

UNIVERSITY OF DELHI
UNDERGRADUATE
CURRICULUM FRAMEWORK–
2022 BASED ON NATIONAL
EDUCATION POLICY-2020
B.A. (VS) MARKETING
MANAGEMENT AND RETAIL
BUSINESS

SEMESTER- V

B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC CORE COURSE (DSC 5.1)
BRAND MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Brand Management (DSC: 5.1)	4	3	1	-	Pass in Class XII	NIL

Learning objective: The course aims to make student aware of brands, their evolution, extensions, brand Management strategies and its practical implications for business. The course shall focus on developing skills to devise strategies for brand positioning and equity in the market.

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

1. explain concepts and comprehend the evolution and growth of brands and its role in brand management.
2. develop the skills to identify life cycle of a brand and the strategies involved in building and managing brands throughout their lifecycle.
3. explore the impact of the new media environment on brand amplification and the techniques for using digital platforms to enhance brand equity.
4. comprehend global brand strategies and the considerations for managing brands across different international markets.

Unit I: Introduction

9 Hours

Introduction to Brands and Brand Management, Concept of a Brand, evolution of a Brand, Challenges and Opportunities, Brand Identity, Brands and Consumers, Integrated marketing communications (IMC): Evolution and Growth-

Unit II: Brand Positioning and Designing Marketing Program

15 Hours

Life cycle of a Brand, Brand Building, Identifying and Establishing Brand Positioning and values, Brand Repositioning, *Brand Personality*, *Brand Image*. Strategic Brand Management Process, Designing and implementing brand strategies, Contemporary Strategies: storytelling, Internet and Social Media, Brand Extensions, Brand reinforcement strategies, Brand Portfolio Management, Integrating Advertising with Brand Management.

Unit III: Brand Equity**9 Hours**

Customer based Brand Equity, Measuring and Interpreting Brand Performance: brand equity Management System, New Media Environment: Brands amplifiers, Growing and Sustaining Brand Equity.

Unit IV: Recent Issues in Branding**12 Hours**

Managing Strong Brands, Brand Ladder, Country Branding, Global Brand Strategy, managing Brands over time, Brand Audits, Managing Brands in Digital Era. Legal and Ethical aspects in Brand Management

Note: Case Studies may be discussed in every unit, where ever possible to supplement the subject matter.

Exercises:

1. Divide the students into small groups. Assign each group a well-known brand (e.g., Coca-Cola, Nike, Apple). Instruct the groups to research and prepare a presentation on the evolution of their assigned brand, highlighting its historical development, key milestones, and changes in brand identity over time.
2. Introduce the concept of the brand life cycle to the students. Provide examples of brands at different stages of the life cycle and discuss their characteristics and challenges. Divide the students into groups and assign each group a brand at a specific stage of the life cycle. Instruct the groups to analyze the brand's current position, identify challenges, and develop strategies to extend or revive the brand's life cycle.
3. Discuss the impact of the new media environment on brand management and brand amplification. Assign students to small groups and provide them with a list of popular social media platforms (e.g., Instagram, TikTok, YouTube). Instruct each group to select a brand and develop a social media marketing campaign aimed at amplifying the brand's equity and engaging its target audience.
4. Divide the students into small groups and assign each group a global brand to analyze its global brand strategy. Instruct the groups to research the brand's global expansion, brand positioning, adaptation strategies, and cultural considerations. Ask each group to present their analysis, discussing the effectiveness of the brand's global strategy and its alignment with local markets.

Suggested Readings:

- Beverland, M. (2021). Brand Management: Co-creating Meaningful Brands (2nd ed.). SAGE Publications.
- Keller, K. L., Swaminathan, V., Parameswaran, A. M. G., & Jacob, I. C. (2020). Strategic Brand Management: Building, Measuring and Managing Brand Equity (5th ed.). Pearson Education
- Chernev, A. (2020). Strategic Brand Management (3rd ed.). Cerebellum Press.

- Roedder John, D. (2017). Strategic Brand Management: Lessons for Winning Brands in Globalised Markets (1st ed.). Oxford University Press.
- Miller, D. (2017). Building a Story Brand: Clarify Your Message so Customers Will Listen. Harper Collins.
- Temporal, P. (2012). Advanced Brand Management. John Wiley & Sons.

Notes:

- 1. Suggested 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.**

B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC CORE COURSE (DSC: 5.2)

Sales and Distribution Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sales And Distribution Management (DSC: 5.2)	4	3	1	-	Pass in Class XII	NIL

Learning objective: The purpose of this course is to familiarize the students with the management of sales and various aspects of distribution management and its significance in reaching target customers effectively. It also aims to enhance knowledge about different marketing channels, their nature, and importance in the distribution process.

Learning Outcomes: After completing the course, the student shall be able to:

1. describe about designing sales force objectives, strategies, and structures to align with organizational goals.
2. analyse the process of recruitment and selection and appreciate the importance of motivating sales personnel
3. explain the concept of distribution strategy and the role of online sales and supply chain in distribution.
4. articulate the ethical and legal issues associated with sales and distribution management.

Unit I: Introduction to Sales Management

9 Hours

Concept, nature and importance of sales force management, Designing the Sales Force objectives, strategy and structure, sales force size, Functions of Sales Manager.

Unit II: Managing the Sales Force, Sales Planning and Control

15 Hours

Recruitment and selection of sales force; Training and direction; Motivating sales personnel, Sales force compensation; Performance appraisal, Market Analysis, and sales forecasting, Methods of forecasting sales, Sales territory planning, Sales Budgeting: Importance, Process and uses of sales budget; Sales quota; Sales and cost Analysis.

Unit III: Introduction to distribution strategy**12 Hours**

Distribution Strategy – Meaning, Marketing channels: nature and importance, conventional and emerging channels, role of online sales and supply chain; Designing strategic distribution network; Factors influencing distribution network.

Unit IV: Channels of Distribution**9 Hours**

Channel strategy and design; managing channel dynamics, relationships and channel conflicts; ethical and legal issues in sales and distribution management

Practical Exercises:

1. Divide the students into groups and assign each group a specific industry or product category. Instruct the groups to design sales force objectives and structures for their assigned industry or product category. They should consider factors such as target market, product characteristics, sales volume, and competitive landscape. Each group will present their findings, explaining the rationale behind their decisions.
2. Ask the students to explore a company that is experiencing challenges with sales force performance and motivation. Instruct the students to design a comprehensive sales force compensation plan that aligns with the company's objectives and motivates the sales team to achieve desired results. They should consider factors such as base salary, commission structure, performance incentives, and non-monetary rewards. Each student or group will present their compensation plan, explaining the rationale behind their decisions and how it addresses the challenges outlined in the case study.
3. Instruct the students to design a strategic distribution network for the company, considering factors such as target market, product characteristics, geographical coverage, etc. and evaluate the role of online sales and supply chain in the distribution process. Each student or group will present their distribution network design, explaining the rationale behind their decisions and how it aligns with the company's objectives.
4. Divide the students into groups and organize a class discussion or debate on ethical and legal issues related to sales and distribution management. Provide students with various scenarios or examples that highlight potential ethical dilemmas or legal challenges in sales and distribution activities. Encourage students to analyze and discuss the ethical implications of different business practices, such as deceptive advertising, unfair pricing, channel exclusivity etc.

Suggested Readings:

- Das, S. (2019). Sales and Distribution Management. New Delhi: Vikas Publishing.
- Sinha, P. K. (2018). Sales and Distribution Management: Concepts, Practices, and Cases. Mumbai: Himalaya Publishing House.
- Ramanuj Majumdar, N., & Roy, S. (2017). Sales and Distribution Management in Indian Context. Kolkata: Book Enclave.
- Kapoor, S. (2016). Sales and Distribution Management: An Indian Perspective. New Delhi: McGraw Hill Education.

- Panda, T. K. (2016). Sales and Distribution Management: Indian Context. New Delhi: Oxford University Press.
- Govindarajan, M., & Balasubramanian, S. (2015). Sales and Distribution Management: Text and Cases. New Delhi: PHI Learning.

Notes:

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**B.A. (VS) Marketing Management and Retail Business
Semester V**

**DSC 5.3: FIRMS IN THE GLOBALISING WORLD
DISCIPLINE SPECIFIC CORE - (DSC, 5th Semester)**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title and Code	Total Credits	Lectures	Tutorial	Practical	Eligibility criteria	Pre-requisites of the course
Firms in the Globalizing World (DSC 5.3)	4	3	1	0	Class XII	Nil

Learning Objectives: Globalization since the early 1990s has created a connected world and many firms participate in cross-border activities assisted by acceleration in the access to information and communication technology and the internet. This paper covers topics in contemporary international business comprising trade theory, trans-national corporations and their choice of the host country and entry modes. It covers the theoretical and empirical issues in trade and investment and risks of international business. The students will conceptually understand these topics and will also follow case studies. The course also brings out the consequences of globalization and internationalization of value chains for firms and the functioning of the international monetary and financial system including the determination of exchange rates, currency risks and financial crises.

Learning Outcomes: After the completion of the course the learners will be able to:

- Understand how and why firms internationalize in a globalized world. They will be able to appreciate the differences in the business environments in the domestic economy and in the foreign location.
- Understand the basis of trade and why firms locate production activity abroad either in full or in a segmented manner through value chains and learn about trade barriers and trade costs faced by firms when they enter the international market.
- Appreciate the pros and cons of economic integration in the context of international monetary and trade institutions. The students will also understand the basics of exchange rate determination, the international capital market and global financial crises.

Unit I. Globalization: Phases and dimensions of globalization and consequences of participation in the international economy, globalization of markets and firms, internationalization of value chains and cultural and ethical challenges in international business. Risks in international business. Causes and Types of country risks. Managing country risks. Opportunities and challenges of doing business in emerging markets. Role of the WTO, IMF and WB.

(10 hours)

Unit II. International Trade and Investment, Comparative and competitive advantage, The strategies of internationalizing firms to gain and sustain competitive advantage. Economies of scale and new trade theories. Gains from trade. Difference between inter and intra-industry trade.

Building a global firm and market entry strategies of a Transnational Firm - FDI and GVCs. Outsourcing, global sourcing, offshoring, re-shoring and supply chain management. Benefits and Risks. Types of FDI (Greenfield /brownfield (M&A)), choice of the host country and modes of entry. Risks, challenges and successful strategies of FDI into and from emerging markets.

(15

hours)

Unit III. Government intervention in international trade and investment: Causes, types and effects - tariffs, quotas, VERS, Subsidies, LCRs, etc. Firm-response to intervention - FDI - (horizontal and vertical), GVCs. Reasons for and benefits of Economic Integration - customs unions, FTAs/RTAs - trade creation and diversion. Examples - EU, NAFTA, RECP.

(10 hours)

Unit IV. International Monetary and Financial system: Foreign exchange market and Exchange rate determination - Asset market approach and the purchasing power parity approach, currency risks, capital flight and speculation. Exchange rate pass through and the J-curve effect of currency depreciation/appreciation. Modern Exchange rate regimes. Global financial system and monetary institutions and global financial crises.

