

Detailed Project Report

B.B.A. (Retail Management) with Industry Consortium

NSQF Level -7

Batch 2023-26

3 Years Course offered

By

Skill Department of Management Studies

(Skill Faculty of Management Studies & Research)



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1. PREAMBLE

1.1. Introduction

Education plays an important role in the overall development of a human being as well as the nation. It is a unique investment in the present and for the future. Every country develops its own system of education to express and promote its unique socio-cultural identity besides meeting the challenges of time to leverage the existing potential opportunities. India, at present, is recognized as one of the youngest nations of the world with over 50% of population under the age of 30 years. It is estimated that by 2025, India will have 25% of the world's total workforce. In order to harness the full demographic dividend, India needs high quality educational system which is affordable, flexible and relevant to the individuals, as well as to needs of the society as a whole. India is a country today with 65% of its youth in the working age group. If ever there is a way to reap this demographic advantage, it has to be through skill development of the youth so that they add not only to their personal growth, but to the country's economic growth as well. India over the past decade has experienced an unparalleled boom in the retail sector. The initiatives Government of India is taking to encourage the manufacturing sector and exports are expected to upsurge the demand for retail sector. The total global retail sales projected to reach \$26.29 trillion in 2019 and \$27.73 trillion by 2020. In retail sector, Amazon, Apple, Google, Microsoft, and Visa are the top brands in 2019. The retail industry has attracted private equity investment of around US\$ 1 billion in 2019 and retail sector would add up more than 39 million square feet of space by 2022. This will create terrific job opportunities for new entrants in the industry. The thriving e-commerce market in India is bringing in new opportunities for retail sector. Due to innovation in Finance, collective efforts of financial houses and banks with retailers are enabling the customers to go for durable products with easy credit. The policy support in retail sector are also seen with GST (Goods and Services Taxes) was introduced as a single unified tax system and about 51% FDI is allowed in multi brand retail sector. Even 100% FDI is allowed in the single brand retail under the automatic route. The cumulative FDI in retail from April 2000 to December 2019 stood at US\$2 billion showing great increase in investment. The growth in retail sector is currently perceived as an effective means to achieving competitive advantage at international level. The management concept is, however, nascent in India. Is India on the right path of managing its retail sector to enhance its competitiveness in this changing economic environment? Addressing this basic question, explores the opportunities of retail sector for gaining competitive advantage. The course on retail sector is borne out of the felt need by managers, expert professionals and academicians, to address this issues at the national level.

Source: (<https://www.ibef.org/>), (<https://financesonline.com/>)

1.2. UGC, NSQF aligned and OJT pivoted Dual Education System

The University Grants Commission (UGC) has launched a scheme on skills development based higher education as part of college/university education, leading to Bachelor of Vocation (B. Voc.) degree with multiple exits such as Diploma/Advanced Diploma under the NSQF. The Vocational programme is focused on universities and colleges providing undergraduate studies which would also incorporate specific job roles and their NOSs along with broad based general education. This would enable the graduates completing Vocation degree to make a meaningful participation in accelerating India's economy by gaining appropriate employment, becoming entrepreneurs and creating appropriate knowledge.

Today, the country faces a demand – supply mismatch as the economy needs more 'skilled' workforce as also the managers and entrepreneurs than produced annually. In fact, majority of the contemporary institutions of higher learning remain almost disconnected with the requirements of the workplace. Government of India, taking note of the requirement for skill development among students developed National Vocational Education Qualification Framework (NVEQF) which was later on assimilated into National Skills Qualifications Framework (NSQF). Various Sector Skill Councils (SSCs) are developing Qualification Packs (QPs), National Occupational Standards (NOSs) and assessment mechanisms in their respective domains, in alignment with the needs of the industry.

1.3. Selection of sector

To support the initiative of Skill Development of our country, Shri Vishwakarma Skill University explored the demand and supply gap of manpower for industry in current environment and in nearby future with help of its Vision Document. To develop the Vision Document, University conducted survey among the Youth of Haryana. It has been designed to fathom the aspirations of millennial and youths towards the vocational skill and training across different sectors and specific job roles. The outcome of the document depicts that sports sector appeared to be most preferred by class followed by IT/ITeS, Automobile, Retail, BFSI and Healthcare.

To validate the results University organized an industry meet wherein personnel from industry were invited to share their views about future of skill education and training. The analysis provides insights for the job roles that university need to focus on for future prospects. To have understanding about the sector and job roles, the University team has also explored various national and international reports that highlights the demand of skilled manpower in sector like IT/ITeS, Beauty & Wellness, Automobile, Healthcare, Hospitality & Tourism, BFSI, Retail and Textile.

The Indian retail industry has emerged as one of the most dynamic and fast-paced industries due to the entry of several new players. Total consumption expenditure is expected to reach nearly US\$ 3,600 billion by 2020 from US\$ 1,824 billion in 2017. It accounts for over 10 per cent of the country's Gross Domestic Product (GDP) and around 8 per cent of the employment. India is the world's fifth-largest global destination in the retail space. India is the world's fifth largest global destination in the retail space. In FDI Confidence Index, India ranks 16th (after U.S., Canada, Germany, United Kingdom, China, Japan, France, Australia, Switzerland and Italy). India is expected to become the world's fastest growing e-commerce market, driven by robust investment in the sector and rapid increase in the number of internet users. Various agencies have high expectations about growth of Indian e-commerce markets.

Source: (<https://www.ibef.org/>)

1.4 Selection of Organisation

Keeping into context, the scope of industry and sector, Shri Vishwakarma Skill University (SVSU), the first Skilling University in India has signed MOU with *Frontier Automotive Pvt. Ltd.* to offer a unique and pioneering graduate programme at National Skill Qualification Framework (NSQF) Level - 7, B.B.A. Retail Management under Dual Vocational Education system. University Joined hands with *Cantabill Pvt. Ltd.* and other industries for running the B.B.A. Retail Management course in dual education model. The Program's scope will cover the following activities:

- a) Design and development of the Course content and delivery methodology for training and certification to make the students "Job-Ready".
- b) Conduct the Course in a time bound, complete and high-quality manner in accordance with the design and methodology specified and mutually agreed upon between the parties.
- c) Provide on the job training to students enrolled in the course, for duration mutually agreed upon between the parties.
- d) Consider candidates who successfully complete the Course and clear the selection process, for job appointments with the concerned company provided they meet the standards of recruitment at *Frontier Automotive*.

Industry Partners

Frontier Automotive

Frontier Group is more than 60 years old with its corporate office in Gurgaon and the business spread over Delhi NCR and Madhya Pradesh. Frontier Group is one of the leading automobile group in India with more than 25 outlets spread across NCR and Madhya Pradesh region. Frontier Group has 6 leading Brands like

KIA, Hyundai, Honda, Volkswagen, Skoda & JCB. We have a separate vertical for Used Cars & for Insurance as well.

Cantabil Retail India Ltd.

Cantabil Retail India Ltd. is in the business of designing, manufacturing, branding and retailing of apparels under the brand name of CANTABIL with a network of 400+ exclusive retail outlets & employee strength of more than 3700+ spread across India. The Company started its garments manufacturing and retailing business in the year 2000 and opened its first Cantabil store in September, 2000 in New Delhi. The CANTABIL brand offers the complete range of formal-wear, party-wear, casuals & ultracausal clothing for Men and Women in the middle to high income group.

1.5 About the Program

UGC has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and BBA programs realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. These centers are expected to take-up the vocational education to new levels and offer courses beyond bachelor Degree courses. These centres have to embed and follow the guiding principles of National Skill Qualification Framework (NSQF), QPs, and NOSs for their programmes and should not focus on skilling alone but also develop entrepreneurship traits.

Shri Vishwakarma Skill University (SVSU) in the state of Haryana aims at providing quality vocational education through combining class room centered formal education and training with experience sharing of Industry practitioners and On Job Training (OJT) in industry and business houses. The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth. Teaching and training methodology of courses offered under University are designed accordingly. Many business firms have shown interest to sign MOUs with the University for providing their expertise in administering courses and sharing resources to ensure and enhance the employability of the young graduates

The Skill Faculty of Management Studies & Research aims equally at knowledge acquisition and skills development for employment along with entrepreneurship skills development through its curriculum, in an innovative and flexible manner. The innovative programmes at Shri Vishwakarma Skill University provide a great opportunity for 'skilling' students with skill-based, job-oriented degrees under the title B.B.A. (Retail Management). The uniqueness of the degree is such that it has multiple exit points with job opportunity at each stage. The course has been designed to provide skill education with hands on experience by specifically defining the job role

and providing necessary skills for it.

B.B.A. in Retail Management is a 3-year undergraduate course essentially covering the concepts and processes involved in retail related domains. The curriculum is designed with the aim of familiarizing students with the inner working of the business world. Students are taught to develop communication and leadership skills, and attain expertise in areas of Accounting, IT, and Management, International Trade, and Strategic Location. The dual vocational education programme is a three-year program which consists of a combination of on job training and class room learning. This three-year program will be divided into 6 semesters; 2 semesters per year. The program is a work integrated training which includes on-the-job (hands on experience). Each student will undergo for an OJT with *industry partners* for 2nd and 3rd Year.

As one of the key foundations for manufacturing, trade and growth, retail sector is a strategic component of every economy. The sector can also contribute significantly to job creation. The retail sector is considered as a sunrise sector for employment opportunities. The major proportion of the employment in the retail sector is in front-end/retail assistant profiles in stores. Store operations account for 75%-80% of the total manpower employed in the organized retail sector. Although the skill requirements may seem similar across segments, the type of product retailed, format of the store and customer involvement impacts the intensity of skill requirement across various functions. Soft skills such as communication and interpersonal skills are the key criterion for employability for both the entry-level and middle-level jobs in the retail sector. A direct result of FDI would be increase in the number as well as the formats of retail, which would result in the generation of jobs in multiple categories. This development brings with it an unprecedented need for nation-wide availability of skilled labour and an increased demand for comprehensive skills training.

The automobile industry is supported by various factors such as availability of skilled labour at low cost, robust R&D centres and low cost steel production. The industry also provides great opportunities for investment and direct and indirect employment to skilled and unskilled labour. The automobile industry is supported by various factors such as availability of skilled labour at low cost, robust R&D centres and low cost steel production. The industry also provides great opportunities for investment and direct and indirect employment to skilled and unskilled labour. Indian automotive industry (including component manufacturing) is expected to reach Rs 16.16-18.18 trillion (US\$ 251.4-282.8 billion) by 2026. In order to keep up with the growing demand, several auto makers have started investing heavily in various segments of the industry during the last few months. The industry has attracted Foreign Direct Investment (FDI) worth US\$ 22.35 billion during the period April 2000 to June 2019, according to data released by Department for

Promotion of Industry and Internal Trade (DPIIT). Source: (<https://retail.economictimes.indiatimes.com/>)

1.6 Programme Educational Objectives (PEOs)

PEO1. Developing an understanding of the key concepts applied in Retail sector.

PEO2. To highlight the importance of all activities of the retail segment and an understanding of basic concepts.

PEO3. To develop skills for planning and designing the operational facilities of retail sector with the analytical and critical understanding.

PEO4. To understand how retail sector, play an important role in redefining value chain excellence of firm.

PEO5. To understand how retail sector, play an important role in the retail segment of a company.

1.7 Programme Outcomes (POs)Domain Knowledge

PO1. To demonstrate strong conceptual knowledge of management & its functional areas.

Professional Communication

PO2. To demonstrate effective oral and written communication skills in the professional context.

Team Work

PO3. To work effectively in teams and demonstrate team-building capabilities.

International Fit for Cross Cultural Understanding

PO4. To evaluate the legal, social and economic environments of business.

PO5. To describe the global environment of business.

Ethics and Social Decision Making

PO6. To demonstrate sensitivity towards ethical and moral issues and have ability to address them in the course of business.

Critical Thinking & Analysis

PO7. To apply decision-support tools to business decision making.

PO8. To apply knowledge of business concepts and functions in an integrated manner.

PO9. To analyze and apply conceptual domain knowledge to the retail sector.

Innovations, Problem solving & Decision Making

PO10. To apply decision-support tools to decision making in retail sector.

PO11. To apply conceptual knowledge of retail sector in an integrated manner.

PO12. To demonstrate employable and deployable skills for appropriate roles in management.

1.8 Mapping of PEOs with POs

Table 1: Mapping of PEOs with POs

	P O 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2
PEO1	☐	☐		☐				☐	☐			☐
PEO2		☐	☐	☐			☐	☐				
PEO3			☐	☐		☐		☐	☐			☐
PEO4&5				☐	☐	☐	☐		☐	☐	☐	

1.9 Required skills of future

Table 2: Top Skills Required

S. No.	Top Skills in 2020	Mapping with POs
1	Ability to see the big picture	PO9,10,11
2	Adaptability	PO1,6,12
3	Calm under pressure	PO4,5
4	Effective problem-solving skills	PO7,8,9,10
5	Continually seeking improvement	PO12
6	Proficient in project management	PO1,7,8,9,10
7	Able to manage and release stress	PO6,12

Source: *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [career information accessed June 19, 2018] www.bls.gov/ooh/.

1.10 Levels of Awards

The certification levels will lead to Diploma/Advanced Diploma/B. Voc. Degree in one or more vocational areas and will be offered under the aegis of the University as mentioned in Table as follows:

Table 3: Levels of Awards

Award	Duration	Corresponding NSQF level
Diploma	1 Year	5

Advanced Diploma	2 Years	6
B.B.A. (Retail Management) Degree	3 Years	7

1.11 NSQF Level Descriptors

Each of the awards shall specify within parenthesis, the Skill(s) specialization as per UGC Guidelines for B.Voc. The course will be designed in such a pattern that it will incorporate the Knowledge, Skill and Aptitude skill in a progressive manner. Following model will be adopted for delivering the education to the students in collaboration with industry partners.

Table 4: NSQF Level Descriptors

Level	Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility
5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialized	Factual and theoretical knowledge in	A range of cognitive and practical	Reasonable good in mathematical	Responsibility for own work and learning and

technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	broad contexts within a field of work or study.	skills required to generate solutions to specific problems in a field of work or study.	calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	full responsibility for other's works and learning.
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Level	Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility
7	Requires a command of wide-ranging specialized theoretical and practical skills, involving variable routine and no routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organizing information, communication and presentation skill.	Full responsibility for output of group and development.

1.12 Programme Design

The dual vocational education programme is of three-year program which consists of a combination of on job training and class room learning. This three-year program will be divided

into 6 semesters; 2 semesters per year. The program is a work integrated training which includes on-the-job (hands on experience). Each student will undergo for an OJT (with stipend) with *Industry partners*.

The course will be covered in 6 semesters by providing the sufficient knowledge and leverage to the students to have an opportunity to get work at various levels after completing course in each year. The overall course is based on more than 70% practical exposure to the candidate. The Programme will follow the credit based system to deliver the education in two domains namely General education component (40%) and Skill education component (60%).

Universities/institutions where these courses are running:

- Indira Gandhi National Open University, New Delhi (B.B.A.)
- Reva University, Bangalore (B.B.A.)
- Tamil Nadu Open University, Chennai (B.B.A.)
- Symbiosis University of Applied Sciences, Indore (B.B.A.)
- Ness Wadia College of Commerce, Pune (B.B.A.)
- PSGR Krishnammal College for Women, Coimbatore (B.B.A.)
- The Neotia University (TNU), Kolkata (B.B.A.)
- Jagannath University (JU), Jaipur (B.B.A.)

