

## Tata Institute of Social Sciences- School of Vocational Education

### Three Year B.Voc. Program in Sales Management

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#### 1. Introduction

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

In December 2011, Tata Institute of Social Sciences set up the **School of Vocational Education (SVE)** to provide immediate and definite interventions to improve the lives of the disadvantaged and marginalized youth, especially who are excluded by the formal school education system, through appropriate vocational training programmes. It has been set up with a vision of creating an ecosystem that would bring back the dignity of labour for blue collar streams of work and create sustainable sources of income. This project has been initiated under the aegis of **All India Council for Technical Education (AICTE)** proposed by the **Ministry of HRD, Government of India**.

#### 1.1 Key Features:

#### Objectives

- To provide judicious mix of skills relating to a profession and appropriate content of General Education.
- To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
- To provide flexibility to the students by means of pre-defined entry and multiple exit points.
- To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
- To provide vertical mobility to students coming out of 10+2 with vocational subjects.
- The certification levels will lead to Diploma/Advanced Diploma/B. Voc. Degree in one or more vocational areas and will be offered under the aegis of the University. This is out-lined in Table I.

- **Table 1: Awards**

Award	Duration	Corresponding NSQF level
Diploma	1 Year	5
Advanced Diploma	2 Years	6
B.Voc. Degree	3 Years	7

The approach adopted by TISS-SVE is called the **Work Integrated Training programme (WITP)**. This Vocational Educational Programme is being implemented for the first time in India with a focus on job-specific skills rather than providing only a broad based education. The aim is to enable the students to learn the skill by engaging in on-the-job training at real shop floor of the industry/company along with classroom theoretical training. Through this **“Earn while you Learn”** approach model, the trainee may also earn a modest stipend during on-the-job duration of the course. Although, this is not mandatory for any institution, TISS-SVE strongly encourages the training partners to adopt this practice.

### 1.2. Eligibility for Admission

The eligibility condition for admission to B.Voc programme shall be 10+2 or equivalent, in any stream.

### 1.3. Employability

Considering the work integrated approach adopted by TISS-SVE the industry will be open to employ the students attached with them for the purpose of training as full time employees.

## 2. Course Structure

### Curriculum

The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components. Curriculum details should be worked before introduction of the courses.

### Skill Development Components:

- (i) The focus of skill development components shall be to equip students with appropriate knowledge, practice and attitude, so as to become work ready. The skill development components should be relevant to the industries as per their requirements.
- (ii) The curriculum should necessarily embed within itself, National Occupational Standards (NOSs) of specific job roles within the industry sector(s). This would enable the students to meet the learning outcomes specified in the NOSs.
- (iii) The overall design of the skill development component along with the job roles selected should be such that it leads to a comprehensive specialization in one or two domains.
- (iv) In case NOS is not available for a specific area / job role, the university/college should get the curriculum for this developed in consultation with industry experts.
- (v) The curriculum should also focus on work-readiness skills in each of the three years.
- (vi) Adequate attention needs to be given in curriculum design to practical work, on the job training, development of student portfolios and project work.

**6.3 General Education Component:**

- (i) The general education component should adhere to the normal university standards. It should emphasise and offer courses which provide holistic development. However, it should not exceed 40% of the total curriculum.
- (ii) Adequate emphasis should be given to language and communication skills.

**6.4 The curriculum should be designed in a manner that at the end of year-**

1, year-2 and year-3, students are able to meet below mentioned level descriptors for level 5, 6 and 7 of NSQF, respectively:

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning and some responsibility for other's works and learning
Level 6	Demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard/ non-standard practices	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning

Level 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill understanding of social political and natural environment good in collecting and organizing information, communication	Full responsibility for output of group and development
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- Professional knowledge is what a learner should know and understand with reference to the subject.
- Professional skills are what a learner should be able to do.
- Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job.
- Responsibility aspect determines the (i) nature of working relationship, (ii) level of responsibility for self and others, (iii) managing change and (iv) accountability for actions.

The suggested credits for each of the years are as follows:

**Table 3**

NSQF Level	Skill Component Credits	General Education Credits	Normal calendar duration	Exit Points / Award:
Year 3	108	74	Six Semesters	B.Voc.
Year 2	72	48	Four semesters	Advanced Diploma
Year 1	36	24	Two semesters	Diploma

### Examination and Assessment

The assessment for the general education component should be done by the university as per their prevailing standards and procedures.

