

HSNC University, Mumbai

**(Established by Government of Maharashtra vide notification dated 30th October,
2019 under section 3(6) of Maharashtra Public Universities Act)**



Ordinances and Regulations

With Respect to

Choice Based Credit System

For the Programmes

Under

The Faculty of Commerce & Management

With effect from the Academic year

2026-27



HSNC UNIVERSITY, MUMBAI

Board of Studies in Faculties of Commerce & Management

Board of Studies in Vocational Studies (Retail)

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

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

Mob: 9324016060 Email Id: khatririta@hrcollege.edu

Dr. Kanu Priya Sharma, Assistant Professor ,H.R College

Email id: kanupriya.sharma@hrcollege.edu

2.) Two to five teachers each having minimum five years teaching experience amongst the full time teachers of the Departments, in the relevant subject.

a) Dr. Shweta Singh, Assistant Professor , H.R College

Email id: singhshweta0902@gmail.com

b) Mr.Faaiz S.Patel, Assistant Professor, Email- faaiz.patel@hrcollege.edu

c) Ms Anjali Dhanani, Assistant Professor, anjli.dhanani@hrcollege.edu

d) Dr Bharti Singh , Assistant Professor , Email : bharti.singh@hrcollege.edu (Left College)

3.) One Professor / Associate Professor from other Universities or professor / Associate Professor from colleges managed by Parent Body; nominated by Parent Body;-

Dr Ketan Vira: Director, Pillai HOC Institute of Management studies and Research, Rasayani

Email id: ketanvira@rediffmail.com ,

4.) Four external experts from Industry / Research / eminent scholar in the field relevant to the subject nominated by the Parent Body;

a) Mr Rajiv Kalwani , Senior Vice President- Reliance Retail Ltd

Email id : rajivkalwani0204@gmail.com Mob:9967613000

b) Mr Avinash Jhangiani , Founder and CEO play2Transform Group

Email: avi@play2transform.com Mob : 7498284435

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

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

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

Email id: piyushrmg@gmail.com Mob :9819886332

5) International Expert

Dr Conrad Coelho Associate Professor in Digital and AI Marketing, University College, London. (UCL) Email id : c.coelho@ucl.ac.uk

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

a) Anmol Udasi Email subvocvm@gmail.com

b) Aastha Dhimar Email: aasthadhimar2003@gmail.com



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Ordinances and Regulations

With Respect to

Choice Based Credit System (CBCS)

For the Programmes Under

The Faculty of Commerce & Management

For the Programme

Bachelor of Vocation (B.Voc.) in Retail Management

Curriculum – Third Year Undergraduate Programme

Semester V and Semester VI

Under National Education Policy (NEP) 2020

With Effect from the Academic Year 2026 – 2027

**INDEX
SEMESTER V**

Sr. No.	Particulars	Name of the Subject	Credits
1	MAJOR	Retail Franchising	4
		Retail Communication Mix	4
2	DISCIPLINE SPECIFIC ELECTIVE (DSE)	Customer Relationship Management (CRM)	4
3	MINOR	Strategic Management	2
4	VOCATIONAL COURSES	Retail Content Creation & Social Commerce Skills	2
5	INDIAN KNOWLEDGE SYSTEMS (IKS)	Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce	2
6	INTERNSHIP	Internship	4
		TOTAL	22

SEMESTER VI

Sr. No.	Particulars	Name of Subject	Credits
1	MAJOR	International Practices in Retail	4
		Location Planning & Mall Management	4
2	DISCIPLINE SPECIFIC ELECTIVE (DSE)	Sales & Negotiation Skills	4
3	MINOR	Business Ethics & CSR	2
4	VOCATIONAL COURSES	AI & Automation Tools in Retail Operations	2
		Cyber Security	2
5	FIELD PROJECT / COMMUNITY ENGAGEMENT	Field Project / Community Engagement	4
		TOTAL	22

Preamble

The Bachelor of Vocation (B.Voc.) in Retail Management is a skill-oriented undergraduate programme designed to prepare students for the dynamic and rapidly evolving retail industry. The programme integrates theoretical concepts with practical applications to develop competent retail professionals equipped with managerial, technological, analytical, and customer service skills required in modern retail organizations. The curriculum is structured to provide learners with in-depth knowledge of retail operations, merchandising, customer relationship management, sales, retail communication, mall management, franchising, international retailing, and emerging retail technologies. The programme also focuses on practical exposure through vocational courses, field projects, internships, social commerce activities, and industry-oriented learning experiences.

A distinctive feature of the programme is the integration of vocational education with academic learning in alignment with the National Education Policy (NEP) 2020. The curriculum emphasizes experiential learning, practical training, employability enhancement, entrepreneurship development, and multidisciplinary education. Learners are encouraged to apply classroom knowledge to real-world retail environments through case studies, practical assignments, simulations, industry interaction, and project-based learning.

The programme incorporates modern developments in the retail industry such as Artificial Intelligence (AI), automation tools, digital retailing, CRM technologies, social commerce, retail analytics, and cyber security to prepare students for technology-driven retail environments. Students are also introduced to sustainable retailing practices, ethical business operations, and responsible retail management approaches. The inclusion of Indian Knowledge Systems (IKS) enables learners to understand ancient Indian trade systems, ethical business practices, traditional commerce structures, and indigenous retail concepts. This integration helps students appreciate the historical foundations of commerce and relate them to contemporary retail practices.

Internships and field projects form an integral part of the programme, providing students with practical exposure to retail organizations and enhancing industry readiness. Through these experiences, students develop communication skills, problem-solving abilities, leadership qualities, teamwork, and customer handling competencies essential for successful careers in the retail sector.

The programme aims to create skilled, innovative, ethical, and industry-ready retail professionals capable of working in organized retail, e-commerce, shopping malls, franchising, visual merchandising, customer relationship management, retail operations, and entrepreneurial ventures. It also prepares learners for lifelong learning and adaptation to changing global retail trends and technologies. The National Education Policy (NEP) 2020 has introduced flexibility, multidisciplinary learning, skill integration, and research orientation into higher education. In alignment with NEP 2020, the B.Voc. Retail Management programme promotes competency-based education, practical learning, digital literacy, and holistic development. The curriculum supports employability, entrepreneurship, innovation, and sustainable business practices while ensuring that learners are prepared to meet the demands of the 21st-century retail industry.

The curriculum comprises Online Learning Courses (OLC) available through platforms such as SWAYAM, NPTEL, and other digital learning resources to support self-paced learning and

technology-enabled education. The integration of online learning enhances students' exposure to emerging trends, industry practices, and modern learning methodologies.

1. Process adopted for curriculum designing

The syllabus was designed in accordance with the guidelines of NEP 2020 and with consideration to the evolving requirements of the retail industry. The members of the Board of Studies and faculty members undertook extensive subject-specific research by studying syllabi of various universities, industry requirements, emerging trends in retail and digital commerce, and vocational education frameworks.

Inputs and suggestions were collected from academicians, industry experts, retail professionals, visiting faculty members, and researchers through discussions, meetings, and consultations. Special emphasis was given to incorporating practical and skill-based learning components, digital retail practices, AI-enabled retail applications, customer relationship management, and social commerce tools. The valuable suggestions and recommendations received from stakeholders were incorporated to ensure that the curriculum remains contemporary, industry-oriented, and academically relevant.

2. Salient features and relevance of the syllabus

The syllabus has been designed with a strong focus on employability, skill development, entrepreneurship, and practical application of retail concepts. Care has been taken to ensure that students acquire both conceptual understanding and operational competencies required in the retail sector.

The curriculum includes:

- Industry-oriented vocational subjects
- Practical components and project-based learning
- Internship and field engagement
- AI and automation applications in retail
- Retail analytics and social commerce tools
- Case studies and retail simulations
- Customer relationship management practices
- Digital retail communication and content creation

Practical demonstrations, workshops, presentations, industry visits, assignments, and technology-enabled learning activities are incorporated to strengthen experiential learning. The curriculum also encourages innovation, ethical business practices, sustainability, and customer-centric approaches in retail management.

3. Learning Outcomes

Retail management plays a significant role in the growth of modern businesses and customer-oriented industries. Students trained in retail management contribute to organized retail, e-

commerce, customer service, merchandising, sales, mall operations, and entrepreneurship. The programme enables learners to:

- understand retail operations and customer behaviour
- communicate effectively with customers and stakeholders
- apply retail management concepts in practical business situations
- develop leadership, teamwork, and problem-solving skills
- utilize retail technologies and digital tools effectively
- analyze market trends and customer expectations
- manage retail communication and customer relationships
- apply ethical and sustainable business practices
- adapt to emerging retail technologies and innovations

The primary objective of the programme is to provide learners with a sound academic foundation and practical exposure to current retail industry challenges. The programme enhances students' ability to respond to changing retail environments through analytical thinking, digital competency, operational skills, and customer-centric approaches.

Through specialized subjects and vocational training, learners acquire in-depth knowledge in areas such as retail franchising, mall management, CRM, international retailing, retail communication, sales, AI-enabled retail operations, social commerce, and cyber security.

4. Input from stakeholders

The curriculum has been developed with inputs from industry experts, academicians, retail professionals, alumni, and other stakeholders. The stakeholders appreciated the inclusion of vocational learning, digital retail tools, AI and automation applications, social commerce practices, internships, and practical skill-based training within the programme.

Suggestions were received to further strengthen practical exposure through workshops, simulations, retail store visits, certification programmes, seminars, guest lectures, industry projects, and technology-enabled learning platforms. Stakeholders also recommended inclusion of contemporary topics such as digital customer engagement, automation tools, analytics, sustainability practices, and emerging retail technologies to enhance industry readiness and employability of learners.

Program Educational Objectives (PEOs):

1. **PEO1:** To equip students with a strong foundation in retail management principles, enabling them to understand retail operations, customer behavior, and supply chain management.
2. **PEO2:** To develop analytical skills and strategic thinking abilities required to solve complex retail challenges, with a focus on enhancing customer experience, brand management, and profitability.
3. **PEO3:** To foster leadership and team management capabilities, preparing students for managerial roles in diverse retail environments through effective decision-making, conflict resolution, and teamwork.
4. **PEO4:** To encourage innovation and entrepreneurship by enabling students to identify opportunities in the retail sector and adopt e-commerce, technology-driven solutions, and sustainable practices.
5. **PEO5:** To instill ethical responsibility and professionalism, preparing students to contribute positively to the retail industry while maintaining high standards of integrity, customer care, and corporate social responsibility.