2 Conventional Program offered

2.1 Offered in NCR and Surrounding

Table 5: Similar program offered in India

Name of the Institute	City/ State	Duration	Name
GD Goenka School of Management, Gurgaon	Gurugram	3 years	B.B.A.
Indian Institute of Management, Rohtak	Rohtak	3 Years + 2 Years	(B.B.A + M.B.A.)

Indian Institute of Foreign Trade	New Delhi	2 Years	MBA
Shaheed Sukhdev College of Business Studies	New Delhi	3 Years	Bachelor of Management Studies
Institute of Logistics and Aviation Management - [ILAM]	Mumbai	3 years	BBA Logistics & Supply Chain Management
University of Petroleum and Energy Studies	Dehradun	3 years	BBA Logistics Management
SIBM	Pune	3 Years	BBA in Logistics management
Central University of Haryana	Haryana	3 Years	B.Voc Retails & Logistics Management
The Neotia University (TNU)	Kolkata	3 Years	B.B.A.
S.P. Jain Institute of Management and Research	Mumbai	18 Months	Post Graduate Program in Family Managed Business

2.2 Offered by International Universities/Institutes

Table 6: Program offered Internationally

Name	Title	Location	Duration
Universiti Tunku Abdul Rahman (UTAR)	Bachelor of Business Administration (Hons) Retail Management	Malaysia	3 years
Ryerson University	Bachelor of Commerce in Retail Management	Canada	4 Years
Massey University	Bachelor of Retail and Business Management	New Zealand	3 year

University of Arizona	Bachelor of Science in Retailing and Consumer Sciences	USA	4 Years
ESSEC Business School	Advanced Master's Degree in Logistics and Supply Chain Management	France	1 Year
The University of Queensland	Master of Engineering Science (Management) Major in Materials and	Australia	2 Years

Name	Title	Location	Duration
	Manufacturing Engineering		

Source: (<https://www.hotcoursesabroad.com/>)

The programs mentioned offered by various universities/institutions in India are either in the conventional mode or online mode. No University/Institute is running the course in Dual Mode of Education System. In this context, the SVSU explored the scope of Dual Education Mode and formulated a course namely B.B.A. Retail Management that adhere to the industry requirements in current as well as future time period. The Programme name, duration, job roles have been finalised after consultation with the Industry partner i.e. *Frontier Automotive*. To validate the same, approval from Board of studies, Skill Council and Executive Council will be taken respectively.

3 Program Structure

3.1 Scope

The growth of scope in the Indian retail market is mainly due to the change in the consumer's behavior. For the new generation have preference towards luxury commodities which have been due to the strong increase in income, changing lifestyle, and demographic patterns which are favorable. The scope of the Indian retail market has been seen by many retail giants and that's the reason that many new players are entering the India retail industry. According to the report of the Definition Committee, America, "Retailing includes all activities incidental to selling to the ultimate consumer". The ongoing significant public and private investments in the transport and warehousing facilities have opened ways for MSMEs to reduce the overhead expenses and focus

on improving the supply chain efficiency. Rightly pointed out in Teamlease's report 'Indian Logistics Revolution- Big Bets, Big Jobs', public investments and steady evolution of the sector, spurred by snowballing demands, will continue to drive the growth of INR 14,19,000 crore logistics sector at CAGR of 10.5%. The major impact can be seen in road freight, rail freight, air freight, warehousing, packaging, and courier services and the creation of nearly 3 million new jobs is anticipated. With this, employment numbers in the logistics sector may increase up to 13.9 million by 2022, which are 10.9 presently. Overall domestic automobiles sales increased at 6.71 per cent CAGR between FY13-19 with 26.27 million vehicles getting sold in FY19. Domestic automobile production increased at 6.96 per cent CAGR between FY13-19 with 30.92 million vehicles manufactured in the country in FY19. In order to keep up with the growing demand, several auto makers have started investing heavily in various segments of the industry during the last few months.

Source:<http://www.economicdiscussion.net/>,<http://bweducation.businessworld.in>,
<https://www.ibef.org/>,

According to a report by National Skill Development Corporation (NSDC), India will need around 28.4 million strong Supply Chain workforce in India's booming Transportation, Logistics, Warehousing and Packaging sector. The sector, which currently employs over 16.74 million employees, is slated to employ more than 28.4 million employees by 2022. Hence, this sector will have one of the highest incremental human resource requirements of 11.7 million from 2013-2022, across the 24 sectors that have been mapped for assessing incremental human resource requirement in India. **(Source: scnext.org)**

'The importance of logistics and supply chain management has grown significantly,' says Dr Ki-Soon Hwang, course director of the MSc Logistics and Supply Chain Management degree at Kingston University Business School. 'In any industry goods need to be procured, stored and dispatched. Efficient and effective management of all these business functions is critical in the current business world.'

Delivering products and services at the right time and place, right cost, and at the right quantity and quality is at the heart of logistics and supply chain management.

The Government of India encourages foreign investment in the automobile sector and allows 100 per cent FDI under the automatic route. The Government initiative in this regard are that Under Union Budget 2019-20, government announced to provide additional income tax deduction of Rs 1.5 lakh (US\$ 2,146) on the interest paid on the loans taken to purchase EVs. The government also aims to develop India as a global manufacturing centre and an R&D hub. Under NATRiP, the Government of India is planning to set up R&D centres at a total cost of US\$ 388.5 million to

enable the industry to be on par with global standards.

The Ministry of Heavy Industries, Government of India has shortlisted 11 cities in the country for introduction of electric vehicles (EVs) in their public transport systems under the FAME (Faster Adoption and Manufacturing of (Hybrid) and Electric Vehicles in India) scheme. The government will also set up incubation centre for start-ups working in electric vehicles space. In February 2019, the Government of India approved the FAME-II scheme with a fund requirement of Rs 10,000 crore (US\$ 1.39 billion) for FY20-22. The functioning of the retail sector depends upon the combined interplay of infrastructure and technology. A recent revolutionary upsurge in e-commerce, has caused retail sector related organizations to respond timely with new innovations, so as to keep up. B.B.A. in Retail Management has hence been designed to cater to these rapid advancements in this sector.

Source: (<https://www.prospects.ac.uk>), (<https://www.ibef.org/>)

3.2 Key Features of the Program

- Experienced and qualified faculty with teaching and industry experience.
- Students will be put on job training from second year of the course and will be provided labs in the campus like Communication lab, Computer Lab, etc as per requirement.
- Students will be trained by using the methodologies like application based learning, Case study Approach of teaching, audio/visual, group discussion method, etc.
- Student will be able to get first-hand experience in the company to work at different process level of the *Frontier Automotive*.
- On job training / Extensive on the job program aligned with NSQF Level and exposure of Industrial projects.
- Students will get an opportunity to work on some of the Advanced Software packages.
- Faculty member as a Mentor will be assigned to support and guide the students for learning and career planning.

3.3 Program delivery Methodology

Programme is especially design to provide at least overall 60% Skill enhancement component to the students and with leverage in entry and exit mode at each level.

Intake Eligibility	Semester	General Education Component		Skill Education Component		Total Credits	Award	NSQL Level
		%	Credits	%	Credits			
10+2 OR 10+2 and L4 certificate in relevant field	2	40%	12	60%	18	30	Diploma	5
2/3 Year Diploma in Retail + NSQF L5 (STC)**	3	40%	12	60%	18	30	Advance Diploma	6

	4	40%	12	60%	18	30		
2/3 Year Diploma in Retail + NSQF L6 (STC)**	5	40%	12	60%	18	30	B.B.A.	7
	6	40%	12	60%	18	30		

* Students need to qualify 2 compulsory subjects for equivalence

*Students need to qualify NSQF Level 4 Certificate during Semester 1

** As per UGC Norms

3.4 Programme Design

The dual vocational education programme is of two-year program which consists of a combination of on job training and class room learning. This three-year program will be divided into 6 semesters; 2 semesters per year. 1st year will be a Diploma, 2nd year will be Advance Diploma and 3rd year will be B.B.A. in Retail Management Degree. The program is a work integrated training which includes on-the-job (hands on experience). Each student will undergo for an On the Job Training with some of the well-known industry.

The course will be covered in 6 semesters by providing the sufficient knowledge and leverage to the students to have an opportunity to get work at various levels after completing course in each year. The overall course is based on more than 70% practical exposure to the candidate. The Programme will follow the credit based system to deliver the education in two domains namely General education component (40%) and Skill education component (60%). The components of the credit based system will be as follows:

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 an 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 Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

In addition to conventional time-tested lecture method the committee suggests the following approaches:

1. **Case Based Learning:** Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective templates for business problem solving. Case method of teaching is to be harnessed as a critical learning tool.
2. **Experiential/Live Projects:** The learning is driven by the students who take up experiential projects in companies, where senior executives with a stake in teaching guide them.
3. **Global Virtual Teams:** The MBA/PGDM students be equipped to work across time zones, languages, and cultures. To acquire the skills necessary, students can work on a project with member schools from department/institute’s Global Network/international linkages. The idea of introducing “Global Virtual Teams,” a required course in the core curriculum, helps for grounding in team dynamics realizing the routine difficulties of working with people stationed

in remote parts of the world. The course will help students develop a set of skills that the market is demanding.

4. **Global Classrooms:** Apart from course faculty, using modern ICT technology students learn in class room from people who are located all over the world who bring real-time insights from their industries, their customers, happenings in their local place and environment. This sparks different ways of thinking as well as cover the conventional material.
5. **Second Generation Core Courses:** Expanded core course offerings that include Business Intelligence/ Analytic, spread sheet modelling and a Project focused Capstone course.
6. **Leadership Building:** In addition to developing a strong background in the functional areas of business, the revised MBA/ PGDM curriculum focuses on developing essential leadership capabilities in its graduates. Encouraging leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs. Also fostering entrepreneurship through Innovation Labs.
7. **Emphasis on Indian Business Models:** In the last twenty years several Indian organisations have made remarkable presence in the global business scenario with the innovation of new business models and building world class organisations. The quick examples are Infosys, Dr Reddy Laboratories, Tata group and ITC-E-choupal, National Stock Exchange, few micro finance companies and so on. Faculty should appropriately pick up such examples and motivate the students evolving world class models from India.

The course will be covered in 4 semesters by providing the sufficient knowledge and leverage to the students to have an opportunity to get work at various levels after completing course in each year. The overall course is based on more than 70% practical exposure to the candidate. The Programme will follow the credit based system to deliver the education.

3.5 Scheme

Semester 1: 22 Credits

Semester 2: 24 Credits

Semester 3: 23 Credits

Semester 4: 24 Credits

Semester 5: 22 Credits

Semester 6: 23 Credits

Total Credits up to 6th sem- 138 credits.

SCHEME OF BBA (MULTIPLE ENTRY AND EXIT) NEP

Semester-I

Sr. No	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Total	Credits
				L	T	P	I	E	Total	I	E	Total		
1	BBA101	Principles of Management & Organisational Behaviour	Discipline Specific Elective (DS)	3	1	-	30	70	100				100	4
2	BBA102	Marketing Management	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
3	BBA103	Basics of Accounting	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
4	BBA104	Business Communication	Ability Enhancement Course (AEC)	3	1	-	30	70	100				100	4
5	BBA105	Basics of Retailing	Discipline Specific Elective (DSE)	3	1		30	70	100				100	4
6	UVAC01 UVAC02 UVAC03	Choose any one from the below a. Constitutional Values and Fundamental Duties (P) b. Nation	Value Added Courses (VAC)	-	-	2	-	-	-	70	30	100	100	2

		al Cadet Corps (P) c. Financial Literacy (P)												
				15	5	2	150	350	500	70	30	100	600	22

Semester-II

Sr. No	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Total	Credits
				L	T	P	I	E	Total	I	E	Total		
1	BBA 201	Managerial Economics	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
2	BBA202	Fundamentals of Entrepreneurship	Discipline Specific Elective (DSE)	2		2	30	70	100				100	4
3	BBA203	Retail Store Operations	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
4	BBA204	Business Statistics	Multidisciplinary Courses (MDC)	4	1	-	30	70	100				100	5
5	BBA205	Computer Applications in Business	Multidisciplinary Courses (MDC)	2	-	2	15	35	50	35	15	50	100	4
6	BBA206	Project report on Retailing	Skill Enhancement Courses (SEC)	-	-	3	-	-	-	70	30	100	100	3
		Total		14	3	7	135	315	450	105	45	150	600	24

Exit Option:

If student want to exit after 1st year, he/she will be eligible to get the certificate in BusinessAdministration after completing the mandatory training of 6 weeks of 6 credits.

Semester-III

S r. N o	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Tot al	Cre dit s
				L	T	P	I	E	Total	I	E	Total		
1	BBA301	Legal Aspects of Retail Business and Franchise Management	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
2	BBA302	Rural Retailing	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
3	BBA303	Consumer Behaviour	Discipline Specific Elective (DSE)	3	1		30	70	100				100	4
4	BBA304	Behavioural skills	Ability Enhancement Course (AEC)	3	1	-	30	70	100				100	4
5	BBA305	Digital & Social Media in E-Commerce	Discipline Specific Elective (DSE)	3			30	70	100				100	3
6	BBA306	Summer Internship	Skill Enhancement Courses (SEC)			4				70	30	100	100	4
		Total		15	4	4	150	350	500	70	30	100	600	23

Semester-IV

S r. N o	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Tot al	Cre dit s
				L	T	P	I	E	Total	I	E	Total		
1	BBA401	Retail Branding & Merchandise	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
2	BBA402	E-Retailing	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
3	BBA403	Human Values and Professional Ethics	Discipline Specific Elective (DSE)	3	1		30	70	100				100	4

4	BBA404	Total Quality Management	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
5	BBA405	Financial Management	Discipline Specific Elective (DSE)	3	1		30	70	100				100	4
6	BBA406	Marketing and Social Media-Project based	Discipline Specific Elective (DSE)			4				70	30	100	100	4
		Total		15	5	4	150	350	500	700	300	1000	600	24

Exit Option:

If students want to exit after 2nd year, he/she will be eligible to get the diploma in Business Administration after completing the mandatory training of 6 weeks of 6 credits.

Semester-V

S r. N o	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Tot al	Cre d it s
				L	T	P	I	E	Total	I	E	Total		
1	BBA501	Human Resource Management	Discipline Specific Elective (DSE)	3		-	30	70	100				100	3
2	BBA502	Retail Market Research	Discipline Specific Elective (DSE)	3		-	30	70	100				100	3
3	BBA503	Finance and Insurance-Project Based	Discipline Specific Elective (DSE)			8				70	30	100	100	4
4	BBA504	NSQF-OJT	Skill Enhancement Courses (SEC)			12				245	105	350	350	12
		Total		6		20	60	140	200	315	135	450	650	22

Semester-VI

S r. N o	Course Code	Course Title	Course Type	Periods			Theory (Marks)			Practical (Marks)			Tot al	Cre d it s
				L	T	P	I	E	Total	I	E	Total		
1	BBA601	Environmental Studies	Value Added Courses (VAC)	3		-	30	70	100				100	3

2	BBA602	Customer Relationship Management	Discipline Specific Elective (DSE)	3	1	-	30	70	100				100	4
3	BBA603	Institutional Sales & Accessories Sales-Project Based	Discipline Specific Elective (DSE)			8				70	30	100	100	4
4	BBA604	NSQF-OJT	Skill Enhancement Courses (SEC)	-		12				245	105	350	350	12
		Total		6	1	20	60	140	200	315	135	450	650	23

3.6 Syllabus of BBA Retail Management with Industry Consortium Year 1

Semester-I

Principles of Management & Organizational Behaviour

Course Code: BBA101

Course Credit: 04 (3-1-0)

Max. Marks: 100 (30I+70E)

Objectives

The purpose of the course is to provide fundamental knowledge and exposure to the concepts, theories and practices in the field of management. It aims to understand individual and group behavior at the workplace.

