

Department of Retail Management

S.Y. B.Voc Semester-III



Anekant Education Society's

TULJARAM CHATURCHAND COLLEGE

OF ARTS, SCIENCE & COMMERCE, BARAMATI (PUNE)

(Empowered Autonomous)

Three/Four Year Honours/ Honours with Research B.Voc Degree

Program in Retail Management

CBCS Syllabus

SY B.Voc (Retail Management)

For Department of Retail Management

Choice Based Credit System Syllabus (2025 Pattern)

(As Per NEP-2020)

To be implemented from Academic Year 2026-27

Title of the Programme: SY B.Voc. (Retail Management)

from June, 2026)

Preamble

AES's, Tuljaram Chaturchand College of Arts, Science and Commerce (Autonomous) has made the decision to change the syllabi of across various faculties from June, 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. As per the recommendation of steering committee meeting held on 22nd and 23rd April 2025 they have suggested separate guideline for vocational programme. This syllabus is according to the same guideline. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcome approach for the development of the students. By establishing a nationally accepted and internationally comparable credit structure and courses framework, the NEP 2020 aims to promote educational excellence, facilitate seamless academic mobility, and enhance the global competitiveness of Indian students. It fosters a system, where educational achievements can be recognized and valued not only within the country but also in the international arena, expanding opportunities and opening doors for students to pursue their aspirations on a global scale.

In response to the rapid advancements in B.Voc the evolving approaches in various domains of Retail Management- related subjects, the Board of Studies in B. Voc at Tuljaram Chaturchand College, Baramati-Pune, has developed the curriculum for the First Semester of FY B.Voc (Retail Management), which goes beyond traditional academic Boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that student received an education that prepare them for the challenges and opportunities of the 21st Century. This syllabus has been designed under the framework of the National Education Policy (NEP) 2020, LOCF (UGC), NCrf, NHEQF, Prof. R.D. Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May, 2023, and the circular issued by SPPU, Pune on 31st May,2023.

A degree in Retail Management Subject equips students with the knowledge and skills necessary for adverse range of fulfilling career path, career in Retail Management in considered one of the most high-paying job and is full of opportunities; particularly when India's prowess in Retail Sector is recognized across the globe. This is the jobs roles in Retail Management like Retail Manager, Store Manager, Retail Buyer, and Merchandiser Analyst, Supply chain distributor, Marketing Executive, Warehouse Manager, Brand Manager, Customer Care Executive, Image Promoter, Merchandise Manager, Department Manager. Companies who hired Retail Management Professionals- Retail Industries, Reliance Group, ICT Retail, Adidtya Birla Group, TATA group, Lifestlyes, International Spencers and more.....

Overall, revising the B.Voc Retail Management Syllabus in accordance with the NEP 2020 ensure that student receive an educations that is relevant, comprehensive, and prepare them to navigate the dynamic and interconnected world of today. It equips them with knowledge, skills, and competencies, needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

Programme Specific Outcomes (PSOs) for

B.Voc Retail Management

PSO1 : Comprehensive understanding of the various aspects of retail operations.

PSO2 : Marketing strategies & concepts specific to retail industry.

PSO3 : Incorporate Internship & Industry Partnership to provide students with hands-on Experience & exposure to real retail environment.

PSO4 : Gain knowledge & skills to analyze financial statement.

PSO5 : Identify importance of delivering exceptional customer experiences.

PSO6 : Develop managerial abilities necessary for managing & motivating team in retail environment.

PSO7 : Emphasize the importance of ethical & sustainable practices in retail industry.

from June, 2026)

Programme Outcomes for Vocational (B.Voc.) Degree Programme in accordance with National Education Policy-2020 [2025 pattern] with effect from Academic Year 2026-27

PO1	Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.
PO2	Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.
PO3	Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.
PO4	Industry Relevance and entrepreneurial abilities: The students will adopt knowledge and skills that are relevant to the current needs and required practices of the industry or sector, they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their own businesses in their chosen field.
PO5	Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.
PO6	Environmental Awareness: The students should be able to ability to apply the knowledge, skills, attitudes and values required to take appropriate action for justifying the effect of environmental degradation, climate change, pollution control, effective waste management etc.
PO7	Research and Innovations: Depending on the programme, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.
PO8	Global Perspective: In an increasingly interconnected world, programmes may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.
PO9	Multidisciplinary studies: Students will adopt the multidisciplinary studies in an academic approach that integrate knowledge and methodology from various discipline to provide a comprehensive understanding of related job/business opportunities.
PO10	Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the wellbeing of society.

from June, 2026)

**Anekant Education Society's
TuljaramChaturchand College of Arts, Science &
Commerce,Baramati
(Autonomous)**

**Board of Studies (BOS) in Department of
Retail Management**

From 2025-26 to 2027-28

Sr.No.	Name	Designation
1.	Mr. Mahesh Phule	Chairman
2.	Mrs. Arpita Wagh	Member
3.	Mrs. Dhanshri Jadhav	Member
4.	Dr. Neha Nalawade	Vice-Chancellor Nominee
5.	Dr. Sudearshan Pawar	Expert from other University
6.	Dr. Nandkumar Kadam	Expert from other University
7.	Mr. Atul Salagare	Industry Expert
8.	Mr. Siddharth Shaha	Alumni
9.	Mr. Parth Nale	Student Representative

SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B.Voc. Retail Management Pattern 2025 (w. e.

from June, 2026)

Name of UG and PG courses related to Specialization

Important Note: For specialized subjects wherever designing of practical course is not adequate then included, theory course of 2 credits in place of practical course.

Credit Framework for B. Voc. Undergraduate (UG) Program

Level / Difficulty	Sem	Subject-1	Subject-2	Subject-3	GE/OE	SEC	IKS	AEC	VEC	CC	Total			
4.5 / 100	I	2 (T) + 2 (P)	2(T)+2(P)	2(T)+2 (P)	2 (T)	2 (T/P)	2 (T) (Generic)	2 (T)	2	--	22			
	II	2 (T) + 2 (P)	2(T)+2(P)	2(T)+2 (P)	2 (P)	2 (T/P)	--	2 (T)	2	2	22			
Exit option: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor Continue option: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and another as minor and third subject will be dropped.														
Level / Difficulty	Sem	Credits Related to Major				Minor	GE/OE	SEC	IKS	AEC	VEC	CC	Total	
		Major Core	Major Electiv	VSC	FP / OJT/ CEP									
5.0 / 200	III	4 (T) + 2 (P)	--	2 (P)	2 (OJT)	2(T)+2(P)	--	2 (T)	--	2 (T) (Major Subject Specific)	--	2	22	
	IV	4 (T) + 2 (P)	--	2 (P)	2 (OJT)	2(T)+2(P)	--	2 (P)	2 (T/P)	--	2 (T)	--	2	22
Exit option: Award of UG Diploma in Major and Minor with 88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor														
5.5 / 300	V	8(T) + 4(P)	2 (T) + 2 (P)	2 (P)	2 (OJT)	2(T)	--	--	--	--	--	--	22	
	VI	8(T) + 4(P)	2 (T) + 2 (P)	2 (P)	4 (OJT)	--	--	--	--	--	--	--	22	
Total 3 Years		44	8	8	10	18	8	8	6	4	8	4	6	132
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor														
6.0 / 400	VII	6 (T) + 4 (P)	2 (T) + 2 (T/P)	--	4 (OJT)	4(RM)(T)	--	--	--	--	--	--	22	
	VIII	6 (T) + 4 (P)	2 (T) + 2 (T/P)	--	8 (OJT)	0	0	0	0	0	0	0	22	
Total 4 Years		64	16	8	22	22	8	8	6	4	8	4	6	176
Four Year UG Honours with Research Degree in Major and Minor with 176 credits OR														
6.0 / 400	VII	10(T) + 4(P)	2 (T) + 2 (T/P)	0	0	4 (RM) (T)	0	0	0	0	0	0	22	
	VIII	10(T) + 4(P)	2 (T) + 2 (T/P)	0	4 (OJT)	0	0	0	0	0	0	0	22	
Total 4 Years		72	16	8	14	22	8	8	6	4	8	4	6	176
Four Year UG Honours Degree in Major and Minor with 176 credits														

- In elective course 2T+2P are related to each other. In this case students have to choose more than 1 option i.e. in elective part, at least 2 courses each consisting of 1 theory and 1 practical courses in combination.

**Credit Structure of Semester III and IV
Syllabus as per NEP 2020 for S.Y.B.Voc. RTM (2025 Pattern)**

Sem.	Course Type	Course Code	Course Name	Theory / Practical	Credits
III	Major (Mandatory)	RTM-201-MRM	Fundamental of AI(T)	Theory	02
		RTM-202-MRM	AI in Human Resource Management -I (T)	Theory	02
		RTM- 203-MRM	AI Practical	Practical	02
	Vocational Skill Course (VSC)	RTM-204-VSC	Store Layout & Design-I (P)	Practical	02
	Field Project (FP)	RTM-205- FP	Field Project	Practical	02
	Minor	RTM-206-MN	Fundamental of Cost Accounting (T)	Theory	02
		RTM-207-MN	Cost Accounting-Practical Application (P)	Practical	02
	Open Elective (OE)	RTM-208-OE	Fundamental of Accounting-I (T)	Theory	02
	Subject Specific Indian Knowledge System (IKS)	RTM-209-IKS	Evolution of Retail (T)	Theory	02
	Ability Enhancement Course (AEC)	MAR-210-AEC HIN-210-AEC	□□□□□ □□□□□□ □□□□□□-□ □□□□□ □□□□: □□□□ □□□□□□	Theory (Any One)	02
Co-curricular Course (CC)	YOG/PES/CUL/ NSS/NCC-211- CC	To be continued from the Semester - II		02	
Total Credits Semester-III					22
IV	Major (Mandatory)	RTM-251-MRM	AI Tools-Concept & frame work (T)	Theory	02
		RTM-252-MRM	AI in Human Resource Management -II (T)	Theory	02
		RTM- 253-MRM	AI Tools & Implementation Technique (P)	Practical	02
	Vocational Skill Course (VSC)	RTM-254-VSC	Store Layout & Design-II(P)	Practical	02
	Community Engagement Project (CEP)	RTM-255- CEP	Community Engagement Project	Practical	02
	Minor	RTM-256-MN	Basics of Excel (T)	Theory	02
		RTM-257-MN	AI in Excel (P)	Practical	02
	Open Elective (OE)	RTM-258-OE	Fundamentals of Accounting-II (P)	Practical	02
	Skill Enhancement Course (SEC)	RTM-259-SEC	Principles of Business Communication & Etiquette (T)	Practical	02
	Ability Enhancement Course (AEC)	MAR-260-AEC HIN-260-AEC	□□□□□ □□□□□□ □□□□□□-□ □□□□□ □□□□: □□□□□□□□ □□□□□□	Theory (Any One)	02
Co-curricular Course (CC)	YOG/PES/CUL/ NSS/NCC-261- CC	To be continued from the Semester - III		02	
Total Credits Semester IV					22
Cumulative Credits Semester III and IV					44

from June, 2026)

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y.B.Voc Retail Management
Semester	: III
Course Type	: Major Mandatory (T)
Course Name	: Fundamental of Artificial Intelligence (T)
Course Code	: RTM-201-MRM
No. of Lectures	: 30 (30 Hours)
No. of Credits	: 02

A) Course Objectives:

- 1) To introduce the fundamental concepts and historical evolution of Artificial Intelligence.
- 2) To explain the role and structure of intelligent agents and AI-based systems.
- 3) To develop an understanding of problem-solving and search techniques in AI.
- 4) To provide foundational knowledge of Machine Learning concepts and learning paradigms.
- 5) To explore major AI technologies such as Natural Language Processing and Computer Vision.
- 6) To analyze real-world applications of AI across various industries.
- 7) To create awareness about ethical, legal, and societal issues related to AI systems.

