



Programme: B VOC (Retail Management) Semester: III

Course Code	UM03AEBVR01	Title of the Course	Soft Skills for Business - I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none">• To Understand the concept of assertiveness, including its nature and different types, and distinguish assertive behaviour from other types of behaviour.• To Recognize the assumptions and rights in interpersonal communication and how they relate to assertiveness.• To Evaluate the effectiveness of presentations and incorporate feedback for continuous improvement.• To Plan and organize a business presentation effectively, considering audience needs and objectives.
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Course Content		
Unit No.	Description	Weightage
1.	Assertiveness Introduction of Assertiveness – Nature and Types of Assertiveness – Types of Behaviour – Assumptions and Rights in Interpersonal Communication – Skills in Assertiveness – Strategies to Become Assertive – Characteristics of and Assertive Person (General questions/short notes may be asked)	50%
2.	Business Presentation Importance and Role of Business Presentation Planning for Presentation Preparing and Practicing (Rehearsing) the Presentation Delivering the Presentation (General questions / short notes may be asked)	50%





Teaching-Learning Methodology	Learner-centred Instructional methods Direct method, quiz, assignments, interactive sessions, seminars, visual presentations, group discussions, project based learning and use of e-resources, including films
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)

Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%

*Students will have to score a minimum 40(forty) percent to pass the course.

Course Outcomes: After completion of the course, the learner

1.	<ul style="list-style-type: none">• Understands and appreciates creative English and is able to refine his/her oral and written expressions• Actively thinks about what is happening in a text while reading it, and mentally interacts and constructs meaning from the text• Uses formal channels and methods of communication, and is able to overcome the barriers to effective communication for effective operation of a business organization• Drafts effective Sales Promotion letters.
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Sr. No.	References
	<ul style="list-style-type: none">• Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)• Principles and Practice of Business Communication – Rhoda A Doctor & Aspi H Doctor (AR Sheth & Company, Mumbai)• Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)• Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)• Effective Business Communication – Asha Kaul (Prentice Hall – Economy Edition)• Business Communication – Asha Kaul (Prentice Hall of India Pvt Ltd, New Delhi)• Effective Business Communication – M V Rodriques (Concept Publishing House)• Writing with a purpose – Champa Tickoo and Jaya Sasikumar (Oxford University Press, Mumbai)• Business Communication and Report Writing – R P Sharma and Krishna Mohan (Tata Mcgraw Hill 2002)• Communication Skills – Sanjay Kumar & Pushp Lata (OUP)• Business Communication second edition –Meenakshi Raman and Prakash Singh (Oxford University Press New Delhi)• Business Communication Making Connection in a Digital World –Raymond V Lesikar, Marie E Flatley, Kathryn Rentz and Neerja Pande Eleventh Edition (Tata McGraw –Hill New Delhi)• Developing Communication Skills – Krishna Mohan and Meera Banerji, second edition (Macmillan Publishers India Ltd Mumbai)• Joshi Gangadhar (2016), Campus to Corporate, Sage Publication India Pvt Ltd, New Delhi.• Wadkar Alka ((2016), Life Skills for Success, Sage Publication India Pvt Ltd, New Delhi.

On-line resources to be used as and when required.





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Programme: B VOC (Retail Management) Semester: III

Course Code	UM03MABVR01	Title of the Course	Retail Departmental Manager - I (QP)
Total Credits of the Course	4	Hours per Week	6