Program Outcomes (POs):

1. **PO1:** Apply comprehensive knowledge of retail operations, including store management, merchandising, and supply chain management, to ensure efficient and profitable retail business operations.
2. **PO2:** Demonstrate customer-centric approaches by understanding customer needs, managing relationships, and delivering effective customer service to enhance satisfaction and value creation.
3. **PO3:** Analyze market trends, consumer behavior, and operational data to make informed decisions that improve retail performance and customer experience.
4. **PO4:** Exhibit leadership and interpersonal skills necessary for managing retail teams, resolving conflicts, and fostering a collaborative and productive work environment.
5. **PO5:** Communicate effectively and professionally with stakeholders including customers, employees, and management, both orally and in writing.
6. **PO6:** Utilize modern retail technologies such as e-commerce platforms, CRM tools, and retail analytics software to streamline operations and enhance decision-making.

7. **PO7:** Apply ethical principles in retail business practices, ensuring transparency, fairness, sustainability, and social responsibility.
8. **PO8:** Embrace continuous learning to adapt to evolving retail trends, innovations, and industry challenges for long-term professional growth.

Program Specific Outcomes (PSOs):

1. **PSO1:** Demonstrate expertise in day-to-day retail store operations including inventory management, visual merchandising, and team supervision.
2. **PSO2:** Apply knowledge of e-commerce, online retailing, and digital marketing strategies to optimize online sales and enhance digital customer engagement.
3. **PSO3:** Implement effective customer relationship management strategies to build long-term customer loyalty and maintain high levels of customer satisfaction.
4. **PSO4:** Utilize branding, product positioning, and merchandising strategies to create strong retail brands and enhance brand equity.
5. **PSO5:** Develop innovative and sustainable retail solutions by incorporating new technologies and environmentally responsible practices to meet modern consumer demands.

Syllabus Structure for SEM V: Retail Management (NEP)

Sr. No.	Particulars	Course Title	Credits
1	MAJOR – Retail Management	Retail Franchising	4
		Retail Communication Mix	4
2	DISCIPLINE SPECIFIC ELECTIVE (DSE)	Customer Relationship Management (CRM)	4
3	MINOR	Strategic Management	2
4	VOCATIONAL COURSE	Retail Content Creation & Social Commerce Skills	2
5	INDIAN KNOWLEDGE SYSTEM (IKS)	Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce	2
6	INTERNSHIP	Internship	4
		TOTAL	22 Credits

Third Year Semester – V Internal and External Detailed Scheme

Sr. No.	Particulars	Subject Title	Periods Per Week L				Credits	Internals				External	Total Marks	
			Units	SL	L	T		P	SL E/A P	CT/PE	CP			T
1	MAJOR	Retail Franchising	4	20%*	4	0	0	4	15	20	5	40	60	100
		Retail Communication Mix	4	20%*	4	0	0	4	15	20	5	40	60	100
2	DISCIPLINE SPECIFIC ELECTIVE (DSE)	Customer Relationship Management (CRM)	4	20%*	4	0	0	4	15	20	5	40	60	100
3	MINOR	Strategic Management	2	20%*	2	0	0	2	-	20	-	20	30	50
4	VOCATIONAL COURSES	Retail Content Creation & Social Commerce Skills	2	-	1	0	2	2	-	20	-	20	30	50
5	INDIAN KNOWLEDGE SYSTEM (IKS)	Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce	2	20%*	2	0	0	2	-	20	-	20	30	50
6	INTERNSHIP	Internship	4	-	-	-	-	4	40	-	-	40	60	100
		TOTAL	22											550

Abbreviations:

- SL = Self Learning

- SLE = Self Learning Evaluation
- CT = Class Test
- SEE = Semester End Examination
- AP = Assignment / Project
- PE = Practical Examination
- CP = Class Participation
- L = Lecture
- T = Tutorial
- P = Practical

Third Year Semester – V Units – Topics – Teaching Hours

S.N.	Subject	Unit	Title	Lectures	Total No. of Lectures	Credit	Total Marks
1	MAJOR – Retail Franchising	I	Basis of Franchise	15	60	4	100 (40 + 60)
		II	Franchise Agreement and Legal Matters of Franchise	15			
		III	Evaluating the Franchise	15			
		IV	Current Scenario of Franchise in India	15			
2	MAJOR – Retail Communication Mix	I	Retail Communication Mix	15	60	4	100 (40 + 60)
		II	Advertising	15			
		III	Sales Promotion	15			
		IV	In-Store Communications	15			
3	DSE – Customer Relationship Management (CRM)	I	Introduction to CRM in Retail and Tourism	15	60	4	100 (40 + 60)
		II	Customer Satisfaction and Service Excellence	15			
		III	Customer Retention and Loyalty Management	15			
		IV	CRM Technology and Customer Care	15			

			Management				
4	MINOR – Strategic Management	I	Introduction	15	30	2	50 (20 + 30)
		II	Strategic Implementation	15			
5	VOCATION AL COURSE – Retail Content Creation & Social Commerce Skills	I	Introduction to Content Creation for Retail	15	45	2	50 (20 + 30)
		II	Social Commerce Skills (Practical Sessions)	30			
6	INDIAN KNOWLEDG E SYSTEM (IKS) – Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce	I	Introduction to Indian Knowledge Systems & Ancient Retail Commerce	15	30	2	50 (20 + 30)
		II	Ancient Indian Business Ethics, Commerce Practices & Modern Retail Relevance	15			
7	INTERNSHIP	-	Internship	-	-	4	100
			TOTAL			22	550

● Lecture Duration – 1 Hr ● For Theory Papers One Credit = 15 Hrs ● For Vocational Practical One Credit = 30 Hrs

Course Objectives

Retail Franchising

1. To introduce students to the concept, meaning, and scope of franchising as a retail business model.
2. To develop understanding of different types and modes of franchise systems in retailing.
3. To familiarize learners with franchise agreements, legal aspects, and regulatory frameworks governing franchising.
4. To enable students to evaluate franchise opportunities and understand franchise relationship models.
5. To analyse the current scenario and sector-wise scope of franchising in India through case studies.

Retail Communication Mix

1. To provide an understanding of the retail communication mix and its role in influencing consumer behaviour.
2. To familiarize students with planning, budgeting, and implementation of retail communication strategies.
3. To develop knowledge of advertising concepts, campaign design, and types of advertising in retail.
4. To explain the role of sales promotion, personal selling, and public relations in retail marketing.
5. To introduce in-store communication tools and strategies for improving retail customer engagement.

Customer Relationship Management (CRM)

1. To introduce students to the concepts and importance of Customer Relationship Management in service-intensive sectors.
2. To develop practical understanding of customer satisfaction, loyalty, and retention in Retail and Tourism industries.

3. To equip learners with skills to manage customer interactions across physical and digital touchpoints.
4. To familiarize students with CRM tools, technologies, and customer care systems used in industry.
5. To prepare students for customer-facing, supervisory, and relationship management roles.

Strategic Management (Minor)

1. To introduce students to the concept of strategic management.
2. To develop understanding of strategy formulation at corporate, business, and functional levels.
3. To familiarize learners with strategic analysis tools such as SWOT, PESTLE, BCG, and Porter's Five Forces.

Retail Content Creation & Social Commerce Skills

1. To introduce students to the fundamentals of content creation and its role in modern retail communication.
2. To equip learners with basic skills in product photography, videography, and visual storytelling.
3. To train students in the use of digital tools for creating platform-appropriate retail content.
4. To develop competence in social commerce workflows such as product tagging, catalog setup, and shoppable posts.
5. To familiarize learners with analytics and performance metrics used in social commerce.
6. To prepare students to create content aligned with real-world retail marketing requirements.

Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce

1. To introduce learners to Indian Knowledge Systems (IKS) and their relevance to the evolution of retail and commerce in India.
2. To develop understanding of ancient retail structures such as markets, bazaars, guilds, and trade routes.
3. To familiarize students with indigenous systems of measurement, pricing, taxation, and economic regulation.
4. To explore traditional Indian business ethics and commercial practices reflected in historical texts.
5. To enable learners to connect ancient commerce systems with modern retail formats and practices.
6. To promote appreciation of ethical, sustainable, and community-based retail practices inspired by IKS.

Course Learning Outcomes

Retail Franchising

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

1. Explain the concept, structure, and scope of franchising as a retail business model.
2. Identify different types and modes of franchise systems used in retailing.
3. Interpret franchise agreements and understand the legal and regulatory aspects of franchising.
4. Evaluate franchise opportunities using managerial and marketing perspectives.
5. Analyse sector-wise growth and scope of franchising in India through case studies.

Retail Communication Mix

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

1. Describe the components and importance of the retail communication mix.
2. Plan and implement retail communication strategies within budgetary constraints.
3. Design basic advertising campaigns suitable for retail businesses.
4. Apply sales promotion, personal selling, and public relations tools in retail contexts.
5. Evaluate in-store communication strategies to enhance customer engagement.

Customer Relationship Management (CRM)

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

1. Explain fundamental concepts, evolution, and relevance of CRM in Retail and Tourism sectors.
2. Understand customer expectations, satisfaction drivers, and service quality dimensions.
3. Analyse customer behaviour, segmentation, and retention challenges in service environments.
4. Apply CRM strategies and tools to real-life retail stores and tourism service organizations.

5. Evaluate the role of technology, ethics, and emerging trends in effective CRM implementation.

Strategic Management

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

1. Apply strategic analysis tools such as SWOT, PESTLE, BCG, and Porter's Five Forces.
2. Formulate strategies at corporate, business, and functional levels.
3. Analyse strategy implementation, evaluation, and control mechanisms.

Retail Content Creation & Social Commerce Skills

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

1. Explain the role of content creation in modern retail communication.
2. Create basic product photographs, short videos, and carousel posts for retail brands.
3. Use digital tools such as Canva and CapCut to produce retail content.
4. Set up product catalogs and create shoppable posts on social commerce platforms.
5. Analyse basic social commerce performance metrics and suggest improvements.

Indian Knowledge Systems for Retail: Ancient Retail Forms & Commerce

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

1. Explain the fundamentals of Indian Knowledge Systems and their relevance to retail and commerce.
2. Describe ancient Indian retail formats, markets, and merchant associations.
3. Explain traditional systems of pricing, taxation, and measurement used in ancient India.
4. Relate ancient Indian business ethics and commerce practices to modern retailing.
5. Analyse how IKS principles support ethical, sustainable, and community-oriented retail management.