B) Course Outcome:

- CO1** - Explain the basic principles, terminology, and evolution of Artificial Intelligence.
CO2- Describe the working of intelligent agents and fundamental AI techniques.
CO3- Apply basic problem-solving approaches used in AI systems.
CO4- Differentiate between various Machine Learning methods and learning types.
CO5- Identify practical applications of AI technologies in business and society.
CO6- Evaluate the impact of AI on industry, employment, and decision-making.
CO7- Discuss ethical considerations and responsible use of Artificial Intelligence.

Contents/ Topics:

Units	Title & Content	No. of Lectures
Unit- I	1. Introduction to Artificial Intelligence 1.1 Definition and Scope of AI 1.2 History and Evolution of AI 1.3 Types of AI (Narrow AI, General AI, Super AI) 1.4 AI vs Machine Learning vs Deep Learning 1.5 AI in Everyday Life 1.6 AI Applications in Business, Education, Healthcare	08
Unit-II	2. Ethical, Legal and Social Issues in AI: 2.1 AI Ethics (Do's and Don't) 2.2 Bias in AI Systems 2.3 Data Privacy and Security 2.4 AI and Employment 2.5 Responsible AI 2.6 AI Regulations (Overview)	12

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Unit-III	5. Intelligent Agents and Problem Solving 3.1 Concept of Intelligent Agents 3.2 Types of Agents (Simple Reflex, Model-based, Goal-based, Utility-based) 3.3 Problem Solving in AI 3.4 Search Techniques: 3.5 Uninformed Search (BFS, DFS) 3.6 Informed Search (Heuristics, A*) 3.7 Introduction to Knowledge Representation	10

Reference Books:

1. Artificial Intelligence: A Modern Approach – Stuart J. Russell & Peter Norvig
2. Introduction to Artificial Intelligence – Wolfgang Ertel (Springer)
3. Artificial Intelligence and Machine Learning – Pradeep Singh, Tapan K. Gandhi & Balasubramanian Raman
4. Artificial Intelligence: Making a System Intelligent – Dr. Nilakshi Jain

Mapping of this course with Programme Outcomes

Course Outcome	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	1	-	-	-	-	-	1	-	-
CO2	3	2	-	-	-	-	-	-	-	-
CO3	2	2	-	3	-	-	2	-	-	-
CO4	3	1	-	2	-	-	1	-	-	-
CO5	1	3	1	2	-	2	3	3	3	2
CO6	-	-	3	1	3	2	1	2	2	2
CO7	-	-	2	-	2	-	-	1	1	3

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.

CO2 – Understanding intelligent agents and core AI techniques (search strategies, knowledge representation, reasoning, etc.) builds foundational technical knowledge required to design and implement AI systems. This directly enhances students’ ability to perform technical tasks in AI-related roles.

CO3 – Application of AI problem-solving methods (such as state-space search, heuristics, optimization techniques) develops practical technical skills. This outcome directly aligns with PO1 as it enables students to implement AI solutions effectively in real-world scenarios.

CO4 – Understanding and differentiating supervised, unsupervised, and reinforcement learning methods strengthens technical decision-making skills. This competency enables students to

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select appropriate algorithms for specific industry problems, directly supporting technical competence.

CO5 –Recognizing real-world AI applications bridges theoretical knowledge with industrial implementation. This strengthens vocational readiness and ensures students can apply technical AI knowledge effectively in professional environments.

PO2 Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.

CO1 –Foundational knowledge of AI allows students to frame problems correctly and understand the tools available for solving them, which supports problem-solving skills.

CO2 – Understanding how intelligent agents function and how AI techniques (such as search algorithms, reasoning, and knowledge representation) operate helps students analyze problem environments and design structured AI-based solutions. This strengthens analytical and problem-identification skills.

CO3 –This outcome directly targets the application of AI problem-solving methods. Students learn to formulate problems, choose appropriate strategies, and implement solutions—clearly aligning with PO2’s focus on solving vocational and real-world problems.

CO4 -Selecting the appropriate learning method (supervised, unsupervised, reinforcement learning) for a given problem requires analytical thinking and comparative evaluation. This enhances decision-making and solution design skills in AI-based problem contexts.

CO5 -Recognizing AI applications in real-world settings helps students relate theoretical problem-solving techniques to practical industry challenges, strengthening their ability to solve vocational problems effectively.

PO3: Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.

CO5 –Understanding real-world AI applications enhances industry awareness and adaptability. It prepares students to align their technical knowledge with workplace requirements, improving job readiness and professional competence.

CO6 –Evaluating AI’s impact on employment and organizational decision-making develops critical thinking and professional awareness. This helps students understand workplace dynamics, industry trends, and evolving job roles—key components of employability.

CO7 –Ethical awareness and responsible AI use are essential professional attributes. This outcome strengthens professionalism, accountability, and workplace ethics, which are highly valued by employers.

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PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

CO3 -Entrepreneurial and industry success requires the ability to design and implement solutions for real-world problems. Applying AI problem-solving techniques enables students to develop practical AI products and services, directly supporting industry relevance and startup potential.

CO4 –Selecting appropriate machine learning methods for specific business problems is a critical industry skill. This competency helps students build efficient AI models suited to market needs, enhancing both employability and entrepreneurial capability.

CO5 –Understanding AI applications across industries helps students recognize market opportunities and innovation areas. This directly supports entrepreneurial thinking and ensures alignment with current industry demands.

CO6 –Evaluating AI’s influence on business operations and strategic decision-making fosters industry awareness and strategic thinking—key traits for entrepreneurs and professionals entering competitive markets.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

CO6 -Evaluating AI’s impact on employment, decision-making, and society develops awareness of its broader social consequences. This outcome encourages responsible analysis of how AI systems influence individuals, organizations, and communities—directly aligning with ethical and social responsibility.

CO7 –This outcome directly addresses ethical principles, fairness, transparency, accountability, bias, and responsible AI deployment. It ensures students can apply ethical standards in professional AI practices, which is the core focus of PO5.

PO6 Environmental Awareness: The students should be able to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management, etc.

CO5 -Many AI applications directly impact environmental management, such as smart energy systems, pollution monitoring, and waste management solutions. Understanding these applications helps students see how AI can contribute to sustainable practices, linking technical knowledge to environmental awareness.

CO6 –Evaluating AI’s impact includes assessing how industries adopt sustainable technologies, reduce carbon footprint, and optimize resources. This outcome fosters awareness of

from June, 2026) environmental consequences of AI-driven industrial practices, enabling students to consider sustainability in decision-making.

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO3 –Applying problem-solving techniques is foundational for research and innovation. It equips students to identify research gaps, experiment with AI methods, and develop novel solutions to technical problems.

CO4 -Understanding and comparing ML methods enables students to innovate by selecting or adapting algorithms for new applications. This analytical and evaluative skill is crucial for research and experimentation in AI.

CO5 –Awareness of real-world AI applications inspires innovative ideas for new solutions, products, or services. This practical insight supports research that addresses current industry or societal needs.

CO6 – Assessing AI’s broader impacts helps students identify areas where research and innovation can create value or solve emerging challenges, linking technical development with societal relevance.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

CO1 –Understanding AI’s evolution helps students see how the technology has developed across different countries and industries worldwide. This provides context for global AI trends, international adoption patterns, and the worldwide impact of AI, which aligns with the global perspective in PO8.

CO5 –Understanding how AI is applied in diverse industries and societies helps students appreciate global technological trends. This CO exposes students to international use cases, cross-border business applications, and global market relevance.

CO6 –Evaluating AI’s impact on industries and employment globally develops awareness of international economic, technological, and societal trends. Students learn to contextualize AI solutions in a global framework, supporting cross-cultural and international perspectives.

CO7 –Ethical standards and responsible AI use vary across countries and cultures. Discussing these issues gives students insight into global ethical norms, regulatory environments, and international best practices, which are critical for global employability and understanding worldwide AI governance.

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PO9: Multidisciplinary Studies: Students will adopt the multidisciplinary studies in an academic approach that integrate knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO5 –This CO encourages students to connect AI with domains like healthcare, finance, marketing, and social services. It demonstrates how AI integrates with multiple disciplines to address real-world problems, fostering multidisciplinary thinking.

CO6 –Analyzing AI’s influence on industries and workforce requires integrating knowledge from economics, management, and social sciences with AI technical expertise. This develops students’ ability to consider multiple disciplinary perspectives in problem-solving.

CO7 –Ethics in AI intersects with law, sociology, psychology, and public policy. Addressing these considerations fosters a multidisciplinary approach, preparing students to make informed, responsible decisions across varied contexts.

PO10: Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.

CO5 –Understanding AI applications in social, healthcare, and community services allows students to contribute to projects that benefit society. This CO supports community engagement by connecting technical knowledge to real-world societal needs.

CO6 –Assessing AI’s societal and industrial impact helps students understand how technology affects communities. This insight enables them to participate in initiatives that mitigate negative impacts or enhance community welfare through AI-driven solutions.

CO7 –Ethical use of AI is critical when engaging with communities. Understanding responsible AI practices ensures students can implement solutions that protect societal interests, respect rights, and foster trust, which is essential for meaningful community engagement.

from June, 2026)

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y B. Voc Retail Management
Semester	: III
Course Type	: Major (Mandatory) (Theory)
Course Name	: AI in Human Resources Management-I (T)
Course Code	: RTM-202-MRM
No. of Lectures	: 30 (30 Hours)
No. of Credits	: 02

A) Course Objectives:

1. To provide foundational knowledge of Human Resource Management and its evolution in the era of Artificial Intelligence.
2. To examine the role and impact of AI technologies in modern HR practices and organizational performance.
3. To understand the application of AI tools in core HR functions such as recruitment, training, performance management, and employee engagement.
4. To analyze how AI supports strategic HR decision-making and organizational planning.
5. To explore the changing roles and competencies required for HR professionals in the AI-driven workplace.
6. To evaluate ethical, legal, and social implications related to the use of AI in HRM.
7. To assess future trends, challenges, and opportunities of AI adoption in Human Resource Management.

