

Annexture 76-84
College of Vocational Studies
SEM- VII
B.A (VS) Tourism Management
Discipline Specific Elective-7.2 (DSE -7.2)
The Travelogues of Bharat

Credit Distribution, Eligibility, and Pre-requisites of the Course

Course Title & Code	credits	Components of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical		
The Travelogues of Bharat DSE 7.2	4	3	1	0	Pass in class XII	NIL

Course Objectives

Upon completing this course, learners will be familiar with the evolution and forms of Indian travel writing. This course will provide a better understanding of India's cultural, historical, and geographical diversity through travel narratives. They will be able to critically engage with historical and spiritual narratives, such as those found in *Indica*, *Harshacharita*, and the writings of spiritual seekers like Swami Vivekananda and Paul Brunton, appreciating the

cultural and transformative dimensions of travel. Learners will develop analytical skills to assess pilgrimage traditions, sacred geographies, and the personal and collective meanings of travel in Indian contexts. The course will also empower students to explore and produce digital and visual travel content—such as blogs, vlogs, photo essays, and short video documentaries—while understanding the narrative techniques, aesthetic choices, and ethical considerations involved. Ultimately, students will be equipped to creatively and critically contribute to the field of travel writing and heritage storytelling, with applications in tourism promotion, destination branding, and cultural communication.

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

1. recall key Indian travelogues and their historical/cultural contexts.
2. explain the themes, styles, and purposes of travelogues
3. demonstrate the ability to create engaging digital travel content (blogs, vlogs, photo essays, etc.).
4. evaluate the authenticity, impact, and ethical considerations of modern travel content.
5. create original travelogues using textual, visual, or digital storytelling tools.

Syllabus

Unit I

Unit 1: Introduction to Travel Writing in Bharat

(12 Hours)

Nature, types, and history of travel writing, Purpose and narrative style in travelogues, Ancient and early accounts of Bharat, Travel as a discovery and spiritual journey (e.g., Excerpts from Indica by Megasthenes, Record of Buddhist Kingdoms by Fa-Hien, Excerpts from Arthashastra, Banabhatta's Harshacharita -selected travel passages).

Unit II

Pilgrimage, Sacred Landscapes, and Transformative Travel

(12 Hours)

Concept of Tirtha and Yatra in Hinduism, Buddhism, Sikhism, Sufism, Sacred rivers, parikramas, jyotirlingas, Shakti Peeths, Personal transformation through spiritual travel, Travel narratives by seekers.

Unit III

Digital Travel Writing & Creative Expressions

(10 Hours)

Evolution from print to visual storytelling: blogs, vlogs and reels, Social media & storytelling: Instagram reels, YouTube travel series, Podcasts, Analysing popular travel YouTubers and Instagram influencers, Creative writing and narrative construction.

Unit IV

Visual Travelogues

(11 Hours)

Heritage storytelling through video narratives and photo essays, Documentaries and visual travelogues: *The Story of India (Michael Wood)*, *Ekaant (Epic Channel)*, *Highway on My Plate (NDTV)*, Travelogue creation: structure, tone, image-text balance, authenticity, Application in tourism promotion and destination branding.

Tutorial Exercises

(15 Hours)

The learners are required to:

1. Conduct class discussion: What makes a travelogue unique?
2. Do map reading exercises: Route analysis of ancient travellers.
3. Write a short essay on religious sites in India.
4. Conduct a comparative analysis of different pilgrimage accounts.
5. Perform a group presentation: Heritage storytelling through video narratives
6. Do a reflection writing: Indian train journeys.
7. Undertake review writing: Choose one modern travelogue.
8. Conduct a class debate: Is modern travel writing losing authenticity?
9. Make a travel blog/vlog project on any Indian destination.
10. Perform a final creative assignment: Write your travelogue (1000–1500 words).

Suggested Readings:

- Brunton, P. (2010). *A Search in Secret India*. Rider.
- Choe, Y., & Kim, J. (2018). Instagram Travel and Destination Branding. *Journal of Tourism Futures*, 4(1), 48–56.
- Dubey, D. P. (2001). *Kumbh: The Greatest Show on Earth*. Rupa Publications.

