HSNC University, Mumbai

(The Cluster University established by Government of Maharashtra vide notification dated 30th October, 2019 under section 3(6) of Maharashtra Public Universities Act)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the

Programmes

Under

The Faculty of Commerce & Management

With effect from the

Academic year 2021-22

HSNC UNIVERSITY, MUMBAI

Board of Studies in Faculties of Commerce & Management

Board of Studies in Vocational Studies (Retail)

1.) Name of Chairperson/Co-Chairperson/Coordinator:-

Dr Rita Khatri , Associate Professor, H.R College of Commerce and

Economics. Mob: 9324016060   Email Id: ritankhatri@gmail.com.

2.) Two to five teachers each having minimum five years teaching experience amongst the full time teachers of the Departments, in the relevant subject.
 a)Ms Kanu Priya Sharma, Assistant Professor ,H.R College
   Email id: kanupriya.sharma@hrcollege.edu , Mob : 8879512354
 b) Ms. Shweta Singh, Assistant Professor , H.R College
   Email id: singhshweta0902@gmail.com   Mob: 9702050350.
 c) Mr Rahul Mishra, Assistant Professor, H.R College of Commerce and
   Economics, Email : carahul101@gmail.com Mob: 8108588601.

3.) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body;-
   Dr Ketan Vira , Dean and Associate Professor at GNVS Institute of
   Management, Mumbai. Email id: ketanvira@rediffmail.com
   Mob: 9870551111

4.) Four externl experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;
 a) Mr Rajiv Kalwani , Vice President- Reliance Retail Ltd
   Email id : rajivkalwani0204@gmail.com   Mob:9967613000
 b) Mr Avinash Jhangiani , Founder and CEO play2Transform Group

Email: avi@play2transform.com Mob : 7498284435

c) Ms Shilpa Dhanuka , Visiting Faculty, H,R College

Email id : Mob : sd1275@yahoo.com Mob 9867727729

d) Mr Piyush   Dhoka , Visiting Faculty , sSnior manager Transunion CIBIL

Email id: piyushrmg@gmail.com Mob :9819886332   ,

5.) Top rankers of the Final Year Graduate and Final Year Post Graduate examination of previous year of the concerned subject as invitee members for discussions on framing or revision of syllabus of that subject or group of subjects for one year.

a.) Karan Jain - Email id: karanjain603@gmail.com Mob:9167746405

b) Heer Shah – Email id: shahheery@gmail.com   Mob: 8080093168

.

HSNC University Mumbai

(The Cluster University established by Government of Maharashtra vide notification dated 30th October, 2019 under section 3(6) of Maharashtra Public Universities Act)

Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the

Programmes

Under

The Faculty of Arts and Commerce

With effect from the

Academic year 2021-22

R. **** : **The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:**

Outline of the Choice Based Credit System as outlined by the University Grants Commission:

   1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

  2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

      2.1 **Discipline Specific Elective (DSE) Course**: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of **interdisciplinary** nature (to be offered by main discipline/subject of study).

      2.2 **Dissertation/Project**: An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

      2.3 Generic **Elective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

Note: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

   3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement;
SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

4. Choice Based Credit System (CBCS)

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

5. Honours Program

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of Honours Degree.

6. Program:

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

7. Course:

A 'course' is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'program'.

8. Bridge Course:

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

9. Module and Unit:

A course which is generally an independent entity having its own separate identity is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

10. Self-Learning:

20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be

evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

11. Credit Point:

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

12. Credit Completion and Credit Accumulation:

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus the learner 'accumulates' course wise credits.

13. Credit Bank:

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual's history.

14. Credit Transfer:

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

15. Course Exemption:

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these 'equivalent' courses while registering for the new program. The Learner is 'exempted' from 'relearning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

Part II (Section B)

Note: The Ordinances and Regulations given below apply to Under Graduate Programmes of the University.

O*****
The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

O***** The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.

R **** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

R**** **The Scheme of Teaching and Examination**:
The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

  A). **Internal Assessment – 40%**   **40 marks**

1. **For Theory Courses**

Sr. No.	Particulars	Marks
1	**ONE** class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned)	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

2. **For Practical Courses**

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		15 Marks
	Journal	05 Marks	
	Viva	05 Marks	
	Laboratory Work	05 Marks	
2.	One assignment/project with the class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Self-Learning Evaluation		10 Marks
4	Active participation in routine class / Laboratory instructional deliveries		05 Marks

➢ **Project and Assignment:**

- Project or Assignment, which can in the following forms
    - Case Studies
    - Videos
    - Blogs
    - Research paper (Presented in Seminar/Conference)
    - Field Visit Report
    - Presentations related to the subject (Moot Court, Youth Parliament, etc.)

– Internships (Exposition of theory into practice)
– Open Book Test
– Any other innovative methods

➢ **Self-Learning Evaluation**

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline academic resource specified in the curriculum. hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.

- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.

- The self-learning topics can be evaluated into 3-4 student groups on the topics,

- Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable. hence each group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

   3 Sub Topics
   Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

   4 Sub Topics
   Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable

- All students will actively participate in the presentation of each of the sub-topics.

- SUGGESTIVE Methods for Evaluation of Self-learning topics in Lectures:
   – Seminars/presentation (PPT or poster), followed by Q&A
   – Objective questions /Quiz / Framing of MCQ questions.
   – Debates
   – Group discussion
   – You-Tube videos (Marks shall be based on the quality and viewership)
   – Improvisation of videos
   – Role Play followed by question-answers

- Viva Voce
- Any other innovative method

Student can be evaluated based on the quality of presentation, quality of Question and Answer, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

SEMESTER END EXAMINATION: - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

B. Semester End Examination- 60 %   **60 Marks**

1)   Duration – These examinations shall be of 2 hours duration.
2)   Question Paper Pattern: -
       i. There shall be four questions each of 15 marks.
       ii .All questions shall be compulsory with internal choice within the questions.
       iii The question may be sub-divided into sub-questions a, b, c, d & e only
       and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the university.

