

**Curriculum for**

**POST GRADUATE DIPLOMA COURSE**

**in**

**RETAIL MANAGEMENT**

**For the State of Uttar Pradesh**



Prepared by:

**Institute of Research Development & Training**

**U. P. Kanpur**

## CONTENTS

Sr. No	Particulars	PageNo.
-	Preface	3
-	Acknowledgement	4
1.	Salient Features of the Diploma Programme	5
2.	Employment Opportunities	6
3.	Learning Outcomes of the Programme	8
4.	Deriving Curriculum Areas from Learning Outcomes of the Programme	9
5.	Abstract of Curriculum Areas	11
6.	Horizontal and Vertical Organization of the Subjects	12
7.	Study and Evaluation Scheme	13
8.	Guidelines for Assessment of Student Centered Activities	15
9.	Detailed Contents of various Subjects	16-41

### FIRST SEMESTER

1.1	BUSINESS COMMUNICATION	16
1.2	PRINCIPLES OF MANAGEMENT	18
1.3	MARKETING MANAGEMENT	21
1.4	RETAIL MANAGEMENT	23
1.5	BASICS OF INFORMATION TECHNOLOGY	25

### SECOND SEMESTER

2.1	BUSINESS LAW FOR RETAIL	30
2.2	RETAIL SERVICE MANAGEMENT	33
2.3	PROJECT WORK	36
2.4	ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT	39
10	Resource Requirement	42
11	Evaluation Strategy	47
12	Recommendation for effective Implementation of curriculum	50
13	List of Participants	53
14	List of Books	55

## **PREFACE**

We already entered in 21<sup>st</sup> century. Competition is already its par and increasing day by day. New developments are taking place to increase luxurious life of an individual. In order to survive in the market each individual must be equipped practically as well as theoretically.

Retail Management is designed to meet the scope and sequence requirements of the retail industry. The table of contents of this syllabus was designed to address two main themes. What are the variables that affect how, when, where, and why managers perform their jobs? What theories and techniques are used by successful managers at a variety of organizational levels to achieve and exceed objectives effectively and efficiently throughout their careers? Retail Management is a broad business discipline, which covers many management areas such as human resource management and strategic management, as well behavioral areas such as motivation. No one can be an expert in all areas of management, so an additional benefit of this text is that specialists in a variety of areas have authored individual chapters. Finally, we all made an effort to present a balanced approach to managers or employees. We have taken a structured approach in the writing of the chapters that reduces inconsistencies throughout and makes selecting topics to match the course syllabus easier for students.

Each subject starts with a rationale that describes that how the content of the subject is vital for a successful managerial career. Targeted learning outcomes are listed before the content so that students can understand that how it is useful. The learning outcomes connect to the text and accompany Retail Management. After reading each section, students can test their retention by answering the questions in the Concept Checks. Every learning goal is further reinforced by a assessment at the end of the subject's content. This syllabus is designed to speak to the typical retail student. As students begin to study retail management, they will explore new words and concepts. To help students to learn new term, display the terms in bold, and given a references of books and websites link at the end of the each subject's syllabus. The syllabus is also highlights the knowledge, skills, tools, and self-awareness that are needed to become responsible retail managers. Retail Management helps students develop a solid grounding in the skills that they can apply throughout their managerial careers. These skill-building activities and resources help build and polish competencies that future employers will value.

And with help of assessment students can be prepared for the real-world challenges and students refine their business skills.

Diploma education brings its students in direct contact with the real corporate world through industrial training. The diploma programme provides its students in depth knowledge of theoretical aspects of retail management.

Manoj Kumar  
Director

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Coordinator

**Institute of Research Development & Training,  
Kanpur, U.P.**

## **1. SALIENT FEATURES OF DIPLOMA PROGRAMME IN RETAIL MANAGEMENT**

- 1) Name of the Programme : Post Graduate Diploma in Retail Management
- 2) Duration of the Programme : One Year (Two Semester)
- 3) Entry Qualification : Graduate in any stream (with a recognized university)
- 4) Mode of admission : State Joint Entrance Examination
- 5) Intake : 60
- 6) Pattern of the Programme : Semester System
- 7) NSQF Level : 8
- 8) Ratio between theory and Practical : 70:30
- 9) Industrial Training : Four weeks industrial training after first semester during winters
- 10) Ecology and Environment : As per Govt. of India directives a subject on Environmental Studies has been incorporated in the curriculum.
- 11) Students Centered Activities :  
A provision of 3-6 periods per week has been made for organizing student centered activities for overall personality development of students. Such activities will comprise of co-curricular activities such as expert lectures, self-study, management games, role plays etc. Seminars, PPT presentation, contests, educational field visits, project preparations.
- 12) Project Work : A project report is based on the four weeks industrial training programme
- 13) PRACTICE:
  - (i) Industrial Training: Four weeks of industrial training is included after first semester during winter vacation.
  - (ii) Ecology and Environment :As per Govt. of India directives, a subject on Environmental Studies has been incorporated in the curriculum.
  - (iii) Student Centred Activities: A provision of 3-6 hrs per week has been made for organizing Student Centred Activities for overall personality development of students. Such activities will comprise of co-curricular activities such as expert lectures, self study, games, hobby classes like photography, painting, singing etc. seminars, declamation contests, educational field visits, NCC, NSS and other cultural activities, disaster management and safety etc.
  - (iv) Project work: A project work has been included in the curriculum to enable the student get familiarize with the practices and procedures being followed in the industries and provide an opportunity to work on some live projects in the industry.

## **2- EMPLOYMENT OPPORTUNITIES OF DIPLOMA HOLDERS IN RETAIL MANAGEMENT:**

A- Keeping present scenario in view of following employment opportunities are visualised in different sectors of employment for diploma holders Retail Management

1- **Retail Industry:** Diploma holders in retail can search opportunities in the following activities: the Shopping Malls & Retails, Multiplexes/ Music stores/ Mobile Stores/ Food Stores and Courts

- Supply Chain Management the Malls & Retails
- Vendors Development
- Stores Management
- Transportation
- Inventory Management
- Product Display Management
- Light and Music Management
- Crowd Management
- Customer Relations Management
- Displays at Malls, Retails and Outlets
- Displays at Airport Free Shops
- Salesmanship
- Sales Promotion
- Merchandise Management
- Brand Management

2- **Manufacturing Industry/ Garment Industry/ Footwear Industry/ Books & Publishing/ Food Stores/ Hotels & Airlines etc.:** the Retail Management diploma holders will be able to execute following activities:

- Supply Chain Management
- Logistics Management
- Stores Management
- Inventory Management
- Marketing and Sales
- Retail Outlets of Manufacturing Units like Auto Industry
- Sales Promotion
- Salesmanship

3- **Self Employment:** the Retail Management diploma holders will be able to execute following activities: like own Ventures, Start-Ups, e-Ventures & Supply, Mobiles Stores, Food Stores etc.

- Concepts of Retail Management, are applied in the opening of own ventures

- Own Kirana Shops, in a modern way, using technology
  - Shopping Stores
  - Speciality Stores
  - Own Malls and Stores
  - Cloud Retail Stores linking with ventures like Swiggy, Zomato, Flipkart, Amazon and many others.
  - Own e-Retail Ventures
  - Salesmanship
- 4- **Trade Fairs & Exhibitions:** the Retail Management diploma holders will be able to execute following activities:
- Display Management
  - Effects of Light & Music
  - Crowd management by understanding Communication, Consumer Behaviour and Human Relations
  - Supply Chain Management
  - Logistics Management
  - Transportations and Movement of heavy products
  - Sales Promotion
  - Salesmanship

### 3.LEARNING OUTCOME OF THE PROGRAMME

SR.NO.	LEARNING OUTCOMES
After due completion of course, a diploma holder in Retail Management will be able to:	
1	Communicate effectively in English with others
2	Complete transformation of personality its development
3	Excellence in verbal and non-verbal communication
4	Learning usage of modern gadgets like Phone, fax, E-mails, Video calls and conferencing, internet etc.
5	Making of copy of advertising, publicity and other promotional activities.
6	How to negotiate?
7	Learning soft skill, building confidence, developing personality
8	Knowing scope of management
9	Framing mission and vision of the business
10	Defining and redefining business
11	Knowing span of control
12	Developing leadership
13	Maintaining energy level
14	Give back to the society
15	Control your business
16	Forecasting , future marketing plans
17	Emerging trends and challenges
18	Formats of retail
19	Knowing consumers and buying process
20	How to manage human resource: process and selection, motivation team building
21	Able to carry out plan efficiently
22	Apply basic principles of Management to solve managerial problems
23	Apply basic principles of Retail Management to solve Retailing problems
24	Formulation of Strategies in Retail
25	Able to understand customer needs and wants
26	Apply basic principles of marketing to enhance productivity
27	Can able to plan and execute given projects effectively
28	Select and use right kind of strategy to increase demand
29	Use appropriate procedure for proper execution of plan
30	Apply theories of motivation to increase employees morale
31	Prepare computerized report, presentations with the help of computers
32	Able to handle complex problems managerial problems
33	Estimate and determine the cost used in Retail functions
34	Apply the working principles of Retail Management
35	Able to understand customer oriented features
36	Apply all knowledge and skills gained through various course in solving a live problems
37	Manage all resources effectively at the workplace
38	Knowing supply chain management and its components
39	Usage of computer fundamentals in retail, e-business
40	Packaging as a waste, its management, climate change, control pollution and how to deal