The assessment for the skill development components should necessarily focus on practical demonstrations of the skills acquired. The university may like to consult the respective Sector Skill Council for designing the examination and assessment pattern for the skill development components. The university may also consider using the designated assessors of Sector Skill Councils/industry associations for the conduct of practical

assessment.

The university has to necessarily establish a credit based assessment and evaluation system for the B.Voc Programme.

### 3. Year-wise Distribution of Courses

Semester wise Credit distribution of Credits							
Semester	Vocational Theory Credits	Vocational Theory Hours	Vocational Practical Credits	Vocational Practical Hours	General Education Credits	General Education Hours	Total Hours
Semester 1	6	90	12	360	12	180	630
Semester 2	6	90	12	360	12	180	630
Semester 3	6	90	12	360	12	180	630
Semester 4	6	90	12	360	12	180	630
Semester 5	6	90	12	360	13	195	645
Semester 6	6	90	12	360	13	195	645
<b>Total</b>	<b>36</b>	<b>540</b>	<b>72</b>	<b>2160</b>	<b>74</b>	<b>1110</b>	<b>3810</b>

Theory 1 credit =15 hours

Practical 1 credit =30 hours

NOS standards to be mapped for skills to be acquired per semester

## SYLLABUS FOR B.Voc (SALES MANAGEMENT)

### **Introduction:**

The course has been designed with the objective of preparing an individual to take up a career in the sales profession. To this end this course covers all the specific aspects of the sales process and in the final year also allows the student to take up the sales profession in specific industries like banking, insurance, telecom, retail, telesales and for institutional sales across industries.

### **Learner's Objectives for the program:**

- To provide judicious mix of skills relating to a profession and appropriate content of General Education.
- To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
- To provide flexibility to the students by means of pre-defined entry and multiple exit points.
- To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
- To provide vertical mobility to students coming out of 10+2 with vocational subjects.
- The certification levels will lead to Diploma/Advanced Diploma/B. Voc. Degree in one or more vocational areas and will be offered under the aegis of the University. To provide judicious mix of skills relating to a profession and appropriate content of General Education.
- To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme.
- To provide flexibility to the students by means of pre-defined entry and multiple exit points.
- To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
- To provide vertical mobility to students coming out of 10+2 with vocational subjects.
- The certification levels will lead to Diploma/Advanced Diploma/B. Voc. Degree in one or more vocational areas and will be offered under the aegis of the University.

### **Eligibility Criteria:**

- Higher Secondary completed
- Demonstrated interest in the said field

### **Course Structure:**

The Vocational course is a three year program consists a combination of Practical, Theory and Generic (provided by TISS) courses. The three year program will be divided into 6 semesters; 2 semesters per year. 1st year will be a Diploma, 2nd year will be Advance Diploma & 3rd year will be a Degree.

The program is a work integrated training which include on-the-job training (practical) for 5 days a week and 1 day of theory training. The courses also include generic module for overall development of the candidate. This program is in line with the Community College framework of the AICTE. The objective of the course is to provide immediate and definite interventions to improve the lives of the

disadvantaged and marginalized youth, especially who are excluded by the formal school education system through appropriate vocational training programmes. The target beneficiaries would include organized and unorganized labour, women, children, dalits and tribals.

#### Semester Wise Distribution of Courses:

Semester	Course Code	Course Title	Credits
I	GE 1.1	English -I	6
	GE2.1	Communication Skills -I	6
	SM1.1	Basics of Sales	1
	SM 1.2	Types of Sales	1
	SM 2.1	Skills for effective Sales	4
	SMP 1	Vocational Practical	12
II	GE 1.2	English -II	6
	GE 2.2	Communication Skills II	6
	SM3.1	Market Analysis	1
	SM 2.2	Sales process	2
	SM2.3	Methods of Effective Sales	3
	SMP2	Vocational Practical	12
III	GE 2.3	Communication Skills -III	6
	GE 3.1	Basics of Computing Skills-I	6
	SM3.1	Sales Distribution Network	2
	SM3.2	Feet on Street Sales	1
	SM3.3	B2B sales	1
	SM 4.1	Salary and Incentives	2
	SMP3	Vocational Practical	12
IV	GE 2.4	Communication Skills -IV	6
	GE 3.2	Basics of Computing Skills-II	6
	SM3.4	Sales in Rural Markets	3
	SM 5.1	Use of Social Media for sales	3
	SMP4	Vocational Practical	12
V	GE 4.1	Basics of Accounts-I	4
	GE 5.1	Livelihood-I	6
	GE 6.1	Finishing School-I	3
	SM6.1	Retail Sales -I or	6
	SM7.1	Institutional Sales -I	6
	SMP5	Vocational practical	12
VI	GE 4.2	Basics of Accounts-II	4
	GE 5.2	Livelihood-II	6
	GE 6.2	Finishing School-II	3
	SM6.2	Retail Sales II or	6
	SM7.2	Institutional Sales II	6
	SMP6	Vocational Practical	12

