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Jindal Global Business School  
*Course Manual*

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Course Title	Retail Management
Core or Elective course	Elective
Program and Batch	MBA-24, IBM-22
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	Marketing
Name of the Faculty Member(s)	Chahat Maru Sunitha Ratnakaram
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Faculty Member's Open Office Day/s & Time	TBD

### Introduction to the Course

Retailing is a huge and varied part of every nation's economy. Retailing links producers to the consumers and hence it assumes a strategic importance in today's competitive marketplace. Retail flourishes in the wealthy and populous regions of the world. While the opportunities are many, competition makes it equally tough to exploit them. Today's retailers should be able to clearly understand their customers and value propositions, which appeal to their target customers. They should be able to develop and manage suitable retail formats within the limitations of capital, infrastructure, supply chain, and paying capacities of the markets.

This course aims to address such issues of importance to retailers. Participants of this course would be able to understand and appreciate a wide array of issues, activities, and strategies that constitute the field of Retail Management.

## Course Learning Outcomes

At the end of the course, students should be able to

CLO1: Each student will be able to identify key issues in Retail Management settings, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions. This learning goal will be measured through class participation, cases, project, and end term exam.

CLO 2: Awareness of Global Issues affecting Retailing concepts in terms of design, formats, growth, and Expansion. Each student will be able to identify key relevant global issues and be able to analyse the impact of the global environment on Retail environment, as compared with domestic market related management issues. This learning goal will be assessed through class participation and cases on the issues focused as above.

CLO 3: Interpersonal Awareness and Working in Teams: Each student shall demonstrate an ability to work effectively in a team, exhibiting behavior that reflects an understanding of the importance of individual roles and tasks and the ability to manage conflict and compromise so that team goals are achieved. This learning goal will be assessed through group case presentations.

CLO4: Effective Presentation Skill: Each student shall be able to communicate verbally in an organized, clear, persuasive manner and be a responsive listener. This learning goal will be assessed through individual project and group case presentations.

## Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication
4	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis

5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	13. Evaluate alternatives
		14. Summarize and conclude
		15. Take initiative
		16. Contribute effectively in groups

### PLO-PCG Assessments Mapping Matrix

<b>Program Learning Objectives (PLOs)</b>	<b>Program Competency Goals (PCGs)</b>	<b>Course Assessment Item</b>
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 10, PLO 12, PLO 13, PLO14,	PCG 4 & PCG 5	A1, A2, A3, A4, A7
PLO 3, PLO4, PLO5, PLO 6	PCG 2, PCG 5	A2, A3
PLO 16	PCG 5	A2
PLO 7	PCG 3	A2, A3, A4, A6
PLO 8, PLO 9	PCG 3	A2, A3, A5
PLO 11	PCG 3	A2, A3
PLO 15	PCG 5	A2, A5, A6

### Evaluation Schema

The course grade will be determined based on

<b>Assessment Task</b>	<b>Weightage</b>	<b>Nature</b>	<b>Week of Assessment</b>	<b>PLOs to be Assessed</b>
<b>A1.</b> Class Participation	10%	Individual	Continuous	PLO10, PLO11, PLO12, PLO13
<b>A2.</b> Group Case Presentation	20%	Group	Week 2 – Week 7	PLO3, PLO4, PLO5, PLO7, PLO9, PLO 10, PLO 11, PLO 12, PLO 13, PLO14, PLO15, PLO16
<b>A3.</b> Project work	20%	Individual	Week 7	PLO7, PLO 8, PLO9, PLO 10, PLO 12, PLO 13, PLO14
<b>A4.</b> Mystery Shopping Assignment	10%	Individual	Week 7	PLO 7, PLO 10, PLO 12, PLO 13, PLO 14
<b>A5.</b> Guest Lecture	5%	Individual	Week 4	PLO 9, PLO 14, PLO 15
<b>A6.</b> Class Tasks	5%	Individual	Continuous	PLO 7, PLO 10, PLO 15
<b>A7.</b> End Term Exam	30%	Individual	JGU Examination period	PLO 10, PLO 12, PLO 13, PLO 14

## **Description of Assessments:**

### **A1. Class Participation:**

Class participation can take the shape of case questions, in-class exercises, Guest lecture participation and homework.