Learning Outcomes

LO1: Outline the notion of managerial skills and functions.

LO2: Make Organisation Structure and identify the gaps.

LO3: Understand individual and group behaviour at the workplace.

LO4: Outline the process of conflict resolution processes in the organization

LO5: Make students must be acquainted with leadership quality.

Units	Topics	LOs
I Basics of Management	Concept, Nature, Process and Significance of management; Managerial levels, Skills, Functions and Roles; Management Vs. Administration; Contingency Management theories by - F. W. Taylor, Henry Fayol and Elton Mayo.	LO1
II Managerial Skill and Functions	Level of Management- Functions of Management; Centralization – decentralization Organization structures - Line & Staff – functions, Leading and Staffing; Controlling – Definition, Nature, Importance, Steps, Techniques; Decision Making.	LO2
III Introduction to OB	Organisation Behaviour - Definition, Scope, Importance, Concepts of Organisation Behaviour; Motivation- Definition, Theories of motivation, Mc Gregor, A.H. Maslow, Herzberg Learning- Meaning & Theories.	LO3
IV Perception & Conflict Management	Perception-process; Conflict – Definition, traditional Vs Modern view of conflict – Types of conflict - intra personal, interpersonal, organizational.	LO4

V Leadership & Personality	Definition, Importance, qualities of leaders, types of leaders – autocratic, democratic, free – rein; Personality-Attributes of personality, Type, Ego state, Johari window.	LO5
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Books Recommended

Text Books

1. SP Robbins and M. Coulter, Management, 8th ed. Prentice-hall of india.
2. Stoner, Freeman, and Gilbert, Jr., Management 7th.ed., Prentice-Hall of India.
3. Luthans, Fred, Organisational Behaviour, McGraw Hill, New York

Reference Books

1. Heinz, Wehrich, Mark V. Cannice, and Harold Koontz, Management: A Global and Entrepreneurial perspective, 13thed., Tata MacGraw-hill, 2010.
2. Harold koontz and Heinz Wehrich, Essentials of Management, 9th ed., Tata McGraw –hill, New Delhi, 2012.
3. Stephen P. Robbins David A. Decenzo, Sanghamitra Bhattacharya, and Madhushree Nanda Agrawal, Fundamentals of Management: Essential concepts and applications, 6th Ed., Pearson Education.
4. Newman, Summer, and Gilbert, jr., Management, 6th ed. Prentice-Hall of India.
5. Nelson, Debra L and James C Quick, Organisational Behaviour, Thomson Learning, 2012
6. Newstorm, John, Organsitional Behaviour, Tata McGraw-Hill. Robbins, S.P., Organisational Behaviour, Prentice Hall of India, New Delhi
7. Hellgiegel, D and J.W. Slocum, Organisational Behaviour, Thomson Learning
8. S.S. Khanka, Organisational Behaviour, S. Chand & Co. New Delhi.

MARKETING MANAGEMENT

Course Code: BBA102
Course Credit: 04 (3-1-0)
Max. Marks: 100 (30I+70E)

Objectives

The purpose of the course is to provide fundamental knowledge and exposure to the concepts, theories and practices in the field of marketing management.

Learning Outcomes:

LO1: To appraise the students about marketing with its significance.

LO2: To establish the importance of marketing mix, its integration and applicability.

LO3: To evaluate the application of STP (Segmentation, Targeting and Positioning).

LO4: To familiarize students with the decisions involved in running a firm and the concepts and principles for making those decisions.

LO5: To reiterate the importance of consumer behavior in decision making.

LO6: To enable incumbents to understand the application of consumer behavior regulating factors.

LO7: To familiarize students for the concept of distribution and promotion in marketing

Unit	Topic	LO's
I Introduction to Marketing	Introduction, Evolution to Marketing Concept; Market and Marketing, the Exchange Process, Core Concepts of Marketing, Functions of Marketing, Importance of Marketing	LO1
II Marketing Mix	Introduction, Marketing Mix-The Traditional 4Ps, The Modern Components of the Mix- The Additional 3Ps, Developing an Effective Marketing Mix	LO2, LO4
III Segmentation, Targeting and Positioning	Introduction, Concept of Market Segmentation, Benefits of Market Segmentation, Requisites of Effective Market Segmentation, The Process of Market Segmentation, Bases for Segmenting Consumer Markets, Concept of Targeting and Positioning	LO3
IV Consumer Behavior	Introduction and characteristics of consumer behaviour, Buyer Decision Process; Introduction and Levels of Products, Classification of Products, Product Life Cycle (PLC); Introduction of Brand and Branding, Advantages and disadvantages of branding; Introduction of pricing, Factors Affecting Price Decisions, Pricing Strategies	LO6
V Distribution and Promotion	Introduction and Need for Marketing Channels, Decisions Involved in Setting up the Channel, Introduction to Retailing, Wholesaling, Promotion mix –Advertising, Personal Selling, Publicity and sales promotion	LO7

Books Recommended

Text Books

1. Philip Kotler, Levin Lane Keller, Abraham Koshy and Mithleshwar Jha, Marketing Management: South Asian Perspective, 13th ed., Pearson education, New Delhi, 2009
2. Kotler Philip. Marketing Management, 11th Edition, New Delhi, Prentice Hall of India.

Reference Books

1. Perreault, William D. and McCarthy, Jr. E. Jerome, Basic Marketing, 14th ed., TMH.
2. Rajan Saxena, Marketing Management, 2nd edition, Tata McGraw Hill, 5. Czinkota & Kotabe, Marketing Management, Vikas Publishing, New Delhi.
3. Ramaswamy, V S and Namakumari, S. Marketing Management: Planning, Control, New Delhi, Macmilian,
4. Zikmund; Marketing, 7th edition, Thomson Learning, Mumbai.
5. Marketing Management: Indian Context Global Perspective by V S Ramaswamy and S Namakumari, 2018, Sage Publications.

Basics of Accounting
Course Code: BBA103

Course Credit: 04 (3-1-0)
Max. Marks: 100 (30I+70E)

Objectives

The basic purpose of this course is to develop an insight of postulates, principles and techniques of accounting and application of financial and accounting information for planning decision-making and control. It acquaints students to the conventions and concepts of accounting and preparation as well as analysis of financial statements.

Learning Outcomes

- LO1: To examine, learn, and understand fundamental principles and concepts of accounting.
LO2: To examine, learn, and understand the accounting equation and basic accounting entries.
LO3: To study, examine, learn, and understand ledger accounts and trial balance postings.
LO4: To examine, learn, and understand final accounts and preparation of statements and its analysis with interpretation.

Units	Topics	LOs
I Introduction to Accounting	Meaning of Accounting, Book Keeping and Record Maintenance, Concepts and conventions, Introduction to Accounting Standards and International Financial Reporting Standards	LO1
II Accounting Equation and Journal entries	The concept of double entry, accounting equation; assets, liabilities and owners' equity, journal entries and related concepts.	LO2
III Ledger accounts & trial balance	Classification of accounts, preparation of ledger accounts, posting from journal to ledger accounts, trial balance.	LO3
IV Profit & loss A/c & Balance Sheet	Format of Trading Account, Profit & loss A/c and Balance Sheet and it's Practical Applicability with Numerical.	LO4
V Analysis and Interpretation of financial statements	Financial statement analysis, financial ratios, interpretation of results.	LO4

Recommended Books

Text Books

1. Anthony, R. N., David F. Hawkins and Kenneth A. Merchant, Accounting: Text and Cases. 11th edition. Richard D. Irwin, Inc.
2. Shukla, M. C. T.S. Grewal and S. C. Gupta, Advanced Accounts, S. Chand & Co., New Delhi.

Reference Books

1. N. Ramachandaran and Ram Kumar Kakani, Financial Accounting for Management, Tata McGraw-Hill Publishing Co., New Delhi.
2. Bhattacharya, Ashish K., Essentials of Financial Accounting, PHI, New Delhi.
3. Financial Accounting by P. C. Tulsian, Pearson Publications, New Delhi.

BUSINESS COMMUNICATION

Course Code: BBA104

Course Credit: 04 (3-1-0)

Max. Marks: 100 (30I+70E)

Objective

To train students to enhance their skills in written as well as oral communication through practical conduct of this course. This course will help students in understanding the principles and techniques of business communication.

Learning Outcomes

LO 1. Students would be able to understand the nature, structure, types and process of various dimensions of communication and apply them in communication.

LO 2. Students would be able to make effective presentations in various business situations incorporating the ethics of good negotiations and assertive behavior.

LO 3. Students would develop competency to understand and perform the diversity of the globalized multicultural world.

LO 4. Students would be able to draft various types of documents used inside the organization for various types of communication.

LO 5. Students would develop interview skills and competency incorporating the use of different social media platforms for networking.

Units	Topics	LO's
I Basics of Communication	Meaning, Process and Types of Communication; Principles of Effective Communication; Verbal and Non- verbal Communication; Process and types of listening, deterrents to listening process, essentials of good listening.	LO1
II Presentation Skills	Prerequisites of effective presentation, format of presentation; team presentations, social media, technology and presentation; Conversations and negotiations: Negotiations-types, structures and basics of negotiations; Assertive behavior.	LO2
III Multicultural World and Communication	Business Communication in a globalized and multicultural world; understanding cultural diversity and developing cultural competency and inter-cultural business communication skills; Barriers to cross-cultural communication and strategies to overcome them.	LO3
IV Written Communication	Mechanics of writing, report writing, circulars, notices, memos, agenda and minutes; business correspondence – business letter format, style of letter arrangement, types of letters, electronic mail; Resume Writing	LO4
V Communication in Practice	Preparing for interviews- types of interviews, process of interview and group discussion; effective ways of performing well in interviews; Social media and Networking, Social media profiles, Editing and Posting on social media;	LO5

Books Recommended

Text Books

1. Bovee, L. Courtland, John V Thill, and Roshan Lal Raina. *Business Communication Today*. 14th ed. Noida: Pearson, 2018. Print.
2. Mukherjee, Hory Sarkar. *Business Communication: Communication at Work*. 2nd ed. New Delhi: OUP, 2016. Print.

Reference Books:

1. Sinha, K. K. *Taxmann's Business Communication*. 4th Revised ed. New Delhi: Taxmann's Pub., 2018. Print.
2. Lata, Pushp, and Sanjay Kumar. *Communication Skills*. 2nd ed. New Delhi: OUP, 2019. Print.
3. Monippally, Matthukutty, M. *Business Communication: From Principles to Practice*. New Delhi: McGraw Hill Pub., 2018. Print.

BASICS OF RETAILING

Course code: BBA105

Course Credit: 04 (3-1-0)

Max. Marks: 100 (30I+70E)

Objectives

This course provides the student with an introduction to retailing, exposure of retail environment and knowledge about how retailing is changing today, and the successful business will know how to identify, adapt, and plan with these changes.

Learning Outcomes

LO1: Become familiar with the fundamental concepts and how the retail industry works.

LO2: Able to understand the impact of retailing on the economy and its role in society.

LO3: Be able to apply the knowledge that how retailing fits within the broader disciplines of business.

LO4: To analyze the policies, methods, and procedures used by successful retailers in today's global economy.

LO5: To be able to make decisions involved in running a retail firm and the concepts and principles for making those decisions.

LO6: Understand the areas of accountability for retail management.

LO7: Understand how the role of the manager impacts the success of a retail business.

Unit	Topic	LO'S
I Introduction to Retailing and Retail types	Concept of retailing, Functions of retailing, Terms & Definition, Introduction to Retailing and Retail types, Retailing Channels, Retail Industry in India, Importance of retailing, Changing trends in retailing.	LO1, LO6, LO7
II Retail Consumer	Retail consumer behaviour, Factors influencing the Retail consumer, Retail Customer Buying Behaviour, Customer decision making process, Market research for understanding retail consumer, Responding and Targeting Consumers	LO2, LO3, LO4
III Retail Locations	Importance of Retail locations, Types of retail locations, Factors determining the location decision, Steps involved in choosing a Retail Site Location, Measurement of success of location, Store Layout and Design, Merchandising and Assortment Planning	LO4, LO5, LO7
IV Merchandising	Meaning of Merchandising, Factors influencing Merchandising, Merchandise planning, Merchandise buying, Pricing Decisions, Retail Communication Mix, and International Aspects of Retailing.	LO4, LO5, LO6
V Operations in Retail	Store administration, Premises and Inventory Management, Store Management, Receipt Management, Customer service, Retail Pricing, Factors influencing retail prices, Retail Information System, Operations Management in Retail.	LO4, LO3, LO7

Recommended Books

Text Books

1. Swapna. P (2011) Retailing Management: Text and Cases, ISBN-007015256X, Tata McGraw Hill

Reference Books

1. Michael. L, Barton. W & Watson. D. (2014) Retailing Management, Tata McGraw Hill
2. Berman, B, Joel R. Evans & Chatterjee, P (2017) Retail Management: A strategic Approach Pearson Education Asia, ISBN-0133796841.
3. Hammond, R (2013) Modern Retail Management: Practical Retail Fundamentals in the Connected Age, Kogan Page, ISBN-0749465867.

Course Title- Constitutional Values and Fundamental Duties (P)

Course Code: UVAC01

Course Credit: 02(0-0-2)
Max. Marks:100(70I+30E)

Objective: The aim of the course is to enrich students with knowledge and relevance of Constitution of India.

Learning Outcomes

LO	Statement
1	Understand the constitution and its values.
2	Appreciate the values and goals embedded.
3	Recognize the importance of fundamental duties in constitution.
4	Apply the spirit of fundamental rights and duties in everyday life.
5	Develop the understanding on Fundamental Duties and values.

Unit	Content
I LO1	The Constitution of India- An Introduction, Federal Republic, Rule of Law, Separation of Power; Sovereignty, Socialism, Democracy; Secularism and Sarva Dharma Sama Bhava.
II LO2	Constitutional Values- Justice: Social, Political, Economic, Liberty: Thought, Expression, Belief, Faith, Worship, Equality: Equality Before Law & Equal Application of Laws.
III LO2	Constitutional Values- Fraternity: Dignity, Unity and Integrity, International peace and a just international order.
IV LO3,4	Fundamental Rights and Duties- Reflecting on the Ancient Indian Notions of Righteousness and Duty Consciousness, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights.
V LO3,4,5	Fundamental Rights and Duties- Fundamental Duties–Article 51a [(A)- (K)], Legal Status of Fundamental Duties– Judicial Approach.

Suggested Activities: List of Practical and Activities (30 Hours)

- Reflection on some of the constitutional values / fundamental duties and its contemporary relevance in day-to-day national life through group discussion and projects
- Conduct workshop to spread awareness on Fundamental Duties and values
- Students will carry a survey of 30 respondents on assessing the awareness of constitutional duties among the citizens of country and submit a report in it.
- Students will share their experiences on Fundamental Duties and values through submission of a project report.
- Students may share experiences of Field /Educational trips in form of report.
- Collect the views of at least five persons on the extent they think the constitutional values have been realized or objectives have been attained. These persons may be your classmates or teachers or members of your family or social workers in your neighborhood or any other.
- Any other practical decided from time to time.
- Quiz and Internal Examinations
- Assignments
- Presentations
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Book

1. Constitutional Values and Fundamental Duties, by Amar Gupta & Sons, published by Amar Gupta & Sons

2. Introduction to the Constitution of India, by Durga Das Basu, et al., Lexis Nexis, (Lt. Ed.)
3. We, the Children of India: The Preamble to Our Constitution, by Leila Seth, New Delhi, Puffin Books, Penguin Books India, (Lt. Ed.)
4. Constitution of India, by Mahendra Pal Singh, V.N. Shukla's, Eastern Book Company, Lucknow, (Lt. Ed.)