HSNC University Mumbai

(2021-2022)

Ordinances and Regulations

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

The Faculty of Commerce and Management

For the programme

Bachelors of Vocation (BVOC) in

Retail Management

Curriculum –Second Year : Semester-III and Semester-IV

INDEX

Section C

Bachelors of Vocation (BVoc) in Retail Management

Part 1- Preamble

Education has been changing to accommodate the needs of the industry. With this larger parlance in mind, it has been a constant endeavour of institutions in the country to create curriculum to train, create and skill the learners and nurture them towards employability. The Government of India, in pursuance of the decision of Cabinet Committee on Skill Development in its meeting held on 19th December, 2013 issued a notification for National Skills Qualifications Framework (NSQF) formation. Under the National Skills Development Corporation, many Sector Skill Councils representing respective industries have been established. One of the mandates of Sector Skill Councils is to develop Qualification Packs (QPs) / National Occupational Standards (NOSs) for various job roles in their respective sectors. This course is mandated for the students of Retail Management Vocational Program. The need has been to rework on the industry specific needs, the skill based needs and the educational needs of the current times. Furthermore, the University Grants Commission (UGC) has launched a scheme on 27 February, 2014 for skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B. Voc.) degree with multiple entry and exit points which has been further revised in the year 2015. The chief objective of the course is to provide undergraduate studies which would also incorporate specific job roles and their NOSs along with broad based general education. The course would enable the learners to be informed and trained graduates with a profound sense of responsibility towards the society.

1. Course Objectives:

Semester III

UV-SRM-301 Service Marketing

- To understand distinctive features of services and key elements in service marketing.
- To develop fundamental understanding of learners into the concept of service marketing, its planning, process and various challenges involved in marketing and managing services.
- The course also focuses on customer value creation through customer relationship management framework.

UV-SRM-302 Business Statistics

- To develop arithmetical and numerical abilities.
- To develop the abilities to apply concepts to real life problems in commerce, economics and management.
- To develop logic and quantitative thinking.
- To prepare for competitive examinations.
- To make a student job ready.
- The assignments/projects, which will be part of internal assessment, aim at improving the problem solving ability of the student as also his/her ability to do teamwork. They will also help the student to get an in depth understanding of the topic.
- The presentations for the assignments/projects will improve presentation and interpersonal communication skills.

UV-SRM 303 Corporate Grooming and Communication Skills

- To introduce integrated approach to language learning wherein learners are exposed to modern methods of communication like tweet and blog writing along with traditional letter writing
- To balance the theoretical and the practical aspects of communication and grooming which are essential in today's business world
- To lay emphasis on personality development, corporate etiquette, grooming along with communication skills that would make students job ready
- To equip learners with necessary skills for personal and professional interaction. Upon the completion of the course, they will learn application of effective communication skills and grooming in different domains.
- To teach students to be comfortable in their prospective workplace and to help them imbibe measures to be more effective and successful

UV-SRM- 304 Visual Merchandising

- To encourage the development of students' intellectual creativity, abilities, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on completion of the course
- To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, supportive and rewarding and provide inclusive learning environment for all students
- To help students understand basic principles behind effective visual merchandising as they learn about display, design, presentation and styling used in retail, exhibitions and museums and fashion styling environments.
- To introduce students to the key display and layout principles featured in the course that will strengthen their confidence to become a successful Visual Merchandiser Introduction of the self-learning unit will allow students to explore online resources and make learning comprehensive.

UV-SRM-305 Team Leader

- To enable students to understand the roles and responsibilities of a Retail Team Leader.
- To understand how to create a good product display.
- To understand how effective billing and streamlined store operations, and professional communication can create a good retail environment.

Semester IV

UV-SRM-401   Customer Relationship Management

- To develop skills to analyse and synthesise information and issues related to customer relationship management from multiple perspective.
- To examine customer relationship management as a business strategy that integrates internal processes and external networks to create and deliver value for targeted customers and for the organisation
- To ensure that students understand the relevance of building long term relationship with customers and other internal and external stakeholders in business
- To update learners with customer relationship management practices and techniques to achieve organisation's vision and mission.
- To provide a scope for practical learning through projects and class activities

UV-SRM- 402 Research Methodology

- To provide learners with a comprehensive understanding of all aspects of research.
- To provide learners with a guide to conduct research in a systematic manner, solve problems and analyze data and results.
- Develop learners skills to handle qualitative and quantitative research.
- Empower the students with the skills in writing and presenting research proposals and reports in tune with globally accepted standards.

UV-SRM-403 Brand Management

- To enable students to explore the important issues in planning, implementing, and evaluating brand strategies.
- To provide appropriate concepts, theories, models, and other tools to make better branding decisions.
- To explain the three main ways to build brand equity by properly choosing brand elements, designing marketing programs and activities
- To establish the different approaches to measuring brand equity, and how to implement a brand equity measurement system

UV-SRM-404 Departmental Manager

- To enlighten the students on the duties of a Manager
- To help them better understand the Customers, their needs and profiles
- To instil the leadership qualities necessary for Departmental Managers
- To educate the students on the grooming skills and qualities essential to operation a departmental store

UV-SRM-405 E-tailing

- To understand increasing significance of E-Commerce and its applications in Business and Various Sectors
- To provide an insight on E-Business and E-CRM.
- To understand Latest Trends and Practices in E-Commerce and Digital Marketing, along with its Challenges and Opportunities for an Organization

2. Process adopted for curriculum designing:

The members of the syllabus drafting committee developed a draft syllabus after research on the existing curriculum from other Universities, studying the current needs of the industry, analyzing the new trends in the subject and connecting to the sector skill of the discipline. Thereafter, the syllabus was put across to the academicians and industry experts. Their valuable inputs were collected through meetings and thereafter incorporated into the syllabus.

3. Salient features, how it has been made more relevant:

This syllabus has been developed with meticulous detail to identify the newer concepts in the retail scenario. There have been twin focuses on the larger global scenario and a finer Indian aspect which have been covered in detail. All valuable inputs have been adapted into the course. This course also brings into its fold, current industry challenges, solutions, India centric steps taken and future of the subject in technological usage to combat these challenges. In order to be contemporary and relevant, there is extensive use of examples, practical problem solving have introduced.

4. Learning Outcomes:

Semester III

UV-SRM-301 Service Marketing

- To provide an in-depth appreciation and understanding of the unique challenges inherent in managing and delivering quality services.
- Participants will be introduced to and work with tools and strategies that address these challenges. ·
- To develop an understanding of the 'state of the art' of service management thinking.