Retail Franchising (Major 1)

Sr. No.	Modules/ Units	No. of Lectures
1	Basis of Franchise 1.1 Meaning and Definition of Franchise 1.2 Franchise as a Business Model 1.3 Retailing and Vertical Marketing System a. Types of Franchise b. Modes of Franchise 1.4 Franchising in India a. Pros and Cons of Franchise	15
2	Franchise agreement and Legal matters of franchise 2.1 Types of Agreement 2.2 Federal Trade Commission 2.3 Description of the Rights Granted 2.4 Terms of the Agreement	15
3	Evaluating the Franchise 3.1. Identifying, Analyzing and Executing Managerial Solutions 3.2 Marketing the Franchise Business 3.3 Franchise Relationship Model 3.4. Financial and Operational Evaluation of Franchise Opportunities	15
4	Current Scenario of Franchise in India 4.1 Case Study Discussion 4.2 Analysing the Scope of Franchise in Cosmetic and FMCG Sector 4.3 Analysing the Scope of Franchise in Travel, Hospitality and Service Sector 4.4 Analysing the Scope of Franchise in Manufacturing and Textile Sector	15

Self-Learning topics (Unit wise)

Unit	Topics
1	1.4 a. Pros and Cons of Franchise

2	2.4 Terms of the (Franchise) Agreement
3	3.2 Marketing the Franchise Business
4	4.3 Analysing the Scope of Franchise in Travel, Hospitality and Service Sector

Online Resources

1. https://www.franchise.com
2. https://www.franchise.org
3. https://www.franchiseindia.com
4. https://www.franchisecompany.co.uk/international-franchising
5. https://www.thebalancesmb.com/international-franchising-a-global-strategic-initiative

Reference Books

1. Franchising An Entrepreneur's Guide 4th Edition (Textbook Only) Authors: Richard J. Judd and Robert T. Justis ISBN 10: 0-759-36705-1 ISBN 13: 978-0-7593-6705-0
2. Franchise MBA: Mastering the 4 Essential Steps to Owning a Franchise by Nick Neonakis, Sagar Rambhia, and Aditya Rengaswamy
3. Franchise Your Business: The Guide to Employing the Greatest Growth Strategy Ever by Mark Siebert
4. Franchising and Licensing: Two Powerful Ways to Grow Your Business in Any Economy by Andrew Sherman
5. Franchising For Dummies (For Dummies Series) Paperback

6. Retail Franchising: Sidhpuria, Manish, Tat McGraw Hill, 2009
7. An Introduction to Franchising: Webber, Robert, Palgrave Macmillan, 2013

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Retail Communication Mix (Major 2)

Unit	Contents	No. of Lectures
I	<p><u>Retail Communication Mix</u></p> <p>1.1 Retail Communication Mix: Communication Tools and Objectives of Communication</p> <p>1.2 Tools and Strategies of Effective Retail Communication</p> <p>1.3 Planning Communication Mix: Setting Objectives and Determining Budget</p> <p>1.4 Allocating, Implementing and Evaluating the Budget</p> <p>1.5 Retail Communication Trends and Retail Communication Program</p> <p>1.6 Case Studies in Retail Communication</p>	15
II	<p><u>Advertising</u></p> <p>2.1 Features of Advertising</p> <p>2.2 Steps in Designing Advertising Campaign</p> <p>2.3 Advantages of Advertising</p> <p>2.4 Classification of Advertising</p> <p>2.5 Types of Advertising</p> <p>2.6 Case Studies</p>	15
III	<p><u>Sales Promotion</u></p> <p>3.1 Introduction and Nature of Sales Promotion</p> <p>3.2 Opportunities and Limitations of Sales Promotion</p> <p>3.3 Types of Sales Promotion</p> <p>3.4 Advantages of Sales Promotion</p> <p>3.5 Personal Selling and Public Relations: Introduction, Objectives, Advantages and Disadvantages</p> <p>3.6 Case Studies</p>	15

IV	<u>In Store Communications</u> 4.1 Managing In-Store Communication Events 4.2 Types of In-Store Communication 4.3 Advantages and Disadvantages of In-Store Communication 4.4 Ideas for Improving Retail Communication for Retailers 4.5 Strategies to Improve In-Store Communication 4.6 Case Studies in In-Store Communication	15
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Self-Learning topics (Unit wise)

Unit	Topics
1	1.3 Retail Communication trends, Retail communication program.
2	2.3 Advantages of advertising
3	3.3 Types of sales promotion
4	1.5 Strategies to improve in store communication

References:

- 1) Schultz, D. E., Tannenbaum, S. I. & Lauterborn, R. F. (Various Editions). *Integrated Marketing Communications: Putting It Together and Making It Work*. NTC Business Books.
- 2) Shah, K. & D’Souza, A. (Various Editions). *Advertising and Integrated Marketing Communications*. McGraw Hill Education.
- 3) Shimp, T. A. (Various Editions). *Advertising, Promotion and Other Aspects of Integrated Marketing Communications*. Cengage Learning.
- 4) Rossiter, J. R. & Percy, L. (Various Editions). *Marketing Communications: Integrated Theory, Strategy and Tactics*. McGraw Hill Education.

- 5) Gilbert, D. (Various Editions). *Retail Marketing Management: Principles and Practice*. Pearson Education.
- 6) Levy, M. & Weitz, B. A. (Various Editions). *Retailing Management*. McGraw Hill Education.
- 7) Batra, R., Myers, J. G. & Aaker, D. A. (Various Editions). *Advertising Management*. Pearson Education.
- 8) Kazmi, S. H. H. & Batra, S. K. (Various Editions). *Sales Promotion and Advertising Management*. Excel Books.
- 9) Cutlip, S. M. & Center, A. H. (Various Editions). *Effective Public Relations*. Prentice Hall.
- 10) Patil, C. S. (Various Editions). *Integrated Marketing Communication and Advertising*. Himalaya Publishing House.

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Customer Relationship Management (DSE)

Sr. No.	Modules/ Units	No. of Lectures
1	<p>Module I: Introduction to CRM in Retail and Tourism</p> <p>1.1 Introduction to CRM: Concept and Significance 1.2 Evolution of CRM: Traditional to Digital CRM 1.3 Meaning, Objectives and Benefits of CRM 1.4 Nature of Customer Relationships in Retail and Tourism 1.5 Building Long-Term Customer Relationships 1.6 Service Quality and Customer Expectations 1.7 Barriers to Effective CRM Implementation 1.8 CRM Best Practices in Retail Sector 1.9 CRM Best Practices in Tourism and Hospitality Sector</p>	15
2	<p>Customer Satisfaction and Service Excellence</p> <p>2.1 Customer Satisfaction: Meaning, Definition and Importance 2.2 Components and Determinants of Customer Satisfaction 2.3 Service Quality Models (SERVQUAL, SERVPERF – Overview) 2.4 Managing Customer Expectations and Perceptions 2.5 Customer Feedback Systems and Satisfaction Measurement 2.6 Customer Profiling and Segmentation 2.7 Role of Personalization in Customer Satisfaction 2.8 Managing Service Encounters and Moments of Truth 2.9 Case Examples from Retail Stores and Tourism Services</p>	15
3	<p>Customer Retention and Loyalty Management</p> <p>3.1 Concept and Importance of Customer Retention 3.2 Customer Lifetime Value and Loyalty Programs 3.3 Reasons for Customer Switching in Services 3.4 Retention Strategies in Retail Sector 3.5 Retention Strategies in Tourism and Travel Services 3.6 Complaint Handling and Service Recovery Strategies 3.7 Managing Dissatisfied and Difficult Customers 3.8 Customer Loyalty Building Techniques 3.9 Case Studies on Customer Retention Practices</p>	15

4	<p>CRM Technology and Customer Care Management</p> <p>4.1 Role of Customer Service Representatives 4.2 Customer Care Processes and Standards 4.3 CRM Software and Applications (Overview) – Example of Salesforce as a Software 4.4 Point of Sale (POS) and Customer Data Integration 4.5 Multimedia Contact Centres and Call Centre Operations 4.6 E-CRM and Mobile CRM Applications 4.7 Social Media and Online Reputation Management 4.8 Ethics, Data Privacy and Customer Protection 4.9 Recent Trends, Challenges and Opportunities in CRM</p>	15
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Self-Learning topics (Unit wise)

Unit	Topics
1	1.5 Building long-term customer relationships
2	2.3 Service quality models
3	3.6 Complaint handling and service recovery
4	4.6 E-CRM and mobile CRM applications

Online Resources:

- NPTEL: Customer Relationship Management
<https://nptel.ac.in/courses/110/105/110105145/>
- Measuring Customer Satisfaction – Agile CRM
<https://www.agilecrm.com/blog/measuring-customer-satisfaction-methods-and-benefits/>
- CRM Handbook – Google Books (selected chapters)

Reference Books:

1. Buttle, F. & Maklan, S. (2019). Customer Relationship Management: Concepts and Technologies. Routledge.

2. Peelen, E. & Beltman, R. (2013). Customer Relationship Management. Pearson Education.
3. Kumar, V. & Reinartz, W. (2018). Customer Relationship Management: Concept, Strategy and Tools. Springer.
4. Payne, A. (2005). Handbook of CRM: Achieving Excellence in Customer Management. Routledge.
5. Gronroos, C. (2007). Service Management and Marketing: Customer Management in Service Competition. Wiley India.
6. Zeithaml, V. A., Bitner, M. J. & Gremler, D. D. (2018). Services Marketing: Integrating Customer Focus Across the Firm. McGraw Hill Education.
7. Kotler, P., Bowen, J. T. & Makens, J. C. (2017). Marketing for Hospitality and Tourism. Pearson Education.
8. Levy, M. & Weitz, B. A. (2019). Retailing Management. McGraw Hill Education.
9. Bhatia, A. (2008). Customer Care Management. Sterling Publishers.
10. Sheth, J. N., Parvatiyar, A. & Shainesh, G. (2017). Customer Relationship Management: Emerging Concepts, Tools and Applications. McGraw Hill Education.
11. Chaffey, D. & Ellis-Chadwick, F. (2019). Digital Marketing. Pearson Education.
12. Greenberg, P. (2010). CRM at the Speed of Light: Social CRM Strategies, Tools and Techniques. McGraw Hill Education.

