UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/2025/11

Dated: 16.07.2025

NOTIFICATION

Sub: Amendment to Ordinance V (ECR 07-19/ dated 23.05.2025)

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

The syllabi of Semester-VII and VIII of following under the Faculty of Social Sciences based on Undergraduate Curriculum Framework 2022 are notified herewith for the information of all concerned:

DEPARTMENT	SYLLABI
College of	1. B.A. (VS) Human Resource Management Semester-VII/VIII
Vocational	(Annexure-1)
Studies	2. B.A. (VS) Insurance Management Semester-VII/VIII ((Annexure-2)
	3. B.A. (VS) Materials Management Semester-VII/VIII ((Annexure-3)
	4. B.A. (VS) Marketing Management and Retail Business VII/VIII
	(Annexure-4)
	5. B.A. (VS) Modern Office Management Semester-VII/VIII (Appendix-
	5)
	6. B,A. (VS) Small and Medium Enterprise Semester-VII/VIII
d tip to entraction A 11	(Appendix-6)
	7. BA (VS) Tourism Management Semester-VII/ VIII (Appendix-7)
. 1 2	

REGISTRAR

Annexture No.:- 76-84

College of Vocational Studies

Human Resource Management

Semester VII

DSC-1	Talent Management
DSE-1	Business Research Methods
DSE-1	Remote Work & Digital HR
DSE-2	Application to data analytics with R
DSE-2	Economics of Start-ups
	GE Common Pool for BA (VS) Human Resource Management
1	Offered by History Department
2	Offered by Political Science Department
3	Offered by Mathematics Department
4	Offered by Economics Department
5	Service marketing for Tourism and Hospitality (Offered by Department of Tourism, CVS)

SEMESTER-VII

Talent Management

DISCIPLINE SPECIFIC CORE COURSE, VII (DSC7.1)

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Talent Management	4	3	1	0	As per Univers ity	None
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Learning Objectives:

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

- Understand the key concepts of talent management.
- Analyze and implement effective talent acquisition, development, and retention strategies.
- Align talent strategies with organizational goals.
- Evaluate the impact of HR analytics and technology on talent management.

Learning Outcomes: Upon successful completion of the course, the students will be able to

- Distinguish between talent acquisition, development, and retention strategies.
- Analyze how talent management aligns with organizational goals and business strategy.
- Evaluate the impact of effective talent management on organizational performance.
- Design talent planning frameworks, including workforce planning and succession planning.
- Develop strategies for employer branding, recruitment, and onboarding.
- Create and assess employee development programs, including learning and career pathing.
- Understand the role of coaching, mentoring, and performance management in development.
- Identify methods to measure and improve employee engagement and retention.
- Apply strategies to build a high-performance, inclusive, and agile work cultur
- Recognize challenges in global talent management including diversity, equity, and inclusion.

- Evaluate the ethical and legal considerations in talent decisions.
- · Use key metrics and analytics to assess talent management effectiveness.
- Interpret data to make evidence-based talent decisions.
- Understand the role of digital tools (e.g., AI, HRIS, LMS) in modern talent management.

Course outline

Unit I: Introduction to Talent Management (10 hours)

- Concept & Importance of Talent Management
- Difference between talent management and traditional HRM
- Global trends in TM
- Strategic workforce planning
- The talent management lifecycle

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Unit II: Talent Acquisition &: Talent Development (11 hours)

- Recruitment & Selection Methods
- · Competency-based recruitment
- · Structured interviews and assessments
- Learning & Development Strategies
- Onboarding and continuous learning
- E-learning and microlearning trends
- DEI in Talent Management, Inclusive hiring practices
- Ethics, Privacy & Legal Aspects in Talent Management

Unit III: Performance Management & Employee Engagement & Retention(12hours)

- o Performance Management Systems
- o KPIs, OKRs, and 360-degree feedback
- o Continuous vs. annual performance reviews
- Employee Retention stand intervention
- Engagement surveys and interventions
- Succession Planning

Unit IV: Technology & Analytics in Talent Management (12Hours)

- HR Technology & Talent Management Systems
- Use of HRIS, ATS, and talent platforms
- Role of AI and automation
- HR Analytics & Data-Driven Decision Making
- · Workforce analytics basics
- Future of Talent Management
- Gig economy and remote talent
- Emerging tools and trends

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Pedagogy

- Lectures,
- case studies
- activities
- group discussions
- presentations
- · Role play
- Industrial visit
- Guest lecture for industry interface

Suggested Readings

- Talent Management Handbook by Lance A. Berger & Dorothy R. Berger
- Talent Wins by Ram Charan, Dominic Barton, and Dennis Carey
- Talent Management: A Four-Step Approach" by Wendy Hirsh and Nick Holley

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- The War for Talent" by Ed Michaels, Helen Handfield-Jones, and Beth Axelrod
- "Strategic Talent Management: Contemporary Issues in International Context" by Paul Sparrow, Hugh Scullion, and Ibraiz Tarique
- Global Talent Management" by Hugh Scullion, David G. Collings
- "Effective Talent Management: Aligning Strategy, People and Performance" by Mark Wilcox
- High-Impact Talent Management" by Josh Bersin
- "First, Break All the Rules" by Marcus Buckingham & Curt Coffman
- "Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink
- "Work Rules!" by Laszlo Bock (former SVP of People Operations at Google)
- SHRM/ATD resources & Harvard Business Review articles

Semester-VII

Discipline Specific Elective: - DSE- I 7.1

Business Research Methods

Offered by Commerce Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectur es	Tutori al	Practic al	Eligibilit y	Prerequisite of the course
Business Research Methods	4	3	piologica 1 alla 3 ta	English op	As per Universi ty Norms	None

Learning Objectives:

- Understand the fundamentals of business research and its relevance to HRM.
- Design and conduct research studies focused on HR issues.
- Analyze and interpret HR data using appropriate tools.
- Write research reports and present findings effectively.

Learning Outcomes:

After completing this course, students will be able to:

- Understand and articulate the importance of business research in solving human resource management problems and informing decision-making.
- Conduct Literature Reviews and Develop Theoretical Frameworks
 Choose suitable sampling methods for HRM research and justify sample size
 and strategy for different study types.
- Use qualitative and quantitative data collection tools (e.g., surveys, interviews) and apply basic statistical methods to analyze HR data Assess the trustworthiness of HR metrics and ensure measurement tools are appropriate for the intended outcomes.
- Use Technology for HR Research: Utilize software tools such as SPSS, Excel, or online survey platforms for data collection, processing, and analysis in HRM research.
- Interpret and Present HR Research Findings: Translate statistical results into meaningful HR insights and communicate research findings clearly through written reports and oral presentations.

- Apply ethical principles in the design, conduct, and reporting of HR research, including respect for confidentiality, consent, and integrity.
- Develop Practical Research Skills for the Workplace Prepare and present research reports with academic and industry relevance.
 Course Content:

Unit I: Introduction to Business Research (11hours)

- Meaning and importance of research in business and HRM
- Types of research: basic vs applied, qualitative vs quantitative Exploratory, Descriptive, Analytical, Qualitative and Quantitative
- Ethical considerations in HR research
 Research Design and Problem Formulation (10)
- Problem identification and formulation
- Research objectives and hypotheses
- Research design types: exploratory, descriptive, causal
- · Review of Literature

Unit II: Sampling Techniques and Data Collection Methods in HRM(10 Hours)

- population vs sample
- Probability and non-probability sampling
- Sample size determination
- Sampling errors and bias
- Primary vs secondary data
- Surveys, questionnaires, interviews, observations
- Designing HR-related questionnaires (e.g., employee engagement, satisfaction)
- Online tools (Google Forms, SurveyMonkey)

Unit III: Scaling and Data Analysis and Interpretation (12 Hours)

- Levels of measurement (nominal, ordinal, interval, ratio)
- Reliability and validity of instruments
- Common HR metrics (turnover, absenteeism, performance appraisal)
- Descriptive statistics: mean, median, mode, SD
- · Inferential statistics: correlation, regression, chi-square
- Introduction to SPSS / Excel for HRM research
- Analyzing HR data: case examples

Unit IV: Research Reporting and Application in HRM (12 Hours)

- Structure of a research report
- Visual presentation of data (charts, tables, graphs)
- Executive summary and recommendations
- Presenting HR research findings to stakeholders
- Application :Research in recruitment and selection

- Training effectiveness studies
- Employee satisfaction and engagement studies
- HR analytics basics

Suggested Readings:

- 1. Cooper, D. R. & Schindler, P. S. (2017). Business Research Methods (12th ed.). McGraw-Hill.
- 2. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2021). Business Research Methods (10th ed.). Cengage.
- 3. Kothari, C. R. (2014). Research Methodology: Methods and Techniques (3rd ed.). New Age International.
- 4. Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.). Pearson.

Additional Readings and Tools:

Uma Sekaran & Roger Bougie (2020). Research Methods for Business. Wiley.

Hair, J. F., et al. (2020). Essentials of Business Research Methods. Routledge.

Harvard Business Review (HBR) articles on applied research and HR analytics

SPSS User Manual and online tutorials

YouTube Channels: CrashCourse on Statistics, SPSS Tutorials, Excel Tips

Pedagogy:

Lectures and Interactive Discussions

Live Demonstrations using Excel/SPSS

Case Studies on HR Research

Research Project and Report Writing

Peer Reviews and Group Presentations

Guest Sessions by HR Analysts and Research Professionals

Semester VII

DISCIPLINE SPECIFIC ELECTIVE: DSE-I 7.2

Remote Work & Digital HR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credits Credit distribution of the course	n of the	Eligibility criteria	Prerequisite of the	
	l et com	Lectur e	Tutoria 1	Practica I/Practic e	an ere e.) Lein Lein IX. IX.	course (if any)
Remote Work & Digital HR	4	3	1	-	As Per University Norms	NONE

Course Objective:

The course equips students to

- Analyse the shift from traditional to remote and hybrid work models.
- Evaluate the implications of remote work on organizational structure and culture.
- Identify and utilize key digital HR tools
- Implement technology solutions to streamline HR processes and enhance employee experience.
- Develop Effective Remote Recruitment and Onboarding Strategies
- Create onboarding programs that facilitate seamless integration of remote employees.
- Implement Performance Management in Remote Settings
- Establish clear performance metrics and feedback mechanisms suitable for remote teams.
- . Foster Employee Engagement and Well-being Remotely
- Implement strategies to support mental health and work-life balance in a virtual environment.

Learning Objectives:

- Understand the fundamentals of remote work and digital HR
- Recognize the impact of digital transformation on HR practices
- Identify and utilize key digital tools for HR management
- Leverage technology to enhance HR efficiency and employee experience
- Implement effective performance management practices for remote teams
- Use digital tools to monitor and enhance employee performance

• Course Outline:

UnitI: Introduction to Remote Work & Digital HR (12 Hours)

- Evolution and significance of remote work
- o The role of digital HR in modern organizations
- o Benefits and challenges of remote work
- o Cloud-based Human Resource Information Systems (HRIS)
- o AI and automation in HR processes
- o Collaboration and communication tools Microsoft Teams)

Unit II

(11 Hours)

Remote Recruitment & Onboarding

- Virtual recruitment strategies and platforms
- Designing effective remote onboarding programs
- o Ensuring cultural integration in a remote setup

Unit III: Performance Management in Remote Settings (10 Hours)

- Setting clear expectations and goals
- o Continuous feedback and virtual performance reviews
- Utilizing performance management software

Unit IV Employee Engagement & Well-being (12 Hours)

- Strategies to foster engagement in remote teams
- o Mental health and well-being support
- o Building a positive remote work culture
- o Ensure compliance with remote work regulations
- o Uphold ethical standards in digital HR operations

Practical Exercises

Capstone Project

 Apply learned concepts to design a comprehensive digital HR strategy for a hypothetical or real organization transitioning to remote work.

Pedagogy

- Live Online Sessions: Interactive webinars and workshops
- Self-Paced Learning: Access to recorded lectures and reading materials
- Interactive Activities: Quizzes, case studies, and group discussions
- Assessments: Module-end tests and a final capstone project

Suggestive Readings

Books:

- o Remote: Office Not Required by Jason Fried and David Heinemeier Hansson
- Digital HR: A Guide to Technology-Enabled Human Resources by Deborah D.
 Waddill

Online Courses:

- o Coursera: Digital Transformation in HR
- o LinkedIn Learning: Managing Remote Teams

Semester-VII

Discipline Specific Elective-DSE-II 7.3

Hands-on Python

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite
VII	Hands-on Python	4	1	0	3	Class 12th Pass	NIL

Course Objectives:

The objective of this course is to equip students with the fundamental knowledge and practical skills in Python programming. It will enable the students in understanding usefulness of Phyton as an analytical tool in diverse fields. They will learn how to use lists, tuples, dictionaries, and functions programs. They will be prepared to use the program for managing data frames, visualising datasets and performing simple statistical calculations.

Course learning outcomes:

After completion of the course students will be able to:

- 1. Describe the concepts of constants, variables, data frames and operators.
- 2. Write programs using list, tuple, set and strings handling functions.
- 3. Write programs using user-defined functions and python dictionary.
- 4. Create data frames and transform and aggregate them through slicing, merging and visualising.
- 5. Visualise and present data sets with the help various types of charts and graphs.
- 6. Calculate measures of central tendency and measures of dispersion.

Unit 1: Introduction to Python Programming [10Hours]

Introduction to Python and its features, Setting up the Python Development Environment, Basic Python syntax and data types, Variables, operators, and expressions in Python, Python List, Tuples, Python Dictionaries, Functions and Packages, NumPy

Unit 2: Data Manipulation with Pandas [12Hours]

Transforming DataFrame, Aggregating DataFrame, Slicing and Indexing DataFrame, Creating and Visualizing DataFrame, Data Merging Basics, Merging Tables With Different Join Types, Advanced Merging and Concatenating

Unit 3: Data Visualization and Analysis [12 Hours]

Introduction to data visualization libraries (Matplotlib, Seaborn), Plotting and customizing charts and graphs, Exploratory data analysis using Python, Presenting insights and findings with visualizations, Creating interactive and appealing data visualizations

Unit 4: Statistics with Python [11 Hours]

Data Classification (Discrete, Continuous, Categorical), Mean, Median, Mode, Variance, Standard Deviation, Quartile, Percentile, Inter-quartile Range, Identifying outliers, correlation

Suggested Readings:

- VanderPlas, J. (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
- Downey, A. B. (2014). Think Stats: Exploratory Data Analysis in Python (2nd ed.). O'Reilly Media.

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.

Semester-VII

Discipline Specific Elective - DSE-II 7.4

Title of the Paper: Social Inclusion and Human Resource Development Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Prerequisite
VII	Social Inclusion and Human Resource Development	4 lost to cognision of the second	3	and the second		Class 12th Pass	NIL

Learning objectives:

The learning objectives of this paper are to understand the concept and importance of social inclusion in the context of human resource development. In addition to this the papers aims to critically analyze workplace practices with regard to inclusivity and innovation, to explore gender and marginality in HR policies and practices. Additionally, the paper seeks to analyse policy frameworks that encourage inclusive development in India..

Learning Outcomes:

The students will be able:

- To understand the concept and significance of social inclusion and its significance in context of human resource development.
- Critically examine workplace practices related to inclusivity and innovation.
- To investigate and analyse the issues of gender and marginality in HR policies and practices.
- To critically evaluate the schemes introduced by government of India to insure and promote social inclusion.

Unit 1: (12 Hours)

Meaning and Significance of Human Resource Development (HRD), Concept of Social Inclusion: Origin, Dimensions, and Relevance, Relationship between Social Inclusion and Human Development, Inclusive Growth and Sustainable Development, Role of Education, Skill Development and Employment in Social Inclusion, Human Capital Formation and Equity.

Unit 2: (13 Hours)

Organizational Culture and Diversity, inclusive Workplaces: Meaning, Benefits, and Challenges, HR Practices and Innovation for Inclusion, Case Studies of Inclusive Workplace Models (Infosys, Tata, Google, etc.), Role of Leadership in Promoting Inclusive Culture.

Unit III: (12 Hours)

Gender- inclusive Human Resource Management, Women in leadership, LGBTQ+ Inclusion at the Workplace, Migration and Human Resource Development, role and future prospects of gig workers in the economy.

Unit IV: (8 Hours)

Government initiatives for women workforce participation, Effectiveness of Minimum wage Act, The Code on Social Security, Government Schemes: Skill India, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA).

Suggested Readings:

- Sen, A. (1999). Development as Freedom. Oxford University Press.
- Swanson, R. A., & Holton, E. F. (2009). Foundations of Human Resource Development.
- UNDP (2010). Human Development Report: The Real Wealth of Nations Pathways to Human Development. (https://hdr.undp.org/en/2010-report).
- Shore, L. M. et al. (2018). Inclusive Workplaces: A Review and Model. HRM Review. (https://www.sciencedirect.com/science/article/abs/pii/S1053482217300721)
- Ulrich, D. et al. (2012). HR from the Outside In. McGraw-Hill.
- KPMG (2020). Diversity and Inclusion Practices in India: A Study of Top 100 Companies.
 (https://assets.kpmg/content/dam/kpmg/in/pdf/2020/12/diversity-and-inclusion-practices-in-india.pdf)
- Alice H. Eagly and Linda L. Carli, Women and the labyrinth of leadership, October 2007, Harward Business Review, 85(9):62-71, 146.
- Ehrenberg, Ronald G and Smith, Robert., 2012, Modern Labour Economics: Theory and Public Policy, 11th Edition, Addition Wesley, Ch. 12
- Deshingkar, Priya and Akter, Shaheen ,Migration and Human Development in India, April 2009, Human Development Research Paper 2009/13, UNDP.
- Better Business: The Benefits of LGBTQ+ Workplace Inclusion, March 2023. U.S. Chamber of Commerce Foundation.
- India's Booming Gig and Platform Economy, Perspectives and Recommendations on the Future of Work, Policy Brief, NITI Aayog, June 2022.
- Female Labour Utilization in India, Employment statistics in focus, part XI, April 2023
 Ministry of Labour and employment, Directorate General of Employment.
- Uma Rani and Patrick Belser, The effectiveness of minimum wages in developing countries: The case of India, Social justice and growth: The role of the minimum wage, International Journal of Labour Research, 2012, Vol-4, Issue-1.
- Annual Reports of Ministry of Social Justice & Empowerment, Ministry of Skill Development and Ministry of Labour & Employment.
- Ministry of Labour and Employment (2020), The Code on Social Security, 2020, Government of India. https://labour.gov.in/sites/default/files/SS Code Gazette.pdf

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.

Semester VII

Generic Elective-GE -7.1

Service marketing for Tourism and Hospitality

Offered by Tourism Management Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	Course Code	No. of credits	Components of the course			Eligibility Criteria	Pre- requisites
Code	263		Lecture	Tutorial	Practical		of the course
Service marketing for Tourism and	GE 7.1	4	3	ness being	0	Pass in Class XII	NIL
Hospitality GE -7.1		Com Club	And a chaige and a chaige an encir ag	ing we array in Code es Kertatanan			inter inter inter interior

Learning Objectives:

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

Learning Outcomes:

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

- 1. explain the distinctive characteristics of service marketing in tourism and hospitality.
- 2. apply the 7 Ps framework to design and manage effective service marketing strategies.

- 3. analyze service encounters and customer expectations in various hospitality contexts.
- 4. evaluate service quality using models like SERVQUAL and propose improvements.
- 5. use digital and relationship marketing tools to enhance customer engagement and retention.

Unit I

Introduction to Service Marketing (11Hours)

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

Unit II

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing

(12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

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

Notes:

- 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.

Annexture No.:- 76

College of Vocational Studies

Human Resource Management

Semester VIII

DSC-1	Sustainable HRM
DSE-1	TRAINING AND DEVELOPMENT
DSE-1	Strategic Planning in HRM
DSE-2	Application to data analytics with R
DSE-2	Economics of Start-ups
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1 2 3 4 5	Offered by Department of History Offered by Department of Political Science Offered by Department of Economics

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Semester-VIII

DISCILPLINE SPECIFIC CORE COURSE

Sustainable HRM

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Sustainable HRM	4	3	1	0-		None
DSC8.1	Zusa i		ALM:	n Pool ju	siona ?	30

Learning Objectives:

- To understand the principles of sustainability in the context of Human Resource Management (HRM).
- To explore the interlinkages between HRM practices and long-term social, environmental, and economic goals.
- To develop the capacity to implement sustainable HRM policies in organizations.
- To equip students with skills to manage people ethically, inclusively, and responsibly.
- Analyze how organizational operations affect the environment and society.
- Identify risks and opportunities associated with unsustainable practices.
- Design strategies that align business goals with sustainable development.
- Integrate sustainability into supply chain, product design, marketing, and operations.
- Use ESG frameworks and tools to assess and report sustainability performance.
- Interpret sustainability reports and disclosures.
- Recognize national and international laws, standards, and ethics guiding sustainability.
- Understand corporate social responsibility (CSR) and stakeholder engagement.
- Encourage sustainable entrepreneurship and business models.
- Develop leadership and communication skills to advocate for sustainable practices.
- Facilitate change management towards sustainability within organizations

Learning Outcomes:

Upon successful completion of this course, the students will be able to:

- Understand the key concepts of Sustainable HRM.
- Explain the strategic importance of talent management in achieving organizational goals and sustaining competitive advantage.
- Analyze and design effective talent acquisition strategies, including workforce planning, employer branding, and recruitment methods.
- Evaluate talent development initiatives, including onboarding, training, coaching, mentoring, and succession planning.
- Assess performance management systems and demonstrate how to align individual performance with organizational objectives.
- Apply tools for identifying and developing high-potential employees, including competency models and career development frameworks.
- Examine the role of technology and analytics in talent management, including the use of HRIS, predictive analytics, and AI tools.
- Discuss diversity, equity, and inclusion (DEI) in the context of talent management, and propose strategies to foster inclusive talent practices.
- Design retention strategies that address employee engagement, motivation, and wellbeing.
- Critically evaluate global talent management challenges, including cross-cultural considerations, international mobility, and compliance issues.
- Develop a comprehensive talent management plan for an organization, integrating recruitment, development, retention, and succession planning.
- \Analyze the role of HR in corporate social responsibility and sustainable development.
- Apply sustainable HR practices in real-world organizational settings.
- Demonstrate ethical decision-making, team collaboration, and employee engagement strategies.