UV-SRM-302 Business Statistics

At the end of the course, students will be able to
- Apply statistical techniques in a diverse variety of disciplines
- solve problems on their own by analysing the topics
- recognize the importance and value of mathematical and statistical thinking which can be measured through a structured feedback
- do research independently

UV-SRM-303 Corporate Grooming and Communication Skills

- The learners will be familiarized with global business etiquette and effective communication strategies, techniques and skills.
- The learners will have greater understanding and appreciation for the nuances of dining with professional acquaintances including invitations, arrival, ordering, and tipping.
- The students will be trained to maintain a presentable, well-groomed, and professional image at all times in business situations and professional settings.
- The learners will be able to use techniques to enhance their confidence and impact while speaking with professional acquaintances, customers and colleagues.
- The learners will have increased comprehension of the techniques effective writing as they learn and practice to write reports, emails, blogs, etc. The learners will also be trained to perfect the art of making a professional presentation to ensure the entire conversation goes painlessly and turns out rewarding.

UV-SRM-304 Visual Merchandising

- To attract customers and increase customer traffic to the retail stores
- The students will gain knowledge about consumer behaviour pattern, a key element to create a unique shopping experience and transform the customer into a loyal customer
- There will be better understanding of the concept of visual merchandising and evaluation of its influence on behaviour of shoppers
- The students can critically analyse distribution channels and learn to implement effective buying and visual merchandising strategies
- The students will be able to create visual merchandising and visual display techniques with the objective of endowing them with the necessary tools to maximise the profitability at the point of sale

UV-SRM-305 Team Leader

- To perform as effective and efficient personnel in the domain of retail team leading.
- Understanding the nature of the product and how managerial decisions can be based on this understanding.
- Understanding the role of displays in marketing, promotional and sales campaigns and activities.

Semester IV

UV-SRM-401 Customer Relationship Management

- The students will be able to understand the fundamental of customer relationship management such as customer behaviour, relationship marketing, customer satisfaction and loyalty
- There will be improvement in the analytical skills of the learners as they understand the key components of customer relationship management and explore ways to integrate it within an organization.
- The students will be able to study the impact of customer relationship management on sales & marketing strategy.
- The students will be updated with basic technological infrastructure and organisations involved in current and emerging customer relationship management practices.
- There will be an awareness regarding consumer privacy concerns and the students will also learn methods to deal with privacy and ethical compliance.

UV-SRM -402 Research Methodology

- Learners are expected to demonstrate an understanding of research methodologies.
- Identify the overall process of designing a research study from its inception to the report stage.
- Imbibe data collection, analysis, interpretation and presentation skills at par with globally accepted standards.
- It provides a solid foundation for development of rational problem solving skills and analytical thinking that can last throughout their education and subsequent professional careers.

UV-SRM-403 Brand Management

- It will be able to describe and identify all the components of Brand Management and how they affect and improve marketing decision-making.
- To determine how new products should be introduced and how they should be named.
- To be able to design and implement branding strategies.
- The ability to describe and identify all the components of "Brand equity" and how it can be built and developed.
- To understand how "strong" brands are created, managed and measured.

UV-SRM-404 Departmental Manager

- It will make students better future managers and leaders.
- It will help students to improve their decision-making skills.
- It will create awareness amongst students about the complexities of a departmental store and the qualities and skills needed to perform effective operations.
- Students will be able to build better leadership traits and also understand the critical role of Manager as a link between the company and employees.
- Students will understand how to identify the customers and categorise them for effective strategies and approaches.
- Essential qualities of a sales manager will prepare students to face the corporate world with more confidence.
- It will equip students to gather and learn the Retail concept in a wholistic manner with different function involved and the Role of manager.

UV-SRM-405 E-tailing

- This course will equip students for the future of retail
- This will help them to understand the world of electronic sales and business better
- It will enable them to identify the right platforms and take better decisions on the 4Ps
- It will enable them to understand the difference and relevance od physical and online commerce
- It will educate them on the critical role and importance of Website and its functioning
- It will empower them to understand the various types of connections with the customers like B2C, B2B, C2C, G2C etc
- It will enable them to evaluate the diverse payment options and platforms available and choose correctly most befitting their business.

5. **Input from stakeholders**

For drafting the syllabus, each department has taken inputs from industry experts, parents and notable alumni. The stakeholders have been impressed with the inclusion of e-learning options for the learners provided in the syllabus. They have suggested subsequently to add more practical hands on examples, learning through games and GIS certificate programs. For more advanced related topics, there can be sharing of video lectures and seminars, workshops, short term courses could be organized.

Part 2 - The Scheme of Teaching and Examination is as under:

Semester – III

Summary

Sr. No.	Choice Based Credit System	Subject Code	Subject Name
1	General Component	**UV-SRM-301**	Service Marketing
		UV-SRM-302	Business Statistics
		UV-SRM-303	Corporate Grooming and Communication skills
2	Vocational Component	**UV-SRM-304**	Visual Merchandising
		UV-SRM-305	Team Leader

Second Year Semester III Internal and External Detailed Scheme

Sr. No.	Subject Code	Subject Title	Periods Per Week							Internals				Total Marks
			Units	SL	L	T	P	Credit	SLE	CT	AP	TA	SEE	
1	UV-SRM-301	Service Marketing	4	20%	4	0	0	4	10	15	5	10	60	100
2	UV-SRM-302	Business statistics	4	20%	4	0	0	4	10	15	5	10	60	100
3	UV-SRM-303	Corporate Grooming and Communication skills	4	20%	4	0	0	3	10	15	5	10	60	100
4	UV-SRM-304	Visual Merchandising	4	20%	4	0	0	5	10	15	5	10	60	100
5	UV-SRM-305	Team Leader	4	20%	4	0	0	4	10	15	5	10	60	100
6	UV-SRM-306	E Learning						1						50
7	UV-SRM-307	Experiential Learning						1						50
	Total Hours / Credit							22			Total Marks			600

SL: Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE- Self learning evaluation,

CT-Commutative Test, SEE- Semester End Examination, TA-Teacher Assessment

Second Year Semester – III Units – Topics – Teaching Hours

S. N0	Subject Code		Subject Unit Title	Lectures	Total No. of lectures	Credit	Total Marks
1	UV-SRM-301	I	Introduction of Services Marketing	15	60	4	100 (60+40)
		II	Understanding customer expectation through market research	15			
		III	Key Elements of Services Marketing Mix	15			
		IV	Service Management	15			
2	UV-SRM-302	I	Introduction to Statistics	15	60	4	100 (60+40)
		II	Measures of Central Tendency	15			
		III	Measures of Dispersion	15			
		IV	Correlation and Regression	15			
3	UV-SRM-303	I	Introduction	15	60	3	100 (60+40)
		II	Professional Etiquette	15			
		III	Personality Development	15			
		IV	Writing skills	15			
4	UV-SRM-304	I	Introduction	15	60	5	100 (60+40)
		II	Store Design and Visual Merchandising: Steps to prepare	15			
		III	Store Design and Visual Merchandising : Steps to execute	15			
		IV	Store Design and Visual Merchandising : Steps to achieve desired outcome	15			