(10 hours)

Practical Exercises:

The learners are required to:

1. Discussion - The role of cultural differences in the MNCs' decision to enter a host country market? The students can study different multinationals in the fast-food sector, in the automobile sector and in the consumer goods sector and see how they have altered their strategy in host countries and comment on its success/failure in doing so. (Unit 1).
2. Discussion - Highlight the role of various factors in the success of IT exports from India. (Unit 2).
3. Group Presentation - The class can be divided into groups and asked to make a presentation of various FTAs and the European Union to discuss the benefits and costs of economic integration. (Unit 3).
4. Fieldwork-based exercises - Use the examples of smart phones and automobiles/auto-components to understand the meaning of value chains. (Unit 1 & 3).
5. Group projects based on data collection from the internet - Study India's export-import structure and compare it with the structure of the BRICS. Is India's export structure in line with the trade theories studied? (Unit 1).
6. Project - Compare and contrast the causes of the various currency crises since the 1990s across Asia and Latin America. Use the data on current account balance and the exchange rates from the internet to see whether phases of rupee depreciation in India coincide with phases of an improvement in India's current account balance. Do you see a lagged effect? (Unit 4).
7. Group projects based on data collection from the internet - Collect data on the ease of doing business from the World Bank website and compare India with China and other emerging markets. (Unit 1).

Suggested Readings:

1. Cavusgil, S. T., Knight, G. and Riesenberger, J. (2020). *International Business: The New Realities*. Fifth edition (Global edition). London: Pearson.
2. Salvatore, D. (2013). *International Economics*. Eleventh Edition. USA: Wiley.

Additional Reading:

Krugman P. R., Obstfeld, M. and Melitz, M. J. (2018) *International Economics: Theory and Policy*. (11th edition). Pearson.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-5.1)

Fundamentals Of Customer Service

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals Of Customer Service (DSE: 5.1)	4	3	1	-	Pass in Class XII	NIL

Learning Objective: To help students understand the critical need for service orientation in the current business scenario

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

1. explain the significance of exceptional customer service, recognize the benefits it brings to individuals and organizations
2. describe the concept of addressing human needs and building rapport with customers and apply the value equation to build strong and long-lasting customer relationships.
3. Define empathy and the concept of ownership and its role in taking responsibility for customer issues.
4. Identify different communication styles and techniques for managing conflicts.

Unit I Introduction

12 Hours

Focus on Customers: Understanding the customers, understanding customer service, service triangle, benefits of exceptional customer service, customer delight, first impressions, and perceptions. Reality, scanning environmental and cultural influences: Environmental and cultural influences on customer behaviour

Unit II Building Customer Relationships

12 Hours

Building customer relationship: Why do people do business with you, Ways to address human needs, building relationships through valuing the customer, building rapport, emotional bank account, the Value Equation

Unit III Empathy and Ownership**12 Hours**

Empathy and Ownership: What is empathy, empathy vs. sympathy, how to empathies, benefits of empathy, the pitfalls, what is ownership, how does one convey ownership, problem solving, customer interaction cycle

Unit IV Communication Styles**12 Hours**

Communication styles: Three main styles. (aggressive, passive and assertive), disagreement process, selective agreement, benefits of assertive communication, Suggested Instructional Methodology- Case studies on importance of understanding the customers and meeting their demands

Exercises:

The learners are required to:

1. Conduct a role-playing activity where students act as customer service representatives and interact with different types of customers. They should demonstrate their understanding of exceptional customer service, handling customer concerns, and creating positive impressions.
2. Divide students into pairs and assign them different scenarios where they need to build customer relationships. They should analyze the customer's needs, develop strategies to create value, and role-play effective communication techniques to establish rapport.
3. Present students with stories/case studies or real-life scenarios where they need to exhibit empathy and ownership in addressing customer concerns. Students should analyze the situations, propose solutions, and role-play effective communication strategies to convey empathy and ownership.
4. Conduct a group activity where students are given various communication scenarios. They should practice assertive communication techniques to express their viewpoints, manage conflicts, and find common ground through selective agreement.

Suggestive Readings:

- Harris, E. K. (2020). Customer service: A practical approach. Pearson.
- Inghilleri, L., & Solomon, M. (2018). Exceptional service, exceptional profit: The secrets of building a five-star customer service organization. AMACOM.
- Hsieh, T. (2018). Delivering happiness: A path to profits, passion, and purpose. Business Plus.
- Cockerell, L. (2019). The customer rules: The 39 essential rules for delivering sensational service. Currency.
- Evenson, R. (2020). Customer service management training 101: Quick and easy techniques that get great results. Atlantic Publishing Group.
- Lucas, R. W. (2020). Customer service skills for success. McGraw-Hill Education.
- Timm, P. R. (2020). Customer service: Career success through customer loyalty. Prentice Hall.
- Gitomer, J. (2019). Customer satisfaction is worthless, customer loyalty is priceless: How to make customers love you, keep them coming back, and tell everyone they know. Bard Press.
- Pennington, A. (2021). The customer experience book: How to design, measure, and improve customer experience in your business. Kogan Page.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-5.2)
Financial Accounting

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Financial accounting (DSE 5.2)	4	2	-	2	Pass in Class XII	-

Learning Objective: The course aims to help learners to acquire conceptual knowledge of financial accounting, to impart skills for recording various kinds of business transactions and to prepare financial statements.

Learning Outcomes:

1. apply the generally accepted accounting principles while recording transactions and preparing financial statements.
2. demonstrate the accounting process under a computerized accounting system.
3. measure business income applying relevant accounting standards.
4. evaluate the impact of depreciation and inventories on Business Income.
5. prepare the Financial Statements of sole proprietor firms and Not-For-Profit Organisations.
6. prepare the accounts for Inland Branches, Departments and Leases.

Unit 1: Theoretical Framework and Accounting Process:

6 hours

(A) Theoretical Framework

- (i) Accounting as an information system, the users of financial accounting information and their needs. An overview of Artificial Intelligence and Data Analytics in Accounting.

- (ii) Qualitative characteristics of accounting information. Functions, advantages and limitations of accounting. Branches of accounting. Basis of accounting: cash basis and accrual basis. Capital and revenue expenditures and receipts. Events occurring after the balance sheet date, Extraordinary Items, Prior Period Items, Accounting Estimate. Accounting Policies, Fair Value, Meaning, Recognition and Disclosure Requirements of Provision, Contingent Liability and Contingent Asset.
- (iii) Financial Accounting Principles: Meaning and need; Generally Accepted Accounting Principles (GAAP): Entity, Money Measurement, Going Concern, Cost, Revenue Recognition, Realization, Fundamental Accounting Assumptions, Accruals, Periodicity, Full Disclosure, Consistency, Materiality, and Prudence (Conservatism). Fundamental Accounting Assumptions as per AS 1
- (iv) Accounting Standards: Concept, benefits, and Process of formulation of Accounting Standards including Ind AS (IFRS converged standards) and IFRSs; convergence vs adoption; Application of accounting standards (AS and Ind AS) on various entities in India. International Financial Accounting Standards (IFRS) –meaning, need, and scope.
- (B) Accounting Process From the recording of a business transaction to the preparation of trial balance including adjusting, transfer and closing entries. Application of Generally Accepted Accounting Principles in recording financial transactions and preparing financial statements and accounting treatment of GST.

Unit 2: Business Income, Accounting for Property, Plant and Equipment, and Valuation of Inventory: **6 hours**

- (a) Business income: Concept of Revenue and Business Income, Measurement of business income; relevance of accounting period, continuity doctrine and matching concept in the measurement of business income; Objectives of measurement of Business income.
- (b) Revenue recognition with reference to AS 9.
- (c) Accounting for Property, Plant, and Equipment with reference to AS 10. Impact of Depreciation on measurement of business income. Accounting for Intangible Assets with reference to AS 26.
- (d) Valuation of Inventory with reference to AS 2. Impact of inventory valuation on measurement of business income by using FIFO, LIFO, and Weighted Average Method.

Unit 3: Financial Statements of Sole Proprietorship and Not-for-Profit Organisations: **6 hours**

Preparation of Financial Statements of Sole Proprietorship and Not-for-Profit Organisations

Unit 4: Accounting for Inland Branches, Departments and Leases: **6 hours**

- (a) Accounting for Inland Branches: Concept of Dependent branches; Branch Accounting as per- Debtors System, Stock and Debtors' System

(b) Accounting for Departments (excluding Mark-up Account)

(c) Accounting for Leases with reference to AS 19

Unit 5: Computerized Accounting Systems:

6 hours

Computerized Accounting Systems: Computerized Accounts by using any popular accounting software Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry including GST; Generating Reports - Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Cash Flow Statement. Selecting and shutting a Company; Backup, and Restore data of a Company.

Notes: (1) The relevant Accounting Standards (both AS and Ind AS) for all of the above topics should be covered. (2) Any revision of the relevant Indian Accounting Standard/Accounting Standard would become applicable.

Practical Exercises:

The learners are required to:

1. download 'Framework for the Preparation and Presentation of Financial Statements from the websites of the Institute of Chartered Accountants of India (ICAI) to analyse the qualitative characteristics of accounting information provided therein
2. collect and examine the balance sheets of business Organisations to study how these are prepared.
3. examine the accounting policies and revenue recognition policies by collecting necessary data from small business firms.
4. prepare Trading and Profit & Loss Account and Balance Sheet collecting necessary data from small business firms.
5. prepare financial statements manually and using appropriate software. 6. prepare accounts of Inland Branches.
6. collect data from your college and prepare a Receipt and Payment Account, Income and Expenditure Account and Balance Sheet.

Suggested Readings:

- Kumar, A. (2018). "Financial Accounting" Singhal Publication.
- Lal, J., Srivastava, S. & Abrol. Shivani. (2022). "Financial Accounting Text & Problems" Himalaya Publishing House, Mumbai.
- Lt Bhupinder "Financial Accounting – Concepts and Applications" Cengage.
- Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). "Financial Accounting" Vikas Publishing House Pvt. Ltd., New Delhi.
- Monga, J. R. & Bahadur, R. (2022). "Financial Accounting: Concepts and Applications" Scholar Tech Press, New Delhi.
- Sah, R.K. (2019) "Concept Building Approach to Financial Accounting" Cengage Learning India Pvt. Ltd.

- Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2022) “Advanced Accounts. Vol.-I.” Sultan Chand Publishing, New Delhi.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC ELECTIVE COURSE – 5.3 (DSE-5.3)
Legal Aspects of Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
LEGAL ASPECTS OF MARKETING (DSE: 5.3)	4	3	1	-	Pass in Class 12th	-

Learning objectives: To give basic understanding different laws relating to marketing.

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

1. Explain rights and duties under various legal Acts.
2. describe consequences of applicability of various laws on business situations.
3. Identify and analyze the legal issues and challenges faced by businesses and marketers in the Indian marketing environment.
4. Develop critical thinking through the use of law cases.

Unit I:

12 Hours

The Consumer Protection Act 2019: Features, Rights and Responsibilities Of Consumers, Redressal Mechanism, Consumer Protection Council, Consumer Disputes Redressal Commission, consumer mediation cell, Product liability actions, Penalty for non-compliance of direction of Central Authority, Measures to prevent unfair trade practices in e-commerce, direct selling, etc.

Environment Protection Act 1986: Features, Offences, Prevention And Control Of Environment Pollution, The Essential Commodities Act 1955: Features, Essential Commodities, Control Of Production, Supply And Distribution Of Commodities, Public Interest.