Course Objectives	The course intends to expose the student to in depth learning about Plan visual merchandising, Establish and satisfy customer needs, Monitor and manage store performance, Provide leadership for your team Build and manage store team Allocate and check work in your team, Develop individual retail service opportunities Communicate effectively with stakeholders, Help maintain health and safety Work effectively in a Retail team and Work effectively in an organization Manage a budget.
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Unit / Module	Course Description
1.	<p>To plan visual merchandising</p> <p>The learners should be able to: Identify the purpose, content and style of the display. Identify the equipment, materials, merchandise and props needed to create and install the display and the dates for completing it. Evaluate whether the place to put the display is likely to fulfil the design brief. Create new and effective ways of improving the visual effect, within his/her limits of design brief, company's visual design policies and authority. Confirm that the features of merchandise and propsshown in the design brief are those most likely to attract customers' attention. Identify other merchandise and props when those originally specified are not available or not suitable, and agree the selections with the right person. Verify arrangements for delivery of merchandise & props with the right people, allowing enough time for deliveriesto arrive before display must be installed. Check the progress of deliveries and take suitable action if delays seem likely. Update stock records to account for merchandise on display.</p> <p>The learners should be able to: Role of displays in marketing, promotional and sales campaigns and activities. Importance and content of the design brief. The company policies for visual design. The role of displays in marketing, promotional and sales campaigns and activities. How to use the design brief to identify what you need for the display. The merchandiser or buyer who needs to be consulted about merchandise and props. How stock records must be updated to account for merchandise on display. How to use the design brief to identify what you need for the display Different approaches to designing displays for different types of merchandise, and why these are effective. How to evaluate the potential places to put the display so you meet the design brief. How to use the design brief to identify what you need for the display. Different approaches to designing displays for different types of merchandise, and why these are effective. How light, colour, texture, shape and dimension combine to achieve the effects you need. How to assess the potential of places to put displays to meet the design brief How to arrange delivery of merchandise and monitor the progress of deliveries</p>



2.

To establish and satisfy customer needs

The learners should be able to: Stay alert to, and make unobtrusive observations about customer choices and movements within the store. Heed to customer queries about the products and supplies they wish to purchase and unobtrusively and politely enquire about their purchase requirements, when necessary. Help customers identify the product or supplies they wish to purchase and direct/accompany them to the exact store location where the specific product or supplies are stocked/displayed. Confirm with customers that the products and supplies being packed, wrapped and billed exactly match their selections. Extend appropriate courtesy to customers during the sales process and provide appropriate and accurate information and advice. Provide information on variants of product and supplies available in the store and enable customersto make informed purchase decisions. Enable customers to make choices appropriate with their product,supplies and brand preferences and complete their basket of purchases. Advise the customer, where allowed by store or business policy, to sample the product or supplies in the course of the purchase decision. Maintain prescribed levels of store, environmental and personal hygiene and ensure health and safety within the store environs and peripheral areas. Ensure that customers fulfil their purchase process smoothly from start to billing by minimizing waiting times at different stages of the process.

The learners should be able to apply knowledge of: Appropriate behaviour with customers in a retail environment and the assisted self-serve nature of the store environment. Measurement and calibration of the quantity and quality of product and supplies the customer wants. Make near-appropriate judgments about different types of customers, their requirements, choices and preferences. Help select the most appropriate products and supplies based on the knowledge of such judgments. Provide logical, intelligent or creative suggestions – as warranted or solicited – about products and supplies with an appropriate and reasonably accurate understanding of customer needs and requirements with an aim of enabling an informed choice / decision for the customer. Suggest alternative products and supplies when products the customer wants are out of stock. Suggest suitable products and supplies when the customer is undecided Relevance of store offerings to different individual customers, their purchase habits and frequencies of purchase. Individual preferences, choices and opinions of customersthrough proper attention, listening and conversing. Preferences of different types of customers by observing their behaviour, actions, choices and repeat visits to the store. Provide information and advice to customers about safely transporting, storing, /safekeeping or refrigeration of products, especially when such information or advice is solicited. Utilize a variety of sales techniques, as appropriate to the situation and to the self-serve nature of the retail environment, to effect customer purchases. Provide appropriate assistance, information or advise, at appropriate stages, in an opportune but unobtrusive and non-overbearing manner to effect customer purchases. Provide accurate information on store promotions on offer at the time of purchase to effect customer purchases. Make use of the understanding of generic and specific, individual, customer habits and preferences to effectively suggest and sell products and supplies. Suit your mannerisms to extend a personalized purchase experience to the customer. How to maintain brief, to-the-point, accurate and polite responses to customer queries. How to avoid being perceived to be intrusive, or step back from a situation perceived to be intrusive, by the customer. How to guide the customer with the right information and advice, when solicited. How to ensure customer comfort, and avoid customer discomfort, within store premises. How to maintain and ensure a conducive and congenial atmosphere for