5	UV-SRM-305	I	Overview of Team leader	15	60	4	100
		II	Processing the sale of products	15			(60+40)
		III	Plan Visual Merchandise	15			
		IV	Interpersonal skills in retail environment	15			
6	UV-SRM-306	E learning				1	50
7	UV-SRM-307	Experiential Learning				1	50
		Total				22	600

Lecture Duration – 60 Minutes = 1 Hours. (60 Lectures equivalent to 60 hours)

For 3 Credits subject- 1 credit = 20 hours

For 4 Credits subject- 1 credit= 15 hours

For 5 Credits subject- 1 credit = 12 hours

For 16 Credits subject- 1 credit = 3.75 hours

Part 3 - Detailed Scheme

Course Code: UV-SRM-301

Subject: Service Marketing

Sr No	Modules	No. of Lectures
I	**Introduction of Services Marketing** 1.1 Services Marketing Concept 1.2 Distinctive Characteristics of Services, 1.3 Services Marketing Triangle 1.4 Marketing Challenges of services 1.5 Role of Services in Modern Economy 1.6 Services Marketing Environment 1.7 Goods vs Services Marketing 1.8 Goods Services Continuum 1.9 Type of Contact: High Contact Services and Low Contact Services with respect to Retail, Tourism and Hospitality	15
II	**Understanding customer expectation through market research** 2.1 Types of service research 2.2 Market segmentation -Bases Targeting in services. 2.3 Positioning a Service in the Market Place 2.4 Concept of Customer astounding 2.5 Conflict Handling in Services and Service Recovery	15
III	**Key Elements of Services Marketing Mix** 3.1 The Service Product 3.2 Pricing Mix 3.3 Promotion & Communication Mix 3.4 Place/Distribution of Service 3.5 People 3.6 Physical Evidence 3.7 Process-Service Mapping- Flowcharting and Benchmarking 3.8 Role of customer in Service Delivery 3.9 Defining Productivity – Improving Productivity	15

IV	**Service Management** 4.1 Improving Service Quality 4.2 Service Quality – GAP Model 4.3 Measuring Service Quality -Zone of Tolerance and Improving Service Quality 4.4 The SERVQUAL Model 4.5 Global Strategies in Services Marketing 4.6 Recent Trends in Marketing of Services in: Tourism, Hospitality and Retail		15

Self-Learning topics (Unit wise):

Sr. No	Unit	Topic
1	1	Goods vs Services Marketing
2	2	2.1 Types of service research
3	4	Recent Trends in Marketing Of Services in: Tourism, Hospitality and Retail

Online Resources

https://nptel.ac.in/courses/110/105/110105038/
https://nptel.ac.in/courses/110/105/110105078/
https://onlinecourses.swayam2.ac.in/cec20_ge19/preview https://unacademy.com/lesson/recent-trends-in-retail-marketing-in-india/35SSVK0E

Reference Books

1. Service Marketing, Himalaya Publishing House.
2. Service Marketing, Second edition, K. Rama Mohana Rao, Pearson Education India.
3. Services Marketing Concept Planning and Implementation by C. Bhattacharjee, Published by Excel Books.
4. Services Marketing by Govind Apte, Oxford University Press, 2004

Course Code: UV-SRM-302

Subject: Business Statistics

Sr No	Modules	No. of Lectures
I	**Introduction to Statistics** 1.1 Functions of statistics, its importance, uses and limitations. 1.2 Data – Relevance of data, types of data, Primary and Secondary data, merits and demerits of primary and secondary data. 1.3 Presentation of data: Diagrams and Graphs, Histogram and Cumulative Frequency Curves.	15
II	**Measures of Central Tendency** 2.1 Definition of Average, Types of Averages: Arithmetic Mean, Median, and Mode for grouped as well as ungrouped data. Combined Arithmetic Mean, Quartiles, Deciles and Percentiles. 2.2 Locating Median and Mode graphically. Using cumulative frequency curve locate median and using Histogram locate mode. 2.3 Merits and demerits of averages	15
III	**Measures of Dispersion:** 3.1 Concept and idea of dispersion. 3.2 Range 3.3 Quartile Deviation 3.4 Mean Deviation from arithmetic mean, median and mode 3.5 Standard Deviation	15
IV	**Correlation and Regression** 4.1 Correlation: Meaning, Types of Correlation, Determination of Correlation using Scatter diagram, Karl Pearson's Product Moment method of Correlation and Spearman's Rank Correlation Coefficient 4.2 Regression: Meaning, Concept of Regression equations, Slope of the regression line and its interpretation. Finding the equations of Regression lines by method of Least Squares	15

Self Learning – Topics

Sr. No	Unit	Topic
1	1	1.1 Functions of statistics, its importance, uses and limitations. 1.2 Data – Relevance of data, types of data, Primary and Secondary data, merits and demerits of primary and secondary data.
2	2	2.3 Merits and demerits of averages

Online Resources:

1. https://nptel.ac.in/courses/110/107/110107114/ (Units 1 and 2)
2. 4.1 Introduction to Statistical Data - YouTube

Reference Books:

Sr. No.	Title Author/s Publisher
1.	Fundamental of Statistics by S.C.Gupta, Himalaya Publication House
2.	Statistics for Management by Levin & Rubin, Prentice Hall of India
3.	Statistics - Theory, Method & Applications by D.S.Sancheti & V.K.Kapoor
4.	Statistics for Business & Economics by Anderson, David & Sweney, Dennis, Thompson Publication

Corporate Grooming and Communication Skills

Sr.No.	Modules/ Units	No. of Lectures
I	**Introduction** 1.1 Importance of grooming and communication skills in Retail, Hospitality & Tourism Industry 1.2 Corporate grooming tips for men and women 1.3 Role of body language in corporate success 1.4 First impression – Power of personal appearance 1.5 The Art of Public Speaking	15
II	**Professional Etiquette** 2.1 Workplace Etiquette 2.2 Telephone Etiquette 2.3 Business Networking Skills 2.4 Gender Etiquette 2.5 Dining Etiquette 2.6 Personal Etiquette	15
III	**Personality Development** 3.1 Group Discussion and Interview Skills 3.2 Communication Skills 3.3 Cross Cultural Communication 3.4 Team Work 3.5 Decision Making	15
IV	**Writing Skills** 4.1 Effective business writing (principles, types and stages) 4.2 Oral communication (presentation, spontaneous conversation, persuasive/dissuasive argument) 4.3 English fluency and E-communication (blogs, tweets, online learning platforms, social media) 4.4 Communication management (theory, conflict resolution and crisis communication) 4.5 Report Writing (methods and types of reports)	15