Unit II

12 Hours

The Prevention Of Food Adulteration Act 1951: Features, Adulteration Of Food And Penalties, The Drugs And Magic Remedies (Objectionable Advertisement) Act 1954: Advertisements Related To Self Medication And Harmful Drugs, Prohibition Of False Claims, The Bureau Of Indian Standards Act 1986: Features, Procedure For BIS Standards, Offences And Penalties, The Agricultural Produce Grading And Marketing Act (AGMARK) 1937: Features, Offences And Penalties.

Unit III

12 Hours

The Trademarks Act 1999: Features, Trademarks, Offences And Penalties, The Patents Act 1970: Features, Patents, Offences And Penalties, The Information Technology Act 2000: Features, Digital Signature, Digital Signature, Certificate And Certifying Authorities.

Unit IV

9 Hours

The Standards Of Weights And Measures Act 1976: Features, Rules Applicable To Retail Business, The Packaging Rules: Rules Related To Only Small And Retail Products, The Competition Act : Features, And Regulatory Framework For Retail Business.

Practical Exercises:

The learners are required to:

1. Divide the students into pairs. Assign roles as a consumer and a representative of a company. Provide scenarios where the consumer has faced a grievance related to a product or service. Instruct the pairs to engage in a role-play exercise, where the consumer seeks resolution under the Consumer Protection Act 1986. After the role-play, facilitate a discussion on the legal provisions utilized, the rights and responsibilities of consumers, and the redressal mechanisms involved.
2. Provide the students with case studies or news articles related to food adulteration incidents. Instruct the students to analyze the cases based on the provisions of the Prevention of Food Adulteration Act 1951. Ask the students to identify the adulteration offenses, penalties, and relevant legal measures mentioned in the act. Facilitate a discussion on the importance of food safety regulations and the role of the act in protecting consumers.
3. Provide students with examples of patented inventions or innovations. Instruct them to analyze the patents based on the provisions of the Patents Act 1970. Ask students to identify the features of patents, the requirements for patentability, and the offenses and penalties related to patents. Facilitate a discussion on the role of patents in protecting intellectual property and promoting innovation.
4. Divide the students into pairs or small groups. Assign each group a specific retail business setting (e.g., grocery store, clothing store, electronics store). Instruct the groups to assess the compliance of the chosen retail business with the Standards of Weights and Measures Act 1976. Students should identify the rules applicable to the retail business and evaluate compliance. Each group presents their findings and recommendations for ensuring compliance.

Suggested readings:

- Malhotra, S., & Bhattacharyya, S. (2022). Legal environment of business: A managerial and regulatory perspective in India. New Delhi: Pearson Education.
- Dwivedi, S. (2021). Legal aspects of marketing and advertising in India. Mumbai: LexisNexis.
- Tripathi, P. K. (2020). Marketing ethics and regulatory practices in India. New Delhi: Springer.
- Sundararajan, B., & Sundararajan, M. (2020). Advertising and marketing law in India: A practical guide. Chennai: Westland Publications.
- Khurana, I. K. (2019). Legal environment of business in India: Concepts and cases. New Delhi: McGraw Hill Education.
- Agarwal, V. (2019). Legal aspects of marketing in India. New Delhi: LexisNexis.
- Bhattacharyya, P. (2018). Marketing law and regulations in India. Kolkata: Eastern Law House.

Additional Resources:

- The Consumer Protection Act 2019
- Environment Protection Act 1986
- The Essential Commodities Act 1955
- The Prevention Of Food Adulteration Act 1951
- The Bureau Of Indian Standards Act 1986
- The Standards Of Weights And Measures Act 1976
- The Trademarks Act 1999
- The Patents Act 1970:

Notes:

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PUBLIC POLICY AND GOVERNANCE

DSE 5.4: DISCIPLINE SPECIFIC ELECTIVE COURSE – (DSE-5th Semester)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility criteria	Pre- requisite of the course
Public Policy and Governance (DSE 5.4)	4	3	1	0	Class XII	Nil

Learning Objectives: This course is designed to provide working knowledge of policy making actors and processes. It will provide knowledge on good governance and governing agencies at different levels. It explains basic concepts of Public policy and governance. The course also provides a comprehensive view of major Public policies and discusses the role of the state in the economy. It also discusses the role of public policy and governance in the globalized world. It analyses various policies adopted by Indian government for socio economic development of the country.

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

- Recognise the essential elements of public policy and governance.
- Identify and describe principles of Governance and the process of public policy making.
- Demonstrate an understanding of various economic and financial policies of the government and will be able to understand its impact on the people.
- Use the theoretical knowledge provided by the paper to analyse India government's policy decisions and their impact on society and the economy.
- Understand and evaluate changes in public policy in a globalizing world

Unit 1: Nature, Scope and Importance of Public Policy, Instruments of public policy, Theories of Public Policy Making, good governance: Agency theory, Principles of good governance.

(12 hours)

Unit 2: The economics and Finance of Public Policy, Fiscal Policy, Monetary Policy, Budget Process, Macroeconomic policy.

(12 hours)

Unit 3: Globalization and Public Policy, Transnational Actors: Impact on Public Policy Making, Impact of Globalization on Policy Making, Global governance system: UN, World Bank, IMF, WTO

(12 hours)

Unit 4: Governance and Public Policy in India, Public policy for socio economic development: NREGA, NRHM, Grass root governance, e-governance, Reforming Institutions: The State, Market and Public domain

(12 hours)

Practical Exercises:

The learners may do the following:

1. Organize classroom debates on public policies, the Role of the state etc
2. Design a policy blueprint in a group of two to four. The students may choose the topic in consultation with the course instructor, and the policy can be presented in class for discussion.

- 3. Conduct mock Youth Parliament debate. The topic may be assigned by the course instructor.
- 4. Visit the local governing body (Panchayat/Municipal body) to understand its’ functioning and role in public life.

Suggested Readings:

- Anderson, J. E., Moyer, J., & Chichirau, G. (2022). *Public policymaking*. Cengage Learning.
- Ayyar, R. V. (2009). *Public policymaking in India*. Pearson Education India.
- Birkland, T. A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge
- Chakrabarti, R & Sanyal, K (2017). *Public Policy in India*. Oxford University Press.
- Puri, V.K.& Misra, S.K (2022). *Indian Economy*. Himalaya Publishing House.
- Singh, A.P. & Murari, K. (2018). *Governance: Issues and Challenges*. Pearson

Notes:

- 1. Suggested 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.

B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC ELECTIVE COURSE – 5.5 (DSE-5.5)

Basics of Financial Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basics of Financial Management (DSE-5.5)	4	3	1	-	Pass in Class XII	Nil

Learning Objectives:

The course aims to enable students to acquire knowledge of principles and practice of financial management.

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

1. analyse the conceptual framework of financial management and get an insight into the concept of time value of money, and risk and return.
2. estimate cash flows for projects, and evaluate their profitability using capital budgeting techniques.
3. estimate the cost of capital; and critically analyse different capital structure theories and factors affecting capital structure decision of a firm.
4. analyse different theories of dividend and factors affecting dividend policy.
5. estimate working capital requirements of a firm, and device optimum credit policy for a firm.

Unit 1: Financial Management: An Overview

3 Hours

Nature, scope and objectives of financial management. An overview of time value of money and risk and return.

Unit 2: Capital Budgeting Decision

12 hours

The Capital Budgeting Process, Cash Flow Estimation, Different techniques of Capital budgeting: Payback Period Method, Discounted Payback Period Method, Accounting Rate of Return, Net Present Value (NPV), Internal Rate of Return (IRR) and Profitability Index.

Unit 3: Cost of Capital and Financing Decision

15 Hours

Cost of Capital: Estimation of components of cost of capital: Method for calculating cost of equity, Cost of retained Earnings, Cost of Debt, Cost of Preference Capital, Weighted Average Cost of Capital (WACC) and Incremental (Marginal) Cost of Capital.

Capital Structure: Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating, Financial and Combined Leverage. EBIT-EPS Analysis. Determinants of Capital Structure.

Unit 4: Dividend Decision

6 Hours

Theories for relevance and irrelevance of dividend decision for corporate valuation-MM Approach, Walter's Model, Gordon's Model. Determinants of Dividend policy.

Unit 5: Working Capital Decision

9 Hours

Concepts of Working Capital, Operating & Cash Cycles, Risk-return Trade off, working capital estimation, Receivables Management.

Note: Use of Spreadsheet should be encouraged for doing basic calculations for various topics in the course and giving students subject related assignments for their internal assessment purposes.

Practical Exercises:

The learners are required to:

1. compute risk and return of various investment alternatives using excel spreadsheet. 2. Estimate cash flows for a hypothetical Start-up. Using excel, evaluate the project's profitability by employing capital budgeting evaluation techniques.
2. extract data from financial statements of different firms/financial databases and estimate the cost of capital using appropriate software.
3. extract historical data and evaluate different dividend policies followed by companies of specific industries.
4. estimate working capital requirements for any two companies belonging to different industries and compare them.

Suggested Readings:

- Brealey, R. A., Myers, S. C., Allen F., & Mohanty, P. (2020). *Principles of Corporate Finance*. McGraw Hills Education.
- Khan, M. Y. & Jain, P. K. (2011). *Financial Management: Text, Problems and Cases*. New Delhi: Tata McGraw Hills.

- Kothari, R. (2016). *Financial Management: A Contemporary Approach*. New Delhi: Sage Publications Pvt. Ltd.
- Maheshwari, S. N. (2019). *Elements of Financial Management*. Delhi: Sultan Chand & Sons.
- Maheshwari, S. N. (2019). *Financial Management – Principles & Practice*. Delhi: Sultan Chand & Sons.
- Pandey, I. M. (2022). *Essentials of Financial Management*. Pearson.
- Rustagi, R. P. (2022). *Fundamentals of Financial Management*. New Delhi: Taxmann. New Delhi.
- Sharma, S. K. & Sareen, R. (2019). *Fundamentals of Financial Management*. New Delhi: Sultan Chand & Sons (P) Ltd.
- Singh, J. K. (2016). *Financial Management: Theory and Practice*. New Delhi: Galgotia Publishing House.
- Singh, S. and Kaur, R. (2020). *Basic Financial Management*. New Delhi: SCHOLAR Tech Press.
- Tulsian, P. C. & Tulsian, B. (2017). *Financial Management*. New Delhi: S. Chand.

Notes:

- 1. Suggested 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.**

B.A. (VS) Marketing Management and Retail Business
Semester V
DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 5.6
Knowledge Traditions of India
Course Code: UH05
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- requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Knowledge Traditions of India UH06	4	3	1	0	Pass in class XII	NIL

Learning Objective:

This course aims to provide students with a comprehensive understanding of the Indian Knowledge Systems, covering its intellectual heritage, philosophical traditions, scientific advancements, and cultural contributions. Students will gain knowledge of key figures, texts, and ideas that have shaped Indian knowledge systems.

Learning outcomes

Upon completion of this course:

1. Students will explore various aspects of Indian knowledge, including philosophy, literature, art, science, and spirituality.
2. The course will foster critical thinking skills by encouraging students to engage with diverse perspectives, evaluate strengths and limitations, and analyse texts, artworks, and philosophical arguments.
3. Students will explore how Indian philosophy, spirituality, and scientific ideas can contribute in the promotion sustainable living, and fostering holistic well-being.
4. The students will be able to understand and apply Indian knowledge to real-world situations.

