Annexture 76-84

College of Vocational Studies

Modern Office Management

Semester VII

DSC-1	Artificial Intelligence Tools for Office Management – I
DSE-1	Computing for Modern Office
DSE-1	Fundamentals of Prompt Engineering
DSE-2	Civil Services in India: Steel Frame of Public Administration
DSE-2	Quantitative Methods for Research
	GE Common Pool for BA (VS) Modern Office Management
1	Offered by History Department
2	Offered by Political Science Department
3	Offered by Mathematics Department
4	Offered by Economics Department
5	Service marketing for Tourism and Hospitality (Offered by Department of
	Tourism, CVS)

Semester VII

DISCIPLINE SPECIFIC CORE COURSE – DSC-7.1

Artificial Intelligence Tools for Office Management - I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit di	stribution of t	Eligibility	Pre-	
& Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Artificial Intelligence Tools for Office Management – I DSC-7.1	4	1	0	3	Pass in Class XII	NIL

Learning Objectives

The objective of this course is to provide an understanding of Artificial Intelligence (AI) tools and its applicability in performing day-to-day operations in modern office efficiently.

Learning Outcomes

After completion of the course, learners will be able to:

- 1. Explain the basic concepts of AI and related concepts.
- 2. Understand and apply AI tools for word processing activities.
- 3. Apply AI tools for making better presentations efficiently and quickly.
- 4. Use features of Cloud solutions for performing day-to-day office operations.

SYLLABUS OF DSC-7.1

Unit 1: Introduction

Introduction to Artificial Intelligence (AI), Foundation of AI, Need of AI, Applications of AI, Impact of AI on business organizations and management. Advantages of AI and Challenges of AI. Future of AI. Key components of AI. Need for AI tools.

Unit 2: Knowledge and Intelligence

Knowledge-based systems and Expert systems, Strong vs Weak AI. Supervised vs Unsupervised Learning. Machine Learning, Deep Learning, Reinforcement Learning.

Google Docs: Create a word document using Google Docs. Demonstrate formatting options, Insert: table, image, templates. Share the document using link, Email the document, Download.

Google Slides: Create a presentation using Google Slides. Demonstrate formatting options, Insert: table, image, shapes, diagrams. Templates, Slide transitions. Share the presentation using link, Email, Download.

Google Sheets: Create a spreadsheet using Google Sheets, Insert filter, chart, Pivot table, image. Sort the data. Use In-built functions. Share the spreadsheet using link, Email, Download.

Unit 3: AI for Word Processing

Grammarly: Sign up/Sign in, Grammarly dashboard, Settings: New document, Upload a file, Download, Print. Review suggestions, Write with generative AI, Check for AI text and Plagiarism.

Type.ai: Sign up/Sign in, Generate a draft using a prompt/query, Generate a draft by uploading another word document, Generate a draft by using template. Content Ideas, Review document.

Create documents and explore suggestions using these tools: Leave Application, Tender Notice, Minutes of a General Body meeting.

Unit 4: AI tools for Presentation

Gamma: Sign up/Sign in, Generate a presentation using AI and by providing descriptive text, review the AI-generated content for the slides, Export the presentation.

Slidesgo: Sign up/Sign in, Generate a presentation using a descriptive prompt for the presentation, review the AI-generated content for the slides, Select a theme for the presentation, download. Explore other options available: AI Quiz Maker, AI Lesson Plan Generator.

Create presentations and explore suggestions using these tools: Health and Nourishment, Indian Cinema, Innovation in Education, etc.

15 hours

11 hours

Practical Exercises:

The learners are required to do practical exercise from unit 3, 4 & 5.

Suggested Readings:

- 1. John Paul Mueller & Luca Massaron (2018). "Artificial Intelligence for Dummies" Wiley
- 2. Peter Norvig & Stuart Russell (2009). "Artificial Intelligence: A Modern Approach" Pearson.
- 3. Grammarly: <u>https://www.grammarly.com/</u>
- 4. Type.ai: https://type.ai/
- 5. Gamma: https://gamma.app/
- 6. Slidesgo: https://slidesgo.com/

Notes:

- 1. Suggested readings shall be updated and uploaded on the college website from time to time.
- 2. Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi from time to time.

Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-I 7.1

Computing for Modern Office

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course	Credits	Credit di	stribution of t	Eligibility	Pre-	
Title &		Lecture	Tutorial	Practical/	criteria	requisite of
Code				Practice		the course
						(if any)
Computing	4	1	0	3	Pass in	NIL
for					Class XII	
Modern						
Office						
DSE-7.1						

Learning Objectives

The objective of this course is to provide understanding of advanced computer skills and knowledge to the students and make them aware of its applications in day-to-day operations in modern office.

Learning Outcomes

After completion of the course, learners will be able to:

- 5. Explain the basic concepts and application of Multimedia and Digital Marketing in office operations.
- 6. Describe the various modes of digital payments in use.
- 7. Understand and apply AI tools for various office operations including communication and collaboration
- 8. Apply advance operations in a word document for better readability and understanding
- 9. Use features to develop good presentations.
- 10. Apply spreadsheet functions for complex data handling and its.

SYLLABUS OF DSE-7.1

Unit 1: Basic Concepts for Modern Office operations

6

Multimedia types and its applications, Multimedia tools, Digital Marketing and the use of Social Media platforms, AI tools – ChapGPT, Grammarly, Copy.ai, Meta AI, Otter.ai. Communication and collaboration tools.

Digital Payments – Digital Wallets, Unified Payments Interface (UPI), Internet Banking, Mobile Banking, Aadhaar Enabled Payment System (AEPS).

Unit 2: Document Management for Modern Office operations

Document Layout: Margins and Orientation, Custom Sizing, Columns, Page Breaks and Section Breaks, Pagination. Insert: Table of Contents, SmartArt – List, Process, Cycle and Hierarchy, Chart – Column, Line, Pie and Histogram. Password protecting the document.

Document Navigation: Insert hyperlinks – Web page or File, Within the document and Email Address. Bookmarks and Quick Access Toolbars. Converting Word document to pdf and vice-versa.

Unit 3: Slide Management for Modern Office operations

Presentation Design: Insert SmartArt and Charts, Apply Themes and color schemes, Format background. Insert hyperlinks – Web page or File, Within the document and Email Address. Inserting Action buttons.

Viewing a presentation: Changing Views, Automatic Transitions and Animations, Slide Show and Custom Slide Show, Rehearse timings, Arranging slides.