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Strategic Management (Minor)

Sr. No.	Modules/ Units	No. of Lectures
1	<p>Introduction</p> <p>1.1 Strategy – Meaning and Definition 1.2 Strategic Management – Meaning, Definition and Importance 1.3 Process and Levels of Strategy 1.4 Concept and Importance of Strategic Business Units (SBUs) 1.5 Strategic Intent – Mission, Vision, Goals, Objectives and Plans 1.6 Environment Analysis and Scanning – SWOT and PESTLE 1.7 Corporate Level Strategy – Stability, Growth, Retrenchment, Integration and Internationalization 1.8 Business Level and Functional Level Strategy a. Business Level Strategy – Cost Leadership, Differentiation and Focus b. Functional Level Strategy – R&D, HR, Finance, Marketing and Production</p>	15
2	<p>Strategic Implementation</p> <p>2.1 Models of Strategy Making 2.2 Strategic Analysis and Choices 2.3 BCG Matrix and GE 9 Cell Model 2.4 Porter’s Five Forces Model and 7S Framework 2.5 Strategy Implementation Process 2.6 Strategic Evaluation and Control – Meaning and Steps of Evaluation 2.7 Techniques of Strategic Control 2.8 Case Studies in Retail Strategy</p>	15

Self-Learning topics (Unit wise)

Unit	Topics
1.5	Strategic Intent - Mission, Vision, Goals, Objective, Plans
2.7	Techniques of Strategic Control

ONLINE RESOURCES:

<https://nptel.ac.in/courses/110108047>

<https://www.youtube.com/watch?v=WKr-lfE4QaE>

REFERENCE BOOKS:

1. David, F. R. & David, F. R. (2017). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases*. Pearson Education.
2. Thompson, A. A., Strickland, A. J. & Gamble, J. E. (2018). *Crafting and Executing Strategy: The Quest for Competitive Advantage*. McGraw Hill Education.
3. Kazmi, A. (2019). *Strategic Management and Business Policy*. McGraw Hill Education.
4. Wheelen, T. L., Hunger, J. D., Hoffman, A. N. & Bamford, C. E. (2018). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability*. Pearson Education.
5. Hill, C. W. L., Schilling, M. A. & Jones, G. R. (2017). *Strategic Management: Theory and Cases*. Cengage Learning.
6. Porter, M. E. (2008). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. Free Press.
7. Pearce, J. A. & Robinson, R. B. (2015). *Strategic Management: Planning for Domestic and Global Competition*. McGraw Hill Education.
8. Rao, P. S. (2014). *Business Policy and Strategic Management*. Himalaya Publishing House.
9. Bhattacharyya, D. K. & Pujar, S. (2019). *Strategic Management*. Pearson Education.

10. Levy, M. & Weitz, B. A. (2019). *Retailing Management*. McGraw Hill Education.
11. Glueck, W. F. & Jauch, L. R. (1984). *Business Policy and Strategic Management*. McGraw Hill Education.
12. Dess, G. G., Lumpkin, G. T. & Eisner, A. B. (2018). *Strategic Management: Creating Competitive Advantages*. McGraw Hill Education.

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
30	20	50

A) Formative Assessment – 20 Marks

Sr. No.	Particulars	Marks
1	Self-Learning Evaluation	15 Marks
2	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment – 30 Marks

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

Retail Content Creation & Social Commerce Skills for Business
(Vocational Course)

Units	Contents	No. of Lectures
1	<p>Introduction to Content Creation for Retail</p> <p>1.1 Introduction to Retail Content Creation</p> <ul style="list-style-type: none"> a. Meaning, Role and Importance of Content in Retail b. Impact of Visual Content on Consumer Decision-Making <p>1.2 Visual Storytelling for Retail</p> <ul style="list-style-type: none"> a. Principles of Storytelling, Hooks and Narrative Structure b. Product-Focused vs Lifestyle-Focused Storytelling c. CTAs and Message Structuring <p>1.3 Product Photography Basics</p> <ul style="list-style-type: none"> a. Composition, Lighting and Framing b. Backgrounds, Flat-Lay, Detail and Contextual Shots c. Simple DIY Studio Setups <p>1.4 Short-Form Video Creation</p> <ul style="list-style-type: none"> a. Scriptwriting and Storyboarding for 15–60 Second Videos b. Shot Lists, Transitions, Pacing and Audio c. Captions/Subtitles and Vertical Framing Best Practices <p>1.5 Tools for Content Creation</p> <ul style="list-style-type: none"> a. Canva / Adobe Express for Graphics and Thumbnails b. CapCut / InShot for Mobile Editing c. Mobile Camera Settings and Quick Fixes <p>1.6 Practical Components (Embedded)</p> <ul style="list-style-type: none"> a. Produce 3–5 Product Photographs b. Create One 20–30 Second Product Reel c. Design a 3-Slide Retail Carousel Post 	15

2	<p>Social Commerce Skills (Practical Sessions)</p> <p>2.1 Introduction to Social Commerce a. Concept and Evolution b. Social Commerce vs E-Commerce c. Business Relevance for Retailers and Creators</p> <p>2.2 Platform Tools and Commerce Features a. Instagram Shop and Facebook Shop b. WhatsApp Business Catalog Basics c. Product Data Essentials and Compliance/Policy Highlights d. Retail App Development including Advertising of the App</p> <p>2.3 Creating Shoppable Content a. Shoppable Posts and Product Stickers in Stories b. Shoppable Reels c. Basics of Livestream Selling Preparation and Formats</p> <p>2.4 Influencers, UGC and Ethical Practices a. Briefing Influencers and UGC Creators b. Rights, Usage and Disclosure Norms c. IP/Copyright Considerations and Authenticity Checks</p> <p>2.5 Analytics and Performance Measurement a. Key Metrics: Reach, Impressions, Engagement Rate and CTR b. Interpreting Platform Insights c. Preparing a One-Page Performance Summary with Recommendations</p> <p>2.6 Practical Components (Embedded) a. Set Up a Demo Product Catalog b. Create One Shoppable Post with Product Tagging c. Submit a Basic Analytics Report (Sample Dataset)</p>	30
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Recommended Books:

1. **Kotler, P. & Keller, K. L. (2016).** *Marketing Management*. Pearson Education.
2. **Chaffey, D. & Ellis-Chadwick, F. (2019).** *Digital Marketing*. Pearson.
3. **Tuten, T. L. & Solomon, M. R. (2018).** *Social Media Marketing*. Sage Publications.

4. **Lipschultz, J. H. (2021).** *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. Routledge.
5. **Whitman, D. E. (2008).** *Ca\$hvertising*. Career Press.
6. **Stockman, S. (2011).** *How to Shoot Video That Doesn't Suck*. Workman Publishing.
7. **Laurenson, L. (Various Editions).** *The Social Commerce Handbook*. (Recommended reading for social commerce concepts.)

Recommended Apps

1. **Canva** – For creating graphics, carousel posts, product layouts, and branding assets.
2. **Adobe Express** – For quick design templates, posters, and social media creatives.
3. **CapCut** – For editing short-form videos, adding transitions, captions, and effects.
4. **InShot** – For mobile-friendly video editing, trimming, resizing, and audio additions.
5. **Snapseed / Lightroom Mobile** – For product photo editing, colour correction, and retouching.
6. **Meta Business Suite App** – For managing catalogs, tagging products, posting, and analysing insights.
7. **Instagram & Facebook Shopping Tools** – For creating shoppable posts and product tagging.
8. **WhatsApp Business App** – For catalog setup, customer communication, and showcasing product lists.
9. **Google Sheets / Excel Mobile** – For basic data organisation, catalog management, and performance tracking.

Evaluation Pattern

Practical Component / Project Work	Final Examination (Theory)	Total Marks
20	30	50

A) Practical Component / Project Work – 20 Marks

The practical project requires students to create core retail content elements, including product photographs, a short promotional reel, and a branded carousel post. They will also set up a demo social commerce catalog and produce at least one shoppable post with accurate product tagging. Students will analyse a provided dataset to generate a brief performance summary and give one actionable recommendation. Finally, they will present their work through a viva, explaining the tools, techniques, and creative decisions used throughout the project.

B) Final Examination (Theory)- 30 Marks

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

**Indian Knowledge Systems for Retail:
Ancient Retail Forms & Commerce (IKS)**

Units	Contents	No. of Lectures
1	<p>Introduction to Indian Knowledge Systems & Ancient Retail Commerce</p> <p>1.1 Introduction to Indian Knowledge Systems (IKS) a. Meaning and Scope of IKS b. Philosophical Foundation of IKS c. Relevance to Commerce and Retail Culture</p> <p>1.2 Evolution of Commerce and Trade in Ancient India a. Early Trade Systems and Barter Economy b. Emergence of Markets c. Merchant Communities in Ancient India</p> <p>1.3 Ancient Retail Formats a. Haat Bazaars, Weekly Markets, Mandis and Melas b. Caravans and Maritime Trade Ports (Lothal, Muziris) c. Urban Market Centres</p> <p>1.4 Guilds and Merchant Associations a. Shreni System and Artisan Guilds b. Regulation of Quality, Pricing and Labour Practices c. Merchant Networks</p> <p>1.5 Trade Infrastructure and Market Administration a. Storehouses and Granaries b. Weights, Measures and Ancient Packaging Methods c. Market Supervisors (Samsthadyaksha) Muziris), urban market centres.</p> <p>1.4 Guilds & Merchant Associations — Shreni system, artisan guilds, regulation of quality, pricing, labour practices, merchant networks.</p> <p>1.5 Trade Infrastructure & Market Administration — Storehouses, granaries, weights & measures, ancient packaging methods, market supervisors (Samsthadyaksha).</p>	15
2	<p>Ancient Indian Business Ethics, Commerce Practices & Modern Retail Relevance</p>	15

	<p>2.1 Business Ethics in Ancient India</p> <p>a. Ethical Trade Practices in Vedic Texts and Arthashastra b. Jain and Buddhist Literature on Trade Ethics c. Honesty, Fair Pricing and Consumer Protection</p> <p>2.2 Systems of Measurement, Pricing and Taxation</p> <p>a. Ancient Weights and Measurement Standards b. Tax Systems like Shulka and Bhaga c. Price Controls in Arthashastra</p> <p>2.3 Indigenous Commerce Practices</p> <p>a. Bargaining and Community Trade b. Itinerant Sellers c. Wholesale vs Retail Traditions and Festival-Driven Commerce</p> <p>2.4 Sustainability and Local Commerce</p> <p>a. Traditional Eco-Friendly Retail Practices b. Craft Clusters and Handlooms c. Local Trade Networks and Community Markets</p> <p>2.5 Modern Retail Applications of IKS</p> <p>a. Lessons for Branding and Customer Service b. Store Ambience and Mall Design Inspired by Bazaars c. Ethical and Sustainable Retailing</p>	
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Recommended Books

1. **Basham, A. L. (1954).** *The Wonder That Was India*. Rupa Publications.
2. **Thapar, R. (2002).** *Early India: From the Origins to AD 1300*. Penguin.
3. **Kangle, R. P. (1965).** *The Kautiliya Arthashastra*. Motilal Banarsidass.
4. **Sharma, R. S. (1983).** *Indian Feudalism*. Macmillan.
5. **Chakrabarti, D. K. (2006).** *The Oxford Companion to Indian Archaeology*. Oxford University Press.
6. **Singh, Upinder (2016).** *A History of Ancient and Early Medieval India*. Pearson.