Self-Learning topics (Unit wise)

Unit	Topics
1	1.5 The Art of Public Speaking
2	2.5 Dining Etiquette
3	3.1 Group Discussion and Interview Skills

4	4.1 Effective business writing (principles, types and stages)

Online Resources

https://nptel.ac.in/courses/109/105/109105117/   1.5 Art of Public Speaking
https://www.youtube.com/watch?v=zA2PfKRcm0g   2.5 Dining Etiquette
https://nptel.ac.in/content/storage2/courses/109104030/Module8/Lecture26.pdf   3.1 Group Discussion and Interview Skills
https://nptel.ac.in/courses/109/107/109107172/   4.1 Effective business writing

References:

'Effective Listening Skills' - Kratz, Abby Robinson, Irwin Professional Publishing, Toronto, 1995

'Body Language'- Allan Pease, Sudha Publications, Delhi, 1998

'Business Communication Strategies' - Monippally, Matthukutty, M., Tata McGraw Hill, New Delhi, 2001

'Basic Business Communication: Skills For Empowering The Internet Generation', Tata McGraw Hill, New Delhi - Lesikar , 2005

'Improve Your Communication Skills', Replika Press Pvt. Ltd., New Delhi - Barker, Alan, 2010

'Grooming and Etiquette for Corporate Men and Women'- Chibaya Mbuya John, 2010

'Modern Etiquette Made Easy: A Five-Step Method to Mastering Etiquette' - Myka Meie, September 2011

'Essentials of Business Writing' - Guffey Mary Ellen, South-Western College Publishing, Ohio, 2016

'Everything About Corporate Etiquette'- Vivek Bindra , January 2017

'Communicating at Work' - Ronald B. Adler, Jeanne Marquardt Elmhorst , March 2018

 'Business Etiquette Made Easy: The Essential Guide to Professional Success' by Myka Meier, May 2020

'This Book Will Teach You Business Etiquette: The Insider's Guide to Workplace Courtesy and Customs' - Tim Rayborn , August 2020

'How to Understand Body Language 2021: A Guide to Improve Your Communication and Negotiation Skills' - Jess Burns, April 2021

'Decoding Communication: A Complete Handbook for Effective Communication'-Girish Jain and Manzoor Moideen, April 2021

Course Code UV-SRM-304

Visual Merchandising

Sr .No.	Modules/ Units	No. of Lectures
I	**Introduction** 1.1 Introduction to Visual Merchandising 1.2 Purpose and principles of Visual Merchandising 1.3 Visual Merchandising and Display 1.4 Elements of Visual Merchandise 1.5 Role of a Visual Merchandiser	15
II	**Store Design and Visual Merchandising : Steps to prepare** 2.1 Plan store layout 2.2Label display products 2.3Arrange and maintain products for display 2.4Interpret design briefs for retail displays- Online and Offline	15
III	**Store Design and Visual Merchandising : Steps to execute** 3.1 Get hold of merchandise and props to be featured in retail displays 3.2 Organize staff to display the products 3.3 Point of sale procedure 3.4 Assess the impact of different display on customers 3.5 Monitor the work and people involved	15
IV	**Store Design and Visual Merchandising: Steps to achieve the desire outcome** 4.1 Success in Visual merchandising 4.2 Mistakes to be avoided in a display 4.3 Recent trends and future in visual merchandising in India 4.4 Scope of Visual Merchandising in India 4.5 Case Studies	15

Self-Learning topics (Unit wise)

Unit	Topics
1	1.5 Role of a Visual Merchandiser
2	2.1 Plan store layout
3	3.3 Assess the impact of different display on customer

4	4.3 Recent trends in visual merchandising

Online Resources

https://gcwgandhinagar.com/econtent/document/15874621032tassco402-%20visual%20merchandising%20(importance,components,%20rules,%20elements)%20.pdf 1.5 Role of a Visual Merchandiser
https://www.google.co.in/books/edition/Store_Design_and_Visual_Merchandising/MRiR2z9lWfYC?hl=en&gbpv=1&printsec=frontcover 2.1 Plan store layout
https://retailnext.net/en/products/display-window-effectiveness/ 3.3 Assess the impact of different display on customer
https://www.youtube.com/watch?v=9Peuc2ImSks 4.3 Recent trends in visual merchandising

References:

1. 'Store Design and Visual Merchandising: Creating Store Space That Encourages Buying', Business Expert Press, New York - Ebster, Claus (2011)

2.'Visual Merchandising', Tata McGraw Hill, New Delhi - Bhalla, Swati (2010)

3. 'Visual Merchandising for Fashion', Bloomsbury Publishing Pie, UK - Bailey, Sarah (2014)

Course Code UV-SRM-305

Subject: Team Leader

Sr No	Modules/Units	No. of Lectures
I	**Overview of Team Leader** 1.1 Retail Team Leader: An Overview 1.2 Job Role, Responsibilities and Qualities of a Retail Team Leader 1.3 Understanding the health requirements of working through the process. 1.4 Understanding the technical requirements involved in the process. (Materials, Display area, Equipment) 1.5 Understanding the nature of the product (shelf life, demand, appeal and promotional requirements.) 1.6 Labelling and other display parameters. 1.7 Principles of Good Product Display.	15
II	**Processing the Sale of Products:** 2.1 Provide Product Insights to Customers 2.2 Principles of Pricing and different pricing models. 2.3 Various types of modes of Payments and Procedures. 2.4 Process of maintaining Records, Payments and other relevant documents. 2.5 Retail Billing Process 2.6 Technical tasks involved in the billing process. (Scanning, Recording etc)	15
III	**Plan Visual Merchandise:** 3.1 Understanding the role of displays in marketing, promotional and sales campaigns and activities. 3.2 Design brief (its content and relevance) 3.3 Types and models for Visual Merchandising. 3.4 Types and Merchandise and Nature of display required. 3.5 Category Killer and Planogram 3.6 Principles of effective visual merchandising.	15

IV	**Interpersonal Skills in Retail Environment:** 4.1 Verbal Communication 4.2 Written Communication 4.3 Importance of Body Language and Feedback in Communication 4.4 Models for problem solving 4.5 Role of Communication in Resolving Conflicts **4.6** Decision making theories	15

Self-Learning topics (Unit wise):

Sr. No	Unit	Topics
1	2	2.1 Principles of Pricing and different pricing models.
2	3	3.1 Types and models for Visual Merchandising.
3	4	4.7 Verbal Communication

Online Resources

https://nptel.ac.in/courses/110/104/110104070/
https://onlinecourses.nptel.ac.in/noc20_hs81/preview
https://onlinecourses.swayam2.ac.in/cec21_mg04/preview
https://nptel.ac.in/content/storage2/courses/109104030/Module1/Lecture1.pdf

References:

- Bhatia, SC (2008): 'Retail Management', Atlantic Publishers & Distributors Pvt. Ltd., New Delhi.