B) Course Outcome:

- CO1.** Student will be able to explain the fundamentals of Human Resource Management and describe the evolution of HRM in the AI era.
- CO2.** Student will be able to identify and interpret various AI technologies such as Machine Learning, NLP, chatbots, and analytics used in HR functions.
- CO3.** Student will be able to apply AI-based tools and techniques in talent acquisition, onboarding, training, and performance management.
- CO4.** Student will be able to analyze the use of AI in employee engagement, retention strategies, and experience management.
- CO5.** Student will be able to evaluate the role of AI in strategic HR decision-making and human–AI collaboration in organizations.
- CO6.** Student will be able to assess ethical issues, data privacy concerns, bias, and fairness in AI-based HR systems.
- CO7.** Student will be able to examine future trends, challenges, and opportunities of AI implementation in HRM and propose strategic solutions.

SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B.Voc. Retail Management Pattern 2025 (w. e.**from June, 2026)****Contents/ Topics:**

Units	Title & Content	No. of Lectures
Unit– I	1. Foundations of HRM in the AI Era 1.1 Introduction to Human Resource Management 1.2 Evolution of HRM and the Impact of Artificial Intelligence 1.3 Role of AI in Modern Organizations 1.4 AI Technologies in HR (Machine Learning, NLP, Chatbots, Analytics) 1.5 Changing Roles of HR Professionals in the AI Age	10
Unit–II	2. AI Applications in Core HR Functions 2.1 AI in Talent Acquisition and Recruitment ○ Resume Screening and Candidate Matching ○ AI-based Interviewing Tools 2.2 AI in Employee Onboarding and Training 2.3 Personalized Learning Systems 2.4 Learning Management Systems (LMS) 2.5 Performance Management using AI	10
Unit-III	3. Strategic HRM and Future Trends in AI 3.1 Decision-Making and Strategic HR using AI 3.2 Managing Human-AI Collaboration at Work 3.3 AI in Compensation and Benefits Management 3.4 Data Privacy, Bias, and Fairness in AI Systems 3.5 Future of Work: AI, Automation, and HR Strategy 3.6 Challenges and Opportunities of AI Adoption in HRM	10

ReferenceBooks:

1. *Augmenting Human Resource Management with Artificial Intelligence: Towards an Inclusive, Sustainable, and Responsible Future* — Aizhan Tursunbayeva
2. *AI and Innovation in HRM: The Future of Strategic HR in the Service Economy* — Pushan Kumar Dutta & others
3. *Human Resource Management and Artificial Intelligence: Automating and Optimizing Processes* — Edited by Vidhi Agrawal
4. *Artificial Intelligence Techniques in Human Resource Management* — Edited by Soumi Ghosh, Soumi Majumder, Santosh Kumar Das

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Mapping of this course with Programme Outcomes

Course Outcomes	Programme Outcomes (Pos)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	-	-	-	-	-	3	-	-
CO2	3	-	-	2	-	-	2	1	1	-
CO3	3	2	-	1	-	-	-	-	3	-
CO4	2	2	-	-	-	-	3	-	2	2
CO5	1	3	2	3	1	-	-	-	3	-
CO6	-	-	-	-	3	-	-	-	-	3
CO7	-	1	3	2	2	3	1	2	-	1

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence emphasizes that students should acquire specialized skills and knowledge to perform tasks effectively in their chosen field.

- CO2.This outcome builds specialized technical knowledge of AI tools and digital HR technologies essential for professional competence in AI-enabled HR systems.
- CO3: Applying AI tools in core HR processes demonstrates practical technical skills required to effectively perform modern HR tasks.
- CO4: Analyzing AI-driven HR analytics platforms strengthens technical proficiency in managing workforce data and digital HR systems.
- CO5: Evaluating AI-supported decision-making systems enhances advanced technical competence in integrating AI technologies into HR strategy and operations.

PO2: Problem-Solving Skills focuses on students’ ability to identify, analyze, and solve problems in their vocational field using both theoretical and practical knowledge.

- CO3: Applying AI tools to HR processes develops students’ ability to solve operational and workflow challenges in real-world HR scenarios.
- CO4: Analyzing AI-driven engagement and retention systems strengthens problem-solving skills by enabling students to identify issues and optimize HR interventions.
- CO5: Evaluating AI in strategic decision-making equips students to address complex organizational problems and design effective solutions.
- CO7: Proposing AI-based strategies for future HR challenges demonstrates students’ capability to anticipate issues and develop innovative solutions.

PO3: Employability Skills emphasizes communication, teamwork, leadership, adaptability, and professionalism necessary for workplace success.

- CO5: This CO strengthens employability skills by promoting effective collaboration with AI systems and human teams, requiring communication, teamwork, and professional judgment.
- CO7 :Proposing solutions for emerging HR challenges develops adaptability, leadership, and professional problem-solving skills essential for workplace success.

from June, 2026)

PO4: Industry Relevance and Entrepreneurial Abilities focuses on equipping students with current industry-relevant knowledge and skills, including the ability to identify business opportunities and manage ventures effectively.

•CO2: Understanding and interpreting AI technologies ensures students are aligned with industry practices and emerging HR tools.

•CO3: Applying AI tools in HR operations prepares students to perform industry-relevant tasks and manage technology-driven HR processes effectively.

•CO5: Evaluating AI in strategic decision-making equips students to understand industry trends, contribute to innovation, and create business value.

•CO7 :Analyzing future trends and proposing solutions develops entrepreneurial thinking and the ability to identify opportunities in HR technology and management

PO5: Ethical and Social Responsibility emphasizes students' awareness of ethical considerations and social responsibilities in their vocational field and the ability to apply ethical principles in professional practices.

•CO5: While primarily strategic, this CO also involves considering ethical implications of AI-assisted decisions. Understanding how AI impacts employees and ensuring decisions respect human dignity and fairness fosters social responsibility.

•CO6: This CO directly addresses ethical and social responsibility in the context of AI-enabled HR. Students learn to identify ethical dilemmas, ensure fairness, protect employee data, and recognize bias in AI systems. By evaluating these issues, students develop the ability to make morally responsible decisions in professional HR practices. This mapping is strong because ethical understanding is central to PO5.

• CO7: This CO encourages students to anticipate not just operational or technical challenges but also ethical and societal concerns arising from AI in HR. By proposing solutions that balance efficiency with fairness and compliance, students demonstrate the integration of ethical principles in forward-looking HR strategies.

PO6: Environmental Awareness focuses on students' ability to understand and take action regarding environmental issues such as degradation, pollution control, waste management, and sustainability.

CO7: This CO encourages students to consider the broader implications of AI implementation in organizations, including sustainable practices, resource optimization, and eco-friendly technology adoption. While the syllabus primarily focuses on HR and AI, implementing AI tools strategically can reduce paper usage, energy consumption, and inefficiencies in HR processes. By proposing solutions that consider long-term organizational sustainability, students are indirectly applying environmental awareness in decision-making

PO7: Research and Innovations focuses on enabling students to develop research and innovation skills that allow them to contribute to advancements and improvements within their vocational field.

CO2: Understanding and interpreting advanced AI technologies equips students to explore innovative HR solutions, research emerging tools, and adapt them creatively in organizational contexts.

CO4: Analyzing AI applications in HR allows students to investigate patterns, evaluate outcomes, and propose research-based improvements to employee engagement and retention practices.

from June, 2026)

CO7: By studying future trends and designing AI-enabled HR solutions, students cultivate innovation skills and contribute to advancing HR practices through research-informed strategies.

PO8: Global Perspective focuses on students understanding global trends, international markets, and perspectives relevant to their field.

CO1: Understanding the evolution of HRM, including global HR practices and AI adoption trends, helps students gain a global perspective on how HR strategies differ across countries and industries.

CO2: Familiarity with AI technologies used worldwide in HR enables students to compare global HR systems, adopt best practices, and remain competitive in international workplaces.

CO7: Exploring future trends in AI for HR allows students to understand global shifts in workforce management, digital HR innovations, and multinational organizational strategies.

PO9: Multidisciplinary Studies emphasizes integrating knowledge and methodologies from various disciplines to gain a comprehensive understanding of job/business opportunities.

CO2: This CO integrates knowledge from IT, data analytics, and AI with HR practices, reflecting a multidisciplinary approach necessary for modern HR solutions.

CO3: Applying AI tools requires combining HR management principles with technology, analytics, and organizational behavior, demonstrating multidisciplinary competence.

CO4: Analyzing employee engagement through AI involves integrating psychology, data science, and HR strategy, promoting a holistic understanding of workforce management.

CO5: Strategic HR decision-making incorporates AI technology, business strategy, and human factors, reflecting a multidisciplinary perspective necessary for modern organizational leadership.

PO10: Community Engagement emphasizes students' ability to participate in activities that promote the wellbeing of society.

CO4: By analyzing AI-driven strategies to improve employee wellbeing and engagement, students develop insights into enhancing workplace satisfaction, which contributes indirectly to societal wellbeing through healthier work environments.

CO6: Addressing fairness, ethical concerns, and bias in HR practices ensures that organizational policies are socially responsible and protect the interests of employees, reflecting community-oriented ethical engagement.

CO7: Proposing AI-based solutions that balance organizational goals with employee welfare demonstrates a commitment to socially responsible innovation, promoting the broader wellbeing of the community within workplaces.

SYLLABUS (CBCS as per NEP 2020) FOR F. Y. B.Voc. Retail Management Pattern 2025 (w. e.**from June, 2026)**

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y.B.Voc Retail Management
Semester	: III
Course Type	: Major Mandatory (P)
Course Name	: Artificial Intelligence Practical
Course Code	: RTM-203-MRM
No. of Practical's	: 60 (60 Hours)
No. of Credits	: 02

A) Course Objectives:

1. To provide hands-on experience with AI tools and platforms.
2. To implement basic Machine Learning models.
3. To analyze datasets and apply AI techniques.
4. To develop simple AI-based solutions for real-world problems.
5. To understand practical challenges in AI model development.
6. To explore AI applications in business and society.
7. To promote responsible and ethical use of AI technologies.

B) Course Outcome:

CO1 - Use AI tools and platforms effectively for solving problems.

CO2- Prepare and preprocess data for AI applications.

CO3- Build basic Machine Learning models using suitable tools.

CO4- Interpret outputs and evaluate model performance.

CO5- Design simple AI-based solutions for practical scenarios.

CO6- Demonstrate applications of AI in various domains.

CO7- Apply ethical considerations while developing AI systems.