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
30	20	50

A) Formative Assessment – 20 Marks

Any one of the following methods of assessment may be undertaken:

1. Class Test
2. Online Exam
3. Assignment/Project/ Case Studies
4. Presentation
5. Practical

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

B) Summative Assessment

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

INTERNSHIP (4 CREDITS)

(Details of the same are shared in a separate document and as per the norms of H.S.N.C. University)

Syllabus Structure for SEM VI : Retail Management (NEP)

Sr. No.	Particulars	Course Title	Credits
1	MAJOR – Retail Management	International Practices in Retail	4
		Location Planning & Mall Management	4
2	DISCIPLINE SPECIFIC ELECTIVE (DSE)	Sales & Negotiation Skills	4
3	MINOR	Business Ethics & CSR	2
4	VOCATIONAL COURSE	AI & Automation Tools in Retail Operations	2
		Cyber Security	2
5	FIELD PROJECT / COMMUNITY ENGAGEMENT	Field Project / Community Engagement	4
		TOTAL	22 Credits

Abbreviations:

- SL = Self Learning
- SLE = Self Learning Evaluation
- CT = Class Test
- SEE = Semester End Examination
- AP = Assignment / Project
- PE = Practical Examination
- CP = Class Participation
- L = Lecture
- T = Tutorial
- P = Practical

Third Year Semester – VI Units – Topics – Teaching Hours

S.N.	Subject	Unit	Title	Lectures	Total No. of Lectures	Credit	Total Marks
1	MAJOR – International Practices in Retail	I	International Retailing: An Overview	15	60	4	100 (40 + 60)
		II	International Retailing Strategy – An Overview	15			
		III	Retailing Practices – USA (Case Studies)	15			
		IV	Retailing Practices – EU and Asia (Case Studies)	15			
2	MAJOR – Location Planning & Mall Management	I	Localization of Retail Stores	15	60	4	100 (40 + 60)
		II	Store Layouts	15			
		III	Introduction to Mall Management	15			
		IV	Recent Trends in Mall Management and Future Prospects	15			
3	DSE – Sales & Negotiation Skills	I	Sales Management	15	60	4	100 (40 + 60)
		II	Selling	15			
		III	Introduction to Negotiation	15			
		IV	The Negotiation Stage	15			

4	MINOR – Business Ethics & CSR	I	Introduction to Business Ethics	15	30	2	50 (20 + 30)
		II	Corporate Governance and CSR	15			
5	VOCATION AL COURSE – AI & Automation Tools in Retail Operations	I	Introduction to AI & Automation in Retail	15	45	2	50 (20 + 30)
		II	Applied Automation Tools, Retail Analytics & Customer Experience AI (Practical)	30			
6	VOCATION AL COURSE – Cyber Security	I	Introduction to Cyber Security, Cyber Laws and Regulations in India	15	45	2	50 (20 + 30)
		II	Cyber Crimes, Cyber Frauds and Security Practices	30			
7	FIELD PROJECT / COMMUNIT Y ENGAGEME NT	-	Field Project / Community Engagement	-	-	4	100
			TOTAL			22	550

● Lecture Duration – 1 Hr ● For Theory Papers One Credit = 15 Hrs ● For Vocational Practical One Credit = 30 Hrs

Course Objectives

International Practices in Retail

1. To introduce students to the concept and scope of international retailing and global retail environments.
2. To develop understanding of different types of international retailers and multi-channel retailing practices.
3. To familiarize learners with international retail strategies related to market entry, finance, location, human resources, and branding.
4. To analyse global customer buying behaviour across different international markets.
5. To examine retailing practices of leading retailers in the USA, Europe, Asia, and India through case studies.

Location Planning & Mall Management

1. To provide knowledge of retail location planning and factors influencing store location decisions.
2. To develop understanding of store layouts, space planning, and store design objectives.
3. To introduce the concept, growth, and structure of shopping malls in India.
4. To familiarize students with mall architecture, tenant mix planning, leasing, and operational management.
5. To analyse recent trends, technological innovations, and future prospects in mall management.

Sales & Negotiation Skills

1. To introduce students to the concepts, role, and evolution of sales management.
2. To develop understanding of selling processes, selling theories, and sales strategies.
3. To enhance students' selling skills including communication, negotiation, trust building, and conflict management.
4. To familiarize learners with negotiation concepts, stages, and negotiation strategies.

5. To analyse real-life sales and negotiation cases to understand effective negotiation practices.

Business Ethics & Corporate Social Responsibility (CSR)

1. To introduce students to the concepts and importance of business ethics in modern organizations.
2. To develop understanding of ethical theories, moral values, and ethical decision-making in business.
3. To provide knowledge of Corporate Social Responsibility and its role in sustainable development and society.

AI & Automation Tools in Retail Operations

1. To introduce learners to the fundamentals of Artificial Intelligence and automation in modern retail operations.
2. To familiarize students with AI tools used in retail operations, merchandising, customer service, and supply chain management.
3. To equip learners with practical skills in using automation tools such as digital POS systems, chatbots, and inventory management solutions.
4. To develop understanding of data-driven decision-making using retail analytics and dashboards.
5. To create awareness about ethical, safe, and responsible use of AI technologies in retail environments.
6. To prepare students to adopt emerging retail technologies for operational efficiency and improved customer experience.

Cyber Security

1. To introduce students to the fundamental concepts and importance of cyber security in business and retail environments.
2. To familiarize learners with various cyber threats, cyber frauds, and security risks in digital commerce.

3. To develop awareness of cyber laws, regulations, and the Information Technology Act, 2000.
4. To enable students to understand safe online transaction practices and fraud prevention techniques.
5. To provide knowledge of data protection, privacy, and secure digital behaviour for personal and professional use.

Course Learning Outcomes

International Practices in Retail

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

1. Explain the concept and scope of international retailing and global retail environments.
2. Identify different types of international retailers and multi-channel retail formats.
3. Analyse international retail strategies related to market entry, finance, location, HR, and branding.
4. Evaluate global customer buying behaviour across different international markets.
5. Compare retail practices of leading retailers in the USA, Europe, Asia, and India using case studies.

Location Planning & Mall Management

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

1. Analyse factors influencing retail store location and site selection decisions.
2. Apply principles of store layout, space planning, and store design in retail settings.
3. Explain the concept, growth, and structure of shopping malls in India.
4. Evaluate mall operations including tenant mix planning, leasing, security, and maintenance.
5. Assess recent trends and technological innovations shaping the future of mall management.

Sales & Negotiation Skills

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

1. Explain the role and functions of sales management in organizations.
2. Apply selling processes, selling theories, and sales strategies in business situations.

3. Demonstrate effective selling skills such as communication, negotiation, and conflict management.
4. Analyse negotiation concepts, stages, and strategies used in business negotiations.
5. Evaluate real-life sales and negotiation cases to identify successful negotiation practices.

Business Ethics & Corporate Social Responsibility (CSR)

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

1. Explain key concepts and theories related to business ethics and ethical decision-making.
2. Explain the importance and application of Corporate Social Responsibility in society.
3. Assess the contribution of ethical business practices and CSR towards sustainable development.

AI & Automation Tools in Retail Operations

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

1. Explain the role of Artificial Intelligence and automation in modern retail operations.
2. Use basic AI tools for retail tasks such as reporting, communication, and customer interaction.
3. Apply automation systems like digital POS, inventory trackers, and analytics dashboards.
4. Create simple retail chatbots or automated customer service workflows.
5. Analyse retail data using automated tools to support operational decision-making.
6. Demonstrate understanding of ethical, safe, and responsible use of AI in retail environments.

Cyber Security

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

1. Explain the fundamentals of cyber security and its importance in digital business environments.

2. Identify common cyber threats, cyber frauds, and security risks in e-commerce and banking.
3. Apply safe online transaction practices and basic cyber security measures.
4. Demonstrate awareness of cyber laws, regulations, and reporting mechanisms in India.
5. Implement basic data protection, privacy, and secure digital behaviour practices.

International Practices in Retail (Major 1)

Unit	Contents	No. of Lectures
I	<p>International Retailing: An overview</p> <p>1.1 Introduction to International Retailing 1.2 Meaning and Scope of International Retailing 1.3 Types of Retailers 1.4 Multi-Channel Retailing 1.5 Global Customer Buying Behavior 1.6 Different Modes for International Retailers 1.7 Challenges in International Retailing</p>	15
II	<p>International Retailing Strategy - An Over View</p> <p>2.1 Retail Market Strategy 2.2 Finance Strategy 2.3 Location Strategy 2.4 HR Strategy 2.5 Branding Strategies 2.6 Factors for International Retailing 2.7 Strategic Issues in International Retailing</p>	15
III	<p>Retailing Practices - USA (Case Studies)</p> <p>3.1 Wal-Mart 3.2 Nordstrom 3.3 Albertsons 3.4 JC Penney 3.5 Store Format and Expansion Strategies 3.6 Customer Service and Technology Practices 3.7 Comparative Analysis of USA Retailers</p>	15

IV	Retailing Practices - EU and Asia (Case Studies) 4.1 Hermes (France) 4.2 Reebok (UK) 4.3 Aeon (Japan) 4.4 Edeka (Germany) 4.5 Marks & Spencer (UK) 4.6 D-Mart (India) 4.7 Reliance Retail (India)	15
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Self-Learning topics (Unit wise):

Sr. No	Topic
1	1.6 Different Modes for International Retailers
2	2.6 Factors for International Retailing
3	3.7 Comparative Analysis of USA Retailers
4	4.7 Reliance Retail (India)

Online Resources

<ul style="list-style-type: none"> · https://kpu.pressbooks.pub/introconsumerbehaviour/chapter/demographic-influences/
<ul style="list-style-type: none"> · https://www.researchgate.net/publication/322695566_An_Analysis_on_BCG_Growth_Sharing_Matrix
<ul style="list-style-type: none"> · https://www.mbaknol.com/strategic-management/strategic-marketing-tools-ansoff-matrix-and-bcg-matrix/

- <https://www.hubspot.com/products/crm/what-is>
- <https://www.repricerexpress.com/amazon-vs-alibaba-winning/>
- <https://www.businessmanagementideas.com/case-studies/case-study-on-retail-sectors-india/15753>

Reference Books

1. Swapna Pradhan, “Retailing Management- Text & Cases”, Tata Mc Graw Hill
2. Fleming.P, “Guide To Retail Management” Jaico Publications.
3. Gopal, W, “Retail Management” ICFAI.
4. S.L.Gupta, “Retail Management”
5. Mitra, S.N., “Retail Management”, Pointer Publication, Jaipur.
6. Berry Berman & J.R. Evans, “Retail Management – A Strategic approach”, Prentice Hall of India, New Delhi.
7. Harvinder Singh, Srini R Srinivasan (2012), Mall Management: Operating in Indian Retail Space, Tata McGraw Hill Education Pvt. Ltd
8. Levy & Weitz (2011), Retailing Management (5th ed), Tata McGraw Hill, Burman & Evans(2011)
9. Retail Management-A strategic Approach (8th ed), (Pearson Education)
10. Paco Underhill (2007), Simon & Schuster, Call of the Mall

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Location Planning and Mall Management (Major 2)