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	<p>customersto navigate, browse through and purchase products and supplies. How to ensure compliance with health, safety and hygiene requirements for stock, store environment and paraphernalia How to remove products and supplies from the shelves / display or to not suggest customers products and supplies that are beyond sell-by date or have perished or rendered inedible or non- consumable. What suitable alternatives are to be offered when products or supplies customers wish to purchase are unavailable or when customers are unable to make a choice or a decision. What suitable additions or enhancements to purchase are to be suggested by avoiding being overbearing, obtrusive or irrelevant.</p>
3.	<p>To monitor and manage store performance</p> <p>The learners should be able to: Monitor retail operations against targets. Check that the quality of the products and customer service are maintained. Adapt allocation of work activities to meet changing priorities and targets. Report factors influencing effectiveness which are outside your own area of responsibility to the relevant people. Make recommendations to improve retail operations to relevant people.</p> <p>The learners should be able to apply knowledge of: Different ways of communicating effectively with members of a store team. How to set store business objectives which are SMART (Specific Measurable, Achievable, Realistic and Time-bound). How to plan the achievement of store team objectives and the importance of involving team membersin this process. The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives The importance of encouraging others to take the lead and ways in which this can be achieved. The benefits of and how to encourage and recognize creativity and innovation within a team.</p>
4.	<p>To provide leadership for your team</p> <p>The learners should be able to: Set out and positively communicate the purpose and objectives of the store business to all store team members - Involve key store team members in planning how the team will achieve store business objectives.- Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.- Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the store business’s objectives. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved Win, through your performance, the trust and support of the team for your leadership. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team encourage and recognize creativity and innovation within the team. Give team members support and advice when they need it especially if and during periods when the store business is below set goals. Motivate team members to present their own ideas and listen to what they say. Monitor activities and progress across the store team without interfering.</p> <p>The learners should be able to apply knowledge of: Different ways of communicating effectively with members of a store team. How to set store business objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). How to plan the achievement of store team objectives and the importance of involving team membersin this process. The importance of and being able to show store team members how personal work objectives contribute to achievement of team objectives. That different styles of leadership exist. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements. Types of difficulties and challengesthat may arise, including conflict, diversity and inclusion issues</p>



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	within the team, and ways of identifying and overcoming them. The importance of encouraging others to take the lead and ways in which this can be achieved. The benefits of and how to encourage and recognize creativity and innovation within a team.
5.	<p>To build and manage store team</p> <p>The learners should be able to: Clearly articulate the purpose of the store business and the team – what it has to achieve, and why a team rather than an individual approach is required. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose. Identify store team members’ expertise, knowledge, skills and attitudes and agree their particular roles within the team. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress. Help team members understand their unique contribution to the team and to the store business, the contributions expected of fellow team members and how these complement and support each other. Provide opportunities for team members to get to know each other’s strengths and weaknesses and build mutual respect and trust. Allow time for the team to develop through its stages of growth. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members. Encourage team members to share problems with each other and solve these creatively together. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team’s energy on achieving its purpose. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes</p> <p>The learners should be able to apply knowledge of: The principles of effective communication and how to apply them. How to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose. The importance of selecting store team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so. The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided. How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other. The importance of providing opportunities for team members to get to know each other’s strengths and weaknesses and build mutual respect and trust. How to encourage team members to get to know each other’s strengths and weaknesses and build mutual respect and trust. The importance of encouraging open communication between team members, and how to do so. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole. The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so. The importance of celebrating team and individual successes together and commiserating together when things go wrong. Ways of refocusing the team’s energy on achieving its purpose.</p>



6.

To allocate and check work in your team

The learners should be able to: Use information collected on the performance of team members in any formal appraisal of performance. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and update the manager.

Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion. Support team members in identifying and dealing with problems and unforeseen events. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated. Recognise and find out differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximize productivity Brief team members on the work they have been allocated and the standard or level of expected performance. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues

The learners should be able to apply knowledge of: Different ways of communicating effectively with members of a team. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources. How to identify sustainable resources and ensure their effective use when planning the work of a team. How to identify and take due account of health and safety issues in the planning, allocation and checking of work. Why it is important to allocate work across the team on a fair basis and how to do so. Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them. Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated. Effective ways of regularly and fairly checking the progress and quality of the work of team members. How to provide prompt and constructive feedback to team members. How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this. Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated. Why it is important to identify unacceptable or poor performance by



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	members of the team and how to discuss the cause(s) and agree ways of improving performance with team members. The type of problems and unforeseen events that may occur and how to support team members in dealing with them. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.
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Units/ Modules have the same weightage in the evaluation as suggested in the course outline.