### **A2. Group Case presentation:**

You are expected to carefully analyse a case study and present your findings in a power-point format. The presentation must carry a thorough problem identification, analysis, and recommendation (probable solution, and action plan).

Each group will be allotted with a case. Here the task is to identify the problem in the case and to bring the Case Study up to date by identifying all new and current issues regarding the case study. You will relate your understanding to the relevant theory covered in the chapter. (Each student must read and work on the complete case).

### **A3: Photo Project Work**

Each student can choose a Retail store of their choice. It can be any offline store. Each student is expected to visit the store and capture pictures of all the specific sections that are mentioned as under. Each student turns in a 12-slide presentation using the pictures they shot. **Students may use notes section of the slides to add any details they would want to add about the picture** and students are free to use multiple pictures within each section using collage feature (this is not compulsory, but may to use to put the point clearly)

Sections to be included:

1. Store Front / façade
2. Merchandize categories offered in the retail store.
3. Target customers (description to be added in the notes of this slide)
4. Pricing Strategy
5. Customer Service and Support practices
6. HR related practices/best practices in store
7. Operations related practices/best practices in store
8. Billing related practices/best practices in store
9. Retail Brand Image of this store (description may be added in the notes)
10. In-store Promotions

## **DELIVERABLES**

**Final presentation.** Each student will turn in a maximum of 12 slide presentations (including Introduction and acknowledgements slides). Measured during the in-class presentation. **Brevity and using better technology in creating slides and unique choice of store will have due weightage.**

### **A4: Mystery Shopping Assignment**

#### **Objective**

To critically evaluate the retail service experience by undertaking a structured **mystery shopping exercise**, applying classroom concepts of **customer service, store layout, merchandising, and experiential retailing.**

#### **What should you do?**

1. **Select a Retailer of your choice from the organized retail formats** (supermarket, fashion store, electronics store, quick commerce outlet, or online retail app). Visit the store as a customer.
2. **Conduct Mystery Shopping**
  - Observe and document the **end-to-end customer journey**, including:
    - Store entry / digital landing page impression
    - Staff interaction and service quality
    - Product display, assortment, and ease of navigation
    - Checkout/billing experience
    - Post-purchase follow-up (if applicable)
3. **Deliverables**

- **Report (max 3 to 4 pages)** structured as:
  - **Introduction:** Retailer profile & rationale for selection
  - **Observations:** Customer journey narrative (with evidence: photos/screenshots allowed)
  - **Analysis:** Strengths, gaps, and alignment with retail theories (e.g., servicescape, customer experience design)
  - **Recommendations:** 3 actionable suggestions to improve customer experience

Note: Please obtain requisite permissions from the store manager prior to beginning your project. You may use the same Retail store for both the projects.

**A5: Guest Lecture Participation:** Guest Lecture participation considers the amount of interaction the participant initiates.

**A6: Class Tasks:** You are expected to participate in all in-class activities. The participant will be graded on involvement and engagement during activities.

**A7: End Term Examination:** The end term examination will be of 30 marks for 1.5 hours. This will be an invigilated exam held on the JGU campus according to the mode decided by CoE.

**Rubrics for Assessment:**

**A2: Group case presentation:**

<b>Criteria &amp; Weightage</b>	<b>Excellent (85-100)</b>	<b>Good (65-84)</b>	<b>Satisfactory (50-64)</b>	<b>Needs Improvement (0-49)</b>
<b>Content Analysis (50%)</b>	Strong application of retail theories to case. Multiple detailed examples with clear explanations and insights.	Effective use of retail concepts. Some detail and explanation provided.	Basic application of theories. General understanding shown with limited detail.	Minimal or incorrect application of concepts. Little evidence of understanding.
<b>Organization &amp; Presentation (25%)</b>	Ideas extremely well organized. Excellent use of engagement techniques. Sustains audience interest throughout.	Clear organization. Good use of presentation techniques. Generally maintains audience interest.	Ideas generally organized. Basic presentation techniques used. Some audience engagement.	Poor organization. Limited engagement techniques. Audience interest not sustained.
<b>Class Discussion (15%)</b>	Stimulating class discussion with thoughtful questions. Strong responses to audience questions and comments.	Interesting questions posed. Good answers to audience questions with some discussion generated.	Basic questions asked. Adequate responses to audience inquiries.	Limited interaction. Presentation does not develop meaningful class discussion.
<b>Professional Standards (10%)</b>	High quality in all areas: clear speech, appropriate dress, effective visuals, proper citations, strong group cohesion.	Good performance in most areas. Minor issues in 1-2 categories.	Adequate performance. Some problems in presentation delivery or materials.	Multiple issues with presentation standards, visuals, citations, or group coordination.