- Eck, D. L. (2012). *India: A Sacred Geography*. Harmony.
- Gandhi, M. K. (1940). *The Story of My Experiments with Truth*. Navajivan Publishing.
- Ghosh, B. (2009). *Chai, Chai: Travels in Places Where You Stop but Never Get Off*. Tranquebar.
- Hudson, S., & Hudson, L. (2017). *Marketing for Tourism, Hospitality & Events*. Sage.
- Megasthenes. (1897). *Indica* (Trans. J.W. McCrindle). Thacker & Co.
- Raj, R., & Morpeth, N. D. (2007). *Religious Tourism and Pilgrimage Festivals Management*. CABI.
- Rajesh, M. (2012). *Around India in 80 Trains*. Roli Books.
- Sankrityayan, R. (1952). *Meri Europe Yatra* (My Journey to Europe). Hindi Sahitya Sammelan.
- Sankrityayan, R. (2013). *Volga Se Ganga*. Kitab Ghar.
- Sleeman, W. H. (1844). *Rambles and Recollections of an Indian Official*. J. Hatchard & Son.
- Thapar, R. (2002). *Early India: From the Origins to AD 1300*. Penguin Books.
- Thompson, C. (2011). *Travel Writing*. Routledge.
- Vivekananda, S. (1964). *Complete Works of Swami Vivekananda* (Vols. 1–9). Advaita Ashrama.

Additional Readings:

Notes:

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

Semester – VII
Discipline Specific Elective- 7.3 (DSE-7.3)
Cinema and History: India on the Silver Screen
Course Code: --

Offered by the 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)
Cinema and History: India on the Silver Screen	4	3	1	0	Pass in class XII	NIL

Course Objectives:

This paper is intended for students who take an interest in the rhetorical shifts of caste politics, gender-based discrimination, and the pitfalls of nationalism during the 20th century as they pervade the mediums of popular history. The course is situated at the intersection of history, digital humanities, and film studies, which looks at how films have been a site for oppression and resistance, memory, and forgetting. It will equip the students with skills to reflect and analyse films as extensions of historical discursivity.

This course aims to:

1. Develop in students the ability to understand film as a historical process through which discourses of caste, gender, and nationalism are percolated to the masses.
2. Encourage discussions about how cinemas interpret and recontextualize historical events and the politics entailed therein.
3. Extend the boundaries of historiographical writing by considering the digital medium as constructing identity, memory and social reality.

Course Content

Unit 1: Visual Syntax: The Grammar of Films (11 Hours)

This unit addresses films as a distinct medium that has its own structural semiotics. It introduces students to the foundational elements of a film: cinematography, narrative structure, mise-en-scène, performance and sound design. This unit also examines films as a mediator of an ideology and historical context.

Unit 2: Representation of Caste through Films (11 Hours)

With a steady focus on two films and relevant theoretical frameworks from caste studies, this unit attempts to analyse how caste has been a prevalent theme in Indian cinema and how it functions to reiterate or erase caste-based segregation in Indian society.

Unit 3: Gendering Films (12 Hours)

This unit explores how Indian films have historically constructed gender roles and especially the role of women in dominant narratives. It extends to look at films as an intersectional space that attempts to break the binary constructions of gender to examine the queer gaze, ecocritical responses.

Unit 4: Nationalism and Cinema (11 Hours)

From the idealistic visions of Nehruvian modernity to the complex portrayals of Partition, communalism, and border politics, Indian films have long been central to how the nation is imagined and remembered. This unit examines the role of cinema in constructing, reinforcing, and critiquing the ideas of nation and national identity.

Suggestive Reading:

Unit 1:

Metz, Christian. *Film Language: A Semiotics of the Cinema*. Translated by Michael Taylor, University of Chicago Press, 1974.

Thomas, Rosie. "Indian Cinema: Pleasures and Popularity." *Screen*, vol. 26, no. 3-4, 1985, pp. 116–131.

Rosenstone, Robert A. *History on Film / Film on History*. 2nd ed., Routledge, 2012.

M. Madhava Prasad – *Ideology of the Hindi Film: A Historical Construction* (1998)

Unit 2:

Chakravarty, Sumita S. *National Identity in Indian Popular Cinema, 1947–1987*. University of Texas Press, 1993.

Guru, Gopal. "Dalits from Margin to Margin." *India Seminar*, no. 521, 2003, www.india-seminar.com.

Rao, Anupama. *The Caste Question: Dalits and the Politics of Modern India*. University of California Press, 2009.

Geetha, V. "Caste and Cinema: A View from Below." *Seminar*, no. 616, April 2010.

Ajay, N. "Reading Caste in Contemporary Malayalam Cinema: A Study of Kammatipaadam." *Economic and Political Weekly*, vol. 53, no. 21, 2018, pp. 56–62.

Unit 3:

Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Screen*, vol. 16, no. 3, 1975, pp. 6–18.

Gokulsing, K. Moti, and Wimal Dissanayake. *Indian Popular Cinema: A Narrative of Cultural Change*. Trentham Books, 2004.

Virdi, Jyotika. *The Cinematic ImagiNation: Indian Popular Films as Social History*. Rutgers University Press, 2003.