## Semester I

**Course Title: SM1.1 Basics of sales**

**Credits: 1**

**Total Credit Hours: 15**

**Introduction and Course Objectives:** This course is meant to give the participant an initial understanding of what is sales, its brief history, the concept, and processes.

**Main Concepts:** Understand the meaning of Sales

**Learning Objectives:**

- Understand the Definition & brief history of Sales
- Get knowledge about the concept & basics of sales process
- Understand various terms used in Sales process

**Course Content:**

1. Introduction to Sales
2. Definitions related to Sales
3. Concept & Process of Sales
4. Differences Sales & Marketing

**Method of Teaching:**

Lecture, Discussion, presentation

**Method of Assessment & Weightage:**

**Assessment Tasks: Written Exam, project**

**Weightage: 20 %**

**Reading Lists & References**

**Essential Reading:**

Sales Simplified: Understanding the Basics - William J. Simpson IV

**Suggested Reading :**

Alphabetical Basic Concepts of selling – Dale Brakhage

Sales Management: Decisions, Strategies, and Cases. 5th Ed. by Still

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**Course Title: SM 1.2 Types of Sales**

**Credits: 1**

**Total Credit Hours: 15**

**Introduction and Course Objectives:** The objective of this course to give the participant an insight in to the various types of sales and its application to business.

**Main Concepts:** Types of Sales

**Learning Objectives:**

- Understand the different types of sales
- Appreciate the various types of business /industries where sales happen in specific ways

**Course Content:**

1. Personal Selling
2. Retail/Consumer sales
3. Institutional sales

**Method of Teaching:**

Lecture, discussion, presentation

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Examination

**Weightage:** 20 %

**Reading Lists & References**

**Essential Reading:**

Sales Simplified: Understanding the Basics - William J. Simpson IV

**Suggested Reading :**

Alphabetical Basic Concepts of selling – Dale Brakhage

Sales Management: Decisions, Strategies, and Cases. 5th Ed. by Still

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**Course Title: SM2.1 Skills for Effective Sales****Credits: 4****Total Credit Hours: 60****Introduction and Course Objectives:** This course shall educate the participant on the various skill/qualities that need to be imbibed to become a successful sales person.**Main Concepts:** Skills required for sales**Learning Objectives:**

- Understand the various skills that are required to be a good sales person.
- Improve personal grooming & dressing
- Make an effective sales presentation
- Improve communication skills
- Learn to negotiate

**Course Content:**

1. Qualities of a good sales person
2. Developing right attitude for sales
3. Active listening in sales
4. Non verbal communication in sales
5. Personal Grooming and Dressing
6. Goal Setting
7. Making an effective sales presentation
8. Negotiation Skills

**Method of Teaching:**

Lecture, discussion, case studies, presentation, videos

**Method of Assessment & Weightage:****Assessment Tasks:** Written Exam, classroom participation**Weightage:** 60 %**Reading Lists & References****Essential Reading:**

Be a Sales superstar – Brian Tracy

**Suggested Reading :**Successful Selling – Brian Tracy

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**Course Title: SMP 1 Vocational Practical (Semester I)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives: The objective of the practical training is for the participant to understand the concept of sales and imbibe skills to be a good sales person. This will be achieved by the 360 hours spent in internship in a sales role with industry/company**

**Learning Objectives:**

- Map the types of sales the organisation does & understand the reasons for the same.
- Improve personal grooming and dressing sense
- Practise active listening skills
- Create and make presentation to prospective customers
- Learn to set realistic sales goals
- Practise the art of negotiations
- Observe non-verbal communication

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practice al)

## Semester II

**Course Title: SM3.1 Market Analysis**

**Credits: 1**

**Total Credit Hours: 15**

**Introduction and Course Objectives:** the objective of this course to enable the participant to analyse the markets, understand consumer behaviour and the promotional strategies used.