Practical component

- Interactive sessions in the form of group discussion or group presentations.
- Using of audio-visual aids and power point presentation as a part of post field visit exercise.

Syllabus

Unit I: Foundations of Indian Knowledge System (4 weeks approx.)

Introduction to Indian Knowledge System: Understanding the scope and significance, Historical overview and evolution of Indian thought, Vedas and Upanishads, Indian Philosophical Schools. Bhagavad Gita and Its Relevance.

Unit II: Indian Literary and Artistic Traditions 27 (4 weeks approx.)
Sanskrit Literature: exploration of classical texts, epics, plays, and poetry, social contexts, Sangam Literature,

Bhakti movement: Literary texts, Indian Performing Arts, Study of treatise *Natyashastra*, *Shilpashashtra*, *Vashtushashtra* etc.

Unit III: Indian Scientific and Mathematical Contributions (4 weeks approx.)

Ancient Indian Mathematics, Survey of Indian mathematical concepts and achievements, Ayurveda and Traditional Medicine, Introduction to Ayurveda and its holistic approach to healthcare, Indian Astronomy and Astrology-Understanding its role in Indian culture and society, Indian Contributions to Science and Technology,

Unit IV: Spirituality and Indian Wisdom Traditions (4 weeks approx.)

Yoga and Meditation, Exploration of the various paths of yoga (e.g., Raja, Karma, Bhakti, Jnana), Jainism and Buddhism: An overview. Sikhism and Sufism-Understanding the principles and teachings, Modern Indian Thinkers and Philosophers- Swami Vivekananda, Rabindranath Tagore, Aurbindo Ghosh, Jiddu Krishnamurti, Periyar.

Assessment method: I.A. 25 Marks (test, assignment and attendance), Theory 75

Essential Readings

- Nikhilananda Swami, The Principal Upanishads
- Hamilton Sue, Indian Philosophy: A Very Short Introduction
- Easwaran Eknath, The Bhagavad Gita
- Das Sisir Kumar, A History of Indian Literature: 500-1399
- Huntington Susan L, The Art of Ancient India: Buddhist, Hindu
- Joseph George Gheverghese, The Crest of the Peacock: Non-European Roots of Mathematics
- Lad Vasant, Ayurveda: The Science of Self-Healing,
- Iyengar R.N., Indian Astronomy: An Introduction
- Satchidananda Swami, The Yoga Sutras of Patanjali
- Chatterjee Satishchandra and Dhirendramohan Datta, An Introduction to Indian Philosophy
- Macauliffe Max Arthur, The Sikh Religion: Its Gurus, Sacred Writings, and Authors
- Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
- D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
- Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune, 1987.
- Dharampal, Indian Science and Technology in the Eighteenth Century: Some Contemporary European Accounts, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
- Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
- Bajaj J. K. and M. D. Srinivas, Timeless India Resurgent India, Centre for Policy Studies, Chennai, 2001.
- M. D. Srinivas, The methodology of Indian sciences as expounded in the disciplines of Nyāya, Vyākaraṇa, Ganita and Jyotisa,

Suggestive Readings

- Ansari, Saraf F.D., Sufi Saints and State Power, Cambridge University Press, 1992 Banerjee, J.N., Pauranic and Tantric Religion: Early Phase, University of Calcutta, Calcutta, 1966.
- Bhandarkar, R.G., Vaiṣṇavism, Śaivism and Minor Religious Systems, Indological Book House, Varanasi, 1965.
- Bhattacharya, N.N., Ancient Indian Rituals and Their Social Contexts, Manohar, Delhi, 1996 (1975)
- Brockington, J.L., Righteous Rama: the Evolution of an Epic, OUP, Delhi, 1984.
- Chakrabarti, Kunal, 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
- R. Champakalakshmi, eds, Tradition, Dissent and Ideology, OUP, Delhi, 1996, pp. 135-63.
- 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., 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
- Currie, P.M., The Shrine and Cult of Muin-al –Din Chishti of Ajmer, New Delhi, 1989.
- Durkheim, Emile, The Elementary Forms of Religious Life, The Free Press, New York, 1995.
- 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. *
- Wagle, N., Society at the Time of the Buddha, Bombay, 1966.
- Weber, Max, Religions of India, Delhi, 1968.

B.A. (VS) Marketing Management and Retail Business
Semester V
GENERAL ELECTIVE COURSE (GE-5.1)
Essentials of Management and Retailing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Essentials of Management and Retail Essentials (GE: 5.1)	4	3	1	-	Pass in Class XII	NIL

Learning Objective: To introduce students to the foundational principles of business management, including a comprehensive overview of the retail industry, its dynamic nature, and the strategies employed, while fostering an understanding of the diverse retail structures in existence.

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

1. define the principles evolution and the overview of functional areas of management.
2. develop a broad consideration of planning, decision-making, organizational structures, motivation theories, leadership styles, communication, and controlling.
3. interpret, scope, function, and importance of retail management, its evolution and changing dynamics of the Indian retail industry
4. evaluate the impact of external factors such as government policies, consumer behavior, and economic fluctuations on the retail industry.

Unit 1: Fundamentals of Management

9 Hours

Principles of management - concept, nature and significance; Evolution of Management thought: Classical, Neoclassical and Modern approach- their concept, pros and cons. Coordination – concept, characteristics and importance; Functional areas of management – an overview.

Unit 2: Basic management functions

12 Hours

Planning- concept and meaning, Decision-making, Organisational structures- traditional and modern; Concept and theories of Motivation- Maslow's need hierarchy, Herzberg's two-factor

theory, Theory X&Y; Leadership-types of leaders; Communication- meaning, types and importance. Controlling-concept, significance.

Unit 3: Retailing Overview

12 Hours

Retailing: Concept, scope, function and importance of Retail Management, Types of retailing, Evolution of Indian Retail Industry, Retail Environment in India, Changing Scenario of Retail Business in India, Dealing with recession in retail industry.

Unit 4: Retailing Structure

12 Hours

Factors influencing retail structure, Environment & competition, Competitive Environment in different Retail Sectors, Govt. Policies in Retail Sectors, Changes in consumer spending, Impact of economic fluctuation on retailing industry, Consumer Behavior, Contemporary Issues in Retail Management.

Practical exercises:

The learners are required to:

1. Divide the students into small groups and provide them with a case study related to management principles, coordination, or functional areas of management. The case study should present a real-world scenario where students can apply their knowledge and problem-solving skills. Each group should analyze the case study, identify the key management principles or challenges involved, propose suitable coordination strategies, and suggest effective approaches to address the functional areas of management.
2. Provide students of small group with a case scenario that involves various management challenges, such as setting goals, making decisions, coordinating activities, motivating employees, communicating effectively, and implementing control measures. The teams should collaborate and apply the principles and functions of management to address the challenges and achieve desired outcomes within the simulation and discuss their decision-making processes, and analyze the effectiveness of their management strategies.
3. Invite a guest speaker from the retail industry to address the class and during the session, students can observe firsthand the operations, merchandising techniques, customer service practices, and challenges faced by retail businesses. They can engage in discussions with the store staff or the guest speaker to gain insights into the functioning of the retail industry. Encourage students to ask questions, take notes, and reflect on their observations.
4. Assign students to conduct an industry analysis on a specific retail sector of their choice, such as fashion retail, electronics retail, or grocery retail. They can present their analysis to the class, highlighting the key factors that shape the retail structure, discussing the competitive environment, and addressing the impact of external factors on the industry.

Suggested Readings:

- Drucker, P. F. (1999). Management Challenges for the 21st Century. Harper Collins Publishers Inc.
- Koontz, H., & Weihrich, H. (2012). Essentials of Management: An International and Leadership Perspective. McGraw Hill Publications
- Laasch, O. (2022), Principles of Management, 2e, Sage Textbook

- Levy, M., Weitz, B. A., & Ajay, P. (2009). Retailing Management: Tata McGraw- Hills Publg. Co. Ltd., New Delhi.
- Newman, A.J., & Cullen, P. (2002). Retailing Environment; Operations. New Delhi: Cengage Learning India Private Limited.
- Vedamani, G. G. (2008). Retail management. Jaico, Ed. 3rd.

Notes:

1. **Suggested 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.**

B.A. (VS) Marketing Management and Retail Business
Semester V
GENERAL ELECTIVE COURSE (GE-5.2)
Basics of Retail Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basics of Retail Management (GE: 5.2)	4	3	1	-	Pass in Class 12th	NIL

Learning Objectives: The paper aims to provide a comprehensive understanding of the theoretical and applied aspects of Retail Management and enable student about the retail environment, distribution process, retail market strategy and target market.

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

1. define the concept, objectives, and functions of the retail environment, different types and explore non-store retailing methods, online payment.
2. categorised different types of changes in the retail environment and their impact on the retail industry.
3. explain store design and layout, retail image mix, the role and responsibilities of a store manager, inventory management, store maintenance, and logistics and distribution processes in retail.
4. discover contemporary issues in retailing, such as personnel management, cultural transformation, sustainability, and future trends in the retail industry.

Unit1 Basics of retail management

12 hours

Concept, objective and functions of Retail Environment; Types of Retailing Formats- advantages, disadvantages: Super Market, Hyper Market, Departmental Stores, Convenience Stores, Chain stores, Discount houses, Mom & Pop stores. Non-Stores Retailing: Vending Machine, Door to Door selling, Direct mail, Tele-shopping and E-Retailing; Online payment in retail: types, advantages and disadvantages.

Unit 2 Retail Environment

9 hours

Types of changes in the retail environment- PESTEL, Impact of changes on the retail industry. Factors affecting the choice of a Retail Location: Choosing a Store Location: Trading-Area analysis, characteristics of trading areas, Site selection, Types of locations; The Internationalization Process and its significance.

Unit 3 Store Design and Distribution:**12 hours**

Store Design & Layout; Retail Image Mix; Store Manager –Role &Responsibilities; Inventory Management- Types, Pros & cons; Management of Retail Outlet/Store, Store Maintenance, Issues in Store Security; Logistics and Distribution: The Distribution Process, The stages of distribution; Supply chain management.

Unit 4 Evolving trends in retail**12 hours**

Contemporary issues in retailing, Personnel in retail: Retail Employment, Workforce, Cultural diversity, Managing staff- ways and problems encountered, Health and Safety concerns; Cultural Transformation and Retailing, New Approaches in Retailing, Sustainability in retail, Future of retailing.

Exercises:

The learners are required to:

1. divide the class into small groups and assign each group a specific retail format, such as super markets, convenience stores, or e-retailing. Instruct each group to conduct a detailed analysis of their assigned format, including its concept, objectives, functions, and the advantages and disadvantages associated with it. They should also explore real-world examples of retailers operating in that format. Students can present their findings to the class through presentations, posters, or reports, highlighting key aspects and engaging in discussions about the diverse retail formats.
2. Assign students the task of analyzing the retail environment of a specific region or country. Instruct them to assess the impact of these changes on retail businesses, consumer behaviour, and market trends. Students can present their analysis through written reports or presentations, highlighting the key changes in the retail environment and their implications.
3. Divide the class into small groups and assign each group the task of designing the layout for a hypothetical retail store. Instruct them to consider factors such as store image, customer flow, product placement, signage, and visual merchandising. Students should create a visual representation of their store layout, accompanied by a written explanation of their design choices and the intended customer experience. During the presentations, encourage students to explain how their store design aligns with the retail image mix and the overall marketing strategy. Foster a class discussion on the importance of store design in attracting customers and enhancing the shopping experience.
4. Organize a brainstorming session where students can collectively discuss and predict the future trends and innovations in the retail industry. Provide them with prompts related to technological advancements, changing consumer preferences, sustainability practices, and emerging retail formats. Encourage students to think creatively and critically, supporting their ideas with relevant examples or case studies.

