



RURAL IMMERSION PROGRAMME

PGDM-C



MISSION

To develop innovative leaders in the practice, development and management of Strategic Marketing and Communication; to serve the needs of industry and society through education, research and advocacy.





VISION

To create leadership in Strategic Marketing and Communication.

THE MICAn MANIFESTO

We **BELIEVE** in the power of an **IDEA**; that has the potential to bring **CHANGE**. We believe that **PASSION** should drive a career.

That ideas and information should be **SHARED** openly.

We **YEARN** to be the drivers of change in the society.

Our ideas are our **ZEAL** and **CREATIVITY** - our lifeblood.

We have a point of view and are fearlessly **CURIOS**.

We are risk takers. We **CHALLENGE** accepted **WISDOM**.

But we don't stop there. We **CREATE**. We make a **DIFFERENCE**. And we **EVOLVE**.

Come to **MICA**, The School of Ideas.

RURAL IMMERSION PROGRAMME FRAMEWORK

1. Pre Departure Phase Workshops



Introduction to **R**ural **I**mersion **P**rogramme



Rapid **R**ural **A**ppraisal and **R**ural **S**ensitization



Ethnographic **R**esearch and **I**ntroduction to **S**ocial-**S**ector **P**rogrammes/**P**artners



Marketing **R**esearch, **R**ural **B**rand **M**anagement & **C**onsumer **B**ehaviour



Consumer **B**ehaviour

2. Field immersion

- Field immersion in collaboration with social-sector organizations across India
- Ethnographic and market research, along with surveys on consumer behaviour

3. Post-Immersion Reflections

- Presentation to partner organizations

4. Post-Immersion Workshops

5. Field Project Submission & Evaluations

- Submission of descriptive field report
- Rural diaries





MICA introduced Rural Immersion Programme as an integral part of the course on rural communication, to expose students to rural realities with an emphasis on development and marketing communication. 70 percent of the country's population, still resides in rural villages with pockets of high poverty. Documented experiences and lessons name three reasons why development fails:

- lack of participation at the grass-root level
- ineffective communication, and
- failure to bolster social-sector organizations in development, planning, management and project evaluation.

In the current context, rural India has gradually established its credentials as a 'viable' market —largely due to the various government-led initiatives that are contributing under the ambit of financial inclusion. This in turn will allow corporate entities to tap into the emerging opportunity, thereby opening up new avenues of corporate social responsibility (CSR) and marketing opportunities for them.

PROF. PREETI SHROFF

Dean, MICA

Chair, Centre for Development Management and Communication





Exposure to rural India is as much important as understanding of urban India, for a strategic marketer. Rural immersion aims to sensitize our students to the lives of rural population, and is in line with MICA's mission of contributing to the society. Rural India is already taking big leap in many areas, including health & hygiene, women and child development, application of technology, etc. Rural Immersion is an effort by MICA to streamline rural resources to make a larger impact on society as a whole.

PROF. (DR) MINI MATHUR

Associate Professor, MICA
Coordinator, Rural Immersion Programme



With growing affluence coupled with better communications and connectivity, rural markets are all set to take centre stage. These changes are leading to alterations in aspirations, preferences and buying behaviour of rural consumers. Attractive rural markets also pose formidable challenges to marketers in terms of marketing strategies, communication, establishing supply chains, etc. With regards to marketing communication, rural markets may provide new evidence on changing media environment, the emerging role of digital and social media, and how they are impacting the consumer decision-making process.

PROF. (DR) L. K. VASWANI

Adjunct Faculty, MICA
Coordinator, Rural Immersion Programme
Director, KIIT School of Rural Management, Bhubaneswar



Strategic communication professionals in the areas of social change and marketing need a strong understanding of rural India and the diversity found there, if they are to remain relevant. MICA's commitment to development management and social change which are integral parts of the institute's value system since its inception, are greatly reflected in both its academic programmes as well as our partnership interventions throughout the world. The Centre for Development Management and Communication at MICA (MICACDMC) supports the institute's ongoing strategic alignment endeavours by strengthening the learning curve, and meeting both current and impending demands of the social and development sector.

SAPNA GEORGE

Assistant Manager,
MICACDMC

SEWA Trade Facilitation Centre (STFC) hosts the 13th Annual General Meeting:
Grassroots Women's Enterprise and Microfinance for Social Impact.