**Main Concepts:**

**Learning Objectives:**

- Learn the method of analysing markets
- Understand behaviour of buyers
- Be able to create a promotional strategy

**Course Content:**

1. Product Market Analysis
2. Understanding Consumer Behaviours
3. Promotional Strategies

**Method of Teaching:**

Lecture, discussion, presentation

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam

**Weightage:** 15 %

**Reading Lists & References**

**Essential Reading**

Think Like Your Customer: A Winning Strategy to Maximize Sales by Understanding and Influencing How and Why Your Customers Buy 1st Edition- Bill Stinnett

**Suggested Reading**

Know Your Customer: New Approaches to Understanding Customer Value and Satisfaction – Woodruff

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**Course Title: SM2.2 The Sales Process**

**Credits: 2**

**Total Credit Hours: 30**

**Introduction and Course Objectives:** The course is intended to explain to the participant the entire sales cycle including the post sales follow-up

**Main Concepts:** Stages in the selling process

**Learning Objectives:**

- Understand the sales process
- Will be able to handle objections effectively
- Will be able to close a sale
- Undertake sales follow-ups
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**Course Content:**

1. AIDAS Theory
2. Selling Cycle
3. Objection Handling
4. Sales Closure
5. Post Sales- Follow -up

**Method of Teaching:**

Lecture, role plays, videos, presentation, discussions.

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, project work

**Weightage:** 40%

**Reading Lists & References**

**Essential Reading**

Sales Management: Principles, Process and Practice – Bill Donaldson

**Suggested Reading**

Sales Process: Can You Sell Me a Pen?- Darin George

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**Course Title: SM2.3 Methods of Effective Sales**

**Credits: 3**

**Total Credit Hours: 45**

**Introduction and Course Objectives:** The objective is to sensitize the participants about the importance of building rapport, relationships, & trust to be a successful sales person. It also emphasises on the need for up-selling and cross selling.

**Main Concepts:** Enhancing sales effectiveness

**Learning Objectives:**

- Understand the importance of building relationship with customers
- Understand the advantages of up-selling & cross-selling

**Course Content:**

1. Relationship marketing
2. Consultative selling
3. Rapport Building
4. Up-selling
5. Cross selling

**Method of Teaching:**

Lecture, Discussion, case studies, project

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, Case study evaluation

**Weightage:** 45%

**Reading Lists & References**

**Essential Reading**

Relation Selling: The fine art of consultative sales- Atul Uchil

**Suggested Reading**

Consultative Selling for Professional Services: The Essential Sales Manual for Consultants and Other Trusted Advisers – Richard White

**Course Title: SMP2 Vocational Practical (Semester II)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives:** The objective of the practical training is to be able to analyse the market, understand the consumer behaviour. The participants will further follow the sales process right up to the post follow-up stage. During the sales process the participant also need to practise up-selling & cross-selling

**Learning Objectives:**

- **Successfully follow a sales cycles**
- **Practise up-selling & cross selling during the sales process**
- **Realise the importance of building relationships with customers.**

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practical)

## Semester III

**Course Title: SM3.1 Sales Distribution Networks**

**Credits: 2**

**Total Credit Hours: 30**

**Introduction and Course Objectives:** This course shall introduce participants to the various types of sales & distribution structures prevalent in various industries, the functioning of these and the economics of such systems. They shall also learn the different promotional strategies adopted and the importance / relationship between sales & after sales services.

### **Learning Objectives:**

- Understand sales & distribution structures
- Understand the costs & margins of various players in the network
- Devise promotional strategies
- Understand the importance of after sales services.

### **Course Content:**

1. Distribution Networks of various Industries
2. Primary & Secondary Sales
3. Economics of distribution
4. Promotional campaigns/schemes
5. Sales & After Service

### **Method of Teaching:**

Lecture, case study, presentation

### **Method of Assessment & Weightage:**

**Assessment Tasks: Written Exam**

**Weightage: 30%**

### **Reading Lists & References**

#### **Essential Reading**

Distribution Channels: Understanding and Managing Channels to Market- Julian Dent

#### **Suggested Reading**

Sales & Distribution Management: An Indian perspective – Pinguli Venugopal

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**Course Title:SM3.2 Feet on street**

**Credits: 2**

**Total Credit Hours: 30**

**Introduction and Course Objectives:** This course shall assist the participant in setting realistic goals and pursuing a systematic way to achieve them.