Unit 4: A) Workbook Management for Modern Office operations 9 hours

Create and Modify Custom Workbook Elements – font and number format, color scheme, theme, Create custom functions using Formula Builder, Insert Pivot Chart and Sparklines, Recording Macros, Data Validation, Text to Column, Auto-fill column and Fill options.

B) Data Analysis using Spreadsheets

Summarize data using functions – Sum, Min, Max, Average, Count. Create conditional formulae using IF, NESTED IF, AND, OR, NOT, COUNTIF, SUMIF and AVERAGEIF. LOOKUP Functions – VLOOKUP, VLOOKUP with Exact Match, HLOOKUP,

HLOOKUP with Exact Match.

Practical Exercises:

The learners are required to do practical exercise from unit 2, 3 & 4 (A & B).

9 hours

8 hours

Suggested Readings:

- 7. Goel, A, "Computer Fundamentals" Pearson.
- 8. Linda Foulkes (2020). "Learn Microsoft Office 2019" Packt Publishing.
- 9. Jain, H. C. & Tiwari, H. N. "Computer Applications in Business" Taxmann.
- 10. Lambert, J. (2019). "Microsoft Word 2019 Step by Step" Pearson Education.

Notes:

- 3. Suggested readings shall be updated and uploaded on the college website from time to time.
- 4. Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi from time to time.

Semester- VII

Discipline Specific Elective- DSE- I 7.2

Fundamentals of Prompt Engineering Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Credits	Lecture	Tutorial	Practical/Practice	Eligibility	Pre-
				Criteria	requisite
4	2	0	2	12th Pass	Nil

Learning Objective

To equip learners with foundational skills in prompt engineering, empowering them to interact effectively with large language models and generate purposeful, ethical AI outputs.

Learning Outcomes

- 1. Define key terms and components of prompt engineering.
- 2. Distinguish between different prompt types (instructional, question-based, few-shot).
- 3. Construct effective prompts for tasks like summarization, Q&A, and translation.

- 4. Demonstrate proficiency using AI tools such as ChatGPT.
- 5. Analyze ethical considerations and identify misuse of AI output.

SYLLABUS OF DSE-7.2

Unit 1: Introduction to Prompt Engineering (8 Hours)

- Definition, scope, and significance
- History of language models: from rule-based to transformer models (BERT, GPTs, T5, etc.)
- Communication role of prompts in LLMs
- Limitations of AI: hallucinations, ambiguity, and factuality issues

Unit 2: Prompt Types and Structures (7 Hours)

- Instructional vs. informational prompts
- Completion-style, chat-based formats
- Zero-shot vs. few-shot prompting
- Identifying and avoiding poor prompt practices

Unit 3: Prompt Crafting Techniques (10 Hours)

- Writing clear prompts using framing and context windows
- Output control: tone, verbosity, format
- Prompt refinement and feedback loops

Unit 4: A) Applications & Tools (10 Hours)

- Prompts for writing, summarization, translation
- Tools: ChatGPT, Claude, Bard
- Lab exercises on prompt design for academic and creative use
- Ethical usage: plagiarism, deepfakes, disinformation

B) Prompting in Daily Life (10 Hours)

- Productivity: resumes, agendas, emails
- Creative expression and storytelling
- Learning aids: flashcards, AI tutoring
- AI as personal assistant and learning companion

Practical Exercises:-

- 1. Convert vague tasks into clear prompts.
- 2. Compare model outputs using the same prompt.
- 3. Role-play simulations with human-AI interaction.
- 4. Mini hackathon: develop a prompt-based chatbot.

Suggested Readings

- Liang, Percy, et al. (2022). Prompt Programming for Large Language Models. Stanford University.
- White, Tom. (2023). Prompt Engineering for Generative AI: A Guide for Building with ChatGPT and Beyond. O'Reilly Media.
- Chase, Nathan Hunter. (2023). The Art of Prompt Engineering with ChatGPT: Crafting Effective Prompts for Better AI Outputs.
- OpenAI Documentation https://platform.openai.com/docs
- Zamfirescu-Pereira, I. et al. (2023). Teaching with Prompt Engineering: Practical Tools and Theories. MIT Press.
- Sebastian Raschka. (2023). LLMs from Scratch: Language Models and Prompting Fundamentals.
- LangChain Docs https://docs.langchain.com

Semester – VII Discipline Specific Elective – DSE -II 7.3

Civil Services in India: Steel Frame of Public Administration or Red Tape Undermining the System from Within

Offered by Department of History, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		Eligibility criteria	Pre-requisites of the course (if any)	
Civil Services in India: Steel Frame of Public Administration or Red Tape Undermining the	4	3	1	0	Pass in class XII	NIL
System from Within						

Learning Objective:

By the end of this course/module, students will be able to:

Understand the historical evolution of civil services in India and the significance of the "steel frame" metaphor in administrative development, and also understand the structure, functions, and recruitment processes of the Indian civil services, including the roles of IAS, IPS, and other public officials. The students will be enriched by the understanding of the challenges facing the civil service system today, such as red tape, inefficiency, politicization, and corruption. Through historical analysis, case studies, and policy reviews, the course investigates whether India's civil services are upholding administrative efficiency or perpetuating red tape and stagnation.

Learning Outcomes:

Learning outcomes expect the students to acquire the ability to:

- Understand the origin, evolution, and institutional structure of the Indian civil services within the broader framework of public administration.
- Interpret the symbolic and functional role of the civil services and identify and explain the key challenges affecting the effectiveness of civil servants.
- Critically evaluate the views of scholars and commentators on the decline of bureaucratic integrity and performance.
- Analyze key administrative reforms and policies aimed at enhancing accountability, transparency, and efficiency in the civil service.
- Compare and contrast India's bureaucratic system with those of other democratic nations to derive lessons and best practices.
- Develop informed opinions and arguments about the present and future role of the Indian civil service, supported by historical and empirical evidence.

Practical Components:

• Students will analyze real-life examples of both exemplary and problematic civil service interventions (e.g., election reforms under T.N. Seshan and E. Sreedharan).

- Students will research and argue from multiple perspectives, enhancing critical thinking.
- Students will write a short policy brief proposing a civil service reform (e.g., improving performance appraisal, strengthening accountability mechanisms).
- Q&A session for students to directly engage with practitioners.
- Simulate a UPSC-style interview or group discussion on issues related to public administration.

Syllabus

Unit 1

Introduction to Civil Services: Historical Development of Civil Services in India

(12 HOURS)

Definitions and scope; Bureaucracy in theory (from Chanakya's Arthashastra to Weber's Ideal Type); Public vs private administration; ICS under British rule; Lord Curzon's "Steel Frame" metaphor; The transition to IAS post-1947.