Suggested Readings:

- Newman A and Cullen P, (2001), *Retailing: Environment and Operations*, Cengage learning, Andover, UK

- Bajaj C., Tulsi and R, Shrivastava N.V. (2010) *Retail Management*, Oxford University Press.
- Barry B., & Evance J.R, (2006), “*Retail Management*” Prentice Hall India.
- Gibson G. And Vedamani, (2004), *Retail Management*, Jaico Publishing House, Bengaluru.
- Pradhan, S., (2007), “*Retailing Management- Text and Cases*” Tata McGraw-Hill New Delhi

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SEMESTER- VI

B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC CORE COURSE – (DSC-6.1)
International Marketing
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTERNATIONAL MARKETING (DSC: 6.1)	4	3	1	-	Pass in Class XII	NIL

Learning Objectives: The course aims to equip learners with essential management-related knowledge and skills and their applicability in the real world.

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

1. define the concept of international marketing, including its concept, evolution, importance, process, opportunities and challenges.
2. Discover components of the international marketing environment, and their significance in shaping international marketing practices.
3. develop insights into international market entry strategies, international distribution channels, international promotional strategies and selection of entry mode.
4. Appraise the unique challenges and considerations in pricing decisions for international markets Understand the different pricing approaches, factors influencing pricing decisions.

Unit I: Introduction to International Marketing

12 Hours

International Marketing: Concept, Evolution, Importance and Process, International Marketing Research, International Marketing Information Systems, Opportunities and Challenges in International Marketing, International Marketing Distinguished from Domestic Marketing, Future Prospects of International Marketing, India's Presence in International Marketing.

Unit II: International Marketing Environment

9 Hours

Scanning International Marketing Environment: Economic, Financial, Political, Technological, Legal and Socio-Cultural environments. Introduction to International Trade Organizations: World Trade Organisation, Regional Trade Agreement, South Asian Association on Regional Cooperation, Association of Southeast Asian Nations Brazil, Russia, India, China and South Africa (BRICS), and European Union.

Unit III: International Product, Distribution and Advertising Strategies 15 Hours

Entering International Markets: Introduction, The Modes of International Market Entry, Factors Affecting the Selection of Entry Mode, Choosing the Right International Market Entry Mix, International distribution channels - Types and functions of foreign distribution channels, selection of middlemen, Multinational retailers and Wholesalers, International Promotional Strategies: Concept, Strategies: standardization vs. adaptation, Selection of media, Selection of agency, Measuring advertising effectiveness

Unit IV: Pricing Decisions for International Markets 09 Hours

Introduction, Pricing Decisions, Pricing Approaches for International Markets, Factors Influencing Pricing Decisions in International Markets, Terms of Delivery in International Transactions, Dumping, Counter Trade, Transfer Pricing in International Markets, Grey Marketing

Practical Exercises:

1. Assign students a case study that showcases a real-world example of a company's international marketing efforts. Instruct them to analyze the company's approach to international marketing, including its market research, entry strategies, and adaptation or standardization of marketing mix elements. Students should identify the opportunities and challenges faced by the company in the international market and propose recommendations for improving their international marketing efforts. Encourage students to present their analysis and recommendations in written reports or presentations, emphasizing critical thinking and application of concepts.
2. Divide the class into small groups and assign each group a specific country or region. Instruct them to conduct a comprehensive analysis of the international marketing environment of their assigned location, considering the economic, financial, political, technological, legal, and socio-cultural factors. Students should research and present their findings, highlighting the key environmental factors and their impact on international marketing strategies. Encourage students to use visual aids, such as charts or graphs, to enhance their presentations and facilitate class discussions on the challenges and opportunities present in different international markets.
3. Organize a market entry strategy simulation exercise where students work in groups representing different companies. Each group should select a target international market and develop a market entry strategy, including the selection of an appropriate entry mode and distribution channels. Instruct students to consider factors such as market characteristics, competitive landscape, and cultural differences. Students should present their strategies to the class, explaining their rationale and justifying their decisions.
4. Assign students a case study or real-world example of a company operating in international markets. Instruct them to analyze the company's pricing decisions, considering the pricing approaches used, the factors influencing those decisions, and any challenges or issues faced. Students should evaluate the effectiveness of the pricing strategy and propose recommendations for improving or adapting the pricing approach in international markets. Encourage students to critically analyze the case study, applying their knowledge of international pricing concepts and considering the specific market dynamics involved.

Suggested Readings:

- Cateora, P. R., Graham, J. L., & Gilly, M. C. (2020). International marketing (18th ed.). McGraw-Hill Education.
- Keegan, W. J., & Green, M. C. (2019). Global marketing (9th ed.). Pearson.
- Svend Hollensen. (2021). Global Marketing: A Decision-Oriented Approach (9th ed.). Pearson.
- Doole, I., & Lowe, R. (2021). International Marketing Strategy (8th ed.). Cengage Learning.
- Kotabe, M., &Helsen, K. (2019). Global Marketing Management (7th ed.).
- Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2019). International Business: Environments and Operations (16th ed.). Pearson.

Notes:

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**B.A. (VS) Marketing Management and Retail Business
Semester VI**

**DISCIPLINE SPECIFIC CORE COURSE – (DSC-6.2)
Green Marketing**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GREEN MARKETING (DSC: 6.2)	4	3	1	-	Pass in Class XII	NIL

Learning objectives: To make the student understand the concept of Green Marketing and Green Products

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

1. Define concept of green product and green marketing concepts, including evolution, importance, and benefits and explore the strategies and components of the green marketing mix.
2. classify different green marketing initiatives undertaken by organizations. Understand the strategies and practices employed by green firms across various industries.
3. discover the purchase decision-making process and the factors that influence consumer buying decisions.
4. appreciate the concept of environmental consciousness its significance and the guidelines and legal issues related to green marketing.

Unit I: Green Product and Green marketing concepts

12 Hours

Green Product - Green Marketing - Evolution of Green Marketing - Importance of green marketing - Benefits of Green Marketing- Adoption of Green Marketing- Green Marketing Mix – Strategies to Green Marketing, Green marketing concepts - Green Spinning – Green Selling – Green Harvesting – Enviropreneur Marketing - Compliance Marketing – Green Washing – Climate Performance Leadership Index,

Unit II Green marketing initiatives

12 Hours

Green marketing initiatives - Green Firms – HCL's Green Management Policy – IBM's Green Solutions – IndusInd Bank's Solar Powered ATMs – ITC's Paperkraft – Maruti's Green Supply Chain – ONCGs Mokshada Green Crematorium – Samsung's Eco-friendly handsets- Wipro

Infotech's Eco-friendly computer peripherals, case of Reva electric car and others cases of green marketing.

Unit III Purchase decision

9 Hours

Purchase decision - Meaning of Purchase decision – Factors affecting Purchase decision - Steps in the decision making process - Five stages of consumer buying decision process - Models of buyer decision-making

Unit IV Environmental consciousness

12 Hours

Environmental consciousness - Introduction of Environment - Importance of environmentalism - Environmental movement - Benefits of green environment to the society - E-waste exchange - Extended Producer Responsibility Plan - Guidelines for Collection and Storage of E-Waste - Guidelines for Transportation of E-Waste - Guidelines for Environmentally Sound Recycling of E-Waste, Legal issues related to Green marketing. Role of National Green Tribunal (NGT), National Institution for Transforming India (NITI) AYOOG and other regulatory institutions, Green audit.

Practical Exercises:

1. Divide the class into small groups and assign each group a hypothetical or real-life scenario where they need to design a green marketing campaign for a specific product or service. Instruct the groups to identify a target market segment and develop a marketing strategy that highlights the environmental benefits and sustainability aspects of the product or service. Students should create marketing materials, such as advertisements, social media campaigns, or promotional videos, that effectively communicate the green attributes and engage the target audience. Encourage students to consider the principles of green marketing and apply their knowledge to create persuasive and impactful campaigns.
2. Assign each student or group a specific green marketing initiative or case study from the provided list. Instruct them to research and analyze the initiative, focusing on the organization's green management policy, the specific green solutions or products offered, and the outcomes and impacts of the initiative. Students should present their findings to the class, highlighting the key strategies and practices employed by the organization and discussing the effectiveness and challenges of the green marketing initiative.
3. Assign students a consumer behavior analysis project where they choose a product or service and investigate the factors that influence consumers' purchase decisions related to environmental considerations. Students should conduct surveys, interviews, or observations to gather data on consumer preferences, motivations, and decision-making processes. They should analyze the collected data and present their findings, discussing the key factors that influence purchase decisions in the context of environmental consciousness. Encourage students to apply relevant consumer behavior models and theories to interpret their findings and draw insights for green marketing strategies.
4. Instruct students to conduct a green audit of their campus, workplace, or community environment. They should assess the environmental impact and sustainability practices

in areas such as waste management, energy consumption, water usage, and transportation. Based on the audit findings, students should develop an action plan to improve the environmental performance and promote green practices. They should outline specific steps, responsibilities, and timelines for implementing the action plan. Encourage students to consider the guidelines for environmentally sound practices and legal requirements related to green marketing.

Suggested readings:

- Peattie, K., & Charter, M. (Eds.). (2019). *Green Marketing: Challenges and Opportunities for the New Marketing Age* (2nd ed.). Routledge
- Dahlstrom, R. (2020). *Green Marketing Management* (3rd ed.). Cengage Learning.
- Swamy, S. (2018). *Green Marketing and Sustainability*. Springer.
- Martin, D., & Schouten, J. W. (2018). *Sustainable Marketing* (8th ed.). Pearson.
- Belz, F. M., & Peattie, K. (2019). *Green Marketing: A Global Perspective* (5th ed.). Wiley.
- Grant, J. (2019). *Green Marketing: Strategies, Tools, and Inspiration for Sustainable Branding* (5th ed.). John Wiley & Sons.
- Polonsky, M. J., & Ottman, J. A. (2018). *Green Marketing, Sustainable Development, and Corporate Social Responsibility* (2nd ed.). Cengage Learning.
- Lamberton, C., & Diehl, S. (2020). *Green Marketing and Environmental Responsibility in Modern Corporations*. Palgrave Macmillan.
- Wagner, T., & Horváth, C. (2019). *Green Brands: Sustainable Brands and Marketing Strategy*. Palgrave Macmillan.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester VI

DISCIPLINE SPECIFIC CORE COURSE - DSC-6.3

DIGITAL ECONOMY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility criteria	Pre-requisite of the course
Digital Economy (DSC-6.3)	4	3	1	0	Class XII	Nil

Learning Objectives: The course aims to familiarise the student with the economics of the digital goods and services, characterized by transient market behaviour, feedback mechanisms, international impact, global markets, many stakeholders, and technological dependencies never seen in any markets before. It will cover the complex ecosystem, logic of the structures of the digital economy and its outcomes - such as powerful companies & non-monetary pricing, ethical and legal aspects & insights into digital consumer behaviour.