Contents/ Topics:

Units	Title & Content	No. of Lectures
Unit- I	1. Introduction to AI Tools 1.1 Overview of AI platforms (ChatGPT, Google Gemini, etc.) 1.2 Using AI for content generation and data analysis 1.3 Introduction to AI in MS Excel / Google Sheets 1.4 Prompt Engineering basics 1.5 Mini Exercise: AI-assisted task automation 1.6 Posters and Flyers	20

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Unit–II	<p>2. Generative AI Tools</p> <p>2.1 text generation tools (e.g., Chat-based AI platforms)</p> <p>2.2 Image generation tools</p> <p>2.3 AI for content creation (blogs, reports, presentations)</p> <p>2.4 Prompt Engineering fundamentals</p> <p>2.5 Writing effective prompts</p> <p>Practical Activities:</p> <p>2.6 Generate business report using AI</p> <p>2.7 Create marketing content using AI</p> <p>2.8 Generate AI-based images</p>	20
Unit–III	<p>3.AI Tools for Communication & Automation</p> <p>3.1 AI chatbots</p> <p>3.2 AI email drafting tools</p> <p>3.3 AI presentation tools</p> <p>3.4 AI-powered scheduling and workflow automation</p> <p>Practical Activities:</p> <p>3.5 Draft professional email using AI</p> <p>3.6 Create AI-assisted presentation</p> <p>3.7 Design simple chatbot using no-code platform</p>	20

Reference Books

1. *Prompt Engineering for Generative AI* — James Phoenix & Mike Taylor
2. *AI Engineering: Building Applications with Foundation Models* — Chip Huyen
3. *Generative Deep Learning: Teaching Machines to Paint, Write, Compose, and Play* — David Foster.
4. *The Complete Creative AI Bootcamp 2026* — Learnkart Technology / Packt

Mapping of this course with Programme Outcomes

Course Outcome	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	-	1	-	-	-	-	1	-
CO2	1	2	-	2	-	-	1	-	1	-
CO3	2	2	-	3	-	-	2	-	-	-
CO4	3	1	-	-	-	-	1	-	-	-
CO5	1	3	-	2	-	3	2	2	3	1
CO6	2	-	1	1	3	2	3	2	2	2
CO7	3	-	2	3	2	-	-	3	1	2

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.

CO1 –Directly develops hands-on technical skills in AI tools and platforms, which is central to technical competence in the vocational field.

CO2 –Data preparation is a fundamental technical skill in AI workflows. Mastering this enables students to work effectively on real-world problems.

CO3 –Building ML models is a core technical task. Proficiency in this ensures students can perform key industry-relevant tasks efficiently.

CO4 –Technical competence includes not just building models but analyzing results and evaluating their effectiveness, which is essential for industry applications.

CO5 –Designing solutions demonstrates applied technical skill, showing students can translate theoretical knowledge into practical systems.

CO6 –Applying AI across domains develops transferable technical expertise, broadening the student’s skill set for industry needs.

CO7 –While ethics is often seen as soft skill, in AI system development, responsible and safe technical implementation is part of professional technical competence.

PO2: Problem-Solving Skills focuses on students’ ability to identify, analyze, and solve problems in their vocational field using both theoretical and practical knowledge

CO1 –Directly supports problem-solving by enabling students to apply AI tools to analyze and address real-world challenges.

CO2 –Proper data preparation is a crucial step in solving AI problems. Students learn to handle raw data effectively to find solutions.

CO3 –Developing ML models is an essential problem-solving activity, translating theoretical knowledge into practical solutions.

CO4 –Analyzing results and assessing model performance allows students to refine solutions and make informed decisions, which is core to problem-solving.

CO5 –Designing AI solutions demonstrates the ability to identify problems, analyze options, and implement solutions effectively.

PO3: Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.

CO6 –Demonstrating AI applications often requires presenting results, explaining solutions, and collaborating with peers or stakeholders. This builds communication, adaptability, and professionalism—key employability skills.

CO7 –Ethical and responsible AI development requires professional judgment, integrity, and accountability, all of which are essential employability traits. It also fosters teamwork and responsible decision-making in a workplace setting.

PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector

they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

CO1–Proficiency in AI tools aligns directly with industry needs, enabling students to address real-world problems efficiently—a core requirement for industry readiness.

CO3: The ability to develop ML models is a highly relevant skill in many industries and startups, supporting both employability and entrepreneurial applications.

CO5–Designing practical AI solutions mirrors industry project workflows and encourages entrepreneurial thinking by solving real-world business problems.

CO6 –Understanding AI applications across domains helps students align with industry trends and identify opportunities for innovation or business ventures.

CO7 –Industry and entrepreneurial contexts increasingly require responsible AI practices; ethical awareness ensures professional and socially responsible solutions.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

CO6 –Understanding AI applications across domains allows students to identify potential social impacts and ethical implications, fostering awareness of social responsibility in technology use.

CO7- This CO directly aligns with PO5, as it trains students to recognize ethical dilemmas in AI, make responsible decisions, and implement AI systems that respect societal norms and professional ethics.

PO6 Environmental Awareness: The students should be able to ability to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management etc.

CO5 –Students can design AI solutions specifically for environmental challenges, such as pollution monitoring, energy optimization, or waste management, directly applying their knowledge to sustainability problems.

CO6 - By exploring AI applications across domains, students can understand and implement AI-based interventions for environmental management, climate modeling, and resource optimization, aligning with environmental awareness.

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO2 –Effective research in AI requires handling and preparing data accurately. This CO equips students with a critical research skill necessary for experimentation, analysis, and deriving meaningful insights.

CO3 –: Developing ML models allows students to innovate by experimenting with algorithms, testing hypotheses, and creating new AI solutions, directly supporting research and innovation.

CO4 –: Evaluating results and drawing conclusions is essential for research. This CO ensures

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students can critically assess models, refine approaches, and contribute innovative improvements.

CO5 –: Designing new AI solutions demonstrates creativity and innovation, allowing students to apply research insights to solve real-world problems.

CO6 –: Exposure to AI applications across domains encourages innovative thinking and the ability to identify research opportunities in diverse fields.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

CO5 –Designing AI solutions that are relevant in diverse contexts requires awareness of global challenges, industry standards, and cross-cultural implications.

CO6 –Exploring AI applications across different industries and regions exposes students to global trends and best practices. This builds awareness of international markets and cross-border technological adoption.

CO7 –Ethical norms, regulations, and AI governance vary internationally. Understanding and applying responsible AI practices fosters a global perspective in professional decision-making.

PO9: Multidisciplinary studies: Students will adopt the multidisciplinary studies in an academic approach that integrates knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO5 –Designing solutions often requires integrating knowledge from multiple areas—technical, business, and domain-specific—which strengthens multidisciplinary problem-solving and understanding of cross-field opportunities.

CO6 –Applying AI across multiple domains exposes students to different disciplines such as healthcare, finance, agriculture, and logistics. This fosters a multidisciplinary understanding by showing how AI integrates with diverse fields.

CO7 –Ethical application of AI requires understanding social, legal, and cultural aspects from multiple disciplines. Incorporating ethics ensures students can approach AI problems in a holistic, multidisciplinary manner.

PO10: Community Engagement emphasizes students' ability to participate in activities that promote the wellbeing of society.

CO5 –Designing AI solutions for societal problems—such as healthcare, education, disaster management, or public services—directly supports community engagement by addressing real-world social needs.

CO6 –Understanding AI applications in diverse sectors allows students to identify opportunities for contributing to societal wellbeing, such as smart city solutions, environmental monitoring, or public health analytics.

CO7 – Engaging with the community responsibly requires ethically sound solutions. This CO ensures students consider the social impact and fairness of AI applications in community-oriented projects.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y.B.Voc Retail Management
Semester	III
Course Type	: Vocational Skill Course (VSC) (P)
Course Name	: Store Layout and Design-I (Practical)
Course Code	: RTM-204-VSC
No. of Lectures	: 60 (60 Hours)
No. of Credits	: 02

A) Course Objectives:

1. To introduce the fundamental concepts, objectives, and importance of store layout and retail design.
2. To develop understanding of different types of store layouts such as Grid, Free-Flow, and Loop (Racetrack) layouts.
3. To examine the role of store atmospherics, visual merchandising, and technology in enhancing retail performance.
4. To explore the application of Artificial Intelligence in analyzing customer behavior and in-store analytics.
5. To understand AI-driven tools such as heat maps, computer vision, and smart shelf space allocation systems.
6. To analyze the strategic use of AI in store layout optimization, inventory placement, and personalized customer experiences.
7. To evaluate ethical issues, data privacy concerns, and future trends in AI-based retail design systems.

B) Course Outcome:

CO1. Student will be able to explain the fundamentals, objectives, and importance of store layout and retail design in modern retail environments.

CO2. Student will be able to differentiate between various store layout types such as Grid, Free-Flow, and Loop layouts and select appropriate layouts for different retail formats.

CO3. Student will be able to analyze the impact of store atmospherics and visual merchandising on customer behavior and sales performance.

CO4. Student will be able to apply AI-based tools such as heat maps, computer vision, and movement tracking to evaluate in-store customer behavior.

CO5. Student will be able to assess the role of AI in shelf space allocation, product placement, and smart store layout optimization.

CO6. Student will be able to evaluate predictive analytics, virtual store simulation, and AI-driven personalization strategies in retail design.

CO7. Student will be able to examine ethical, privacy, and security challenges in AI-based retail systems and propose responsible solutions for future smart retail stores.

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Contents/ Topics:

Units	Title & Content	No. of Lectures
Unit– I	1. Fundamentals of Store Layout and Retail Design 1.1 Introduction to Store Layout and Design 1.2 Objectives and Importance of Store Layout in Retail 1.3 Types of Store Layouts (1) Grid Layout (2) Free-Flow Layout (3) Loop (Racetrack) Layout 1.4 Store Atmospherics and Visual Merchandising 1.5 Role of Technology in Modern Retail Design	20
Unit–II	2. Application of AI in Store Layout and Design 2.1 AI-Based Customer Behavior Analysis 2.2 Heat Maps and Movement Tracking using AI 2.3 Computer Vision for In-Store Analytics 2.4 AI in Shelf Space Allocation and Product Placement 2.5 Smart Store Layout Optimization 2.6 AI-Driven Visual Merchandising and Digital Displays 2.7 Use of AI and IoT in Smart Stores	20
Unit–III	3. Strategic Store Design and Future Trends Using AI 3.1 AI for Personalized In-Store Customer Experience 3.2 Predictive Analytics for Store Layout Planning 3.3 AI in Inventory Placement and Space Management 3.4 Virtual Store Design and Simulation using AI 3.5 Ethical Issues, Data Privacy, and Security in AI-Based Retail Systems 3.6 Future Trends: Smart Retail Stores and AI-Driven Design	20

Recommended Books & References

1. Retailing Management – Michael Levy & Barton Weitz
2. Visual Merchandising: Windows and In-Store Displays for Retail" – Tony Morgan
3. Artificial Intelligence in Retail: Practical Applications for AI in Customer Experience, Supply Chain, and Merchandising" – Tapan S. Pathak
4. Retail Analytics: The Secret Weapon" – Emmett Cox

Mapping of this course with Programme Outcomes

Course Outcomes	Programme Outcomes (Pos)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	-	-	-	-	1	2	-	-
CO2	-	1	-	1	-	-	-	3	-	-
CO3	-	1	-	2	-	-	2	1	2	-
CO4	1	3	-	3	-	-	3	1	1	-
CO5	3	2	2	2	-	3	2	2	3	-
CO6	2	2	3	1	-	2	2	2	2	-
CO7	-	-	3	-	3	3	1	3	2	3

Weight: 1-Partially related

2 – Moderately Related

3 – Strongly related

Justification for the mapping

PO1: Technical Competence emphasizes that students should acquire specialized skills and knowledge to perform tasks effectively in their chosen field.