Menon, Nivedita. "Recovering Subversion: Feminist Politics Beyond the Law." Permanent Black, 2004.

Mehta, Rajesh.

“Queering Bollywood: Alternative Sexualities in Popular Indian Cinema.” *Journal of South Asian Popular Culture*, vol. 4, no. 2, 2006, pp. 141–155.

Unit 4:

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Rev. ed., Verso, 2006.

Rajadhyaksha, Ashish. “Indian Cinema: Origins to Independence.” *Encyclopedia of Indian Cinema*, edited by Ashish Rajadhyaksha and Paul Willemen, rev. ed., Oxford University Press, 1999

Sarkar, Bhaskar. *Mourning the Nation: Indian Cinema in the Wake of Partition*. Duke University Press, 2009.

Vasudevan, Ravi. “Addressing the Spectator of a ‘Third World’ National Cinema: The Bombay ‘Social’ Film of the 1940s and 1950s.” *Screen*, vol. 36, no. 4, 1995.

Thomas, Rosie. “Melodrama and the Negotiation of Morality in Mainstream Hindi Cinema.” *Consuming Modernity: Public Culture in a South Asian World*, edited by Carol A. Breckenridge, University of Minnesota Press, 1995.

Kumar, Priya. “Testimonies of Loss and Memory: Partition and the Haunting of a Nation in *Garam Hava*.” *Comparative Studies of South Asia, Africa and the Middle East*, vol. 25, no. 1, 2005, pp. 157–169.

Filmography

Sairat (2016, Nagraj Manjule)

Achhut Kanya (1936, dir. Franz Osten)

Mather India

Pather Panchali

Do Bigha Jameen

Article 15 (2019, Anubhav Sinha)

Fire (1996, Deepa Mehta)

Rang De Basanti (2006, dir. Rakeysh Omprakash Mehra)

Pinjar (2003, Chandraprakash Dwivedi)

Tamas (1988, Bhisham Sahni)

Upkar

Saheed

Suggested readings list

- Rachel Dwyer, *Bollywood’s India: Hindi Cinema as a Guide to Modern India*, **Reaktion Books**, 2014
- M. Madhava Prasad, *Ideology of the Hindi Film: A Historical Construction*, **OUP India**, 1998

- Tejaswini Ganti, *Bollywood: A Guidebook to Popular Hindi Cinema*, 2nd ed., **Routledge**, 2013
- Sumita S. Chakravarty, *National Identity in Indian Popular Cinema, 1947-1987*, *Univ of Texas Press*, 1994
- Ashish Rajadhyaksha and Paul Willemen, *Encyclopedia of Indian Cinema*. **Routledge**, 1999
- Ira Bhaskar and Richard Allen (eds.), *Islamicate Cultures of Bombay Cinema*, **Tulika Books**, 2009
- Rosie Thomas, “Indian Cinema: Pleasures and Popularity” in *Screen*, Volume 26, Issue 3-4, May-August 1985, Pages 116–131, Oxford University Press
- Shohini Ghosh, *Fire: A Queer Film Classic* (2010) — focuses on *Fire* and cultural politics
- Anupama Chopra, *Sholay: The Making of a Classic*, **Penguin India**, 2000
- Lalitha Gopalan, *Cinema of Interruptions: Action Genres in Contemporary Indian Cinema*, **BFI Publishing**, 2002
- Bhaskar Sarkar, *Mourning the Nation: Indian Cinema in the Wake of Partition*, Duke University Press, 2009
- Priya Jaikumar, *Cinema at the End of Empire: A Politics of Transition in Britain and India*, *Duke University Press*, 2006
- Arvind Rajagopal, “The Violence of Commodity Aesthetics: Hawkers, Demolition Raids, and a New Regime of Consumption”, [Duke University Press](#), [68 \(Volume 19, Number 3\)](#), pp. 91-113, [2001](#)
- Nasreen Munni Kabir, *Talking Films: Conversations on Hindi Cinema with Javed Akhtar*, **OUP India**, 1999

B.A (VS) Tourism Management
Semester- VIII
Foreign Language: Basic Spanish Language
Discipline Specific Elective -8.2 (DSE-8.2)

Credit Distribution, Eligibility, and Prerequisite of the Course

Course Title	No. of credits	Components of the course			Eligibility Criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical		
Basic Spanish Language DSE 8.2	4	3	1	0	Pass in Class XII	NIL

Course Objectives-

This course aims to introduce the students to the fundamentals of the Spanish language, including vocabulary, grammar, pronunciation, and basic communication skills. It will develop students' listening, speaking, reading, and writing skills in Spanish. This course will provide cultural insights and awareness of Spanish-speaking countries and communities. This course is focused on laying a foundation for further study of the Spanish language.