Reference Books

1. Preamble to The Constitution of India, 1950
2. The Constitution of India, Articles-14, 19,21
3. The Constitution of India, Fundamental Duties–Article 51a [(A)- (K)]

Web Links

https://onlinecourses.nptel.ac.in/noc23_1w03/preview

B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at:https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

https://sos.cg.nic.in/E-Books/ENGLISH%20MEDIUM/213_Social%20Science%20-%202/213_Social%20Science%20-%202.pdf

OR

Course Title - National Cadet Corps (P)

Course Credit: 2(0-0-2)

Course Code: UVAC02

Max. Marks: 100(70I+30E)

Objective: This course serves as an introductory guide to provide knowledge about NCC, its organization, and incentives of NCC for their career prospects. It also inculcates spirit of duty and conduct in NCC cadets.

Learning Outcomes

LO	LO Statement
1	Critically think and analyse.
2	Understand the basic concept of NCC.
3	Respect the diversity of different Indian culture.
4	Practice togetherness, teamwork and empathy in all walks of their life.
5	Do their own self-analysis and will work out to overcome their weakness for Better, performance in all aspects of life.

Unit	Contents
Unit I LO 1	NCC General: Aims, Objectives and Organization of NCC, Incentives for NCC Cadets, Duties of NCC Cadets,
Unit II LO 2	NCC Camps: Types and Conduct. National Integration and Cultural Activities: Inter-State and Inter-Cultural Exchanges
Unit III LO 3	National Integration: National Integration: Importance and Necessity, Factors affecting National Integration, Unity in Diversity, Threats to National Security
Unit IV LO 4	Personality Development: Factors, Self-Awareness, Empathy, Critical and Creative Thinking, Decision Making and Problem Solving
Unit V LO 5	Social Service and Community Development: Basics of Social Service, Rural Development Programmes, NGO's, Contribution of Youth

Suggested Activities: List of Practical and Activities (30 Hours)

- Drill
- Field Craft & Battle Craft
- Map Reading
- Weapon Training
- Social Service & Community Development
- Celebrating National Festivals
- Cultural Performances
- Heritage Tours
- Any other Practical/Practice as decided from time to time
- Quiz and Internal Examinations

- Assignments
- Presentations
- Participation in extra, co-curricular and cultural activities

Books Recommended

1. DGNCC Cadet's Hand Book - Common Subjects -All Wings (in English)
2. DGNCC Cadet's Hand Book - Common Subjects -All Wings (in Hindi)
3. DGNCC Cadet's Hand Book- Specialised Subjects -Army, Navy and Air Wing

OR

Course Title- Financial Literacy (P)

Course Credit: 2(0-0-2)

Course Code: UVAC03

Max. Marks: 100(70I+30E)

Objective: This course serves as an introductory guide to financial literacy, equipping students with essential knowledge and skills to navigate the world of personal finance.

Learning Outcomes

LO	Statement
1	Understand the importance of financial literacy in everyday life.
2	Develop proficiency for personal and family financial planning
3	Apply the concept of saving and investment planning
4	Ability to analyse banking products
5	Personal tax planning

Unit	Contents
I LO1	Introduction to Financial Literacy: Importance of financial literacy, Key financial terms and concepts, Overview of personal finance goals and decision-making, Management of spending and financial discipline
II LO2	Saving and Investing: Importance of saving and types of savings accounts, Introduction to different investment options (stocks, bonds, mutual funds, etc.) Risk and return in investing, Insurance Planning: Life and non-life including medical insurance schemes
III LO3	Banking and Financial Services: Types of financial institutions, Managing checking and savings accounts, Introduction to online banking and mobile payment apps
IV LO4	Digitisation of financial transactions: Debit Cards {ATM Cards} and Credit Cards., Net banking and UPI, digital wallets; Security and precautions against Ponzi schemes and online frauds
V LO5	Introduction to basic Tax Structure in India for personal taxation, Aspects of Personal tax planning, Exemptions and deductions for individuals, e-filing

Suggested Activities: List of Practical and Activities (30 Hours)

- Students may be assigned a project wherein they can log on to the website of various banks and conduct an in-depth analysis and comparison of various financial products offered.
- Project related to building a dummy portfolio of stocks and tracking their returns may be given.
- An investment budget may be given to the students to select investment options that maximize the return and minimize the tax implications.
- Students may also file a dummy IT return to get hands-on experience with e-filing.
- Students may conduct a financial literacy survey among at least 25 respondents to measure the level of financial literacy and share the findings in the awareness in the form of a report.
- Short quizzes designed to check preparation for the class may be given periodically
- Any other Practical/Practice as decided from time to time
- Quiz and Internal Examinations
- Assignments
- Presentations
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Book

1. Introduction to Financial Planning- Indian Institute of Banking & Finance. By Sinha, Madhu. Financial Planning: A Ready Reckoner July 2017, McGraw Hill. (Lt. Ed.)
2. Foundations of Financial Literacy, by Sally R. Campbell, Robert L. Dansby, Goodheart-Willcox Pub. (Lt. Ed.)

Reference Books

1. Halan, Monika, Let's Talk Money: You've Worked Hard for It, Now Make It Work for You, July 2018 Harper Business. (Lt. Ed.)
2. Pandit, Amar The Only Financial Planning Book that You Will Ever Need, Network 18 Publications Ltd. (Lt. Ed.)
3. Rich Dad, Poor Dad" by Robert Kiyosaki
4. Personal Finance, by Jack R. Kapoor, Les R. Dlabay, Robert J. Hughes, Melissa M. Hart. McGraw Hill Education (India) Private Limited. (Lt. Ed.)

Semester II

Course Title: Managerial Economics

Course Credit: 4(3-1-0)

Course Code: BBA201

Max. Marks: 100(30I+70E)

Course Objective:

The objective of this course is to familiarize the students with the concepts and techniques used in micro-economic theory.

Learning Outcomes

After the completion of course, students will be able to:

LO	Statement
1	Comprehend Micro-Economics and its impact on Business decision.
2	Understand the concept of Demand and its Forecasting.
3	Apply various demand concepts and theories in managerial applications.
4	Understand production and cost function
5	Appreciate various market structures

Unit	Content
Unit-I LO1	Introduction to Microeconomics; Marginal Analysis and its uses in the Business Decision; Opportunity Cost Principle, Law of Demand and Supply.
Unit-II LO2	Demand Function; Determinants of Demand; Elasticity; Elasticity measures and Business Decision Making, Demand Forecasting.
Unit-III LO3	Theories of Demand: Preference, Utility Function, Law of Diminishing Marginal Utility. Indifference Curve, Revealed Preference Approach, Income and Substitution effects; Managerial Applications.
Unit-IV LO4	Production and Cost: The Production Function, Returns to Scale, Profit Maximization Constrained Optimization Approach to Developing Optimal Input Combination, Relationships, Input Demand Function, Optimal combination of Input; Isoquant.
Unit-V LO5	Market Structure: Profit Maximization under Different Market Structures, Perfect Competition, Monopoly, Price Discrimination, Other Pricing Strategies of Firms, Monopolistic Competition, Models of oligopoly, Macro-Economic Environment Concept, Fiscal and Monetary Policies.

Suggested Activities

- Provide students with data sets from real businesses and ask them to analyze pricing strategies. They can use concepts like elasticity of demand, cost analysis, and competitor analysis to recommend pricing changes that optimize profitability.
- Ask students to prepare budgets and allocate resources for hypothetical companies or projects.
- Invite professionals from different industries to speak about their experiences with managerial decision-making.
- Assign students various case studies that involve real-world business scenarios.
- Organize debates or discussions on current economic policies and their potential effects on businesses.
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Any other Practical/Practice as decided from time to time
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Books

1. Allen, W. B., Doherty N. A., Weigelt, K., & Mansfield E. *Managerial Economics: Theory, Applications and Cases* (Lt ed.), W. W. Norton & Company.
2. Bernheim, B. D., Winston, M., & Sen, A. . *Microeconomics*. McGraw Hill Education. (Lt ed.)
3. Geetika, Ghosh P., & Roy Chowdhury, P. (2017). *Managerial Economics* (Lt ed.). McGraw Hill Education.

Reference Books

1. Hirschey, M. . *Managerial Economics: An Integrative Approach*. Cengage Learning. (Lt ed.)
2. Koutsoyiannis, A. *Modern Microeconomics* (latest ed.). Palgrave, McMillan. (Lt ed.)
3. Mark, H. (2009). *Fundamentals of Managerial Economics* (latest ed.). Cengage Learning. (Lt ed.)
4. *Managerial Economics: Foundations of Business Analysis and Strategy* by Christopher R. Thomas and S. Charles Maurice. (Lt ed.)
5. *Managerial Economics: Theory, Applications, and Cases*" by Edwin Mansfield, Bruce Allen, and Norton M. Bedford. (Lt ed.)
6. *Managerial Economics in a Global Economy* by Dominick Salvatore and John V. Diulio Jr. (Lt ed.)

Course Title-Fundamentals of Entrepreneurship

Course Credit: 04 (2-0-2)

Course Code: BBA202

Max. Marks: 100 (50I+50E)

Objective

The objective of this course is to expose the learner to the fields of entrepreneurship development. Focus will be to train the students to develop new projects and encouraging them to start their own ventures.

Learning Outcome

LO	Statement
1	Understand the importance of feasibility report
2	Outline the skills that are required to be needed to start new ventures
3	Develop Business Plans
4	Demonstrate leadership skills and effective resource management techniques
5	Distinguish between fixed and working capital requirements

Unit	Content
I LO1	Introduction to Entrepreneurship: Entrepreneurial Mindset, Characteristic of an Entrepreneur, Advantages and disadvantages of Entrepreneurship; Types of Entrepreneurial organizations, Creativity & Innovation; Conception & Ideation: Business Plan and its elements; Roles and Responsibilities of Entrepreneurs, Qualities of an Entrepreneur; Identify Your Customer: Customer segmentation, Criteria for selling customer value proposition, Customer Lifecycle, Introduction to Intrapreneurship.
II LO2	Self Confidence and Resilience: 4 Ps of Entrepreneurship, Self-confidence, Positive attitude, Overcoming the fears, Recover from Failure; Never Give Up: Importance of Focusing energy on Business, Importance of Business Networking and its advantages; Competition Analysis: Factors affecting competition strategies, Prerequisites of successful enterprise; Business Risk, Getting Money for Business: Concept of Funding, Types of Funding.
III LO3	Dream and Achieve: Vision, Mission and Goals, Business Ethics, SMART goals, entrepreneurial work ethics; Formulation & execution of business plan; Leadership and Team Spirit Lead by example, Importance of Embracing diversity, Role of Emotional Intelligence to be a leader; Serving the Society: Roles of Entrepreneurs in society, Selfless Entrepreneurship; Effective Ways to Build Entrepreneurial Skills.
IV LO4	Taking Ownership: taking control over the business; Adapt to Change: Porters competition strategies, Factors affecting business; Problem Solving: Introduction to Critical Thinking: Applying critical thinking, Model of Critical Thinking; Importance and benefits of Creative thinking, Decision making, Effective decision-making process.
V LO5	4Ps of Marketing, Costs in Entrepreneurship, Introduction to Accounting, Working capital; Regulatory and statutory rules for an Entrepreneur, Business Loans for startups and MSMEs by Indian Government, Legal Issues Intellectual Property Rights, patents, trademarks, copyrights, trade secrets, licensing, franchising.

Suggested Activities: List of Activities (30 Hours)

- Discuss Success and Failure Stories of Famous Entrepreneurs like Steve Jobs Success Story, Mumbai Dabbawala delivery success Story, etc.
- Create a group of students and provide them inputs to develop a business plan. The students will submit the report on same and will make presentations for their respective plan.
- Collect the information about successful entrepreneurs of India and globe and submit a report of their success stories.
- Instruct may Organize pitch competitions where students can present their business ideas or business plans to a panel of judges.
- Engage students in activities such as ideation exercises, role plays, team-building exercises, and pitch competitions to enhance their entrepreneurial skills.
- Assign individual or group projects where students have to pitch their business ideas, outlining the problem they aim to solve, target market, value proposition, and competitive advantage.
- Encourage students to identify problems or opportunities in the market and come up with innovative solutions or business concepts.

- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Presentations
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Books

1. Arora M., Natarajan K. and Gordan E., Entrepreneurship Development, 1st ed; Himalaya Publishing House Pvt Ltd, (Lt. Ed)

Reference Books

1. Hisrich, Robert D., Michael Peters and Dean Shepherd, Entrepreneurship, Tata McGraw Hill, New Delhi. (Lt. Ed)
2. Barringer, Brace R., and R. Duane Ireland, Entrepreneurship, Pearson Prentice Hall, New Jersey (USA). (Lt. Ed)
3. Lall, Madhurima, and Shikha Sahai, Entrepreneurship, Excel Books, New Delhi
4. Charantimath, Poornima, Entrepreneurship Development and Small Business Enterprises, Pearson Education, New Delhi. (Lt. Ed)
5. Forbat John, "Entrepreneurship", New Age International, (Lt. Ed)
6. Havinal, Veerbhadrappa, "Management and Entrepreneurship", New Age International Publishers, (Lt. Ed)
7. John S.M., rural women Entrepreneurship, 6th ed; Discovery Publishing House, (Lt. Ed)
8. Janakiram B., Management & Entrepreneurship, Excel Books India, (Lt. Ed)
9. Prahlad, CK., Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits, 1st Edition; Dorling Kindersley Ltd, (Lt. Ed)

Web Links

1. https://www.tutorialspoint.com/entrepreneurship_development/entrepreneurship_development_tutorial.pdf
2. <https://www.bing.com/videos/search?q=entrepreneurship+development+videos&qpv=entrepreneurship+development+videos&view=detail&mid=2F136B2E6941D1F8DB4E2F136B2E6941D1F8DB4E&&FORM=VRDGAR>
3. <https://www.bing.com/videos/search?q=entrepreneurship+development+videos&qpv=entrepreneurship+development+videos&view=detail&mid=01D578B93003F888E6DF01D578B93003F888E6DF&&FORM=VRDGAR>
4. <https://www.bing.com/videos/search?q=entrepreneurship+development+videos&qpv=entrepreneurship+development+videos&view=detail&mid=2E714CA0963D221569E52E714CA0963D221569E5&&FORM=VRDGAR>
5. <https://www.bing.com/videos/search?q=entrepreneurship+development+videos&qpv=entrepreneurship+development+videos&view=detail&mid=D72A5948DCB34F0684C0D72A5948DCB34F0684C0&&FORM=VRDGAR>

Course Title- Retail Store Operations

Course Credit: 04 (3-1-0)
Max. Marks: 100 (30I+70E)

Course Code: BBA203

Objective: This course will help the students to understand the retail processes and their consequences on the total supply chain. It will examine various new developments in retailing and the application of operations management principles to these developments.

Learning Outcomes

LO	Statement
1	Understand the roles and responsibilities of a store manager focused on store business operations and product management
2	Understand the areas of accountability for retail store management.
3	Able to make decisions involved in running a retail firm and the concepts and principles for making those decisions for stock management
4	Demonstrate understanding of the crucial importance of retail operations management in today's business environment.
5	Apply basic concepts, techniques and methods relevant to the management of retail operations.