Teaching –Learning Methodology	Lecture Method, Online Lectures, Group Discussion
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Evaluation Pattern		
Number	Details of Evaluation	Weightage
1.	Examination conduct by RASCI	100%

Students have to score a minimum of 50% (Fifty Percentage) to pass the course.

No.	Course Out comes: Having completed this course,
1.	Plan visual merchandising
2.	Establish and satisfy customer needs
3.	Monitor and manage store performance
4.	Provide leadership for your team
5.	Build and manage store team
6.	Allocate and check work in your team
7.	Develop individual retail service opportunities
8.	Communicate effectively with stakeholders
9.	Help maintain health and safety
10.	Work effectively in a Retail team
11.	Work effectively in an organization
12.	Manage a budget



Programme: B VOC Retail Management Semester: III

Course Code	UM03MABVR02	Title of the Course	Human Resource Management-I
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Explore the fundamentals of Human Resource Management (HRM), including its role in strategic organizational planning and the alignment of HR functions with business objectives. 2. Develop proficiency in HR planning, job design, career planning, and HR development strategies to effectively recruit, retain, and develop talent within an organization, ensuring workforce readiness and progression
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Course Content		
Unit	Description	Weightage* (%)
1.	Nature & Scope of Human Resource Management: Concept of Human Resource Management Characteristics of Human Resource Management Objectives of Human Resource Management Importance of Human Resource Management Scope of Human Resource Management Functions of Human Resource Management Evolution of the concept of Human Resource Management	25
2.	Human Resource Planning: Concept of Human Resource Planning Objectives of Human Resource Planning Need & Importance of Human Resource Planning Process of Human Resource Planning Problems in Human Resource Planning Job Design: Concept of Job Description & Job Specification Job Description v/s Job Specification Concept & methods of Job Design	25
3.	Career Planning: Career Planning and Development Meaning of Career Planning Objectives of Career Planning Process of Career Planning Advantages and Limitation of Career Planning	25
4.	Human Resource Development: Concept of Human Resource Development Difference between HRM & HRD Need and Significance of HRD Principles of HRD Employee Counselling Six Sigma	25



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Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)		
Sr.No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%
*Students will have to score a minimum 40 (forty) percent to pass the course.		

Course Outcomes: Having completed this course, the learner will be able to	
1.	To Understand the principles and practices of Human Resource Management.
2.	To develop proficiency in strategic human resource planning to align organizational objectives with workforce needs and optimize resource utilization.
3.	To Acquire expertise in job design principles and career planning strategies to optimize employee roles and facilitate long-term career growth and development within organizations.
4.	To enhance organizational performance through systematic employee development initiatives aimed at unlocking individual potential and fostering a culture of continuous improvement.

Suggested References:	
Sr.No.	References
1.	K. Aswathappa, "Human Resource Management – Text & Cases", Tata McGraw Hill, Companies, New Delhi, 7th Reprint 2008
2.	L. M. Prasad, "Organisational Behaviour", Sultan Chand and Sons, New Delhi, 4th Edition – Reprint 2008
3.	P. Subba Rao, "Personnel and Human Resource Management – Text and Cases", Himalaya Publishing House, Mumbai, 5th Edition 2010.
4.	S. S. Khanka, "Human Resource Management- Text and Cases", Sultan Chand and Sons, New Delhi, First Edition – Reprint 2008.
5.	S. V. Ganakar and C. B. Mamoria, "Personnel Management: Text and Cases," Himalaya Publishing House, Mumbai, 28th Edition 2008.
6.	Vikas Arora & Seema Arora, " Human Resource Management", Global Vision Publishing House, New Delhi, First Edition – 2011.