CO4: This outcome directly develops hands-on technical skills in using advanced AI technologies for retail analytics. It reflects practical competence in applying specialized digital tools, which strongly aligns with technical proficiency required in modern retail environments.

CO5: This CO builds advanced technical knowledge in AI-driven retail optimization systems. Evaluating AI applications in layout and merchandising demonstrates specialized professional capability in technology-enabled retail management.

CO6: This outcome strengthens technical competence by engaging students with predictive modeling, simulation tools, and AI-based personalization technologies. It reflects higher-level technical expertise in data-driven retail decision-making

PO2: Problem-Solving Skills focuses on students' ability to identify, analyze, and solve problems in their vocational field using both theoretical and practical knowledge.

CO2: This outcome requires students to evaluate different layout models and choose the most suitable one for specific retail contexts. The act of selecting appropriate layouts demonstrates practical problem-solving in retail planning and operational design.

CO3: This CO develops analytical skills to identify factors affecting sales and customer engagement. By diagnosing how environmental elements influence performance, students learn to solve merchandising and layout-related challenges.

CO4: Applying AI tools to monitor customer movement enables students to identify bottlenecks, inefficiencies, and behavioral patterns. Using data-driven insights to improve store performance directly reflects strong problem-solving ability.

CO5: This outcome involves evaluating and improving retail space utilization and product positioning. It reflects the ability to address operational challenges using AI-based optimization strategies.

CO6: Evaluating predictive and simulation models enables students to anticipate issues, test solutions, and improve retail outcomes. This forward-looking analytical approach strongly supports problem-solving competence.

PO3: Employability Skills emphasizes communication, teamwork, leadership, adaptability, and professionalism necessary for workplace success.

CO5: Assessing AI-driven retail strategies requires collaboration between merchandising teams, data analysts, and store managers. It develops professional judgment, adaptability to technology-driven environments, and decision-making skills essential for employability in modern retail settings.

CO6: Working with predictive analytics and simulation tools requires adaptability to emerging technologies and the ability to communicate insights effectively within teams. This enhances workplace readiness and professional competence in data-driven retail management.

CO7 : Addressing ethical and privacy challenges promotes professional responsibility, ethical leadership, and sound decision-making. Proposing responsible solutions reflects leadership qualities and professionalism, which are key components of employability skills.

PO4: Industry Relevance and Entrepreneurial Abilities focuses on equipping students with current industry-relevant knowledge and skills, including the ability to identify business opportunities and manage ventures effectively.

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CO2: Selecting suitable store layouts for different retail formats reflects practical industry knowledge. This outcome prepares students to make strategic layout decisions that directly impact store performance and business success, aligning strongly with industry relevance.

CO3: Understanding how design and merchandising influence sales equips students with applied industry skills necessary for retail profitability. It supports entrepreneurial thinking by linking layout strategies with revenue generation.

CO4: Applying AI technologies in retail analytics reflects current industry practices. Mastery of such tools enhances students' readiness for technology-driven retail environments and innovative business operations.

CO5: This outcome directly supports business optimization and operational efficiency. Evaluating AI-driven retail strategies fosters the ability to enhance profitability and identify competitive advantages in retail ventures.

CO6: Predictive analytics and simulation tools are highly industry-relevant technologies. Their evaluation enables students to anticipate market trends, improve customer experience, and innovate retail strategies—key entrepreneurial competencies.

PO5: Ethical and Social Responsibility emphasizes students' awareness of ethical considerations and social responsibilities in their vocational field and the ability to apply ethical principles in professional practices.

CO7: This outcome directly addresses ethical concerns such as customer privacy, data protection, surveillance issues, and security risks in AI-enabled retail systems. It requires students not only to identify ethical and social challenges but also to propose responsible and sustainable solutions.

By focusing on fairness, transparency, and responsible AI implementation, CO7 strongly aligns with the core objective of PO5, which centers on ethical awareness and socially responsible professional conduct.

PO6: Environmental Awareness focuses on students' ability to understand and take action regarding environmental issues such as degradation, pollution control, waste management, and sustainability.

CO5: AI-based optimization of shelf space and layout improves efficient use of physical space, reduces excess inventory, and minimizes material waste. Smart layout planning can reduce energy consumption (lighting, cooling) and promote sustainable retail operations. Hence, CO5 relates to environmental awareness through resource efficiency and sustainable space management.

CO6: Predictive analytics helps retailers reduce overstocking, minimize waste, and optimize supply chain operations. Virtual store simulation reduces the need for physical prototypes and material usage, thereby supporting environmentally sustainable retail planning. This outcome promotes data-driven sustainability practices.

CO7: While primarily ethical in nature, proposing responsible solutions for future smart retail stores can include sustainable and eco-friendly retail technologies. Responsible AI implementation may involve energy-efficient systems and sustainable digital infrastructure, linking indirectly to environmental responsibility.

PO7: Research and Innovations focuses on enabling students to develop research and innovation skills that allow them to contribute to advancements and improvements within their vocational field.

CO1 primarily focuses on conceptual understanding of retail layouts and design principles. While it provides the foundational knowledge necessary for research and innovation, it does not directly involve research activities, data analysis, or innovative application of new technologies.

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CO3: This outcome develops research-oriented thinking by encouraging students to study relationships between environmental factors and consumer behavior. Analyzing sales impact requires data interpretation and evidence-based conclusions, which are core research competencies.

CO4: Using AI tools for behavioral evaluation promotes innovation in retail analytics. It enables students to explore advanced technological methods and generate data-driven insights, supporting research-based retail improvements.

CO5: Assessing AI-driven optimization strategies encourages analytical investigation of emerging technologies. This outcome supports innovative thinking in improving retail efficiency and store performance.

CO6: Predictive analytics and simulation tools are research-intensive technologies. Evaluating these systems develops experimentation skills, model testing, and innovation in retail planning and personalization strategies.

CO7: Proposing solutions for future smart retail stores demonstrates innovative and forward-thinking capability. It encourages students to contribute new ideas and responsible advancements in AI-driven retail systems.

PO8: Global Perspective focuses on students understanding global trends, international markets, and perspectives relevant to their field.

CO1: Understanding core retail concepts globally allows students to compare practices in different countries, giving them an international perspective on how layouts and design influence customer experience in diverse markets.

CO2: Familiarity with multiple store layouts enables students to adopt international best practices and design strategies suitable for different cultural or regional markets, linking directly to global perspective awareness.

CO3: Analyzing customer behavior and merchandising strategies equips students to understand global consumer trends, cultural differences in shopping behavior, and how these influence international retail performance.

CO4: Applying AI tools is increasingly standard in global retail operations. Knowledge of such tools allows students to adopt and implement international technological practices, enhancing their global competitiveness.

CO5: Smart retail technologies are widely adopted in international markets. Understanding their role allows students to benchmark and align local retail strategies with global standards.

CO6: Predictive analytics and personalization are key components of global retail innovation. This knowledge enables students to interpret and implement international trends in customer engagement and operational efficiency.

CO7: Awareness of global ethical standards, data privacy regulations, and security requirements equips students to navigate international compliance frameworks and responsibly operate in multinational retail environments.

PO9: Multidisciplinary Studies emphasizes integrating knowledge and methodologies from various disciplines to gain a comprehensive understanding of job/business opportunities.

CO3: This CO integrates psychology (customer behavior), marketing (visual merchandising), and business analytics (sales performance). Students must combine these disciplines to draw meaningful conclusions, making it strongly related to multidisciplinary studies.

CO4: Combines technology (AI), data analytics, and retail management. Applying AI tools to interpret customer behavior requires understanding multiple disciplines simultaneously, demonstrating strong multidisciplinary application.

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CO5: This CO merges logistics, merchandising, AI technology, and retail strategy. Students are required to integrate these domains to optimize store layouts effectively, making it strongly multidisciplinary.

CO6: integrates data science, AI, and retail operations to make predictive and personalized decisions. The combination of advanced analytics and practical retail management reflects strong multidisciplinary competence.

CO7: integrates ethics, law/compliance, technology, and retail strategy. Addressing ethical and privacy issues in AI-driven retail systems requires knowledge from multiple domains, making it strongly multidisciplinary.

PO10: Community Engagement emphasizes students' ability to participate in activities that promote the wellbeing of society.

CO7: integrates ethics, social responsibility, legal compliance, and technology to ensure AI-enabled retail systems respect customer rights and societal wellbeing. Students develop the ability to propose responsible solutions, demonstrating engagement with community and socially impactful practices.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y.B.Voc Retail Management
Semester	: III
Course Type	: Minor (Theory)
Course Name	: Fundamental of Cost Accounting(T)
Course Code	: RTM-206-MN
No. of Lectures	: 30 (30 Hours)
No. of Credits	: 2

A) Course Objectives:

1. To introduce students to the fundamental concepts, scope, and significance of Cost Accounting in business decision-making.
2. To develop understanding of cost, costing, cost accounting, and cost accountancy along with their objectives and evolution.
3. To familiarize learners with the advantages, limitations, and differences between Financial Accounting and Cost Accounting.
4. To enable students to understand cost units, cost centres, and their practical relevance in organizations.
5. To provide knowledge of elements of cost such as material, labour, and expenses and their impact on total cost.
6. To build analytical skills in classifying and dividing costs using various methods of cost classification.
7. To develop conceptual and practical understanding of managerial costing techniques such as Marginal Costing and Budgetary Control for planning and control purposes.

B) Course Outcomes:

CO1: Student will explain the basic concepts, objectives, and importance of Cost Accounting in modern organizations.

CO2: Student will differentiate between Financial Accounting and Cost Accounting and identify their respective roles.

CO3: Student will identify and apply the concepts of Cost Unit and Cost Centre in practical business situations.

CO4: Student will classify and analyze different elements of cost such as Material, Labour, and Expenses.

CO5: Student will apply various methods of cost classification and division of costs for managerial decision-making.

CO6: Student will interpret and compute Marginal Costing concepts including Fixed Cost, Variable Cost, Contribution, P/V Ratio, Break-Even Point, and Margin of Safety.