- Wrice, Mark (2004) 'First Steps in Retail Management', Macmillan Publishers Australia Pvt. Ltd, South Yarra

- Mathur, U.C. (2010): 'Retail Management: Text and Cases', I.K. International Publishing House Pvt. Ltd., New Delhi**.**

Part 4 - The Scheme of Teaching and Examination

Semester – IV

Summary

Sr. No.	Choice Based Credit System	Subject Code	Subject Name
1	General Component	**UV-SRM-401**	Customer Relationship Management
		UV-SRM-402	Research Methodology
		UV-SRM-403	Brand Management
2	Vocational Component	**UV-SRM-404**	Departmental Manager
		UV-SRM-405	E-tailing

Second Year Semester IV Internal and External Detailed Scheme

Sr No.	Subject Code	Subject Title	Periods Per Week							Internals				Total Marks
			Units	SL	L	T	P	Credit	SLE	CT	AP	TA	SEE	
1	UV-SRM-401	Customer Relationship Management	4	20%*	4	0	0	4	10	15	5	10	60	100
2	UV-SRM-402	Research Methodology	4	20%*	4	0	0	3	10	15	5	10	60	100
3	UV-SRM-403	Brand Management	4	20%*	4	0	0	4	10	15	5	10	60	100
4	UV-SRM-404	Departmental Manager	4	20%*	4	0	0	4	10	15	5	10	60	100
5	UV-SRM-405	E- tailing	4	20%*	4	0	0	5	10	15	5	10	60	100
6	UV-SRM-406	E Learning						1						50
7	UV-SRM-407	Experiential Learning						1						50

8	UV-SRM-408	Year End Internship/ Project Work						16							200
	Total Hours / Credit					38			Total Marks						800

SL: Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE- Self learning evaluation,

CT-Commutative Test, SEE- Semester End Examination, TA-Teacher Assessment

*One to two lectures to be taken for CONTINUOUS self -learning Evaluation.

Second Year Semester – IV Units – Topics – Teaching Hours

S. N	Subject Code		Subject Unit Title	Lectures	Total No. of lectures	Credit	Total Marks
1	UV-SRM-401	I	Introduction	15	60	4	100 (60+40)
		II	Customer Satisfaction	15			
		III	Customer Retention	15			
		IV	CRM and Customer Care Management	15			
2	UV-SRM-402	I	Introduction to Research	15	60	3	100 (60+40)
		II	Data Collection and Processing	15			
		III	Data Analysis and Interpretation	15			
		IV	Advanced Statistical Techniques Research Report	15			
3	UV-SRM-403	I	Introduction to Brand Management	15	60	4	100 (60+40)
		II	Planning and implementation of Brand management programs	15			
		III	Strategic Brand Management process	15			
		IV	Growing and sustaining brand Equity	15			
4	UV-SRM-404	I	Store Management and taking care of customers	15	60	4	100 (60+40)
		II	Retail Team and Store Performance	15			
		III	Communicate Effectively with stake holders	15			
		IV	Work effectively in a Retail Team	15			

5	UV-SRM-405	I	Introduction to E-Commerce	15	60	5	100 (60+40)
		II	Internet Retailing	15			
		III	E-tailing	15			
		IV	E-tailing in the Indian Scenario	15			
6	UV-SRM-406	E learning				1	50
7	UV-SRM-407	Experiential Learning				1	50
8	UV-SRM-408	Year End Internship/ Project Work				16	200
		Total				38	800

Lecture Duration – 60 Minutes = 1 Hours. (60 Lectures equivalent to 60 hours)

For 3 Credits subject 1 credit = 20 hours

For 4 Credits subject- 1 credit= 15 hours

For 5 Credits subject- 1 credit = 12 hours

For 16 Credits subject- 1 credit = 3.75 hours

Curriculum Topics along with Self-Learning topics -To be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective Unit.

Course Code : UV-SRM-401

Customer Relationship Management

Sr No.	Modules/ Units	No. of Lectures
I	**Introduction** 1.1 Introduction to CRM 1.2 Evolution of CRM 1.3 Meaning, definition, objectives, and benefits of CRM 1.4 Building Customer Relationship 1.5 Barriers to CRM	15
II	**Customer Satisfaction** 2.1 Customer Satisfaction: Meaning, Definition, Benefits 2.2 Components of Customer Satisfaction 2.3 Customer Satisfaction Models 2.4 Rationale of Customer Satisfaction 2.5 Customer Profiling and Segmentation	15
III	**Customer Retention** 3.1Customer Retention Management 3.2 Reasons for Customer Switching 3.3 Need for Customer Retention in recent time 3.4 Customer Complaint Management Strategy	15
IV	**CRM and Customer Care Management** 4.1Customer Service Representative 4.2Customer Care Software 4.3 Customer Service Application 4.4 Customer Facilities 4.5 Multimedia Contact Centre 4.6 Electronic Point of Sale 4.7 Recent trends, challenges and opportunities : winning strategies and processes for effective CRM implementation, e-CRM, ethics in CRM	15

Self-Learning Topics (Unit wise)

Unit	Topics
1	1.4 Building Customer Relationship
2	2.1 Customer Satisfaction: Meaning, Definition, benefits
3	3.3 Need for Customer Retention in recent time
4	4.5 Multimedia Contact Centre

Online Resources

https://nptel.ac.in/courses/110/105/110105145/   1.4 Building Customer Relationship
https://www.agilecrm.com/blog/measuring-customer-satisfaction-methods-and-benefits/   2.1 Customer Satisfaction: Meaning, Definition, benefits
https://www.google.co.in/books/edition/The_CRM_Handbook/BELFKCVVHfcC?hl=en&gbpv=1&printsec=frontcover   3.3 Need for Customer Retention in recent time
https://nptel.ac.in/courses/110/105/110105145/   4.5 Multimedia Contact Centre