The students will develop skills:

- Strategic Thinking in HRM
- Ethical Leadership and Governance
- Policy Analysis and Development
- Communication and Inclusion
- Data-driven HR Decision-Making

Course outline

Unit I:Sustainable HRM(10 Hours)

- Evolution and Importance of Sustainable HRM
- Key Concepts: Triple Bottom Line, Corporate Sustainability, and SDGs
- Role of HR in Driving Sustainability
- Distinction between Traditional and Sustainable HRM

nit II: Recruitment, Diversity, and Inclusion & Retention (12Hours)

- Green Recruitment and Employer Branding
- Inclusive Hiring Practices
- Workforce Diversity: Gender, Disability, Region
- Legal Framework for Inclusive HRM in India

- Training for Sustainability Competencies
- Career Development with Purpose and Flexibility
- Work-Life Integration and Mental Well-being
- Retention Strategies with a Long-term Focus
- Designing Learning & Development Programs with Environmental & Social Goals

Unit III: Performance, Compensation & Engagement (12 Hours)

- Sustainable Performance Management Systems
- Compensation Models Supporting Equity and Sustainability
- Employee Engagement for Social Innovation
- Non-Monetary Rewards and Recognition
- Green HRM Tools and Practices

Unit IV: Ethics, Governance and Future Trends (11 Hours)

- Ethical Leadership and HRM
- HR's Role in Sustainability Reporting and Audits
- Compliance, Fair Labour Practices & Governance
- Future of Work: AI, Remote Work, and Sustainable HR Policies
- Case Studies on Sustainable HR from India and Abroad

Pedagogy:

- Experiential Learning through Role Plays, Simulations, and Case Studies
- Group Projects on Sustainable HR Strategies.
- Class Discussions, Guest Lectures by Industry HR Leaders
- Use of Documentaries and Tools like LinkedIn Learning, SHRM Resources

Suggested Readings

- Natural Capitalism" by Paul Hawken, Amory Lovins, and L. Hunter Lovins
- "The Ecology of Commerce" by Paul Hawken
- Cradle to Cradle" by William McDonough and Michael Braungart
- "Green to Gold" by Daniel C. Esty and Andrew S. Winston
- "Sustainability by Design" by John R. Ehrenfeld

Articles

- Ehnert, I. (2014). Sustainable Human Resource Management. Springer.
- SHRM India White Papers and Web Resources
- Government of India Reports on Labour and Employment
- Research Articles and HRM Journals
- "Our Common Future" (The Brundtland Report, 1987) UN
- UN Sustainable Development Goals (SDGs)
- "The Business Case for Sustainability" by Harvard Business Review

Online Resources:

20

NPTEL, SWAYAM, and YouTube Lecture Series

SEMESTER-VIII

TRAINING AND DEVELOPMENT

DISCIPLINE SPECIFIC ELECTIVE (DSE-8.1)

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Training and Development DSE 8.1	4	3	() 1	0	EELENT.	None

Learning Objectives

- To understand the significance of Training Needs Analysis (TNA) and its role in aligning employee development with organizational goals.
- To design and deliver effective training programs using the SMART framework and evaluate their impact on individual and organizational performance.
- To explore and implement modern training methods and technological advancements, including AI and e-learning, to enhance training effectiveness.
- To identify and address skills gaps in managerial competencies and integrate management development with succession planning for future leadership growth.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Understand the key concepts associated with learning process, learning theories, training and development programs.
- Identification of effective training programs for personnel.
- Learn about Planned Interventions at different levels Individual Level, Team Level, and at Organizational Level:
- Evaluation of training Methods
- Implementing emerging trends in training and development; and
- Designing effective Training Programs.
- Develop desired skills and competencies in personnel at all levels.

Course Outline

Unit I (10 Hours)

Training Need Analysis:

- Identifying training needs:-Traditional assessment methods
- AI identifies skill gaps and recommends targeted training.
- Introduction to Employee Training and Development,
- Discuss the rationale for investing in employee development.
- Importance of training, Strategic Training, Training needs assessment, Program Design,
- Need to conduct Training Need Analysis (TNA), need assessment process: organizational analysis, person analysis, task analysis; output of TNA, approaches to TNA: Proactive TNA, Reactive TNA.

Unit II

Design Effective Training Programs (12 Hours)

- Planned Interventions at various levels-
- Individual level- Personalized training programs tailored to employees' skill gaps, career aspirations, and job requirements.
- Team Level: Workshops, group training, and collaborative learning initiatives that improve team dynamics, communication, and productivity.
- Organizational Level: Large-scale training programs aligned with business objectives, leadership development, and change management
- Training Delivery Competencies, Trainers and Training Styles, Trainers Role, Trainers Skills, Hybrid, In-person,
- online parameters of the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) methodology. Key Performance Indicator (KPIs) goals:
- Identifying Organizational constraints, facilitation of learning, facilitation of transfer-Create a Training Action Plan,. .

Unit III

Designing Training Programs and evaluating them: (12 Hours)

Design Engaging and Relevant Training Modules, Assess and Allocate Resources Create a Training Timeline. Management development: Identify the gaps in desired and current skills and competencies.

- Blended Learning Combines traditional classroom training with online learning for flexibility and engagement.
- Gamification Uses game-like elements such as rewards and challenges to enhance learning motivation.
- Simulation-Based Training Provides hands-on experience through virtual simulations, especially useful in industries like healthcare and aviation.
- Adaptive Learning Uses AI to personalize training based on individual learning styles and progress.
- Mobile Learning Allows employees to access training materials on their smartphones or tablets, making learning more accessible.

- E-Learning & Online Training
 - o Interactive courses and virtual workshops.
 - o AI-driven personalized learning experiences.
 - o Microlearning modules for quick skill acquisition.
- \Business Simulations & Case Studies Practical exercises that mimic real-world business challenges to improve strategic thinking
- Post training: Training evaluation, Training impact on individuals and organizations, Evaluating Programmes
- Other traditional methods: role play, behaviour modelling, peer learning, Cross Training, apprenticeship, coaching, mentoring, experiential training, vestibule training; . video training,
- Linking training and development to the organization's strategic goals and objectives.

Unit IV (11Hours)

Management Development:

- Design relevant and effective development programs for Executives:
- Active listening,
- Communication & Interpersonal skills,
- Performance Management, Change Management,
- · Decision making,
- Sensitization,
- Rotational Assignments –
- Coaching & Mentoring Personalized guidance from experienced leaders helps executives refine their leadership style and problem-solving abilities.
- Leadership Workshops & Seminars Interactive sessions that focus on strategic thinking, communication, and emotional intelligence.
- Executive Education Programs Specialized courses offered by top business schools to enhance management and leadership skills.
- Time management, Bias. integration with Succession Planning.

PEDAGOGY

- **Blended Learning**: Combination of in-person and online learning for flexibility and engagement.
- Case Studies: Real-world examples to analyze training programs and management strategies.
- Interactive Workshops: Role-playing and group exercises for hands-on experience.
- Guest Lectures: Insights from industry experts and practitioners.
- Industry visit
- Practical assignments
- Collaborative Learning: Group projects and peer feedback for teamwork and critical thinking

References:

- Blanchard P. Nick and Thacker James, Effective Training, Systems, Strategies and Practices, 5th ed. Pearson. (Chapter1)
- Bhatia S.K., Training & Development, Deep & Deep Publishers. [Chapter 1]
- Blanchard P. Nick and Thacker James, Effective Training, Systems, Strategies and Practices, 5th ed. Pearson. [Chapter 6 and 7]
- Bhatia S.K., Training & Development, Deep & Deep Publishers. [Chapter 5,6,7,8,9 and 10]
- Bhatia S.K., Training & Development, Deep & Deep Publishers. [Chapter 19]
- Noe A. Raymond, "Employee Training and Development", Tata McGraw Hill Publications.
- Lynton P. Rolf & Pareek, Udai, "Training for Development", Vistaar Publications.
- Rao. P. L., "Enriching Human Capital through Training and Development", Excel Books.
- Naik, G. P., "Training and Development: Text, Research and Cases", Excel Books.
- Sahu R. K., "Training for Development", Excel Books, New Delhi.
- Taylor B. & Lippitt G., "Management Development and Training Hand Book", McGraw-Hill, London.
- Deb, Tapomoy, "Training & Development: Concepts & Applications", Ane Books.

Semester VIII

Discipline-Specific Elective: -DSE 8.1

Strategic Planning in HRM

Offered By Commerce Department, College of Vocational Studies

Course Title & Code	Total Credits	Lectu res	Tutor ial	Practi cal	Eligibil ity	Prerequisite of the course
Strategic Planning in HRM	4	3	1	erik sah	Ema A s	None
	1 71	ng regge (me				a of fall

Course Objectives

- Understand the principles of strategic HRM.
- Align HR functions with organizational strategy.
- Analyze workforce needs and formulate HR strategies.
- Evaluate and implement HR metrics and analytics.
- Develop strategic plans to manage talent, performance, and change.

Learning Outcomes

Upon successful completion of the course students will be able to:

- Understand and make informed strategic decisions and develop ability in strategic planning skills.
- Explain the key concepts, principles and practices associated with strategic formulation and implementation.
- Formulate and implement strategy from holistic and multifunctional perspectives.
- Analyze and critically evaluate and company situations, using strategic management frameworks.

Course Content

Unit I – (9 Hours)

- Introduction to. Strategic planning.
- Definition, scope, and significance of Strategic HRM
- Evolution from traditional HRM to Strategic HRM

- HRM and organizational strategy alignment
- HR as a strategic partner

Unit II- Environmental Scanning and Analysis (12 Hours)

- Analyzing the Internal and external environment: SWOT, PESTEL frameworks.
- · Business-Level Strategy.
- Workforce planning: demand and supply forecasting
- Succession planning and career management
- Job design and analysis

•

Unit III - Talent Acquisition, Development, and Retention Strategies (12 Hours)

- Recruitment strategy and employer branding
- Training and development as strategic tools
- Performance management and appraisal systems
- Retention strategies: motivation and engagement
- HR metrics: turnover, cost per hire, training ROI, etc.
- Introduction to HR analytics and dashboards
- Strategic use of HRIS and digital tools

UNIT IV Execution of Strategic planning in HRM (12 hours)

- Linking HR strategies to business outcomes
- change through strategic HRM
- Diversity, equity, and inclusion (DEI) strategy
- Global HRM strategies and cross-cultural issues
- Strategic Leadership and leadership styles.
- Managerial succession planning.
- The interplay between leadership and corporate culture.

Pedagogy

- Case studies:
- Analyzing real-world business cases to assess strategic decision-making foster critical deabate.
- Interactive Exercises:
- Engage in peer coaching, group discussions, and role-play simulations and adopting executive leadership roles.
- Online learning platforms: Carpenter Strategy Toolbox: Videos, simulations, cases, and exercises to enrich strategic learning.
- Harvard Business Publishing: Premier resources for case studies and strategic content.

Suggested Readings

- StrategicManagement:ConceptsandCases By Fred R. David & Forest R. David
- Strategic Management: A Competitive Advantage Approach, Concepts and Cases By Fred R. David & Forest R. David
- trategic Management: Concepts and Tools for Creating Real World Strategy By Jeffrey H. Dyer, Paul Godfrey, Robert Jensen, and David Bryce
- Crafting & Executing Strategy: The Quest for Competitive Advantage By Arthur A. Thompson, Margaret Peteraf, John Gamble, and A. J. Strickland III
- trategic Management and Competitive Advantage: Concepts and Cases By Jay B. Barney & William S. Hesterly
- Exploring Strategy: Text and Cases Strategy Safari: A Guided Tour Through the Wilds of Strategic Management Hitt, Ireland & Hoskisson Strategic Management: Competitiveness and Globalization
- Fred R. David Strategic Management: Concepts and Cases
- Azhar Kazmi Business Policy and Strategic Management
- Johnson, Scholes & Whittington Exploring Strategy
- Mintzberg, Ahlstrand & Lampel Strategy Safari

Semester-VIII

Discipline Specific Elective-8.1

Title of the Paper: Application to Data Analytics with R

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code	Credits	Du	ration (pe	r week)	Eligibility Criteria	Prerequisite
			Lecture	Tutorial	Practical/ Practice		
VIII	Application to data analytics with R	4	2	0	2	Class 12th Pass	Nil

Learning Objectives:

This Paper provides a comprehensive introduction to R programming language and data analysis, with focus on vocational fields. It will equip learners with foundational knowledge and skills to use R for statistical computing and data analysis. Key learning objectives include understanding basic R syntax, working with data structures, performing data manipulation and analysis, and creating visualisations. Students will be able to grasp the reading, cleaning and transforming and manipulating data using the built-in functions and packages.

Learning Outcomes:

The students will be able to:

- Understand the basics of R programming language, including data types, variables, and control
- Learn to import, manipulate, and visualize data in R
- Apply statistical concepts and methods to real-world data using R
- Understand how to perform inferential statistics, including hypothesis testing and confidence intervals.
- Interpret the results of statistical analyses and communicate findings effectively

Unit I: Overview of R and its'IDEs, Basics of R syntax and programming concepts, Data types, variables and operations in R, Control structres, Array, Matrix, Vectors, Factors, R packages, Handling missing values

(7 hours)

Unit II: Data manipulation and preparation: Importing and exporting data in text, excel, Stata format, Data cleaning, sorting and preparation with dplyr, Data transformation using tidyr. Functions: Built in functions, Creating custom functions, conditional statements, Loops, apply, Lapply, sapply

(15 hours)

Unit III: Data analysis and statistics: Descriptive statistics and exploratory data analysis, Hypothesis testing and inferential statistics, Regression analysis vs correlation, Simple regression, multiple regression, OLS, Assumptions of classical Normal Linear regression model, Auto correlation, heteroscedasticity, Time series data

Data visualisation with R: Adding layers, themes and customization using ggplot2, interactive visualisation with plotly

(15 hours)

Unit IV: Advanced analytics and introduction to machine learning.

Project work: Extracting unit level data and Analysing it with the help of appropriate tools (8 hours)

Practical Exercises:

The learners are required to:

- 1. Loading and cleaning of data sets
- 2. Performing data analysis, creating visualisation and generating reports

Suggested Readings:

- Gardner, M. (2008). Beginning R: The statistical programming, Wiley&Sons.
- Verzani, J (2014). Using R for introductory statistics (2nd ed.). Chapman&Hall
- The R Guide
- Gujrati, D.N. et al (2018) Basic Econometrics (5th ed), McGraw Hill India.

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.

Semester-VIII

Discipline Specific Elective-8.2

Economics of Startups

Offered by Department of Economics, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

(13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Suggested Readings:

- Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.
- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd-entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L. (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

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

Semester VIII

Generic Elective Course -GE

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	No. of credits		onents of th	Eligibility Criteria	Pre- requisites	
		Lecture	Tutorial	Practical		of the course
Tourism Startups and Innovations G.E 8.1	4) le la 2 au sum est 30	3 and an armine of the second		0	Pass in Class XII	NIL

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

- 1. understand entrepreneurship fundamentals and innovation frameworks in tourism.
- 2. analyze case studies of successful tourism startups and identify key success factors.
- develop/create a business model for a tourism startup using tools like the Business Model Canvas.

- 4. pitch a startup idea addressing real-world tourism challenges.
- 5. evaluate the feasibility and sustainability of proposed tourism startup ideas.
- 6. assess the impact of innovation on competitiveness and value creation in tourism enterprises.
- 7. apply innovative thinking and sustainable approaches in tourism product development.

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

1. pitch a tourism startup idea to a mock investor panel (Shark Tank-style).

- 2. group project: Develop a sustainable tourism startup proposal.
- 3. prepare a Business Model Canvas for a proposed tourism startup.
- 4. conduct a SWOT analysis of a local tourism venture.
- 5. design a basic digital marketing strategy for a tourism startup.
- 6. make presentation on: technology driven tourism business models.

Suggested Readings:

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

Notes:

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

Annexure-4.19.02 EC meeting dated 23.05.2025

Annexture - 76-84

College of Vocational Studies

Insurance Management

Semester VII

DSC-1	Practice of General Insurance				
Timequin	Allegar and the second of the				
DSE-1	Business Research Methodology in Insurance Management				
DSE-1	Behavioral insurance				
DSE-2	Hands-on Python				
DSE-2	Economics of Health				
	GE Common Pool for BA (VS) Insurance Management				
1	Offered by History Department				
2	Offered by Political Science Department				
3	Offered by Mathematics Department				
4	Offered by Economics Department				
5 Idates as	Service marketing for Tourism and Hospitality (Offered by Department of Tourism, CVS)				

Semester, VII

DISCIPLINE SPECIFIC CORE COURSE (DSC-7.1)

Practice of General Insurance

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credi ts	Lectur es_	Tutori al	Practic al	Eligibilit y	Prerequisi te of the course
Practice of General Insurance	4	3	1	0	AS per Universi	None
II.scans	orty done	HAT OF Y	Ast ont	us? murany	Norms	

Learning Objectives

The learning objectives of this course are to acquaint students with the knowledge of principles and structure of liability insurance. This course will provide understanding about various classes of engineering insurance and their relevance in industrial contexts and underwriting and legislative framework of engineering insurance. It will provide an insight into reinsurance management and reinsurance regulations in India and their practical applications. Also this course will provide understanding of general insurance accounts preparation and regulation of investment.

Learning Outcomes

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

- Describe the scope and significance of liability insurance in various business contexts.
- Identify and explain key policy documents, forms, and legal concepts involved in liability underwriting.
- Analyse overseas practices and emerging trends in global liability insurance.
- Assess the risk characteristics of different types of plant, machinery, and construction activities.
- Evaluate various engineering insurance products such as Contractors All Risks (CAR), Boiler & Pressure Plant, and Electronic Equipment Insurance.
- Design reinsurance programs based on strategic retentions and risk-sharing models.
- Explore alternative risk transfer mechanisms and evaluate their relevance in modern risk management.
- Prepare and interpret financial statements specific to life and non-life insurance companies.

• analyse the impact of statutory requirements on insurance financial reporting.

Unit 1. Liability Insurance (10 Hours)

Introduction to liability insurance. Policy documents and forms. Legal background. Liability underwriting. Statutory liability. General public liability (industrial/non-industrial risks). Products liability insurance. Professional indemnity insurance. Commercial general liability. Directors and officers liability. Other policies & overseas practices. Liability insurance claims.

Unit 2. Engineering Insurance (11Hours)

The engineering insurance business, classes of business, principles and practices. Development of engineering insurance and relevant legislation. Types of plant/machinery and equipment and associated hazards. Construction phase insurances. The project stages, works contract & other contracts. Contractors all risks insurance. Machinery insurance. Boiler & pressure plant insurance. Machinery loss of profits insurance. Electronic equipment insurance.

Unit 3. Reinsurance Management. (12 Hours)

Forms of reinsurance. Methods of reinsurance. Retentions. Reinsurance program-design. Reinsurance - distributing the programme arrangements. Reinsurance accounting. Reinsurance markets. Reinsurance financial security. Alternatives to traditional reinsurance. Inward reinsurance business. Processing information for reinsurance decisions. Law and clauses relating to reinsurance contracts. Reinsurance regulations in India.

Unit 4. General insurance accounts preparation and regulation of investment

(12Hours)

Financial accounting –meaning and scope. Accounting concepts, principles and convention. Accounting standards –As and Ind As- objectives and interpretation. Accounting policies. Accounting process, methods & control and finalisation of accounts. Bank reconciliation statement, introduction to company accounts (based on the companies act 2013). Non-life insurance business accounting methods, techniques & process. General insurance accounting process & techniques. Insurance accounting regulations. Preparation & presentation of financial statements. Reinsurance accounting.

Suggested Readings:

Barnett, S. (2022). *Life insurance accounting*. Legare Street Press. https://doi.org/10.1015667525

Clarke, M. A. (2017). The law of liability insurance. Informa law from Routledge.

Rejda, G. E. (2005). Principles of risk management and insurance. Pearson Education India.