CO7: Student will describe the process, objectives, advantages, and limitations of Budgetary Control and evaluate its role in planning and control.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w. e. from June, 2026)

Content/Topics:

Sr. No.	Title & Content	No. of Lectures
Unit-I	1. Introduction of Cost Accounting: 1.1 Concept of cost, Costing, Cost Accounting & Cost Accountancy. 1.2 Origin and objectives of cost Accounting. 1.3 Advantages and Limitations of Cost Accounting. 1.4 Difference between Financial and Cost Accounting. 1.5 Cost Unit & Cost Centre.	10
Unit-II	2. Elements of Cost: 2.1 Elements of Cost: Material, Labor and Expenses. 2.2 Classification of cost & Need of Cost Classification. 2.3 Methods of Cost Classification. 2.4 Division of Costs.	10
Unit-III	3. Managerial Costing: 3.1 Marginal Costing: Meaning, Features, Advantages and Limitations. 3.2 Marginal costing Concepts: Fixed Cost, Variable Cost, Contribution, PV Ratio, Break Even Point, Margin of Safety.	04
Unit-IV	4. BUDGET AND BUDGETARY CONTROL: 4.1 Definition and Meaning of Budget and Budgetary Control. 4.2 Objectives of Budgetary Control. 4.3 Procedure of Budgetary Control. 4.4 Advantages and Limitations of Budgetary Control.	06

Reference Books:

1. Advanced cost Accounting by Saxena and Vasistha.
2. Advanced cost Accounting by S. P. Jain and Narang.
3. Cost Accounting by S. N. Maheshwari
4. Cost Accounting by Ratnam.
5. Cost Accounting – Bhatta HSM, Himalaya Publication
6. Cost Accounting – Prabhu Dev, Himalaya Publication

Mapping of this course with Programme Outcomes

Course Outcome	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-
CO3	3	3	-	2	-	-	-	-	-	-
CO4	2	-	-	2	-	-	2	-	-	-
CO5	3	3	3	1	3	-	3	2	3	2
CO6	1	-	-	3	-	-	2	2	-	-
CO7	-	2	2	3	2	3	3	2	2	3

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.

CO3: This CO requires students to identify and apply Cost Unit and Cost Centre in practical business situations. It directly builds hands-on technical costing skills used in real industry work.

CO4: This CO trains students to classify and analyze elements of cost such as material, labour, and expenses. These activities are core technical accounting tasks, showing strong technical competence.

CO5: This CO focuses on applying various cost classification methods for managerial decision-making. It emphasizes practical use of costing techniques, which strongly supports vocational technical ability.

CO6: This CO develops computational skills through marginal costing calculations like Break-Even Point, Contribution, and P/V Ratio. It reflects high numerical and technical proficiency required in professional accounting roles.

PO2 Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.

CO3: This CO enables students to identify and apply Cost Unit and Cost Centre in practical business situations. It directly supports problem-solving by requiring students to analyze real costing situations and choose appropriate cost structures.

CO5: This CO involves applying cost classification methods for managerial decision-making. It strongly aligns with problem solving because students use both theory and practical costing tools to resolve business and pricing decisions.

CO7: This CO requires students to evaluate budgetary control and its role in planning and control. Evaluation and control processes directly enhance structured problem identification and solution planning in vocational contexts.

PO3 Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.

CO5: This CO involves applying cost classification methods for managerial decision-making. It enhances employability by developing decision-making ability, professional judgment, and workplace responsibility, which are important for leadership and teamwork roles.

CO7: This CO focuses on evaluating budgetary control and its role in planning and control. It supports employability skills such as professionalism, coordination, and adaptability, as budgeting and planning are often team-based organizational activities.

PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

CO3: This CO enables students to identify and apply Cost Unit and Cost Centre in practical business situations. It is directly relevant to industry practices and helps future entrepreneurs structure and control business costs effectively.

CO4: This CO focuses on classifying and analyzing elements of cost such as material, labour, and expenses. These skills are essential in real industries and are crucial for entrepreneurs to monitor expenses and maintain profitability.

CO5: This CO involves applying various cost classification methods for managerial decision-making. It strongly supports entrepreneurial ability because business owners must use costing data to set prices, control costs, and make strategic decisions.

CO6: This CO develops the ability to interpret and compute marginal costing tools like Break-Even Point and Contribution. These techniques are highly relevant for both industry employment and starting or managing a business, as they guide profit planning and financial sustainability.

CO7: This CO emphasizes evaluating budgetary control for planning and control. Budgeting is a key industrial and entrepreneurial practice that helps in resource allocation, financial discipline, and long-term business management.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

CO5: This CO focuses on applying cost classification methods for managerial decision-making. Ethical responsibility is strongly connected because correct and transparent cost allocation supports fair pricing, honest reporting, and responsible financial decisions in organizations.

CO7: This CO emphasizes evaluating budgetary control for planning and control. Budgeting promotes financial discipline, accountability, and responsible use of resources, which are key aspects of professional ethics and social responsibility in the workplace.

PO6 Environmental Awareness: The students should be able to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management etc.

CO7: This CO focuses on describing and evaluating budgetary control for planning and control. Budgeting skills can be applied to environmental cost planning, waste-management budgeting, and allocation of resources for pollution control and sustainability initiatives in organizations.

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO4: This CO involves classifying and analyzing different elements of cost such as material, labour, and expenses. Analytical skills developed here support research ability, as students learn to examine data patterns and identify areas for improvement and innovation in cost control.

CO5: This CO focuses on applying various cost classification methods for managerial decision-making. It encourages students to explore alternative costing approaches and develop innovative solutions for business and financial efficiency.

CO6: This CO requires interpreting and computing marginal costing concepts like Break-Even Point and Contribution. These quantitative and evaluative skills are essential for conducting

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w. e. from June, 2026)

financial analysis, testing new strategies, and supporting data-driven innovations in organizations.

CO7: This CO emphasizes evaluating budgetary control systems for planning and control. Evaluation and improvement of budgeting practices naturally connect with research thinking and innovation for better organizational performance.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

CO5: This CO focuses on applying cost classification methods for managerial decision-making. Costing decisions such as pricing, cost control, and profitability analysis are essential in both domestic and international markets, helping students understand business operations in a global context.

CO6: This CO involves interpreting and computing marginal costing tools like Break-Even Point and Contribution. These universal financial techniques are widely used across countries and industries, enabling students to analyze global market competitiveness and financial viability.

CO7: This CO emphasizes evaluating budgetary control for planning and control. Budgeting and financial planning are common global business practices, supporting understanding of international business environments and organizational sustainability.

PO9: Multidisciplinary studies: Students will adopt the multidisciplinary studies in an academic approach that integrates knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO5: This CO involves applying cost classification methods for managerial decision-making. It connects accounting knowledge with management, finance, and business strategy, thereby reflecting a multidisciplinary approach in solving organizational problems.

CO7: This CO focuses on evaluating budgetary control for planning and control. Budgeting integrates concepts from accounting, economics, management, and operations, making it strongly aligned with multidisciplinary learning and comprehensive business understanding.

PO10: Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.

CO5: This CO focuses on applying cost classification and decision-making methods. These skills can be used in community projects, NGOs, and social enterprises for transparent budgeting, fair pricing, and responsible financial planning that benefits society.

CO7: This CO emphasizes evaluating budgetary control and planning processes. Budgeting and financial control are essential in community organizations and public welfare activities, helping ensure effective use of funds and accountability for social well-being.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Name of the Programme	: B.Voc Retail Management
Program Code	: UVRTM
Class	: S.Y.B.Voc Retail Management
Semester	: III
Course Type	: Minor (Practical)
Course Name	: Cost Accounting-Practical Application (P)
Course Code	: RTM-207-MN
No. of Lectures	: 60 (60 Hours)
No. of Credits	: 2

A) Course Objectives:

1. To develop an understanding of the concept, meaning, and purpose of a Cost Sheet in cost accounting.
2. To familiarize students with the standard format (Performa) of preparing a Cost Sheet.
3. To enable learners to prepare Cost Sheets through practical illustrations.
4. To provide knowledge about budgeting concepts and the role of budgets in financial planning and control.
5. To introduce different types of budgets with special focus on Cash Budget and Flexible Budget.
6. To develop practical skills in preparing Cash Budgets and Flexible Budgets using numerical illustrations.
7. To build conceptual and computational understanding of Marginal Costing and its preparation through practical problems.

B) Course Outcomes:

- CO1:** Student will explain the meaning, definition, and objectives of a Cost Sheet.
- CO2:** Student will understand and use the standard format of a Cost Sheet.
- CO3:** Student will prepare Cost Sheets independently using given data and illustrations.
- CO4:** Student will describe the concept and importance of budgeting in business organizations.
- CO5:** Student will differentiate between Cash Budget and Flexible Budget.
- CO6:** Student will prepare Cash Budgets and Flexible Budgets with the help of numerical problems.
- CO7:** Student will apply the principles of Marginal Costing and solve practical illustrations related to marginal costing.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Content/Topics:

Sr. No.	Title & Content	No. of Lectures
Unit- I	1. Preparation of Cost Sheet: 1.1 Meaning, Definition and Purposes of Cost Sheet. 1.2 Performa of Cost Sheet. 1.3 Illustration of cost sheet.	25
Unit-II	2. Preparation of Budget: 2.1 Types of Budget- Cash Budget & Flexible Budget 2.2 Illustrations on Cash Budget and Flexible Budget	25
Unit- III	3. Preparation of Marginal Costing: 3.1 Illustration of Marginal Costing.	10

Reference Books:

1. Advanced cost Accounting by Saxena and Vasistha.
2. Advanced cost Accounting by S. P. Jain and Narang.
3. Cost Accounting by S. N. Maheshwari
4. Cost Accounting by Ratnam.
5. Cost Accounting – Bhatta HSM, Himalaya Publication
6. Cost Accounting – Prabhu Dev , Himalaya Publication

Mapping of this course with Programme Outcomes

Course Outcome	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	2	3	1	3	2	-	-	-	-	3
CO4	-	-	-	-	-	3	-	-	3	-
CO5	-	-	-	-	-	-	-	-	-	-
CO6	3	2	2	2	3	3	3	3	2	3
CO7	1	3	3	2	1	-	3	3	3	3

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.

CO2: This CO enables students to understand and use the standard format of a Cost Sheet. Using standard formats is a practical technical skill required in accounting jobs and supports efficient workplace performance.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w. e. from June, 2026)

CO3: This CO focuses on preparing Cost Sheets independently using given data and illustrations. It directly develops hands-on technical ability and reflects real industry accounting tasks.

CO6: This CO involves preparing Cash Budgets and Flexible Budgets through numerical problems. Budget preparation is a core technical and computational skill used in professional financial roles.

CO7: This CO requires applying marginal costing principles and solving practical illustrations. It builds strong numerical, analytical, and applied technical competence essential in the accounting profession.

PO2 Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.

CO3: This CO requires students to prepare Cost Sheets independently using given data and illustrations. It develops the ability to analyze financial information and solve practical costing problems encountered in real business situations.