Unit 2

Structure and Role of Indian Civil Services: Critique and the Red Tape Metaphor

(10 Hours)

Central and State Services, All India Services (IAS, IPS, IFS), Recruitment and training (UPSC, LBSNAA); Politicization and inefficiency arguments, Relationship with political executives, Bureaucratic neutrality and accountability, Case studies of bureaucratic success and failure.

Unit 3

Case Studies in Excellence and Breakdown: Comparative Bureaucracy (11 hours)

E. Sreedharan (Metro Man), T.N. Seshan (Election Commission reforms), Cases of bureaucratic inaction/red tape (e.g., disaster response delays); Comparing India's civil service with systems in the UK, Singapore, and the USA; Lessons and models of efficiency

Unit 4

Civil Service Reforms in India: The Future of Civil Services in India (12 hours)

ARC reports (1st & 2nd), Performance-based appraisals, Lateral entry and digital governance; RTI Act and transparency measures; Role of vigilance and auditing bodies (CVC, CAG); Famous cases of corruption involving civil servants; Youth and bureaucracy: Motivations and challenges; Role of technology, AI, and data in public service; Vision for a responsive, transparent bureaucracy

Suggested Readings

Books

- Arthashastra by Chanakya
- Ain-i-Akbari by Abul Fazl
- The Story of the Integration of Indian Princely States by V.P. Menon
- Before Memories Fade by Fali Nariman
- The Parliamentary System by Arun Shourie
- Indian Administration by S.R. Maheshwari
- Public Administration in India by B.L. Fadia

- 2nd Administrative Reforms Commission Reports
- Excerpts from Weber's Theory of Bureaucracy
- The Indian Bureaucracy by T.N. Chaturvedi
- The Steel Frame: A History of the IAS by Deepak Gupta
- The Accidental Prime Minister by Sanjaya Baru
- Ethics, Integrity and Aptitude by G. Subba Rao & P.N. Roy Chowdhury
- Challenges to Indian Bureaucracy by Yogendra Narain
- Pratap Bhanu Mehta (Essays) On bureaucracy, state capacity, and reform in India

Semester VII

Discipline Specific Elective: DSE-II 7.4

Title of the Paper: Quantitative Methods for Research Offered by Economics Department, College of Vocational Studies

Semester	Course title	Credits	Duration (per week)			Eligibility	Proroquisito
	& Code	Cicuits	Lecture	Tutorial	Practical/ Practice	Criteria	Trerequisite
VII	Quantitative Methods for Research	4	3	1	0	Class 12th Pass	Nil

Course Description

The course on Quantitative Research Methods aims to help students understand different research methods, especially qualitative ones. It will teach them how to use various quantitative techniques in different research situations. The focus will be understanding quantitative methods, the based on statistical tests, and practical experience with computer tools for data analysis. This will help students think carefully about how to design research, collect and analyse data, and understand the importance of basics for studying real data.

The course offers the conceptual and methodological issues in details that go into successful conduction of a scientific research. That includes the theoretical and methodological approaches in measurement, proposing and testing hypotheses, scientific communication and the ethical issues in the practice of science

Course Objectives:

- 1. Understand quantitative and qualitative research methods.
- 2. Recognize concepts of descriptive and inferential statistics.
- 3. Learn central tendency and dispersion methods.
- 4. Interpret elementary statistics results.
- 5. Introduce correlation and regression analysis to students.
- 6. Graphically represent empirical data.
- 7. Familiarize students with Excel for empirical analysis.

Course Outcomes

1. Students will learn to understand and explain graphs and summary statistics in papers and reports. 2. Students will know how to choose the right average (mean, median, mode) to solve problems. 3. Students will recognize different ways to show spread and when to use them. 4. Students will understand the difference between correlation and regression and how to use them. 5. Students will be able to use tools like Excel for data analysis. 6. Students will know how to use statistical tools for education research.

Unit 1: Quantitative research methods (9 hours)

The course will begin with a brief introduction to the main ideas of quantitative, qualitative, and mixed methods. It will explain why someone might pick a quantitative or qualitative approach and when these two methods are used together. This will help students fully understand research methods.

- 1. Comparative study of quantitative, qualitative and mixed methods approach
- 2. Sampling
- 3. Longitudinal, cross- sectional and trend studies
- 4. Experimental/quasi-experimental methods
- 5. Designing a survey questionnaire

Unit 2: Introduction to statistics (10 hours)

This unit covers descriptive statistics, including types of variables, frequency distribution, and ways to show data with graphs. It also explains measures of central tendency and measures of spread. Students will learn how to use Excel, with practice continuing throughout the course. The unit ends by introducing students to research data sets available in India.

- 1. Basic descriptive statistics
- 2. Charts and graphs
- 3. Measures of central tendency
- 4. Measures of dispersion

Unit 3: Probability Distributions (11 hours)

This unit covers normal probability distributions, which are a key concept in statistics and form the basis for inferential statistics, z-score problems, sampling distributions, and the central limit theorem.

- 1. Probability distribution for discrete and continuous variables
- 2. The normal probability distribution
- 3. Sampling distribution
- 4. Sampling distribution of sample means

Unit 3: Correlation and Regression (12 hours)

This unit will explain bivariate linear regression in detail. Understanding this is important for learning multivariate regression later. We will begin by using a straight line to show the relationship between two continuous variables, then look at scatter plots to check if the relationship is mostly linear. Next,

we will use the least squares method to find the best-fitting line, see how data points spread around this line, and use Pearson's correlation to measure how strong the linear connection is between the variables. Finally, we will cover the basic ideas of regression analysis.

- 1. Correlation and covariance
- 2. Pearson's and Spearman's correlation coefficient
- 3. Linear relationships
- 4. Least squares prediction equation and method of least squares

UNIT 4: Research Paper (12 hours)

Forming a Research hypothesis and using inferential statistics for testing,

Components of a Research Paper. Style of writing a Research Paper and Communicating the Results and its comparison.