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

- explain the structural peculiarities of the digital economy and the consequences for market structures and market outcomes.
- develop expedient solutions by identifying structural incentives using prevalent economic models and concepts.
- examine structural incentives underlying the digital economy and its alterations to achieve different outcomes.
- identify ethically desirable states and behaviours and examine how to achieve these via adequate incentive structures.
- explain the logic underlying global efforts to regulate the digital economy
- appraise the consequences and ethical implications of various business models and behaviours in the digital economy.

Unit 1: Introduction to the digital economy: Evolution and digital economy eco-system, digital goods and services, production and value creation models. (10 hours)

Unit 2: Fundamentals of digital economics: multi-sided platforms, network effects and positive feedbacks, path dependence, lock-in and switching costs, formation of monopolies in the digital economy, the “long tail”. (13 hours)

Unit 3: Digital markets: Stakeholders and relationships in digital markets, the layered internet model, competition, cooperation, and cooptation;
 Digital business, strategy and innovation: Digital innovations, Business models, Strategic positioning. (12 hours)

Unit 4: Some legal developments: Digital Markets Act, Digital Services Act; Ethical challenges in the digital economy; challenges for the Digital payment systems, Challenges for society, Challenges for ethics. (10 hours)

Practical Exercises:**The learners are required to:**

1. make a group presentation on how digitization of the economy is impacting your neighbourhood. Search for news articles (2-3) and discuss how digitization influences the various sectors of the economy, the public sector and business domains. (Unit 1)
2. engage in a classroom discussion on the 5G systems and its linkage with the digital economy in India & globally. (Unit2)
2. prepare group presentations describing and discussing the eco-system for the Apple App store, Uber, or any other such platform. (Unit 3)
3. prepare a presentation on services offered in several market segments by any two-sided and multi-sided platform. (Unit 3)
4. engage in a group discussion on the business of streaming services and real-time online gaming with reference to net neutrality, resource sharing and network performance. (Unit 4)

Suggested Readings:

- Harald. Ø., & Audestad. J. A., (2021), *Intoduction to Digital Economics: Foundations, Business Models and the Case Studies* (2nd ed.). Sweden: Springer.
- Harald. Ø., & Audestad. J. A. (2018), *Digital Economics: How Information and Communication Technology is Shaping Markets, Businesses, and Innovation*, Scotts Valley: CreateSpace.
- Belleflamme, P., & Peitz M., (2015), *Industrial Organization: Markets and Strategies* (ch. 20-23). Cambridge: Cambridge University Press.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-6.1)

Rural Marketing
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
RURAL MARKETING (DSE: 6.1)	4	3	1	0	Pass in Class XII	NIL

Learning objective: The paper aims to develop basic understanding of concepts, tools, challenges and growing importance of rural markets in Indian scenario.

Learning Outcomes: After the completion of the course, the learner will be able to:

1. Define the concept of rural markets, including nature, growing importance and motives of rural consumers.
2. explain product and price decisions in the context of rural marketing and examine factors influencing pricing decisions and pricing strategies for rural markets.
3. Analyse the factors influencing the promotion mix in rural markets and the challenges associated with rural communication and promotion.
4. comprehend rural distribution channels and logistics considerations and the challenges associated with distributing products in rural areas.

Unit I: Introduction

9 Hours

Concept, nature and growing importance of rural markets; Rural vs Urban Marketing; Rural marketing environment; Rural marketing mix, Characteristics of Rural Consumer and motives; Segmentation, targeting and positioning in rural markets; Emerging trends of rural marketing in India.

Unit II: Product and Price Decisions

12 Hours

Rural product classification; Product adoption process in rural market; product branding, packaging, labeling and product support services in rural markets, Challenges in developing a product for rural markets; Factors affecting pricing decisions for rural markets; setting price for rural market: factors, methods and strategies; Challenges in setting price for rural markets

Unit III: Promotion Decisions**12 Hours**

Factors affecting promotion mix for rural markets; Challenges in rural communication and promotion; promotion mix-promotion tools and their importance for rural markets; Cases for innovative approaches for promotion in rural market

Unit IV: Distribution Decisions**12 Hours**

Rural Distribution Channels; logistics decisions for rural markets; factors affecting distribution decisions in rural markets; challenges for distribution decisions in rural markets; Cases for innovative distribution approaches in rural market.

Practical Exercises*:

1. Assign students to conduct a field visit or research project in a rural area to analyze the local market dynamics and consumer behavior. Instruct them to collect data on the demographics, lifestyle, and consumption patterns of rural consumers. Students should assess the availability of products and services, identify the major players in the market, and observe the marketing strategies employed by businesses targeting rural consumers. They should present their findings, highlighting the unique characteristics of the rural market and discussing the implications for marketing strategies.
2. Divide the class into small groups and assign each group a specific rural product category, such as agricultural equipment, healthcare products, or consumer goods. Instruct the groups to develop a new product or modify an existing product to cater to the needs of rural consumers. They should consider the unique characteristics of the rural market, including affordability, durability, and relevance. Students should also determine an appropriate pricing strategy for their product, taking into account factors such as affordability, competition, and perceived value. Each group should present their product concept and pricing strategy, discussing the rationale behind their decisions.
3. Assign each student or group a specific rural product or service and instruct them to design a comprehensive promotion campaign targeting rural consumers. Students should consider the unique characteristics and preferences of the rural audience and develop a promotion mix that includes appropriate tools such as advertising, personal selling, sales promotion, and public relations. They should create sample promotional materials and outline a step-by-step plan for executing the campaign. Students should present their campaign design, discussing the strategies employed and their potential effectiveness in reaching and influencing rural consumers.
4. Assign students to research and analyze the distribution strategies employed by companies operating in rural markets. They should choose a specific product category or industry and examine the distribution channels used, logistics considerations, and challenges faced by companies in reaching rural consumers. Students should present their findings, discussing the effectiveness of the distribution strategies and exploring opportunities for improvement or innovation. They should also propose alternative distribution approaches based on their analysis and the unique characteristics of the rural market.

Suggested Readings:

- Kashyap, D. (2021). Rural Marketing: Concepts, Practices, and Cases. New Delhi: Pearson Education.

- Singh, R., & Pandey, A. (2022). Rural Marketing: Indian Context. New Delhi: Excel Books.
- Krishnamacharyulu, C. S. G. (2020). Rural Marketing: Text and Cases. New Delhi: Himalaya Publishing House.
- Sharma, S. (2019). Rural Marketing: Opportunities, Challenges, and Strategies. New Delhi: Pearson Education.
- Swami, S. N. (2019). Rural Marketing: Concepts, Practices, and Cases. New Delhi: SAGE Publications.
- Dash, S. B., & Dash, N. (2018). Rural Marketing: Targeting the Non-urban Consumer. New Delhi: Oxford University Press.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-6.2)
Sales Promotion And Public Relations
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SALES PROMOTION AND PUBLIC RELATIONS (DSE: 6.2)	4	3	1	-	Pass in Class XII	NIL

Learning objective: The course aims to familiarize the students with the basics of Sales Promotion and its importance in marketing.

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

1. Explain the meaning, importance and types of sales promotions.
2. Identify the features, strengths, and limitations of major tools of sales promotion
3. Identify the similarities between publicity and public relations.
4. Identify unethical practices in sales promotion and public relations and their consequences.

Unit I: Introduction to Sales Promotion

12 Hours

Sales Promotion: Nature, meaning and importance of Sales Promotions; Significance of Sales Promotion in marketing; Different forms of Sales Promotions; Consumer-oriented Sales Promotion; Trade oriented Sales Promotion; and Sales force oriented Sales Promotion.

Unit II: Major tools and programmes of Sales Promotion

12 Hours

Sales Promotion tools including -Premiums, price offs, coupons, sampling, refunds and rebates, contest, games and lotteries, point of purchase; Displays and demonstrations; Conferences use; Trade fairs; Exhibition and fashion shows, Specialties and novelties, and recent prevalent tools -features, strength and limitations-testing; implementation; evaluating the result and making necessary modifications

Unit III: Public Relations

12 Hours

Public Relations- meaning, characteristics and increasing significance; Similarities between publicity and public relations. Tools of public relations- news, special events, speeches, public service activities and other recent prevalent tools.

Unit IV: Ethical and legal aspects of sales promotion and public relations 9 Hours

Importance of ethics in sales promotion and public relations; Unethical practices and its consequences in Sales Promotion and public relations- Hidden fees, Ambiguous terms and conditions, invasion of privacy, professional code of conduct etc. Puffery or misrepresentation.

Exercise :

The learners are required to:

1. Evaluate the different types of sales promotions and select the most appropriate one for a given situation.
2. Develop a sales promotion plan that meets the specific objectives of a company, evaluate the results and make necessary modifications.
3. Explain the similarities between publicity and public relations and develop a public relations plan that meets the specific objectives of a company.
4. Identify unethical practices in sales promotion and public relations, explain its consequences and apply ethical principles to sales promotion and public relations practices.

Suggested Readings:

- Grunig, J. E., Grunig, L. A., & Dozier, D. M. (2022). Public relations: Managing the communication process (13th ed.). Sage.
- Jobber, D., & Simkin, L. (2022). Sales promotion: A practical guide (3rd ed.). Routledge.
- Stacks, D. W. (2022). Public relations and marketing: The integrated PR mix (7th ed.). Sage.
- Lilien, G. W., & Bloom, P. N. (2021). The handbook of sales promotion (2nd ed.). Routledge.
- Farris, P., McCarthy, M. J., & Shapiro, C. S. (2020). Sales promotion: A practical guide for professionals (4th ed.). McGraw-Hill Education.
- Best, R. J. (2020). Sales promotion: Theory, methods, and cases (5th ed.). Routledge.
- Harlow, R. (2020). Public relations: A thematic approach (2nd ed.). Routledge.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC ELECTIVE COURSE - DSE-6.3
Social And Non-Profit Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SOCIAL AND NON-PROFIT MARKETING (DSE: 6.3)	4	3	1	-	Pass in Class XII	NIL

Learning objectives: It explains the principles of planning, execution and assessment of strategic marketing in social and non-profit organizations.

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

1. describe and explain the meaning and nature of social marketing
2. analyse social marketing problems and suggest ways of solving these
3. recognise the range of stakeholders involved in social marketing programmes and their role as target markets
4. assess the role of branding, social advertising and other communications in achieving behavioural change.

Unit I Introduction of Marketing

9 Hours

Overview of non-profit management; definitions of marketing; marketing as a general business practice. Increasing importance of marketing in the non-profit sector; changing behaviour; consumer-centered approach; structural implications of incorporating marketing activities

Unit II Marketing Planning Processes

12 Hours

Organizational Marketing Planning Processes in NGO's. Understanding target audience decisions; marketing research; planning and budgeting the marketing mix. Segmentation, positioning and branding. Marketing mix. Product: organization's offerings; developing and launching new offerings;

Unit III Applications of marketing**12 Hours**

Application of marketing knowledge to fundraising, volunteer management and board governance; marketing and information technology. Managing public relations. Marketing evaluation, monitoring and control.

Unit IV Working with the private sector and Case Studies**12 Hours**

Working with the private sector: cause-related marketing; social marketing, CASE STUDY DISCUSSION - United Way of Massachusetts Bay, Population Services International: The Social Marketing Project in Bangladesh, CARE USA, The Aravind Eye Hospital, Madurai, India.