Sr. No.	Modules/ Units	No. of Lectures
1	<p>Localization of Retail Stores</p> <p>1.1 Setting up Retail Organization 1.2 Size and Space Allocation 1.3 Location Strategy 1.4 Factors Affecting Retail Location 1.5 Retail Location Research and Techniques 1.6 Objectives of Good Store Design</p>	15
2	<p>Store Layouts</p> <p>2.1 Store Layout and Space Planning 2.2 Types of Layouts 2.3 Store Security 2.4 Parking Space Problems at Retail Centres 2.5 Controlling Costs and Reducing Inventory Loss 2.6 Store Exteriors and Interiors</p>	15
3	<p>Introduction to Mall Management</p> <p>3.1 Concept of Shopping Mall and Mall Planning 3.1 Concept of Shopping Mall and Growth of Malls in India 3.2 Mall Positioning Strategies 3.3 Strategic Planning for Malls (SWOT Analysis) 3.4 Concepts in Mall Design 3.5 Factors Influencing Mall Establishment 3.6 Concept of Tenant-Mix Planning and Anchor Tenants</p> <p>3.2 Mall Architecture and Operations 3.2.1 Concept of Retail Zoning 3.2.2 Store Allocation 3.2.3 Leasing Negotiations and Lease Management 3.2.4 Marketing and Space Selling 3.2.5 Maintenance, Repairs, Security and Safety Procedures</p>	15

	3.2.6 Operational Activities, Footfalls Measurement, Common Area Management, Mall Promotion and Events Management	
4	Recent trends in Mall Management and Future Prospects 4.1 Suitability of Popular Retail Formats as Anchor Tenants like Hypermarkets, Department Stores, Multiplexes and Eating Joints 4.2 Comparative Case Study on Various Malls in India 4.3 Role of Consumer Behaviour in Mall Management 4.4 Role of Market Research in Mall Management 4.5 Innovation in Retail Technology in Mall Management 4.6 Augmented Reality, Virtual Reality and Artificial Intelligence in Mall Management	15

Self-Learning topics (Unit wise)

Unit	Topics
1	1.4 Factors Affecting Retail Location
2	2.6 Store Exteriors and Interiors
3	3.1.1 Concept of Shopping Mall and Growth of Malls in India 3.2.5 Maintenance, Repairs, Security and Safety Procedures
4	4.3 Role of Consumer Behaviour in Mall Management

Online Resources

1. https://www.yourarticlelibrary.com/mall-management/mall-management-5-key-components-of-mall-management-explained/48462
2. https://factech.co.in/blog/mall-management-system
3. http://property.magicbricks.com/newproperty/img/MallMgt-low.pdf

4. <https://www.indiaretailing.com/2020/01/27/shopping-centre/a-simple-key-to-success-good-mall-management>

Reference Books

1. Swapna Pradhan, “Retailing Management- Text & Cases”, Tata Mc Graw Hill
2. Fleming,P, “Guide To Retail Management” Jaico Publications.
3. Gopal, W, “Retail Management” ICFAI.
4. S.L.Gupta, “Retail Management”
5. Mitra, S.N., “Retail Management”, Pointer Publication, Jaipur.
6. Berry Berman & J.R. Evans, “Retail Management – A Strategic approach”, Prentice Hall of India, New Delhi.
7. Harvinder Singh, Srini R Srinivasan (2012), Mall Management: Operating in Indian Retail Space, Tata McGraw Hill Education Pvt. Ltd
8. Levy & Weitz (2011), Retailing Management (5th ed), Tata McGraw Hill, Burman & Evans(2011)
9. Retail Management-A strategic Approach (8th ed), (Pearson Education)
10. Paco Underhill (2007), Simon & Schuster, Call of the Mall

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Sales and Negotiation Skills (DSE)

Unit	Contents	No. of Lectures
I	<p>Sales Management</p> <p>1.1 Meaning and Role of Sales Department</p> <p>1.2 Evolution of Sales Management</p> <p>1.3 Interface of Sales with Other Management Functions</p> <p>1.4 Qualities of a Sales Manager</p> <p>1.5 Sales Management: Meaning and Developments in Sales Management</p> <p>1.6 Effectiveness to Efficiency, Multidisciplinary Approach, Internal Marketing, Increased Use of Internet, CRM and Professionalism in Selling</p> <p>1.7 Structure of Sales Organization – Functional, Product Based, Market Based, Territory Based, Combination or Hybrid Structure</p> <p>1.8 AIDA & AIDCAM Model for Effective Sales</p>	15
II	<p>Selling</p> <p>2.1 Process of Selling</p> <p>2.2 Methods of Closing a Sale and Reasons for Unsuccessful Closing</p> <p>2.3 Theories of Selling – Stimulus Response Theory, Product Orientation Theory, Need Satisfaction Theory</p> <p>2.4 Selling Skills – Communication Skills, Listening Skills, Trust Building Skill</p> <p>2.5 Negotiation Skill, Problem Solving Skill and Conflict Management Skill</p> <p>2.6 Selling Strategies – Softsell vs. Hardsell Strategy, Client-Centered Strategy, Product-Price Strategy, Win-Win Strategy and Negotiation Strategy</p>	15

	<p>2.7 Difference Between Consumer Selling and Organizational Selling</p> <p>2.8 Difference Between National Selling and International Selling</p>	
III	<p>Introduction to Negotiation</p> <p>3.1 Meaning and Definition of Negotiation</p> <p>3.2 Negotiation vs. Other Social Interactions</p> <p>3.3 Aspects of Negotiation Research and Practice</p> <p>3.4 Aspects of Negotiation</p> <p>3.5 Goal-Setting: Identifying Goals, Options and Criteria of Success</p> <p>3.6 Identifying BATNA (Best Alternative to a Negotiated Agreement)</p> <p>3.7 Identifying ZOPA (Zone of Possible Agreement)</p> <p>3.8 Assessing the Other Side and Red-Teaming</p>	15
IV	<p>The Negotiation Stage</p> <p>4.1 Initial Phase of Negotiation</p> <p>4.2 Exploratory and Finalization Phases of Negotiation</p> <p>4.3 Rational and Emotional Elements of Trust</p> <p>4.4 Cultural and Psychological Differences in Trust Building</p> <p>4.5 Tactics for Promoting a Constructive Negotiation Climate</p> <p>4.6 Positions and Interests in Negotiations</p> <p>4.7 Negotiation Scenarios – Win-Win, Win-Lose, Lose-Win, Lose-Lose</p> <p>4.8 Case Studies of Successful Negotiations (Twitter Deal)</p>	15

Self-Learning topics (Unit wise):

Sr. No	Topic
1	1.4 Qualities of a Sales Manager
2	2.4 Selling Skills – Communication Skills, Listening Skills, Trust Building Skill
3	3.5 Goal-Setting: Identifying Goals, Options and Criteria of Success
4	4.3 Rational and Emotional Elements of Trust

Online Resources

https://youtu.be/wYb_PKTawE4 (IIT KHARAGPUR)
https://youtu.be/KXTi6S-pLa8 (IIT KHARAGPUR)
https://hbr.org/video/4773888299001/negotiating-across-cultures (Harvard Business Review)
https://www.youtube.com/results?search_query=sales+management+nptel
https://www.youtube.com/results?search_query=negotiation+skills+lectures
https://www.youtube.com/results?search_query=personal+selling+and+salesmanship+lectures
https://www.coursera.org/learn/negotiation-skills
https://www.coursera.org/learn/negotiation-skills-training
https://www.coursera.org/courses?query=negotiation
https://www.classcentral.com/course/youtube-management-of-fields-sales-prof-jayanta-chatterjee-47324
https://www.coursera.org/learn/strategic-foundations-of-sales-negotiation
https://onlinecourses.nptel.ac.in/noc22_mg105/preview
https://www.coursera.org/learn/packt-negotiation-skills-oiuwn

Reference Books

1. Fundamentals of Selling - Charles Futrell 10th edition
2. Negotiation - Lewicki, Saunders, Barry 6th edition
3. Selling, Principles and Practices - Russell, Beach and Buskirk
4. Ziglar on Selling - The Ultimate Handbook for the complete sales professional - Zig Ziglar
5. Secrets of top Performing sales professional - Del Gaizo, Lunsford, Marone
6. Everyday Negotiation - Kolb and Williams
7. Negotiating Skills for Managers - Steven Cohen
8. Win-Win Negotiating - Turning Conflict into Agreement - Fred E Jandt
9. Bargaining Games - A New Approach to Strategic Thinking in Negotiating - J K Murnighan

Readings

1. The Only Four Page Guide to Negotiating You'll Ever Need - HBR article
2. Six Habits of Merely Effective Negotiators - James K Sebenius, HBR article
3. Negotiating with a customer you can't afford to lose - Thomas C Keiser
4. Step into my parlor: A survey of strategies and techniques for effective negotiation - Terry Anderson
5. Negotiation games - Negotiating Techniques - Tom Nelson

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
60	40	100

A) Formative Assessment – 40 Marks

Sr. No.	Particulars	Marks
1	ONE class test / online examination to be conducted in the given semester	20 Marks
2	Self-Learning Evaluation	15 Marks
3	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 60 Marks, Duration: 2 hours

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks
Q.3.	A	Question	8 marks

		OR	
Q.3.	B	Question	8 marks
Q.3.	C	Question	7 marks
		OR	
Q.3.	D	Question	7 marks
Q.4.	A	Question	8 marks
		OR	
Q.4.	B	Question	8 marks
Q.4.	C	Question	7 marks
		OR	
Q.4.	D	Question	7 marks

Business Ethics and CSR (Minor)

Unit	Contents	No. of Lectures
I	<p>Introduction to Business Ethics</p> <ul style="list-style-type: none">1.1 Business Ethics – Conceptual Background1.2 Conceptual Approaches to Business Ethics1.3 Normative Ethics, Perspective Ethics and Applied Ethics1.4 Ethics, Morality and Legality1.5 Concept of Right and Duty: Business – Western and Indian Perspectives1.6 Definition and Scope of Ethics in Social Changes1.7 Ethical Organization and Corporate Code of Conduct1.8 Importance of Ethics in Modern Business Environment	15
II	<p>Corporate Governance and CSR</p> <ul style="list-style-type: none">2.1 Corporate Governance: Meaning, Scope and Reporting2.2 Meaning and Scope of CSR2.3 Relevance and Significance of CSR in Contemporary Society2.4 Value Approach to CSR2.5 CSR within the Organization2.6 Role and Responsibility of Local Community in Business2.7 Interventions of Business to Fulfil Social Responsibilities2.8 CSR, Sustainable Development and Triple Bottom Line in Business	15

Self-Learning topics (Unit wise):

Sr. No	Topic
1	1.8 Importance of Ethics in Modern Business Environment
2	2.5 CSR within the Organization

Online Resources

https://nptel.ac.in/courses/109104032
https://onlinecourses.nptel.ac.in/noc21_mg54/preview

Reference Books

1. Lillie, W. (Various Editions). *An Introduction to Ethics*. Universal Paperbacks.
2. Lala, R. M. (Various Editions). *In Search of Ethical Leadership*. Vision Books Pvt. Ltd.
3. DesJardins, J. (2009). *An Introduction to Business Ethics*. Tata McGraw Hill Education.
4. Velasquez, M. G. (2017). *Business Ethics: Concepts and Cases*. Pearson Education.
5. Fernando, A. C. (2010). *Business Ethics and Corporate Governance*. Pearson Education.
6. Crane, A. & Matten, D. (2016). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*. Oxford University Press.
7. Hartman, L. P., DesJardins, J. & MacDonald, C. (2018). *Business Ethics: Decision Making for Personal Integrity and Social Responsibility*. McGraw Hill Education.
8. Mallin, C. A. (2019). *Corporate Governance*. Oxford University Press.
9. Kotler, P. & Lee, N. (2005). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. Wiley India.