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

1. apply basic Spanish vocabulary and grammar structures in Spanish communication.
2. engage in simple conversations and express personal information, preferences, and opinions in Spanish.
3. comprehend and respond appropriately to spoken Spanish in everyday situations.
4. understand and comprehend simple texts in Spanish.
5. write short paragraphs and simple sentences in Spanish with correct grammar and vocabulary usage.
6. demonstrate awareness and appreciation of cultural aspects related to Spanish-speaking countries and communities.

Syllabus

Unit-I

Introduction to Spanish (09 Hours)

Introduction to the Spanish language and its importance globally, Overview of the Spanish alphabet, pronunciation, and basic greetings, Spanish Vocabulary: Basic vocabulary related to greetings, introductions, numbers, time, family, and daily activities, Vocabulary expansion through thematic topics (e.g., food, travel, hobbies).

Unit-II

Spanish Grammar (12 Hours)

Noun gender and number agreement, Subject pronouns and verb conjugation in the present tense, Formation of questions and negatives, Introduction to common prepositions and articles, Introduction to possessive adjectives and demonstrative pronouns.

Unit-III

Basic Communication Skills (17 Hours)

Expressing personal information (name, age, nationality, profession), asking and answering questions about likes, dislikes, and preferences, and giving and following simple instructions.

Listening and Speaking Practice: Listening exercises to improve comprehension of spoken Spanish.

Speaking activities: Practice pronunciation, fluency, and oral communication skills, Role-playing and dialogues to simulate real-life situations.

Reading Comprehension: Reading and understanding short texts, such as simple stories, dialogues, and signs, and building vocabulary through reading activities.

Writing Skills: Writing simple sentences, paragraphs, and short compositions.

Unit-IV

Cultural Awareness (07 Hours)

Exploration of cultural traditions, customs, and celebrations in Spanish-speaking countries, Appreciation of Spanish-speaking literature, music, and art, understanding cultural nuances and norms when communicating in Spanish.

Tutorial Exercises:

(15 Hours)

The learners are required to:

- engage in role-playing conversations to practice vocabulary and grammar structures in context.
- listen to audio clips or conversations in Spanish and answer questions to test their understanding.
- complete word puzzles, matching activities, and flashcards to expand their Spanish vocabulary.
- write short compositions, descriptions, and dialogues using the vocabulary and grammar structures learned.
- read short texts and answer comprehension questions to assess their understanding.
- research and present on a cultural aspect or topic related to a Spanish-speaking country.
- participate in language games, quizzes, and online activities to reinforce learning in a fun way.

Suggested Reading:

- Bregstein, B. (2005). *Easy Spanish Step-by-Step*. New York: McGraw-Hill.
- Living Language. (2011). *Living Language Spanish, Complete Edition*. Living Language.
- Language Guru. (2020). *Spanish Grammar for Beginners*. Independently Published.
- Madrigal, M. (1989). *Madrigal's Magic Key to Spanish*. New York: Three Rivers Press.
- Richmond, D. (2011). *Practice Makes Perfect: Basic Spanish*. New York: McGraw-Hill.
- SparkNotes. (2004). *Spanish Verbs Conjugation Card*. USA: Spark Publishing.
- Wald, S., & Kraynak, C. (2011). *Spanish for Dummies*. New Jersey: Wiley.

Additional Readings:

- SpanishDict. (n.d.). *Learn Spanish Online for Free*. SpanishDict. <https://www.spanishdict.com/learn>
- StudySpanish.com. (n.d.). *Free Spanish Tutorials*. StudySpanish.com. <https://studyspanish.com/tutorial/>
- BBC Languages - Spanish. (n.d.). *Essential Spanish*. BBC. <https://www.bbc.co.uk/languages/spanish/>

- FluentU Spanish. (n.d.). *Language Immersion Online*. FluentU. <https://www.fluentu.com/spanish/>
- Duolingo. (n.d.). *Learn Spanish with Duolingo*. Duolingo. <https://www.duolingo.com/course/es/en/Learn-Spanish>

Notes:

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

Semester – VIII
Discipline Specific Elective- 8.3 (DSE-8.3)
Tourism and Market Economy Through the Ages
Course Code: --

Offered by the Department of History, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
Tourism and Market Economy Through the Ages	4	3	1	0	Pass in class XII	NIL

Course Objective:

This course explores the alignment of tourism and market economy in the Indian subcontinent from ancient times to the present. It blends tourism, economic theory, with historical context to understand how markets, trade practices, institutions, and state policies have shaped and reshaped economic life in India over centuries. Key themes include trade routes, tourist destinations, merchant communities, colonial economic restructuring, and the rise of the modern Indian market post-liberalization.