Unit	Contents
I LO1	Introduction to retail operations, Fast Fashion, Stores organisation, Selection of right Location, Different layout & designs; Pre-Store opening: Role of operations in opening a store, Filling the store with merchandise, Concept of Distribution centre, various activities at the distribution centres
II LO2	Store opening and closing: Store opening and closing process, Material identification system, Receiving and inspection, storage system, Preservation of materials in the storage; Assortment Planning, Retail Arithmetic: Quantitative terms related with a retail store and its calculation.
III LO3	Stock management: Relevance of stock management to retail operations, Various types of stock checks, Taking care of quality inside a store; The store audit: Store appearance, presentation, stock, cleanliness, Inventory inaccuracy and stock-outs
IV LO4	Store finance and controls; Loss prevention and shrinkage control, Scrap and surplus management, Online retailing, Retail pricing, Sustainability & Emerging markets
IV LO5	The customer service desk, Exchange of defective products, Loyalty Programs for a store. Different fixtures available for a retail store, Contemporary issues in store management, Technology in retailing

Suggested Activities

- Visit to a retail store and mention your observation on different functions, material handling of the retail store.
- Visit any market and prepare list of five organized and unorganized retail formats with reasons.
- Draw a chart on various staff appearance/dressing protocols deployed by the retailer.
- Make a visit to any mall and draw a layout of various retail outlets.
- Visit any market to identify, sort the detail outlet on basis of different products sold by them.
- Visit any local vegetable & fruit mandi and prepare report on working style.
- Visit a local food and grocery retail outlet. Study the category of products this store offers on the basis of type of product, brand, kind of handling
- Visit any cloth retail outlet and study the category of visual merchandising and safe practicing in store
- Visit retail outlets and understand the Customer Grievance Redressal mechanism
- A group project will be done in which each team is to pick a retailer (or online retailer) and perform an analysis which involves Overall presentation of the retailer, description of the products, brief company history, business model, financial performance, primary market analysis, main competitors, etc.
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Any other Practical/Practice as decided from time to time
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion

- Quiz and Internal Examinations
- Assignments
- Participation in extra, co-curricular and cultural activities

Reference Material

Text Book

- Retail Management, A Strategic Approach, Berman & Evans, 12th edition, Pearson.
- Retailing Management, Levy, Weitz and Grewal, McGraw-Hill/Irwin, 9th edition.
- The New Science of Retailing, Fisher & Raman, HBS Publishers
- Swapna. P (2011) Retailing Management: Text and Cases, ISBN-007015256X, Tata McGraw Hill
- Michael. L, Barton. W & Watson. D. (2014) Retailing Management, Tata McGraw Hill
- Berman, B, Joel R. Evans & Chatterjee, P (2017) Retail Management: A strategic Approach Pearson Education Asia, ISBN-0133796841
- Hammond, R (2013) Modern Retail Management: Practical Retail Fundamentals in the Connected Age, Kogan Page, ISBN-0749465867

Reference Books

- Article: “Rocket Science Retailing is Almost Here – Are You Ready?”
- Article: “Reaching 50 million nanostores: retail distribution in emerging megacities”
- Article: “The brave new world of pricing
- Case study: Zara: Fast Fashion + videos to watch
- Case study: RFID at the METRO Group + videos to watch

Web Links

- https://ebooks.lpude.in/management/mba/term_4/DMGT553_RETAIL_STORE_MANAGEMENT.pdf

Course Title- Business Statistics

Course Code: BBA204

Course Credit: 05 (4-1-0)
Max. Marks: 100 (30I+70E)

Objective: To acquaint the students with important statistical techniques for managerial decision-making.

Learning Outcomes

LO	Statement
1	Understanding of application of statistics in business for effective decision making
2	Critically evaluate the underlying assumptions of analysis tools
3	Solve a range of problems using the techniques covered
4	Conduct statistical analysis of data.
5	Apply concepts of time series and probability to solve problems

Unit	Contents
I LO1	Statistics: Meaning, evolution, scope, limitations and applications; data classification; tabulation and presentation, types of classification, Tabulation and Graphs: formation of frequency distribution, types and construction of tables, significance, types and construction of diagrams and graphs
II LO2	Measures of Central Tendency: Meaning and objectives of measures of central tendency, different measure viz. arithmetic mean, median, mode, geometric mean and harmonic mean, characteristics, applications and limitations of these measures.
III LO3	Measures of Dispersion: Measure of variation viz. range, quartile deviation mean deviation and standard deviation, co-efficient of variation; Skewness and Kurtosis
IV LO4	Correlation & Regression: Meaning of correlation, types of correlation, Karl Pearson's coefficient of correlation, Spearman's Rank correlation coefficient, Regression Analysis: Meaning and significance. Regression vs. Correlation, Regression lines.
IV LO5	Introduction to probability theory, Probability rules and concepts, Probability distributions (discrete and continuous), Analysis of Time Series – Methods of Measuring Trend and Seasonal Variations.

Suggested Activities: List of Activities (60 Hours):

- Assign students a project where they need to collect data on a specific business-related topic, analyze the data using appropriate statistical techniques, and present their findings. This can include survey design, data collection, data cleaning, and analysis using descriptive statistics, probability, and hypothesis testing.
- Provide students with a dataset and ask them to create meaningful visualizations using software tools like Excel, SPSS or R. Instruct them to present their visualizations and discuss the insights gained from the data.
- Present students with case studies or real-world examples where they need to apply statistical concepts and techniques to solve business problems. Encourage them to analyze the data, make inferences, and draw conclusions based on their statistical analysis.
- Allocate dedicated class time for students to practice using statistical software packages like Excel, SPSS, or R. Provide them with datasets and guide them through the process of performing statistical calculations, creating charts, and interpreting the results.
- Conduct lab sessions where students can practice using statistical software such as Excel or SPSS. Assign specific tasks, such as data entry, calculation of descriptive statistics, hypothesis testing, or regression analysis, to familiarize students with the software's functionality and data analysis capabilities.
- Invite professionals from industry or academia who have expertise in business statistics to deliver guest lectures.
- Provide students with various datasets or statistical reports and ask them to interpret the findings.
- Short quizzes designed to check preparation for the class may be given periodically

- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Any other Practical/Practice as decided from time to time
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Book

1. Business Statistics, by Vohra, N. D., Tata McGraw Hill Publishing Company, New Delhi. (Lt. Ed)
2. Statistical Methods, by S.P.Gupta, Sultan Chand & Sons, New Delhi, (Lt. Ed)

Reference Books

1. Statistics for Management, by Levin, R.I. and D.S. Rubin, Prentice-Hall of India. (Lt. Ed)
2. Complete Business Statistics, by Aczel, Amir D., and Sounderpandian, J., Tata McGraw Hill Publishing. (Lt. Ed)
3. Statistics for Business and Economics, by Anderson, Sweeny and Williams, Cengage Learning, New Delhi, (Lt. Ed)
4. Business Statistics, by J.K.Sharma, Pearson Education, New Delhi. (Lt. Ed)
5. Elements of Business Statistics, by S.P. Gupta, Sultan Chand & Sons, New Delhi. (Lt. Ed)
6. Statistics for Management, by Kellar, Cengage Learning. (Lt. Ed)
7. Statistics for Business (Decision making and Analysis). By Stine, R. and Foster. (2014). New Delhi: Pearson. (Lt. Ed)

Web Links

1. <https://www.swayamprabha.gov.in/index.php/program/archive/16>
2. <https://www.swayamprabha.gov.in/index.php/program/archive/5>
3. https://onlinecourses.nptel.ac.in/noc23_ma83/preview
4. https://onlinecourses.swayam2.ac.in/nou23_cm08/preview
5. https://onlinecourses.nptel.ac.in/noc23_mg22/preview

Course Title- Computer Applications in Business

Course Code: BBA205

Course Credit: 04(2-0-2)
Max. Marks:100 (50I+50E)

Objective: To handle volume of data in an effective manner, improve their analytical skills and help them understand about the role of data in a business.

Learning Outcomes

LO	Statement
1	Sending E-mails and internet surfing using various search engines.
2	Perform various features of Word processing such that Table, Mail merge, Hyperlink, etc.
3	Work with spreadsheets and save them in different formats for developing proper formats.
4	Prepare a business presentation on MS PowerPoint.
5	Work with tables and lists to analyze, filter and sort data to analyse the results for different data sets.

Unit	Content
I LO1	Introduction to World Wide Web: History of WWW; Web Browsers; Concept of internet; Overview of search engines; Popular search engines in use, Surfing the web and websites; Planning and Developing the websites; Internet service provider; E-mails Introduction about AI Tools like ChatGpt.
II LO2	Introduction to MS Word: Document types, Formatting documents, Tables & Shading; Bullets and Numbering for documents preparation; Charts; Tables; Data Source; Macros; Mail merge, Hyperlink; Google Doc.
III LO3	Introduction to MS Excel: Working with Spreadsheets; Cell Referencing; Date and time Functions; Creating and formatting charts; Creating, Sorting and Filtering Data; Data Coding; Statistical & Mathematical functions; VLookup and HLookup functions; Pivot tables; Conditional Formatting; What-if-analysis; Goal Seek Scenario Manager.
IV LO4	Presentation-Preparing presentation: Clipart, Picture, Bullets & Numbering, Different templates, Handouts, Speaker's Notes - Outlines - Media Clips - Charts – Graphs, Adding the Transitions to the Slide Show - Special effects in detail - Setting Slide timings, Google Slides.
V LO5	Analysis: Sorting and filtering: Sort data by multiple columns at same time, Create a customized list and perform a custom sort, macros, Customer feedback analysis using Google Doc., Google form creation, Google Sheets, encryption of worksheets.

Suggested Activities: List of Practical and Activities (90 Hours)

- Ms Word
- Introduce students to data analysis using spreadsheet software. Provide them with a dataset and guide them through tasks such as sorting, filtering, creating formulas, generating charts and graphs, and analyzing trends.
- Assign students to create multimedia presentations using presentation software. They can choose a topic of interest and incorporate text, images, videos, and animations to deliver an engaging and informative presentation.
- Google Suite.
- Divide students into group and let them prepare some reports and presentations using AI tools
- Assign exercises where students practice writing basic formulas to perform calculations, such as addition, subtraction, multiplication, and division.
- Assign tasks where students create various chart types (e.g., bar, line, pie) to visually represent data and interpret trends and patterns.
- Demonstrate how to use AutoFill to quickly fill a series or replicate formulas across a range of cells and then make students practice for same.
- Assign tasks like creating simple budgets, organizing data, and performing basic calculations using formulas.
- Provide students with datasets and ask them to analyze and interpret the data using spreadsheet functions and tools.
- Introduce students to PivotTables and guide them through creating PivotTables to summarize and analyze data.
- Instruct them to create charts, graphs, and pivot tables to visualize the data and identify trends, patterns, and insights.

- Encourage students to write summaries or reports based on their analysis.
- Instruct students to apply conditional formatting rules to highlight specific data points based on certain criteria
- Provide exercises where students practice using nested functions to perform complex calculations or conditional operations.
- Assign tasks that require students to use functions like VLOOKUP or INDEX/MATCH to search for and retrieve specific data from a table.
- Guide students through the process of protecting worksheets or workbooks by applying password protection, restricting editing, or hiding formulas.
- Introduce students to macro recording and guide them through recording simple macros to automate repetitive tasks.
- Share a list of Excel shortcuts and productivity tips with students, and encourage them to practice using these shortcuts to improve their efficiency
- May prepare students how to use the Scenario Manager to analyze the impact of different scenarios on a model by changing input values.
- Make use of Google Suite that offers a range of cloud-based productivity tools, including Google Docs, Google Sheets, Google Slides and Google Forms. These tools allow real-time collaboration and easy sharing of documents.
- Any other Practical/Practice as decided from time to time
- Short quizzes designed to check preparation for the class may be given periodically
- Case studies discussion
- Quiz and Internal Examinations
- Assignments
- Presentations
- Participation in extra, co-curricular and cultural activities

Books Recommended

Text Books

1. Excel Data Analysis: Modeling and Simulation 2010. Springer, by Hector Guerrero. (Lt. Ed.)
2. Excel 2019 Bible, by Michael Alexander, Richard Kusleika, John Walkenbach, Wiley. (Lt. Ed.)
3. Excel Data Analysis for Dummies, by Stephen L. Nelson, E. C. Nelson. John Wiley & Sons. (Lt. Ed.)

Reference Books

1. Excel Formulas and Functions for Dummies, by Ken Bluttman, Peter G. Aitken. John Wiley & Sons. (Lt. Ed.)
2. Excel VBA Programming for Dummies, by Michael Alexander and John Walkenbach. John Wiley & Sons. (Lt. Ed.)
3. Power Pivot and Power BI: The Excel User's Guide to DAX, Power Query, Power BI & Power Pivot in Excel 2010-2016, by Rob Collie and Avi Singh. Holy Macro Books. (Lt. Ed.)
4. Microsoft Excel 2016 Step by Step" by Curtis Frye, Microsoft Press. (Lt. Ed.)

Web Links

1. <https://www.youtube.com/watch?v=-ujVQzTtxSg&list=PLWPIrh4EWFpEpO6NjjWLbKSCb-wx3hMql>
2. <https://www.youtube.com/watch?v=6cV3OwFrOkk&t=1194s>
3. <https://www.youtube.com/watch?v=gTK5rNhWJyA>
4. <https://www.youtube.com/watch?v=XeWfLNe3moM>

Course Title- Project Report on Retailing

Course Credit: 02(0-0-3)
Max. Marks: 100 (70I+30E)

Course Code: BBA206

Objective: This course will be useful for students in two ways. First, because retailers play a dominant role in many supply chains, it is not only important for retailers but also for manufacturers and distributors to understand the retail processes and their consequences on the total supply chain. Secondly, the problems faced by retailers (data availability, reducing lead-times, complexity, etc.) are shared by many other firms in the supply chain. As such, these problems are very generic and the knowledge obtained via this course can thus be applied in a variety of industries. The course makes use of case studies, research articles and newspaper articles. Students will be asked to work on an individual/team project which they will present at the end of the semester. There will be two

Guidelines

1. Divide students into groups and assign each group a specific industry or market. Have them conduct market research to understand consumer behavior, demand and supply dynamics, and pricing strategies.
2. Students can present their findings and apply economic principles to suggest optimal pricing and marketing strategies.
3. A report of relevant aspects of inventory management for the retailer, e.g., inventory perishability or short life cycle (obsolescence), demand seasonality, quick response replenishment
4. A report on assortment planning, i.e., depth vs breadth, customization, localization, etc. A calculation of inventory turns and related metrics and interpretation of these values.
5. A report on the use of technology for managing store operations and for interactions with the customers
6. A report of “green” practices or sustainability-driven initiatives
7. The students of the Program shall be required to submit the PROJECT REPORT, duly typed and duly signed by the Supervisor to the office of Skill Department of Management Studies
8. The organization/outlet/topic for report shall be duly approved by the Director/Dean/ Coordinator.
9. The students should normally undertake a Project during their second semester tenure with the consent of Supervisor in their respective field of specialization
10. No two students should normally work on a single project during their training. Even if the students are assigned the same project by the instructor due to requirements of the project, it is expected that students shall work on different aspects of the project and their presentations shall be basically different.
11. The Project Report should be submitted with standard title cover as specified herein, besides the certificate duly signed by the supervisor that must specify the period for which the student has undergone training. The title of the project, if assigned, must be clearly stated on certificate.
12. Structure of the Final Project Report:
13. A. The length of the Project Report may be about 20 to 30 pages typed in double space (both sides of the sheet excluding appendices and exhibits). However, 10% variation on either side is permissible.
B. Contents of the Project Report.
 - a) The title page showing the following
 - “PROJECT REPORT”
 - Title of the Report
 - Name of the candidate, Class & Roll No. ID
 - Logo of the University at the centre of the page.
 - Month & year of submission.
 - “Skill Department of Management Studies
 - Skill Faculty of Management Studies & Research, SVSU
 - b) Certificate from the candidate signed by the faculty supervisor and countersigned by the Director/Dean/Coordinator

3.7 Year wise course linkage of QP/NOS with Job Roles

Table 7: Course Mapping with QP/ NOS

Year	QP/NOS	Job Roles
1	RAS/Q0105	Retail Team Leader
	RAS/Q0202	Business Builder/Retailer
	ASC/Q1005	Sales Consultant (Sales)
	ASC/Q0101	Territory Sales Manager (Retail)
	RAS/Q0105	Retail Team Leader
	ASC/Q1106	Customer Relationship Executive
2.	ASC/Q0401	Regional Retail Finance & Insurance Manager
	RAS/Q0203	Business Leader/Muti-outlet Retailer
3.	RAS/Q0204	Business Enhancer/Multichannel Retailer
	ASC/Q1007	Automotive Sales Lead (Retail)
	RAS/Q0107	Retail Store Manager

3.8 Minimum Infrastructure Requirement

For bringing this model in house, the following infrastructure is proposed to be required considering intake of 60 students.