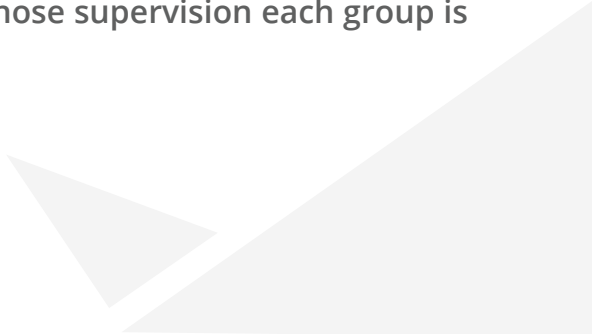


MICA RURAL IMMERSION PROGRAMME FOR PGDM-C

MICA's spirit lies in its ability to stay contemporary, addressing the needs of an ever-changing environment. The MICA brand assures effective delivery of current, reliable and cost-effective strategic marketing and communications solutions to the industry, government and community.

Today, it is the alma mater of professionals serving in leadership positions in some of the best known companies in India and abroad, in marketing, brand management, research and analytics, advertising, media, digital and other related businesses.

India's soul lies in its rural areas. Understanding rural India in all its diversity is important for strategic communications professionals both in the area of social change and marketing. MICA provides its students with the unique opportunity to immerse themselves into rural life for seven days. The Rural Immersion Programme is an integral part of MICA's PGDM-C curriculum and has a unique pedagogic approach that blends communication and marketing, so students gain first-hand experience of rural life and its implications for strategic communication, rural marketing and social change leadership. This course will be more structured and has a higher level of accountability, with the introduction of partner organizations, under whose supervision each group is expected to work.





OBJECTIVES OF THE PROGRAMME

- Build an understanding of using communication, both as a tool and as a way of articulating processes of rural development and social change
- Understand and refine market strategies so as to improve the efficacy of interventions in the rural market
- Impart hands-on field experience in applying ethnographic and marketing research tools to analyse how communication works in developmental processes and rural marketing practice

KEY COMPONENTS OF THE PROGRAMME



COMMUNICATION



STRATEGIC MARKETING



Communication: The Planning Process

This process will primarily enable students to design and implement rural communication strategies that combine participatory methods with communication processes, media, and tools. The planning itself is a dynamic process, adjustable according to the situation, the time, resources available and, most importantly, the agenda of a project's stakeholders. The process involves four distinct phases:

1. Participatory communication appraisal
2. Design of communication strategy and plan
3. Implementation
4. Result assessment and sustainability

Strategic Marketing: Analytical Framework

A well thought-out marketing strategy should bring together three elements, viz, the **market**, the **message** and the **media**. Effective rural marketing campaigns need to ensure that these three elements are in complete consonance, so that they complement each other and marketers can use them effectively. Keeping this important aspect in mind, the students need to develop a marketing strategy for select national, regional and local brands, wherein the aforementioned elements are in tandem. To achieve this, the marketing strategy will broadly involve the following steps:

1. Draw a market landscape of your village through observation and exploratory survey
2. Analyse rural marketing campaigns of select national, regional and local companies to obtain valuable insights with reference to:
 - Targeting market segment
 - Content creation to craft a message, which gets the attention of the target customers and influences purchase intentions
 - Ability of the selected media (traditional, social and digital) to reach a large concentration of the target audience
 - Consumer behaviour observation survey
 - Impact of the rural marketing campaign on category adoption, purchase and consumption



RESEARCH METHODS

The primary method used for collecting sociological data will be ethnographic field research, of which field diaries are an important component. Though the students will be in the field for a brief duration of seven days, the immersion will be compensated through a well-planned preparatory phase, in which the concept of 'partner lives will be introduced. Other research methods like segmentation, ad content analysis and evaluating media efficacy will also be used, along with the ethnographic methods, while analysing the marketing strategy. Interestingly, ethnography is now used as a tool for strategy and long-range planning by several corporate houses.

DELIVERABLES

- Designing a communication strategy based on the need assessment findings.
- Explore the rural market and identify marketing opportunities.
- Conduct an observation survey on consumer behaviour.
- Help partner organizations to resolve a specific marketing concern/issue (if needed).
- Present strategy document/learnings to partner organizations.
- Communication and marketing expertise support to partner organizations through MICA's students & MICACDMC