#### 4. DERIVING CURRICULAUM AREAS FROM LEARNING OUTCOMES OF THE PROGRAMME

The following curriculum area subjects have been derived from learning outcomes:

Sr. No.	Learning outcomes	Curriculum Areas/Subjects
1	Effectively communicate in English with others. Complete transformation of personality its development. Excellence in verbal and non-verbal communication. Learning usage of modern gadgets like Phone, fax, E-mails, Video calls and conferencing, internet etc. Making of copy of advertising, publicity and other promotional activities. How to negotiate? Learning soft skill, building confidence, developing personality	Business Communication
2	Developing leadership. Apply theories of motivation to increase employees morale Knowing span of control. Framing mission and vision of the business. How to manage human resource: process and selection, motivation team building Managing organization i.e., people resources, materials, markets, machines, structure. Apply basic principles of management to solve managerial problems	Principles of Management
3	Knowing supply chain management and its components. Forecasting, future marketing plans. Knowing concept of retail. Consumer buying process.	Marketing Management

	Apply basic principles of marketing management to solve marketing related problems	
4	Formats of retail. Value addition, revenue generation. Knowing concept of retail Knowing sustainable competitive advantages Formulation of Strategies in Retail Apply principles of retail management to solve retailing issues	Retail Management
5	Manage all resources effectively at the workplace. Knowledge of retail related Acts to ensure lawful activities	Business law for Retail
6	Knowing importance of service in retail. Knowing components of service. Usage of computer fundamentals in retail, e-business Apply principles related to retail service management	Retail service Management
7	How to use computers in retails. Retail information system Prepare computerized report, presentation using computer application software	Basics of Information Technology
8	Packaging as a waste, its management, climate change, control pollution and how to deal with disaster Use appropriate procedure for preventing environmental pollution and energy conservation	Environment Education and Disaster Management
9	Apply all theoretical knowledge to solve live issues	Project Work

## **5.ABSTRACT OF CURRICULUM AREAS**

### **a) General Studies**

- 1.Business Communication
- 2.Environmental Education and Disaster Management

### **b) Basic Course in Technology**

- 1.Basics of Information Technology

### **c) Applied Course in Retail Management**

- 1.Principles of Management
- 2.Marketing Management
- 3.Retail Management
- 4.Business Law for Retail
- 5.Retail Service Management
- 6.Project Work

## 6. HORIZONTAL AND VERTICAL ORGANISATION OF THE SUBJECTS

Sr. No.	Subjects	Distribution in Periods per week in Various Semesters	
		I	II
1.	BUSINESS COMMUNICATION	8	-
2.	PRINCIPLES OF MANAGEMENT	10	-
3.	MARKETING MANAGEMENT	10	-
4.	RETAIL MANAGEMENT	10	-
5.	BASICS OF INFORMATION TECHNOLOGY	6	-
6.	BUSINESS LAW FOR RETAIL	-	12
7.	RETAIL SERVICE MANAGEMENT	-	12
8.	PROJECT WORK	-	16
9.	ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT	-	4
10.	Student Centered Activities (SCA)	4	4
<b>Total</b>		<b>48</b>	<b>48</b>

## 7. STUDY AND EVALUATION SCHEME FOR P.G. DIPLOMA PROGRAMME IN RETAIL MANAGEMENT

### FIRST SEMESTER (RETAIL MANAGEMENT)

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
		L	T	P		Th	Pr	Total	Th	Hrs	Pr	Hrs	Tot		
1.1	BUSINESS COMMUNICATION	5	3	-	5	20	-	20	50	2 ½	-	-	50	70	
1.2	^PRINCIPLES OF MANAGEMENT	8	2	-	8	40	-	40	100	2 ½	-	-	100	140	
1.3	MARKETING MANAGEMENT	8	2	-	8	40	-	40	100	2 ½	-	-	100	140	
1.4	RETAIL MANAGEMENT	8	2	-	8	40	-	40	100	2 ½	-	-	100	140	
1.5	*BASICS OF INFORMATION TECHNOLOGY	-	-	6	4	-	-	-	70	2 ½	90	3	90	160	
#Student Centered Activities (SCA)		-	-	3	1	-	15	15	-	-	-	-	-	15	
Total		34	9	5	34	140	15	155	420	-	90	-	440	665	

\* Common with other diploma programmes

^ Common with PGDMSM diploma programme

# Student Centered Activities will comprise of co-curricular activities like extension lectures, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self study etc.

## SECOND SEMESTER (RETAIL MANAGEMENT)

Sr. No.	SUBJECTS	STUDY SCHEME			Credits	MARKS IN EVALUATION SCHEME									Total Marks of Internal & External
		Periods/Week				INTERNAL ASSESSMENT			EXTERNAL ASSESSMENT						
		L	T	P		Th	Pr	Tot	Th	Hrs	Pr	Hrs	Tot		
2.1	BUSINESS LAW FOR RETAIL	10	2	-	8	40	-	40	100	2 ½	-	-	100	140	
2.2	RETAIL SERVICE MANAGEMENT	10	2	-	8	40	-	40	100	2 ½	-	-	100	140	
2.3	A).PROJECT WORK B).VIVA	-	-	16	6	-	90	90	-	-	-	-	100	190	
2.4	*ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT	4	-	-	3	-	-	-	50	2 ½	-	-	50	-	
#Student Centered Activities (SCA)		-	-	4	1	-	15	15	-	-	-	-	-	15	
Total		24	4	20	26	80	105	185	250	-	-	-	350	485	

\* Common with other diploma programmes

# Student Centered Activities will comprise of co-curricular activities like extension lectures, games, hobby clubs e.g. photography etc., seminars, declamation contests, educational field visits, N.C.C., NSS, Cultural Activities and self study etc.

NOTE: (1) Each period will be of 50 minutes duration.

(2) Each session will be of 16 weeks.

(3) Effective teaching will be at least 14 weeks.

(4) Remaining periods will be utilized for revision etc.

(5) Field exposure and guest lecturer are to be organized and managed well in advance at institute level as per need.

(6) Student has to undergo in a practical training in any retail Store/shopping mall for a period of 4 weeks to study any topic related to

this course and prepare project report on which an external viva will be conducted. The topic of the study should be identified and

decided by faculty member in consultation with particular organisation.

(7) (\*) It is compulsory to appear & to pass in examination, but marks will not be included for division and percentage of obtained marks.

-----  
Grand Total 1150

## **8.GUIDELINES FOR ASSESSMENT OF STUDENT CENTRED ACTIVITIES (SCA)**

It was discussed and decided that the maximum marks for SCA should be 30 as it involves a lot of subjectivity in the evaluation. The marks may be distributed as follows:

- i. 10 Marks for general behavior and discipline  
(by HODs in consultation with all the teachers of the department)
- ii. 5 Marks for attendance as per following:  
(by HODs in consultation with all the teachers of the department)
  - a) 75 - 80% 2 Marks
  - b) 80 - 85% 4 Marks
  - c) Above 85% 5 Marks
- iii. 15 Marks maximum for Sports/NCC/Cultural/Co-curricular/ NSS activities as per following:  
(by In-charge Sports/NCC/Cultural/Co-curricular/NSS)
  - a) 15 - State/National Level participation
  - b) 10 - Participation in two of above activities
  - c) 5 - Inter-Polytechnic level participation

Note: There should be no marks for attendance in the internal sessional of different subjects.

## **9. DETAILED CONTENTS OF VARIOUS SUBJECTS**

### **FIRST SEMESTER**

#### **1.1 BUSINESS COMMUNICATION**

##### **RATIONALE**

Knowledge of English language plays an important role in career development. This subject aims at introducing basic concept of communication besides laying emphasis on developing listening, reading, writing and speaking skills as parts of business communication.

##### **LEARNING OUTCOME**

- To understand the importance and process of communication
- Identify the barriers to communication
- Communicate effectively in different contexts
- Write correct sentence using appropriate vocabulary
- Write various types of letters, report, notices for different purposes
- Draft CV, Resume and advertisements for products
- Prepare presentation for different products and commodities
- Draft e-mails, quotation, tenders and other letters
- Prepare themselves for interview through mock interviews

##### **DETAILED CONTENT**

###### **1. INTRODUCTION TO COMMUNICATION :**

- A. Concept of Communication
- B. Importance of effective communication in business
- C. Communication barriers, tools and techniques. Remedies

of making communication barrier free.