Readings:

- Jacobson, M., Neugeboren, R. H. (2005). Writing Economics. United States: Harvard University.(link)
- Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. United Kingdom: Penguin Publishing Group.
- Creswell, J. W. (2003). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Second Edition. University of Nebraska (Chapter 1, pp.3-26).
- Kumar, R. (2015). Research Methodology. Fourth Edition. Sage India (Chapter 12, pp. 231-248)
- Cohen, L., L. Manion and K. Morrison.(2000). Fifth Edition.Research Methods in Education.Routledge Falmer (Chapter 12, pp. 211- 225)
- ASER Centre. (2014). Middle Schools in India: Access and Quality | MacArthur Foundation Grant No. 11-99655-00-INP. (A.2: Baseline survey questionnaires)
- Converse, J. and S. Presser. (1986). Survey Questions: Handcrafting the Standardized Questionnaire, Issue 63.
- National Sample Survey (2014): Social Consumption: Education, Schedule 25.2
- Healey, J. Ninth Edition. Statistics- A Tool for Social Research, WadsworthCengage Learning, Student Copy ISBN-978-1-111-18636-4.(Chapter 2, pp. 22- 62; Chapter 3, pp. 63- 87; Chapter 4, pp. 88- 117).
- Healey, J. Ninth Edition. Statistics- A Tool for Social Research, WadsworthCengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 5, pp. 118- 140).
- Healey, J. Ninth Edition. Statistics- A Tool for Social Research, WadsworthCengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 14 to Chapter 16, pp. 368-465)
- Gujarati, D. N. (2003).Basic Econometrics, Fourth edition. McGraw-Hill. New York.(Chapter 9, pp. 297-311)
- Das, N.G. (1997). Statistical Methods, Part I, M. das and Co. (Chapter 9, pp. 309-363)
- [Unit 4 and Unit 5 will focus not so much on formulae (though they will be discussed in class); instead emphasis will be placed on learning the significance of the statistic, its interpretation and appropriate use.]

Additional Readings:

- King, B. M., Rosopa, P. J., & Minium, E. W. (2010). Statistical reasoning in the behavioral sciences. Wiley Global Education.
- King, G. R. O. Keohane& S. Verba (1994) Designing Social Inquiry.Princeton University Press.(Chapter 1, pp. 3- 32).
- Muralidharan, K. and V. Sundaram (2013). The aggregate effect of school choice: Evidence from a two-stage experiment in India. NBER Working paper 19441. Available online at http://www.nber.org/papers/w19441
- Office of Quality Improvement. (2010). Survey fundamentals: A guide to designing and implementing surveys. Pew Research Centre.Questionnaire Design. Available online at
- <u>http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/#measuring-change-over-time</u>
- Tashakkori, A. and T. Charles (1998).Mixed Methodology: Combining Qualitative and Quantitative Approaches. Sage Publications. (Part three: applications, examples and future direction of mixed model research)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Semester VII

Generic Elective-GE

Service marketing for Tourism and Hospitality

Offered by Tourism Management Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course	Course	No. of	Components of the course			Eligibility	Pre-
Title and	Code	credits				Criteria	requisites
Code			Lecture	Tutorial	Practical		of the
							course
Service	GE 7.1	4	3	1	0	Pass in	NIL
marketing for						Class XII	
Tourism and							
Hospitality							
GE -7.1							

Learning Objectives:

This course explores the unique nature of service marketing within the tourism and hospitality industries. Students will learn the core principles of services marketing, understand consumer behavior in service settings, and develop strategies for creating value, enhancing customer experience, and building long-term relationships in service-based businesses. The course blends theory with practical insights through case studies, discussions, and real-world examples.

Learning Outcomes:

After completing this course, the learners would be able to:

- 1. explain the distinctive characteristics of service marketing in tourism and hospitality.
- 2. apply the 7 Ps framework to design and manage effective service marketing strategies.
- 3. analyze service encounters and customer expectations in various hospitality contexts.
- 4. evaluate service quality using models like SERVQUAL and propose improvements.
- 5. use digital and relationship marketing tools to enhance customer engagement and retention.

Unit I

Introduction to Service Marketing

Definition and characteristics of services, Difference between goods and services, Role of services in tourism and hospitality, The service marketing triangle, Customer expectation from Hospitality services, The expanded marketing mix (7 Ps) in tourism and hospitality,

Unit II

Understanding Customer Expectations and Perceptions

Customer expectations and perceptions of service, Th e concept of service encounters and moments of truth, Service quality models: SERVQUAL and GAP Model, Managing demand and capacity in services, Customer satisfaction and complaint management.

Unit III

Designing Service Marketing Strategies

Market segmentation, targeting, and positioning for service offerings, Service product design and innovation, Branding services and destination marketing, Pricing strategies for services, Promotion and communication in service businesses.

(11Hours)

(11Hours)

(11Hours)

Unit IV

Modern Marketing

(12Hours)

Green marketing, Mobile marketing, Cross-cultural marketing, Web marketing, Buzz marketing, Relationship marketing in hospitality: loyalty programs, CRM, personalization, Role of technology in service marketing, Social media and online reviews as marketing tools.

Exercises

The learners are required to:

- 1. analyze and present examples of the 7 Ps in a hotel/resort of their choice.
- 2. develop a customer feedback questionnaire for a hotel or travel agency.
- 3. develop a promotional campaign for a tourism destination
- 4. design a loyalty program for a hotel or travel firm.

Suggested Readings:

- Hoffman, K. D., & Bateson, J. E. G. (2017). Services Marketing: Concepts, Strategies, and Cases (5th ed.). Cengage Learning.
- Hudson, S. (2020). Marketing for tourism, hospitality & events: A global & digital approach.
 SAGE Publications.
- Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2016). Marketing for Hospitality and Tourism (7th ed.). Pearson Education.
- Lovelock, C., Wirtz, J., & Chatterjee, J. (2019). Services Marketing: People, Technology, Strategy (8th ed.). Pearson.
- Mariani, M. M., Baggio, R., Della Corte, V., & Buhalis, D. (2021). Smart tourism: Foundations and developments. Springer.
- Morrison, A. M. (2022). Marketing and managing tourism destinations (2nd ed.). Routledge.
- Solomon, M. R. (2022). Consumer behavior: Buying, having, and being (13th ed.). Pearson.
- Wirtz, J. (2022). Services marketing: People, technology, strategy (9th ed.). World Scientific Publishing.
- Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2020). Services Marketing: Integrating Customer Focus Across the Firm (7th ed.). McGraw-Hill Education.