**Learning Objectives:**

- Setting Sales Objectives
- Making sales plan
- Implementing a sales plan
- Using technology for sales reporting
- Collecting and providing actionable feedback

**Course Content:**

1. Aiming for realistic targets
2. Planning the sales calendar
3. Planning the sales beat/route
4. Filling up a sales report/MIS technologies
5. Providing actionable feedback

**Method of Teaching:**

Lecture, case study, discussion, presentation project.

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, project work.

**Weightage:** 35%

**Reading Lists & References**

**Essential Reading**

Sales Management: Principles, Process and Practice – Bill Donaldson

**Suggested Reading**

Sales Process: Can You Sell Me a Pen?- Darin George

**Course Title: SM3.3 B2B Sales**

**Credits: 1.0**

**Total Credit Hours: 15**

**Introduction and Course Objectives:** Understand the underlying difference between selling to individual retail customers vis a vis selling to business consumers. Appreciate the higher levels of product/services knowledge required to make B2B sales.

**Learning Objectives:**

- Understand the peculiarities of B2B sales
- Differentiate between B2B and B2C sales
- Appreciate the importance of planning & product/service knowledge for consultative selling

**Course Content:**

1. Nuances of B2B sales
2. Difference between B2C & B2B sales
3. Importance of Planning & Product/Service Knowledge

**Method of Teaching:**

Lecture, case study

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam

**Weightage:** 5 %

**Reading Lists & References**

**Essential Reading**

Business Market Management (B2B) : Understanding, Creating, and Delivering Value- James Anderson

**Suggested Reading**

Consultative Selling for Professional Services: The Essential Sales Manual for Consultants and Other Trusted Advisers – Richard White

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**Course Title: SM4.1 Salary/Incentives****Credits: 1****Total Credit Hours: 15**

**Introduction and Course Objectives:** The participant shall understand how compensation is structured and what are the statutory compliance from the HR point of view and his/her rights regarding minimum wages, allowances, leaves etc. Participant shall also be able to understand the nuances of various types of sales incentive scheme.

**Learning Objectives:**

- Understand salary structure
- Be aware of the employee rights with respect to labour regulations
- Understand various sales incentive schemes.

**Course Content:**

1. Salary Structures
2. Statutory Compliances
3. Sales Incentive schemes

**Method of Teaching:**

Lecture, presentation, exercise

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam

**Weightage:** 30%

**Reading Lists & References****Essential Reading**

Handouts

**Suggested Reading**

Compensation Management -Dipak Kumar Bhattacharyya

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**Course Title: SMP 3 Vocational Practical (Semester III)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives: The objective of the practical training is to map in detail the entire distribution network of any organisation and document the economics of the distribution chain.**

**Learning Objectives:**

- Understand Sales Distribution networks
- Create & implement a marketing plan
- Learn the use of technology in sales MIS/reporting
- Explain the components of the salary slip
- Understand the labour laws and rules applicable to sales persons

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practical)

## Semester IV

**Course Title: SM3.4 Sales in Rural Markets**

**Credits: 3**

**Total Credit Hours: 45**

**Introduction and Course Objectives:** This course will familiarise the participant with the nuances, peculiarities & challenges of selling in rural markets

### **Learning Objectives:**

- Understand the composition of rural markets
- Appreciate the opportunities & size of the Indian rural markets
- How rural consumers think & behave
- Promotional strategies in rural markets

### **Course Content:**

1. Introduction to Rural Marketing and Sales
2. Pattern of consumption Urban vs. Rural areas
3. Scope of marketing in the rural context
4. Size, Challenges and Opportunities of Indian Rural Market
5. Thompson Rural Market Index
6. Risk Aversion of farmers/Rural Investors
7. Promotional mix in Rural Marketing and Sales
8. The four P's in rural marketing
9. Elements of Rural Product Classification

### **Method of Teaching:**

Lecture, discussion, presentations

### **Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, project

**Weightage:** 50%

### **Reading Lists & References**

#### **Essential Reading**

Rural Marketing in India- Strategies & Challenges – Ruchika Ramakrishnan

#### **Suggested Reading**

We are like that only- Logic of consumer India – Rama Bijapurkar

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**Course Title: SM5.1Use of Digital/Social Media for Sales**

**Credits: 3**

**Total Credit Hours: 45**

**Introduction and Course Objectives: The participants would be familiarised with using of social media and other digital & online tools to enhance sales.**

**Learning Objectives:**

To understand the various social media tools available and to use them effectively to enhance sales.