###### **2. DEVELOPMENT OF BUSINESS COMMUNICATION SKILLS :**

###### **A. Verbal Communication :**

i. Writing skills (in Hindi & English Both) : the mechanics and the varieties (like different types of letters, tender, quotations, offer letter, Preparing C. V.s & Application for jobs) and report writing.

ii. Conversation, discussion, handling oral communication sensitively. Preparation for interview through Mock Interviews

B. Non verbal Communication - Gestures & Postures in communication.

C. Handling modern tools for communication like Phone, Fax, e-Mail, Video Calls or Internet call, etc.

###### **3. Preparing publicity material/Hoarding/Leaflets/Advertisements.**



4. Professional dressing and grooming
5. Negotiating skills.
6. Courtesy and Manners.

## **PRACTICALS**

Teaching learning process should be focused on the use of the language in writing reports, notice, letters, and presentation for different purpose.

## **INSTRUCTIONAL STRATEGY**

Student should be encouraged to participate in role play and other student centered activities in classroom and activity participate in listening, reading, writing and speaking activities and mock interviews. They should be asked to handle modern tools and devices of communication like- Phone ,Fax, E-mail, video calls, video conferencing etc.

## **MEANS OF ASSESSMENT**

Assignments, Test (oral and written)  
 Presentations and mock interviews  
 Project and role play

## **RECOMMENDED BOOKS**

Communication Techniques and skill by R.K.Chaddha,Dhanpat Rai Publication New Delhi.  
 Excellent General English by R.V.Varshney, R.k.Bansal Mittal Book Deptt. Mathura  
 The Functional Aspects of Communication skills by Dr.P.Prasad,S.K.Kataria& Sons New Delhi  
 Oxford English Dictionary-Oxford University Press  
 Business Communication by P.D. Dixit Pearson Publication New Delhi

## **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Periods for lectures)</b>	<b>Time Allotted (Periods for Tutorials)</b>	<b>Marks Allotted (%)</b>
1	05	04	10
2	25	20	40
3	10	05	15
4	10	05	15
5	10	04	10
6	10	04	10
<b>Total</b>	<b>70</b>	<b>42</b>	<b>100</b>

## **1.2 PRINCIPLES OF MANAGEMENT**

### **RATIONALE**

Management is a universal phenomenon. Every individual or entity requires setting objectives, making plans, handling people, coordinating and controlling activities, achieving goals and evaluating performance directed towards organizational goals. These activities relate to the utilization of variables or resources from the environment – human, monetary, physical, and informational. Management is essentially the bringing together these resources within an organization towards reaching objectives of an organization.

### **LEARNING OUTCOME**

- The primary functions of management.
- The benefits that arise from managing people well.
- The contributions of Taylor, weber, fayol and mayo (Hawthorne studies) to management.
- Techniques and barriers to decision-making and common styles of decision-making.
- concept of making plans, handling people, coordinating and controlling activities
- The purpose of organization, its structures and current trends in organization
- Employee motivation in an organization.
- theories of motivation and job characteristics that affect motivation
- Need of control in a business setting and its need.

### **DETAILED CONTENT**

#### **1. NATURE AND SCOPE OF MANAGEMENT**

- Definition of Management
- Importance of Management
- Nature of Management- Management as a science or as an art.

#### **2. MANAGEMENT THOUGHTS :**

Different schools of management thoughts - Taylor, Fayol, Weber, Drucker, Human relations.

#### **3. Functions of Management**

#### **4. PRINCIPLES, FUNCTIONS, CRITICAL ELEMENTS, LIMITATIONS, LEVEL:**

A. Planning - Definitions and functions elements, steps characteristics, advantage limitations, types of plan, decisions making rationale steps factors, effecting decision making, nature and importance programmable and non programmable decision, limitations.

B. Management by objectives (MBO) - Concept and process.

C. Organization - Definition, designing the structure, types of organization relationship in organization.

D. Delegation - Definition, principles of delegation, importance, process.

E. Span of Control- Meaning, importance types, limitations cost control budgetary control, overall control.

#### **5. DIRECTING LEADERSHIP & MOTIVATION :Meaning, styles of leadership, qualities of good leader. Theories and techniques of motivation**

#### 6. MANAGEMENT AND ENVIRONMENT :

Meaning, concept and role. Corporate Governance, CSR, Internationalization, Social Responsiveness, Corporate/Industrial relation.

#### 7. CO-ORDINATION AND CONTROL :

Meaning, importance elements, principles.

### **INSTRUCTIONAL STRATEGY**

For a deeper knowledge of subject students must be taught with the methods like assessment (test, quiz, project, or exam etc.), case studies, debates, stories, think-pair-share, Homework practice sheets and role plays, PPT's for overall student learning with the help of this collection of teaching strategies to guide students towards success; plus, putting a few of these techniques into practice will do wonders for your professional development.

### **MEANS OF ASSESSMENT**

Quiz or class tests

Project or Assignments

Models or Prototype making

Role Plays to understand a manager/employee/customer

PPT Presentations

### **RECOMMENDED BOOKS**

Koontz - Principles of Management (Tata McGraw Hill )

Robbins & Coulter - Management (Prentice Hall of India, )

Gupta, Meenakshi - Principle of Management, PHI

Govindarajan, M, Natarajan, S - Principle of Management, PHI

Prasad L M - Principle of Management (Sultan Chand & Co.)

Dr. K. Natarajan, Dr K P Ganesan - Principle of Management- Himalaya Publication House.

### **WEBSITE FOR REFERENCE**

<http://open.umn.edu.in>

<https://openstax.org>

### **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Periods for lectures)</b>	<b>Time Allotted (Periods for Tutorials)</b>	<b>Marks Allotted (%)</b>
1	14	02	10
2	14	02	10
3	06	01	10
4	42	14	40
5	16	04	10
6	12	03	10
7	08	02	10
<b>Total</b>	<b>112</b>	<b>28</b>	<b>100</b>

## **1.3 MARKETING MANAGEMENT**

### **RATIONALE**

Marketing management is the art and science of choosing target markets and building profitable relationships with them. The aim is to find, attract, keep and grow the targeted customers by creating and delivering superior customer value. Marketing is managing profitable relationships, by attracting new customers by superior value and keeping current customers by delivering satisfaction. Marketing must be understood in the sense of satisfying customer needs.

### **LEARNING OUTCOMES**

- Formulate a marketing plan including marketing objectives, marketing mix, strategies, budgetary considerations and evaluation criteria.
- Write a business plan for an entrepreneurial start-up venture.
- Develop pricing strategies that take into account perceived value, competitive pressures and corporate objectives.
- Develop strategies for the efficient distribution of products and services.
- Determine strategies for developing new products and services that are consistent with evolving market needs.
- Evaluate the viability of marketing a product or service in an international market or markets.
- Evaluate results of marketing activities using criteria related to budgeted sales, costs and profits.
- Communicate marketing information persuasively and accurately in oral, written and graphic formats.

### **DETAILED CONTENT**

1. INTRODUCTION TO MARKETING :
  - A. Definition and significance of marketing.
  - B. Nature and types of market.
  - C. Nature and types of product.
  - D. Diverse functions under marketing.
  - E. Marketing environment.
  - F. Segmentation, Targeting and Positioning (STP)
  - G. Concept of Product Life Cycle (PCL)
2. SALES MANAGEMENT :
  - A. Marketing Management
  - B. Product Management
  - C. Promotion decisions and promotion mix.
  - D. Sales forecasting, demand forecasting
  - E. Pricing and distribution, supply chain management
  - F. Creating the marketing plan
  - G. Introduction To Recent trends in e-Marketing, Tele marketing and Mobile Marketing
3. MARKETING AND FINANCE :
  - A. The firm as an economic unit.
  - B. The financial needs in marketing and resources
  - C. The position of accountant in modern organization
  - D. Basic principles, convention and concepts
  - E. Capital and revenue
  - F. Types of accounting - Financial accounting, cost accounting

and management accounting.

G. Auditing

#### 4. MARKETING FINANCE INTERFACE :

A. Marketing Finance Independence

B. Marketing Finance Interdependence

C. Interfacing and Integration.

### INSTRUCTIONAL STRATEGY

For a deeper knowledge of subject students must be taught with the methods like assessment (test, quiz, project, or exam etc.), case studies, debates, stories, think-pair-share, Homework practice sheets and role plays, PPT's for overall student learning with the help of this collection of teaching strategies to guide students towards success; plus, putting a few of these techniques into practice will do wonders for your professional development.

### MEANS OF ASSESSMENT

Quiz or class tests

Project or Assignments

Models or Prototype making

Role Plays to understand a manager/employee/customer

PPT Presentations

### RECOMMENDED BOOKS

Tapan K Panda - Marketing Management Text and Case Indian Context Student CD Included, Excel Books.