Notes:

- 1. Suggested Readings will be updated and uploaded on college website from time to time.
- 2. Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

College of Vocational Studies

Modern Office Management

Semester VIII

DSC-1	Artificial Intelligence Tools for Office Management – II
DSE-1	Website Designing and Data Handling using Python
DSE-1	Advanced Prompt Engineering
DSE-2	Religious & Philosophical Traditions in Indian Subcontinent
DSE-2	Economics of Startups
	GE Common Pool <u>for BA (VS) Modern Office Management</u>
1	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics
5	Tourism Startups and Innovations (Offered by Department of Tourism Management)

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE – 8.1 (DSC-8.1)

Artificial Intelligence Tools for Office Management - II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit dis	tribution of	Eligibility	Pre-	
& Code		Lecture	Tutorial	Practical/	criteria	requisite
				Practice		course (if any)
Artificial Intelligence Tools for Office Management – II	4	1	0	3	Pass in Class XII	NIL
DSC-8.1						

Learning Objectives

The objective of this course is to provide an understanding of Artificial Intelligence (AI) tools and its applicability in increasing productivity of day-to-day operations in modern office efficiently.

Learning Outcomes

After completion of the course, learners will be able to:

- 1. Explain the AI techniques in use.
- 2. Learn the applications of AI in real world.
- 3. Understand and explore the use of AI tools for increasing productivity.
- 4. Understand and explore the available Generative AI chatbots and voice assistants.

SYLLABUS OF DSC-8.1

Unit 1: AI Techniques

Natural Language Processing, Recommendation Systems, Predictive Analysis, Decision Support Systems, Robotics, Fuzzy Logic, Speech Recognition, Text Analytics, Image Processing. Generative AI and Prompt Engineering.

Unit 2: Applications of AI

Digital Assistants, Chatbots, Search Engines, Social Media, Robots, Online shopping, Fraud Detection in Banks, Demand/Sales forecasting, Transportation, Finance, Manufacturing, Education, Agriculture, Advertising.

Unit 3: AI for Enhancing Productivity

Searching- Explore Perplexity for searching for prompt/descriptive text, content creation, price comparison, etc.

Transcription/Notes-taking: Explore Otter.ai for transcribing meetings, notes making.

Video Generation: Explore Canva AI for creating videos using images.

Image Generation: Explore Dall-E 3 for generating images using AI.

Others: Project Management, Task Scheduling, Data Visualization, etc.

Unit 4: AI Assistants and Chatbots

Introduction to Generative AI Chatbots. Familiarize students with different chatbots and explore these chatbots for performing different tasks. ChatGPT, Microsoft Copilot, Google Gemini.

Perform tasks: Summarize reports, Voice-to-text, Draft email/Notice, Write a resume, Create learning/teaching plan, Create personalized daily summaries, etc.

Introduction to voice assistants. Familiarize students with different voice assistants, Alexa, Siri, etc. and explore their use for performing different tasks.

Practical Exercises:

The learners are required to do practical exercise from unit 3 & 4.

12 hours

12 hours

Suggested Readings:

- 11. John Paul Mueller & Luca Massaron (2018). "Artificial Intelligence for Dummies" Wiley
- 12. Peter Norvig & Stuart Russell (2009). "Artificial Intelligence: A Modern Approach" Pearson.
- 13. Perplexity: https://www.perplexity.ai/
- 14. Otter.ai: https://otter.ai/
- 15. Canva AI: https://www.canva.com/ai-assistant/
- 16. Dall-E 3: https://openai.com/index/dall-e-3/
- 17. ChaptGPT: <u>https://openai.com/index/chatgpt/</u>
- 18. Microsoft Copilot: https://copilot.microsoft.com/
- 19. Google Gemini: https://gemini.google.com/

Notes:

- 1. Suggested readings shall be updated and uploaded on the college website from time to time.
- 2. Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi from time to time.

Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-8.1

Website Designing and Data Handling using Python

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit dis	stribution of	Eligibility	Pre-	
& Code		Lecture	Tutorial	Practical/	criteria	requisite
				Practice		of the
						course (if
						any)
Website	4	2	0	2	Pass in	NIL
Designing					Class XII	
and Data						
Handling						
using						
Python						
1 ython						
DCE 0 1						
DSE-8.1						

Learning Objectives

The objective of this course is to provide understanding of Internet and websites to the students and make them well-versed with data handling using Python programming.

Learning Outcomes

After completion of the course, learners will be able to:

- 5. Explain the basic concepts and application of Internet.
- 6. Learn the elements of HTML and its applications.
- 7. Understand the features of CSS used to enhance the look-and-feel of a website.
- 8. Design a basic website using HTML and CSS.
- 9. Understand and apply Python programming constructs towards data handling.

SYLLABUS OF DSE-8.1

Unit 1: Basics of Internet and Website

Internet History, Internet applications, WWW, Internet Service Provider (ISP), Dial-up, Broadband, Dedicated, DSL, DNS, Gateways, Routers and modems, Downloading and Uploading, Wi-Fi, Web security. Internet Domain and its registration. Web sites, Web pages, Home page, URL, IP address, Hyperlinks.

Internet Browsers and its features, Working of Hypertext Transfer Protocol (HTTP) and HTTPS.

Unit 2: Designing a basic Website

Basics of Hypertext Markup Language (HTML): Elements – header, body, formatting, paragraph, line-break, image, links, button, lists, forms. Container and empty tags, checkbox, drop-down menu. Inserting tables.

Basics of Cascading Style Sheets (CSS): Concept of CSS, Creating CSS – Inline, internal, external, CSS Properties – background, border, color, dimensions, font, positioning, CSS Id and Class.

Create a basic website using HTML elements and CSS styling.

Unit 3: Data Handling using Python

Python installation, Basic Terminal Commands, Structure of a Program, Simple Python Script Writing, script execution, debugging errors.

Identifiers and keywords; literals, numbers, and strings; Operators and expressions; Input and

Output statements; control structures (conditional statements, loop control statements, break,

Continue and pass).

Unit 4: Introduction to Functions and its definition (15 hours)

Introduction to Functions and its definition: Modules, built in and user-defined functions,

passing arguments and returning values.

Python Libraries: Numpy, Pandas

Practical Exercises:

The learners are required to do practical exercise from unit 2 & 3.

15 hours

Suggested Readings:

- 1. M.Srinivasan. (2012). "Web Technology Theory and Practice" Pearson
- 2. Raj Kamal. (2017). "*Internet and Web Technologies*" The Tata McGraw-Hill Publishing Company Limited.
- 3. Powell, T.A. (2017). "*HTML & CSS: The Complete Reference*" 5th edition, Tata McGrawHill.
- 4. Deitel, P. J. (2019). "Python Fundamentals" Pearson.
- 5. Thareja, R. (2017). "Python programming using problem solving approach" Oxford
- 6. University Press.

Notes:

- 3. Suggested readings shall be updated and uploaded on the college website from time to time.
- 4. Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi from time to time.