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

- Trace the chronological development of tourism and market systems in India.
- Analyze the socio-political and cultural factors affecting tourism and market economies.
- Understand the evolution of trade route networks and currency systems.
- Discuss trade routes and overtourism in a historical context.

Syllabus

Unit 1

Foreign Travellers, Ancient Trade Routes, and Economic Practices: Vedic Age to Mauryan Empire (12 Hours)

Curious foreigners' tale about Ancient India: Skylax; Darius I; Alexander the Great; Meghasthenis; Deimachus; and Dionysius; Herodotus and Ptolemy's tale about India; Ancient Trade Routes and Economy during the Vedic period: pastoralism to agrarian society; role of varna system and occupational division in economic life; *Arthashastra* of Kautilya: tourism, taxation, trade regulation, urban planning; guilds (*shrenis*) and market organization; Early coinage and barter systems; trade with Central Asia and the Mediterranean.

Unit 2

Visitors' Diaries, Tale of Tourist Places, Medieval Markets and Economic Diversification: Gupta Empire to Mughal Period (10 Hours)

Faxian (Fa-Hien); Xuanzang (Hiuen Tsang); Al-Masudi; Al-Biruni; Marco Polo; Ibn Battuta; Niccolò Manucci; Francois Bernier; Jean-Baptiste Tavernier; Market Economy and trade under the Guptas; Temple economies and land grants; Rise of merchant guilds and caste-based trade networks; Medieval Indian Ocean trade: ports, spices, textiles; Islamic economic influences: credit, taxation, waqf, and currency.

Unit 3

Tourism and Taxation; Colonial Disruption and Economic Reorientation: 1600s–1947 (12 Hours)

Construction of rest houses (dak bungalows) and later colonial hill stations (e.g., Shimla, Darjeeling, Ooty) as retreats for Europeans; Colonial Hierarchies in Travel: Segregation in hotels, railways, and public spaces; East India Company and commercial capitalism; Infrastructure and market access: railways, canals, and ports.

Unit 4

Tourism and Market in Post-Independence India (11 Hours)

Limited infrastructure; Government control; Inbound tourism; Promotion strategies; Film tourism; license Raj and industrial controls; 1991 reforms: liberalization, privatization, globalization; Rise of the IT and service economy; Digital economy and e-commerce platforms (post-2010 trends) and its impact on Tourism.

Tutorial Components: (15 Hours)

- Field visit to the ruins of ancient and medieval trade routes and marketplaces;
- Study of the Silk Route, and analyze the cities that thrived during the operation of the route;
- Mapping the size of the economy through the ages.

Suggested Readings:

UNIT 1: Foreign Travellers, Ancient Trade Routes, and Economic Practice: Vedic Age to Mauryan Empire

Time Period: Vedic Age to Mauryan Empire

Core Readings:

- India-Afghanistan: From Common Inheritance to Contested Histories by Saroj Kumar Rath, Routledge publication, 1st Edition, 2025
- Kautilya (Chanakya), *The Arthashastra* – Translated by R. Shamasastri or L.N. Rangarajan (Penguin Edition), 2025
- A. L. Basham, *The Wonder That Was India*, publication Picador India, 2019
- Dilip Chakravarti Ed., *History of Ancient India: Volume VII – Economy: Agriculture, Crafts and Trade*, Published by Aryan Books International, 2018
- *Rig Veda* – Selected hymns on cattle, wealth, and trade by [Joel P. Brereton](#), [Stephanie W. Jamison](#), [Oxford Scholarship Online](#), 2020
- Si-Yu-Ki, Hiuen Tsang
- Indica by Megasthenis

UNIT 2: Visitors' Diaries, Tale of Tourist Places, Medieval Markets and Economic Diversification: Gupta Empire to Mughal Period

Time Period: Gupta to Mughal Period

Core Readings:

- Description of the World by Marco Polo, by [Marco Polo](#) (Author), [Sharon Kinoshita](#) (Translator), **Hackett Pub Co Inc, 2016**
- India by Al Baruni by [Ahmad Qeyamuddin](#) (Author), [Edward C. Sachau](#) (Translator), **National Book Trust, 2018**
- *A Gift to Those Who Contemplate the Wonders of Cities and the Marvels of Travelling* by Ibn Batutah, Berkeley, 2021
- Burton Stein – *A History of India* (Chapters on early medieval and Sultanate/Mughal economies), published by Willey Blackwell, 2010

UNIT 3: Tourism and Taxation; Colonial Disruption and Economic Reorientation: 1600s–1947