Srinivasan, R - Case Studies In Marketing : The Indian Context, PHI

S. Jaychandran, Iit, Chennai - Marketing Management Text and Cases, Excel Publications.

Rajan Saxena - Marketing Management, Tata McGraw Hill

V. S. Ramaswamy, S. Namakumari- Marketing Management : Planning, Implementation and Control, McMillan,

### WEBSITE FOR REFERENCE

<https://www.marketingteacher.com>

<https://studentmarketing.agency>

### SUGGESTED DISTRIBUTION OF MARKS

Topic No.	Time Allotted (Periods for lectures)	Time Allotted (Periods for Tutorials)	Marks Allotted (%)
1	34	08	30
2	45	10	30
3	20	08	20
4	13	02	20
<b>Total</b>	<b>112</b>	<b>28</b>	<b>100</b>

## **1.4 RETAIL MANAGEMENT**

### **RATIONALE**

Retail Management deals with selling of goods and services to consumers. It involves a direct interactions with the customers and co-coordinating business activities from designing of a product to its delivery and post delivery services.

### **LEARNING OUTCOMES**

- Understanding of the retail history and its function
- Retail Formats application
- Buying process, retail market strategy and target market
- Growth strategy of retailing
- Choosing retail location and its evaluation
- Inventory management, Warehousing, Logistics in SCM
- About CRM

### **DETAILED CONTENT**

1. INTRODUCTION TO THE WORLD OF RETAILING :
  - A. History of retail,
  - B. Retail overview and present scenario
  - C. Concept and Functions performed by retailers
  - D. Emerging Trends and career opportunities in retailing
2. TYPES OF RETAILERS:
  - A. Retailer characteristics
  - B. Retail Formats - Store based, Non-store based, Web based
  - C. Various format within store based retailing e.g. specialty store, hyper market, supermarket.
3. BUYING DECISION PROCESS :
  - A. The buying process - need recognition, information search, evaluation of alternatives.
  - B. Social factors influencing the buying process family, reference groups and culture.
4. RETAIL MARKET STRATEGY :
  - A. Definition of retail and market strategy
  - B. Target market
  - C. Building a sustainable competitive advantage like - customers loyalty, location, human resource management, distribution and information system, vendor relations.
  - D. Growth Strategies - Market penetration, market expansion, retail format development diversification, intergration.
  - E. Global Retail Strategies
  - F. Strategic retail planning process.
5. CHOOSING RETAIL LOCATIONS :
  - A. Types of locations - Unplanned locations free standing sites
  - B. Evaluation of area for location
  - C. Evaluating specific area for locations.
6. HUMAN RESOURCE MANAGEMENT :
  - A. Human resource planning, Recruitment and selection, training and development of retail employees.
  - B. Motivation of retail employees
  - C. team building in retailing
  - D. Employee Rewards and Incentives.
7. SUPPLY CHAIN MANAGEMENT :
  - A. Introduction to supply chain management
  - B. The distribution across centers

- C. Collaboration between retailer and vendor in SCM
- D. Inventory Management
- E. Warehousing
- F. Transportation
- G. Use of IT in SCM
- 8. Customer Relationship Management - The CRM process
- 9. Retail Information System

## **INSTRUCTIONAL STRATEGY**

For a deeper knowledge of subject students must be taught with the methods like assessment (test, quiz, project, or exam etc.), case studies, debates, stories, think-pair-share, Homework practice sheets and role plays, PPT's for overall student learning with the help of this collection of teaching strategies to guide students towards success; plus, putting a few of these techniques into practice will do wonders for your professional development.

## **MEANS OF ASSESSMENT**

Quiz or class tests  
 Project or Assignments  
 Models or Prototype making  
 Role Plays to understand a manager/employee/customer  
 PPT Presentations

## **RECOMMENDED BOOKS**

Newman A. J. and Cullen P - Retailing : Environment and Operations (Vikas).  
 Berman B and Evans J. R., Retail Management (Pearson Edition ).  
 Michael Levi M and Weitz B W - Retailing Management ( Tata McGraw Hill)  
 Dunne Patrick M, Lusch Robert F and Griffith David A - Retailing (Cengage Learning).  
 Cox Roger and Brittain Paul - Retailing : An Introduction (Pearson Education)

## **WEBSITE FOR REFERENCE**

<https://retailmanagementcertificate.com>  
<https://www.retailmarketing.com>

## **SUGGESTED DISTRIBUTION OF MARKS**

<b>Topic No.</b>	<b>Time Allotted (Periods for lectures)</b>	<b>Time Allotted (Periods for Tutorials)</b>	<b>Marks Allotted (%)</b>
1	20	04	10
2	10	02	10
3	12	02	10
4	30	07	25
5	05	02	05
6	15	04	15
7	15	04	15
8	05	02	05
9	02	01	05
<b>Total</b>	<b>112</b>	<b>28</b>	<b>100</b>



## 1.5 BASICS OF INFORMATION TECHNOLOGY

### RATIONALE

Information technology has great influence on all aspects of life. Primary purpose of using computer is to make the life easier. Almost all work places and living environment are being computerized. The subject introduces the fundamentals of computer system for using various hardware and software components. In order to prepare diploma holders to work in these environments, it is essential that they are exposed to various aspects of information technology such as understanding the concept of information technology and its scope; operating a computer; use of various tools using MS Office/Open Office/Libre Office using internet etc., form the broad competency profile of diploma holders. This exposure will enable the students to enter their professions with confidence, live in a harmonious way and contribute to the productivity.

### Note:

**Explanation of Introductory part should be demonstrated with practical work. Following topics may be explained in the laboratory along with the practical exercises. There will not be any theory examination.**

### LEARNING OUTCOMES

After undergoing the subject, the students will be able to:

- Identify Computer Hardware Components, Network Components and Peripherals.
- Explain the role of an Operating System.
- Install System and Application Software.
- Explain the function of the system components including Processor, Motherboard and Input-output devices.
- Use Word Processing Software to prepare document.
- Use Spreadsheet Software to create workbooks and automate calculation.
- Use Presentation Software to create interactive presentation.
- Perform fundamental tasks common to most application software including print, scan, save, edit, cut, copy, paste, format, spell and grammar check.
- Find and evaluate information on the Web.
- Install Antivirus.
- Safeguard against Online Frauds, threats and crimes.
- Use online office tools(Google suits)

## **TOPICS TO BE EXPLAINED THROUGH DEMONSTRATION**

1. Introduction to Computers and Peripherals.

Components of Computer, Types of Computer, CPU, RAM, ROM, Hard disk, USB, Flash drive, CD, DVD, Blue ray, Keyboard, Mouse, Monitor, LCD, Printer, Plotter, Scanner, Modem, Sound Cards, Speakers, CMOS battery, Sharing of Printers.

2. Operation System and Application Software

System Software, Application Software, Virtualization Software, Utility Software, MS Office/Open Office/Libreoffice, Working with window, Desktop components, Menu bars, creating shortcut of program. Installation of Application softwares, Antivirus and Drivers.

3. Word Processing, Spreadsheet and Presentation

Usage and creation of word document, spreadsheets and presentation, Google Suits (Google drive, google sheet, google doc. Google presentation)

4. Internet

Basics of Networking – LAN, WAN, Wi-Fi technologies, Concept of IP Addrsses, DNS, Search Engines, e-mail, Browsing and cyber laws.

## **LIST OF PRACTICAL EXERCISES**

1. Identify various components, peripherals of computer and list their functions.
2. Installation of various application software and peripheral drivers
3. Installation of operating system (windows/linux/others)
4. Creation and Management (Rename, delete, search of file and folders)
5. Installation of Antivirus and remove viruses
6. Scanning and printing documents
7. Browsing, Downloading, Information using Internet
8. E-Mail ID creation, comparing, sending and receiving e-mail. Attaching a file with e-mail message.
9. Word Processing (MS Office/Open Office)
  - a) File Management:
    - Opening, creating and saving a document, locating files, copying contents in some different file(s), protecting files, giving password protection for a file
  - b) Page set up:
    - Setting margins, tab setting, ruler, indenting
  - c) Editing a document:
    - Entering text, cut, copy, paste using tool- bars
  - d) Formatting a document:

- Using different fonts, changing font size and colour, changing the appearance through bold/italic/underlined, highlighting a text, changing case, using subscript and superscript, using different underline methods
  - Aligning of text in a document, justification of document, inserting bullets and numbering
  - Formatting paragraph, inserting page breaks and column breaks, line spacing
  - Use of headers, footers: Inserting footnote, end note, use of comments, autotext
  - Inserting date, time, special symbols, importing graphic images, drawing tools
- e) Tables and Borders:
- Creating a table, formatting cells, use of different border styles, shading in tables, merging of cells, partition of cells, inserting and deleting a row in a table
  - Print preview, zoom, page set up, printing options
  - Using find, replace options
- f) Using Tools like:
- Spell checker, help, use of macros, mail merge, thesaurus word content and statistics, printing envelopes and labels
  - Using shapes and drawing toolbar,
  - Working with more than one window.