Semester VIII

Discipline Specific Elective- DSE-I 8.2

Advanced Prompt Engineering

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Credits	Lecture	Tutorial	Practical/Practice	Eligibility	Pre-requisite
				Criteria	
4	2	0	2	12th Pass	Fundamentals
					of Prompt
					Engineering

Learning Objective

To develop advanced capabilities in designing, evaluating, and integrating prompts into realworld AI applications, with a strong emphasis on ethics, optimization, and domain-specific solutions.

Learning Outcomes

After completion of the course, learners will be able to:

- Apply structured techniques such as role-based and system-level prompting.
- Evaluate and optimize prompts for coherence, relevance, and factuality.
- Create domain-specific and application-integrated prompt systems.
- Use APIs and function-calling mechanisms to power intelligent workflows.
- Understand bias, ethical implications, and the future scope of prompt engineering.

SYLLABUS OF DSE-8.2

Unit 1: Structured and Dynamic Prompting (8 Hours)

- Role-based prompting for industries (e.g., legal, education, therapy)
- System messages vs. user prompts
- Multimodal prompting (text, image inputs)
- Advanced chain-of-thought prompting

Unit 2: Prompt Evaluation and Optimization (8 Hours)

- Metrics: coherence, relevance, factuality
- Feedback loops and iterative testing
- Prompt injection: types, examples, defenses
- Tools: PromptLayer, RePrompt, LangChain Playground

Unit 3: Prompt Engineering in Real-world Applications (8 Hours)

- Domain-specific prompts: healthcare, law, marketing, education
- Programming tasks: SQL generation, code explanation
- LLM integration in apps: LangChain, RAG
- Function calling and API usage in prompts

Unit 4: A) Ethics, Bias, and Future Trends (6 Hours)

- Bias in AI output and prompt shaping
- Legal concerns: copyright, attribution, responsibility
- Emerging trends: hyper-personalized prompts, memory, autonomous agents

B) Collaborative and Autonomous Prompt Systems (6 Hours)

- Prompt chaining and orchestration
- AutoGPT, BabyAGI: loop-based prompting
- Multi-agent prompting
- Self-improving prompts and HITL systems

Practical Exercises (8 Hours)

- Build a prompt-powered LLM mini-agent
- Integrate prompts with APIs and real-time workflows
- Evaluate robustness via stress testing and adversarial inputs
- Workshop: convert an app idea into a prompt-driven product

Suggested Readings

- Liang, Percy, et al. (2022). Prompt Programming for Large Language Models. Stanford University.
- White, Tom. (2023). Prompt Engineering for Generative AI: A Guide for Building with ChatGPT and Beyond. O'Reilly Media.
- Chase, Nathan Hunter. (2023). The Art of Prompt Engineering with ChatGPT: Crafting Effective Prompts for Better AI Outputs.
- OpenAI Documentation https://platform.openai.com/docs
- Zamfirescu-Pereira, I. et al. (2023). Teaching with Prompt Engineering: Practical Tools and Theories. MIT Press.
- Sebastian Raschka. (2023). LLMs from Scratch: Language Models and Prompting Fundamentals.
- LangChain Docs https://docs.langchain.com

Semester- VIII

Discipline Specific Eelective- DSE 2

Paper No.:- 8.4

Religious & Philosophical Traditions in Indian Subcontinent

Offered by Department of History, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course		Eligibility criteria	Pre-requisites of the course (if any)	
Religious &	4	3	1	0	Pass in class	NIL
Philosophical					XII	
Traditions in						
Indian						
Subcontinent						

Objective:- This course introduces the prominent religions of the world and studies the social basis of religious traditions. It further focuses distinctively on the religious practices in the Indian subcontinent. The historical context, in which institutionalized religions emerged, evolved and transformed is the primary concern. In chronological terms, the developments from the early Vedic traditions of the mid-second millennium BCE to the religious reform movements of the Early Modern times, will be thematically surveyed. Students will gain the nuanced understanding of India's diverse religious tradition and rich philosophical, literary cultures.

Course Content:

Unit 1: Introduction and Evolution of World Religions and Society

- Prominent religions (Hinduism, Buddhism, Jainism, Judaism, Islam, Christianity, Sikhism)
- Changing patterns of society and impact on and their sub-sects; Evolution of Religious tradition, changes and continuity.

Unit 2: Philosophical Schools and Religious Movement

- Introduction to Indian Philosophical Schools (Buddhism, Jainism, Cārvāka, Sāmkhya, Yoga, Nyāya, Vaiśeṣika, Mīmāmsā, Vedānta)
- Critical evaluation of the Bhakti Movement:
 - Bhakti Movements of South India (Alvars, Nayanars, Veerashaivism, Warkari)
 - Vaishnava Bhakti Movements in North India (Rama Bhakti and Krishna Bhakti-Pushtimargis, Ramanandis, Gaudiyas- Tulsidas and Mirabai)
- Critical evaluation of Sufi movements (Be-shara and Ba-shara- Chishtiyas, Suhrawardiyas, Firdausiyas, Qalandars , Qadiriyas, Shattariyas, Naqshbandiyas)
- Religious Reform Movement (Arya Samaj, Brahmo Samaj, Atmiya Sabha, Deva Samaj, Prarthana Samaj, Tattvabodhini Sabha, Theosophical society, young Bengal movement, Deoband movement, Faraizi movement, Ramakrishna mission, Satyashodhak samaj and Ahmadiyya movement)

Unit 3: Language, Literature and Knowledge System (Classical & Vernacular)

- Literature and Religion in historical perspective: Buddhist texts, Jain Texts and Vedic Literature
- Secular Literature: Ashtadhyayi, Ritusamhara, Rajtarangini, Silpadikaram, Manimekali etc.
- Astronomical, Medical & Yoga literature: Pancasidhāntikā, Brahmasphtasiddhānta, Caraka Samhitā, Sushruta Samhitā, Marma

Chikitsa, Yoga Sutra etc.

Unit 4: Developments of Sacred/Religious places

- Tirths : Char Dham, Prayagraj, Banaras, Bodh Gaya, Pawapuri etc.
- Temples: Dwadas Jyotirlinga, Brihadeshwar, Ajanta, Ellora, Shri Jagannatha, Kamakhya, Hidamba, Vaishnodevi
- Gurudwaras: Hari Mandir Sahib (Golden Temple), Takht Sri Patna Sahib, Bangla Sahib, Shri Narayan Hari (Manikarana) etc.
- Churchs: Basilica of Bom Jesus, Goa, St. Paul Cathedral, Kolkata, St. Andrew's Basilica Arthunkal, Alleppey etc.
- Dargahs: Khwaja Gharib Nawaz, Ajmer; Hazarat Nizamuddin, Delhi; Haji Ali Dargah, Mumbai etc.
- Mosques: Jama Masjid (Delhi), Mecca Masjid (Hyderabad) etc.