Programme: B VOC (Retail Management) Semester: III

Course Code	UM03MDBVR01	Title of the Course	Business Mathematics & Statistics
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. This course aims to furnish the students with the Mathematical and Statistical foundation required for business management and to know the function of Mathematics and Statistics in the Management field. 2. To provide college students with reinforcement of Mathematical and Statistical computations.
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Course Content		
Unit	Description	Weightage* (%)
1.	Function Limit and Continuity: Concept of a single variable (linear, quadratic and exponential function only) Domain, co-domain, and range of a function, Concept of real function, Application of function to cost, demand, revenue, profit function, concept of limit of a function, Rules of limit, Simple examples where $f(x)$ is in a polynomial or rational function of two polynomials. Continuity of x , where $f(x)$ is a polynomial of x , rational function of two polynomials of (x)	25%
2.	Set Theory, Determinants Set Theory: Sets, Subsets, Equality of two sets, null set, universal set, power set, complements of a set, union and intersection of sets, difference of two sets. Venn Diagram (Concept only), Laws of algebra of sets, De 'Morgan laws and Cartesian Product of two sets. Determinants: Meaning, Determinants and their basic properties of determinant (without Proof, without examples), Cramer's Method (For two equations)	25%
3.	Matrix Type of matrices: Square, null, identity, transpose of Matrices, Symmetric, skew symmetric, Singular, Non Singular, inverse, adjoint of matrix. Matrices - scalar multiplication, Addition, Subtraction, Multiplication. Solution of a system of two and three linear equations using matrix.	25%
4.	Interpolation and Extrapolation Meaning of Interpolation and Extrapolation, Assumptions, Importance and uses of interpolation and Extrapolation, Operators , E and D (without proof), methods of interpolation and extrapolation; 1. Newton's Method 2. Binomial expansion method 3. Lagrange's method, Simple examples on these methods.	25%





Teaching-Learning Methodology	Lecture, Assignment, Quiz, Seminars, Content- Focused Methods and Interactive / Participative Methods.
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%
*Students will have to score a minimum 40(forty) percent to pass the course.		

Course Outcomes: Having completed this course, the learner will be able to	
1.	Lead to the student to understand how to process and interpret information to arrive at logical conclusions to common business mathematical and statistical applications.
2.	Apply the knowledge of mathematics and statistics in solving business problems.
3.	Analyse and demonstrate mathematical and statistical skills required in intensive areas in Economics and business

Suggested References:	
Sr. No.	References
1.	Sancheti&Kapoor: Statistic: Theory, Methods and Applications, Sultan Chand & Sons, New Delhi
2.	Kapoor, V. K.: Business Mathematics, Sultan Chand and Sons, New Delhi
3.	Soni, R. S.: Business Mathematics, Pitamber Publishing House
4.	Trivedi and Trivedi: Business Mathematics, Pearson India Limited. New Delhi

On-line resources to be used if available as reference material
On-line Resources:





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 Syllabus with effect from the Academic Year 2024-2025

Programme: B VOC (Retail Management) Semester: III

Course Code	UM03MIBVR01	Title of the Course	Retail Management-III (Marketing and Visual Merchandising in retail)
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. To enable the students to learn the fundamentals of retail marketing and branding. 2. To develop the practical approach of the students relating to retail to retail marketing and branding
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Course Content		
Unit	Description	Weightage* (%)
1.	Consumer behavior: Definition, consumer behavior and shopping patterns, Consumer psychology, Application of consumer behavior in retailing	25
2.	Retail Marketing and Advertising: Marketing Strategies and store positioning, Retail Marketing mix, Brand architecture, CRM, Direct and Micro marketing, Digital Marketing and Advertising.	25
3.	Franchising in Retail: Introduction and Definition, Types of franchisee, Franchisee operations, Success factors in Franchising.	25
4.	Branding: Definition of Brand, Importance of creating a brand, Brand image, factors affecting brand image.	25

Teaching-Learning Methodology	Lecture, Recitation, Group discussion, Guest speaker, Debate, Assignments, Field trips, Seminar, Quizzes
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%

*Students will have to score a minimum 40(forty) percent to pass the course.

Course Outcomes: Having completed this course, the learner will be able to

1.	Understand the factors influence consumer decision-making and behavior.
2.	To Developing expertise in retail marketing strategies to optimize sales, enhance brand perception, and drive profitability in the retail sector.
3.	To outline the stages of consumer decision-making and its impact on retail strategies
4.	To understand the developing strategies to effectively create, position, and manage brands within the retail environment to drive consumer engagement, loyalty, and profitability.
5.	To understand and proficiency in franchising models and strategies to facilitate successful retail business expansion and management.