#### 10. Spread Sheet Processing (MS Office/Open Office/Libre Office)

- a) Starting excel, open worksheet, enter, edit, data, formulae to calculate values, format data, save worksheet, switching between different spread sheets
- b) Menu commands:  
Create, format charts, organise, manage data, solving problem by analyzing data. Programming with Excel Work Sheet, getting information while working
- c) Work books:  
Managing workbooks (create, open, close, save), working in work books, selecting the cells, choosing commands, data entry techniques, formula creation and links, controlling calculations  
Editing a worksheet, copying, moving cells, pasting, inserting, deletion cells, rows, columns, find and replace text, numbers of cells, formatting worksheet, conditional formatting
- d) Creating a chart:  
Working with chart types, changing data in chart, formatting a chart, use chart to analyze data  
Using a list to organize data, sorting and filtering data in list
- e) Retrieve data with query:  
Create a pivot table, customizing a pivot table. Statistical analysis of data
- f) Exchange data with other application:  
Embedding objects, linking to other applications, import, export document.

#### 11. PowerPoint Presentation (MS Office/Open Office/Libre office)

- a) Introduction to PowerPoint
  - How to start PowerPoint
  - Working environment: concept of toolbars, slide layout & templates.

- Opening a new/existing presentation
- Different views for viewing slides in a presentation: normal, slide sorter.
- b) Addition, deletion and saving of slides
- c) Insertion of multimedia elements
  - Adding text boxes
  - Adding/importing pictures
  - Adding movies and sound
  - Adding tables and charts etc.
  - Adding organizational chart
  - Editing objects
  - Working with Clip Art
- d) Formatting slides
  - Using slide master
  - Text formatting
  - Changing slide layout
  - Changing slide colour scheme
  - Changing background
  - Applying design template

## 12. Google Suits

Using Google drive, Google shut, Google docs, Google slides.

## **INSTRUCTIONAL STRATEGY**

Since this subject is practice oriented, the teacher should demonstrate the capabilities of computers to students while doing practical exercises. The students should be made familiar with computer parts, peripherals, connections and proficient in making use of MS Office/Open Office/Libre office/Google Suit in addition to working on internet. The student should be made capable of working on computers independently.

## **MEANS OF ASSESSMENT**

- Class Tests/Quiz
- Software Installation and Use
- Viva-Voce
- Presentation

## **RECOMMENDED BOOKS**

1. Fundamentals of Computer by V Rajaraman; Prentice Hall of India Pvt. Ltd., New Delhi
2. Information Technology for Management by Henery Lucas, Tata McGraw Hills, New Delhi

3. Computers Fundamentals Architecture and Organisation by B Ram, revised Edition, New Age International Publishers, New Delhi
4. Computers Today by SK Basandara, Galgotia publication Pvt Ltd. Daryaganj, New Delhi.
5. Internet for Every One by Alexis Leon and Mathews Leon; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi
6. A First Course in Computer by Sanjay Saxena; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi
7. Computer Fundamentals by PK Sinha; BPB Publication, New Delhi
8. Fundamentals of Information Technology by Leon and Leon; Vikas Publishing House Pvt. Ltd., Jungpura, New Delhi
9. On Your Marks - Net...Set...Go... Surviving in an e-world by AnushkaWirasinha, Prentice Hall of India Pvt. Ltd., New Delhi
10. Fundamentals of Information Technology by Vipin Arora, Eagle Parkashan, Jalandhar
11. e-books/e-tools/relevant software to be used as recommended by AICTE/ NITTTR, Chandigarh.

### **Online Resources**

1. [www.tutorialspoint.com](http://www.tutorialspoint.com)
2. [www.sf.net](http://www.sf.net)
3. [Gsuite.google.com](http://Gsuite.google.com)
4. [Spoken-tutorial.org](http://Spoken-tutorial.org)
5. [Swayam.gov.in](http://Swayam.gov.in)

## **SECOND SEMESTER**

### **2.1 BUSINESS LAW FOR RETAIL**

#### **RATIONALE**

Business Law for retail is designed to expose the student to about Retail law which includes matters like consumer protection laws; laws that protect the rights of consumers and ensure fair trade competition. These laws also provide for truth in advertising, assuring that consumers are not taken advantage of by unscrupulous retailers. Retail law and consumer protection are designed to prevent businesses from practicing fraud or unfair practices that would give them an inappropriate advantage in the marketplace.

#### **LEARNING OUTCOMES**

- Understanding of the retail related law
- Analyze the nature and terminology of contract law and contract remedies
- Requirements of the contract agreement in retail
- Sales and supply, Fair trade, competition related laws in retailing
- To understand consumer protection Act and employee protection.
- Basic knowledge of Food safety, Minimum Wages and mandi parishad etc.

#### **DETAILED CONTENT**

##### **1. INTROCUCTION :**

A. Development of the law regarding retailing

B. General points regarding retailer's protection - like demand of exact purchase price in cash, checks are not legal tender, etc.

##### **2. SALIENT FEATURES OF:**

A. Sale of good Act - 1979 - Goods must be of merchantable quality, Goods must be fit for the purpose, Goods must correspond with their description.

B. The supply of goods and services Act 1982

C. Sales and supply of goods Act 1994

D. Food Act 1984 and Food Safety Act 1990

E. Food Hygiene Regulations 1970 and Food Hygiene Regulations 1990

F. Food Standard Act 1999

G. Resale Price Act 1976

H. Trading Stamps Act 1964

I. Trade Description Act 1968

J. Unsolicited Goods and Services Act 1971

K. Fair trading Act 1973

L. Competition Act 1980 and 1998

M. Enterprise Act 2003

N. Consumer Credit Act 1974 and Consumer Credit Regulation 1989

O. Unfair Contract Terms Act 1977

P. Consumer Protection Act

Q. Theft Act 1968

R. Weights and Measures Act 1985

3. Introduction to Central Excise Act and its conclusion, Sales

Tax/ Value Added Tax laws., GST

4. Detailed Focus on -

A. Consumer Protection Act 1987 and Consumer Protection Approval order 1988

B. Shop Act 1950 and 1965

5. IMPORTANT LICENSES FOR RETAIL :

A. Food Licenses

B. MandiParishad

C. Weight & Measurement

D. Entertainment Licenses

E. Repackaging Licenses

F. Contract Licenses

G. Shop in Shop Licenses

6. EMPLOYEE LEGISLATION :

A. Provident Fund Act

B. Gratuity Act

C. Minimum Wages Act

D. Health and Safety at work Act 1974

E. Equal Pay Act 1970

F. Employment Protection Act 1978

G. Employment Rights Act 1996 and Employment Act 2002

### **INSTRUCTIONAL STRATEGY**

For a deeper knowledge of subject students must be taught with the methods like assessment (test, quiz, project, or exam etc.), case studies, debates, stories, think-pair-share, Homework practice sheets and role plays, PPT's for overall student learning with the help of this collection of teaching strategies to guide students towards success; plus, putting a few of these techniques into practice will do wonders for your professional development.

### **MEANS OF ASSESSMENT**

Quiz or class tests

Project or Assignments

Models or Prototype making

Role Plays to understand a manager/employee/customer

PPT Presentations

### **RECOMMENDED BOOKS**

Avtar Singh - Principles of Mercantile Law - Eastern Book Company.

Kuchhai M. C. - Business Law - Vikas Publication.

Gulshan J. J. - Business Law Including Company Law (New Age International Publisher).

### **WEBSITE FOR REFERENCE**

<https://www.business.gov.in>

<https://www.findlaw.com>

## SUGGESTED DISTRIBUTION OF MARKS

<b>Topic No.</b>	<b>Time Allotted (Periods for lectures)</b>	<b>Time Allotted (Periods for Tutorials)</b>	<b>Marks Allotted (%)</b>
1	12	01	10
2	60	15	40
3	08	01	10
4	20	04	10
5	10	02	10
6	30	05	20
<b>Total</b>	<b>140</b>	<b>28</b>	<b>100</b>



## **2.2 RETAIL SERVICE MANAGEMENT**

### **RATIONALE**

The overall aim of this subject is to provide a comprehensive understanding of the principles operational and strategic issues involved in the management of retail and service base enterprises in the context.