Exercises:

The learners are required to:

1. Identify social marketing initiatives that can be currently observed in the environment.
2. Read a case study from a textbook that highlights a social or nonprofit marketing campaign. Analyze the campaign's goals, target audience, strategies, and outcomes. Identify key challenges and opportunities, and propose alternative approaches that could have been taken.
3. Imagine you are working for a nonprofit organization and tasked with developing a marketing plan for a new social initiative. Use concepts and frameworks from the textbook to guide you in conducting a situation analysis, setting objectives, identifying target markets, developing strategies, and outlining an implementation and evaluation plan.
4. Task: Choose a nonprofit organization and develop an audience segmentation strategy for one of their campaigns. Apply the concepts of segmentation, targeting, and positioning from the textbook to identify distinct audience segments, develop personas, and tailor marketing messages and tactics for each segment.
5. Organize a workshop where participants are divided into small groups. Each group should develop a social media strategy for a different nonprofit organization. Provide them with a textbook chapter on social media marketing in the nonprofit sector and guide them through the process of setting goals, selecting platforms, creating content, and measuring success.

Suggested readings:

- Andreasen, A. R., & Kotler, P. (2018). Strategic Marketing for Nonprofit Organizations (8th ed.). Pearson.
- Weinreich, N. K. (2018). Hands-On Social Marketing: A Step-by-Step Guide to Designing Change for Good (2nd ed.). Sage Publications.
- Wymer, W., Samu, S., & Aalbers, D. (2018). Nonprofit Marketing: Principles and Practices (2nd ed.). Sage Publications.

- Lee, N. R., & Kotler, P. (2019). *Social Marketing: Changing Behaviors for Good* (6th ed.). Sage Publications.
- Andreason, A. R. (2018). *Social Marketing in the 21st Century*. Sage Publications.
- Hastings, G., Stead, M., & Webb, J. (2018). *Social Marketing: Why Should the Devil Have All the Best Tunes?* Butterworth-Heinemann.
- Domegan, C., & McHugh, P. (2018). *Social Marketing: From Tunes to Symphonies* (2nd ed.). Routledge.
- Lefebvre, R. C. (2019). *Social Marketing and Social Change: Strategies and Tools for Improving Health, Well-Being, and the Environment* (2nd ed.). Jossey-Bass.
- Andreason, A. R., & Simonsen, D. (2018). *Social Marketing: Evolution and Contemporary Practice*. Routledge.
- Cheng, H., & Kotler, P. (2020). *Social Marketing for Public Health: Global Trends and Success Stories* (2nd ed.). Springer.

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B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.4)
Ethics And Corporate Governance

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ethics and Corporate Governance (DSE-6.3)	4	3	1	0	Pass in Class XII	Nil

Course Objective: This course is designed keeping in view the dominant role that modern corporations play in creating desirable economic, social and environmental outcomes for the society. The aim of the course is to impart basic knowledge of business ethics and values and its relevance in modern day context. The course outlines the key theoretical and practical issues underpinning the study of both corporate governance (CG) and corporate social responsibility (CSR) in an integrated fashion.

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

1. analyze the concepts, tools and theories of ethics and the issues in ethics.
2. recognize the essence of ethics in business.
3. develop decision-making skills with regard to ethical governance.
4. explain the structure and aspects of corporate governance principles and various theories and forums of corporate governance.
5. provide opportunities for reflection on the roles and responsibilities of directors, promoters, and management towards the shareholders and other stakeholders covering both theory and relevant practices.
6. recognise and demonstrate understanding of emerging issues and challenges in corporate governance

Unit 1: Introduction to Ethics

9 hour

Concept of moral reasoning and ethics; Contributions of moral thinkers and philosophers to the concepts of morality; Approaches to Moral reasoning; Essence of Ethics, Dimensions of Ethics; Human Values; Ethical concerns and dilemmas

Unit 2: Business Ethics

9 hours

Concept; Principles; Theories of Business Ethics; Ethical Organisations, Ethical Dilemmas in Organization, Code of Ethics; Ethical issues in business, Ethics training programme.

Unit 3: Governance of Business Entities

9 hours

The philosophical basis of governance; Corporate Governance- Meaning and significance; Conceptual framework; Corporate governance systems across the world; Corporate governance in India, CII code on corporate governance – features - Various Corporate Governance forums – CACG, OECD, ICGN AND NFCG. Cases of corporate frauds and scams- Enron, Lehman Brothers; Satyam Computer Services; PNB Heist; IL&FS Fraud, ABG Shipyards, Yes Bank; Governance issues and challenges

Unit 4: Corporate Social Responsibility

9 hours

Corporate Social Responsibility – definition – nature – levels – phases and approaches, principles, Indian models – dimensions. Corporate social reporting - Objectives of Corporate Social Reporting and case studies.

Unit 5: Recent Issues and Challenges of Governance

9 hours

Insider Trading; Whistle Blowing; Shareholders Activism; Class Action suits; Gender Diversity in Boards; Governance of Family entities; Governance of multi-national corporations.

Exercises

The learners are required to:

1. review and discuss the ethical dilemmas in various scenarios as presented by the teacher in class with respect to a given organization and discuss the ethical concerns in each situation.
2. Conduct a comparative analysis of corporate governance practices in different countries or industries. Ask them to examine the philosophical underpinnings and conceptual frameworks of governance systems in each context. Students should identify similarities, differences, and any potential challenges in implementing effective governance practices
3. Research and evaluate the governance structures of different organizations, such as corporations, non-profit organizations, or government bodies. Ask them to identify the philosophical basis and conceptual framework underlying each governance structure. Students should critically assess the effectiveness of these structures in promoting transparency, accountability, and stakeholder interests.
4. Discuss in class real-life examples of insider trading cases and ask them to analyze the case, identifying the key actors, the unethical practices involved, and the consequences faced by those involved. Encourage students to discuss the legal and ethical implications of each case and propose alternative actions that could have been taken.

5. Research and Presentation: Students will be asked to research a specific aspect of insider trading, such as its impact on market efficiency or the legal framework in different countries. Ask them to prepare a presentation summarizing their findings and conclusions. This exercise will not only enhance their understanding but also improve their research and presentation skills.

Suggested Readings:

- Monks, Robert A.G. and Minow, Nell, *Corporate Governance*, Wiley.
- Reddy, Nanda Kishore and Ajmera, Santosh, *Ethics, Integrity and Aptitude*, McGraw-Hill Education.
- Sharma, J.P. *Corporate Governance, Business Ethics, and CSR*, Ane Books Pvt Ltd, New Delhi.
- Khanka, S., S. (2014). *Business Ethics and Corporate Governance (Principles and Practices)*. S.Chand Publishing.
- Tricker, Bob. *Corporate Governance-Principles, Policies, and Practice (Indian Edition)*. Oxford University Press, New Delhi.
- Weiss, Joseph W. *Business Ethics*, Berrett-Koehler Publishers.

Additional Readings:

- Mallin, Christine A. *Corporate Governance (Indian Edition)*, Oxford University Press, New Delhi.
- Rani, Geeta D., and Mishra, R.K. *Corporate Governance- Theory and Practice*, Excel Books, New Delhi.

Notes:

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B.A. (VS) Marketing Management and Retail Business
Semester VI
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.5)
Basic Development Economics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
		Lecture	Tutorial	Practical/ Practice		
Basic Development Economics (DSE-6.5)	4	3	1	0	Passed 12th standard	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- This course discusses different concepts and features of development
- It distinguishes between growth with development
- It discusses historical experiences of poverty, inequality and growth in different countries
- It discusses recent experiences of growth and development
- It analyses governance issues- institutional mechanism- role of state, market and other institutional

mechanisms, reforms and development policies

Learning outcomes

The Learning outcomes of this course are as follows:

- The course would enable the students to understand the different dimensions of development that are distinct from growth.
- The students will understand the underlying factors that kickstart, sustain and restrict growth and development.
- They will understand why the inequality and poverty are so sticky and thus be able to suggest policy intervention and institutional changes

Syllabus

UNIT I: Concepts of Economic Development (12 hours)

Multiple dimensions of development and alternative measures of development; historical experience of growth and development across countries; understanding poverty, growth, development and their interrelationship; colonialism and underdevelopment; international comparison - PPP

UNIT II: Escaping Under-Development - Recent Attempts and Experiences (12 hours)

Recent development experiences – escaping poverty trap, accumulation of physical and human capital, improvement in health and education, R&D, innovations, and technology adoption; population growth and demographic dividends.

UNIT III: Reform Policies for Sustainable Development (12 hours)

Triple bottom-line of sustainability – economic, social and environmental dimensions; trends in growth, inequality and poverty; various policies for generating economic growth, reducing inequality and poverty, freeing from deprivation; Washington consensus and reform measures; natural and manmade

catastrophes, like covid19, Aids in Africa, hyperinflation in Latin America and reversal of improvements; economic growth and global warming – trends in emissions and mean temperature, future projection; observed impact of warming, future consequences, policies adopted to mitigate the global warming problem in IPCC meets.

UNIT IV: Institutions and Development (9 hours)

Institutions facilitating development – efficacy of market, state and commons in mobilisation and efficient use of resources. Experiences of India, China, and East Asian countries.

Practical Exercise: Students are required to

1. go observe graphs/diagrams presented in Ch 2 (section 2.4) of Partha Dasgupta and see how different indicators/parameters of development are related to PCI (Unit I)
2. go through data on human development and correlate them with income growth (Unit II)
3. from Ch1 of Rodrik (2009) find out countries that witnessed high growth but could not sustain and trace the possible reasons
4. list major reform policies in China and the institutional changes that facilitated rapid growth and compare it with India's experience using Bardhan (2010) and Rodrik (2009)

Recommended readings

- Dasgupta, Partha, (2007), *Economics: A Very Short Introduction*, (AVSI), Oxford University Press.
- Ray, Derbraj, (1998). *Development Economics*, Princeton University Press
- Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson UK.
- Acemoglu, D., Johnson, S., & Robinson, J.A. (2001). [“The Colonial Origins of Comparative Development: An Empirical Investigation.”](#) *American Economic Review*. 91: 1369–1401.
- Banerjee, A., & Duflo, E. (2011). *Poor Economics: A Radical Rethinking of the Way to fight Global Poverty*.
- Deaton, A., (2013), *The Great Escape*, Princeton University Press
- Hall, Robert E. & Jones, C. I. (1999). [“Why Do Some Countries Produce So Much More Output Per Worker Than Others?”](#) *Quarterly Journal of Economics*, 114(1): 83-116.
- Elinor Ostrom (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
- Ranis, G., et.al, (2000) *Economic Growth and Human Development*, *World Development* Vol. 28, No. 2, Elsevier Science Ltd.
- Galor, Oded & M. (2004). [“From Physical to Human Capital Accumulation: Inequality and the Process of Development.”](#) *Review of Economic Studies*, 71(4): 1001–1026.
- Rossi, Federico. (2020). [Human Capital and Macroeconomic Development: A Review of the Evidence.](#) *The World Bank Research Observer*, 35 (2): 227–262.
- Bardhan, P.(2010), *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*, OUP.
- Dietz, T., Ostrom, E. & Stern, P.C. (2003). ‘The Struggle to Govern the Commons’, *Science*, vol. 302, No. 5652 (Dec. 12, 2003), pp. 1907-1912.
- Rodrik, Dani (2009), *One Economics, Many Recipe's: Globalization, Institutions and Economic Growth*, Princeton University Press.
- Rodrik, Dani. (2014). [“The Past, Present, and Future of Economic Growth,”](#) in Franklin Allen et al., *Towards a Better Global Economy: Policy Implications for Citizens Worldwide in the 21st Century*, Oxford University Press, Oxford and New York.
- Piketty, Thomas & Saez, E. (2014). ‘Inequality in the Long Run’, *Science*, 344 (838).
- Heal, G. (2012), *Reflections—Defining and Measuring Sustainability*. *Review of Environmental Economics and Policy*, volume 6, issue 1, winter 2012, pp. 147–163
- Harris, J. & Roach, B.(2018). *Environmental and Natural Resource Economics: A Contemporary Approach*, Routledge. Chapters 12, 13.