Reference Books:

1. Customer Relationship Management: Concepts and Cases (Second Edition)-PHI Learning

- Alok Kumar Rai

2. Customer Relationship Management- Routledge Inc. - Simon Knox, Adrian Payne, Stan Maklan:

3Customer Relationship Management (Wiley Dreamtech) - . Bhasin

Course Code : UV-SRM-402

Research Methodology

Sr No	Modules/Units	No. of Lectures
I	**Introduction to Research**	15
	1.1 Foundation of Research: Meaning, Objectives , Motivation and Utility of Research, Understanding the language of research – Concept, Construct, Definition, Variable	
	1.2 Research Process, Characteristics of Good Research.	
	1.3 Problem Identification & Formulation – Research Question – Investigation Question – Measurement Issues	
	1.4 Hypothesis: Meaning, Nature, Significance, Types and Sources.	
	1.5 Research Design: Concept and Importance in Research – Features and Essentials of a good research design – Exploratory Research Design – concept, types and uses, Descriptive Research Designs – concept, types and uses.	
	1.6 Sampling: Meaning of Sample and Sampling, Methods of Sampling, Non- Probablity Sampling, Convenient, Judgement, Quota, Snow Ball, Probability, Simple Random, Stratified, Cluster.	
II	**Data Collection and Processing**	15
	2.1 Types of Data and Sources: Primary and Secondary Data Sources.	
	2.2 Collection of Primary Data, Collection of Data through questionnaire and Schedules, other Observation Interview Methods, Collection of Secondary Data, Selection of appropriate method for data collection, Case Study, Techniques of developing research tools, viz. Questionnaire and rating scales etc. Reliability and validity of Research tools.	
	2.3 Methods of Collection of Primary data-	
	Observation: Structured and Unstructured, Disguised and Undisguised, mechanical observations(use of gadgets)	
	Experimental : Field, laboratory.	
	Interview : Personal interview, focused group, in-depth interview methods.	
	Survey : Telephonic Survey, Mail, E-mail, internet survey, Social Media and Media listening.	

		Survey Instrument: Questionnaire designing- Types of questions: Structured/close ended and unstructured/open ended, Dichotomous, Multiple Choice Questions: Scaling Techniques: Likert Scale, Semantic Differential Scale	
III		**Data Analysis and Interpretation** 3.1 Processing of Data: Meaning and Essentials of – Editing, Coding, Tabulation 3.2 Analysis of Data : Meaning, Purposes, Types. 3.3 Interpretation of Data : Essentials, Importance, Significance and Descriptive Analysis. 3.4 Testing of Hypothesis: One Sample, T-Test, ANOVA, F-Test, Chi-Square and Paired Sample Test.	15
IV		**Advanced Statistical Techniques and Research Report** 4.1 Introduction: Characteristics and Application of Correlation and Regression Analysis, Factor Analysis, Multi-Dimensional Scaling. 4.2 Report Writing: Meaning and techniques of interpretation. 4.3 Research Report Writing: Importance, Essentials, Structure/layout, Types. 4.4 Review of related literature its implications at various stages of research. (Formulation of research problem, hypothesis, interpretation and discussion of results). Major findings, Conclusions and suggestions. Citation of references and Bibliography	15

Self-Learning topics (Unit wise):

Sr. No	Sub Unit	Topic
1	1.1	Objectives of Research
2	2.3	Factors affecting the choice of method of data collection
3	3.1	Data Processing

4	4.3	Importance of Research Report writing

Online Resources

References:

- Research Methodology – Text and Cases with SPSS Applications, by Dr S.L. Gupta and Hitesh Gupta, International Book House Pvt Ltd
- Business Research Methodology by T N Srivastava and Shailaja Rego, Tata Mcgraw Hill Education Private Limited, New Delhi
- Methodology of Research in Social Sciences, by O.R. Krishnaswami, Himalaya Publishing House
- Research Methodology by Dr Vijay Upagude and Dr Arvind Shende
- Business Statistics by Dr S. K Khandelwal, International Book House Pvt Ltd
- Quantitative Techniques by Dr S. K Khandelwal, International Book House Pvt Ltd
- SPSS 17.0 for Researchers by Dr S.L Gupta and Hitesh Gupta, 2nd edition, Dr S. K Khandelwal, International Book House Pvt Ltd
- Foundations of Social Research and Econometrics Techniques by S.C. Srivastava, Himalaya publishing House
- Statistical Analysis with Business and Economics Applications, Hold Rinehart & Wrintston, 2nd Edition, New York
- Business Research Methods, Clover, Vernon T and Balsely, Howard L, Colombus O. Grid, Inc
- Business Research Methods, Emary C.Willima, Richard D. Irwin In. Homewood
- Research Methods in Economics and Business by R. Gerber and P.J. Verdoom, The Macmillan Company, New York
- Research and Methodology in Accounting and Financial Management, J.K Courtis
- Statistics for Management and Economics, by Menden Hall and Veracity, Reinmuth J.E
- Panneerselvam, R., Research Methodology, Prentice Hall of India, New Delhi, 2004.
- Kothari CR, Research Methodology- Methods and Techniques, New Wiley Ltd., 2009
- Mayan, M. J. (2016). Essentials of Qualitative Inquiry. Routledge. (Chapter 1, Introduction to Qualitative Inquiry, Chapter 4, Research Question and Sampling).
- Mickez, R. (2012). Interviewing Elites: Addressing Methodological Issues. Qualitative Inquiry 18: 482- 493.