### **LEARNING OUTCOMES**

- Scope and importance of service management
- Seven P'sService marketing
- Developing solution to service problems
- Inventory shrinkage and preventing shop lifting
- Merchandise management and its process
- Significance of layout and design
- Point of purchase-communication

### **DETAILED CONTENT**

#### **1. INTRODUCTION :**

A. Definition, Scope, Importance, Characteristics of Service Management.

B. Classification of Services.

C. 7 Ps of service marketing

D. Retail service quality

#### **2. POSITIONING OF SERVICES :**

A. New service development

B. Managing demand, capacity and service assets, customer expectation, Zone of Tolerance.

#### **3. DEVELOPING SOLUTIONS TO SERVICE PROBLEMS :**

A. Realistic commitments, managing customer expectations.

B. Communicating the service promise

C. Service recovery, listening to customers, providing fair solutions, resolving problem quickly.

D. Handling customer grievances and complainants.

#### **4. MANAGING THE STORE :**

A. Controlling cost and inventory shrinkage labour scheduling, store maintenance, calculation of shrinkage, preventing shop lifting, reducing employee theft.

B. Merchandise Management Process and types of Merchandise.

C. The buying organization.

D. Merchandise category - The planning unit.

E. Evaluating merchandise management performance - GMROI

F. Managing inventory turnover

#### **5. STORE LAYOUT AND DESIGN :**

A. Objectives and significance of layout and design - store's image and strategy, influence customer buying behaviour, flexibility, legal considerations, design, trade-offs.

- B. Elements of store layout - planning and circulation, store fronts and entrance, merchandizing, materials and finishes, lighting and music, graphics and signage.
- C. Space management - space allocated to merchandise categories, location of merchandise categories and design elements, use of planograms.
- D. Visual merchandising - fixtures, presentation techniques.
- E. Atmospheric - lighting, use of colors and self talkers.
- 6. POINT OF PURCHASE COMMUNICATION :
- A. Significance of POP communication.
- B. POP display materials - leaflets, special fittings, Demonstrators, etc.

## **INSTRUCTIONAL STRATEGY**

For a deeper knowledge of subject students must be taught with the methods like assessment (test, quiz, project, or exam etc.), case studies, debates, stories, think-pair-share, Homework practice sheets and role plays, PPT's for overall student learning with the help of this collection of teaching strategies to guide students towards success; plus, putting a few of these techniques into practice will do wonders for your professional development.

## **MEANS OF ASSESSMENT**

Quiz or class tests  
 Project or Assignments  
 Models or Prototype making  
 Role Plays to understand a manager/employee/customer  
 PPT Presentations

## **RECOMMENDED BOOKS**

Vedmani G Gibson - Retail Management - Functional Principles and Practice (Jaico Publication).  
 SwapnaPradhan - Retailing Management- Tata McGraw Hill.  
 Mrs.Suja R Nair - Retailing Management - Himalaya Publication House.  
 Angadi, Ansuya - A Text Book of Retailing Management, S. Chand Group.  
 Chetan Bajaj, RajnishTuli and Nidhi V Srivastava - Retail Management, Oxford University Press.

## **WEBSITE FOR REFERENCE**

<https://www.epicor.com>  
<https://www.vendhq.com>

## SUGGESTED DISTRIBUTION OF MARKS

<b>Topic No.</b>	<b>Time Allotted (Periods for lectures)</b>	<b>Time Allotted (Periods for Tutorials)</b>	<b>Marks Allotted (%)</b>
1	20	05	15
2	16	04	15
3	16	05	15
4	40	06	25
5	40	06	20
6	09	02	10
<b>Total</b>	<b>140</b>	<b>28</b>	<b>100</b>

## 2.3 PROJECT WORK

**L T P**  
**- - 8**

### RATIONALE

Project Work aims at developing innovative skills in the students whereby they apply in totality the knowledge and skills gained through the course work in the solution of particular problem or by undertaking a project. In addition, the project work is intended to place students for project oriented practical training in actual work situation for the stipulated period.

### LEARNING OUTCOMES

After undergoing the project work, the students will be able to:

- Apply in totality the knowledge and skills gained through the course work in the solution of particular problem or by undertaking a project.
- Develop understanding regarding the size and scale of operations and nature of field-work in which students are going to play their role after completing the courses of study
- Develop understanding of subject based knowledge given in the classroom in the context of its application at work places.
- Develop firsthand experience and confidence amongst the students to enable them to use and apply polytechnic/institute based knowledge and skills to solve practical problems related to the world of work.
- Develop abilities like interpersonal skills, communication skills, positive attitudes and values etc.
- Assemble/fabricate and test an electronics gadget.

### General Guidelines

The individual students have different aptitudes and strengths. Project work, therefore, should match the strengths of students. For this purpose, students should be asked to identify the type of project work, they would like to execute. The activity of problem identification should begin well in advance. Students should be allotted a problem of interest to him/her as a major project work. It is also essential that the faculty of the respective department may have a brainstorming session to identify suitable project assignments for their students. The project assignment can be individual assignment or a group assignment. There should not be more than 3 students if the project work is given to a group. The project work identified in collaboration with industry should be preferred.

This practical training cum project work **should not be considered** as merely conventional industrial training in which students are sent at work places with either minimal or no supervision. This experience is required to be planned in advance and supervised on regular basis by the polytechnic faculty. For the fulfillment of above objectives, polytechnics may establish close linkage with 8-10 relevant organization for providing such an experience to students. It is necessary that each organization is visited well in advance and activities to be performed by students are well defined. The chosen activities should be such that it matches with the curricular interest to students and of professional value to industrial/ field organizations. Each teacher is expected to supervise and guide 5-6 students.

Some of the project activities are given below:

-

Some of the projects based on above areas are listed below for the benefit of students:

#### **NOTE:**

The list is only the guideline for selecting a project; however a student is at liberty to select any other related project of his choice independently under guidance of his teacher.

A suggestive criterion for assessing student performance by the external (person from industry) and internal (teacher) examiner is given in table below:

Sr. No.	Performance Criteria	Max.** Marks	Rating Scale				
			Excel lent	Very Good	Good	Fair	Poor
1.	Selection of project assignment	10%	10	8	6	4	2
2.	Planning and execution of considerations	10%	10	8	6	4	2
3.	Quality of performance	20%	20	16	12	8	4
4.	Providing solution of the problems or production of final product	20%	20	16	12	8	4
5.	Sense of responsibility	10%	10	8	6	4	2
6.	Self expression/ communication skills	5%	5	4	3	2	1
7.	Interpersonal skills/human relations	5%	5	4	3	2	1
8.	Report writing skills	10%	10	8	6	4	2
9	Viva voce	10%	10	8	6	4	2
<b>Total marks</b>		<b>100</b>	<b>100</b>	<b>80</b>	<b>60</b>	<b>40</b>	<b>20</b>

The overall grading of the practical training shall be made as per following table.

In order to qualify for the diploma, students must get “Overall Good grade” failing which the students may be given one more chance to improve and re-evaluate before being disqualified and declared “not eligible to receive diploma”. It is also important to note that the students must get more than six “goods” or above “good” grade in different performance criteria items in order to get “Overall Good” grade.

Range of maximum marks		Overall grade
i)	More than 80	Excellent
ii)	79 > 65	Very good
iii)	64 > 50	Good
iv)	49 > 40	Fair
v)	Less than 40	Poor

### Important Notes

1. This criteria must be followed by the internal and external examiner and they should see the daily, weekly and monthly reports while awarding marks as per the above criteria.
2. The criteria for evaluation of the students have been worked out for 200 maximum marks. The internal and external examiners will evaluate students separately and give marks as per the study and evaluation scheme of examination.
3. The external examiner, preferably, a person from industry/organization, who has been associated with the project-oriented professional training of the students, should evaluate the students performance as per the above criteria.
4. It is also proposed that two students or two projects which are rated best be given merit certificate at the time of annual day of the institute. It would be better if specific nearby industries are approached for instituting such awards.

The teachers are free to evolve other criteria of assessment, depending upon the type of project work.

It is proposed that the institute may organize an annual exhibition of the project work done by the students and invite leading Industrial organisations in such an exhibition.

## 2.4 ENVIRONMENTAL EDUCATION AND DISASTER MANAGEMENT

### RATIONALE

A diploma holder must have knowledge of different types of pollution caused due to industries and constructional activities so that he may help in balancing the ecosystem and controlling pollution by various control measures. He should also be aware of environmental laws related to the control of pollution. He should know how to manage the waste. Energy conservation is the need of hour. He should know the concept of energy management and its conservation.