**B.A. (VS) Marketing Management and Retail Business
Semester VI**

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE- 6.6)

Historical Perspectives on Environmental Consciousness

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-requisite of the course (If any)
		Lecture	Tutorial	Practical/ Practice		
Historical Perspectives on Environmental Consciousness	4	3	1	0	Pass in class XII	NIL

Learning objective:

This course is designed for vocational studies students to understand the Indian historical perspectives on Environmental practices from Ancient to Contemporary times. It analyses the close relationship between nature and culture. This paper will acquaint the students with the socio- political policies and practices through history. It would further help in developing better understanding of tourism practices.

Learning Outcomes-

1. Student will understand the significance of environment and environmental thoughts through ancient texts.
2. Will learn the importance of environment in civilization, religion and medieval thoughts and practices.
3. Learners will become aware of colonial land & forest policies and nationalist resistance to it.
4. The pupil will come to know about Independent India's approach to the environment.

UNIT I: An Introduction to History of Environment (4 Weeks approx.)

Nature and Environment in Ancient Indian Texts- *Vedic* literature, *Dharmashastras* and *Puranic* Traditions. Indian Subcontinental Landscape. Environmental thought and environmentalism.

Unit II: Social Perspectives on Environment: Ancient to Medieval Times (4 Weeks approx.)

Harappan Civilization: Environment and human relations. Urbanization and decline of Harappan Civilization. Nature: A key component of Jainism and Buddhism. Ecology and Landscapes in medieval Indian thoughts and practices.

Unit III: Colonial policies, Nationalist Sentiments and Environment (4 Weeks approx.)

Colonial Land and forest policies: Ideologies and Implementations. Resistances to new regimes: Peasants, tribals and Pastoralists (Case studies from any two regions). Gandhi and environment.

Unit IV: Independent India: Environmental Policies and Implications 11 Hours

Environmental policies: Forests, Wildlife- Human Conflict. Development Vs Environment. Major environmental movements (*Chipko Movement*, *Narmada Bachao Andolan*, *Save Ganga Movement*): An Alternative Socio-Political Perspective.

Practical Exercises:

1. Interactive sessions through group discussions or group presentations shall be used to enable learning of Environmental history.
2. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.
3. Assess the understanding of theory and practical by objective and subjective assessment (Class test, assignments, MCQs, Fill in the blanks and quiz).

Essential Readings

- Lahiri Nayanjot. ed. The Decline and Fall of the Indus Civilization. Ranikhet: Permanent Black, 2002.
- Agarwal, Anil, et al, eds. The First Citizens' Report on the Environment in India. Delhi: Centre for Science and Environment, 1982.
- Agarwal Anil and S. Narain, eds. The Second Citizen's Report on the Environment in India, 1984-85. Delhi: Centre for Science and Environment, 1985
- Divyabhanush. The End of a Trail: History of Cheetah in India. New Delhi: Oxford University Press, 1990.
- Gadgil Madhav & Ramachandra Guha. This Fissured Land: An Ecological History of India. New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. Nature and the Orient: The Environmental History of South and Southeast Asia. New Delhi: Oxford University Press, 2000.
- Guha R. Environmentalism: A Global History. New Delhi: Oxford University Press, 2001

Suggestive readings-

- McNeill J.R., Something New Under the Sun: An Environmental History of Twentieth Century World. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysics of Environmental Violence: The Case of the Bhopal Gas Disaster' in Violent Environments. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. Environmental Issues in India. New Delhi: Pearson, 2007.
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. India's Environmental History. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika, 2001.
- Shiva Vandana. The Violence of the Green Revolution. London and New Jersey: Zed Books, 1993.
- Beinart William and Hughes Lotte. eds. (2007). Environment and Empire. Oxford: OUP, pp. 200-214 [Imperial Scientists, Ecology and Conservation]
- Beinart William and Middleton, Karen. (2004), "Plant Transfers in Historical Perspective: A Review Article". Environment and History, Vol. 10, No. 1, pp. 3-29.
- Bulliet, Richard. (2005). Hunters, Herders and Hamburgers: The Past and Future of Human-Animal Relationships. New York: Colombia University Press. pp. 205 -224.
- Chakrabarty, Dipesh (2021), The Climate of History in a Planetary Age. Chicago: The University of Chicago Press.

B.A. (VS) Marketing Management and Retail Business
Semester VI
GENERAL ELECTIVE COURSE (GE-6.1)
Basics Of Advertising

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basics Of Advertising (GE: 6.1)	4	3	1	0	Pass in Class XII	NIL

Learning Objective: The objective of the course is to familiarize the students with the basic concepts of advertising. They will be able to learn the insights of advertising: preparing an advertising message, selecting an appropriate medium and evaluating an advertising campaign.

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

1. explain the concepts and approaches of advertising used in marketing.
2. develop ads using various advertising appeals and elements of advertising copies used by brand promoters in the market.
3. describe the role and types of advertising agencies.
4. appraise the major media decisions like media choice and scheduling.

Unit I: Introduction to Advertising

12 Hours

Meaning, Features, Evolution, Need & Importance, Types, Functions of Advertising, Harmful practices in advertising, Setting of Advertising objectives, Models of Advertising- DAGMAR (Defining Advertising Goals for Measured Advertising Results), AIDA (Attention, Interest, Desire and Action), hierarchy of effect.

Unit II: Advertising Copy

12 Hours

Concepts and Elements, Requisites of a Good and Effective Advertising Copy, Central and Peripheral routes of advertising, creating copy strategies, Advertising Appeals, Measuring Advertising Effectiveness: need, methods. Associating feelings with a brand: slice of life, testimonials, etc. Ethical Aspects of Advertising in India

Unit III: Advertising Agencies

9 Hours

Advertising Agencies: Meaning, Role, Types and Selection of Advertising Agencies, Regulating Agencies: Advertising Standards Council of India (ASCI), the Advertising Agencies Association of India (AAAI), Regulation on advertising certain products and services in India.

Unit IV: Media in advertising

12 Hours

Advertising Media: Evolution, objectives and Media Types, Factors Affecting Media Choice, Media Scheduling, Challenges faced by advertisers in context with cultural diversity, global marketplace, changes in values and emerging technologies, Contemporary issues in advertising- Digital Marketing, Social Media Marketing, Influencer Marketing etc.

Exercises:

The learners are required to:

1. identify a product and develop an advertising campaign for it. (Unit 1)
2. prepare a report on message strategy and copy elements used in the campaign. (Unit 2)
3. visit the website of ASCI and find out the types of complaints received and what action was taken by ASCI. (Unit 3)
4. prepare a report on various media options used in a campaign. (Unit 4)

Suggested Readings:

- Belch, G. E., Belch, M. A., & Purani, K. (2021). *Advertising and Promotion: An Integrated Marketing Communications Perspective*. Noida, India: McGraw Hill Education.
- Sharma, K. (2018). *Advertising: Planning and Decision Making*. New Delhi: Taxmann Publication Pvt. Ltd.
- Kapoor, N. (2020). *Advertising and Personal Selling*. New Delhi: Pinnacle.
- Shah, K., & D'Souza, A. (2017). *Advertising and Promotions: An IMC Perspective*. Noida, India: McGraw Hill Education.

Notes:

1. Suggested 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.

B.A. (VS) Marketing Management and Retail Business**Semester VI****GENERAL ELECTIVE COURSE (GE-6.2)****Consumer Behaviour And Decision Making****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Consumer Behaviour and Decision Making (GE: 6.2)	4	3	1	-	Pass in Class XII	NIL

Learning Objectives: The course aims to equip learners with essential management-related knowledge and skills and their applicability in the real world.

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

1. identify characteristics of consumer behaviour and how to use market segmentation techniques.
2. examine the influence of internal dynamics on consumer behaviour.
3. explain external factors that influence consumer behaviour.
4. appraise consumption pattern and influences that exert during these processes.

Unit 1: Introduction to Consumer Behaviour**9 Hours**

Nature, scope & application; Importance of consumer behaviour in marketing decisions; characteristics of consumer behaviour; distinguish between customer and consumer; the role of consumer research; Market Segmentation, VALS 2 segmentation profile.

Unit 2: Consumer Behaviour: Internal Influences**15 Hours**

Consumer Needs & Motivation: Introduction, motives and motivation, positive or negative motivation, Consumer motives: personal, social motive; theories of needs & motivation- Maslow's hierarchy of needs, McClelland's APA theory.

Consumer Personality- theories of personality- Freudian theory, Neo- Freudian theory, Trait theory; Consumer Perception: Importance and limitation of perception, Barriers to accurate perception; Consumer Attitudes: Formation of attitudes; functions performed by attitudes.

Unit 3: Consumer Behaviour: External Influences**12 Hours**

Group Dynamics & consumer reference groups: Introduction, advantages and disadvantage of groups, Different types of reference groups; factors affecting reference group influence. Family & Consumer Behaviour: consumer roles within a family; purchase influences and role played by children; family life cycle. Characteristics of culture; core values held by society & their influence on consumer behaviour

Unit 4: Customer Decision Making**9 Hours**

Customer Decision-making process: problem recognition; pre-purchase search influences; information evaluation; purchase decision; post-purchase evaluation. Contemporary issues in consumer behavior- Social media marketing, digital marketing, Influencer marketing etc.

Exercises:**The learners are required to:**

1. Construct separate advertising executions for a cosmetics product that targets the Believer, Achiever, Experiencer and Maker VALs segment types. (Unit 1)
2. You are a member of an advertising team assembled to develop a promotional campaign for a new digital camera. Develop three headlines for this campaign, each based on one of the levels in Maslow's need hierarchy. (Unit 2)
3. Think of a recent major purchase your family has made. Analyze the roles performed by the various family members in terms of the following consumption roles; influencers, gatekeepers, deciders, buyers, preparers, users, maintainers and disposers. (Unit 3)
4. Select a newspaper or magazine advertisement that attempt (a) to provide the consumer with a strategy to follow in making a purchase decision or (b) to reduce the perceived risk associated with a purchase. Evaluate the effectiveness of the ad. (Unit 4)

Suggested Readings:

- Gupta, S. L., & Pal, S. (2021). *Consumer behaviour*, New Delhi, India: Sultan Chand and Sons
- Schiffman, L. G., & Kanuk, L. L. (2020). *Consumer behaviour*. Prentice Hall Publication.

- Solomon, M. R. (2022). *Consumer behaviour: Buying, having, and being*, India: PHI Learning Private Limited.
- Blackwell, R. D., Miniard, P. W., & Engel, J. F. (1995). *Consumer behaviour*. New Delhi: Cengage India Private Limited.

Notes:

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