**Course Content:**

1. Getting started with Social Media Marketing
2. Creating a marketing plan
3. Facebook
4. LinkedIn
5. Twitter
6. Youtube
7. Google Ads
8. Analysis & Metrics
9. Social Media Marketing & Its impact
10. Ecommerce

**Method of Teaching:**

Lecture , demonstration, project

**Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, project work

**Weightage:** 50%

**Reading Lists & References**

**Essential Reading**

Increase Online Sales Through Viral Social Networking: How to Build Your Web Site Traffic and Online Sales Using Facebook, Twitter, and LinkedIn- Stephen Woessner

**Suggested Reading**

Social media marketing for Dummies - Singh

Sociable!: How Social Media Is Turning Sales and Marketing Upside Down – Shane Gibson

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**Course Title: SMP 4 Vocational Practical ( Semester IV)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives:** The practical training will help the participant create a promotion campaign for a company's product for the rural market. The participant will also learn to create campaigns on social media to enhance sales.

**Learning Objectives:**

- Creating a rural promotional campaign
- Create an online campaign on at least three different social media platforms.

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practical)

## Semester V

**Course Title: SM 6.1 Retail Sales (Elective)**

**Credits: 6**

**Total Credit Hours: 90**

**Introduction and Course Objectives:** This course will help the participant gain a deeper understanding of the retail market segment, types of retailing, ecommerce and the importance of merchandizing.

**Main Concepts:** Retail Markets

### Learning Objectives:

- Understand retail markets
- Understand Ecommerce
- Appreciate importance of merchandizing in retail
- Familiarise with retailing in rural markets
- To help keep the store secure
- To help maintain healthy and safety
- To demonstrate products to customers
- To help customers choose right products
- To provide specialist support to customers facilitating purchases
- To maximise sales of goods & services
- To provide personalised sales & post-sales service support

### Course Content:

1. Basics of Selling in the Retail Domain
2. Types of Retailers
3. Non-Store Types of Retailing
4. Organized Retailing in India
5. Online Retailing (E-tailing)
6. Importance of merchandizing in Retail
7. Store Security
8. Health & safety at store
9. Facilitating purchases
10. Retail Marketing in Rural India

### Method of Teaching:

Lecture , presentations, discussions

### Method of Assessment & Weightage:

**Assessment Tasks:** Written Exam, projects

**Weightage:** 100%

### Reading Lists & References

#### Essential Reading

Managing Retailing- Piyush kumar Sinha, Dwarika Prasad Uniyal

#### Suggested Reading

An Analytical Study of Organized and Unorganized Retailing in India- Kanetkar Medha

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**Course Title: SM7.1 Institutional Sales (Elective)****Credits: 6****Total Credit Hours: 90****Introduction and Course Objectives:** The objective of this course is to help the participant to specialize in the area of B2B/institution sales and to gain the various skill & attitude to be successful.**Main Concepts:**

Learning to sell to businesses.

**Learning Objectives:**

- Understanding Institutional Sales
- Lead generation in B2B sales
- The selling process
- Techniques of selling
- Closing the sale

**Course Content:**

1. Introduction to B2B sales
2. Basics of Institutional Sales
3. Sales Person's Approach to B2B sales
4. Skills of B2B salesperson
5. Proposals to prospects in B2B
6. Unique Selling Proposition
7. Generating Sales Leads
8. SPIN technique in B2B sales
9. B2B sales in Rural setting

**Method of Teaching:**

Lecture, case studies, presentations

**Method of Assessment & Weightage:****Assessment Tasks:** Written Exam, Projects**Weightage:** 100%**Reading Lists & References****Essential Reading**

Business Market Management (B2B) : Understanding, Creating, and Delivering Value- James Anderson

**Suggested Reading**

Consultative Selling for Professional Services: The Essential Sales Manual for Consultants and Other Trusted Advisers – Richard White

**Course Title: Vocational Practical ( Semester V)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives: The objective of the practical would be for the participant to get a hand-on experience in the field of the chosen elective.**

**Learning Objectives:**

Retail Sales

- To help keep the store secure
- To help maintain healthy and safety
- To demonstrate products to customers
- To help customers choose right products
- To provide specialist support to customers facilitating purchases
- To maximise sales of goods & services
- To provide personalised sales & post-sales service support
- Be able to handle merchandizing on the shop floor
- Understand how the merchandize can be sold in rural areas

Institutional Sales

- Be able to generate leads
- Prepare and make presentation to a prospective client
- Negotiate and close the sale.