Unit 5: Religion and its Impact on Society

- Impact of Religious places on Economy and sustainability.
- Environment & Religion: Case study of Sacred Groves
- Charity and Public welfare: Langars, Charitable Hospital and Religious Service

Essential Reading

Ansari, Saraf F.D., *Sufi Saints and State Power*, Cambridge University Press, 1992 Banerjea, J.N., *Pauranic and Tantric Religion: Early Phase*, University of

	Calcutta, Calcutta, 1966.
Bhandarkar, R.G.,	Vaisņavism, Šaivism and Minor Religious Systems,
Bhattacharya, N.N.,	Indological Book House, Varanasi, 1965. Ancient Indian Rituals and Their Social Contexts, Manohar,
	Delhi, 1996 (1975)
Brockington, J.L.,	Righteous Rama: the Evolution of an Epic, OUP, Delhi,
Chakrabarti, Kunal,	1984. Religious Process: The Purāṇas and the Making of a
	Regional Tradition, OUP, Delhi, 2001
Chakravarti, Uma,	The Social Dimensions of Early Buddhism, OUP, Delhi, 1987
Champakalakshmi,R.,	'From Devotion and Dissent to Dominance: The Bhakti of

Tamil Alvars and Nayanars' in S. Gopal and R.Champakalakshmi, eds., *Tradition, Dissent and Ideology*, OUP, Delhi, 1996, pp. 135-63.

Religion, Tradition, and Ideology: Pre-colonial South India, OUP, New Delhi, 2001.

Olivelle, Patrick, *The Early Upanishads: Annotated Text and Translation*, OUP, Oxford, 1998.

Chatterjee, Asim Kumar, A Comprehensive History of Jainism, 2 volumes, Firma KLM, Calcutta, 1984.

Chattopadhyaya, B.D. Representing the Other? Sanskrit Sources and the

Muslims, Manohar, Delhi, 1998.

-----, 'Historical Context of the Early Medieval Temples of North India', in *Studying Early India*, Permanent Black, Delhi, pp. 153- 171.

Coomaraswamy, A.K., 'The Dance of Shiva' in *The Dance of Shiva*, Munshiram Mukhia, Harbans, "The Ideology of the Bhakti Movement: The Case of Dadu Dayal" in *Perspectives on Medieval India*, New Delhi, 1993 Manoharlal, 1999.

Currie, P.M.,

-----,

The Shrine and Cult of Muin-al –Din Chishti of Ajmer,

New Delhi, 1989.

Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries", in *Islam in Asia*, edited by Y. Friedmann, vol.I, South Asia, Jerusalem, 1984. Doniger, Wendy, *Purāņa Perennis: Reciprocity and Transformation in Hindu and Jaina Texts*, SUNY, Albany, 1993. Durkheim, Emile, *The Elementary Forms of Religious Life*, The Free Press, New York, 1995.

Eschmann, Kulke and Tripathi (eds.), *The Cult of Jagannatha and the Regional* Tradition of Orissa, Manohar, New Delhi, 1978.

Gonda, Jan, Aspects of Early Visnuism, Utrecht, 1954.

Grewal, J.S, Contesting Interpretations of the Sikh Tradition, New Delhi, 1998 Jaini,

Padmanabh S., Gender and Salvation: Jaina Debates on the Spiritual Liberation

of Women, Delhi, 1991.*

Jha, D.N. 'Temples as Landed Magnates in early medieval south India', R.S. Sharma and V. Jha (ed.), *Indian Society: Historical Probings, In Memory of DD Kosambi*, PPH, Delhi, 1974, pp. 202- 17.

-----, *Rethinking Hindu Identity*, Routledge Publisher, Delhi, 2009.

Kosambi, D.D. An Introduction to the Study of Indian History, Popular Prakashan, Bombay, 1975.

-----.

Myth and Reality Studies in the Formation of IndianCulture, Popular Prakashan, Bombay, 1962.

Suggested Readings

Kesavan, Veluthat, "The Temple Base of Bhakti Movement in South India",

Proceedings of the Indian History Congress, Waltair, 1979

Kramrisch, Stella *The Presence of Śiva*, Motilal, Banarsidass, Varanasi, 1988 (1984).

Mahalakshmi, R. The Book of Lakshmi, Penguin Viking, Delhi, 2009.

-----, 'The Sacred Geography of *Devī Kṣetras*: IntegrativeNetworks, Cultic Assimilation and Marginalization', in Habib, Irfan (ed.), *India and Its Parts*, Aligarh Historians Society, Aligarh, 2016.

McLeod, W.H., The Sikhs: History, Religion, and Society, New York, 1989

-----, The Evolution of the Sikh Community, Delhi, 1975

Nandi, R.N., *Social Roots of Religion in Ancient India*, K.P. Bagchi, Calcutta, 1986. Pande, G.C. *Life and Thought of Shankaracarya*, Motilal Banasidass, Delhi, 1998. Pintchman, Tracy *The Rise of the Goddess in the Hindu Tradition*, Srī Satguru Publishers, Delhi, 1996.

Richman, Paula (ed.), Many Ramayanas: the Diversity of a Narrative Tradition

in South Asia, OUP, Delhi, 1992.

Shakeb, M.Z.A, "The Role of the Sufis in the Changing Society of Deccan, 1500-1750",	The
Heritage of Sufism, vol.III, ed.by Leonard Lewisohn and David Mor	gan,
Oxford, 1999, pp.361-375	

- Shende, H.J., *Religion and Philosophy of the Atharvaveda*, Poona, 1952.
- Shrimali, K.M. Essays in Indian Art, Religion and Society, Munshiram Manoharlal, Delhi, 1987.
- Sircar, D.C. Studies in the Religious Life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.

Staal, Frits, Discovering the Vedas, Origins, Mantras, Rituals, Insights, Penguin, India, 2008

Thapar, Romila, Ancient Indian Social History: Some Interpretations, Delhi, 1978.

,	Somanatha: The Many Voices of a History, Penguin,
Delhi,2004. Wagle, N.,	Society at the Time of the Buddha, Bombay, 1966.
Weber, Max,	Religions of India, Delhi, 1968.