TABLE 9 Infrastructure Requirement

Year	Lecture Hall	Seminar Hall	Labs	Faculty Room
1	2		1	3
2		1	1	2
3	1	1		-

Overall Infrastructure / Building Requirement

TABLE 10 Overall Infrastructure

S No.	Item	Requirement
1.	Class Rooms (Dice, Interactive Board, Notice Board)	2

2.	Seminar Room	2
3.	Departmental Library	1
4.	Labs for Practice	1
5.	Room's for Faculty	1
6.	Washrooms/Toilets	2 (1+1)

3.9 Lab Development Requirement

TABLE 11 Lab Requirement

Year	Name of the proposed lab	Furniture requirement	Hardware requirement	Software requirement	Tentative Budget (Rs in lakhs)	Remark
1	Communication Lab	60 Chairs, Comp-Tables, 1 set chair table 2AC, One Almirah,	60 Pcs, Headphone, 1 Projector / smart board with speakers	Language Software	64L	Lab will be shared with other Program / courses
2	Computer Lab	60 Chairs, Comp-Tables, 1 set chair table 2AC, One Almirah,	60 Pcs, 1 Projector / smart board	Softwares	64L	Lab will be shared with other Program / courses
				Python, SAS, Tabula, DEA Solver, Simulation Games	32L	Lab will be shared with other Program / courses

*As per syllabus approved

3.10 List of lab, equipment and tools required

TABLE 12 List of lab, equipment and tools required

Year	Name of the proposed lab	Furniture requirement	Hardware requirement	Software requirement	Tentative Budget (Rs in lakhs)	Remark
1	Communication Lab	30 Chairs, Comp-Tables, 1 set chair table 2AC, One Almirah,	30 Pcs, Headphone, 1 Projector / smart board with speakers	Language Software	32L	Lab will be shared with other Program / courses
1,2,3	Computer and Simulation Lab	30 Chairs, Comp-Tables, 1 set chair table 2AC, One Almirah,	30 Pcs, 1 Projector / smart board	Softwares, SPSS, DEA Solver, Simulation Software of Banking	32L	Lab will be shared with other Program / courses

*As per approved

3.11 Estimated Budget (Approximately)

- Faculty: $6 \times 60,000 = 3.60$ L per month = $24 \times 3.60 = 86.4$ L
- Staff: $4 \times 40,000 = 1.60$ L per month = 38.4L
- Labs: 2×32 L (Approximately) = 64L
- Software: 10 Software * 1.5 L = 15L
- Infrastructure: SVSU
- Total Cost = 203.8L (Approximately)

4. The Role and Responsibility

4.1 Role and responsibility of SVSU

- Design and develop the Course in line with specifications to industry requirement.
- Appoint a dedicated Nodal Officer/Program Manager to lead the Course from the Program faculty.
- Advertise and market the Course in order to attract the targeted segment of candidates to apply for the course as per the agreed upon guidelines.
- Ensure all the advertising and marketing materials for inviting candidates to apply for the Course
- Conduct the admission process as follows:
 - Screen all the applicants and enroll the selected candidates as per batch size, training venue, and requirement jointly agreed upon.
 - Conduct entrance test/ competency assessment.
 - Any candidate that is rejected in the entrance test / competency assessment cannot be retested.
 - Call and interview the candidates qualifying the entrance test/ competency assessment.
 - Maintain a database of all applicants and subsequently selected candidates.
 - All candidates enrolled in the course will be trained on curriculum pertaining business analytics domain
- Train the enrolled candidates by planning, organizing and delivering class room training as follows:
 - Ensure that the training center has adequate seating capacity and infrastructure i.e. conducive for teaching.
 - Conduct the course in accordance with the agreed curriculum following the defined timetable and session plan.
 - Ensure that such faculty conduction the course has a professional background and have undergone specific “Train the Trainer” session before they start teaching for the course.
 - Ensure to create job ready and fit for selection students through effective training and certification.
- Assess and provide Diploma/Degree to the trainees after completion of the training program and successfully clearing the examination.

4.4 Role and responsibility of Students

- Shall not claim for the employment in the company; however, the company shall be at liberty to offer him/her any job if found suitable after completion of the Program.
- Would be required to undergo related instruction and curriculum under NSQF.
- Shall follow the rules of the university and disciplinary action will be taken for any gross misconduct/ violation of rule and shall be disqualified/ rusticated from the course.
- Have to adhere to the university and industry partner's code of conduct for the classes & and; for work area of industry respectively.

5. Admission process

5.1 Eligibility and Criteria for Admission in NSQF Level 7- B.B.A. (Retail Management) program (Dual Vocational Education System)

The Skill Department of Management Studies will offer the following programme:

1. Bachelor of Business Administration (Retail Management)

Candidates, who have passed 10+2

OR

10+2 and L4 certificate in relevant field

(Note: Candidate who is placed under compartment is not eligible for admission.)

Minimum Age: 17 years

Maximum

Age: 20 years (Relaxation for Reserved Categories- 3 Years for BC and 5 Years for SC/ST)

5.2 Seat Distribution Details

Seat Matrix adopted for B.B.A. Retail Management using Haryana Govt. Reservation Policy

S.No.	Academic Programs	Intake	AIC	AIC (EWS)	Haryana Domicile						
					HOGC	SC	SC(D)	BC-A	BC-B	DA/PwD	EWS
1.	B.B.A. (Retail Management)	30	4	0	12	2	3	4	3	1	1

Note: 02 Supernumerary seats will be available in each course with an intake up to 30 for the domicile/ residents of Dudhola village Panchayat (s), who have gifted their land free of cost/on lease to state government (As per notification of the State Government)

There will be 01 seat reserved for the migrants from the J&K under Supernumerary seats - over and above the sanctioned seats.

5.3 Application Mode: Online Application Fee

Candidates need to apply for the course in online mode only. The online Application form for admission in **B.B.A. Retail Management** will be available on the University website: www.svsu.ac.in

ONLINE APPLICATION FORM FEE

Sr. No.	Category	Fee (Rs.)
1	AIC/HOGC	500
2	BC/Kashmiri Migrants/EWS of Haryana	250
3	SC/ST/PWD of Haryana	Fee exempted
4	Female/Dudhola Candidates	50/-
4	Saksham Yuva of Haryana	50/-
5	Abhinandan/Defence Personnel	50/-

Note: Category-wise fee is applicable for Haryana Domicile only.

5.4 Selection Process

Candidate needs to apply against the advertisement and meet minimum requirement as per the guidelines as mentioned on university website www.svsu.ac.in.

1. Step 1. Merit list based on marks obtained in qualifying exam (50 Marks)
2. Step 2. Personal Interview / Group Discussion with Industry + SVSU Experts (30 Marks) and psychological Test (20) if possible
3. Step 3. Combined Merit List (100 Marks)
4. Step 4. Counselling based on the marks obtained in combined merit list
5. Step 5. Release of finally admitted students

Note: Candidates need to qualify for Personal Interview/Aptitude test/ Professional Test / Group Discussion etc. separately, wherever applicable, for final selection for the programme.

5.5 Personal Interview/Group Discussion

The student needs to appear for PI list based on marks obtained in qualifying exam (60% and Above). PI with Industry + SVSU experts (Personal Interview/ Aptitude test/ Professional Test/ Group

Discussion).

5.6 Merit List

Merit List will be prepared based on combined Marks obtained in qualifying exam and performance in personal interview.

5.7 Counseling

Counseling will be done based on the marks obtained in Merit List at SVSU transit office as per schedule.

5.8 Fee Structure

A subsidized Nominal fee will be charged from the students for the initial batch i.e. 2023-26.

Total Fee for the Course:

Total Fee for the Course: Rs. 21000/-

One Time: Security Fund: Rs 1000/- (refundable), Admission Fee: 500/-, Registration Fee: 360/-

Fee Structure for the course Semester wise

Courses	Duration (in Years)	Tuition Fee	Student Development Fund	Exam. Fee	Student Activity Fund	Misc Fund	Total Fee Per Semester*
BBA Retail Mgt	3(6 semester)	15000	1500	2500	800	1200	21000

***Assessment and Certification Fees: Rs. 800 shall be paid by the students per job role in a semester as applicable.**

Hostel / Mess / Transportation Charges are as Applicable: The hostel/mess/transportation may be provided to the students during the classroom training only as per availability and charges will be as per norms of the University.

6. Commencement of the program

6.1. Orientation

There will be an orientation programme conducted for the students at the time of admission for 2 days which will highlight the programme details, terms and conditions of University and the industry where the students will be enrolled for OJT.

6.2 Procedure of Rules of SVSU and Industry

Rules of SVSU: There will be display of procedure and guidelines for the programme by SVSU and the norms that a student need to follow during the OJT will be highlighted. The students will also be made aware about the assessment criteria for the academic as well as OJT.

Rules of Industry: The student will be made aware about the organization where he/she has to pursue their training/OJT as per the norms. The industry will highlight different operational activities and also the career partway for the students after completion of the OJT.

6.3 Attendance and Leave Rules

A Student shall be required to attend a minimum of 75 % of the lectures delivered (In theory and practical's combined) and 90% of On-the-Job-Training (OJT).

The attendance will be counted from the date of start of session, to the date prior end of the semester i.e. last working day of Project oriented on job training / OJT whichever is later.

In case of late admission in the first semester, the attendance shall be counted from the date of actual admission of the candidate, by the competent authority.

The name of the student shall be struck off the rolls if he/ she remains absent for 4 consecutive working days, without leave.

The name of the student shall be struck off the rolls if he/ she remains absent for 4 working days in a month, without leave

A student whose name has been struck off from the roll of the institution, may however be readmitted if the absence of the student was due to the circumstance beyond his/ her control and his /her request considered and approved by the Dean / competent authority

Any student who fails to appear or pass any particular exam and further thereafter remains absent from the university for a period exceeding one year from the date or re-opening of the institute following the exam in which the student had failed to appear or pass shall not be entitled to continue his/ her studies in the institute without prior, written permission of the competent authority.

The programme coordinator/Head may grant leave to the students in exceptional circumstances only to the extent of 10 days per semester, subject to the condition that the student completes the prescribed minimum attendance as per attendance rule and the leave must be got sanctioned before availing the same.

The holidays applicable to the candidate during the On-the-Job-Training will be strictly as per the respective collaborative Industries for the course of the students.

6.4 SVSU'S Scholarship Scheme

SVSU proposes a Scholarship Scheme to attract high-quality students to get enroll in this programme of the University during Admission Session 2019-20. The scheme is introduced for the students in term of concession in tuition fee for the 3 years' duration of the programme subjected to the condition of maintain 90% attendance and 65% marks in each semester, failing to maintain the criteria the scholarship will be discontinued from that semester. The percentage of seats allotted for the programmes under the scholarship scheme as given in Table. Any seat fallen vacant under this scholarship scheme will be extended to the next candidate in the merit list of scholarship for B.B.A. The scholarship is divided into 4 slabs. Slab-wise scholarship percentage is given below in Table. The attendance will be the first step for deciding the component of scholarship. After evaluating attendance, the scholarship slab will be developed on the basis of academic merit i.e. $\geq 65\%$. In case there is tie up among the students in the scholarship slab, the attendance of OJT and Academic will be the basis for decision after academic merit.

TABLE 23 Slab-wise scholarship percentage, concession in semester fee

SVSU Scholarship		
Slab	Waiver	% of seats permitted for scholarship
Top Three	100%	10%
4 to 6	80%	10%
7 to 9	40%	10%
10 to 12	20%	10%

Note: 40% Seats are allocated under scholarship scheme. A student can get one scholarship only of any kind, otherwise the next candidate will be considered be consider for scholarship.

7. Assessment process and Awards

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Education Institutes (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system.

While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the

performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines and the same has been adopted by the University in terms of Assessment.

Performance of students will be assessed bases on the end semester written examinations and Lab work including project work. The Assessment for 40% General education component will be assessed by SVSU & 60% Skill Enhancement Component will be assessed by Respective Sector Skill Council or Jointly. The internal evaluation of OJT will be done by the Concerned Industry where the student is undergoing the training programme, whereas, the external evaluation of OJT will be through the recognized assessor on the panel of SVSU.

The examination will be done as per the Examination Ordinance of SVSU.

7.1. Theory/practical assessment by SVSU

There will be two components of examination: internal and external. Every course will have marks as per the scheme of the programme.

Course may have both practical as well theory component as per the scheme in such cases 50% marks will be assigned to theory and 50% mark to the practical exam as stated in the scheme with its credits. In case of theory examinations, the 70% will be awarded on the basis of external examination and 30% will be awarded on the basis of continuous internal assessment.

In case of practical the 30% will be awarded on the basis of external examination and 70% will be awarded on the basis of continuous internal assessment.