Suggested References:

Sr. No.	References
1.	Barry Berman and Joel R. Evans - Retail Management - A strategic Approach, Prentice Hall of India
2.	Gibson G. Vedamani - Retail Management - Functional Principles and Practices, Jaico Publishing House
3.	James R. Ogden Denise Ogden - Integrated Retail Management - Biztantra
4.	Swapna Pradhan - Retailing Management - Text and Cases, Tata McGraw Hill

On-line resources

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Programme: B VOC Retail Management Semester: III

Course Code	UM03SEBVR01	Title of the Course	Corporate Communication- I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none">• To Understand the importance of effective listening in personal and professional contexts.• To Identify the advantages of effective listening and recognize the different types of listening, such as empathetic, critical, and appreciative listening.• To Explore various theories and factors related to thinking, such as cognitive biases and heuristics.• To Develop problem-solving skills by applying critical thinking techniques, such as analysis, evaluation, and synthesis..
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Course Content		
Unit No.	Description	Weightage
1.	Developing Effective Listening Skills Introduction, Importance of Listening, Active and Passive Listening, Process of Listening, Advantages of Listening, Types of Listening, Effective and Ineffective Listening Skills, Barriers/Blocks to effective Listening, Guidelines for effective Listening, Role of Listening in Leadership Styles, Profile/Traits of a Good Listener (General questions/short notes may be asked)	50%
2.	Thinking and Reasoning Introduction- Nature and types of Thinking- Concepts- Reasoning - Theories of Factors related to Thinking- Attribution and its impact on Thinking-Problem Solving (General questions / short notes may be asked)	50%

Teaching-Learning Methodology	Learner-centred Instructional methods Direct method, quiz, assignments, interactive sessions, seminars, visual presentations, group discussions, project based learning and use of e-resources, including films
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)

Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%

*Students will have to score a minimum 40(forty) percent to pass the course.

Course Outcomes: After completion of the course, the learner

1.	<ul style="list-style-type: none">• Understands and appreciates creative English and is able to refine his/her oral and written expressions• Actively thinks about what is happening in a text while reading it, and mentally interacts and constructs meaning from the text• Uses formal channels and methods of communication, and is able to overcome the barriers to effective communication for effective operation of a business organization• Drafts effective Sales Promotion letters.
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Sr. No.	References
	<ul style="list-style-type: none">• Essentials of Business Communication – Rajendra Pal and JS Korlahalli (Sultan Chand & Sons)• Principles and Practice of Business Communication – Rhoda A Doctor & Aspi H Doctor (AR Sheth & Company, Mumbai)• Business Communication – US Rai & SM Rai (Himalaya Publishing House, Mumbai)• Developing Communication Skills – Krishna Mohan & Meera Benerji (Macmillan)• Effective Business Communication – Asha Kaul (Prentice Hall – Economy Edition)• Business Communication – Asha Kaul (Prentice Hall of India Pvt Ltd, New Delhi)• Effective Business Communication – M V Rodrigues (Concept Publishing House)





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| | <ul style="list-style-type: none">• Writing with a purpose – Champa Tickoo and Jaya Sasikumar (Oxford University Press, Mumbai)• Business Communication and Report Writing – R P Sharma and Krishna Mohan (Tata McGraw Hill 2002)• Communication Skills – Sanjay Kumar & Pushp Lata (OUP)• Business Communication second edition –Meenakshi Raman and Prakash Signh (Oxford University Press New Delhi)• Business Communication Making Connection in a Digital World –Raymond V Lesikar, Marie E Flatley, Kathryn Rentz and Neerja Pande Eleventh Edition (Tata McGraw –Hill New Delhi)• Developing Communication Skills – Krishna Mohan and Meera Banerji, second edition (Macmillan Publishers India Ltd Mumbai)• Joshi Gangadhar (2016), Campus to Corporate, Sage Publication India Pvt Ltd, New Delhi.• Wadkar Alka ((2016), Life Skills for Success, Sage Publication India Pvt Ltd, New Delhi. |
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On-line resources to be used as and when required.





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.11))
Syllabus with effect from the Academic Year 2024-25

Programme: B VOC (Retail Management) Semester: III

Course Code	UM03SEBVR02	Title of the Course	Environmental Impact & Risk Management-I
Total Credits of the course	02	Hours per Week	2

Course Objectives	To perform duty as consultant to different developmental projects undertaken by agencies and analyzes environmental implications.
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Unit	Description in detail	Weightage (%)
1	Introduction Defining environmental risk in different perspectives. Principles and procedures Nature and purpose of environmental impact assessment (EIA). Characteristics of big project. Current issues in EIA. Worldwide spread of EIA. EIA regulations in India. Risk Assessment v/s Environmental Impact Assessment. Life cycles Assessment. Strategic Environmental Assessment.	25%
2	Process and Methods of EIA: Stages, Scoping, Alternatives, Impact Identification, Establishing the Environmental base line. Impact prediction, evaluation and mitigation. Criteria and standards for assessing significant Impact. Cost- Benefit Analysis and valuation of Environmental Impacts. Public Participation, presentation and review. EIA monitoring and auditing.	25%

Teaching-Learning Methodology	Learner-centred Instructional methods Direct method, quiz, assignments, interactive sessions, seminars, visual presentations, group discussions, project based learning and use of e-resources, including films
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Syllabus with effect from the Academic Year 2024-25

Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)

Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	
3.	University Examination	50%

*Students will have to score a minimum 40 (forty) percent to pass the course.