**A3: Photo Project Rubrics:**

Adapted from New York State Learning Standards for the Arts

<b>Particulars</b>	<b>Advanced (80 – 100)</b>	<b>Accomplished (60-80)</b>	<b>Average (40-60)</b>	<b>Incomplete (0-40)</b>
Assignment Requirements (40 %)	Photo Project fully meets or exceeds requirements.	Photo Project completed most requirements.	Photo Project met some requirements.	Photo Project did not meet requirements.
Creating (30%)	Strong choice of subject matter and concept.  Multiple examples of evidence related to the conceptualization, research, and development of idea.	Effective choice of subject matter and concept.  Some evidence of conceptualization, research, and development of idea.	Subject matter is adequate.  Little evidence of conceptualization, research, and development of idea.	Subject matter is not adequate. It is random, and does not connect to images.  No evidence of research or development of idea.
Originality (30%)	All the photos are originally captured in the Retail settings	Eighty to Seventy percent of the photos are originally captured in the Retail settings	Fifty to Seventy percent of the photos are originally captured in the Retail settings	Less than fifty percent of the pictures used are original

**Mystery Shopping Assignment**

<b>Criteria</b>	<b>Satisfactory (75-100)</b>	<b>Adequate (30-75)</b>	<b>Needs Improvement (0-30)</b>
<b>Observation Depth &amp; Detail (3 marks)</b>	Rich, specific, and systematic description of the customer journey with evidence (photos/screenshots, concrete examples).	Adequate description but some gaps in detail or evidence.	Superficial, generic, or incomplete observations.
<b>Application of Retail Concepts (3 marks)</b>	Strong and accurate use of relevant retail theories (e.g., servicescape, merchandising) to interpret observations.	Some relevant concepts applied, but not fully integrated or accurate.	Minimal or incorrect application of concepts.
<b>Critical Analysis &amp; Recommendations (3 marks)</b>	Recommendations are practical, actionable, and clearly tied to observed gaps; shows critical thinking.	Recommendations somewhat relevant but generic or lacking strong linkage to observations.	Weak, unrealistic, or missing recommendations.



<b>Presentation &amp; Clarity (1 mark)</b>	Report is professional, well-structured, free of errors, and easy to follow.	Mostly clear but with minor lapses in structure/formatting.	Poorly structured, unclear, or careless presentation.
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### Teaching Method

The approach of this course is to combine conceptual information with real world practice via in-class discussion, presentations, and assignments. Prescribed readings and books provide information and detail on concepts. The course emphasises continuous learning through class activities and assessments. You will be expected to familiarise yourself with sources of marketing information such as industry organisations, publications, academic databases, and journals.

### Textbook / Course Package / Other Readings

1. Barry Berman, Joel R Evans and Patrali Chatterjee, Retail Management, 13<sup>th</sup> Edition, Pearson
2. Michael Levy, Barton Weitz and Ajay Pandit, Retail Management, McGraw-Hill Other Retail Management books available in Library

### Guest Lecture

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Chahat Maru	Atmaja Swadia, Brand Manager at Hindustan Unilever Limited	6
2	Sunitha Ratnakaram	Mr. Pratik Jain, Amazon	6