10. Carroll, A. B. & Buchholtz, A. K. (2014). *Business and Society: Ethics, Sustainability and Stakeholder Management*. Cengage Learning.
11. Baxi, C. V. & Prasad, A. (2005). *Corporate Social Responsibility: Concepts and Cases – The Indian Experience*. Excel Books.
12. Chakraborty, S. K. (1998). *Values and Ethics for Organizations: Theory and Practice*. Oxford University Press.

Evaluation Pattern

Summative Assessment	Formative Assessment	Total Marks
30	20	50

A) Formative Assessment – 20 Marks

Sr. No.	Particulars	Marks
1	Self-Learning Evaluation	15 Marks
2	Active participation in routine class instructional deliveries	05 Marks

B) Summative Assessment

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

**AI & Automation Tools in Retail Operations
(Vocational)**

Units	Contents	No. of Lectures
1	<p>Introduction to AI & Automation in Retail</p> <p>1.1 Introduction to AI in Retail</p> <ul style="list-style-type: none"> a. Meaning, Scope and Evolution b. Difference between AI and Automation c. Relevance in Modern Retail <p>1.2 AI for Retail Operations</p> <ul style="list-style-type: none"> a. AI in Forecasting and Demand Planning b. Customer Segmentation c. Product Recommendations <p>1.3 Automation Tools in Retail Stores</p> <ul style="list-style-type: none"> a. Digital POS Systems and Electronic Shelf Labels (ESL) b. Smart Checkouts and Automated Billing c. RFID Applications <p>1.4 AI for Visual Merchandising and Store Layouts</p> <ul style="list-style-type: none"> a. Planogram Automation b. Heat Mapping c. Smart Cameras for Footfall Analysis <p>1.5 Popular AI Tools for Retail Workflows</p> <ul style="list-style-type: none"> a. ChatGPT for Communication and SOP Drafting b. Canva AI and Excel AI Formulas c. AI Inventory Assistants and Task Automation Apps <p>1.6 Practical Components (Embedded)</p> <ul style="list-style-type: none"> a. Create an AI-Generated SOP or Checklist b. Use an AI Tool to Create a Retail Report c. Simulate POS and Inventory Automation Tasks 	15

<p style="text-align: center;">2</p>	<p>Applied Automation Tools, Retail Analytics & Customer Experience AI (Practical)</p> <p>2.1 Retail Analytics and Dashboards</p> <ul style="list-style-type: none"> a. Introduction to Retail Analytics and Decision-Making b. Types of Retail Data and KPIs Used in Retail c. Sales, Inventory and Customer Analytics Dashboards d. Use of Google Sheets and Excel for Automated Reports and Dashboards <p>2.2 AI Chatbots and Customer Experience Automation</p> <ul style="list-style-type: none"> a. Concept of Customer Experience Automation in Retail b. AI Chatbots and Virtual Assistants c. Chatbot Flows for FAQs, Order Tracking, Complaints and Feedback d. WhatsApp Business Automation Features and Applications in Retail e. Advantages and Limitations of Chatbot-Based Customer Service f. Designing a Simple Chatbot Flow for Retail Customer Interaction <p>2.3 Automation in Supply Chain and Inventory Management</p> <ul style="list-style-type: none"> a. Role of Automation in Modern Retail Supply Chains b. RFID Technology and Inventory Tracking c. Automated Restocking Alerts and Reorder Systems d. Warehouse Automation Systems and Retail Case Examples <p>2.4 Ethical, Safe and Responsible AI Usage in Retail</p> <ul style="list-style-type: none"> a. Ethical Considerations in AI-Driven Retail Operations b. Data Privacy and Customer Information Protection c. Bias, Transparency and Fairness in AI Systems d. Guidelines for Safe and Responsible Use of AI Tools in Retail Businesses <p>2.5 Future Trends in AI and Automation in Retail</p> <ul style="list-style-type: none"> a. Smart Stores and Connected Retail Environments b. Cashierless Checkout Systems and Frictionless Shopping c. Digital Twins and Predictive AI Applications in Retail d. Robotics and Autonomous Systems in Retail Operations <p>2.6 Practical Components (Embedded)</p> <ul style="list-style-type: none"> a. Creation of a Simple Chatbot for Retail FAQs 	<p style="text-align: center;">30</p>
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- | | | |
|--|---|--|
| | <ul style="list-style-type: none">b. Development of a Retail Analytics Dashboard using Spreadsheet Toolsc. Drafting a Retail Automation Improvement Plan for a Selected Store or Retail Format | |
|--|---|--|

Recommended Books:

1. **Sharma, A. (2021).** *Retail 5.0: AI, Automation & the Future of Retail.* McGraw Hill.
2. **Davenport, T. & Ronanki, R. (2018).** *Artificial Intelligence: Business Strategies.* Harvard Business Review Press.
3. **Chaffey, D. (2020).** *Digital Business & E-Commerce Management.* Pearson.
4. **Grewal, D. & Levy, M. (2020).** *Retailing Management.* McGraw Hill.
5. **Marr, B. (2018).** *Artificial Intelligence in Practice.* Wiley.

Recommended Apps

1. **ChatGPT / Gemini AI** – For SOP creation, report summaries, communication tasks.
2. **Canva AI** – Automated design creation for retail communication.
3. **Excel / Google Sheets AI Tools** – Automated formulas, pivot dashboards.
4. **POS Simulation Apps** – Square POS, Shopify POS (demo versions).
5. **WhatsApp Business** – Automated replies, catalogue management.
6. **Trello / Notion AI** – Retail task automation and workflow management.
7. **Power BI Mobile / Google Looker Studio** – Basic analytics dashboard exploration.

Evaluation Pattern

Practical Component / Project Work	Final Examination (Theory)	Total Marks
20	30	50

A) Practical Component / Project Work – 20 Marks

Students will complete a practical mini-project where they create an AI-assisted output such as a chatbot, automated report, or AI-generated SOP. They will demonstrate automation in a retail task—for example, a POS workflow, inventory management tool, or customer interaction simulation. Learners will analyse a small dataset to generate insights using automated formulas or dashboards. A viva will assess their understanding of the tools, ethical considerations, and the potential of AI & automation in modern retail operations.

B) Final Examination (Theory)- 30 Marks

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

Cyber Security (Vocational)

Units	Contents	No. of Lectures
1	<p>Unit I: Introduction to Cyber Security, Cyber Laws and Regulations in India</p> <p>1.1 Definition, Importance and Scope of Cyber Security a. Definition of Cyber Security b. Objectives of Cyber Security (Confidentiality, Integrity, Availability) c. Scope of Cyber Security (Personal, Organizational, National Security)</p> <p>1.2 Evolution of Cyber Threats and Response Systems</p> <p>1.3 Types of Cyber Threats a. Malware (Viruses, Worms, Trojans, Spyware, Adware) b. Phishing (Email, SMS, Voice Phishing/Vishing) c. Ransomware (How it works, recent attacks like WannaCry) d. Social Engineering (Pretexting, Baiting, Tailgating, Quid Pro Quo, CEO Fraud) e. Other Threats (DDoS Attacks, Insider Threats, Zero-Day Exploits)</p> <p>1.4 Cyber Attacks in Finance and Business a. Attacks: DDoS, MITM, SQL Injection, Brute-force b. Frauds: UPI scams, SIM Swap, Data Breaches, POS Skimming</p> <p>1.5 Cyber Security in Business and Finance a. Role of Cybersecurity in Digital Banking (Banks, FinTech) b. Importance in Online Payments, UPI, NEFT, RTGS c. Cyber Risks for E-Commerce (Fake Websites, Payment Frauds) d. Importance of Employee Training and Awareness</p> <p>1.6 Case Studies of Cyber Attacks a. Financial Frauds: PNB–Nirav Modi Case b. Data Breaches: Facebook–Cambridge Analytica, Aadhaar Data Leak c. Banking Frauds: Cosmos Bank Hack d. Analysis of Causes, Impact and Preventive Strategies</p>	15

	<p>1.7 Information Technology (IT) Act, 2000 a. Background and Purpose of the IT Act b. Cybercrime and Legal Definitions c. IT Amendment Act 2008 d. Section 43, Section 66, Section 66A (Repealed), Section 72 e. Offences and Penalties under the IT Act</p> <p>1.8 Digital Signatures and E-Governance a. Meaning and Working of Digital Signatures b. Use in E-Filing and Digital Contracts c. Certifying Authorities (CA) in India d. E-Governance Initiatives (Digital India, e-Seva)</p>	
<p>2</p>	<p>Cyber Crime, Fraud, Secure Online Transactions in Commerce, Data Protection & Privacy</p> <p>2.1 Types of Cyber Frauds a. Online Banking Frauds b. UPI/IMPS Scams (QR Code Fraud, Fake Payment Links) c. SIM Swap Frauds and OTP Theft d. Fake Banking Apps and Phishing Websites</p> <p>2.2 Credit Card Frauds and Identity Theft a. ATM/POS Skimming b. Card-Not-Present Fraud c. Cloned Card Frauds d. Fake KYC Frauds (Aadhaar/PAN Misuse) e. Social Media Impersonation Scams f. Loan Frauds using Stolen Identities</p> <p>2.3 E-Commerce Scams and Protection Measures a. Fake Websites, Non-Delivery Scams, Refund Abuse b. Consumer Protection Measures c. Vendor Verification and Secure Payment Gateways</p> <p>2.4 Fraud Detection and Prevention in E-Commerce a. AI-Based Alerts and Red Flags b. Employee Training and Vendor Verification</p> <p>2.5 Best Practices for Safe Online Transactions a. Two-Factor Authentication b. Password Protection and Updates c. Avoiding Public Wi-Fi d. Biometric Authentication</p>	<p>30</p>

	<p>2.6 Recognizing Phishing Emails and Fake Customer Support Calls</p> <ul style="list-style-type: none"> a. Phishing Email Red Flags b. Fake Banking and IT Support Calls <p>2.7 Reporting Cyber Crimes</p> <ul style="list-style-type: none"> a. Cyber Crime Portal b. Filing Process and Cyber Police Contact c. RBI Customer Liability Guidelines <p>2.8 Passwords, Encryption and Safe Browsing Practices</p> <ul style="list-style-type: none"> a. Strong Passwords and Password Managers b. End-to-End Encryption c. HTTPS, Ad Blockers and Software Updates 	
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Reference Books & Resources

- *Cybersecurity for Beginners* – Raef Meeuwisse
- RBI & SEBI Cyber Security Guidelines
- *The Art of Deception* – Kevin Mitnick

Tools that can be practically used to teach students are as follow

Tool: TryHackMe (Beginner Rooms) / MalwareBazaar (sample exploration only)

- Simulate phishing attacks, ransomware behavior in a sandbox.