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practical)

## Semester VI

### Course Title: SM 6.2 Retail Sales (Elective)

**Credits:** 6

**Total Credit Hours:** 90

**Introduction and Course Objectives:** The course objective is to help the participant master the concepts of retail sales and develop the skills & abilities required to sell effectively

#### **Main Concepts:**

Retail sales – deeper Understanding

#### **Learning Objectives:**

- To create a positive image of self & organisation in the customers mind
- To resolve customer concerns
- To organise the delivery of reliable service
- To improve customer relationship
- To monitor and solve service concerns
- To promote continuous improvement in service
- To work effectively in your team
- To work effectively in your organisation
- Understand the importance of branding in Retail
- Appreciate parameters of customer value & satisfaction
- Understand specialized needs of rural customers.

#### **Course Content:**

1. Emerging trends in retail
2. Importance of Branding
3. Service delivery
4. Aspects of Consumer Behaviour
5. Customer complaints/concerns
6. Feedback
7. Customer Value & Satisfaction
8. Competencies of Retail Sales person
9. Addressing the specialized needs of Rural Customers

#### **Method of Teaching:**

Lecture, presentations, discussions

#### **Method of Assessment & Weightage:**

**Assessment Tasks:** Written Exam, projects

**Weightage:** 100%

#### **Reading Lists & References**

##### **Essential Reading**

Managing Retailing- Piyush kumar Sinha, Dwarika Prasad Uniyal

##### **Suggested Reading**

An Analytical Study of Organized and Unorganized Retailing in India- Kanetkar Medha

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**Course Title: SM 7.2 Institutional Sales (Elective)****Credits:6****Total Credit Hours: 90****Introduction and Course Objectives:** The course objective is to help the participant master the concepts of institutional sales and develop the skills & abilities required to sell effectively**Main Concepts:** Institutional Sales – Deeper understanding**Learning Objectives:**

- Understand the importance of branding in sales.
- Learn the technique of key account management
- Use of digital media in B2B

**Course Content:**

1. Basics of Business Buying
2. Introduction to Customer experience in B2B Sales
3. Customer Experience Management in B2B Sales
4. Basics of 'Branding' in Sales
5. Importance of 'Branding' in Institutional Sales
6. Strategies of 'Branding' in Institutional Sales
7. Basics of Relationship Marketing in B2B Sales
8. Critical elements of Relationship Marketing in B2B Sales
9. Building and Maintaining Strong Relationships in B2B Sales
10. Basics of Key Account Management in B2B Sales
11. The role of Internet in B2B Sales
12. Role of the online branding initiatives and e-mail campaigns in B2B Sales
13. Role of Social Media in B2B Sales
14. Closing the B2B Sale
15. B2B Partnerships in Rural Areas

**Method of Teaching:**

Lecture, presentations, exercise

**Method of Assessment & Weightage:****Assessment Tasks:** Written Exam, project work**Weightage:** 100%**Reading Lists & References****Essential Reading**

Business Market Management (B2B) : Understanding, Creating, and Delivering Value- James Anderson

**Suggested Reading**

Consultative Selling for Professional Services: The Essential Sales Manual for Consultants and Other Trusted Advisers – Richard White

**Course Title: SMP VI Vocational Practical ( Semester VI)**

**Credits: 12**

**Total Credit Hours: 360**

**Introduction and Course Objectives: The objective of the practical would be for the participant to get a hand-on experience in the field of the chosen elective.**

**Learning Objectives:**

Retail Sales

- Understand, record & analyse Customer value & satisfaction
- Develop skill to be an effective retail sales person

Institutional Sales

- Build strong relationship with customers
- Practise Up-selling and cross selling

**Course Content:** This is on the job training where in specific time must be spent in a structured way in achieving the learning objectives.

**Method of Teaching:**

On the job under the guidance of a supervisor/trainer

**Method of Assessment & Weightage:**

**Assessment Tasks:** Practical, Viva, Project, Field Work

**Weightage:** 100% (of marks for practical)