Ende, H., Anderson, E. R., & Crego, S. (2005). Liability insurance: a primer for college and university counsel. *JC* & *UL*, 23, 609.

William, O. D. (2021). Reinsurance and the law of aggregation: Event, occurrence, cause (p. 236). Taylor & Francis.

ระด้องวัน สากาก การเปราทางของสุดเรียก เปลาการเกิดเกาะเหลืองเกาะเล่น เลลียดกระหว่า (ประการใหญ่ (ปลี่

Semester VII

DISCIPLINE SPECIFIC Elective DSE-I 7.1

Business Research Methodology in Insurance Management

Offered by Commerce Department, College of Vocational Studies

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Business Research Methodology in Insurance Management	4	3	able tomo	i Joseff I	As per Universit y norms	None
	fFL Hown	Linders II y d	siment of p	(lleme? h.	Lagragin 2 to	so la List

Learning Objectives:

- Understanding Research Methodology Learn the fundamentals of research methods and their application in the insurance industry.
- Data Collection & Analysis Explore techniques for gathering and analyzing data relevant to insurance markets and policies.
- Risk Assessment & Decision Making Develop skills to evaluate risks and make informed business decisions using research-based insights.
- Quantitative & Qualitative Research Understand different research approaches and their relevance in insurance studies.
- Market Trends & Consumer Behavior Analyze insurance market trends and customer preferences through research.
- Application of Statistical Tools Utilize statistical methods to interpret insurance-

Learning Outcomes:

After successful completion of the course, the stuents will be able to

- Understand the Role of Research in Insurance Management and its relevance to
 underwriting, risk assessment, claims, customer satisfaction, and product development in
 insurance.
- Recognize and articulate key research problems in the insurance sector (e.g., low policy renewal rates, claims fraud, product gaps).
- Formulate clear research questions and hypotheses specific to insurance challenges.
- Select suitable research designs (exploratory, descriptive, or causal) for different insurance management problems.

- Distinguish between qualitative and quantitative research techniques in insurance.
- Understand methods of data collection tailored to the insurance industry, ensuring accuracy and ethical standards.

Course outline

UNIT I: Introduction to Business Research in Insurance (10 Hours)

- Importance: Reduces risk, improves underwriting decisions, predicts claims, enhances customer service, supports product innovation.
- Problem Identification
 (e.g., "Why is policy renewal rate declining among millennials?")
- Formulating Research Objectives
- Designing Research Plan
- Data Collection
- Data Analysis and Interpretation
- Exploratory Research: Understanding emerging risks (e.g., cyber risk insurance).
- Descriptive Research: Customer demographics, insurance penetration studies.
- Causal Research: Impact of premium changes on customer renewal rates.

UNIT II: Data Sources and Sampling in Insurance Research (11 Hours)

- Primary Data:
 - Customer surveys (on satisfaction, service quality)
 - Agent and broker interviews
 - o Claims investigations
- Secondary Data:
 - o Industry reports (IRDAI, NAIC reports)
 - Company records (policies sold, claims data)
 - Public data (mortality tables, accident statistics)
- Sampling Techniques
- Probability Sampling: Random sampling of policyholders.
- Stratified Sampling: Stratifying by policy type (life, health, motor).
- Convenience Sampling: Customer interviews at branch offices.

Unit III : Measurement and Scaling in Insurance & Qualitative Research Methods

(12Hours)

- Measurement Tools:
- Likert Scales for service satisfaction
- Ranking methods for importance of insurance product features
- Common Metrics:
- Claims frequency
- Claims severity
- Customer Satisfaction Index
- Net Promoter Score
- Focus Groups: To understand customer perceptions about new insurance products.

- In-depth Interviews: Brokers/agents about market trends.
- Surveys: Customer preference for digital vs traditional claims processes.
- \Predictive analytics for underwriting
- Descriptive Statistics: Mean, median, variance for claims data.
- Regression Analysis: Predicting claims amount based on policyholder data.
- Cluster Analysis: Segmenting customers for targeted marketing.
- Survival Analysis: Modeling policy lapse rates.

UNIT IV: Applications of Research in Insurance Management(12 Hours)

- Product Development: Researching demand for new policies (e.g., microinsurance, pet insurance).
- Risk Management: Researching emerging risks and their insurability.
- Customer Relationship Management: Understanding service gaps to improve customer loyalty.
- Marketing Strategy: Target market identification and media planning.
- Claims Management: Studying patterns in fraudulent claims.

Recommended Textbooks for Reference:

- "Business Research Methods" by Donald R. Cooper and Pamela S. Schindler
- "Research Methodology: Methods and Techniques" by C.R. Kothari
- "Principles of Risk Management and Insurance" by George E. Rejda (for insurance context)
- "Insurance Operations and Regulation" by Julie A. S. Miller (for insurance industry data usage)

Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE -DSE-I 7.2

Behavioral Insurance

Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title &	Total	Lectu	Tutor	Practi	Eligibility	Prerequisite of the
Code	Credits	res	ial	cal		course
	and,	n to play	of many	realization of	a speny may rolled a supply and 150 and a	eromento e
	4	3	1	0	As per University	None
Behavioral					Norms	mer Yama malaba P
Insurance	de sama	art san	la est	la stat	Service at Mark Assessment	ALANDA DE
	names a con-	w. Ton	Jan 1 agis	na man	while acrabouting a si	constitue

Learning objectives:

The course aims to equip students with the knowledge and skills necessary to behavioral insurance and how it contrasts with traditional models, behavioral economics concepts and behavioral economic frameworks (e.g., behavioral lifecycle theory) to understand consumer decision-making under uncertainty and risk. The course aims to provide students with a comprehensive Consumer Behavior in Insurance and Behavioral Finance Applications in Insurance. Students will gain knowledge of key Technology, Data, Ethics, and the Future.

Learning outcomes

Upon completion of this course:

- Understand the foundations of behavioral insurance and how it differs from traditional insurance models.
- Analyse how behavioral economics and consumer psychology influence insurance behavior.
- Explore decision-making biases, heuristics, and emotional responses that affect insurance buying and claims behavior.
- Apply concepts from behavioral finance to insurance-related choices.
- Evaluate the ethical, regulatory, and technological aspects of behavior-based insurance.

Unit I: Foundations of Behavioural Insurance (10 hours)

Introduction to behavioral insurance: evolution and emergence of behavior-based models, traditional vs. Behavior-based underwriting and pricing, foundations from behavioral economics: heuristics and biases: representativeness, availability, anchoring, loss aversion and framing effects in risk decisions,

bounded rationality in insurance choices, prospect theory and its relevance to insurance products, role of psychology in insurance contexts: cognitive psychology and behavioral tendencies, emotion and affect in risk perception, perceived control and optimism bias in insurance planning, frameworks and models: dual-process theory: system 1 vs. System 2 thinking, behavioral lifecycle theory, decision-making under uncertainty vs. Risk

Unit II: Consumer Behaviour in Insurance(11hours)

Insurance decision-making: role of perceived risk and subjective probability, trust and credibility in insurance brands, complexity aversion and information overload, behavioral influences on purchase behavior: framing and presentation of policy options, default options, inertia, and status quo bias, peer effects and social norms in policy adoption, post-purchase behavior & claims psychology: moral hazard and behavioral loyalty, regret aversion and satisfaction post-claim, complaint behavior and perceived fairness, communication & agent behavior: behavioral nudges in agent-customer interaction, visual framing, simplification, and behavioral scripting, role of storytelling and narratives in influencing risk perception.

Unit III: Behavioral Finance Applications in Insurance(12 hours)

Introduction to behavioral finance concepts: time inconsistency and intertemporal choice, present bias and its implications for long-term insurance, hyperbolic discounting and savings-linked insurance, biases impacting financial and insurance behavior, overconfidence, self-attribution bias, and insurance over-/under-purchasing, mental accounting: earmarking insurance for certain risks, ambiguity aversion vs. Risk aversion, prospect theory in premium and payout design: reference points in perceived value of premiums, diminishing sensitivity to large vs. Small claims, utility curvature and behavioral demand elasticity, behavioral approaches to insurance product structuring: designing around biases: deductible framing, bundling, and coverage options, perceived fairness of pricing: community vs. personalized premiums, Case examples from microinsurance and inclusive insurance models.

Unit IV: Technology, Data, Ethics, and the Future (12hours)

Behavioral data & digital insurance models, data sources: telematics, wearables, mobile apps, and smart home devices, gamification, nudges, and reward structures, dynamic pricing based on behavior, case studies of behavior-based insurance: vitality (discovery, john hancock), root insurance, lemonade, metromile, success metrics and user engagement strategies, failures and limitations of behavioral models, ethical, legal, and regulatory considerations; data privacy, consent, and GDPR implications, algorithmic fairness and transparency, surveillance vs. Empowerment debate, future trends, predictive behavioral models using ai and machine learning, integration of behavioral insurance in public policy and welfare schemes, social scoring and ethical dilemmas.

Suggested Reading:

Thaler, R. H. (2015). Misbehaving: The making of behavioral economics. W. W. Norton & Company.

Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.

Ackert, L. F., & Deaves, R. (2010). *Behavioral finance: Psychology, decision-making, and markets* (2nd ed.). South-Western Cengage Learning.

Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness* (Rev. ed.). Penguin Books.

Semester-VII

Discipline Specific Elective- DSE -II 7.3

Hands-on Python

Offered by Department of Economics CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester Course title & Code		Credits		ration (pe	r week)	Eligibility Criteria	Prerequisite
	Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite	
VII	Hands-on Python	4	onna 1 oo a goodstarii	0	3	Class 12th Pass	NIL

Course Objectives:

The objective of this course is to equip students with the fundamental knowledge and practical skills in Python programming. It will enable the students in understanding usefulness of Phyton as an analytical tool in diverse fields. They will learn how to use lists, tuples, dictionaries, and functions programs. They will be prepared to use the program for managing data frames, visualising datasets and performing simple statistical calculations.

Course learning outcomes:

After completion of the course students will be able to:

- 1. Describe the concepts of constants, variables, data frames and operators.
- 2. Write programs using list, tuple, set and strings handling functions.
- 3. Write programs using user-defined functions and python dictionary.
- 4. Create data frames and transform and aggregate them through slicing, merging and visualising.
- 5. Visualise and present data sets with the help various types of charts and graphs.
- 6. Calculate measures of central tendency and measures of dispersion.

Unit 1: Introduction to Python Programming [4 Theory Hours + 10 Practical Hours]

Introduction to Python and its features, Setting up the Python Development Environment, Basic Python syntax and data types, Variables, operators, and expressions in Python, Python List, Tuples, Python Dictionaries, Functions and Packages, NumPy

Unit 2: Data Manipulation with Pandas [3 Theory Hours + 30 Practical Hours]

Transforming DataFrame, Aggregating DataFrame, Slicing and Indexing DataFrame, Creating and Visualizing DataFrame, Data Merging Basics, Merging Tables With Different Join Types, Advanced Merging and Concatenating

Unit 3: Data Visualization and Analysis [3 Theory Hours + 30 Practical Hours]

Introduction to data visualization libraries (Matplotlib, Seaborn), Plotting and customizing charts and graphs, Exploratory data analysis using Python, Presenting insights and findings with visualizations, Creating interactive and appealing data visualizations

Unit 4: Statistics with Python [5 Theory Hours + 20 Practical Hours]

Data Classification (Discrete, Continuous, Categorical), Mean, Median, Mode, Variance, Standard Deviation, Quartile, Percentile, Inter-quartile Range, Identifying outliers, correlation

Suggested Readings:

- VanderPlas, J. (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
- Downey, A. B. (2014). Think Stats: Exploratory Data Analysis in Python (2nd ed.). O'Reilly Media.

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.

Semester-VII

Discipline Specific Elective-DSE-II 7.4

Economics of Health Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester Course tit e & Code		Cradite		ration (pe	Eligibility Criteria	Prerequisite	
	e & Code	Credits	The second second second	Tutorial	Practical/ Practice		Frerequisite
VII	Economics of Health	4	3	1 vergel år	0	Class 12th Pass	Nil

Learning Objectives:

The learning objectives of this paper are to understand and analyse the economic principle underlying healthcare systems. The paper also intends to apply economic concepts to healthcare decision making. Economics of Health and education will help to analyse healthcare financing models. This paper aims to apply economic concepts and methods to real world health care problems and policy issues.

Learning Outcomes:

The students will be able to:

- Analyse the economic aspects of health care system, including financing, delivery and regulation
- Recognise the role of economic evaluation in healthcare decision making, including coast benefit analysis, cost effectiveness analysis and cost utility analysis
- Critically evaluate the economic impact of health care policies and interventions.
- Apply economic concepts and methods to real world health care problems and policy issues.
- Develop skills in economic evaluation and decision making in healthcare.

Unit I: Overview, structure, concepts and terminologies of Health economics, Health as an economic good, Economics of health Vs Economics of health care. Arrow's perspective on health care. Demand in health care, Utility and Health, measuring price sensitivity and elasticities, Supply in health care

(10 hours)

Unit II: Financing and insurance in Healthcare, Equity and Health, Financing and insurance in health care, Financing health care, Uncertainty and Risk-Health insurance, Moral hazard, Adverse selection

(13 hours)

Unit III: Behavioural health economics: introduction, Expected utility theory, Prospect theory, Nudge theory

Theory and principles of economic evaluation: Introduction, cost benefit analysis, cost effectiveness and cost utility analysis

(14 hours)

Unit IV: Public health and policies, Socio economic disparities in Health, Indian Health system

(8 hours)

Practical Exercises:

The learners are required to:

- 1. Assess and manage risks associated with health insurance, including factors such as adverse selection, moral hazard
- 2. In the Health Insurance Game participants buy and sell insurance under several different scenarios of information availability (perfect information, asymmetric uncertainty or symmetric uncertainty) and policy restrictions
- 3. Micro and macro health data handling

Suggested Readings:

- Bhattacharya, J., Hyde, T., &T, P. (2014). *Health Economics*. (4th ed.). Palgrave Macmillan.
- Morris, S., Devlin, N., Parkin, D., & Spencer, A(2012). Economic Analysis in Healthcare (2nd ed.). Wiley.
- Zweifer, P., Breyer, F. & Kiffman, M. (2009). Health Economics. (2nd ed.). Springer
- Kohn, J. (2021) "The Health insurance game", in Platt, M. & Goodman, A.C. (ed.) *Handbook on Teaching Health Economics* (2021), Edward elgar publishing.
- Joe, W., Mishra, U.S. & Navaneetham, K (2008) Economic and political weekly, Aug2-8, Vol43, No.31
- Sodhi, C. & Rabbani, A. (2014) "Health Service system in India: Is insurance the way forward" in Economic and Political Weekly, August 30, 2014, Vol. 49, No. 35

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.

Semester VII

Generic Elective-GE -7.1

Service marketing for Tourism and Hospitality Offered by Tourism Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	Course Code	No. of credits	Comp	onents of t	Eligibility Criteria	Pre- requisites	
Code	man milani	m seg y di	Lecture	Tutorial	Practical	mpohuricand plan am udel rel mondens	of the course
Service marketing for	GE 7.1	4	3	1	0	Pass in Class XII	NIL 201 karaspopul
Tourism and Hospitality GE -7.1	Ale Cara		10 C	CONTRACTOR	Talbati Lugi buti	i - H. J. H. d J. J. J. G.	1965 a 1
	S V LAW	Merchine (A)	only in the		e kalandari Madrinansi	ni i yati, ku mi i "U ganak	proper a

Learning Objectives:

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

Learning Outcomes:

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

- 1. explain the distinctive characteristics of service marketing in tourism and hospitality.
- 2. apply the 7 Ps framework to design and manage effective service marketing strategies.
- 3. analyze service encounters and customer expectations in various hospitality contexts.

- 4. evaluate service quality using models like SERVQUAL and propose improvements.
- 5. use digital and relationship marketing tools to enhance customer engagement and retention.

Unit I

Introduction to Service Marketing

(11Hours)

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

Unit II buone are those the Contidence of the Co

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing

(12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

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

Notes:

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

College of Vocational Studies

Insurance Management

Semester VIII

DSC-1	Asset Management
DSE-1	Fundamentals of Insurance-Linked Securities
DSE-1	Strategic Sales Management
DSE-2	Application to Data Analytics with R
DSE-2	Economics of Startups
	GE Common Pool for BA (VS) Insurance Management
1	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics
5	Tourism Startups and Innovations (Offered by Department of Tourism
	Management)

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE (DSC-8.1)

Asset Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tuto rial	Pract ical	Eligibility	Prerequisite of the course
Asset Management	4	3	1	0	As Per University Norms	None
	El morale	SIV del	Tagara	KV) AG		2

Learning Objectives

The aim of this course is to provide the students a comprehensive understanding of the concept and significance of asset management within the insurance sector, the historical evolution and contemporary scope of asset and liability management (ALM). key financial markets and instruments relevant to insurance investments. It equips the learners with knowledge of legal, regulatory, and ethical considerations impacting asset management in insurance companies. This course will provide the essential skills in the handling of risk and return in asset management, key risk metrics (e.g., beta, standard deviation), and develop portfolio management and asset allocation strategies, including global and currency risk management. The course focuses on exploring the investment styles: value, growth, and income investing, active vs. passive strategies including index funds and ETFs and portfolio performance using risk-adjusted measures.

Learning Outcomes

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

- Define and describe asset and liability management and its role in insurance companies.
- Interpret historical developments and regulatory influences in asset management.
- Identify and compare various financial instruments and markets.
- Apply tools of fundamental, technical, and quantitative analysis for security selection.
- Formulate investment strategies tailored to the insurance investment framework.
- Quantify risk and return metrics and relate them to portfolio construction.
- Design portfolios aligned with risk-return preferences using modern portfolio theory principles.
- Evaluate portfolio performance using industry benchmarks and attribution models.

Unit1. Introduction to Asset Management: (10 hours)

Definition and importance of asset management. Historical perspective and evolution of asset management. Scope & objectives of asset & liability management in insurance business. Regulatory and ethical considerations: legal and regulatory aspects of asset management. Ethical considerations and fiduciary responsibilities.

Unit 2. Investment Alternatives: (11 hours)

Financial markets and instruments: overview of financial markets (stock markets, bond markets, derivatives markets, etc.). Types of financial instruments (stocks, bonds, options, futures, etc.). Market participants and their roles. Security market analysis and investment decision. Investment strategies and asset classes: equity investments. Fixed-income investments. Alternative investments. Security Analysis: Fundamental analysis. Technical analysis. Quantitative analysis.

Unit 3. Risk and Return: (12 hours)

Understanding risk and return trade-offs. Measures of risk (standard deviation, beta, etc.). Portfolio theory and diversification. Modern portfolio theory and efficient frontier. Asset Allocation: Asset allocation strategies and approaches. Asset allocation based on investor's risk tolerance and objectives. Portfolio Management: Active vs. passive portfolio management. Strategies for portfolio construction and optimization. Rebalancing and monitoring portfolios. Portfolio risk management: hedging strategies. Derivatives for risk management. International asset management: global asset allocation. Currency risk management.

Unit 4. Investment Strategies: (12 hours)

Value investing. Growth investing. Income investing. Alternative investments (real estate, private equity, hedge funds, etc.). Investment Management Styles: Active management. Passive management (index funds and ETFs). Factor-based investing. Performance Evaluation and Measurement: Risk-adjusted performance measures (Sharpe ratio, Treynor ratio, etc.). Benchmarking and tracking error. Performance attribution.

Suggested Readings:

Bodie, Z., Kane, A., & Marcus, A. J. (2021). *Investments* (12th ed.). McGraw-Hill Education.

Fabozzi, F. J. (2015). Bond markets, analysis, and strategies (9th ed.). Pearson Education.

Reilly, F. K., & Brown, K. C. (2011). *Investment analysis and portfolio management* (10th ed.). Cengage Learning.

CFA Institute. (2020). CFA Program curriculum (Levels I–III). Wiley.

Elton, E. J., Gruber, M. J., Brown, S. J., & Goetzmann, W. N. (2014). *Modern portfolio theory and investment analysis* (9th ed.). Wiley.

Maginn, J. L., Tuttle, D. L., Pinto, J. E., & McLeavey, D. W. (2007). *Managing investment portfolios: A dynamic process* (3rd ed.). CFA Institute & Wiley.

Swensen, D. F. (2009). *Pioneering portfolio management: An unconventional approach to institutional investment* (Updated ed.). Free Press.

Litterman, R. (Ed.). (2003). *Modern investment management: An equilibrium approach*. Wiley.

Strong, R. A. (2011). Practical investment management (4th ed.). Cengage Learning.

Statman, M. (2011). What investors really want: Know what drives investor behavior and make smarter financial decisions. McGraw-Hill Education.

Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE-I 8.1)

Fundamentals of Insurance-Linked Securities

Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectu res	Tuto rial	Pract ical	Eligibi lity	Prerequisite of the course
Fundamentals of Insurance- Linked Securities	4	3	1	C USE OTIS SE	person to	in garantees v

Learning Objectives

This course will help students to gain knowledge of securitization and insurance-linked securities (ILS), the benefits, costs, and issuing structures of ILS, the role of capital markets in supporting the insurance sector through securitization. The course begins by introducing to the key aspects of Capital Market Instruments Relevant to Insurers. Students will be acquainted with the range of capital market instruments available to insurers, Alternative Risk Transfer (ART) mechanisms. This course will help students to know about Non-Life Securitisation and Life Securitisation

Learning Outcomes

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

- Describe the concept and application of securitization and ILS in insurance.
- Identify the sources of basis risk and strategies to minimize it.
- Recognize capital market instruments relevant to insurance investment and risk transfer.
- Explain the role and benefits of ART and insurance derivatives.
- Demonstrate understanding of catastrophe risk modelling, especially in the Indian context.
- Compare and contrast reinsurance with securitisation strategies for non-life risks.
- Assess investor motivations and the modelling frameworks used in non-life ILS.
- Describe life insurer structures and risks relevant to securitisation.
- Identify the roles of key stakeholders in life ILS transactions.

Unit 1. Overview of securitization(10 hours)

An overview of securitization. Insurance-linked securities: overview, costs and benefits, structural features, issuing vehicles. Structure and functions of capital markets insurance sector as a participant and beneficiary of capital markets. Basis risk: definition basis risk. Quantifying basis risk. Measures for pro rata hedges. Measures for digital hedges. Measuring positive basis risk. Minimising basis risk. Overhedging. Sources of basis risk. ILS portfolio monitoring systems.

Unit 2. Capital market instruments relevant to insurers(11 hours)

Capital market instruments relevant to insurers (bonds, equity, hybrid instruments), role of capital markets in insurance risk transfer. Emergence of alternative risk transfer (ART) mechanisms. Role of capital markets in ART. Insurance derivatives. Derivatives and Alternative Risk Transfer. General characteristics of derivatives. Exchange-traded insurance derivatives. Exchange-traded catastrophe derivatives. Exchange-traded temperature derivatives. Catastrophe Risk modelling: An Indian context.

Unit 3. Non-Life Securitisation (12 hours)

Market overview, background and evolution. Market dynamics. Cedants' perspectives on non-life securitization: insurance-linked securities as part of advanced risk intermediation. Objectives of insurance companies. Reinsurance vs securitisation. Keeping risk vs transferring it. Limits and success factors to securitisation. Securitisation as a diversification from traditional retrocession. Indemnity triggers. Scope of coverage. Payout timing. Loss verification. Transparency. Non-indemnity triggers. Parametric triggers (pure and index). Industry loss triggers. Modelled loss triggers. Choosing the optimal trigger. Basis risk from the cedant's perspective. Risk modelling. The investor perspective (non-life).

Unit 4. Life Securitisation (12 hours)

General features of life insurance-linked securitisation. Life insurer corporate and business structures, risks and products. Mutual life offices. Proprietary life offices. Other forms of life office. Principal risks associated with life insurance business. Principal product types and associated risks. Actors and their roles. Sponsor. Investors. Regulators. External professional advisers. Ratings agencies. Monoline insurers. Liquidity providers. Swap providers. Cedants' perspectives on life securitisation. Rating methodology. Life securitisation: risk modelling life insurance securitisation: legal issues. The investor perspective (life). Longevity securitisation: specific challenges and transactions. Longevity risk transfer: indices and capital market solutions.

Suggested Reading:

Barrieu, P., & Albertini, L. (2009). The handbook of insurance-linked securities. Wiley.

Cummins, J. D., & Weiss, M. A. (2009). Convergence of insurance and financial markets: Hybrid and securitized risk-transfer solutions. *Journal of Risk and Insurance*, 76(3), 493–545. https://doi.org/10.1111/j.1539-6975.2009.01307.x

Lane, M. N. (Ed.). (2012). Alternative risk transfer: Integrated risk management through insurance, reinsurance, and the capital markets. Risk Books.

Cowley, A., & Cummins, J. D. (2005). Securitization of life insurance assets and liabilities. *Journal of Risk and Insurance*, 72(2), 193–226. https://doi.org/10.1111/j.1539-6975.2005.00052.x

Swiss Re. (2003). The role of capital markets in the insurance industry. Sigma, 5.

IAA Risk Book. (2020). *Chapter 7: Insurance-Linked Securities*. International Actuarial Association. https://riskbook.actuaries.org/

Bodoff, N. M. (2009). Measuring basis risk in catastrophe bonds. *Variance: Advancing the Science of Risk*, 3(1), 73–90.

Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE -DSE-I 8.1

Strategic Sales Management

Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectur es	Tutori al	Practic al	Eligibili ty	Prerequisite of the course
	nene calain	Jour John	Supplies	arra mer me	Telemo.	Sty invierne Litari
Strategic Sales	4	3	1 (1)	isis . mnl	ns /aut iz i	ga anci i gariez
Management	appet hos to	e yarda	J.Some	ar de E	drags at	per commence and
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	niversity on	SLEEN SHOW Y	milowa s	sandides	05/1870/4/1-11	dia sersie noviconder

Learning Objectives:

The aim of the paper is to acquaint the students with importance of sales in the insurance industry, characteristics and challenges of selling intangible insurance products, key drivers of successful insurance sales strategies. The knowledge acquired by the students would help them to strategic planning for sales and execution in insurance. The course aims to provide the learners an understanding of the customer relationship management and sales technology in insurance and performance management and contemporary issues in insurance sales.

Learning Outcomes:

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

- Explain how the sales function contributes to achieving insurance business goals.
- Evaluate customer needs and risk profiles to develop compelling insurance value propositions.
- Demonstrate goal-setting and performance management strategies in a strategic sales context.
- Formulate SMART strategic sales objectives aligned with business goals.
- Develop integrated sales strategies across multiple insurance sales channels.
- Understand sales forecasting, budgeting, and ROI evaluation in the insurance context.
- Explore strategies for acquiring and retaining insurance customers.
- Understand methods to build and maintain long-term customer relationships.
- Develop and implement KPI-based performance management frameworks.

Unit I. Foundations of strategic sales in insurance(10 hours)

Understanding the strategic sales function in insurance: evolution of sales, the strategic role of sales in achieving organizational goals, aligning sales with overall business strategy in the insurance sector. The unique landscape of insurance sales: intangibility of insurance products, the role of trust and relationships, regulatory environment and compliance, ethical considerations in insurance sales. Key drivers of sales success in insurance: understanding customer needs and risk profiles, value proposition development for insurance products. Developing a strategic sales mindset: goal setting, performance management, continuous learning and adaptation, fostering a customer centric sales culture within insurance organizations.

Unit 2. Strategic sales planning and execution in insurance(11 hours)

Market analysis and segmentation in insurance: identifying target customer segments (individual, corporate, specific industry niches), understanding their insurance needs and buying behaviours, market trends and competitive analysis in the insurance industry. Developing strategic sales objectives and goals: setting smart (specific, measurable, achievable, relevant, time-bound) objectives for sales volume, market share, customer acquisition, and retention in insurance. Formulating sales strategies: choosing appropriate sales approaches (direct sales, agency networks, online channels), developing channel strategies, and integrating different sales channels effectively, sales forecasting and budgeting in insurance: techniques for forecasting insurance sales, allocating resources effectively, managing sales expenses, and measuring return on sales investments.

Unit 3. Customer relationship management and sales technology in insurance(12hours)

Strategic customer acquisition and retention in insurance: identifying and targeting potential customers, lead generation strategies specific to insurance, building trust and rapport, strategies for retaining policyholders and maximizing customer lifetime value. Building long-term customer relationships in insurance: strategies for proactive communication, providing ongoing value, handling customer queries and complaints effectively, and fostering customer loyalty. Measuring and analysing customer relationship metrics in insurance: tracking customer satisfaction, retention rates, net promoter score (NPS), and other key metrics to improve relationship management efforts. Leveraging sales technology and digital tools in insurance: exploring the role of online platforms, mobile applications, data analytics, ai-powered tools, and social media in enhancing insurance sales effectiveness.

Unit IV: Performance management and contemporary issues in insurance sales: (12 hours)

Designing effective sales performance management systems in insurance: setting key performance indicators (KPIS) for individual sales representatives and teams (e.g., premium generated, number of policies sold, cross-selling ratios, customer satisfaction scores). Sales force motivation and compensation in insurance: developing effective compensation plans (salary, commission, bonuses), designing incentive programs, and fostering a motivated and high-performing sales team. Sales training and development in the insurance sector. Sales leadership in insurance: role of sales leaders in strategy formulation and execution, motivating and managing insurance sales teams. Emerging trends and challenges in insurance sales.

Suggested Readings:

Anderson, R. E., & Dubinsky, A. J. (2004). *Personal Selling: Achieving Customer Satisfaction and Loyalty*. Houghton Mifflin.

Kotler, P., & Keller, K. L. (2016). Marketing Management (15th ed.). Pearson Education.

Kotler, P., Rackham, N., & Krishnaswamy, S. (2006). *Ending the War Between Sales and Marketing*. Harvard Business Review.

McKinsey & Company. (2022). Winning in Insurance Sales: Planning for the Future.

Porter, M. E. (1996). What is Strategy? Harvard Business Review.

Walker, O. C., & Mullins, J. W. (2014). *Marketing Strategy: A Decision-Focused Approach* (8th ed.). McGraw-Hill Education.

Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2018). Services Marketing: Integrating Customer Focus Across the Firm (7th ed.). McGraw-Hill.

Semester-VIII

Discipline Specific Elective-DSE -II 8.3

Title of the Paper: Application to Data Analytics with R

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

	Course title	Credits	Du	ration (pe	r week)		Prerequisite
	& Code		Lecture	Tutorial	Practical/ Practice		
VIII	Application to data analytics with R	4	2	0	2	Class 12th Pass	Nil

Learning Objectives:

This Paper provides a comprehensive introduction to R programming language and data analysis, with focus on vocational fields. It will equip learners with foundational knowledge and skills to use R for statistical computing and data analysis. Key learning objectives include understanding basic R syntax, working with data structures, performing data manipulation and analysis, and creating visualisations. Students will be able to grasp the reading, cleaning and transforming and manipulating data using the built-in functions and packages.

Learning Outcomes:

The students will be able to:

- Understand the basics of R programming language, including data types, variables, and control
- Learn to import, manipulate, and visualize data in R
- Apply statistical concepts and methods to real-world data using R
- Understand how to perform inferential statistics, including hypothesis testing and confidence intervals.
- Interpret the results of statistical analyses and communicate findings effectively

Unit I: Overview of R and its'IDEs, Basics of R syntax and programming concepts, Data types, variables and operations in R, Control structres, Array, Matrix, Vectors, Factors, R packages, Handling missing values

(7 hours)

Unit II: Data manipulation and preparation: Importing and exporting data in text, excel, Stata format, Data cleaning, sorting and preparation with dplyr, Data transformation using tidyr. Functions: Built in functions, Creating custom functions, conditional statements, Loops, apply, Lapply, sapply

(15 hours)

Unit III: Data analysis and statistics: Descriptive statistics and exploratory data analysis, Hypothesis testing and inferential statistics, Regression analysis vs correlation, Simple regression, multiple regression, OLS, Assumptions of classical Normal Linear regression model, Auto correlation, heteroscedasticity, Time series data

Data visualisation with R: Adding layers, themes and customization using ggplot2, interactive visualisation with plotly

(15 hours)

Unit IV: Advanced analytics and introduction to machine learning.

Project work: Extracting unit level data and Analysing it with the help of appropriate tools (8 hours)

Practical Exercises:

The learners are required to:

- 1. Loading and cleaning of data sets
- 2. Performing data analysis, creating visualisation and generating reports

Suggested Readings:

- Gardner, M. (2008). Beginning R: The statistical programming, Wiley&Sons.
- Verzani, J (2014). Using R for introductory statistics (2nd ed.). Chapman&Hall
- The R Guide
- Gujrati, D.N. et al (2018) Basic Econometrics (5th ed), McGraw Hill India.

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.

Semester-VIII

Discipline Specific Elective-DSE- II 8.4

Title of the Paper: Economics of Startups Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

	Course title		Du	ration (pe	r week)		Prerequisite
	& Code		Lecture	Tutorial	Practical/ Practice		
VIII	Economics of Startups	4	3	et e = an	1	Class XII	Nil

Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

(13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Suggested Readings:

- Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.
- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd-entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L. (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

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

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	No. of credits		onents of the	course	Eligibility Criteria	Pre- requisites	
Terror sorrer	gi s lai ta	Lecture	Tutorial	Practical		of the course	
Tourism Startups and Innovations G.E 8.1	4	3	1 ohne men	O	Pass in Class XII	NIL personal	

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

- 1. understand entrepreneurship fundamentals and innovation frameworks in tourism.
- 2. analyze case studies of successful tourism startups and identify key success factors.
- develop/create a business model for a tourism startup using tools like the Business Model Canvas.
- 4. pitch a startup idea addressing real-world tourism challenges.

- 5. evaluate the feasibility and sustainability of proposed tourism startup ideas.
- assess the impact of innovation on competitiveness and value creation in tourism enterprises.
- 7. apply innovative thinking and sustainable approaches in tourism product development.

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

- 1. pitch a tourism startup idea to a mock investor panel (Shark Tank-style).
- 2. group project: Develop a sustainable tourism startup proposal.
- 3. prepare a Business Model Canvas for a proposed tourism startup.

- 4. conduct a SWOT analysis of a local tourism venture.
- 5. design a basic digital marketing strategy for a tourism startup.
- 6. make presentation on: technology driven tourism business models.

Suggested Readings:

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

Notes:

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

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College of Vocational Studies

Material Management

Semester VII

DSC-1	Sustainable Material Management	
DSE-1	Business Research Methodology in Material Management	
DSE-1	Strategic Procurement and Supplier Relationship Management	serio de
DSE-2	Hands-on Python	
DSE-2	Linear Programming	ns. 36%
	-507043	ger M
	GE Common Pool for BA (VS) Material Management	
1	Offered by History Department	7
2	Offered by Political Science Department	riadiza-al
3	Offered by Mathematics Department	San Lad Jewa
4	Offered by Economics Department	nalousa
5 ms April	Service marketing for Tourism and Hospitality (Offered by Departm Tourism, CVS)	nent of

Semester-VII

Sustainable Material Management

DISCIPLINE SPECIFIC CORE (DSC-7.1)

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Sustainable Material Management	4	3	1	*\ru 10 \text{20}		11 11 11 11 11

Learning Objectives:

- Introduce the principles and practices of Sustainable Materials Management (SMM) and its significance in modern industries.
- Develop critical understanding of green procurement, eco-certifications, and sustainable sourcing.
- Examine waste minimization practices and current global regulations for hazardous and ewaste management.
- Explore sustainable approaches to warehousing, packaging, transportation, and distribution systems.

Learning Outcomes:

- Define and explain Sustainable Materials Management (SMM) and differentiate it from conventional practices.
- Apply green procurement techniques and assess suppliers based on environmental and ethical criteria.
- Implement circular economy principles to optimize resource usage and extend product lifecycles.
- Devise strategies for minimizing, recycling, recovering, and responsibly disposing of industrial waste.
- Design energy-efficient warehousing systems and sustainable logistics solutions.
- Critically evaluate eco-labels, certifications, and sustainability metrics (KPIs) for materials flow.
- Enhance employability by gaining sustainability, environmental compliance, and green supply chain management skills.

Learning Outcomes After completing this course, students will be able to:

• Define and explain Sustainable Materials Management (SMM) and differentiate it from conventional practices.

- Apply green procurement techniques and assess suppliers based on environmental and ethical criteria.
- Implement circular economy principles to optimize resource usage and extend product lifecycles.
- Devise strategies for minimizing, recycling, recovering, and responsibly disposing of industrial waste.
- Design energy-efficient warehousing systems and sustainable logistics solutions.
- Critically evaluate eco-labels, certifications, and sustainability metrics (KPIs) for materials
- Enhance employability by gaining sustainability, environmental compliance, and green supply chain management skills.

Introduction to Sustainable Materials Management Unit-I

(10

Definition, key principles, and primary objectives.

Hours)

Distinction between conventional materials management

sustainable approaches.

Importance and emerging role of SMM in contemporary industries.

Unit II Green Procurement and Sustainable Sourcing:

Concept and significance of green procurement.

(11

Criteria for supplier evaluation based on environmental and ethical Hours) performance.

Overview of major eco-labels and sustainability certifications (e.g., ISO 14001, FSC, EPEAT, Energy Star).

Unit III

Circular Economy and Resource Optimization:

(12

Introduction to Cradle-to-Cradle design philosophy.

Hours)

Strategies for extending product lifecycles.

Approaches for material recovery, reuse, and redesign.

Role and management of reverse logistics.

Unit IV:

Waste Minimization and Sustainable Disposal Techniques: (12 Understanding the waste hierarchy (Reduce, Reuse, Recycle, Recover). Hours) Safe handling and disposal of hazardous materials.

Current e-waste management regulations and global best practices.

Suggestive Readings:

- Sustainable Materials Management: Making Better Use of Resources William McDonough & Michael Braungart (2002) - Cradle to Cradle: Remaking the Way We Make Things
- Joseph Sarkis (2006) Greening the Supply Chain
- Trevor M. Letcher (2011) Waste: A Handbook for Management
- Ken Peattie (2001) Towards Sustainability: The Third Age of Green Marketing
- Walter R. Stahel (2019) The Circular Economy: A User's Guide
- Chartered Institute of Procurement & Supply (CIPS, latest) Guide to Sustainable Procurement
- European Environment Agency (EEA Reports) Circular Economy and Material Resource Efficiency

- Environmental Protection Agency (EPA, USA) Sustainable Materials Management: The Road Ahead (Report)
- UNEP (United Nations Environment Programme) Sustainable Resource Management: Global Trends and Practices

Teaching Pedagogy/Methodology:

- Lectures for conceptual foundations and theoretical frameworks.
- \Case Studies of companies practicing sustainable supply chain and materials management.
- Workshops/Practicals on eco-label evaluation and sustainable design strategies.
- Seminars and Group Discussions on emerging trends like Industry 5.0 and circular economy.
- Projects/Assignments involving real-world audits of green procurement and waste management systems.
- Industry Expert Talks/Webinars to give practical exposure.
- SWAYAM Reference: SWAYAM references for blended learning (as NEP 2020 recommends integrating online modules. Since SWAYAM directly doesn't have a course titled "Sustainable Materials Management", the closest and most relevant course available is:
- **SWAYAM**: Solid and Hazardous Waste Management Institution: IIT Kharagpur, **Instructor**: Prof. Brajesh Kr. Dubey, **Course Focus**: Waste management, resource recovery, sustainable practices all integral to Sustainable Materials Management.
- Alternate useful SWAYAM course: Introduction to Circular Economy, Institution: IIT Roorkee, Instructor: Prof. Gaurav Dixit, Course Focus: Circular economy frameworks that directly link to Unit III (Circular Economy and Resource Optimization).

Semester-VII

DISCIPLINE SPECIFIC ELECTIVE- DSE I-7.1

Semester-VII Business Research Methodology in Material Management

Offered by Commerce Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Business Research Methodology in Material Management	4	3	1	i e <u>n</u> ne en en en en en e las estadore		dos d'estati des d'estati des d'estati des d'estati

Learning Objectives:

- Understand various research methodologies applicable to material management.
- Formulate research problems and hypotheses.
- Design and conduct empirical research.
- Apply quantitative and qualitative methods to supply chain and material flow problems.
- Analyze data using relevant statistical tools.
- Interpret findings and develop actionable insights for material management decisions.

Learning Outcomes:

- By the end of this course, students will be able to:
- Explain the role of research in material management and its contribution to effective decision-making in inventory control, procurement, and logistics operations.
- Formulate clear and focused research problems relevant to material management, and develop appropriate research questions and hypotheses.
- Conduct thorough literature reviews to identify knowledge gaps and support research in the context of material handling, warehousing, and supply chain management.
- Design effective research methodologies (qualitative, quantitative, or mixed methods) tailored to investigate material management challenges.
- Select and apply appropriate data collection techniques, such as surveys, interviews, observations, and secondary data analysis, in the context of warehouse audits, supplier evaluations, and logistics performance studies.
- Employ statistical tools and software (e.g., Excel, SPSS, R) for data analysis and interpretation of findings related to forecasting, inventory performance, and material flow.
- Critically analyze research data to derive meaningful conclusions and recommendations for material management strategy and operations.
- Assess the reliability and validity of research instruments, ensuring the integrity and relevance of research findings in material management applications.
- Demonstrate ethical research practices in data collection, analysis, reporting, and stakeholder engagement.