CO6: This CO focuses on preparing Cash Budgets and Flexible Budgets through numerical problems. Budget preparation involves identifying financial issues, estimating resources, and making corrective decisions, which strongly reflects problem-solving ability.

CO7: This CO involves applying marginal costing principles and solving practical illustrations. It directly enhances analytical and decision-making skills needed to interpret data and resolve profitability and cost-related business problems.

PO3 Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.

CO3: This CO enables students to prepare Cost Sheets independently using given data. It builds workplace readiness, responsibility, accuracy, and professionalism which are essential employability qualities in accounting and finance jobs.

CO6: This CO focuses on preparing Cash Budgets and Flexible Budgets through numerical problems. Budget preparation supports teamwork, coordination, and adaptability in organizational financial planning activities.

CO7: This CO involves applying marginal costing principles to practical illustrations. It strengthens decision-making confidence, analytical thinking, and professional competence that enhance overall employability in the workplace.

PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

CO3: This CO focuses on preparing Cost Sheets independently using given data. Cost sheet preparation is a direct industry practice and is highly useful for entrepreneurs to determine product cost, pricing, and profitability.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

CO6: This CO involves preparing Cash Budgets and Flexible Budgets through numerical problems. Budgeting skills are essential for both industrial financial management and for starting or managing a business effectively.

CO7: This CO requires applying marginal costing principles to practical illustrations. Marginal costing techniques such as break-even analysis and contribution are widely used in industries and are crucial tools for entrepreneurial decision-making and profit planning.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

CO3: This CO enables students to prepare Cost Sheets independently using given data. Accurate cost sheet preparation promotes transparency, honesty, and accountability in financial reporting, which are key ethical practices in professional work.

CO6: This CO focuses on preparing Cash Budgets and Flexible Budgets through numerical problems. Budgeting encourages responsible use of funds, financial discipline, and fairness in allocation of resources, supporting social and professional ethics.

CO7: This CO involves applying marginal costing principles to practical illustrations. Ethical pricing, fair profit planning, and responsible cost control are closely linked with marginal costing decisions in real business environments.

PO6 Environmental Awareness: The students should be able to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management etc.

CO4: This CO focuses on describing the concept and importance of budgeting in business organizations. Budgeting knowledge can be extended to environmental budgeting, waste-management planning, and allocation of funds for sustainability and pollution-control activities.

CO6: This CO involves preparing Cash Budgets and Flexible Budgets through numerical problems. These budgeting skills can support planning and monitoring of environmental expenses, resource conservation initiatives, and responsible financial support for eco-friendly practices.

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO6: This CO focuses on preparing Cash Budgets and Flexible Budgets through numerical problems. It develops analytical and evaluative skills that support financial research, comparison of alternatives, and improvement of budgeting techniques.

CO7: This CO involves applying marginal costing principles and solving practical illustrations. Marginal costing encourages data analysis, experimentation with different pricing or cost strategies, and innovative financial decision-making in business situations.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

CO6: This CO involves preparing Cash Budgets and Flexible Budgets through numerical problems. Budgeting skills are universally applied across international businesses and help students understand financial planning practices followed in global markets.

CO7: This CO focuses on applying marginal costing principles to practical illustrations. Marginal costing tools such as contribution and break-even analysis are globally accepted techniques, enabling students to evaluate competitiveness and profitability in international business environments.

PO9: Multidisciplinary studies: Students will adopt the multidisciplinary studies in an academic approach that integrates knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO4: This CO focuses on describing the concept and importance of budgeting in business organizations. Budgeting naturally integrates accounting, management, economics, and finance, reflecting a multidisciplinary understanding of business operations.

CO6: This CO involves preparing Cash Budgets and Flexible Budgets through numerical problems. It combines mathematical skills, financial knowledge, and managerial planning, thereby supporting a multidisciplinary academic approach.

CO7: This CO emphasizes applying marginal costing principles to practical illustrations. Marginal costing links accounting with economics, statistics, and decision-making disciplines, providing a broad and integrated view of business opportunities.

PO10: Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.

CO3: This CO enables students to prepare Cost Sheets independently using given data. These skills can be applied in community organizations, self-help groups, and NGOs for transparent costing, financial planning, and supporting small social enterprises.

CO6: This CO focuses on preparing Cash Budgets and Flexible Budgets through numerical problems. Budget preparation is highly useful in community projects and welfare programs to ensure proper fund utilization and financial accountability.

CO7: This CO involves applying marginal costing principles to practical situations. Such decision-making skills help community initiatives and small local businesses in pricing, cost control, and sustaining socially beneficial activities.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Name of the Programme	: B. Voc. Retail Management
Program Code	: UVRTM
Class	: S.Y.B. Voc. Retail Management
Semester	: III
Course Type	: Open Elective (Theory)
Course Name	: Fundamental of Accounting-I (T)
Course Code	: RTM-208-OE
No. of Lectures	: 30 (30 Hours)
No. of Credits	: 02

A) Course Objectives:

- 1) To impart the knowledge about prepare Financial statements in accordance with appropriate standards.
- 2) To understand the basic terms of accounting.
- 3) To know the how to fill various documents.
- 4) To preparing financial statements in accordance with appropriate standards.
- 5) To know about business accounting.
- 6) To know how to record business day to day transactions

B) Course Outcomes:

- CO1 - The main outcome of this course is to acquaint students of business accounting.
CO2- Enable students to acquire Practical and Theoretical Knowledge.
CO3- Acquaint students about accounting software's in regular transactions.
CO4- Understand the process of recording and classifying the business transactions and events
CO5- Understand the financial statements, viz., Profit and Loss Account, Balance Sheet, and cashflow statement of a sole proprietor.
CO6- Understand the role of IFRS/Ind-AS in accounting discipline.
CO7- Understanding of financial distress or bankruptcy prediction and how to analyse management quality means the concept of beyond balance sheet.

Topics/Contents:

Unit	Title & Content	No. Of Lectures
Unit- I	Introduction To Business Accounting Introduction, Meaning, Definition of Business Accounting. Scope and Objectives of Accounting. 1.3 Principles of Accounting Concepts and Conventions, Accounting Standard, IFRS-Introduction Basic Accounting Terms.	08

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w. e. from June, 2026)

Unit-II	Source Documents Required for Accounting Meaning, Contents and Specimen, Voucher-Internal-External Cash & Petty Cash Voucher, Cash & Credit Memo Pay in slip, Withdraw Slip 2.4 Cheque – Bearer, Order, Crossed Account Payee, RTGS-NEFT	12
Unit-III	Basics Procedure In Accounting Meaning, Importance and Utility of Journal Specimen of Journal Writing of Journal Entries. Ledger	10

Reference Books:

1. Collins, Sandra K., Richard C. McKinnies, Eric Matthews, and Kevin S. Collins. "Succession Planning." *Health Care Manager* 32, no. 3 (2013): 233–38. <http://dx.doi.org/10.1097/hcm.0b013e31829d7386>.
2. Garman, Andrew N., and Jeremy Glawe. "Succession planning." *Consulting Psychology Journal: Practice and Research* 56, no. 2 (2004): 119–28. <http://dx.doi.org/10.1037/1061-4087.56.2.119>.
3. Land, Trudy. "Succession Planning." *Frontiers of Health Services Management* 36, no. 4 (2020): 1–2. <http://dx.doi.org/10.1097/hap.0000000000000086>.

Mapping of this course with Programme Outcomes

Course Outcomes	Programme Outcomes(POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	-	-	-	-	-	1	-
CO2	-	2	1	2	-	-	1	-	1	-
CO3	2	-	2	-	-	-	2	-	-	-
CO4	-	1	1	-	-	-	1	-	-	-
CO5	1	-	1	2	-	-	-	-	-	-
CO6	2	-	1	1	-	-	-	-	-	-
CO7	3	-	2	-	-	-	2	1	1	-

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in theirrespective industries.

CO1 - The main outcome of this course is to acquaint students of business accounting.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

CO3 - Acquaint students about accounting software's in regular transactions.

CO5 - Understand the financial statements, viz., Profit and Loss Account, Balance Sheet, and cashflow statement of a sole proprietor.

CO6 - Understand the role of IFRS/Ind-AS in accounting discipline.

CO7 - Understanding of financial distress or bankruptcy prediction and how to analyze management quality means the concept of beyond balance sheet.

PO2 Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.

CO1 - The main outcome of this course is to acquaint students of business accounting.

CO2 - Enable students to acquire Practical and Theoretical Knowledge.

CO4 - Understand the process of recording and classifying the business transactions and events

PO3: Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the workplace.

CO1 - The main outcome of this course is to acquaint students of business accounting.

CO2 - Enable students to acquire Practical and Theoretical Knowledge.

CO3 - Acquaint students about accounting software's in regular transactions.

CO4 - Understand the process of recording and classifying the business transactions and events

CO5 - Understand the financial statements, viz., Profit and Loss Account, Balance Sheet, and cashflow statement of a sole proprietor.

CO6 - Understand the role of IFRS/Ind-AS in accounting discipline.

CO7 - Understanding of financial distress or bankruptcy prediction and how to analyze management quality means the concept of beyond balance sheet.

PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

CO2 - Enable students to acquire Practical and Theoretical Knowledge.

CO5 - Understand the financial statements, viz., Profit and Loss Account, Balance Sheet, and cash flow statement of a sole proprietor.

CO6 - Understand the role of IFRS/Ind-AS in accounting discipline.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

PO6 Environmental Awareness: The students should be able to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management, etc.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO2 - Enable students to acquire Practical and Theoretical Knowledge.

CO3 - Acquaint students about accounting software's in regular transactions.

CO4 - Understand the process of recording and classifying the business transactions and events

CO7 - Understanding of financial distress or bankruptcy prediction and how to analyze management quality means the concept of beyond balance sheet.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

CO7 - Understanding of financial distress or bankruptcy prediction and how to analyze management quality means the concept of beyond balance sheet.

PO9: Multidisciplinary Studies: Students will adopt the multidisciplinary studies in an academic approach that integrate knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO1 - The main outcome of this course is to acquaint students of business accounting.

CO2 - Enable students to acquire Practical and Theoretical Knowledge.

CO7 - Understanding of financial distress or bankruptcy prediction and how to analyze management quality means the concept of beyond balance sheet.

PO10: Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

Name of the Programme	:B.Voc Retail Management
Program Code	:UVRTM
Class	:S.Y.B.Voc Retail Management
Semester	:III
Course Type	:Indian Knowledge System (Theory)
Course Name	:Evolution of Retail (T)
Course Code	:RTM-209-IKS
No. of Lectures	: 30 (30 Hours)
No. of Credits	: 2

A) Course Objectives:

1. To provide foundational knowledge about the evolution of the retail industry across different phases.
2. To develop understanding of traditional brick-and-mortar retail formats and their characteristics.
3. To familiarize learners with the structure and functioning of unorganized retail sectors such as neighborhood kirana stores.
4. To introduce the transition from traditional retail to modern organized retail formats during Retail 2.0.
5. To build awareness about retail operations and retail management techniques used in chain stores and department stores.
6. To explain the growth of technology-driven retail and the emergence of online retail platforms in Retail 3.0.
7. To enhance analytical understanding of changing customer behavior, self-service models, and integration of technology in the retail ecosystem.