### Session Plan

		PLOs covered
<b>Session 1 &amp; 2</b>	<b>An Introduction to Retailing</b>	
Objective of the session	Introduction to the concept of Retailing	
Subtopics to be covered	To define retailing, consider it from different perspectives, demonstrate its impact and characteristics; To introduce the concept of strategic planning and apply it; To show why the retailing concept is the foundation of a successful business, with an emphasis on the total retail experience, customer service, and relationship retailing Retailing and effects of COVID -19	PLO 3, PLO5
Readings	Chapter 1 Book 1	
Case Title and Number	No case	
Pedagogy	Lecture, class discussion and case discussion	
<b>Session 3 &amp; 4</b>	<b>Different formats of Retail Institutions</b>	
Objective of the session	To study retailers based on ownership type and examine the characteristics of each;	
Subtopics to be covered	To discuss some ways in which retail strategy mixes are evolving; To study a wide range of general merchandise retailers involved with store- based strategy mixes; To contrast single- channel and multi-channel retailing	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapters 4, 5 Book 1	
Case Title/ Number	Personal shoppers at Sears / Do Power players Rule?	


Pedagogy	Lecture, class discussion and case discussion	
<b>Session 5 &amp; 6</b>	<b>Web, non-store-based, and other forms of Non-traditional Retailing</b>	
Objective of the session	To study non-conventional forms of Retailing	
Subtopics to be covered	Direct Marketing Electronic Retailing Omni-channel Retailing	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapters 6 Book 1	
Case Title/ Number	Amazon in 2017/ Navigating the shopper universe through big data	
Pedagogy	Lecture, class discussion and case discussion	
<b>Session 7 &amp; 8</b>	<b>Trading-Area Analysis &amp; Site Selection</b>	
Objective of the session	Understanding the Trading area and importance of site Selection	
Subtopics to be covered	To demonstrate the importance of store location for a retailer and outline the process for choosing a store location; To discuss the concept of a trading area and its related components; To thoroughly examine the types of locations available to a retailer: isolated store, unplanned business district, and planned shopping center; To note the decisions necessary in choosing a general retail location	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapter 9, 10 Book 1	
Case Title and Number	What consumers find expendable versus untouchable? End of the Chapter case	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 9 &amp; 10</b>	<b>Operations Management: Human resources, Financial Dimensions &amp; Operational Dimensions</b>	
Objective of the session	To understand Operational issues.	

Subtopics to be covered	To discuss Human resources, Financial Dimensions & Operational Dimensions in the Retailing	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapter 11, 12 & 13 Book 1	

Case Title and Number	Direct Product Profitability at Hannaford Brothers Co. Zara: IT for Fast Fashion/ Retail Shrinkage: A significant Problem	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 11</b>	<b>Developing &amp; Implementing Merchandise Plans</b>	
Objective of the session	To understand developing and Implementing Merchandise plans	
Subtopics to be covered	To demonstrate the importance of store location for a retailer and outline the process for choosing a store location; To discuss the concept of a trading area and its related components; To thoroughly examine the types of locations available to a retailer: isolated store, unplanned business district, and planned shopping center; To note the decisions necessary in choosing a general retail location	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapter 9, 10 Book 1	
Case Title and Number	What consumers find expendable versus untouchable? End of the Chapter case	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 12</b>	<b>Establishing and Maintaining A Retail Image</b>	
Objective of the session	To study the significance of Retail image	
Subtopics to be covered	To show the importance of communicating with customers and examine the concept of retail image; To describe how a retail store image is related to the atmosphere it creates	PLO 3, PLO 9, PLO 10, PLO11, PLO 12, PLO 13, PLO14, PLO 15, PLO 16
Readings	Chapter 18 Book 1	
Case Title and Number	Tesco PLC: Fresh and Easy in the United States /Enhancing the In-store experience through facial recognition software	
Pedagogy	Lecture, class discussion, and case presentation	
<b>Session 13</b>	<b>Pricing in Retail &amp; Recent Trends in the Retail world</b>	
Objective of the session	The guest speaker will introduce recent trends in the retail world and Pricing strategies adopted	
Subtopics to be covered	NA	
Readings	NA	

Case Title and Number	NA	
Pedagogy	Guest talk and class discussion	
<b>Session 14</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title and Number	NA	
Pedagogy	NA	

<b>Session 15</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Readings	NA	
Pedagogy	NA	

**\*Elective End-term Examinations may take place in the last week of classes.**

## Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

**Disclaimer: This course outline including assessments, sessions and/or readings may be revised during**

the semester if such need arises.