Course Outline:

Units	Course Outline	
-Wardon SuM, doi:	Introduction to Research in Material Management	(10Hours)
	Role of research in logistics and material management	
	Research process overview	A Second Second
	Types of research: basic vs. applied, quantitative vs. qualitative	10 12
Unit-I	Case studies in material management research	A COLOR
	Importance of literature reviews	a de la
	Sources of literature: academic journals, industry reports	ALIEN STATE
	Identifying research gaps	1-41 -2
	Formulating research problems, objectives, and hypotheses	
Unit II	Research Design and Data Collection Methods	(11Hours)

	Exploratory, descriptive, and causal research	
	Cross-sectional vs. longitudinal studies	from the
	Case study and action research methods	il desired
	Primary vs. secondary data	profe -
	Surveys, interviews, focus groups	engles A
	Observational methods in warehouses and inventory systems	
	Best practices in instrument design (questionnaires, interview guides)	rand -
	Sampling & Scaling Techniques	(12Hours
	Population and sample definitions	
	Probability vs. non-probability sampling	101-710 8
	Sample size calculation	100
Unit III	Sampling in warehouse audits and vendor performance studies	
	Variables and measurement scales	5 color
	Reliability and validity	al trus
	Likert scales, semantic differential scales	Charles St.
	Application to vendor evaluation, quality ratings	BINESS OF
and the	Measures of central tendency and dispersion	(12
	Determination to the investment of the contract of the contrac	Hours)
	Data visualization techniques	wyrdd e
	Use of Excel/SPSS for basic analysis	Spill to
Unit IV	Hypothesis testing, t-tests, ANOVA	10.01
Onitiv	Correlation and regression analysis	191239
	Applications in demand forecasting and inventory optimization	1000
	Introduction to SPSS, R, Excel, NVivo (for qualitative data)	a contract
	Forecasting tools in material management (e.g., Arena, Minitab)	arroll 4

Suggested Readings:

- 1. Cooper, D. R. & Schindler, P. S. (2017). Business Research Methods (12th ed.). McGraw-Hill.
- 2. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2021). Business Research Methods (10th ed.). Cengage.
- 3. Kothari, C. R. (2014). Research Methodology: Methods and Techniques (3rd ed.). New Age International.
- 4. Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students (8th ed.). Pearson.
- 5. Uma Sekaran & Roger Bougie (2020). Research Methods for Business. Wiley.
- 6. Hair, J. F., et al. (2020). Essentials of Business Research Methods. Routledge.
- 7. Harvard Business Review (HBR) articles on applied research and HR analytics
- 8. SPSS User Manual and online tutorials.
- 9. YouTube Channels: Crash Course on Statistics, SPSS Tutorials, Excel Tips.

Other Suggestive Reading Materials/References:

- 1. **Kothari, C.R.** (2019). Research Methodology: Methods and Techniques. New Age International Publishers.
- 2. Sekaran, U., & Bougie, R. (2019). Research Methods for Business: A Skill-Building Approach. Wiley.
- 3. Cooper, D.R., & Schindler, P.S. (2014). Business Research Methods. McGraw-Hill.
- 4. Zikmund, W.G., Babin, B.J., Carr, J.C., & Griffin, M. (2013). Business Research Methods. Cengage Learning.
- 5. Malhotra, N.K. (2010). Marketing Research: An Applied Orientation. Pearson.
- 6. Bryman, A., & Bell, E. (2015). Business Research Methods. Oxford University Press.
- 7. Saunders, M., Lewis, P., & Thornhill, A. (2016). Research Methods for Business Students. Pearson.
- 8. Hair, J.F., Wolfinbarger, M., Money, A.H., Samouel, P., & Page, M. (2015). Essentials of Business Research Methods. Routledge.
- 9. Creswell, J.W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.
- 10. Flick, U. (2018). An Introduction to Qualitative Research. SAGE Publications.

Teaching Pedagogy/Methodology:

- Lectures: To introduce theoretical concepts and frameworks.
- Case Studies: Analysis of real-world business scenarios to apply research methods.
- Workshops: Hands-on sessions using digital tools like SPSS, Excel, and online survey platforms.
- Group Discussions: Collaborative exploration of research topics and methodologies.
- Mini Project: Conducting a primary research survey on an SWAYAM Portal Reference: For a comprehensive course on Business Research Methods, refer to the SWAYAM portal: https://onlinecourses.swayam2.ac.in/cec20 mg14/preview

Semester-VII

DISCIPLINE SPECIFIC ELECTIVE (DSE-I 7.2)

Strategic Procurement and Supplier Relationship Management
Offered by Commerce Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Fotal Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
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Strategic Procurement and Supplier Relationship	4	3	[wks[1988]	ki gnilu	pt/ quit	79 88 8 C 43 25 F
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Learning Objectives:

- To understand the role of strategic procurement in aligning corporate goals with supplier partnerships.
- To explore digital tools and technologies enhancing procurement, such as Big Data, AI, and e-Procurement.
- To examine the lifecycle of supplier relationships and the shift from transactional to strategic collaborations.
- To develop knowledge in contract management, SLAs, and digital contracts within the context of procurement.
- To introduce risk management strategies in procurement and integrate sustainability criteria.

Learning Outcomes:

- Students will be able to design a procurement strategy that aligns with corporate goals and utilizes digital tools for supplier analysis.
- Students will gain the ability to establish and manage strategic supplier relationships, fostering innovation co-creation and collaboration.
- Students will be proficient in drafting supplier contracts and SLAs, integrating compliance terms, and resolving disputes effectively.
- Students will acquire skills in identifying and managing supplier risks while integrating sustainability and ESG criteria.
- Students will be capable of designing supplier performance evaluation systems, applying continuous improvement methodologies like Lean and Six Sigma.

Unit	Course Outline	
Unit I	Strategic Procurement and Digital Planning& Supplier Relationship	(12
	Understanding Business Procurement Strategy aligned with Corporate	Hours)
	Goals, Supplier Market Analysis using Digital Tools (Big Data, Market	
	Intelligence), Supplier Selection Criteria: Cost, Innovation Capability,	
	Sustainability, and Ethics, Role of Technology (e-Procurement, AI-driven	
	Supplier Discovery) in Strategic Procurement. Lifecycle of Supplier	
	Relationships: From Transactional to Strategic Collaboration, Supplier	
	Segmentation and Partnership Models (Tiered Suppliers, Strategic	
	Alliances), Building Innovation Partnerships with Suppliers (Co-	
	Development, Open Innovation), Human-centric Collaboration and Value	
	Co-Creation in Industry 5.0.	
Unit II	Contract Management,	(10
	SLAs, and Digital Contracts: Essentials of Traditional and Digital	Hours)
	Supplier Contracts (Smart Contracts, Blockchain Basics), Drafting	4
	Service Level Agreements (SLAs) with Sustainability and Ethical	
	Compliance Terms, Dispute Resolution Mechanisms: Negotiation,	
	Arbitration, Online Dispute Resolution (ODR), Legal and Ethical Issues	
	in Global Procurement (Data Protection, Cybersecurity).	1 1 1
Unit III	Risk Management and Sustainable Procurement:	(11Hours)

3×3,787 31 8	Identifying Supplier Risks (Operational, Financial, Geopolitical, Technological), Supply Continuity and Resilience Planning in a VUCA World (Volatility, Uncertainty, Complexity, Ambiguity), Digital Tools for Supplier Risk Monitoring (Predictive Analytics, AI Risk Scoring), Embedding Sustainability and ESG (Environmental, Social, Governance) Risk Criteria in Procurement.	inso,
Unit IV	Supplier Performance Evaluation and Continuous Improvement:	(12Hours)
	Designing Supplier KPIs: Quality, Delivery, Innovation, ESG Compliance, Diversity and Inclusion, Building and Using Supplier Scorecards (Balanced Scorecard Approach), Supplier Development	
	Programs: Training, Technology Sharing, Joint Problem Solving, Continuous Improvement Models: Kaizen, Lean Procurement, Six Sigma in Supplier Management.	

Suggestive Reading Materials/References:

- 1. Monczka, R. M., Handfield, R. B., Giunipero, L. C., & Patterson, J. L. (2020). Purchasing and Supply Chain Management. Cengage Learning.
- 2. Christopher, M. (2016). Logistics & Supply Chain Management. Pearson Education.
- 3. Cousins, P. D., Lamming, R. C., Lawson, B., Petersen, K. J. (2008). Strategic Supply Management: Principles, Theories and Practice. Pearson Education.
- 4. Gelderman, C. J., & van Weele, A. J. (2005). Strategic Sourcing Management: Theories and Practices. Springer.
- 5. Title: "Don't Let Your Supply Chain Control Your Business", Authors: Choi, T. Y., & Linton, J. D., Published in: **Harvard Business Review**, December 2011, Link: https://hbr.org/2011/12/dont-let-your-supply-chain-control-your-business
- 6. Scholten, H., & Schilder, S. (2015). Supplier Relationship Management: Unlocking the Power of Collaboration. Wiley.
- 7. Sodhi, M. S., & Tang, C. S. (2019). Managing Supply Chain Risk. Springer.
- 8. Hugos, M. H. (2018). Essentials of Supply Chain Management. Wiley.
- 9. Transforming Food Supply Chains for Sustainability, Published in: Journal of Supply Chain Management, Link: https://onlinelibrary.wiley.com/doi/abs/10.1111/jscm.12310
- 10. Teece, D. J. (2010). Business Models, Business Strategy, and Innovation. Long Range Planning.

Teaching Pedagogy/Methodology:

- Lectures: To introduce key concepts and theories in procurement and supplier management.
- Case Studies: Real-world examples to analyze strategic procurement decisions and supplier relationship management.
- **Group Discussions:** Encouraging students to critically discuss current trends and innovations in supplier collaboration.
- **Project Work:** Students will develop a strategic procurement plan for a hypothetical organization, considering the integration of digital tools and sustainability.
- Workshops: Hands-on training with digital procurement tools and contract management systems.

SWAYAM Reference: SWAYAM references for blended learning (as NEP 2020 recommends integrating online modules. Since SWAYAM directly doesn't have a course titled " *Strategic*

Procurement and Supplier Relationship Management ", the closest and most relevant course available is:

https://onlinecourses.nptel.ac.in/noc24_mg58/preview, https://onlinecourses.nptel.ac.in/noc20_mg29/preview, https://onlinecourses.nptel.ac.in/noc24_mg57/preview

Semester-VII

Discipline Specific Elective-DSE-II 7.3

Hands-on Python

Offered by Department of Economics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title & Code		Duration		Eligibility		
		Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite
VII	Hands-on Python	4	1	0	3	Class 12th Pass	NIL

Course Objectives:

The objective of this course is to equip students with the fundamental knowledge and practical skills in Python programming. It will enable the students in understanding usefulness of Phyton as an analytical tool in diverse fields. They will learn how to use lists, tuples, dictionaries, and functions programs. They will be prepared to use the program for managing data frames, visualising datasets and performing simple statistical calculations.

Course learning outcomes:

After completion of the course students will be able to:

- 1. Describe the concepts of constants, variables, data frames and operators.
- 2. Write programs using list, tuple, set and strings handling functions.
- 3. Write programs using user-defined functions and python dictionary.
- 4. Create data frames and transform and aggregate them through slicing, merging and visualising.
- 5. Visualise and present data sets with the help various types of charts and graphs.
- 6. Calculate measures of central tendency and measures of dispersion.

Unit 1: Introduction to Python Programming [4 Theory Hours + 10 Practical Hours]

Introduction to Python and its features, Setting up the Python Development Environment, Basic Python syntax and data types, Variables, operators, and expressions in Python, Python List, Tuples, Python Dictionaries, Functions and Packages, NumPy

Unit 2: Data Manipulation with Pandas [3 Theory Hours + 30 Practical Hours]

Transforming DataFrame, Aggregating DataFrame, Slicing and Indexing DataFrame, Creating and Visualizing DataFrame, Data Merging Basics, Merging Tables With Different Join Types, Advanced Merging and Concatenating

Unit 3: Data Visualization and Analysis [3 Theory Hours + 30 Practical Hours]

Introduction to data visualization libraries (Matplotlib, Seaborn), Plotting and customizing charts and graphs, Exploratory data analysis using Python, Presenting insights and findings with visualizations, Creating interactive and appealing data visualizations

Unit 4: Statistics with Python [5 Theory Hours + 20 Practical Hours]

Data Classification (Discrete, Continuous, Categorical), Mean, Median, Mode, Variance, Standard Deviation, Quartile, Percentile, Inter-quartile Range, Identifying outliers, correlation

Suggested Readings:

- VanderPlas, J. (2016). Python Data Science Handbook: Essential Tools for Working with Data.
 O'Reilly Media.
- Downey, A. B. (2014). Think Stats: Exploratory Data Analysis in Python (2nd ed.). O'Reilly Media.

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.

Semester-VII

Discipline Specific Elective-DSE-II 7.4

Linear Programming

Offered by Department of Economics CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Duration		Lligibility		
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite
VII	Linear Programming	4	3	1		Class 12th Pass	Nil

Learning Objectives:

Linear programming is an important modelling technique used to determine the best way to use available resources. Managers, analysts and entrepreneurs often face the problem of decision-making when resources are limited. The aim of this course is to brush up linear algebra and then introduce students to linear programming with emphasis on mathematical formulation and finding solutions to practical problems. Linear programming helps them to achieve various goals like cost minimization, money and time management, reducing waste and improving financial portfolio. The course includes simplex method for solving the transportation and assignment problems. Some of these topics are illustrated by means of Microsoft excel solver.

Learning Outcomes:

The students will be able to:

- Mathematically formulate and model fundamental decision-making problems.
- Geometrically solve a linear programming problem in two variables.
- Apply simplex algorithm to solve a linear programming problem.
- Utilize computer software to find solutions of a linear programming model.
- Produce a dual of a linear program.
- Understand and appreciate the practical ways to implement a linear programming model.

Unit I: Linear Algebra: Matrices and vectors, matrix operations, matrix operations using excel, systems of linear equations, finding solution using Gauss Jordan method, linear independence and dependence, rank of a matrix, matrix inversion and finding the solution using excel, determinant.

Wayne L. Winston: Chapter 2

(10 hours)

Unit II: Introduction to Linear Programming: The linear programming model, assumptions, examples, formulating and solving linear programming models using excel.

Hillier and Lieberman: Chapter 3 excluding section 3.6

(11 hours)

Unit III: Simplex Method: Understanding simplex method, setting up the simplex method, algebra of the simplex method, simplex method in tabular form, postoptimality analysis.

Hillier and Lieberman: Chapter 4 excluding sections 4.5, 4.6 and 4.9 (12 hours)

Unit IV: Duality: Understanding Duality theory, economic interpretation of duality theory, primaldual relationships, role of duality theory in sensitivity analysis.

Hillier and Lieberman: Chapter 6 excluding sections 6.4.

(12 hours)

Practical Exercises:

The learners are required to:

- 1. solve problems given in class on applying matrix multiplication in cryptography with the use of Microsoft excel. (Unit I)
- 2. make a group presentation of case studies of companies where linear programming is used for minimizing costs, optimizing capacity, managing financial portfolios, asset management through fieldwork or surveys. (Unit II)
- 3. formulate any transportation problem or assignment problem and apply simplex method using excel solver. (Unit III)
- 4. identify any other decision-making problem which they face as students, then formulate and solve it using simplex method. (Unit III)
- 5. engage in a group discussion on how duality theory enhances the ability to analyse linear programming problems, particularly in the field of economics and business. (Unit V)

Suggested Readings:

- Winston, W. L. (2022). Operations Research: Applications and Algorithms. (4th ed.). Cengage Learning.
- Hillier, F. S., & Lieberman, G. J. (2015). *Introduction To Operations Research*. (10th ed.). McGraw-Hill Education.

Additional Reading

• Thie, P. R., & Keough, G. E. (2008). *An Introduction to Linear Programming And Game Theory.* (3rd ed.). New Jersey: John Wiley and Sons, Inc., Hoboken.

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.

Semester VII

Generic Elective-GE

Service marketing for Tourism and Hospitality

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

ourse Title and Code	ourse Code	No. of credits	Componer	nts of the c	ourse	Eligibility Criteria	Pre- requisites of the	
(entradit		credits	Lecture	Tutorial	Practical	ten i maymads	course	
Service marketing for Tourism and	GE 7.1	4	3	1	0	Pass in Class	NIL Indiana of	
Hospitality GE -7.1	i place arag i place arag		i iveta sovo i me randi	n angeren daringan n angeren 3	Sandar gan esta,	Comments of the comments of th	er, in process bottomanh on titaler watering reigiodiscrip d ficilevent of	

Learning Objectives:

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

Learning Outcomes:

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

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

Unit I

Introduction to Service Marketing

(11Hours)

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

Unit II

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing

(12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

- Hoffman, K. D., & Bateson, J. E. G. (2017). Services Marketing: Concepts, Strategies, and Cases (5th ed.). Cengage Learning.
- Hudson, S. (2020). Marketing for tourism, hospitality & events: A global & digital approach. SAGE
 Publications.

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

Notes:

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

College of Vocational Studies

Material Management

Semester VIII

DSC-1	Emerging Technologies in Materials Management
DSE-1	Lean Inventory and Operations Management
DSE-1	Advanced Logistics and Distribution Strategies
DSE-2	Application to data analytics with R
DSE-2	Economics of Start-ups
	GE Common Pool for BA (VS) Material Management
1 192 60	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics
5	Tourism Startups and Innovations (Offered by Department of Tourism Management)

Semester-VIII DISCIPLINE SPECIFIC CORE (DSC-8.1) Emerging Technologies in Materials Management

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Emerging Technologies in Materials Management	4	3	1	ga ni	ela Proja	1 - 480

Learning Objectives:

- To understand the digital transformation in materials management and the role of Industry 4.0 technologies in supply chains.
- To explore the use of IoT, RFID, and sensor-based systems for real-time inventory management.
- To analyze blockchain applications for improving transparency and efficiency in procurement and supply chains.
- To examine the integration of automation, robotics, and AI in warehousing and materials handling.
- To introduce the concept of digital twins and simulation models for materials planning, scenario analysis, and risk management.

Learning Outcome:

Upon successful completion of this course, students will be able to:

- 1. Explain the components and impact of Industry 4.0 technologies on materials management and supply chains.
- 2. Evaluate the use of IoT and RFID technologies for real-time inventory tracking and predictive stock management.
- 3. Analyze blockchain technology's role in enhancing transparency, procurement processes, and product authentication.
- 4. Demonstrate the application of automation, robotics, and AI in warehousing and materials handling.
- 5. Apply digital twin technology and simulation models for materials planning, risk forecasting, and scenario analysis.

Unit	Contents	
Unit I	Introduction to Industry 4.0 and Smart Materials Management: Digital transformation of supply chains. Industry 4.0 components — Cyber-Physical Systems, Cloud Computing, Big Data, AI.	(10 Hours)
Unit II	IoT and Real-Time Inventory Tracking: Concepts of IoT. RFID vs Barcoding, smart shelves, sensor-based inventory. Predictive analytics in stock management.	(11 Hours)
Unit III	Blockchain for Supply Chain Transparency: Distributed ledger basics. Applications in procurement, contract execution, product authentication, and anti-counterfeit systems.	(12 Hours)
Unit IV	Automation, Robotics, and AI in Warehousing: AGVs, autonomous forklifts, robotic picking systems. AI-driven demand forecasting. Case studies of automated fulfillment centers.	(12 Hours)

Suggestive Reading Materials/References:

- 1. Wang, S., & Xu, C. (2017). *Industry 4.0: A Survey on Technologies and Applications*. Journal of Industrial Engineering and Management.
- 2. Çodur, S., & Erkayman, B. (2025). Blockchain Technology from The Supply Chain Perspective: A Systematic Literature Review. Spectrum of Decision Making and Applications, 2(1), 268-285..
- 3. Zhang, G., Yang, Y., & Yang, G. (2023). Smart supply chain management in Industry 4.0: the review, research agenda and strategies in North America. Annals of operations research, 322(2), 1075-1117.
- 4. Reaidy, P., Alaeddini, M., Gunasekaran, A., Lavastre, O., & Shahzad, M. (2024). Unveiling the impact of industry 4.0 on supply chain performance: the mediating role of integration and visibility. Production Planning & Control, 1-22.
- 5. Ben-Daya, M., Hassini, E., & Bahroun, Z. (2019). Internet of things and supply chain management: a literature review. International journal of production research, 57(15-16), 4719-4742.
- 6. **Tapscott, D., & Tapscott, A.** (2016). Blockchain Revolution: How the Technology Behind Bitcoin and Other Cryptocurrencies is Changing the World. Penguin.
- 7. **Groover**, M. P. (2016). Automation, production systems, and computer-integrated manufacturing. Pearson Education India.
- 8. Min, H. (2010). Artificial intelligence in supply chain management: theory and applications. International Journal of Logistics: Research and Applications, 13(1), 13-39...
- 9. Jing, H., & Fan, Y. (2024). Digital Transformation, Supply Chain Integration and Supply Chain Performance: Evidence From Chinese Manufacturing Listed Firms. SAGE Open, 14(3), 21582440241281616...

Teaching Pedagogy/Methodology:

- Lectures: Introduction to emerging technologies and their role in materials management.
- Case Studies: Exploration of real-world applications of IoT, blockchain, and AI in supply chains and materials management.
- Workshops: Hands-on sessions with RFID, sensor-based inventory management systems, and blockchain applications.

- **Simulations:** Use of cloud-based simulation tools for digital twin applications and scenario planning.
- Group Projects: Design and implement a digital transformation strategy for a supply chain using emerging technologies.