Time Period: 1600s–1947

Core Readings:

- Kumar Ram Krishna – *Maharaja, Merchants and the Mart – The Emergence of Jaipur*
- Tirthankar Roy – *The Economic History of India: 1857–2010* (Parts I & II), OUP India, 2020
- Bipan Chandra – *India's Struggle for Independence* (Chapters on colonial economy, Swadeshi, industrial impact), **Penguin Random House India, 2016**
- Amiya Kumar Bagchi – *The Political Economy of Underdevelopment*, **Cambridge Univ Press, 1982**
- R.C. Dutt – *The Economic History of India under Early British Rule*, **Kessinger Publishing, 2009**
- Sugata Bose & Ayesha Jalal – *Modern South Asia: History, Culture, Political Economy*, **Routledge, 2011**

UNIT 4: Tourism and Market in Post-Independence India

Time Period: 1947–Present

Core Readings:

- Peter Frankopan - *Silk Route: A New History of the World*, **Bloomsbury Paperbacks, 2016**
- Mohan Lal – *Travel in the Punjab, Afganistan and Turkistan To Balkh, Bokhara and Herat and a visit to Great Britain and Germany*, K.P.Bagchi & Company, Calcutta, Second Revised Edition, 1977
- Gurcharan Das – *India Unbound*, **Penguin Books India, 2015**
- Raghuram Rajan – *I Do What I Do* (on economic reforms and financial policy), **Harper Business, 2017**
- Shankar Acharya – *India's Economy: Performance and Challenges*, **OUP India, 2010**

Bachelor of Arts (VS) Modern Office Management

Semester VII

DISCIPLINE SPECIFIC ELECTIVE – 7.3 (DSE-7.3)

The Evolution of Office Management

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		
The Evolution of Office Management	4	3	1			NIL

Course Objectives:

This course introduces students to the historical origins and development of office management. To explore how industrial, economic, and technological changes transformed office administration. Analyze the evolution of managerial roles, systems, and practices. To understand the shift from traditional offices to modern, digital, and virtual workplaces.

By the end of the course, students will be able to: Explain the historical phases of office management. Understand the impact of the Industrial Revolution on office structures and practices. Identify milestones in office technology and their impact on efficiency. Evaluate the evolution of roles such as office managers and secretaries. Compare traditional and modern office setups, focusing on digital transformation.

Syllabus:

Unit 1: Introduction to Office Management (11 hours)

Concept, nature, and importance of office management. Origins of office administration in ancient civilizations (scribes, royal secretaries, merchant offices). Early forms of record-keeping and correspondence.

Unit 2: Pre-Industrial Era to Industrial Revolution (11 hours)

Office administration before the Industrial Revolution. The Industrial Revolution: Growth of trade, commerce, and large organizations. Birth of systematic office work, accounting, and clerical practices. The role of early office tools: ledgers, manual filing, and typewriters.

Unit 3: Scientific Management and Early 20th Century (11 hours)

F.W. Taylor, Henry Fayol, and the principles of management applied to offices. Development of hierarchy, functional specialization, and office departments. Growth of secretarial roles and shorthand systems (Gregg & Pitman). Introduction of office machinery (telephones, calculators, duplicating machines).

Unit 4: Evolution of Office Technology (12 hours)

History of office machines: typewriters, telegraph, fax, photocopiers. Emergence of computing devices and early data processing. Transition from paper-based to electronic record-keeping. Office Automation: Introduction of Personal Computers.

Suggested Readings:

Chopra, R K, Office Management, Himalaya Publishing House Pvt. Ltd., 2022

Denyer, J.C., Office Organization and Management, **Macdonald & Evans Ltd, 1969**

Terry G.R. – Office Management and Control, [Homewood Richard D. Irwin 1968](#)

A.K. Sharma – Secretarial Practice and Office Management.

Andrew Neil – The History of Office Technology (Selected Articles).

James Hoelscher – History of Office Technology

Daniel Crevier – AI: The Tumultuous History of the Search for Artificial Intelligence, **Basic Books. 1993**

Ashok Kumar & R. Parameswaran – Office Management and Secretarial Practice

N.D. Kapoor – Elements of Company Law and Secretarial Practice

Bachelor of Arts (VS) Modern Office Management

Semester-VII

Discipline Specific Elective - (DSE 7.4)

Applied Marketing and PR in Office Administration

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		
Applied Marketing and PR in Office Administration DSE (7.4)	4	3	0	1	Class XII	Nil

Course Objective

To equip students with the applied knowledge and essential skills of marketing, branding, and public relations, enabling them to support communication, customer engagement, and brand representation effectively within modern office administration settings.