Course Outcomes: After completion of the course, the learner

1.	<ul style="list-style-type: none">• Understand the current issues of Environment• Think about the problem solution related to Environment• EIA monitoring and auditing
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Sr. No.	References
	<ul style="list-style-type: none">• Glasson J., Therivel R., Chadwick. A., 1994, Introduction to environmental impact assessment- Principles and procedures, process, Practice and prospects. Research Press, Delhi.• Morris. P. & Therivel. R., 2001, Methods of environmental impact assessment, 2nd Ed. Spon Press, New York, With a chapter on GIS and EIA by A.R. Bachiller & G. Wood, p. 381-401.• Petts Judith, 1999, Handbook of environmental impact assessment. Vol. 1, Blackwell Science• Hand book of Env Risk Assessment and Management Edited: By Peter Callow• Environmental Risks and Hazards: By Cutter and Susan



Programme: B VOC Retail Management Semester: III

Course Code	UM03SEBVR03	Title of the Course	Office Management- I
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none">• To Understand the importance of office management in professional contexts.• To identify the advantages of effective office management in professional life for success.• To understand the role of manager in office.
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Course Content		
Unit No.	Description	Weightage
1.	Introduction: Meaning, functions and importance of office management; office management and organization. Principles of office management and organization. Principal departments of modern office. Centralization vs. decentralization of office services.	50%
2.	Office Manager: Qualifications and qualities of office manager. The status of office manager in total organization. The authorities and responsibilities of an office manger.	50%

Teaching-Learning Methodology	Learner-centred Instructional methods Direct method, quiz, assignments, interactive sessions, seminars, visual presentations, group discussions, project based learning and use of e-resources, including films
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Evaluation Pattern As per Sardar Patel University Letter :(E-3/2384) (06/01/2024)		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal	50%
2.	Internal Continuous Evaluation in the form of Quizzes, Seminars, Assignments and Attendance	





3.	University Examination	50%
*Students will have to score a minimum 40(forty) percent to pass the course.		

Course Outcomes: After completion of the course, the learner

1.	<ul style="list-style-type: none">• Understand the importance office management• Learn about the role of manager in office• Explore them through practical learning of office management
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Sr. No.	References
	<ul style="list-style-type: none">• Choat, Dennis E. "Office Management." Clinics in Colon and Rectal Surgery 18, no. 04 (November 2005): 247–48.• Curtis, Myra. "American Office Management." Public Administration 10, no. 2 (April 3, 2007): 179–95.• Collins, Sharon K. "Office Management of Insurance." Perspectives on Fluency and Fluency Disorders 13, no. 1 (September 2003): 19–20.

On-line resources to be used as and when required.





Programme: B VOC (Retail Management) Semester: III

Course Code	UM03VABVR01	Title of the Course	On the Job Training Project
Total Credits of the Course	02	Hours per Week	02

Course Objectives	Students learn through internship in their respective field with practical training provide by different organization.
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Unit	Course Description	Weightage (%)
1.	<ul style="list-style-type: none">The students have to undergone for internship/ on the job training under any Concerned Organization in the areas of QP/NOSA presentation as well as report has to prepared and presented for the viva-voce and submit it to the concerned faculty.	100%

Units have the same weightage in the evaluation as suggested in the course outline.

Teaching –Learning Methodology	Field visit, internship base project work, Presentation
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Evaluation Pattern		
Number	Details of Evaluation	Weightage
1.	External examination through project submission and viva voce by University / College.	100%

Students have to score a minimum of40% (Forty Percentage) to pass the course.

No.	Course Out comes: Having completed this course,
1.	Students will get Practical knowledge
2.	Students will Learn so many things through Field work experience.
3.	Students will develop their Presentation Skills.
4.	Students will enrich their talent and get overall development.