Semester VIII

Discipline Specific Elective 8.1

Economics of Startups Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title &		Du	ration (pe	Eligibility	D	
	Code	Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite
VIII	Economics of Startups	4	3	-	1	Class XII	Nil

Learning Objectives:

The learning objectives of this paper are to understand and analyse the economics of startups. The paper also intends to apply economic concepts to market price and output determination. Startups and entrepreneurship culture will help to reduce problems associated with economy. The aim of this paper is to inspire the current learners to create new startups by providing them the ability to generate new ideas.

Learning Outcomes:

The students will be able to:

- Develop a start-up Enterprise with Big Idea Generation.
- Analyse start-up capital requirement by analysing legal factors.
- Interpret feasibility Analysis towards funding issues.
- Access growth stages in new venture and reasons for scaling ventures.

<u>Unit I</u>: Market imperfection concepts and problems in macroeconomics – Nature of the firm, price and output determination in monopoly, oligopoly and monopolistic competition; problems of inequality, poverty, unemployment and inflation in a economy.

(10 hours)

Unit II: Startups- overview, structure, concepts and terminologies, Startups as an economic tool, Need of startups for reducing inequality, poverty, unemployment and inflation; new ideas and thinking about doing business, factors affecting startups, removing obstacles to entrepreneurship.

(13 hours)

<u>Unit III:</u> Indian startups ecosystem – drivers, challenges and pillars; financing of startups in India; entrepreneurship and startups culture in India; needs and opportunities of startups in Indian economy.

(11 hours)

<u>Unit IV:</u> Startup action plan in India, Initiatives and government policies to encourage startups in India; status of startups in India in past one decade.

(11 hours)

Practical Exercises:

The learner will analyse one startup and accordingly make the plan to set up a new startup with his new ideas.

Reference Books:

- Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.
- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd- entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L.

(2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.

- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

1. Reference readings shall be updated and uploaded on the college website from time to time.

2. Examination scheme and mode shall be prescribed by the Examination branch, University of Delhi from time to time.

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title	No. of	Compo	onents of the	Eligibility	Pre-	
and Code	credits				Criteria	requisites
		Lecture	Tutorial	Practical		of the
		Leevare	1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		course
Tourism	4	3	1	0	Pass in	NIL
Startups and					Class XII	
Innovations						
G.E 8.1						

Learning Objectives:

The course aims to introduce students to the foundational concepts of entrepreneurship and innovation within the tourism sector. It explores the dynamics of the tourism startup ecosystem, including various business models and funding sources that support entrepreneurial ventures. By fostering creativity and problem-solving, the course encourages students to design innovative tourism services and products that respond to market needs. Additionally, it focuses on developing practical skills essential for planning, launching, and managing a successful tourism startup, preparing students to contribute meaningfully to the evolving landscape of the tourism industry.

Learning Outcomes:

After completing this course, the learners would be able to

- 1. understand entrepreneurship fundamentals and innovation frameworks in tourism.
- 2. analyze case studies of successful tourism startups and identify key success factors.
- develop/create a business model for a tourism startup using tools like the Business Model Canvas.
- 4. pitch a startup idea addressing real-world tourism challenges.
- 5. evaluate the feasibility and sustainability of proposed tourism startup ideas.
- 6. assess the impact of innovation on competitiveness and value creation in tourism enterprises.
- 7. apply innovative thinking and sustainable approaches in tourism product development.

Unit-I

Introduction to Tourism Entrepreneurship and Innovation (10 Hours)

Entrepreneurship in tourism: Characteristics, types, and roles, Innovation in tourism: Process, need, and significance, Creative thinking, design thinking, and idea generation techniques, Overview of the tourism startup ecosystem (incubators, accelerators, angel investors)

Unit II

Business Models and Planning for Tourism Startups

Business Model Canvas: Value proposition, customer segments, revenue streams, Tourism startup planning: Market research, feasibility study, risk analysis, Legal structure and licensing requirements for tourism enterprises, Branding and positioning strategies in tourism startups.

Unit III

Digital Innovation and Technology in Tourism Startups

Role of digital platforms, AI, and mobile apps in tourism innovation, Smart tourism, virtual reality (VR), and augmented reality (AR) experiences, Social media marketing, e-commerce, and online distribution in startups, Case studies: Airbnb, Tripoto, Klook, OYO Rooms, etc.

Unit IV

Funding, Growth, and Sustainable Innovation

Sources of startup funding: Bootstrapping, venture capital, crowdfunding, Growth hacking strategies and scalability in tourism ventures, Social entrepreneurship and sustainable innovation in tourism, Challenges and failures in tourism startups: Learning from setbacks.

Exercises:

The learners are required to:

- 1. pitch a tourism startup idea to a mock investor panel (Shark Tank-style).
- 2. group project: Develop a sustainable tourism startup proposal.
- 3. prepare a Business Model Canvas for a proposed tourism startup.
- 4. conduct a SWOT analysis of a local tourism venture.
- 5. design a basic digital marketing strategy for a tourism startup.
- 6. make presentation on: technology driven tourism business models.

Suggested Readings:

- Correia, A., Lopes, J. D., & Portugal, M. (Eds.). (2024). International Case Studies in Innovation and Entrepreneurship in Tourism. Routledge.
- Hallak, R., & Lee, C. (Eds.). (2024). Handbook of Tourism Entrepreneurship. Edward Elgar Publishing.
- Aguiar-Quintana, T., Day, J., & Álamo-Vera, F. R. (Eds.). (2024). Corporate Entrepreneurship and Innovation in Tourism and Hospitality. Routledge.

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(10 Hours)

(10 Hours)

(15 Hours)

- Gupta, A., George, G., & Fewer, T. J. (2024). Venture Meets Mission: Aligning People, Purpose, and Profit to Innovate and Transform Society. Stanford University Press.
- McClanahan, P. (2024). The New Tourist: Waking Up to the Power and Perils of Travel. Simon & Schuster.
- Baggio, R., & Del Chiappa, G. (2017). *Tourism destinations and eTourism: Digital marketing practices*. Channel View Publications.
- Morrison, A. M. (2019). Hospitality and travel marketing (5th ed.). Cengage Learning.
- Guttentag, D. A. (2015). *Airbnb: Disruptive innovation and the rise of an informal tourism accommodation sector. Current Issues in Tourism, 18*(12), 1192–1217.
- Cooper, C. (2016). Innovation in tourism: Applying the diffusion of innovation model. Tourism Recreation Research, 41(3), 301–304.
- Osterwalder, A., & Pigneur, Y. (2010). Business model generation: A handbook for visionaries, game changers, and challengers. Wiley.

Notes:

- 1. Suggested Readings will be updated and uploaded on college website from time to time.
- 2. Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.