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

1. Define basic concepts of marketing, branding, and public relations relevant to office roles.
2. Explain the importance of brand consistency, customer communication, and PR activities in office administration.
3. Apply marketing and PR knowledge to draft emails, press notes, and promotional materials.
4. Analyze digital communication platforms and evaluate their effectiveness for brand engagement.
5. Evaluate customer interaction scenarios and select appropriate communication strategies.
6. Create content plans, PR briefs, and digital marketing calendars aligned with organizational tone and values.

Syllabus:-

Unit 1: Basics of Marketing for Office Administration (10 Hours)

Definition, scope, and importance of marketing, Marketing mix (4Ps and 7Ps), Offline vs. online marketing overview, the office assistant's role in supporting marketing efforts: **Internal coordination, External liaison, Meeting assistance, Documentation and Record-Keeping**, drafting content for social media, press release etc., **Social Media and Digital Marketing Support, Event and Campaign Support**, Reviewing internal documents for tone, Circulating updated branding material to departments as needed.

Unit 2: Branding Essentials and Digital Communication (13 Hours)

Concept of branding and brand identity, Elements of a strong brand: logo, slogan, tone, color, Brand equity and positioning, Office responsibilities in upholding brand consistency. Overview of digital marketing tools, Introduction to social media platforms: Instagram, Facebook, LinkedIn, Visual content creation (using Canva, Buffer, etc.), Managing brand image and tone online

Unit 3: Public Relations for Office Professionals (10 Hours)

Public relations: scope, objectives, and ethics, Differences between PR, advertising, and publicity, Writing media notes, press releases, and office announcements, Internal communication and PR event coordination

Unit 4: Professional Communication and Customer Handling (12 Hours)

Basics of CRM (Customer Relationship Management), Drafting professional emails, memos, and business letter, Handling customer complaints and media queries, Ethical and persuasive communication in the office environment

Tutorial Activities:

1. Design a Marketing Poster: Create a brand poster or flyer using Canva.
2. Draft a Press Release: Write a professional release for a mock product or event.
3. Social Media Audit: Analyze a brand's Instagram or LinkedIn page for tone, content, and engagement.
4. Email Response Practice: Draft replies to client complaints and inquiries with professionalism.
5. Role-play Exercise: Simulate a customer handling or PR crisis scenario in an office setting.
6. Weekly Content Calendar: Develop a basic content plan for office communication or digital PR.

Suggested Readings:

Kotler, P., & Armstrong, G. (2017). Principles of marketing (17th ed.). Pearson.

Keller, K. L. (2012). Strategic brand management: Building, measuring, and managing brand equity (4th ed.). Pearson.

Sharma, S., & Singh, R. (2016). Public relations: An emerging specialty. McGraw-Hill.

Fill, C., & Turnbull, S. (2016). Marketing communications: Discovery, creation and conversations (7th ed.). Pearson.

Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing (7th ed.). Pearson.

DISCIPLINE SPECIFIC ELECTIVE – 8.3 (DSE-8.3)

Semester- VIII

History of Secretarial Practice

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		
History of Secretarial Practice	4	3	1			NIL

Course Objectives:

In this course, trace the historical evolution of secretarial roles and responsibilities. To understand the development of secretarial skills, including shorthand, typing, and office correspondence. To examine the changing nature of the secretary's role in business, governance, and corporate structures. To analyze how industrialization, globalization, and digitalization shaped secretarial practices.

By the end of this course, students will be able to: Describe the historical background of secretarial roles from ancient to modern times. Understand the evolution of communication and record-keeping practices. Analyze the impact of technological advancements on secretarial work. Evaluate the transition from traditional to modern corporate secretaries. Gain insights into the professionalization of secretarial practice in India and abroad.

Syllabus:-

Unit 1: Introduction to Secretarial Practice (14 Hours)

Meaning, scope, and importance of secretarial practice. Historical overview of the secretary's role (ancient scribes, royal secretaries, merchants' assistants). Secretarial practices during colonial India and early business organizations.

The development of shorthand and typing (Gregg and Pitman systems). Evolution of correspondence: handwritten letters to typed documents. Early filing systems and record management. Travel arrangements, diary maintenance, and traditional office routines.

Unit 2: Secretarial Role in Industrial and Post-Industrial Eras (10 Hours)

Role of secretaries in 19th and early 20th-century businesses. Scientific management and the increasing importance of clerical and secretarial staff. Introduction of office machines (typewriters, dictaphones, duplicating machines). Transition from personal assistants to professional corporate secretaries.