Tool: Google Phishing Quiz

- Practice identifying phishing emails.

Tool: Burp Suite (Community Edition)

- Demonstrate SQL Injection or data capture in test environments.

Tool: KnowBe4 (Free Tier)

- For phishing simulation and employee training examples.

IT Act 2000 + Amendments

Tool: Bare Acts App / India Code Portal – <https://indiacode.nic.in>

Tool: DigiLocker / Aadhaar eSign Portal

- Demonstrate digital signature use.

Tool: Fake Website Generator (for simulation)

Tool: Google Phishing Quiz

<https://phishingquiz.withgoogle.com>

Safe Browsing, Passwords, 2FA

Tool: HaveIBeenPwned.com

- Check if passwords were breached.

Tool: Authenticator Apps (Google, Microsoft Authenticator)

Tool: Browser security extensions (HTTPS Everywhere, uBlock Origin)

Tool: Outlook or Gmail settings – for 2FA, spam filtering demo.

Tool: TeamViewer (controlled demo) – Risk of remote access scams.

Evaluation Pattern

Practical Component / Project Work/ Case Study	Final Examination (Theory)	Total Marks
20	30	50

A) Practical Component / Project Work / Case Study – 20 Marks

Note: Guidelines for Internal Assessment will be as per university norms and provided in advance.

B) Final Examination (Theory)- 30 Marks

Semester End Examination – 30 Marks, Duration: 1 hour

QUESTION PAPER PATTERN SEMESTER V (SEM-END EXAM)

Q.1.	A	Question	8 marks
		OR	
Q.1.	B	Question	8 marks
Q.1.	C	Question	7 marks
		OR	
Q.1.	D	Question	7 marks
Q.2.	A	Question	8 marks
		OR	
Q.2.	B	Question	8 marks
Q.2.	C	Question	7 marks
		OR	
Q.2.	D	Question	7 marks

HSNC University, Mumbai

**(Established by Government of Maharashtra vide notification dated 30th October,
2019 under section 3(6) of Maharashtra Public Universities Act)**



Ordinances and Regulations

With Respect to

Choice Based Credit System

For the Programmes

Under

The Faculty of Commerce & Management

With effect from the Academic year

2026-27



**Guidelines for Field Project and Community
Engagement Project**

Third Year

Sem VI

for

Academic year

2026-27

The students of Undergraduate Courses will have project work in sixth semester. The main objective of inclusion of project work is to inculcate the element of field work challenging the potential of learner as regards to his/ her eagerness to enquire and ability to interpret particular aspect of the study in his/ her own words. It is expected that the guiding teacher should undertake the counselling sessions with their students and make them aware about the methodology of formulation, preparation and evaluation pattern of the project work.

The students can choose **Any One** option for preparation of their project work.

- **Field Project:** Project work based on topics as suggested and approved by their teacher guide with proper research methodology in the study area. The research study can be done through primary data method only on the field.
- **Community Engagement Project.** Volunteer Work at an organization/NGO.

Field Project Guidelines

General Guidelines

- The project topic has to be undertaken in area of Major Course or Specialization
- Each learner has to undertake a Project under the supervision of a teacher-guide.
- The learner shall decide the topic and title which should be specific, clear and with definite scope in consultation with the teacher-guide concerned.
 - Specify the **location, duration, and target population/site**.
 - Clearly mention the **methods of data collection** (e.g., surveys, interviews, observations, sampling, measurements).
 - Work in groups where required.
 - Record data **accurately and systematically**.
 - Maintain a **field diary/logbook** with dates, observations, and reflections
- The learner has to consult and get approval on the sample size from the guide which will depend on topic and group size.
- Individual report to be submitted by each learner for field research conducted.

Chaptalization Scheme

- ***Chapter No. 1: Introduction and Conceptual framework***

In this chapter students have to provide the summary of the research and along with that historical background of the problem, brief profile of the study area, definition/s of related aspects, characteristics, different concepts pertaining to the problem etc can be incorporated by the learner.

- ***Chapter No. 2: Literature Review***

This chapter will provide information about studies done on the respective issue. This would specify how the study undertaken is relevant and contribute for value addition in information/ knowledge/ application of study area which

ultimately helps the learner to undertake further study on same issue.

- ***Chapter No. 3: Research Methodology***

This chapter will include Objectives, Hypothesis, Scope of the study, limitations of the study, significance of the study, Selection of the problem, Sample size, Data collection, Tabulation of data, Techniques and tools to be used, etc can be incorporated by the learner

- ***Chapter No. 4: Data Analysis, Interpretation and Presentation***

This chapter is the core part of the study. The analysis pertaining to collected data will be done by the learner. The application of selected tools or techniques will be used to arrive at findings. In this, table of information's, presentation of graphs etc. can be provided with interpretation by the learner.

- ***Chapter No. 5: Findings Suggestions and Conclusion***

In this chapter of project work, findings of work will be covered and suggestion will be enlisted to validate the objectives and hypotheses.

(Note: If required more chapters of data analysis can be added.)

Bibliography : In this the learner has to write all the references of books , journals, research paper, research reports, newspaper articles referred for completing the research work. The reference should be in APA format. You are required to refer this link for understand APA style of referencing

<https://www.mendeley.com/guides/apa-citation-guide>

Appendices : An appendices contains supplementary material that is not an essential part of the text itself but which may be helpful in providing a more comprehensive understanding of the research problem or it is information that is too cumbersome to be included in the body of the paper.

List of appendices if any

- Supporting evidence [e.g. raw data]

- Contributory facts or specialized data [raw data appear in the appendix, but with summarized data appearing in the body of the text].
- Sample calculations
- Technical figures, graphs, tables, statistics
- Detailed description of research instruments
- Maps, charts, photographs, drawings
- Letters, emails, and other copies of correspondence
- Questionnaire/survey instruments, with the results appearing in the text
- Complete transcripts of interviews
- Complete field notes from observations
- The project report shall be prepared as per the broad guidelines given below:
 - **Font type: Times New Roman**
 - **Font size: 12-For content, 14-for Title**
 - **Line Space : 1.5-for content and 1-for in table work**
 - **Paper Size: A4**
 - **Margin : in Left-1.5, Up-Down-Right-1**
 - **The Project Report shall be bounded.**
 - **The project report should be 80 to 100 pages**

Evaluation Criteria:

- Clarity of objectives
- Appropriateness of methodology
- Quality of data collected
- Depth of analysis
- Ethical compliance
- Presentation and documentation

Format

Title of the Project

**A Project Submitted to
HSNC University, Mumbai for completion of the
degree of**

Third year

**Bachelor in BCom/BMS/BBI/BFM/BAF
Under the Faculty of Management**

By

Name of the Learner

Under the Guidance of

Name of the Guiding

Name and address of the College

Month and Year

2nd Page

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Log Book

Sr No	Date of Visit	No of hrs spent for field work	Activities done	Signature of the Guide

1	25/12/2025	2 hrs	Articles collection for Review of literature	
2	26/12/25	2hrs	Field visit	
3	28/12/25	3 hrs	Data analysis	
	Total	120		

Signature of the Guide

Declaration by Learner

I the undersigned Miss / Mr. _____ Name of the learner (Roll No & Class) _____ here by, declare that the work embodied in this project work titled “_ _____ Title of the Project _____”, forms my own contribution to the research work carried out under the guidance of _____ Name of the Guiding Teacher _____ is a result of my own research work and has not been previously submitted to any other University for any other Degree/ Diploma to this or any other University.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

The learner has complied to the provisions of the UGC(Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institution)Regulation 2018.

I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by

Name and Signature of the Guiding Teacher

Name and Address of the college

Certificate

This is to certify that Ms/Mr _____ (Roll No & Class) has worked and duly completed her/his Project work for the degree of Master of Commerce under the Faculty of Commerce in the subject of _____ and her/his project is entitled, “_____” under my supervision. I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any degree or diploma of any University.

It is her/his own work and facts reported by her/his personal findings and investigations

Seal of the College

Signature of Guiding Teacher

Date of Submission:

Acknowledgment

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank the **HSNC University** for giving me chance to do this project.

I would like to thank my **Principal**, _____ for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our **Coordinator** _____, for her moral support and guidance.

I would also like to express my sincere gratitude towards my project guide _____ whose guidance and care made the project successful.

I would like to thank my **College Library**, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially **my Parents and Peers** who supported me throughout my project.

PREFACE

*It is the summary of your Research work undertaken by the learner on the topics under study.
The learner has to introduce the topic, significance and methodology undertaken to complete the research work.*

Name of the Learner

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Community Engagement

Project Guidelines

Guidelines for Community Engagement Activity based project work

- Minimum 60 hours of Voluntary work with an Organization/ NGO/ Charitable Organisation/ Private firm/company to be approved by the guiding teacher.
- Project Report should be of minimum 50 Pages.
- Experience Certificate is Mandatory.
- Individual report to be submitted by each learner for Volunteer work conducted.
- The project report has to be brief in content and must include the following aspects:

Executive Summary:

A bird's eye view of your entire presentation has to be precisely offered under this category.

Introduction on the Organization/NGO:

A Concise representation of the company/ organization defining its scope, products/services, and its SWOT analysis.

▪ **Statement and Objectives:**

The mission and vision of the NGO/organization need to be stated enshrining its broad strategies and objectives.

▪ **Your Role in the Organization during the Voluntary work time span:**

The key aspects handled, the department under which you were deployed and brief summary report duly acknowledged by the reporting head.

- **Overview of field work**

- 1. The challenges confronted while churning out theoretical knowledge into the practical world.**
- 2. Learnings from the work done**
- 3. Impact of your work on the society at large**

Conclusion

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

- The project report based on internship shall be prepared as per the broad guidelines given below:

- **Font type: Times New Roman**
- **Font size: 12-For content, 14-for Title**
- **Line Space : 1.5-for content and 1-for in table work**
- **Paper Size: A4**
- **Margin : in Left-1.5, Up-Down-Right-1**
- **The Project Report shall be spiral binded copy**
- **The project report should be minimum 50 pages**

Evaluation Criteria:

- Clarity of objectives
- Appropriateness of methodology
- Presentation of report and documentations of Volunteer work in the organisation / NGO



Prof. Dr. Rita Khatri

Chairperson

BOS BVOC (Retail Management)