills. Facilitate interaction with industry experts to expose students to real-world practices, challenges, and career pathways.
Description	In the past, workshops such as Consumer Insights and Luxury Retail were designed to give MBA students exposure to cutting-edge industry practices. The consumer insights workshop focused on understanding consumer behavior, data-driven decision-making, and the use of analytics to decode market trends. The luxury retail workshop

	introduced students to the dynamics of premium brands, customer experience management, and global best practices in luxury retailing. Both workshops combined interactive lectures, case discussions, and industry expert sessions, enabling students to connect theory with practice while gaining valuable perspectives on diverse domains of marketing and retail management.
Outcome	Enhanced Application of Retail and Marketing Concepts to Real-World Scenarios. Improved Understanding of Emerging Trends and Industry Expectations Increased Industry Readiness

Link:

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