The details are as follows:

Table 14: Internal marks distribution for theory examination

Total Marks	Internal Marks 30%	Attendance (marks) 5%	Class Performance (10%) (Assignment classes) (marks)	Presentation (marks) 5%	Class test (marks) 10%
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Out of 100	30	5	10	5	10
Out of 50	15	2.5	5	2.5	5

In case of practical the 30% will be awarded on the basis of external examination and 70% will be awarded on the basis of continuous internal assessment as below:

Allotted Total	Internal Marks (70%)	Attendance Marks (10%)	Class Performance Marks (20%)	Presentation (Marks) 10%	Midterm viva (marks) 10%	File work (marks) 10%	Internal Sem (marks) 10%	End viva
Out of 100	70	10	20	10	10	10	10	
Out of 50	35	5	10	5	5	5	5	

7.2 OJT Assessment by Industry Partner & Sector Skill Council

Internal (70%): Marks distribution of OJT & Attendance/ Project Integrated Training / Industrial Project aligned with NSQF Level, Mid-term Viva and End-term Viva

Internal Marks (70%)	Internal Marks Distribution							Mid term Viva Marks (10%)	Report and End term viva Marks (20%)	External Marks (30%)	Total Marks (100%)
	OJT Performance & Attendance (Marks)										
245	After 1st Month (5%)	After 2nd Month (5%)	After 3rd Month (5%)	After 4th Month (5%)	After 5th Month (5%)	After 6th Month (5%)	Attendance Marks	35	70	105	350

							(10%)				
	17.5	17.5	17.5	17.5	17.5	17.5	35				

External (30%)

7.3 Grading system

Grade will be given as per UGC grading schemes as given in table

TABLE 15 Grading Scheme

Marks	Grade	Grade Point	Category
90-100	O	10	Outstanding
80≤marks<90	A+	9	Excellent
70≤marks<80	A	8	Very good
60≤marks<70	B+	7	Good
50≤marks<60	B	6	Above Average
45≤marks<50	C	5	Average
40≤marks<45	P	4	Pass
<40	F	0	Fail
Absent	AB	0	Absent

7.4 Rubrics for Evaluation

Table 16: Rubrics for Class Participation

	A (5 points)	B (3points)	C (1 points)	D/R (0)
Frequency and Quality	Attends class regularly and <i>always contributes</i> to the discussion	Attends class regularly and <i>sometimes contributes</i> to the	Attends class regularly but <i>rarely contributes</i> to the discussion in	Attends class regularly but <i>never contributes</i> to the discussion

	<p>by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives</p>	<p>discussion in the aforementioned ways.</p>	<p>the aforementioned ways.</p>	<p>in the aforementioned ways.</p>
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Table 17: Rubrics for Assignments

Characteristics	Excellent (10)	Above Satisfactory (7.5)	Satisfactory (5)	Needs Work (2.5)	Inadequate (0)
<u>Effective style</u> <ul style="list-style-type: none"> • sentence structure • paragraph structure • topic sentences • transitions 	Writing shows high degree of attention to logic and reasoning of points.	Overall unity of ideas is present.	Main points well developed with quality supporting details and quantity	Ideas are vague with little evidence of critical thinking.	Writing lacks logical organization
<u>Effective formatting</u> <ul style="list-style-type: none"> • sections • section headers 	Meets all formal and assignment requirements and evidences attention to detail	Margins, spacing, and indentations are correct	Meets format and assignment requirements; generally correct but with errors	Fails to follow format and assignment requirements; incorrect margins, spacing	-
<u>Attention to detail</u> <ul style="list-style-type: none"> • typos • grammatical mistakes • page numbers 	Essay is free of distracting spelling, punctuation, and grammatical errors	Very few fragments or run-ons.	Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	Errors are frequent	-

<u>Citation of sources</u> • appropriate citations for quoted or paraphrased material	Citations given and are not in proper formation	Citations given but are not in proper formation	Citations mentioned but not all	Few Citations mentioned	No citations mentioned
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Table 18: Rubrics for Presentation

	5	4	3	2	1
Content	Content is accurate and all required information is presented in a logical order.	Content is accurate but some required information is missing and/or not presented in a logical order, but is still generally easy to follow.	Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow.	Content is questionable. Information is not presented in a logical order, making it difficult to follow.	Content is inaccurate. Information is not presented in a logical order, making it difficult to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
Slide Transitions	Transitions are smooth. Transitions	Smooth transitions	Smooth transitions are	Very few transitions are used and/or	No transitions are used.

	enhance the presentation.	are used on most slides.	used on some slides	they distract from the presentation.	
Pictures, Clip Art Background	Images are appropriate. Layout is pleasing to the eye.	Images are appropriate. Layout is cluttered.	Most images are appropriate	Images are inappropriate.	No images
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.
Presentation Skills	Well-rehearsed. No pronunciation errors or other mistakes.	General level of rehearsal. Few pronunciation errors or other mistakes.	Acceptable level of rehearsal. Some pronunciation errors or other mistakes.	Low level of rehearsal. Numerous pronunciation errors or other mistakes.	No rehearsal indicated. Too many pronunciation errors or other mistakes.

Table 19: Rubrics for Attendance

	A (5)	B (4)	C (3)	D (1)	E (0)
Frequency	Having attendance above 90%	Having attendance	Having attendance	Having attendance between	Having attendance below 65%

		between 80% to 90%	between 75% to 80%	75% to 65%	
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Table 20. Marks 3 (Question about Models Elaboration)

	Needs Improvement	Meets Expectations	Exceeds Expectations
Statement	The statement may be vague, overly general, or too specific.	Clear conclusions are given that satisfy the requirements of the assignment and require statistical analysis in their argument.	The statement shows deep insight into the dataset by drawing specific conclusions that require a very careful or multi-level analysis of the data.
Evidence	Aspects of the argument may incorrectly draw conclusions from the given data or may be irrelevant	Statistical evidence is seamlessly referenced and integrated into the arguments.	The answer incorporates multiple independent lines of argument or successfully argues a particularly difficult statements.
Visualizations & Models	Models, tables, and graphics may not be cohesively woven into the argument	All models, tables and graphics are appropriately used and statistically sound	Inventive use of models or graphics.

Table 21: Marks 3 (Questions about Analysis)

Description of data set (1/2)	Not passable job: doesn't clearly tell reader where the data are	Passable job describing data set: answers some of those questions,	Excellent job describing data set: what are the data; who compiled the data set; who is covered in the data set, etc. Answers every reasonable question someone could have about the data set itself
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	from, who compiled it, etc	but only about half	
Analysis (1)	Not passable: no analysis, or no clear analysis	Passable : ok but not great	Excellent: well thought out analysis; reasonable and thoughtful; well done analysis
Presentation of analysis (table or graph) (1/2)	Table is missing, or is presented in a very jumbled way		Table is easy to follow, clearly presented
Written Explanation of analysis (1)	Not passable: no explanation or no clear explanation	Passable: Written explanation has moments of clarity, but also has moments of confusion; occasionally difficult to follow logic = ½ point	Excellent: Written explanation is clear, easy to follow, complete, and makes sense

7.5 Project Report

1. The students of the B.B.A. Program shall be required to submit the PROJECT REPORT, duly typed and duly signed by the Training Supervisor of the respective organizations in which they undergo training for OJT in Semester 6th to the office of Skill Department of Management Studies

2. The organization for training of the student shall be duly approved by the Director/Dean/Coordinator and it shall be the sole responsibility of the student to verify the antecedents of the organization, to verify its authenticity, appropriateness, worthiness, usefulness, capability and fitness for the purpose of imparting training.
3. The students should normally undertake a Project during their training tenure with the consent of the Training Supervisor in their respective field of specialization and connected with the organization in which they are undergoing their training.
4. At least one faculty member will be available to the students for consultation in the University during the training is being conducted.
5. No two students should normally work on a single project during their training. Even if the students are assigned the same project by the organization due to requirements of the project, it is expected that students shall work on different aspects of the project and their presentations shall be basically different.
6. The Project Report should be submitted with standard title cover as specified herein, besides the certificate duly signed by the Training supervisor on the Organization's letterhead that must specify the period for which the student has undergone training in that organization along with the Training Schedule and the assessment of the overall performance of student. The title of the project, if assigned, must be clearly stated on the letterhead.
7. At least one week before the last date of submission of the Project Report, the students will give a power point presentation on what they have learnt in their training in the presence of other trainee students and faculty members. This presentation will carry 200 marks (strictly according to the weightage given below) to be awarded by faculty supervisor and the balance 200 marks shall be awarded by the Industry evaluator. The report is equal to one full subject and carries total 400 marks. It shall be binding on the students to incorporate the modifications and the suggestions, if any, suggested by the participants but approved by the faculty.
8. The Training report should contain the following aspects of the organization besides its other components.
 - i. Organizational Profile
 - ii. Suggestions and recommendations for the organization.

1. Objective of the Training

The objective of the Project report is to help the student develop ability to study the organizational functioning and learn and apply multidisciplinary concepts, tools and techniques to solve organizational problems.

2. Types of Project Report:

The training report may be of the following types:

- i) **Comprehensive case study** (covering single organization, multifunctional area, problem formulation, analysis and recommendations).
- ii) **Inter-organizational study** aimed at inter-organizational comparison or validation of theory/survey of management practices
- iii) **Field Study** (empirical study).
- iv) **Industry Specific Projects**

3. Project Formulation:

In case a specific project is allotted by the industry supervisor, the project formulation shall be broadly on the following lines:

- Introduction
- Review of existing literature
- Focus of the problem
- Objectives of Study
- Research Methodology
 - Research Design
 - Universe & Survey Population
 - Sample
 - Collection of Data
 - Analysis Pattern
 - Limitations of the Study
 - Structure of the study
 - References/Bibliography

4. Structure of the Final Project Report:

- A. The length of the Project Report may be about 60 to 80 pages typed in double-space (both sides of the sheet) not exceeding 15,000 words (excluding appendices and exhibits). However, 10% variation on either side is permissible.
- B. Contents of the Project Report.
 - a) The title page showing the following
 - "PROJECT REPORT"
 - Title of the Report
 - Name of the candidate, Class & Roll No. ID
 - Logo of the University at the centre of the page.

- Month & year of submission.
- “Skill Department of Management Studies
- Skill Faculty of Management Studies & Research, SVSU

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- b) Certificate from the Industry Supervisor on the official letterhead.
- c) Certificate from the candidate signed by the faculty supervisor and countersigned by the Director/Dean/Coordinator (Performa shown as Annexure I).

5. Submission of Project Report:

6. Four typed copies of the Project Report should be submitted to the office of SDMS (one of which must be an original print). The photocopies of the Industry Supervisor’s Certificate as included in the copies of the Project Report must be attested by the faculty supervisor and is to be submitted in hard bound with Black Colour.

7. Evaluation of the Project Report:

The weightage of marks in the evaluation of Summer Project Report/ Final Industry project shall be as follows:

Table 22: Rubrics for Project Report

	Distinguished	Proficient	Apprentice	Novice
Research Quantity: Primary and secondary sources (60)	Included information from reputable secondary sources. Made extensive use of relevant and interesting primary source materials.	Included information from at least three secondary sources. Used information from relevant primary source materials.	Included factual information from multiple secondary sources. Used information from one primary source	Work did not have information from any primary sources. Included information from only one secondary source.
Research- Quality: Information from reputable sources (60)	Included facts, conclusions, and opinions from reliable sources. Included	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from	Included more opinion than fact. Information was taken from

	opinions of subject-matter experts.		unreliable sources.	unreliable sources.
Organization Overview: Ready for classwork (40)	Every assignment complete, accurate, and on time. Always prepared with paper, pencil, notes, and textbook. Used time well. Work was turned in early or on time. Created a list or calendar to track progress. Modified work habits to finish project on time.	Finished assignments on time. Came prepared with paper, pencil, notes, and textbook. Most work was done on time. Monitored progress frequently. Completed all required tasks on schedule.	Most assignments finished on time. Usually had paper, pencil, notes, or textbook. Some work was not done on time.	Rarely finished assignments on time. Often did not have paper, pencil, notes, or textbook. Did not use time well. Little or no work was done on time.
Writing-Ideas: Interesting, informative details (60)	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.
Writing Organization: Clear, logical sequence (60)	All ideas were presented in a logical order. Introduction was clear, body included many details, and conclusion summarized	Ideas were presented in a logical order. Introduction was clear, body included many	Some ideas were presented in logical order. Introduction, body, and	Writing was fragmented. Ideas were not presented in logical order. Introduction,

	main idea. Writing flowed smoothly throughout.	details, and conclusion summarized main idea.	conclusion were included.	body, and conclusion were not clear.
Writing Conventions: Correct spelling, grammar, punctuation, usage (60)	No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.	Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. One or two flawed sentences.	More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Less than 5 sentences show flawed structure.	More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Many sentences show flawed structure.
Research Documentation: Bibliography and citation (60)	Project bibliography or credits were complete and flawlessly formatted. All sources were cited and media included captions showing source	Project bibliography or credits were complete. All information and media sources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited	Did not include project bibliography or credits. One or two sources were cited.

Table 23: Rubrics for On the Job Training Project

	Advanced	Proficient	Competent	Needs Improvement	Unacceptable
Submittal	Portfolio is submitted well in advance of deadline.	Submitted week of deadline.	Portfolio is submitted on or just after deadline.	Portfolio is submitted late.	No portfolio is submitted.

Required Documents Cover Page	All documents are included in the portfolio.	Most documents are included in the portfolio.	Some documents are included in the portfolio.	Few documents are included in the portfolio.	No documents are included in portfolio.
Length of Paper	Submitted more than 2 pages per credit hour.	Submitted 2 pages per credit hour.	Submitted 2 pages per credit hour. Margins are expanded and font is unusually large.	Submitted less than 2 pages per credit hour.	No Paper submitted.
Introduces self	Student is able to describe self and goals in a clear, precise and professional manner.	Student is able to describe self and goals in clear and somewhat professional manner.	Student is able to describe self and goals.	Student describes self and not goals. Descriptions are unclear and unprofessional.	No introduction is provided.
Introduce Experience	Student clearly and fully describes how logistically they arrived at this On the Job Training and how it fits in with their career plan.	Student clearly describes how logistically they arrived at this On the Job Training and how it fits in with their career plan.	Student describes how logistically they arrived at this On the Job Training and how it fits in with their career plan.	Student describes either how logistically they arrived at this On the Job Training or how it fits in with their career plan.	Student does not describe how logistically they arrived at this On the Job Training or how it fits in with their career plan.

Relationship of job to other functions of the organization	Student demonstrates they clearly understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they mostly understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates that they somewhat understand how their work and position relates to the other functions/divisions of the organization.	Student demonstrates they do not understand how their work and position relates to the other functions/divisions of the organization.
Description, interpretation, analysis and evaluation of professional aspects of On the Job Training in relation to Learning Outcomes	Student is able to clearly articulate the all of the following: observations and thoughts about the professional aspects of the On the Job Training experience	Student is able to articulate most of the following: observations and thoughts about the professional aspects of the On the Job Training experience;	Student is able to articulate some of the following: observations and thoughts about the professional aspects of the On the Job Training experience;	Student is able to articulate a few of the following: observations and thoughts about the professional aspects of the On the Job Training experience;	Student does not articulate observations and thoughts about the professional aspects of the On the Job Training experience;
Description, interpretation, analysis and evaluation of personal aspects of	Student is able to clearly articulate the all of the following: their most important contribution	Student is able to articulate most of the following: their most important contribution	Student is able to articulate some of the following: their most important contribution	Student is able to articulate a few of the following: their most important contribution to the On the Job	Student does not articulate their most important contribution to the On the Job Training; areas of personal

On the Job Training in relation to Learning Outcomes	to the On the Job Training; areas of personal growth; personal strengths discovered through the On the Job Training;	to the On the Job Training; areas of personal growth; personal strengths discovered through the On the Job Training;	to the On the Job Training; areas of personal growth; personal strengths discovered through the On the Job Training;	Training; areas of personal growth; personal strengths discovered through the On the Job Training;	growth; personal strengths discovered through the On the Job Training;
Writing	Paper is proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, reflective, and professional.	There are minor areas of improvement needed.	It is mostly proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful and reflective.	There are major areas of improvement needed.	Paper is unacceptable. It is not proofread, grammatically correct, spell checked, written clearly, well-organized, typed, thoughtful, or reflective.
Supplemental Materials	Materials support reflective paper and illustrate the student's work.	Materials support reflective paper and/or illustrate the student's work.	Materials somewhat support the reflective paper and/or illustrate the student's work.	Materials are used instead of writing sections the reflective paper.	Materials do not support the reflective nor do they illustrate the student's work.