SWAYAM Reference: SWAYAM references for blended learning (as NEP 2020 recommends integrating online modules. Since SWAYAM directly doesn't have a course titled " *Emerging Technologies in Materials Management*", the closest and most relevant course available is:

https://onlinecourses.nptel.ac.in/noc20_mg70/preview

https://onlinecourses.nptel.ac.in/noc22 mm20/preview

https://onlinecourses.nptel.ac.in/noc23 mg89/preview

https://onlinecourses.nptel.ac.in/noc21 mg45/preview

Semester-VIII DISCIPLINE SPECIFIC ELECTIVE (DSE-8.1) Lean Inventory and Operations Management Offered by Commerce Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Lean Inventory and Operations Management	4	3	1		dest.	

Learning Objectives:

- 1. **Understand Lean Principles:** Comprehend the fundamentals of lean thinking and the Toyota Production System (TPS).
- 2. **Optimize Processes:** Apply value stream mapping and process optimization techniques to enhance operational efficiency.
- 3. **Implement Pull Systems:** Utilize pull-based inventory systems, including Just-in-Time (JIT) and Kanban, to streamline inventory management.
- 4. **Foster Continuous Improvement:** Promote a culture of continuous improvement through methodologies like Kaizen and Total Productive Maintenance (TPM).
- 5. Leverage Digital Tools: Integrate digital technologies for real-time inventory tracking and data-driven decision-making.

Learning Outcome:

- 1. Explain the principles of lean thinking and the Toyota Production System (TPS).
- 2. Develop value stream maps to identify and eliminate waste in processes.
- 3. Design and implement pull-based inventory systems using JIT and Kanban.
- 4. Apply continuous improvement techniques such as Kaizen and TPM to enhance-operational performance.
- 5. Utilize digital tools for real-time inventory management and performance analysis.

Unit	Contents	UB 9
Unit I	Lean Principles and Sustainable Practices: Understanding lean thinking, the Toyota Production System (TPS), waste elimination, focusing on sustainable practices like reducing energy consumption and material waste, and integrating environmental sustainability within lean principles.	(10 Hours)
Unit II	Value Stream Mapping and Process Optimization: Mapping current state and future state, identifying bottlenecks, utilizing critical thinking to optimize flow, applying eco-efficient process techniques, and leveraging digital tools to visualize and optimize the value stream.	(11 Hours)
Unit III	Pull Systems, Kanban, and Digital Inventory Management: Fundamentals of pull-based inventory systems, Just-in-Time (JIT) replenishment, Kanban boards, and the use of digital technologies (e.g., IoT and cloud platforms) for real-time inventory tracking.	(12 Hours)
Unit IV	Continuous Improvement and Innovation: Kaizen, 5S, Poka-Yoke, Total Productive Maintenance (TPM), fostering innovation and problemsolving in continuous improvement, introducing smart technologies like robotic automation for maintenance, and data-driven decision-making for improved performance.	(12 Hours)

Suggestive Reading Materials/References:

- 1. Womack, J.P., & Jones, D.T. (2003). Lean Thinking: Banish Waste and Create Wealth in Your Corporation. Free Press.
- 2. Ohno, T. (1988). Toyota Production System: Beyond Large-Scale Production. Productivity
- 3. Shingo, S. (1989). A Study of the Toyota Production System from an Industrial Engineering Viewpoint. Productivity Press.
- 4. Liker, J.K. (2004). The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer. McGraw-Hill.
- 5. Hines, P., Holweg, M., & Rich, N. (2004). Learning to Evolve: A Review of Contemporary Lean Thinking. International Journal of Operations & Production Management.
- 6. Bicheno, J., & Holweg, M. (2009). The Lean Toolbox: The Essential Guide to Lean Transformation. PICSIE Books.
- 7. Slack, N., Chambers, S., & Johnston, R. (2010). Operations Management. Pearson Education.
- 8. Heizer, J., & Render, B. (2013). Operations Management. Pearson Education.
- 9. Goldratt, E.M. (1990). The Haystack Syndrome: Sifting Information Out of the Data Ocean. North River Press.
- 10. **Monden, Y.** (2011). Toyota Production System: An Integrated Approach to Just-In-Time. CRC Press.

Teaching Pedagogy/Methodology:

- Lectures: Introduction to lean principles, TPS, and process optimization techniques.
- Case Studies: Analysis of real-world applications of lean inventory and operations management.
- Workshops: Hands-on sessions on value stream mapping, JIT implementation, and Kanban systems.
- Simulations: Use of digital tools for inventory management and performance analysis.
- **Group Projects:** Collaborative projects to design and implement lean systems in simulated environments.

SWAYAM Reference: SWAYAM references for blended learning (as NEP 2020 recommends integrating online modules. Since SWAYAM directly doesn't have a course titled " *Lean Inventory and Operations Management*", the closest and most relevant course available is:

https://onlinecourses.swayam2.ac.in/imb24 mg119/preview

https://onlinecourses.nptel.ac.in/noc20 mg06/preview

https://onlinecourses.nptel.ac.in/noc20 mg17/preview

https://onlinecourses.nptel.ac.in/noc24 hs128/preview

Semester-VIII DISCIPLINE SPECIFIC ELECTIVE (DSE-8.1) Advanced Logistics and Distribution Strategies Offered by Commerce Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites the Course

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
Advanced Logistics and Distribution Strategies	4	3	1	Artyoton 14 o <u> </u>	m .ee. 	in general of a object variable of Lagrania of a

Learning Objectives:

• To explore advanced logistics concepts and strategies for optimizing the movement of goods within the supply chain.

- To understand and implement distribution strategies that enhance customer satisfaction and operational efficiency.
- To analyze the role of technology in modern logistics, including digital tools, AI, and automation.
- To develop skills in managing global logistics and distribution networks, considering economic, cultural, and regulatory factors.
- To examine innovative trends in logistics such as last-mile delivery and green logistics, contributing to sustainable supply chain practices.

Learning Outcome:

Upon successful completion of this course, students will be able to:

- 1. Design and implement advanced logistics strategies to optimize goods movement across the supply chain.
- 2. Develop distribution strategies tailored to customer needs, cost efficiency, and service excellence.
- 3. Analyze the integration of digital tools and technologies, such as AI and IoT, into logistics and distribution networks.
- 4. Manage logistics operations on a global scale, navigating challenges related to international trade, regulations, and cultural differences.
- 5. Apply sustainable logistics practices and evaluate innovations like last-mile delivery solutions and green logistics.

Course Outline

Unit	Contents	
Unit I	Strategic Logistics Management and Sustainable Networks: Design of global and regional distribution networks, facility location decisions, integrating sustainability into logistics management by considering carbon footprints, eco-friendly packaging, and green supply chains.	(10 Hours)
Unit II	Third-Party and Fourth-Party Logistics (3PL/4PL) with Digital Integration: Roles, benefits, and contract management, integration of digital platforms (e.g., Blockchain, IoT) for real-time tracking, enhancing collaboration between 3PL/4PL providers and clients.	(11 Hours)
Unit III	Multi-Modal Transport Strategies and Intelligent Systems: Integration of road, rail, air, and sea transport in distribution planning, utilizing smart transportation technologies like AI and machine learning for dynamic route optimization, and leveraging autonomous vehicles and drones in logistics.	(12 Hours)
Unit IV	Last-Mile Delivery Optimization and AI-Driven Solutions: Urban logistics, delivery routing, time-window constraints, and the use of AI, predictive analytics, and machine learning to optimize last-mile delivery, minimizing delivery time, cost, and emissions.	(12 Hours)

Suggestive Reading Materials/References:

- 1. Ballou, R. H. (2007). Business Logistics/Supply Chain Management: Planning, Organization, and Control. Pearson.
- 2. Christopher, M. (2016). Logistics & Supply Chain Management: Creating Value-Added Networks. Pearson.
- 3. Coyle, J. J., Langley, C. J., Novack, R. A., & Gibson, B. J. (2016). Supply Chain Management: A Logistics Perspective. Cengage Learning.
- 4. Rushton, A., Croucher, P., & Baker, P. (2017). The Handbook of Logistics and Distribution Management: Understanding the Supply Chain. Kogan Page.
- 5. Harrison, A., & Van Hoek, R. (2014). Logistics Management and Strategy: Competing Through the Supply Chain. Pearson.
- 6. Jahre, M., & Heiser, D. (2016). Global Logistics and Distribution Planning: Strategies for Management. Kogan Page.
- 7. Kabir, M. A., Khan, S. A., Gunasekaran, A., & Mubarik, M. S. (2025). Multi-criteria decision making to explore the relationship between supply chain mapping and performance. Decision Analytics Journal, 100577.
- 8. Mangan, J., & Lalwani, C. (2016). Global logistics and supply chain management. John Wiley & Sons.
- 9. Carter, C.R., & Easton, P.L. (2011). Sustainable Supply Chain Management: Evolution and Future Directions. International Journal of Physical Distribution & Logistics Management.

Teaching Pedagogy/Methodology:

- Lectures: Introduction to advanced logistics concepts and distribution strategies.
- Case Studies: Real-world examples of logistics optimization, distribution network design, and technology integration.
- Workshops: Hands-on sessions on using digital tools for logistics management, inventory optimization, and last-mile delivery solutions.
- Guest Lectures: Industry experts sharing insights on global logistics challenges and best practices in distribution strategies.
- **Group Projects:** Design and simulate a comprehensive logistics strategy for a global supply chain, considering economic, cultural, and regulatory factors.

SWAYAM Reference: SWAYAM references for blended learning (as NEP 2020 recommends integrating online modules. Since SWAYAM directly doesn't have a course titled " *Advanced Logistics and Distribution Strategies* ", the closest and most relevant course available is: https://onlinecourses.nptel.ac.in/noc24_hs128/preview

Semester-VIII

Discipline Specific Elective-8.1

Title of the Paper: Application to Data Analytics with R

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title	Credits	Duration			Eligibility Criteria	Prerequisite
	& Code		Lecture	Tutorial	Practical/ Practice		
VIII	Application to data analytics with R		2	0	2	Class 12th Pass	Nil

Learning Objectives:

This Paper provides a comprehensive introduction to R programming language and data analysis, with focus on vocational fields. It will equip learners with foundational knowledge and skills to use R for statistical computing and data analysis. Key learning objectives include understanding basic R syntax, working with data structures, performing data manipulation and analysis, and creating visualisations. Students will be able to grasp the reading, cleaning and transforming and manipulating data using the built-in functions and packages.

Learning Outcomes:

The students will be able to:

- Understand the basics of R programming language, including data types, variables, and control
- Learn to import, manipulate, and visualize data in R
- Apply statistical concepts and methods to real-world-data using R
- Understand how to perform inferential statistics, including hypothesis testing and confidence intervals.
- Interpret the results of statistical analyses and communicate findings effectively

Unit I: Overview of R and its'IDEs, Basics of R syntax and programming concepts, Data types, variables and operations in R, Control structres, Array, Matrix, Vectors, Factors, R packages, Handling missing values

(7 hours)

Unit II: Data manipulation and preparation: Importing and exporting data in text, excel, Stata format, Data cleaning, sorting and preparation with dplyr, Data transformation using tidyr. Functions: Built in functions, Creating custom functions, conditional statements, Loops, apply, Lapply, sapply

(15 hours)

Unit III: Data analysis and statistics: Descriptive statistics and exploratory data analysis, Hypothesis testing and inferential statistics, Regression analysis vs correlation, Simple regression, multiple regression, OLS, Assumptions of classical Normal Linear regression model, Auto correlation, heteroscedasticity, Time series data

Data visualisation with R: Adding layers, themes and customization using ggplot2, interactive visualisation with plotly

(15 hours)

Unit IV: Advanced analytics and introduction to machine learning.

Project work: Extracting unit level data and Analysing it with the help of appropriate tools (8 hours)

Practical Exercises:

The learners are required to:

- 1. Loading and cleaning of data sets
- 2. Performing data analysis, creating visualisation and generating reports

Suggested Readings:

- Gardner, M. (2008). Beginning R: The statistical programming, Wiley&Sons.
- Verzani, J (2014). Using R for introductory statistics (2nd ed.). Chapman&Hall
- The R Guide
- Gujrati, D.N. et al (2018) Basic Econometrics (5th ed), McGraw Hill India.

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.

Semester-VIII

Discipline Specific Elective- DSE8.2

Title of the Paper: Economics of Startup

Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Duration	(per week)	Eligibility	
	& Code	Credits	Lecture	Tutorial Practical/ Practice	Criteria	Prerequisite

VIII	Economics of Startups	4	3	o e o colo po de e	1	Class XII	Nil
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Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

(13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Suggested Readings:

 Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.

- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd-entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L. (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

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

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

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

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

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

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

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

Suggested Readings:

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

Notes:

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

Annexture 76-84

College of Vocational Studies

Marketing Management & Retail Business

Semester VII

DSC-1	Sustainable Marketing Management
	76-31 (3C) (3C)
DSE-1	Business Research Methodology in Marketing Management
DSE-1	Integrated Marketing Communication
DSE-2	Hands-on Python
DSE-2	Economics of Microfinance
	The state of the s
	GE Common Pool for BA (VS) Marketing Management & Retail
	Business
1	Offered by History Department
2	Offered by Political Science Department
3	Offered by Mathematics Department
4	Offered by Economics Department
	Service marketing for Tourism and Hospitality (Offered by Department of Tourism, CVS)

Semester VII

Discipline Specific Core: DSC-7.1

Sustainable Marketing Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit	distributi course	on of the	Eligibility criteria	Prerequisite of the course (if any)
		Lectur e	Tutoria l	Practical /Practice		
Sustainable Marketing	4	3	1	0		None
Management	natil_ani	Editory .	EVI AR	soil ton'il	ammin') 343	
DSC-7.1					Kirtronie Will	

Learning Objectives:

- Understanding Sustainability in Marketing Recognizing how marketing strategies can align with sustainability principles and contribute to long-term environmental and social well-being.
- Strategic Application Learning how to integrate sustainability into marketing decisions, including product development, pricing, and communication.
- Consumer Behavior Insights Understanding how sustainability influences consumer preferences and purchasing decisions.
- Global Perspectives Appreciating how sustainability marketing varies across different cultures and societies.
- Triple Bottom Line Approach Applying marketing strategies that benefit people, the planet, and profit simultaneously.
- Sustainability Marketing Mix Exploring how traditional marketing elements (Product, Price, Place, Promotion) evolve into sustainability-focused strategies

Learning Outcomes: upon completion of the course, the students will be able to

- Understanding Sustainability Marketing Recognizing the principles and frameworks that define sustainability marketing.
- Consumer Behavior & Sustainability Exploring how consumer preferences and behaviors are influenced by sustainability concerns.
- Strategic Marketing Decisions Learning how to integrate sustainability into product development, pricing, and communication strategies.
- Ethical & Social Responsibility Understanding corporate social responsibility (CSR) and i role in sustainability marketing.

- Sustainability Marketing Mix Examining how traditional marketing elements (Product, Price, Place, Promotion) evolve into sustainability-focused strategies (Customer Solutions, Customer Cost, Convenience, Communication).
- Global Perspectives Appreciating how sustainability marketing varies across different cultures and societies.
- Avoiding Greenwashing Learning how to communicate sustainability efforts transparently and authentically.

- Develop marketing plans that prioritize environmental, social, and economic sustainability.
- Assess the effectiveness of sustainable marketing initiatives and identify opportunities for improvement.
- Integrate sustainability into marketing practices, considering the long-term implications of marketing decision.

Unit 1: Introduction to Sustainable Marketing

(10 HOURS)

Sustainable marketing: Definitions and Key concept, Evolution and importance of sustainability in marketing, Principles and strategies of sustainable marketing. Triple Bottom Line (TBL) approach. Drivers of Sustainability in Business and Marketing: Regulatory, ethical, and market-based drivers.

Unit 2: Sustainable Marketing Strategies and Planning (11 HOURS)

Sustainable Marketing Strategies: Green marketing, Cause related marketing, Sustainable supply chain management, Eco-labelling and Certification, Digital Marketing for Sustainability, Product Life Cycle Assessment, Sustainable Packaging, Employee Engagement, Transparency and Reporting, Sustainable Product Development.

Unit 3: Consumer Behaviour and Sustainability (12 HOURS)

Understanding Consumer Behaviour: Eco-conscious consumers: concept and characteristics and benefits. Understanding consumer attitudes and behaviours towards sustainability. Factors Influencing Sustainable Consumer Behaviour. Strategies to Promote Sustainable Consumer Behaviour.

Unit 4: Stakeholder Analysis and Ethical Considerations (12 HOURS)

Stakeholder Analysis: Identifying stakeholders, Assessing stakeholder interest, Prioritize stakeholders.

Stakeholder Groups: Customers, Employees, Suppliers, Investors, Community, NGO.

Ethical Considerations, Benefits of Stakeholder Analysis and Ethical Consideration.

Practical Exercises:

- Choose a product or service that you are familiar with or interest in.
- Conduct a stakeholder's analysis to identify key stakeholders and their interest.
- Develop a sustainable marketing plan.

Suggested Readings:

1. Martin, D., & Schouten, J. (2014). Sustainable marketing. Pearson.

- 2. Dahlstrom, R. (2011). *Green marketing management*. South-Western, a part of Cengage Learning.
- 3. Ottman, J. A. (2007). Green Marketing: Challenges and Opportunities for the New Marketing Age. *Journal of the Academy of Marketing Science*.
- 4. Blowfield, M., & Blowfield, M. (2013). Business and sustainability. Oxford University Press.
- 5. Belz, F. M., & Peattie, K. (2012). Sustainability marketing: A global perspective. John Wiley & Sons.
- 6. García-Rosell, J. C. (2013). *A multi-stakeholder perspective on sustainable marketing: Promoting sustainability through action and research*. fi= Lapin yliopistokustannus| en= Lapland University Press|.
- 7. Mark Peterson, *Sustainable Marketing: A Holistic Approach*. Newbury Park, California: Sage Publishing, 2020. ISBN: 9781526494634.

BA (VS) Marketing Management and Retail Business Semester-VII

Discipline Specific Elective Course- DSE-I 7.1

Business Research Methodology in Marketing Management

Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILTY AND PRE-REQUSITES OF THE COURSE

Course title & Code	Credits	Credit	distributi course	on of the	Eligibility criteria	Prerequisite of the course (if any)
	1	Lectur e	Tutoria l	Practical /Practice		
Business Research Methodology in	4	3	1 , 1	0	idad seyfranzi,	None
Marketing	710	adad a rec	dank, Yarr			hokindkinst
Management	a Isanda I	content of	A totikon	deservices		Friend Con

Course Description

This course equips students with the knowledge and tools necessary to conduct marketing research and apply it effectively in managerial decision-making. Emphasis is placed on understanding research design, data collection methods, data analysis techniques, and interpretation for marketing strategy development.

Learning Objectives:

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

- To understand the research tools that will be applied while conducting research in filed of marketing.
- To assess various research studies addressing marketing problems.
- to examine data using numerous statistical tools and interpret the results that will be used for strategic marketing decisions.

Learning Outcomes:

- After studying the course, the students will be able:
- To understand the managerial importance of market research and its role in marketing strategy.
- To examine different stages in the marketing research process.
- To evaluate various research design which incorporates appropriate research approaches including measurement instruments and sampling frames.
- To examine and Interpret data analysis in the context of the identified business problem and communicate research results in written and oral presentation formats.

Course outline:

Unit-I Business Research

9 hours

- What is Business Research?
- Importance of Research in Marketing
- Types of Research: Exploratory, Descriptive, and Causal
- Research in the Business Decision-Making Process
- . Ethical issues in research.
- Problem Definition and Research Objectives,
- Formulating research questions and hypotheses.

Unit II Marketing Problem

9 hours

- Defining the Marketing Problem
- Setting Research Objectives
- Developing Hypotheses
- Types of Research Design: Qualitative and Quantitative
- Sources of Secondary Data
- Advantages and Disadvantages
- Using Syndicated Marketing Data (Nielsen, Kantar, etc.)