Unit 3: Professionalization of Secretarial Practice (12 Hours)

The emergence of company secretaries and corporate law compliance roles. The foundation of institutes and training programs for secretaries (ICSI in India). Ethics, confidentiality, and professionalism in secretarial work. Secretarial role in board meetings, drafting minutes, and managing records.

Technological Impact on Secretarial Work: From manual to electronic typewriters, computers, and word processors. Digital correspondence: Email, virtual scheduling, and online record-keeping. Use of productivity tools (MS Office, Google Workspace, project management tools). The shift toward virtual assistants and AI-based secretarial services.

Unit 4: Modern Secretarial Practices and Future Trends (9 Hours)

Role of secretaries in the digital workplace. E-offices, remote meeting coordination, and virtual documentation. Changing skillsets: Communication, IT, and data management. Case studies of secretarial roles in global corporate environments.

Suggested Readings:

R.K. Chopra – Modern Secretarial Practice, Himalaya Publishing House Pvt. Ltd., 2022

N.D. Kapoor – Elements of Company Law and Secretarial Practice, [Sultan Chand & Sons](#), 2020

J.C. Denyer, Office Management and Secretarial Practice.

Thomas Anderson, The History of Shorthand, **Legare Street Press, 2022**

Metthias Levy, Shorthand: It's history and Its Prospects, ([Shorthand: Its History and Its Prospects](#) online link)

Michael Adler, The Writing Machine: A History of the Typewriter , George Allen & Unwin Ltd., London, 1973

P. Saravanavel, Company Law and Secretarial Practice, Sultan Chand & Sons, 2020

George R. Terry, Office Management and Control, Published by R. D. Irwin, 1970

A.K. Sharma – Secretarial Practice and Office Management.

Discipline Specific Elective – 8.1 (DSE-8.1)

Semester- VIII

Title of the Course: Understanding Economic Survey and Union Budget

Offered by Department Economics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code	Credits	Duration (per week)			Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VIII	Understanding Economic Survey and Union Budget	4	3	1	0	Class 12th Pass	NIL

Course Objectives:

The course seeks to familiarize students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

Students will have the capability to understand government policies and will in general be informed participants in economic decision making. Students will be able to understand and analyse economic indicators of India.

Syllabus:**Unit I: Introduction to Economic Survey and Union Budget (10 hours)**

Concept of Economic survey and Union Budget. Evolution of Economic Planning in India, Purpose and significance of Economic Survey, Objective of Union Budget, Process of Making Economic survey and Union Budget, Structure and Component of Economic survey and Union Budget.

Unit II: Economic Survey Analysis (11 hours)

Overview of economic trends and sectoral performance, How to Read and Analyze Economic Survey Highlights? Key Focus Areas of Recent Economic Surveys (e.g., Climate Change, Digital Economy, Ease of Doing Business), Role of Economic Survey in Policy-Making, Analysis of current and past policy emphasis.

Unit III: Economic Budget Analysis (10 hours)

Budget Documents: Budget Speech, Finance Bill, Expenditure Profile, Budget Terminology: Fiscal Deficit, Primary Deficit, Budgetary Deficit, Effective Revenue Deficit, Receipts: Revenue Receipts (Tax & Non-Tax), Capital Receipts, Expenditure: Plan vs Non-Plan (old), now Capital vs Revenue Expenditure, Budget allocation to different sectors. Projected growth rate of various sectors.

Unit IV: Issues, Challenges and Policy Implications (14 hours)

Challenges to Agriculture sector: Low Productivity, Climate change, Farmer Distress
Policy: PM Kisan, MSP and irrigation schemes
Challenges to Industry sector: Labour laws, ease of doing business.
Policies: Atmanirbhar Bharat, PLI schemes.
Challenges to Service sector: Skill development, Digital divide and Regulatory issues.
Policies: Digital India. Skill India, Financial inclusion initiatives.

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

1. Make groups for presentations to differentiate between Economic survey and budget. (Unit I)
2. Make an academic visit to NITI Aayog or RIS for a clear understanding of data collection and formation of reports. (Unit II)
3. Engage in a group discussion on how budget allocated among different sectors. (Unit III)
4. Students will do social surveys to know the people's views on Economic survey and budget. (Unit IV)

Suggested Readings:

- Centre for Budget and Governance Accountability. Recent reports.
- Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities. In P. Patnaik (ed.): Macroeconomics. Oxford University Press.
- Ministry of Finance. Economic and social classification of the budget.
- Ministry of Finance. Economic survey (latest).
- Ministry of Finance. Finance commission report (latest).
- Ministry of Finance. Union budget.
- Reddy, Y. (2015). Continuity, change and the way forward: The fourteenth finance commission. Economic and Political Weekly, 50(21), 27- 36.

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.**