Presentation	Portfolio submitted in professional format and appearance. All materials are presented together and organized.	Portfolio submitted is somewhat professional format and appearance. All materials are presented together.	Portfolio is adequate in format and appearance. All materials are presented together. Presentation is average for a student of their rank.	Portfolio is adequate in format and appearance. All materials are presented but are unorganized. Presentation is below average for a student of their rank.	Portfolio submitted is unprofessional. Materials are not submitted together and are unorganized.
Overall Grade	A	B	C	D	F

8. On the Job Training (OJT)

8.1 Location of OJT:

It is the mandatory part of B.B.A. Retail Management course. As a part of programme training delivery, all students will have to undergo on- the job training schedule at the industry partner's shop floor/workplace to work on the actual machines/business process. The daily OJT duration of OJT shall be maximum of 09 hours. The OJT shall be carried out under the supervision of industry partner nominated supervisor-cum trainer. The students during the OJT shall -

- a) Observe the industry's occupational health and safety rules and processes
- b) Follow the rules of Shri Vishwakarma Skill University.
- c) Abide by the rules and standard operating procedures of the industry as applicable to working on the shop floor.
- d) For the duration of OJT with industry, students shall receive stipend as per industry norms
- e) There will be a monthly assessment of the Students while pursuing their training at OJT area.

The department will accommodate the students to get On the Job Training across different job roles in each semester so as to focus on Outcome based learning. The details of OJT areas and their duration are as follows:

Year	OJT Areas	Duration
2 nd	Store based retailing	1 Year
	Service Retailing	
	Inventory Management	
3 rd	Innovative products and technology	1 Year
	Financing and Insurance	
	Dealer Management	
	Sales Force Management	
	Value proposition	

8.2 OJT Diary maintenance and evaluation Procedure.

The On-the-Job-Training (OJT) is an important component of all programmes of University. The University has signed MOUs with various Industries to provide OJT to students. OJT activity provides an opportunity for students, to gain accurate, sufficient knowledge and skills relevant to work habits necessary to become competitive in the market. The OJT also assists students in developing professionalism and interpersonal skills necessary for success at the workplace.

"STUDENT OJT DIARY" of SVSU is daily report of students on the job activities, which are recorded daily by students and regularly monitored by SVSU Mentors, Industry Mentors and Experts. This diary is cumulative reflection of Skill Process, defined at University level, which results in learning and skill enhancement of students. OJT is key for attaining skills by creating experiential learning, byhands, while working on shop floor/work floor in real manufacturing environment/business eco system.

Students will record their daily work in on "OJT Daily Report by Student" page for continuous 2 weeks. There will be a Self-Assessment by student after every 2 weeks. After this self-assessment, performance of student's is evaluated quantitatively as marking scheme with Maximum Marks = 100. Student is evaluated on 28 key skills parameters. This performance is evaluated by SVSU Mentor and vetted by Industry Mentor and Project Coordinator of SVSU. There are 2 such assessments every month which is then followed by a Monthly Assessment by Industry Mentor.

2nd and 3rd Year OJT Assessments

Monthly Assessments, by Industry Mentor is of 100 Marks and is of 5% value (Marks Equivalence = 17.5) in the Final OJT Marks. This process is repeated 6 times and thus equalizes to 30% value (Marks Equivalence = 140) of Final OJT Marks. 10% value of Final OJT Marks (Marks Equivalence = 35) are awarded for Attendance of student. Mid Term Viva is of 10% value (Marks Equivalence = 35) in Final OJT Marks. OJT Report and End Term Viva is of 20% value (Marks Equivalence = 70) in Final OJT Marks.

OJT accomplishment of every student is based on analysis of cumulative OJT attributes. This is recorded for every student with inputs from OJT In charge, Course Coordinator, Dean and Dean Academics.

This is how the student's OJT performance is evaluated and recorded in Student OJT Diary. The process is expected to remain on Manual Mode of capturing the data for current and next Semester.

Industry Partners are key success enablers of the OJT and thus the regular feedback mechanism with them is planned and executed. Every Industry Partner has their own skill parameters to assess their resources. These parameters are studied to map with the actual OJT data being captured in the diary. New version of OJT will be released every time any new parameters are added.

8.3 OJT Mentor/ Incharge & OJT Industry Mentor

OJT Mentor SVSU

OJT Mentor Frontier Group

8.4 Maximum & Minimum Credit of the Program

The total number of the credits of the B.B.A. Retail Management Programmes is 180. Each student shall be required to appear for examinations in all courses. However, for the award of the degree a student should secure at least 180 credits.

8.5 SVSU's Merit Awards

The following Awards and certificates will be given to overall high percentage holders. The merit will be prepared on the basis of overall marks in the programme, curriculum activities, Sport activities, attendance record and participation in other activities. The awards are consolidated and will be given at the time of Convocation.

1. Chief Minister Award: Gold Medal (A cash award of Rs 31000/-)
2. Governor Award: Silver Medal (A Cash award of Rs 21000/-)
3. Vice- Chancellor Award: Bronze Medal (A Cash award of Rs 11000/-)

4. Dean Merit Certificate

8.6 Industry Project Proposed

- Innovative techniques for effective and eco-friendly retail management
- Study on process management in retail sector.
- Study on impact of information technology in retail sector.
- Retail Chain Excellence future scenario - a case study
- Stores Identification System - Need, Advantages and Payoff : An Overview
- Material Handling - Storage and Packaging - challenges
- Steps to implement TQM in an organization
- Designing Six Sigma - steps and challenges - A case study
- Retail and Supply Chain Information Systems - Role of IT
- Rail Transportation vs. Road Transportation - a comparison on feasibility
- Criteria for qualifying and shortlisting suppliers - A Case Study
- Challenges in implementation of an ERP system - A case Study
- Scope & importance of Materials handling in Retail Sector

8.7 Career Opportunities

Retail industry is one of the fastest evolving industries in Industry. The Indian retail industry is undergone drastic changes in the recent times. It generates huge employment opportunities. This has changed the face of retailing in India. As the sector is booming in India, a career in retail sector is promising a growth potential for the ambitious youngsters. The automotive industry is at the forefront of all the latest technological advancements. By 2020, it's expected that the advancements in technology and growing digitization will increase investments in the automotive industry to \$82 billion.

Source: (<https://www.cbtnews.com/top-reasons-to-work-in-automotive-retail/>)

Types of Job in Retail Sector

Retail management needs a new generation of smart retail professionals of international calibre, and this course aims to equip such eligible candidates with skills in the best practices followed across the globe in retail. Retail Managers are responsible for:

1. overseeing a store's operations and staff.
2. using visual design strategies to improve the sales of products.
3. ensuring that a store operates efficiently and profitably.

4. ensuring that the store's employees perform adequately.
5. the store's sales and employee schedule.
6. resolving problems cropping in the store.
7. coordinating a store's activities.
8. managing a single department in a store, or the entire store.

JOB POSITION	JOB DESCRIPTION
Retail Executive	<p>A Retail Sales Manager is responsible for the day-to-day operations of a retail store and overseeing salespeople, customer service representatives, and other employees. They interview, hire, and train new employees.</p> <p>They may also prepare schedules and assign duties for current employees. They often work nights, weekends, holidays, and may personally handle customer complaints.</p>
Advertising Manager	<p>An Advertising Manager oversees the advertising activity of a business. Specific role of an Advertising Manager varies depending on the business. They may manage the staff and activities of an outside ad agency that the business has hired, or create the business' advertising in house.</p> <p>Some general activities for this occupation include forming and directing the business' strategy for advertising, implementing advertising campaigns, and supervising various advertising-related departments.</p> <p>A specific Advertising Campaign Manager must estimate the campaign's budget and approve the advertising material, and evaluate the campaign's overall performance to its conclusion.</p>
Sales Manager	<p>International Sales Managers direct, train, and supervise the sales staff. They coordinate the operations of the sales department</p>

	<p>across the globe by establishing goals, and monitoring the volume of sales from staff members.</p> <p>They must also review progress reports to determine customer needs, sales potential, and the pricing of products or services.</p> <p>Sales staff are typically assigned territories or geographic regions by an International Sales Manager, and managers constantly monitor and evaluate their progress.</p>
Administrative Officer	<p>A Chief Administrative Officer (CAO) is a top-tier executive who most often reports to the Chief Executive Officer (CEO).</p> <p>They manage the day-to-day operations of a business and are sometimes referred to as the Chief Operating Officer. Scope of this position depends largely on the size of the business and the industry in which it operates. They usually manage numerous branches of the business including finance, sales, human resources, and marketing.</p>
Operations Manager	<p>Business Operations Manager and government agencies plan and organize the activities of businesses, and non-profit organizations. Depending on the organization, they may also be responsible for overseeing a variety of departments from human resources to accounts payable.</p> <p>Some job duties may include coordinating educational assignments for staff, reviewing budgetary information, monitoring expense reports, and interpreting financial data. They perform cost-benefit analyses on internal programs.</p>

Besides the various opportunities available above there are number of option also available in the field of supply chain management considered to be one of the important component of retail management.

Supply Chain Planning

- **Supply Chain Planner:** Typically a management role with responsibility to analyse supply chain performance and develop strategies for improvement.
- **Demand Planner:** This role involves forecasting and estimating future demand for a company's products, and working with multiple supply chain functions to meet it, while also avoiding over-supply.
- **Production Planner:** As a production planner, you would focus on the manufacturing or production processes within your company, working with demand planners to ensure optimal levels of manufacturing output are maintained and aligned with demand.
- **Capacity Planner:** This position is similar to that of a production planner, but might be a broader role, since the focus is on all elements of a manufacturing operation rather than process alone. The objective of a capacity planner is to optimize manufacturing or production capacity through process, design, resource procurement, and collaboration with supply chain partners.
- **Logistics Resource Planner:** Typically an entry-level logistics role, a logistics resource planner is responsible for coordinating human resources and warehouse/transportation-fleet assets to fulfill customers' orders in line with the company's service promise.
- **Load Planner:** This appointment is narrower in scope than that of a resource planner, and focuses mainly on compiling customer orders into truckloads and planning efficient delivery routes for the transportation fleet.

Except for the supply chain planner role, all the jobs in the list above will likely have a linear career path, up to a point, perhaps including planners' positions at entry level, and progressing to planning manager and maybe even planning director.

B. Manufacturing and Production

Possible jobs in manufacturing and production in Automobile Sector

- Production Operative, Supervisor, or Manager
- Maintenance Operative, Supervisor, or Manager
- Engineer
- Quality Manager
- Production Planner
- Purchasing Manager
- Production Warehouse Manager

C. Sourcing and Purchasing

- Strategic Sourcing Manager
- Buyer
- Purchasing and Inventory Clerk
- Procurement Manager/Specialist
- Commodities Manager
- Category Manager

Source: (<https://www.logisticsbureau.com/jobs-and-career-paths-in-supply-chain-and-logistics/>)

1. DEMAND PLANNING ANALYST

A demand planning analyst is responsible for managing stock levels and purchasing goods, as well as for analyzing the inventory and billing processes. When you carry too much or too little inventory in a business, it often has negative consequences — which is why having a demand planning analyst is so important.

This role involves plenty of quantitative analysis, so if you are interested in a career in demand planning analysis, you need to make sure that you have the necessary skills in mathematics.

2. PROCUREMENT MANAGER

As a procurement manager, you would be responsible for buying goods for your company at the most competitive prices. This is a good career option if you have excellent communication and negotiation skills, and you love working with figures and establishing professional networks.

A professional qualification is important, but it is not the only way to enter this career: you could also take a short course in logistics and supply chain management, start working as an assistant in the procurement department, and work your way up through gaining experience.

3. DISTRIBUTION CENTRE (DC) SUPERVISOR

Distribution centre supervisors manage the daily activities of the distribution centre. Not only do these professionals manage expenses and minimise loss, but they are also responsible for maximising revenue and ensuring that all goods are sent off to customers at the right time.

As a distribution centre supervisor, you will have to perform various complicated tasks to ensure that processes keep running smoothly. You can easily enter this career with relevant training (such as a

certificate course in logistics and supply chain management) and relevant practical experience.

4. SUPPLY CHAIN CONSULTANT

As a supply chain consultant, you give advice regarding vendor and inventory management. Supply chain consultants are important for small businesses that would like to have a third-party perspective regarding their supply chain activities. Individuals usually enter this field through by starting out in entry-level supply chain positions, and work then work towards managerial consulting positions by gaining additional qualifications and relevant practical experience. (Source: <https://www.oxbridgeacademy.edu.za/blog/top-4-careers-in-logistics-and-supply-chain-management/>)

POSITION	JOB DESCRIPTION
Transport Coordinator	Minimum 2 years experience in the job role. Trainer to have brief knowledge on transporter information gathering, consolidation of cargo, coordination with transporters
Data Feeder Warehouse	Brief knowledge and expertise in data feeding/ warehouse related sap applications/ experience in stake holder management and communication/ logistics related inventory data feeding/ maintaining incoming and outgoing data
Warehouse Quality Checker	Preferably 1 year of teaching/training or team handling experience. Minimum of 2 years in quality control in logistics environment or worked in security department in any of the logistics firms
Material Handling Equipment (MHE) Maintenance Technician	Minimum experience of 3 years in maintenance of material handling equipment with complete knowledge on electrical maintenance, hydraulics maintenance. knowledge on mechanical operations of material handling equipment like forklifts, reach trucks, pallet jacks, BOPT, etc
Courier Pick-up Executive	Should have knowledge origin and destination paperwork, types of commodities, knowledge on international shipping and domestic shipping, knowledge on DG shipments

Shipment Classification Agent	Excellent knowledge on customs procedures/ Bill of entries/ HS codes/ entry and exit paperwork etc.
Courier Branch Sales Executive	Experience in customer management and sales, knowledge on shipping/ knowledge on rate offerings, pricing policies.
Courier Institutional Sales Executive	Experience in customer handling/ sales/lead generation/ up selling/ cross selling
Key Consignor Executive	Experience in handling high net worth customers, experience in process setting and mapping/ experience in stake holder management/ and excellent knowledge in end to end courier operations

9 Board of Studies Member

A board of studies has been constituted for developing the scheme, curriculum of the course. There will be time to time meeting for any latest changes to be incorporated in the curriculum if required. The list of members are as follows:

TABLE 24 BOS Members

Members	Designations
PROF. PRIYA SOMAIYA	DEAN, SFMSR, SVSU (CHAIRPERSON)
PROF. AVANISH KUMAR	PROFESSOR, MDI, GURUGRAM
PROF. ASHISH ARORA	HOD, UBS, GNDU, AMRITSAR
PROF. NIRMAL SINGH	EXAMINATION DEPARTMENT, SVSU
DR. SHRUTI GUPTA	SKILL ASSOCIATE PROFESSOR, SVSU
DR. PINKI	SKILL ASSOCIATE PROFESSOR, SVSU (Coordinator)
DR. SAMARTH SINGH	SKILL ASSOCIATE PROFESSOR, SVSU
DR. DALIP RAINA	SKILL ASSISTANT PROFESSOR, SVSU
DR. VIKASH MISHRA	SKILL ASSISTANT PROFESSOR, SVSU
MS. PREETI	REPRESENTATIVE FROM FRONTIER AUTOMOTIVES PRIVATE LIMITED
Mr. VINEET SURI	REPRESENTATIVE FROM INDUSTRY INTEGRATION CELL, SVSU
Ms. MEENAKSHI	REPRESENTATIVE FROM IQAC, SVSU

ANNEXURE-1

DECLARATION

I, __Roll No.ID__ BBA Retail Management Final year (IV Semester) of Skill Department of Management Studies hereby declare that the Project Report entitled_ is an original work and the same has not been submitted to any other University/Organization for the award of any other degree. A seminar presentation of the Project Report was made on_ and the suggestions as approved by the faculty were duly incorporated.

Signature of the Candidate

Presentation In -charge
(Faculty)

Countersigned

Director/Dean/Coordinator

Seal