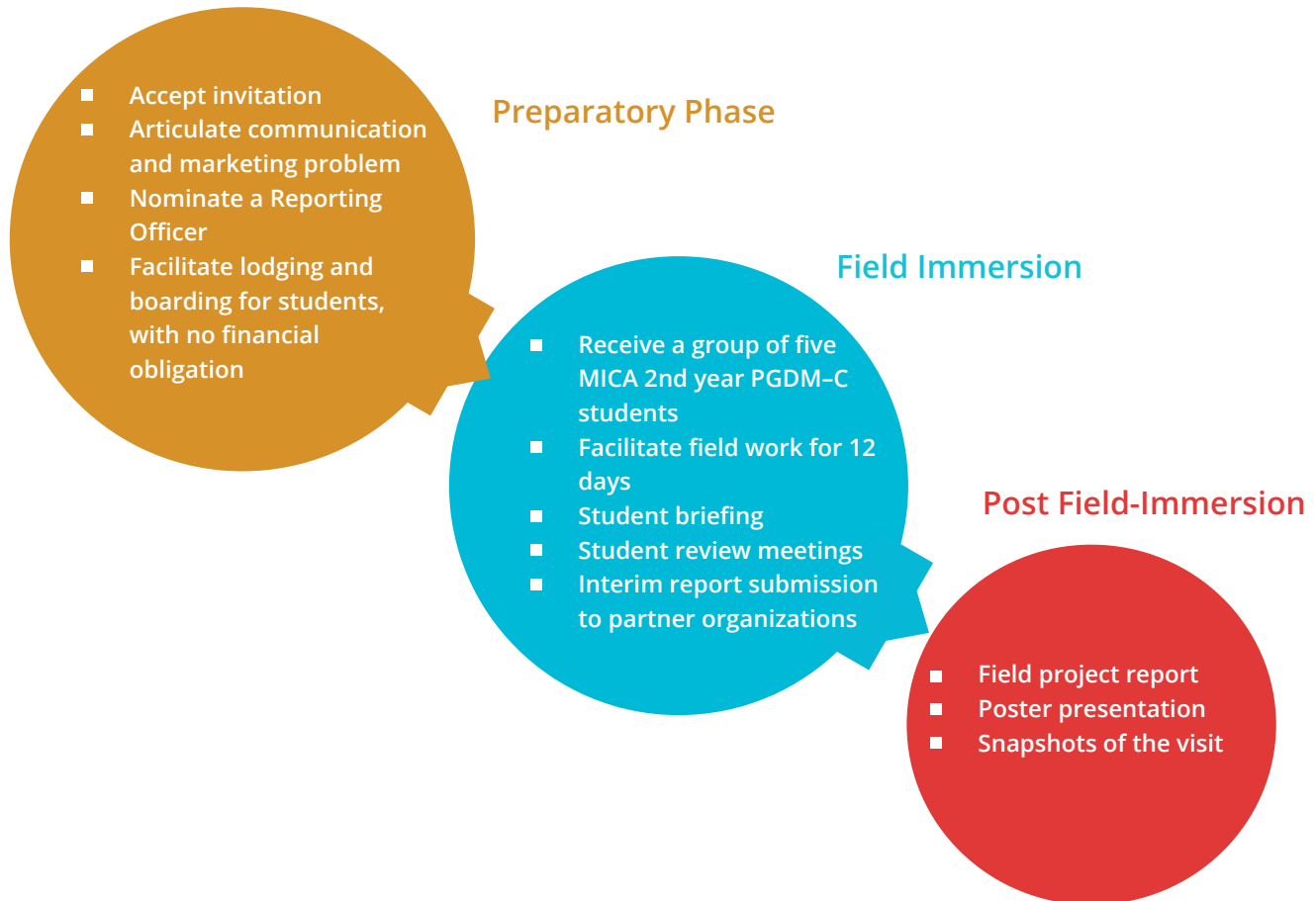


GUIDELINES

- Roles of Partner Organizations
- Execution Phase in Field
- Post Field-Phase Closure



Roles of Partner Organizations



MICA requests the support of partner organizations to help host Rural Immersion Programme for students and make the learning process/experience worthwhile.

1. Receive five MICA 2nd year PGDM–C students and facilitate their field work for 12 days
2. Support MICA in the preparatory phase which may involve
 - **Timely response** to our formal invitation
 - **Interaction** with faculty mentors, to support the on field learning process and support the evaluation process.
 - **Facilitation** of the assignment for students resulting in beneficial outcomes for partner organizations
 - **Debriefing** sessions with students followed by a presentation on an interim finding of their assignment before their departure
 - **Identification and articulation of communication issues** with reference to various stakeholders groups (beneficiaries, board members, employees, government officials or any other) where the organization needs improved communication inputs
 - **Identification and articulation of marketing problems** which your beneficiaries face in interacting with local markets (the study of marketing problems can be restricted to local markets considering time limitations).
 - **Nominating a reporting officer** to guide students during the duration of their assignment
 - **Facilitating accommodation, food and conveyance** arrangements for students with no financial obligation on the part of the organization.