• Evaluating Data Credibility

Unit III:- Qualitative Research Techniques 9 hours

- Focus Groups
- In-Depth Interviews
- Projective Techniques
- Ethnographic Research in Marketing
- Survey Research
- Observation Techniques
- Experimental Research
- Sampling Methods: Probability vs Non-probability

Unit IV A) Measurement

9 hours

- Levels of Measurement (Nominal, Ordinal, Interval, Ratio)
- Developing Measurement Scales
- Questionnaire Design Principles
- Common Mistakes in Survey Research

B) Data Analysis and Interpretation 9 hours

- Descriptive Statistics
- Hypothesis Testing (t-test, Chi-Square, ANOVA basics)
- Correlation and Regression Analysis
- Interpreting Statistical Results for Business Decisions

Report Writing and Presentation: Structure of a research report, Presenting findings to stakeholders

Applications of Marketing Research

- Product Research
- Advertising Research
- Consumer Behavior Studies
- Market Segmentation Research
- Brand Health Tracking

Practical Exercises

- Ethics Role Play Researcher and Participant
- Hands-On Practice with Raw Data (Excel/SPSS)
 Data Cleaning Assignment
- Analyzing a Marketing Dataset (using SPSS/Excel)
 Mini Project Data Analysis Report
- Prepare a Research Report Executive Summary
 Oral Presentation of Research Findings
- Group Case Study Solve a Marketing Challenge with Research Assessment: Group Project Submission

Recommended Textbooks and References:

- 1. Malhotra, N. K. (2019). Marketing research: An applied orientation (7th ed.). Pearson.
- 2. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2021). Business research methods (10th ed.). Cengage Learning.
- 3. Burns, A. C., Veeck, A., & Bush, R. F. (2020). Marketing research (9th ed.). Pearson.
- 4. Hair, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). Essentials of business research methods (2nd ed.). Routledge.
- 5. Churchill, G. A., & Iacobucci, D. (2018). Marketing research: Methodological foundations (12th ed.). Cengage Learning.
- 6. Kumar Raman (2021), Market research 2021 and upcoming trends https://www.acuitykp.com/blog/market-research-2021-andupcoming-trends/
- 7. Michalis Michael (2020), "10 Predictions About The Future Of The Market Research Industry In The Digital Age", https://www.greenbook.org/mr/market-research-trends/10-predictions-about-thefuture-of-the-market-research-industry-in-the-digital-age.
- 8. Ambler, T. (2000), "Persuasion, pride and prejudice: how ads work", International Journal of Advertising, Vol. 19 No.3, pp. 299-315.
- 9. Shaw Jodie (2021), The Future of Market Research in India. https:// kadence.com/the-future-of-market-research-in-india/.
- 10. Tuck, Alex (2021), Top 5 future trends of market research, Technology Magazine, December 3, https://technologymagazine.com/ai-andmachine-learning/top-5-future-trends-market-research.

Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE - DSE- I-7.2

Integrated Marketing Communication

Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit	distributi course	on of the	Eligibility criteria	Prerequisite of the course (if	
	5 18 19 1 C	Lectur e	Tutoria l	Practical /Practice	Co	any)	
Integrated Marketing Communicatio n (DSE-7.1)	4	3	1		rago anolte to 1 july knew rocky Secult on 20 july 10 was proces	None	

Learning Objectives:

- To understand the various tools of IMC and the importance of coordinating them for an effective marketing communication program.
- To equip the students with knowledge about the nature, purpose and complex construction in the planning and execution of an effective Integrated Marketing Communication (IMC) program.
- Understand the meaning and purpose of integrating marketing efforts across multiple channels.
- Explain the Components of Integrated Marketing Communications (IMC)
- Identify and describe the major elements: advertising, PR, sales promotion, digital marketing, personal selling, and direct marketing.
- Develop a Cohesive Marketing Strategy
- Create marketing plans that align different communication tools toward a unified brand message.
- Analyse Target Audiences

Learning Outcomes:

- Understand the Concept of Integrated Marketing
- Recognize the Components of an Integrated Marketing Strategy
- Analyze Customer-Centric Marketing
- Develop Integrated Marketing Communication Plans
- Evaluate and Measure IMC Effectiveness
- Apply Integrated Marketing in Real-World Business Contexts
- Understand Legal, Ethical, and Cultural Issues

- The students will develop
- Strategic Thinking
- Cross-functional Collaboration

Unit 1: Understanding Integrated Marketing Communication (10Hours)

Introduction: Meaning, Features of IMC, Evolution of IMC, Reasons for growth of IMC, IMC planning process; Communication Response Models: Basic Model of Communication, Traditional Response Hierarchy Models, Alternative Response Hierarchy Models; Establishing Objectives and Budget for marketing programs: Determining IMC objectives, Marketing vs Sales vs Communication objectives, DAGMAR, Budget approaches for promotion communication

Unit 2: Elements of IMC-I

(11 hours)

Advertising: Meaning and Features, Evolution, Limitation, Classification of Advertising, Special Purpose Advertising- Green Advertising, Pro-bono Advertising, Rural Advertising. Advertising Regulation-ASCI, Doordarshan Code; Sales Promotion: Meaning, Reasons for growth, Limitations, Sales Promotion Abuse, Major Techniques of Sales Promotion at different level- Consumer, Dealer, Sales force; Direct Marketing: Meaning, Role of Direct Marketing in IMC, Advantages and Disadvantages, Direct Marketing Techniques.

Unit 3: Elements of IMC-II

(12 hours)

Public Relations and Publicity: PR-Meaning, Marketing Public Relation (MPR) and its importance in Integrated Marketing Program, Advantages and Disadvantages, Process, Tools of PR. Publicity- Meaning, Characteristics, Sources of Publicity, Importance; Personal Selling: Meaning, Types of Sales Persons, Personal selling responsibility, skill set required for effective selling; Sponsorship: Meaning, Criteria for Sponsorship, Limitation, Event Sponsorship, Cause Sponsorship, Ambush Marketing-Concept, Impact.

Unit 4: Creative Aspects, Ethics and Evaluation in Marketing Communication (12hours)

Creative Aspects in Marketing Communication: Concept and Importance of Creativity, Visualization-Techniques, Buying Motives-Types, Selling Points-Types, Appeals-Types, USP; Ethics in Marketing Communication: Targeting Vulnerable group, Stereotyping, Portrayal of Women, Unethical Practices in Marketing Communication, Social and Cultural consequences; Evaluation in Marketing Communication: Evaluation process of IMC, Testing of Advertising Effectiveness-Post Tests, copy testing — emotional reaction test, cognitive neuroscience — online evaluation, Behavioural Evaluation — sales and response rate, POPAI, Toll free numbers, QR codes and Facebook likes, response cards, Internet responses, redemption rate.

Practical Exercises:

- 1. The learners are required to prepare a hypothetical IMC plan for an organization.
- 2. Visit the website of ASCI and find out the types of complaints received and respective actions taken by ASCI.

- 3. Compare and analyse PR tools used by two different companies. Evaluate its effectiveness.
- 4. Parliament style discussion/debate on Ethics in Marketing Communication.

Suggested Readings:

- 1. Belch, Michael; Belch, George. (2021). Advertising and Promotion: An Integrated Marketing Communication Perspective. Tata McGraw Hill. 12e.
- 2. Belch, Michael, Belch, George. (2010). Advertising and Promotion: An Integrated Marketing Communication Perspective. Tata McGraw Hill.
- 3. Clow, Kenneth E. (2014). Integrated Advertising Promotion and Marketing Communication. Pearson Edu 2014.
- 4. Duncan, Tom. (2006). Principles of Advertising and IMC. Tata Mcgraw Hill Pub.
- 5. Dutta, Kirti. (2016). Integrated Marketing Communication. Oxford University Press.
- **6.** Shah, K., & D'Souza, A. (2017). Advertising and Promotions: An IMC Perspective. Noida, India: McGraw Hill Education.
- 7. Gopalakrishnan, P S. (2008). Integrated Marketing Communication: Concepts and Cases. ICFAI University Press.
- 8. Shimp, Terence. (2007). Advertising and promotion: An IMC Approach. Cengage Learning.

Semester-VII

Discipline Specific Elective-DSE-II 7.3

Title of the Paper: Hands-on Python Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility Criteria	Prerequisite
	& Code	Credits	Lecture	Tutorial	Practical/ Practice		
VII	Hands-on Python	4	entrical	0	3	Class 12th Pass	NIL

Course Objectives:

The objective of this course is to equip students with the fundamental knowledge and practical skills in Python programming. It will enable the students in understanding usefulness of Phyton as an analytical tool in diverse fields. They will learn how to use lists, tuples, dictionaries, and functions programs. They

will be prepared to use the program for managing data frames, visualising datasets and performing simple statistical calculations.

Course learning outcomes:

After completion of the course students will be able to:

- 1. Describe the concepts of constants, variables, data frames and operators.
- 2. Write programs using list, tuple, set and strings handling functions.
- 3. Write programs using user-defined functions and python dictionary.
- 4. Create data frames and transform and aggregate them through slicing, merging and visualising.
- 5. Visualise and present data sets with the help various types of charts and graphs.
- 6. Calculate measures of central tendency and measures of dispersion.

Unit 1: Introduction to Python Programming

Introduction to Python and its features, Setting up the Python Development Environment, Basic Python syntax and data types, Variables, operators, and expressions in Python, Python List, Tuples, Python Dictionaries, Functions and Packages, NumPy

Unit 2: Data Manipulation with Pandas

Transforming DataFrame, Aggregating DataFrame, Slicing and Indexing DataFrame, Creating and Visualizing DataFrame, Data Merging Basics, Merging Tables With Different Join Types, Advanced Merging and Concatenating

Unit 3: Data Visualization and Analysis

Introduction to data visualization libraries (Matplotlib, Seaborn), Plotting and customizing charts and graphs, Exploratory data analysis using Python, Presenting insights and findings with visualizations, Creating interactive and appealing data visualizations

Unit 4: Statistics with Python

Data Classification (Discrete, Continuous, Categorical), Mean, Median, Mode, Variance, Standard Deviation, Quartile, Percentile, Inter-quartile Range, Identifying outliers, correlation

Suggested Readings:

- VanderPlas, J. (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
- Downey, A. B. (2014). Think Stats: Exploratory Data Analysis in Python (2nd ed.). O'Reilly Media.

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.

Semester-VII

Discipline Specific Elective-DSE-II 7.4

Title of the Paper: Economics of Microfinance

Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice		Prerequisite
VII	Economics of Microfinance	4	on 3 mg	land 1 eme Lock sang	oli i su e e e e e e e e e e e e e e e e e e	Class 12th Pass	Nil

Learning Objectives:

The purpose of this course is to offer a fundamental understanding of microfinance and how microfinance institutions have evolved overtime and their operation. It will cover the delivery of micro-finance products and services, as well as the technical skills and behavioural aspects relevant to people working in microfinance sector. This course will significantly contribute to enhancing the financial literacy of individuals involved in microfinance, particularly among frontline employees of microfinance organisations, as well as the aspirants.

Learning Outcomes:

The students will be able to:

- understand the importance of Microfinance in India.
- learn the relevance of Microfinance in India.
- Analyse the role of Micro Finance Institutions and financial Inclusion.
- Analyse the Role of NGOs in implementing the Governments welfare policies.

Unit I: Development of Microfinance

Concept of Microfinance, Evolution and Growth of Microfinance in India, Neoclassical Approaches to Household Decision making, Microfinance and financial inclusion in India, The Millennium Development Goals – Pros and cons of Micro Credit Programme.

(10 hours)

Unit II: Microfinance Models and Institutions

NABARD model, SIDBI model, SGSY model, Grameen Banking model, NMDFC model, Associations model, Community Banking Model, Credit unions etc.

Commercial Microfinance: Investing in Microfinance, Viability of MFIs, Financial risk, Risk management and diversification of risk in Micro finance, Impacts and determinants of Micro Finance.

(11 hours)

Unit III: Ratings of Microfinance Institutions (MFIs)

Social Rating, Credit Rating of MFIs and Impact assessment in Micro finance; Micro insurance: issues and challenges; MUDRA Yojana; PMJDY. Government's welfare schemes for financial and social inclusions like Deendayal antyodaya yojana, Pradhan Mantri Garib Kalyan Yojana (PMGKY) (Case Studies).

(12 hours)

Unit IV: An Assessment and Impact of NGOs in Entrepreneurship

Role and strategy of NGO, Functions of NGOs, NGOs and their role in financial inclusion, NGOs in Entrepreneurship Development, Strengths and weakness of NGOs, Women Empowerment, Women and Micro Finance, Gender issue in micro finance, Rationale behind Self-help groups (SHG) and need to institutionalization, Genesis of rural credit system, Genesis of SHG. (12 hours)

Practical Exercises:

The learners are required to:

- 1. Make groups for presentations to develop the approaches to household decisions regarding finances. (Unit I)
- 2. Make an industrial visit to any microfinance government institution for a clear understanding of the microfinance models. (Unit II)
- 3. Engage in a group discussion on how different government schemes enhance financial inclusion. (Unit III)
- 4. Students will do surveys of NGOs to know the functions and strategies of NGOs.

(Unit IV)

Suggested Readings:

- Panda, D. K. (2009). Understanding Microfinance. Wiley
- Datta, S and Sahu, T.N (2023) Financial Inclusion and Livelihood Transformation Perspective from Microfinance Institutions in Rural India. Palgrave Macmillan Singapore, https://doi.org/10.1007/978-981-99-4141-4
- Radhakrishnan, S. (2022). *Making Women Pay: Microfinance in Urban India*. Duke University Press. https://doi.org/10.2307/j.ctv219kxgx
- Credit Rating Information Services of India Limited. Accessed on June 1, 2016. Retrieve from https://www.crisil.com/content/dam/crisil/our-analysis/publications/crisil-inclusix/CRISIL-Inclusix-An-index-to-measure-ind">https://www.crisil.com/content/dam/crisil/our-analysis/publications/crisil-inclusix-An-index-to-measure-ind ias-progress-on-financial-inclusion-vol3-june2015.pdf, pp. 24. (Unit III)
- World Bank. Accessed on June 9, 2019. Retrieved from www.worldbank.org/en/topic/finanialinclusion/brief/achieving-universal-financial-access-by-2020 (Unit IV)

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.

Semester VII

Generic Elective-GE -7.1

Service marketing for Tourism and Hospitality Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course	Course	se No. of	Comp	onents of t	he course	Eligibility	Pre-
Title and	Code	credits	Burnelevig		Criteria	requisites	
Code	le i e In esp	cost Conc	Lecture	Tutorial	Practical	Jack Mij will da ≤ c Vege	of the course
Service marketing for	GE 7.1	4	3	1	0	Pass in Class XII	NIL
Tourism and Hospitality	in to fisca prior adfi	gdië like uits malêre	aliesella 1 Tusten 1 1 Tusten 1	edde peder bernedd De ber	armini A. P.S. K. J. C. K. Ganza Dievel	E. O K. (200) S. S. dan S. Str. S. S. G. Satustina	itoti + teli + toti
- Turth out	8		20.1		12.22.23		(6.1)

Learning Objectives:

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

Learning Outcomes:

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

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

Unit I

Introduction to Service Marketing

(11Hours)

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

Unit II

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing

(12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

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

Notes:

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

College of Vocational Studies

Marketing Management & Retail Business

Semester VIII

DSC-1	Consumer Affairs and Protection
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DSE-1	Marketing Analytics
DSE-1	Strategic Digital Marketing
DSE-2	Application to Data Analytics with R
DSE-2	Economics of Startups
1	GE Common Pool for BA (VS) Tourism Management Students Offered by Department of History
1	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics
5 half-the tion	Tourism Startups and Innovations (Offered by Department of Tourism Management)

Semester VIII DISCIPLINE SPECIFIC CORE COURSE – 8.1 (DSC-8.1)

Consumer Affairs and Protection

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit	distributi course	on of the	Eligibility criteria	Prerequisite of the course (if any)
		Lectur e	Tutoria I	Practica I/Practic e		
Consumer Affairs and Protection (DSC-8.1)	4	3	(ng 18V)	0-	noppin 7 Wi aGydoriAG	None

Learning Objectives: The course aims to equip students with their rights and responsibilities as a consumer in India. It also familiarizes them with the procedures to redress their complaints and the role of different agencies in regulating their respective industries.

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

- 1. Understand the concept of consumer, markets and post-purchase behaviour.
- 2. Assert their consumer rights under Consumer Protection Act, 2019.
- **3.** Comprehend the procedure for filing complaints as well as relief and appeal provisions.
- 4. Assess the role of industry regulators in consumer protection.

Unit 1: Introduction to Consumers and Markets

12 hours

Consumers: Concept, Consumer Buying Process, Post-Purchase Behaviour, Factors affecting voicing of consumer grievances, Alternatives available to dissatisfied consumers: Private action and Public action. Complaint handling process: ISO 10000 suite

Markets: Liberalization and Globalisation of the Indian Consumer Market, Socio Economic Classification of Indian Consumers, Online and offline markets; Organized and unorganized market, Grey market. Concept of price in retail and wholesale, MRP, Fair price. Labelling and packaging: legal aspects.

Unit 2: The Consumer Protection Act (CPA), 2019 hours

12

Consumer Protection law in India: Consumer Rights. Basic concepts: Consumer, goods, service, defect in goods, deficiency in service, spurious goods, unfair trade practice, restrictive trade practice, unfair contract, product liability.

Organisational Set up: Advisory bodies: Consumer Protection Councils at the Central, State, and District level: Composition and role. Central Consumer Protection Authority: Composition and Powers. Adjudicatory bodies: District Commission, State Commission, and National Commission: Composition and Jurisdiction (Territorial and Pecuniary). Consumer Mediation Cell.

Role of Supreme Court under the CPA with relevant case laws.

Unit 3: Consumer Grievance Redress Mechanism in India hours

11

Complaints: Who can file a Complaint?, Grounds of Filing a Complaint, Limitation Period, Procedure for Filing and Hearing of Complaint, Reliefs provided, Appeals, Enforcement of Order, Offences and Penalties.

Leading cases under CPA by the National Commission/Supreme Court: Medical service negligence, Banking, Insurance, Real Estate, Education, Defective product, Unfair Trade Practices.

Unit 4: Industry Regulators and Consumer Complaint Redressal Mechanism 10 hours

Banking: Banking Ombudsman Scheme, Insurance: Insurance Ombudsman, Food Products: FSSAI, Advertising: ASCI, Housing Construction: Real Estate Regulatory Authority, Telecommunication: Telecom Regulatory Authority of India.

Role of Central Consumers Protection Authority (CCPA) under CPA, 2019.

Practical Exercises:

The learners are required to:

- 1. Instruct students to make a report after talking to their friends and family to find out what they do when they are dissatisfied with a product or service.
- 2. Students may share personal experiences with respect to unfair trade practices and infringement of any of the consumer rights.
- 3. Divide the class in groups and assign them different industries. Organize a debate cum discussion to compare the complaints received and resolutions done by different regulators in their respective industries.

- 4. Ask students to visit the website "www.ncdrc.nic.in" and pick any two case judgments on deficiency in services. Examine who was the complainant, ground of complaint, appeal filed, and where filed and final order passed by the concerned Consumer Commission.
- 5. Students may prepare a research paper based on different units in the syllabus.

Suggested Readings:

- 1. Aggarwal, V. K. (2021). Law of Consumer Protection, (4th ed.). Delhi, India: Bharat Law House.
- 2. Khanna, S. R., & Hanspal, S. (2020). Consumer Affairs & Customer Care (1st ed.). Delhi, India: Prowess Publishing.
- 3. Kapoor, S. (2021). Consumer Affairs and Customer Care, (1st ed.). Delhi, India: Scholar Tech Press.
- 4. Rao, R. (2022). Consumer is King. Delhi, India: Universal Law Publishing Company.
- 5. Patil, A. R. (2022). Landmark Judgments on Consumer Protection and Law: 2008-2020. Delhi, India: Ministry of Consumer Affairs, Food & Public Distribution, Government of India. E-book: www.consumeraffairs.nic.in.
- 6. The Consumer Protection Act, 2019

Semester-VIII Marketing Analytics DISCIPLINE SPECIFIC Elective (DSE 8.1) Offered by Commerce Department, College of Vocational Studies

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
DSE -8.1 Marketing Analytics	4	3	1	0	region la co	None

Course Objectives:

- Define key concepts, processes, and the role of analytics in marketing decisionmaking.
- Identify relevant data sources and apply basic techniques for data cleaning and preparation.
- Apply statistical and analytical methods to marketing problems
- Develop and use KPIs to evaluate digital and traditional marketing efforts.
- Leverage customer data for segmentation and targeting
- Analyze customer behavior patterns to create actionable market segments.

 Create charts, dashboards, and presentations to communicate findings to marketing and business stakeholders.

Learning outcomes:

Upon successful completion of the course, students will be able to:

- Understand the Role of Analytics in Marketing, Explain how data-driven decision-making enhances marketing strategies and business performance.
- Identify and Collect Relevant Marketing Data
- Use analytics tools to summarize past marketing activities, forecast future trends, and recommend actions.
- Interpret customer data to identify segments, preferences, and lifetime value to inform targeted marketing strategies.
- Develop metrics and Key Performance Indicators (KPIs) to assess campaign effectiveness across multiple channels.
- Gain practical experience with tools like Excel, SQL, Google Analytics, Tableau, and introductory predictive modeling software.
- Plan and evaluate controlled experiments to optimize marketing tactics.
- Interpret and Communicate Analytical Findings

Unit I: Introduction to Marketing Analytics (10 Hours)

- What is Marketing Analytics?
- Importance of data-driven marketing
- Types of marketing analytics: Descriptive, Predictive, Prescriptive
- Marketing metrics overview: CLV, ROI, CPA, conversion rate
- Types of marketing data: demographic, behavioral, transactional
- Internal vs External data sources
- Data collection methods: surveys, CRM, website tracking
- Basics of databases and data warehouses

UNIT II Customer Analytics (10 Hours)

- Customer segmentation (RFM Analysis)
- Customer Lifetime Value (CLV) Calculation
- Churn Analysis and Retention Strategies

UNIT III Digital Marketing Analytics (12 Hours)

- Web analytics
- · Social media analytics -metrics and KPIs
- Email marketing analytics (open rate, click-through rate)

Unit IV: Marketing Analytics Tools and Technologies (13 Hours)

• Overview of popular tools: Google Analytics, Tableau, R, Python, Power BI

- Introduction to automation
- Use data-driven insights to support customer acquisition, retention, and profitability initiatives.