### LEARNING OUTCOMES

After undergoing the subject, the student will be able to:

- Comprehend the importance of ecosystem and sustainable
- Demonstrate interdisciplinary nature of environmental issues
- Identify different types of environmental pollution and control measures.
- Take corrective measures for the abatement of pollution.
- Explain environmental legislation acts.
- Define energy management, energy conservation and energy efficiency
- Demonstrate positive attitude towards judicious use of energy and environmental protection
- Practice energy efficient techniques in day-to-day life and industrial processes.
- Adopt cleaner productive technologies
- Identify the role of non-conventional energy resources in environmental protection.
- Analyze the impact of human activities on the environment

### DETAILED CONTENTS

- 1.Introduction (04 Periods)  
Basics of ecology, eco system- concept, and sustainable development, Resources renewable and non renewable.
2. Air Pollution (04 Periods)  
Source of air pollution.Effect of air pollution on human health, economy, plant, animals.Air pollution control methods.
3. Water Pollution (08 Periods)  
Impurities in water, Cause of water pollution, Source of water pollution. Effect of water pollution on human health, Concept of dissolved O<sub>2</sub>, BOD, COD. Prevention of water pollution- Water treatment processes, Sewage treatment. Water quality standard.
4. Soil Pollution (06 Periods)  
Sources of soil pollution  
Types of Solid waste- House hold, Hospital, From Agriculture, Biomedical, Animal and human, excreta, sediments and E-waste  
Effect of Solid waste  
Disposal of Solid Waste- Solid Waste Management
5. Noise pollution (06 Periods)  
Source of noise pollution, Unit of noise, Effect of noise pollution, Acceptable noise level, Different method of minimize noise pollution.
6. Environmental Legislation (08 Periods)

Introduction to Water (Prevention and Control of Pollution) Act 1974, Introduction to Air (Prevention and Control of Pollution) Act 1981 and Environmental Protection Act 1986, Role and Function of State Pollution Control Board and National Green Tribunal (NGT), Environmental Impact Assessment (EIA).

7. Impact of Energy Usage on Environment

(06 Periods)

Global Warming, Green House Effect, Depletion of Ozone Layer, Acid Rain. Eco-friendly Material, Recycling of Material, Concept of Green Buildings.

### **INSTRUCTIONAL STRATEGY**

In addition to theoretical instructions, different activities pertaining to Environmental Studies like expert lectures, seminars, visits to green house, effluent treatment plant of any industry, rain water harvesting plant etc. may also be organized.

### **MEANS OF ASSESSMENT**

- Assignments and quiz/class tests,
- Mid-term and end-term written tests

### **RECOMMENDED BOOKS**

1. Environmental and Pollution Awareness by Sharma BR; SatyaPrakashan, New Delhi.
2. Environmental Protection Law and Policy in India by Thakur Kailash; Deep and Deep Publications, New Delhi.
3. Environmental Pollution by Dr. RK Khitoliya; S Chand Publishing, New Delhi
4. Environmental Science by Deswal and Deswal; DhanpatRai and Co. (P) Ltd. Delhi.
5. Engineering Chemistry by Jain and Jain; DhanpatRai and Co. (P) Ltd. Delhi.
6. Environmental Studies by ErachBharucha; University Press (India) Private Ltd., Hyderabad.
7. Environmental Engineering and Management by Suresh K Dhamija; S K KatariaandSons, New Delhi.
8. E-books/e-tools/relevant software to be used as recommended by AICTE/ NITTTR, Chandigarh.

### **WEBSITES FOR REFERENCE:**

<http://swayam.gov.in>



## SUGGESTED DISTRIBUTION OF MARKS

<b>Topic No.</b>	<b>Time Allotted (Periods)</b>	<b>Marks Allotted (%)</b>
1	04	05
2	04	05
3	08	10
4	06	07
5	06	07
6	08	10
7	06	06
<b>Total</b>	<b>42</b>	<b>100</b>

## 10.RESOURCE REQUIREMENT

### 10.1 PHYSICAL RESOURCES

#### (A) Space requirement

Norms and standards laid down by All India Council for Technical Education (AICTE) are to be followed to work out space requirement in respect of class rooms, tutorial rooms, drawing halls, laboratories, space required for faculty, student amenities and residential area for staff and students.

#### (B) Equipment requirement:

Following Laboratories/Shops are required for Diploma Programme in Electronics Engineering:

- Communication Skills Lab
- Basics of IT Lab/Computer Lab

#### EQUIPMENT REQUIRED FOR RETAIL MANAGEMENT

Sr. No.	Description	Qty	Total Price (Rs)
<b>COMMUNICATION SKILLS LABORATORY</b>			
1.	Stools	40	10,000
2.	Display Board/Screen	2	6,000
3.	Sound recording and playing system	1	6,000
4.	Audio cassettes	60	2,000
5.	Overhead Projector	1	5,000
6.	Transparencies slides	100	500
7.	TV, VCR and camera for video recording	1 each	20,000
8.	English spoken course	1	2,000
9.	A Quiz room equipped with two way audio system, back projection system and slide projector	1	30,000
10.	Miscellaneous	LS	1,500
Sr. No.	Description	Qty	Total Price (Rs)
<b>BASICS OF IT LABORATORY/COMPUTER LABORATORY</b>			
1.	Computer System with latest configuration	30	8,00,000
2.	Printer (MFP)	1	25,000
3.	Printer (Laser)	1	35,000

4.	Plotter	1	75,000
5.	Digitiser	1	50,000
6.	Antivirus Software	LS	10,000
7.	Internet Facility on Computers	LS	2,00,000
8.	LCD Projector	1	35,000
9.	UPS	60	1,20,000
10.	Software (latest windows, latest MS Office)	1	1,00,000
11.	Scanner	1	10,000
12.	Miscellaneous	LS	5,000

**NOTE:**

In addition to the above, laboratories in respect of physics, chemistry, Computer Centre etc will be required for effective implementation of the course. Provision for photocopiers, PC facilities along with LCD Projection System etc. has also to be made.

**(C) Furniture Requirement**

Norms and standards laid down by AICTE be followed for working out furniture requirement for this course.

**ONE YEAR (TWO SEMESTER) P. G. DIPLOMA IN RETAIL MANAGEMENT**

**STAFF STRUCTURE**

Principal	One
Head of Department	One
Lecturer	Three
Computer Programmer	One
Accountant/Cashier	One
Typist/Routine clerk	One
Student/Library Clerk	One
Storekeeper	One

Operator(Zerox/Duplicating m/c)	One
Driver	One
Class IV	Two
Sweeper	One Part time as per requirement
Chakukidar & Mali	One As per justification
Staff qualification	
Head of Department	M.B.A. with respctive field and experience of 5 years.
Lecturer	M.B.A. with respective field.

GUEST LECTURER: At least 10% lecturer in each course should be arranged by visiting faculty.

Note :

1. Services of other discipline staff of the institute may be utilized if possible.
2. Qualifications of non teaching staff as per service rule.

## SPACE REQUIREMENT

Teaching Area	No.Required	Area in Sq.M.
1. Lecture room for 60 students	1	120
2. Room for tutorial and case study	1	120
3. Conference room	1	120
4. Library and reading room	1	350
5. Computer room	1	60

### Administrative Area:

6. Principal's room	1	30
7. Room for H.O.D.	1	20
8. Lecturer room for each lecturer (10 Sq. M. for each room)	2	20
9. Main Office	1	100
10 Store	1	150

Add 40% for walls, Passage conveniences etc.

## LIST OF EQUIPMENT FOR ALL MANAGEMENT COURSES

NAME OF EQUIPMENT	QTY.	APP. COST
1. L.C.D Projector	2	20,000
2. Over head projector with accessories	1	20,000
3. Audio CD recorder cum player	1	10,000
4. Vaccum Cleaner	1	9,000
5. X-erox Machine	1	1,50,000

6. Personal computer with printer	1	60,000
7. Digital Camera/Handy Cam	1	25,000
8. DVD writer cum player	2	10,000
9. Furniture:		
a. Class Room/Tutorial Room	L.S.	50,000
b. Library	L.S.	50,000
c. Furniture for conference Room	as per requirement	
10. Library books and periodicals	L.S.	2,00,000
	Non recurring 25,000	
	Recurring per annum	
11. Air conditioning false ceiling and synthetic floor for computer room	L.S.	30,000
12. English typewriter (Preferably Electronic)	1	18,000
12. One Vehicle (Mini Bus) for field work, visit to industries/ organisation/project work. Purchasing of Vehicle is optional.	1	

## 10.2 Human Resources Development:

Weekly work schedule, annual work schedule, student teacher ratio for various group and class size, staffing pattern, work load norms, qualifications, experience and job description of teaching staff workshop staff and other administrative and supporting staff be worked out as per norms and standards laid down by the AICTE.

## **11. EVALUATION STRATEGY**

### **11.1 INTRODUCTION**

Evaluation plays an important role in the teaching-learning process. The major objective of any teaching-learning endeavor is to ensure the quality of the product which can be assessed through learner's evaluation.

The purpose of student evaluation is to determine the extent to which the general and the specific objectives of curriculum have been achieved. Student evaluation is also important from the point of view of ascertaining the quality of instructional processes and to get feedback for curriculum improvement. It helps the teachers in determining the level of appropriateness of teaching experiences provided to learners to meet their individual and professional needs. Evaluation also helps in diagnosing learning difficulties of the students. Evaluation is of two types: Formative and Summative (Internal and External Evaluation)

#### **Formative Evaluation**

It is an on-going evaluation process. Its purpose is to provide continuous and comprehensive feedback to students and teachers concerning teaching-learning process. It provides corrective steps to be taken to account for curricular as well as co-curricular aspects.