Execution Phase in Field

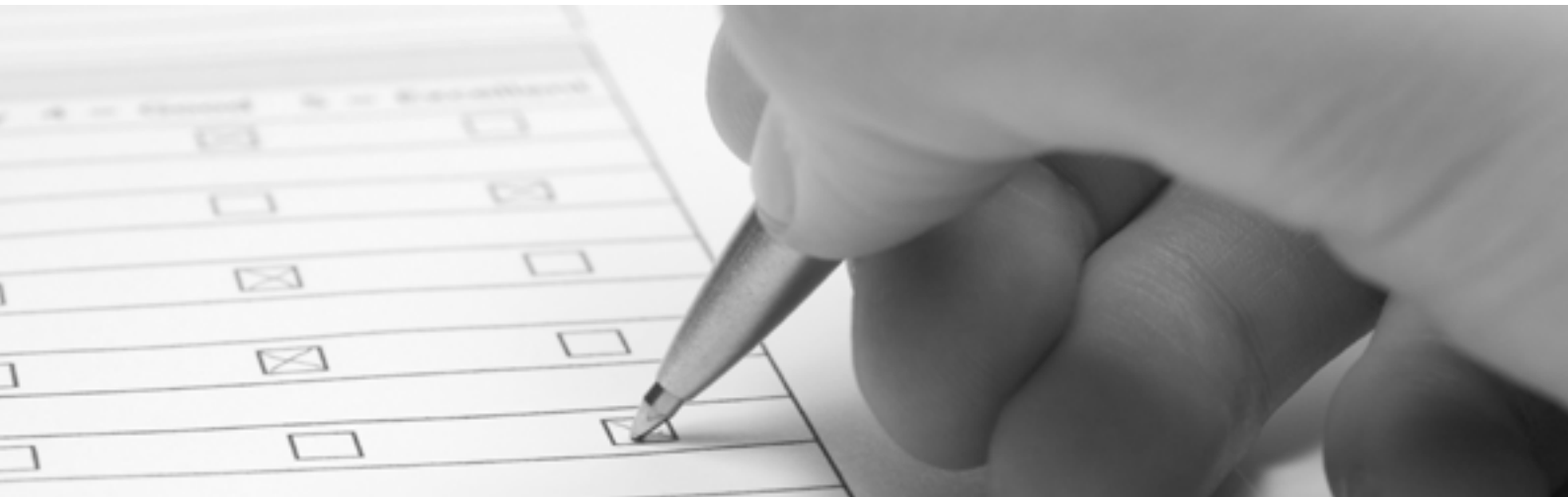
1. Briefing students

- Detailed briefing of students after arrival on the contents of the assignment already shared with MICA, and your expectations on deliverables
- Briefing to also include your expectation on the conduct of students which will align them with your organizational culture

2. **Reporting officer** is ensured to spend the required time to interact with the students, to give them contextual understanding of the problem and necessary guidance and support required in carrying out the study
3. **Review meetings** with students to ascertain progress (once or twice)
4. **Exemplary conduct:** All the groups will apply themselves to research problems at hand, and will conduct themselves with exemplary conduct and discipline during their stay in the field, in addition to fulfilling all the requirements of the exercise including the interim presentation.
5. **Objective assessment of work** done by students on parameters highlighted in the evaluation sheet which will be sent to you soon. The same may be submitted to the MICA mentor/coordinator through mail.
6. **Interim Report** shall be submitted to the partner organization.

Post Field-Phase Closure

1. **Faculty mentors** shall be attached to facilitate each group's preparation for the exercise, as well as, other necessary arrangements.
 2. **Submission:** Students will compulsorily submit an updated field diary and action photographs relevant to their area of enquiry, in addition to the interim presentation made to the organization.
 3. **Poster presentation** will be hosted by students to share their experiences with fellow students, faculty members/mentors and external examiners.
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EVALUATION RUBRIC

Rural Diary		10%
Qualitative feedback	 (Partner organizations)	20%
Poster Presentation		20%
Rural Report	 (Report submission in the form of a video and document)	30%
Mentor Interaction		20%
TOTAL		100%

The assessment is based on the poster presentation, the field diaries and a final report. The host organizations will evaluate the students' work on various criteria; this will be given 20% weightage in the overall evaluation.

PARTNERS



SEWA
Self Employed Women's Association

JAI PUR



TATA TRUSTS



MENTORS



Mini Mathur

Associate Professor
Strategic Marketing



L. K. Vaswani

Adjunct Faculty
Strategic Marketing



Shubhra Gaur

Professor
Business Management



Rasananda Panda

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Rajneesh Krishna

Associate Dean
Strategic Marketing



Manisha Pathak-Shelat

Associate Professor
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Falguni Vasavada Oza

Associate Professor
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Anita Basalingappa

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Pravin Mishra

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Creative Communication



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