B) Course Outcomes:

- CO1:** Student will explain the stages of retail evolution from Retail 1.0 to Retail 3.0.
- CO2:** Student will describe the features of traditional brick-and-mortar retail and neighborhood kirana stores.
- CO3:** Student will differentiate between organized and unorganized retail sectors.
- CO4:** Student will identify the characteristics and growth of department stores and chain retailers in Retail 2.0.
- CO5:** Student will apply basic retail operation and retail management concepts in practical situations.
- CO6:** Student will analyze the impact of technology and e-commerce on the retail industry during Retail 3.0.
- CO7:** Student will evaluate modern retail practices such as self-service systems and technology-enabled customer experiences.

SYLLABUS (CBCS as per NEP 2020) FOR S. Y. B.Voc. Retail Management Pattern 2025 (w.e. from June, 2026)

CONTENT/TOPICS:

Sr. No.	Title & Content	No. of Lectures
Unit- I	1. Retail 1.0 (Upto 1999): 1.1 Traditional Brick and Mortar Retail: The early days of retail were characterized by physical stores where customers could visit to make purchases. (Barter System) 1.2 These stores had limited product assortments and relied on face to face interactions between customers and sales people. 1.3 Dominated By Neighborhood Kiranas 1.4 Unorganized Sector	10
Unit-II	2. Retail 2.0 (2000-06) : 2.1 Rise of Department Stores and Chain Retailers 2.2 Prominence Of Modern Retail 2.3 Retail Operation 2.4 Retail Management Techniques 2.5 Organized Sector	12
Unit-II	3. Retail 3.0 (2007-2020) : □ 3.1 Online-led Retail Growth With The Promise Of Technology-Led Integration of India's Largely Fragmented Retail Ecosystem. 3.2 Self-service in Retail Sector	08

References:

1. Swapna Pradhan – Retailing Management: Text and Cases, McGraw Hill Education, India.
2. Gibson G. Vedamani – Retail Management: Functional Principles and Practices, Jaico Publishing House.
3. Barry Berman & Joel R. Evans – Retail Management: A Strategic Approach, Pearson Education.
4. Michael Levy & Barton A. Weitz – Retailing Management, McGraw Hill.
5. A.J. Lamba – The Art of Retailing, Tata McGraw Hill Publishing.

Mapping of this course with Programme Outcomes

Course Outcome	Programme Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	3	3	3	2	3	1	1	3
CO2	-	-	2	3	2	3	2	1	2	2
CO3	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-
CO5	2	3	2	2	3	-	-	-	2	1
CO6	3	3	-	1	-	2	1	2	1	-
CO7	3	3	3	-	3	3	3	2	2	1

Weight: 1-Partiallyrelated 2 – Moderately Related 3 –Strongly related

Justification for the mapping

PO1: Technical Competence: Students will acquire specialized technical skills and knowledge relevant to their chosen vocation, enabling them to perform tasks effectively and efficiently in their respective industries.

CO5: This CO focuses on applying basic retail operations and retail management concepts in practical situations. It directly develops hands-on technical skills required to perform real retail industry tasks effectively.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. Understanding and using technological tools is a key technical competency in modern retail sectors.

CO7: This CO emphasizes evaluating modern retail practices such as self-service systems and technology-enabled customer experiences. It builds practical and operational technical knowledge aligned with current industry requirements.

PO2 Problem Solving Skills: Students will develop the ability to identify, analyze, and solve problems encountered in their vocational field, using both theoretical knowledge and practical experience.

CO5: This CO requires students to apply basic retail operations and retail management concepts in practical situations. Application in real scenarios directly builds the ability to identify operational issues and choose suitable solutions in retail environments.

CO6: This CO focuses on analyzing the impact of technology and e-commerce on the retail industry. Analytical understanding of technological changes helps students recognize business challenges and adapt problem-solving strategies accordingly.

CO7: This CO emphasizes evaluating modern retail practices such as self-service systems and technology-enabled customer experiences. Evaluation skills support decision-making and improvement of retail processes, which are essential for effective problem solving in the workplace.

PO3 Employability Skills: Students will gain employability skills such as communication, teamwork, leadership, adaptability, and professionalism, which are essential for success in the

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workplace.

CO1: This CO enables students to explain the stages of retail evolution. It strengthens communication ability, presentation confidence, and conceptual clarity, which support employability in interviews and professional discussions.

CO2: This CO focuses on describing features of traditional brick-and-mortar and kirana stores. It enhances verbal expression, industry awareness, and interaction skills useful while dealing with customers and colleagues.

CO5: This CO requires applying retail operations and management concepts in practical situations. It directly develops teamwork, responsibility, adaptability, and professional behaviour needed in retail workplaces.

CO7: This CO emphasizes evaluating modern retail practices and technology-enabled customer experiences. It builds leadership confidence, customer-handling skills, and professionalism, which are key employability attributes.

PO4: Industry Relevance and Entrepreneurial abilities: The students will adopt knowledge and skills relevant to the current needs and required practices of the industry or sector they are entering. Students focus on fostering entrepreneurial skills, equipping students with the knowledge and capabilities to start and manage their businesses in their chosen field.

CO1: This CO enables students to explain the stages of retail evolution from Retail 1.0 to Retail 3.0. Knowledge of retail transformation helps students understand industry trends and identify entrepreneurial opportunities in modern retail formats.

CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. This understanding is highly useful for students who wish to start or manage small retail businesses, as it reflects real local market practices.

CO5: This CO requires applying retail operation and retail management concepts in practical situations. It directly builds operational and managerial skills needed for running a retail enterprise or working effectively in the industry.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. Awareness of digital retail trends is essential for both employability and starting innovative retail businesses.

PO5: Ethical and Social Responsibility: Students will be aware of the ethical considerations and social responsibilities associated with their vocational field, and they will be able to apply ethical principles in their professional practices.

CO1: This CO enables students to explain the stages of retail evolution. Understanding how retail has changed over time creates awareness of responsible business practices, consumer rights, and the social impact of retail growth.

CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. It builds respect for local community businesses, fair trade practices, and social responsibility toward small retailers and customers.

CO5: This CO requires applying retail operations and management concepts in practical situations. Practical retail management involves fair pricing, honest customer service, and ethical workplace behaviour, which strongly aligns with professional ethics.

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CO7: This CO emphasizes evaluating modern retail practices and technology-enabled customer experiences. Evaluation of such systems encourages responsible use of technology, customer data privacy, and ethical service standards in retail environments.

PO6 Environmental Awareness: The students should be able to apply the knowledge, skills, attitudes, and values required to take appropriate action to justify the effects of environmental degradation, climate change, pollution control, effective waste management etc.

CO1: This CO enables students to explain the stages of retail evolution from Retail 1.0 to Retail 3.0. Understanding retail evolution helps students recognize how modernization and industrial growth influence environmental impact and the need for sustainable retail practices.

CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. Traditional local retail formats often involve limited packaging, local sourcing, and reduced transportation, which promotes environmentally friendly and community-based consumption patterns.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. Such analysis can include understanding digital retail's environmental effects like packaging waste, logistics emissions, and the need for eco-friendly delivery systems.

CO7: This CO emphasizes evaluating modern retail practices and technology-enabled customer experiences. Evaluation of modern systems can encourage adoption of paperless billing, energy-efficient store operations, and sustainable retail innovations.

PO7: Research and Innovations: Depending on the program, students may develop research and innovation skills, enabling them to contribute to advancements and improvements within their vocational field.

CO1: This CO enables students to explain the stages of retail evolution from Retail 1.0 to Retail 3.0. Studying retail evolution builds a research mindset by encouraging comparison of past and present trends, which supports innovative thinking for future retail models.

CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. Knowledge of traditional systems provides a baseline for analysis and helps students generate innovative improvements in modern retail practices.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. Analytical study of technological change directly promotes research skills and innovation awareness in digital retail environments.

CO7: This CO emphasizes evaluating modern retail practices such as self-service systems and technology-enabled customer experiences. Evaluation and critical thinking naturally lead to suggesting improvements and innovative retail solutions.

PO8: Global Perspective: In an increasingly interconnected world, programs may emphasize the importance of understanding global trends, markets, and perspectives relevant to the students' vocation.

CO1: This CO enables students to explain the stages of retail evolution from Retail 1.0 to Retail 3.0. Studying retail evolution builds understanding of how retail developed worldwide and helps students connect local retail growth with global industry trends.

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CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. Knowledge of traditional retail formats allows students to compare domestic retail systems with international retail models and understand global diversity in business practices.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. Technology-driven retail and e-commerce are global phenomena, so this CO directly supports awareness of international market changes and digital globalization.

CO7: This CO emphasizes evaluating modern retail practices such as self-service systems and technology-enabled customer experiences. These practices are widely used across the world, helping students understand global standards and evolving customer expectations.

PO9: Multidisciplinary studies: Students will adopt the multidisciplinary studies in an academic approach that integrates knowledge and methodology from various disciplines to provide a comprehensive understanding of related job/business opportunities.

CO1: This CO enables students to explain the stages of retail evolution from Retail 1.0 to Retail 3.0. It links history, economics, technology, and business development, helping students understand retail from multiple academic perspectives.

CO2: This CO focuses on describing traditional brick-and-mortar and neighborhood kirana stores. It connects sociology (community behaviour), economics (local markets), and management practices, supporting multidisciplinary learning.

CO5: This CO requires applying basic retail operation and retail management concepts in practical situations. It integrates management, marketing, finance, and customer service knowledge, giving a comprehensive view of retail careers.

CO6: This CO involves analyzing the impact of technology and e-commerce on the retail industry. It combines technology, business strategy, and data analysis, clearly reflecting a multidisciplinary academic approach.

CO7: This CO emphasizes evaluating modern retail practices and technology-enabled customer experiences. Evaluation requires understanding management, technology, consumer psychology, and innovation, making it strongly multidisciplinary.

PO10: Community Engagement: The students will be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.

CO1: This CO helps students explain the stages of retail evolution from Retail 1.0 to Retail 3.0. Understanding retail history enables students to relate how retail formats have served community needs over time and supports socially aware participation in local retail initiatives.

CO2: This CO focuses on traditional brick-and-mortar and neighborhood kirana stores. It is strongly connected with community engagement because kirana stores are community-centered businesses where students can observe, interact, and contribute to local economic well-being.

CO5: This CO requires applying retail operation and management concepts in practical situations. Students can directly participate in community-based retail activities, internships, or service projects that support small businesses and local entrepreneurs.

CO7: This CO emphasizes evaluating modern retail practices and customer experiences. Through this, students can suggest improvements for local retailers and community stores, thereby contributing to societal benefit and business development.