Course Code : UV-SRM-403

Brand Management

Sr No.	Modules/ Units	No. of Lectures
I	**Introduction to Brand Management** 1.1 Meaning of Brand, Branding, Brand Management 1.2 Importance of Branding to Consumers, Firms, Brands v/s Products 1.3 Scope of Branding, Branding Challenges and Opportunities 1.4 Advantages and Limitations of Branding 1.5 Process of Branding	15
II	**Planning and Implementing Brand Marketing Programs** 2.1 Brand Elements: Meaning, Criteria for choosing Brand Elements, Types of Brand Elements 2.2 Integrating Marketing Programs and Activities: Personalizing Marketing, Experiential Marketing, One to One Marketing, Permission Marketing 2.3 Brand Positioning: Meaning, Importance, Basis	15
III	**Strategic Brand Management Process** 3.1 Steps of Brand Building including Brand Building Blocks 3.2 Customer Based Brand Equity model (CBBE) 3.3 Sources of Brand Equity 3.4 Benefits of Brand Equity 3.5 Branding Strategies: Brand Licensing, Manufacturer Branding (National Brand) And Distributor Branding (Private/store Brand),Co-Branding, Composite Co-Branding, Ingredient Co-Branding	15
IV	**Growing and Sustaining Brand Equity** 4.1 Designing & Implementing Branding Strategies 4.2 Brand Architecture: Meaning of Brand Architecture, The Brand-Product Matrix 4.3 Brand Hierarchy: Meaning of Brand Hierarchy, 4.4 Brand Extensions: Meaning, Advantages, Disadvantages, Brand Extension and Brand Equity 4.5 Managing Brands over Time: Reinforcing Brands, Revitalizing Brands, Brand Revival 4.6 Managing Failure of Brands	15

Self-Learning topics (Unit wise)

Unit	Topics

1	1.1 Meaning of Brand
2	2.5 Benefits of Brand Equity
4	4.6 Managing Failure of Brands

Online Resources

https://onlinecourses.swayam2.ac.in/imb19_mg04/preview
http://www.infocobuild.com/education/audio-video-courses/business-management/MarketingManagement2-IIT-Kanpur/lecture-17.html
http://www.infocobuild.com/education/audio-video-courses/business-management/MarketingManagement2-IIT-Kanpur/lecture-24.html

Reference Books:

1. Aggarwal, S (2008): 'Brand Management: A Theoretical and Practical Approach', Global India Publications Pvt. Ltd., New Delhi
2. Verma, H (2002): 'Brand Management: Text and Cases', Excel Books, New Delhi.
3. Sagar, M (2009): 'Ane Books Pvt. Ltd.', New Delhi
4. . David, A Aker, Building strong brands, the free press, 1996
5. . Deirdre Breakcnridhe cyber branding-Financial Times-Prentice Hall 2001
6. John Philip Jones, What's in a Brand-Building Brand Equity through Advertising,Tata
7. McGraw Hill 2001
8. Al Ries and Laura Ries, the 11 Immutable Laws of Internet branding, Harper Collins,
9. 2001
10. Susannah Hart and John Murphy, Brands: The New Wealth Creators, Macmillan
11. Business, 1998
12. Kumar Ramesh, Marketing and Branding-Indian Scenario, 2007
13. **Keller, Kevin Laurie, Strategic Brand Management, Prentice Hall of India 2003**

Course Code : UV-SRM-404
Departmental Manager

Sr. no	Modules/ Units	No. of Lectures
I	**Unit-I: Store Management and Taking Care of Customers** 1.1 Managing the store, department, floor, team. 1.2 Establish customer needs 1.3 Satisfy customer needs 1.4 Demonstrate products to customers 1.5 Organizational Context, Technical Knowledge, Core Skills, Professional Skills	15
II	**Unit-II: Retail Team and Store Performance** 2.1 Build and manage store team 2.2 Allocate and check work in your team 2.3 Develop individual retail service opportunities 2.4 Monitor and manage store performance and budget 2.5 Organizational Context, Technical Knowledge, Core Skills, Professional Skills	15
III	**Unit-III: Communicate effectively with stake-holders** 3.1 Handle business communication mediums effectively 3.2 Communicate effectively with stakeholders & customers 3.3 Develop and sustain effective working relationships with stakeholders 3.4 Organizational Context, Technical Knowledge, Core Skills, Professional Skills	15
IV	**Unit IV: Work Effectively in a Retail Team** 4.1 Support the work team 4.2 Maintain personal presentation 4.3 Develop effective work habits 4.4 Organizational Context, Technical Knowledge, Core Skills, Professional Skills	15

Self-Learning topics (Unit wise)

Unit	Topics
1	Establish customer needs
2	Qualities of sales personnel
3	Handle business communication mediums effectively

Online Resources

https://nptel.ac.in/courses/110/105/110105029/
https://nptel.ac.in/courses/110/105/110105122/
https://nptel.ac.in/courses/109/106/109106129/

Reference Books:

- Berman, B and Evans, J (2004): 'Retail management: A strategic approach', Prentice Hall, London
- Iyer (2011): 'Retail store operations', Tata McGraw Hill, New Delhi
- Vedamani, G (2004): 'Retail management', Jaico Publishing House, Mumbai

Course Code : UV-SRM-405
E-tailing

Sr.No	Modules/ Units	No. of Lectures
I	**<u>Introduction to E-commerce</u>** 1.1 Introduction to E-commerce 1.2 Advantages and disadvantages of E-commerce 1.3 Categories of E-commerce 1.4 Formats of E-commerce 1.5 Case Studies	15
II	**<u>Internet Retailing</u>** 2.1 Introduction to internet retailing 2.2 Internet marketing 2.3 Factors affecting internet retailing adoption 2.4 Enhancing customer loyalty through e-CRM 2.5 Pricing strategies in online retailing	15
III	**<u>E-tailing</u>** 3.1 Introduction to E-tailing 3.2 Categories of online retailing (E-commerce store design, user experience design) 3.3 Advantages and disadvantages of E-tailing 3.4 Scope of E-tailing 3.5 Factors to be considered while having E-tailing,	15
IV	**<u>E-tailing in the Indian scenario</u>** 4.1 Emergence of e-tailing in India 4.2 Trends in e-tailing in India 4.3 Challenges for adoption of e-tailing in India 4.4 Security issues in e-tailing 4.5 Case Studies from India 4.6 Future of e-tailing in India	15

Self-Learning topics (Unit wise)

Unit	Topics
1	Introduction to E-commerce
2	Difference between Physical and Online Retail
2	Introduction to internet retailing

Online Resources

https://nptel.ac.in/content/storage2/courses/106108103/pdf/PPTs/mod13.pdf

https://nptel.ac.in/courses/110/105/110105083/
https://onlinecourses.swayam2.ac.in/cec19_mg23/preview

Reference Books:

- Vedamani, G (2004): 'Retail management', Jaico Publishing House, Mumbai.
- Gupte, S.L. et.al. (2011): 'Retailing and e-tailing', International Book House P. L., New Delhi
- Bajaj, C et.al. (2005): 'Retail management', Oxford University Press, New Delhi
- Varley, Rosemary et.al (2014): 'Principles of retailing', Palgrave MacMillan, England
- Reynolds, J et.al. (2004): 'Retail strategy: A view from the bridge', Bulterworth-Heinemann, Oxford

Dr Rita Khatri

Chairperson – BOS (Retail Management)