#### **Summative Evaluation**

It is carried out at the end of a unit of instruction like topic, subject, semester or year. The main purpose of summative evaluation is to measure achievement for assigning course grades, certification of students and ascertaining accountability of instructional process. The student evaluation has to be done in a comprehensive and systematic manner since any mistake or lacuna is likely to affect the future of students.

In the present educational scenario in India, where summative evaluation plays an important role in educational process, there is a need to improve the standard of summative evaluation with a view to bring validity and reliability in the end-term examination system for achieving objectivity and efficiency in evaluation.

## 11.2 STUDENTS' EVALUATION AREAS

The student evaluation is carried out for the following areas:

- Theory
  - Practical Work (Laboratory, Workshop, Field Exercises)
  - Project Work
  - Professional Industrial Training
- A. Theory**

Evaluation in theory aims at assessing students' understanding of concepts, principles and procedures related to a course/subject, and their ability to apply learnt principles and solve problems. The formative evaluation for theory subjects may be caused through sessional /class-tests, home-assignments, tutorial-work, seminars, and group discussions etc. For end-term evaluation of theory, the question paper may comprise of three sections.

### **Section-I**

It should contain objective type items e.g. multiple choice, matching and completion type. Total weightage to Section-I should be of the order of 20 percent of the total marks and no choice should be given in this section. The objective type items should be used to evaluate students' performance in knowledge, comprehension and at the most application domains only.

### **Section-II**

It should contain short answer/completion items. The weightage to this section should be of the order of 40 percent of the total marks. Again, no choice should be given in section-II

### **Section-III**

It may contain two to three essay type questions. Total weightage to this section should be of the order of 40 percent of the total marks. Some built-in, internal choice of about 50 percent of the questions set, can be given in this section



*Table II : Suggested Weightage to be given to different ability levels*

<b>Abilities</b>	<b>Weightage to be assigned</b>
Knowledge	10-30 percent
Comprehension	40-60 percent
Application	20-30 percent
Higher than application i.e. Analysis, Synthesis and Evaluation	Upto 10 percent

**B. Practical Work**

Evaluation of students performance in practical work (Laboratory experiments, Workshop practicals/field exercises) aims at assessing students ability to apply or practice learnt concepts, principles and procedures, manipulative skills, ability to observe and record, ability to interpret and draw conclusions and work related attitudes. Formative and summative evaluation may comprise of weightages to performance on task, quality of product, general behaviour and it should be followed by viva-voce.

**C. Project Work**

The purpose of evaluation of project work is to assess students ability to apply, in an integrated manner, learnt knowledge and skills in solving real life problems, manipulative skills, ability to observe, record, creativity and communication skills. The formative and summative evaluation may comprise of weightage to nature of project, quality of product, quality of report and quality of presentation followed by viva-voce.

**D. Professional Industrial Training**

Evaluation of professional industrial training report and viva-voce/ presentation aims at assessing students' understanding of materials, industrial processes, practices in the industry/field and their ability to engage in activities related to problem-solving in industrial setting as well as understanding of application of learnt knowledge and skills in real life situation. The formative and summative evaluation may comprise of weightages to performance in testing, general behaviour, quality of report and presentation during viva-voce.

## **12. RECOMMENDATIONS FOR EFFECTIVE CURRICULUM IMPLEMENTATION**

This curriculum document is a Plan of Action and has been prepared based on exhaustive exercise of curriculum planning and design. The representative sample comprising selected senior personnel (lecturers and HODs) from various institutions and experts from industry/field have been involved in curriculum design process.

The document so prepared is now ready for its implementation. It is the faculty of polytechnics who have to play a vital role in planning instructional experiences for the courses in four different environments viz. class-room, laboratory, library and field and execute them in right perspective. It is emphasized that a proper mix of different teaching methods in all these places of instruction only can bring the changes in stipulated students behaviour as in the curriculum document. It is important for the teachers to understand curriculum document holistically and further be aware of intricacies of teaching-learning process (T-L) for achieving curriculum objectives. Given below are certain suggestions which may help the teachers in planning and designing learning experiences effectively. These are indicative in nature and teachers using their creativity can further develop/refine them. The designers of the programme suggest every teacher to read them carefully, comprehend and start using them.

### **(A) Broad Suggestions:**

1. Curriculum implementation takes place at programme, course and class-room level respectively and synchronization among them is required for its success. The first step towards achieving synchronization is to read curriculum document holistically and understand its rationale and philosophy.
2. An academic plan needs to be prepared and made available to all polytechnics well in advance. The Principals have a great role to play in its dissemination and, percolation upto grass-root level. Polytechnics, in turn are supposed to prepare institutional academic plan.
3. HOD of every Programme Department along with HODs and incharges of other departments are required to prepare academic plan at department level referring to institutional academic plan.
4. All lecturers/Senior lecturers are required to prepare course level and class level lesson plans referring departmental academic plan.

## **(B) Course Level Suggestions**

Teachers are educational managers at class room level and their success in achieving course level objectives lies in using course plan and their judicious execution which is very important for the success of programme by achieving its objectives.

Polytechnic teachers are required to plan various instructional experiences viz. theory lecture, expert lectures, lab/workshop practicals, guided library exercises, field visits, study tours, camps etc. In addition, they have to carry out progressive assessment of theory, assignments, library, practicals and field experiences. Teachers are also required to do all these activities within a stipulated period of time. It is essential for them to use the given time judiciously by planning all above activities properly and ensure execution of the plan effectively.

Following is the gist of suggestions for subject teachers to carry out T-L process effectively:

1. Teachers are required to prepare a course plan, taking into account departmental academic plan, number of weeks available and courses to be taught.
2. Teachers are required to prepare lesson plan for every theory class. This plan may comprise of contents to be covered, learning material for execution of a lesson plan. They may follow steps for preparing lesson plan e.g. drawing attention, state instructional objectives, help in recalling pre-requisite knowledge, deliver planned subject content, check desired learning outcomes and reinforce learning etc.
3. Teachers are required to plan for expert lectures from field/industry. Necessary steps are to plan in advance, identify field experts, make correspondence to invite them, take necessary budgetary approval etc.
4. Teachers are required to plan for guided library exercises by identification of course specific experience requirement, setting time, assessment, etc. The assignments and seminars can be thought of as terminal outcome of library experiences.
5. Concept and content based field visits may be planned and executed for such content of course which is abstract in nature and no other requisite resources are readily available in institute to impart them effectively.
6. There is a dire need for planning practical experiences in right perspective. These slots in a course are the avenues to use problem based learning/activity learning/ experiential learning approach effectively. The development of lab instruction sheets for the course is a good beginning to provide lab experiences effectively.
7. Planning of progressive assessment encompasses periodical assessment in a semester, preparation of proper quality question paper, assessment of answer sheets immediately and giving constructive feed back to every student

8. The student centred activities may be used to develop generic skills like task management, problem solving, managing self, collaborating with others etc.
9. Where ever possible, it is essential to use activity based learning rather than relying on delivery based conventional teaching all the time.
10. Teachers may take initiative in establishing liaison with industries and field organizations for imparting field experiences to their students.
11. Students be made aware about issues related to ecology and environment, safety, concern for wastage of energy and other resources etc.
12. Students may be given relevant and well thought out project assignments, which are purposeful and develop practical skills. This will help students in developing creativity and confidence for their gainful employment.
13. A Project bank may be developed by the concerned department of the polytechnics in consultation with related Industry, research institutes and other relevant field organizations in the state.

### **13.LIST OF PARTICIPANTS**

1) List of experts who participated & contributed in the workshop for preparation of Syllabus based on NSQF level in One Year Post Graduate Diploma in Retail Management held on 5/11/2019

1. Dr. Sunil Shukla

Ex. Director- Axis College Kanpur U.P.

2. Dr. Rajeev Singh- Asst. Professor Business Management

Dr. B.B.R. Ambedkar College Of Agriculture and Technology(Faculty of Technology) Etawah U.P.(C.S.A.U.&T.)

3. Mr. Randhir.Kumar Singh

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4. Dr. Pooja Singh

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5. Mr.Qamruzzaman

Lecturer English- Govt. Polytechnic Kanpur U.P.

6.Ms.Farhat Jahan Siddiqui

Faculty Management- Govt. Polytechnic Kanpur U.P.

7.Mr.Sandeep Singh

Faculty Management- Govt. Polytechnic Kanpur U.P

8.Mr.Yogesh Singh (Coordinator)

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2) List of experts who participated & contributed in the workshop for preparation of Syllabus based on NSQF level in One Year Post Graduate Diploma in Retail Management held on 7/01/2020

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7.Mr.Sandeep Singh

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8.Mr.Yogesh Singh (Coordinator)

Professor- IRDT Kanpur U.P.

## 14.LIST OF BOOKS

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