Practical Exercises

- Activity: Data Source Mapping for a sample brand
 Assignment Identifying data sources for marketing questions
- Case Study Discussion
- Activity: Discussion on real-world marketing campaigns using data analytics
 Quiz on foundational concepts

• Capstone Project:

Design a full marketing analytics report for a product/brand:

- Data analysis
- Insights
- o Recommendations
- Presentation:

Suggested Readings:

- Marketing Performance"
 - Authors: Paul W. Farris, Neil Bendle, Phillip Pfeifer, David Reibstein
- "Marketing Analytics: A Practical Guide to Real Marketing Science"
 Author: Mike Grigsby
- "Marketing Analytics: Strategic Models and Metrics"
 Author: Stephan Sorger
- Predictive Analytics: The Future of Marketing"
- Author: Eric Siegel
- "Competing on Analytics: The New Science of Winning"
- Authors: Thomas H. Davenport and Jeanne G. Harris
- "Data-Driven Marketing: The 15 Metrics Everyone in Marketing Should Know"
- Author: Mark Jeffery
- "Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World"
- Authors: Chuck Hemann, Ken Burbary
- Focus: Digital data (social media, websites, email).
- Tools: Google Analytics, Facebook Insights, Twitter analytics.
- Level: Beginner to Intermediate

- Why recommended: Specific to the digital ecosystem.
- Kotler, Philip Marketing Management (Analytics frameworks embedded in classic marketing strategies)
- Lilien, Gary L., Rangaswamy, Arvind Marketing Engineering (Good for modeling techniques)
- Google Analytics Academy (free)
- HubSpot Academy (CRM and marketing analytics)
- Coursera (Marketing Analytics specialization)

Semester VIII

Strategic Digital Marketing

Offered by Commerce Department, College of Vocational Studies DISCIPLINE SPECIFIC ELECTIVE (DSE-8.1)

Course Title & Code	Total Credits	Lectures	Tutorial	Practical	Eligibility	Prerequisite of the course
(DSE-8.1) Strategic Digital Marketing:	4	3	1	0	OF T	None

Course Objectives:

- To introduce students to the evolution and concept of digital marketing and its strategic significance.
- To explore key digital marketing strategies across content marketing, SEO, SEM, and social media.
- To provide hands-on experience in developing and executing digital marketing campaigns.
- To analyze digital marketing data, key performance indicators (KPIs), and analytics tools for measuring campaign success.
- To equip students with the necessary skills to create and manage digital marketing strategies that foster brand growth and customer loyalty.

Course Learning Outcomes:

- Students will understand the fundamentals and evolution of digital marketing, distinguishing it from traditional marketing methods.
- Students will gain proficiency in creating digital marketing strategies, including SEO and SEM, content marketing, and social media campaigns.
- Students will be able to apply analytics tools, such as Google Analytics, to measure and optimize the performance of digital marketing efforts.
- Students will develop the ability to integrate SEO, SEM, and social media marketing to drive brand engagement and customer loyalty.
- Students will enhance employability by acquiring skills in data-driven digital marketing strategies and performance analysis.

Course outline

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Unit I (9 hours)	Introduction to Digital Marketing Strategy: Concept and evolution of digital marketing, Traditional vs. digital marketing, The digital marketing funnel: Awareness, Consideration, Conversion, Loyalty, Components of digital marketing strategy, The role of branding in digital marketing.	
Unit II (9hours)	Content, SEO & SEM Content marketing strategy: types, creation, and distribution, Blogging and video marketing, SEO: On-page and off-page optimization, keyword strategy, search engine algorithms, SEM: Google Ads, bidding strategy, ad formats, Quality Score, Integrating SEO and SEM in digital campaigns.	
Unit III (9 hours)	Social Media and Email Marketing: Social media marketing: platforms, strategy, and analytics (Facebook, Instagram, LinkedIn, Twitter), Influencer and affiliate marketing, Building email marketing campaigns: segmentation, personalization, automation, A/B testing and email performance metrics, Customer lifecycle and engagement through emails.	1
Unit IV A(9 hours0	Data, Analytics & Performance Measurement: Role of data in digital marketing strategy, Google Analytics: dashboard, goals, conversions, and behavior tracking, KPIs and performance metrics: CTR, ROI, CAC, CLV, Conversion Rate Optimization (CRO), Marketing automation and CRM integration.	66.1 66.1
Unit IV B(9 hours)	Strategic Planning and Digital Marketing Trends: Creating a comprehensive digital marketing plan, Integrating online and offline marketing strategies, Legal, ethical, and privacy issues in digital marketing (GDPR, cookies, data protection), Emerging trends: AI in marketing, chatbots, voice search, influencer marketing, Case studies of successful digital marketing campaigns.	

Suggested Readings:

1. **Digital Marketing**: Strategy, Implementation, and Practice by Dave Chaffey and Fiona Ellis-Chadwick.

- 2. Contagious: How to Build Word of Mouth in the Digital Age by Jonah Berger.
- 3. **SEO 2023**: Learn Search Engine Optimization with Smart Internet Marketing Strategies by Adam Clarke.
- 4. Social Media Marketing: A Strategic Approach by Melissa Barker, et al.
- 5. Digital Marketing for Dummies by Ryan Deiss and Russ Henneberry.
- 6. Jab, Jab, Right Hook by Gary Vaynerchuk.
- 7. **SEO Made Simple**: Strategies for Dominating the World's Largest Search Engine by Michael H. Fleischner.
- 8. The Art of Digital Marketing by Ian Dodson.
- 9. The New Rules of Marketing and PR by David Meerman Scott.
- 10. Influence: The Psychology of Persuasion by Robert B. Cialdini.

SWAYAM Portal Link: You can find relevant digital marketing courses on the SWAYAM portal. One example is: https://onlinecourses.swayam2.ac.in/imb25 mg31/preview for more search - https://swayam.gov.in/

Semester-VIII

Discipline Specific Elective - DSE8.1

Title of the Paper: Application to Data Analytics with R
Offered by Economics Department, College of Vocational Studies
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Criteria	Prerequisite
VIII	Application to data analytics with R	4	2	0	2	Class 12th Pass	Nil

Learning Objectives:

This Paper provides a comprehensive introduction to R programming language and data analysis, with focus on vocational fields. It will equip learners with foundational knowledge and skills to use R for statistical computing and data analysis. Key learning objectives include

understanding basic R syntax, working with data structures, performing data manipulation and analysis, and creating visualisations. Students will be able to grasp the reading, cleaning and transforming and manipulating data using the built-in functions and packages.

Learning Outcomes:

The students will be able to:

- Understand the basics of R programming language, including data types, variables, and control
- Learn to import, manipulate, and visualize data in R
- Apply statistical concepts and methods to real-world data using R
- Understand how to perform inferential statistics, including hypothesis testing and confidence intervals.
- Interpret the results of statistical analyses and communicate findings effectively

Unit I: Overview of R and its'IDEs, Basics of R syntax and programming concepts, Data types, variables and operations in R, Control structres, Array, Matrix, Vectors, Factors, R packages, Handling missing values

(7 hours)

Unit II: Data manipulation and preparation: Importing and exporting data in text, excel, Stata format, Data cleaning, sorting and preparation with dplyr, Data transformation using tidyr. Functions: Built in functions, Creating custom functions, conditional statements, Loops, apply, Lapply, sapply

(15 hours)

Unit III: Data analysis and statistics: Descriptive statistics and exploratory data analysis, Hypothesis testing and inferential statistics, Regression analysis vs correlation, Simple regression, multiple regression, OLS, Assumptions of classical Normal Linear regression model, Auto correlation, heteroscedasticity, Time series data

Data visualisation with R: Adding layers, themes and customization using ggplot2, interactive visualisation with plotly

(15 hours)

Unit IV: Advanced analytics and introduction to machine learning.

Project work: Extracting unit level data and Analysing it with the help of appropriate tools (8 hours)

Practical Exercises:

The learners are required to:

- 1. Loading and cleaning of data sets
- 2. Performing data analysis, creating visualisation and generating reports

Suggested Readings:

- Gardner, M. (2008). Beginning R: The statistical programming, Wiley&Sons.
- Verzani, J (2014). Using R for introductory statistics (2nd ed.). Chapman&Hall

- The R Guide
- Gujrati, D.N. et al (2018) Basic Econometrics (5th ed), McGraw Hill India.

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.

Semester-VIII

Discipline Specific Elective- DSE8.2

Title of the Paper: Economics of Startups

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Prerequisite
VIII	Economics of Startups	4	3	Bransania secso <u>s</u> atilit	-T (130)	Class XII	Nil

Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

(13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Suggested Readings:

- Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.
- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd-entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L. (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

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

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	No. of credits	Comp	onents of the	course	Eligibility Criteria	Pre- requisites	
Constitution (C.C.)		Lecture	Tutorial	Practical		of the course	
Tourism Startups and Innovations G.E 8.1	4 star land	niga rama Mans den . niende . g l	1 projection dancepoleta dancing	on the same	Pass in Class XII	NIL I secolarità ald quante	

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

- 1. understand entrepreneurship fundamentals and innovation frameworks in tourism.
- 2. analyze case studies of successful tourism startups and identify key success factors.
- 3. develop/create a business model for a tourism startup using tools like the Business Model

Canvas

- 4. pitch a startup idea addressing real-world tourism challenges.
- 5. evaluate the feasibility and sustainability of proposed tourism startup ideas.
- assess the impact of innovation on competitiveness and value creation in tourism enterprises.
- 7. apply innovative thinking and sustainable approaches in tourism product development.

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

- 1. pitch a tourism startup idea to a mock investor panel (Shark Tank-style).
- 2. group project: Develop a sustainable tourism startup proposal.
- 3. prepare a Business Model Canvas for a proposed tourism startup.

- 4. conduct a SWOT analysis of a local tourism venture.
- 5. design a basic digital marketing strategy for a tourism startup.
- 6. make presentation on: technology driven tourism business models.

Suggested Readings:

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

Notes:

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

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College of Vocational Studies

Modern Office Management

Semester VII

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

Semester VII

DISCIPLINE SPECIFIC CORE COURSE - DSC-7.1

Artificial Intelligence Tools for Office Management - I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit di	stribution of	Eligibility	Pre-	
& Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Artificial Intelligence Tools for Office Management - I	4	A older id	Shoot From	ather the state of	Pass in Class XII	NIL
DSC-7.1	idania (K.)	Milandel	<u>(157) - 12</u>	ig inen ment	no.) 38	

Learning Objectives

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

Learning Outcomes

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

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

SYLLABUS OF DSC-7.1

Unit 1: Introduction

8 hours

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

Unit 2: Knowledge and Intelligence

15 hours

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

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

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

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

Unit 3: AI for Word Processing

11 hours

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

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

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

Unit 4: AI tools for Presentation

11 hours

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

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

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

Practical Exercises:

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

Suggested Readings:

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

Notes:

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

Semester VII

DISCIPLINE SPECIFIC ELECTIVE COURSE - DSE-I 7.1

Computing for Modern Office

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit di	stribution of t	Eligibility	Pre-	
	n frage dags Oscieloses Mi	Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Computing for Modern Office	4	a to michitati tali tali angre weste	0	3	Pass in Class XII	NIL
DSE-7.1						

Learning Objectives

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

Learning Outcomes

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

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

SYLLABUS OF DSE-7.1

Unit 1: Basic Concepts for Modern Office operations

8 hours

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

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

Unit 2: Document Management for Modern Office operations

8 hours

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

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

Unit 3: Slide Management for Modern Office operations

11hours

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

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

Unit 4: A) Workbook Management for Modern Office operations

9 hours

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

B) Data Analysis using Spreadsheets

9 hours

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

HLOOKUP with Exact Match.

Practical Exercises:

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

Suggested Readings:

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

Notes:

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

Semester- VII

Discipline Specific Elective- DSE- I 7.2

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objective

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

Learning Outcomes

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

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

SYLLABUS OF DSE-7.2

Unit 1: Introduction to Prompt Engineering (8 Hours)

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

Unit 2: Prompt Types and Structures (7 Hours)

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

Unit 3: Prompt Crafting Techniques (10 Hours)

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

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

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

B) Prompting in Daily Life (10 Hours)

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

Practical Exercises:-

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

Suggested Readings

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

Semester – VII Discipline Specific Elective – DSE -II 7.3

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

Offered by Department of History, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objective:

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

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

Learning Outcomes:

Learning outcomes expect the students to acquire the ability to:

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

Practical Components:

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

- Students will research and argue from multiple perspectives, enhancing critical thinking.
- o Students will write a short policy brief proposing a civil service reform (e.g., improving performance appraisal, strengthening accountability mechanisms).

o Q&A session for students to directly engage with practitioners.

 Simulate a UPSC-style interview or group discussion on issues related to public administration.

Syllabus

Unit 1

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

(12 HOURS)

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

Unit 2

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

(10 Hours)

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

Unit 3

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

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

Unit 4

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

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

Suggested Readings

Books

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

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

Semester VII

Discipline Specific Elective: DSE-II 7.4

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

Semester	Course title & Code	Credits	Dui	ation (per	Eligibility		
			Lecture	Tutorial	Practical/ Practice	Criteria _	Prerequisite
VII	Quantitative Methods for Research	4	3 11	1500 1500	0	Class 12th Pass	Nil Add Mil

Course Description

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

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

Course Objectives:

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

Course Outcomes

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

Unit 1: Quantitative research methods (9 hours)

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

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

Unit 2: Introduction to statistics (10 hours)

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

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

Unit 3: Probability Distributions (11 hours)

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

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

Unit 3: Correlation and Regression (12 hours)

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

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

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

UNIT 4: Research Paper (12 hours)

Forming a Research hypothesis and using inferential statistics for testing, Components of a Research Paper. Style of writing a Research Paper and Communicating the Results and its comparison.

Readings:

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

Additional Readings:

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

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

Semester VII

Generic Elective-GE

Service marketing for Tourism and Hospitality

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	Course Code	No. of credits	Comp	onents of t	Eligibility Criteria	Pre- requisites	
Code	i briamsh y	dgeset/fi	Lecture	Tutorial	Practical		of the course
Service marketing for Tourism and	GE 7.1	4	3	1	0	Pass in Class XII	NIL SI SIGU
Hospitality GE -7.1	er en	ganelis.	ray re int	ลูกเกอเประเทศ คน คอเบรทต์	one, gura,	att aktion, the	educini seg navenion
				11,600	dee Lystes	regulation profession	ladran ans.

Learning Objectives:

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

Learning Outcomes:

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

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

Unit I

Introduction to Service Marketing

(11Hours)

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

Unit II

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing (12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

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

Notes:

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

College of Vocational Studies

Modern Office Management

Semester VIII

DSC-1	Artificial Intelligence Tools for Office Management – II
-2911 minimum	Principal Company of the Company of
DSE-1	Website Designing and Data Handling using Python
DSE-1	Advanced Prompt Engineering
DSE-2	Religious & Philosophical Traditions in Indian Subcontinent
DSE-2	Economics of Startups
	- mino
	GE Common Pool for BA (VS) Modern Office Management
1	Offered by Department of History
2	Offered by Department of Political Science
3	Offered by Department of Economics
4	Offered by Department of Mathematics
5	Tourism Startups and Innovations (Offered by Department of Tourism Management)

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE – 8.1 (DSC-8.1)

Artificial Intelligence Tools for Office Management - II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit dis	stribution of	the course	Eligibility	Pre-
& Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Artificial Intelligence Tools for Office	4	(res 11go 1 121 3710	0	3	Pass in Class XII	NIL
Management – II	i count		de base all	gg far 1 van	ma) 350	
DSC-8.1			2 ichinoria	menta avanta dalla Imperimenta dalla	n temphil	

Learning Objectives

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

Learning Outcomes

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

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

SYLLABUS OF DSC-8.1

Unit 1: AI Techniques

8 hours

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

Unit 2: Applications of AI

12 hours

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

Unit 3: AI for Enhancing Productivity

12 hours

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

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

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

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

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

Unit 4: AI Assistants and Chatbots

13 hours

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

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

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

Practical Exercises:

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

Suggested Readings:

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

Notes:

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

Semester VIII

DISCIPLINE SPECIFIC ELECTIVE COURSE - DSE-8.1

Website Designing and Data Handling using Python

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit dis	stribution of	the course	Eligibility	Pre-
& Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Website Designing and Data Handling	4	2	0	2	Pass in Class XII	NIL
using Python	og hvil		L. Pelalet Col		Contracted [15]	The department of the second o
DSE-8.1		log tell in a log	Cy Theorem 2	Land Street		

Learning Objectives

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

Learning Outcomes

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

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

SYLLABUS OF DSE-8.1

Unit 1: Basics of Internet and Website

5 hours

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

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

Unit 2: Designing a basic Website

10 hours

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

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

Create a basic website using HTML elements and CSS styling.

Unit 3: Data Handling using Python

15 hours

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

Identifiers and keywords; literals, numbers, and strings; Operators and expressions; Input and Output statements; control structures (conditional statements, loop control statements, break, Continue and pass).

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

Introduction to Functions and its definition: Modules, built in and user-defined functions, passing arguments and returning values.

Python Libraries: Numpy, Pandas

Practical Exercises:

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

Suggested Readings:

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

Notes:

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

Semester VIII

Discipline Specific Elective- DSE-I 8.2

Advanced Prompt Engineering

Offered by Computer Science Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objective

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

Learning Outcomes

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

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

SYLLABUS OF DSE-8.2

Unit 1: Structured and Dynamic Prompting (8 Hours)

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

Unit 2: Prompt Evaluation and Optimization (8 Hours)

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

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

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

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

- Bias in AI output and prompt shaping
- Legal concerns: copyright, attribution, responsibility
- Emerging trends: hyper-personalized prompts, memory, autonomous agents
 - B) Collaborative and Autonomous Prompt Systems (6 Hours)
- Prompt chaining and orchestration
- AutoGPT, BabyAGI: loop-based prompting
- Multi-agent prompting
- Self-improving prompts and HITL systems

Practical Exercises (8 Hours)

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

Suggested Readings

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

Semester- VIII

Discipline Specific Eelective- DSE 2

Paper No.:- 8.4

Religious & Philosophical Traditions in Indian Subcontinent

Offered by Department of History, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code		Credit distribution of the course		Eligibility criteria	Pre-requisites of the course (if any)	
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Religious &	4	3	1	0	Pass in class	NIL
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Subcontinent		*lablbei		DEFENS	partie 5 o	
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Objective:- This course introduces the prominent religions of the world and studies the social basis of religious traditions. It further focuses distinctively on the religious practices in the Indian subcontinent. The historical context, in which institutionalized religions emerged, evolved and transformed is the primary concern. In chronological terms, the developments from the early Vedic traditions of the mid-second millennium BCE to the religious reform movements of the Early Modern times, will be thematically surveyed. Students will gain the nuanced understanding of India's diverse religious tradition and rich philosophical, literary cultures.

Course Content:

Unit 1: Introduction and Evolution of World Religions and Society

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

Unit 2: Philosophical Schools and Religious Movement

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

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

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

Chikitsa, Yoga Sutra etc.

Unit 4: Developments of Sacred/Religious places

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

Unit 5: Religion and its Impact on Society

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

Essential Reading

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

Calcutta, Calcutta, 1966.

Bhandarkar, R.G.,

Vaisnavism, 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 Purānas and the Making of a

Regional Tradition, OUP, Delhi, 2001

Chakravarti, Uma,

The Social Dimensions of Early Buddhism, OUP, Delhi, 1987.

Champakalakshmi, R.,

'From Devotion and Dissent to Dominance: The Bhakti of

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

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

Olivelle, Patrick, OUP, Oxford, 1998.

The Early Upanishads: Annotated Text and Translation,

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

Chattopadhyaya, B.D. Representing the Other? Sanskrit Sources and the Muslims, Manohar, Delhi, 1998.

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

Coomaraswamy, A.K., 'The Dance of Shiva' in *The Dance of Shiva*, Munshiram Mukhia,

Harbans, "The Ideology of the Bhakti Movement: The Case of Dadu Dayal" in Perspectives on Medieval India, New Delhi, 1993 Manoharlal, 1999.

Currie, P.M., The Shrine and Cult of Muin-al –Din Chishti of Ajmer, New Delhi, 1989.

Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries",in *Islam in Asia*, edited by Y. Friedmann, vol.I, South Asia, Jerusalem, 1984. Doniger, Wendy, *Purāṇa Perennis: Reciprocity and Transformation in Hindu and Jaina Texts*, SUNY, Albany, 1993.

Durkheim, Emile, *The Elementary Forms of Religious Life*, The Free Press, New York, 1995.

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

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

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

Padmanabh S., Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women, Delhi, 1991.*

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

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

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

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

Suggested Readings

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

Proceedings of the Indian History Congress, Waltair, 1979

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

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

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

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

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

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

Richman, Paula (ed.), Many Ramayanas: the Diversity of a Narrative Tradition in South Asia, OUP, Delhi, 1992.

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

Shende, H.J., Religion and Philosophy of the Atharvaveda, Poona, 1952.

Shrimali, K.M. Essays in Indian Art, Religion and Society, Munshiram Manoharlal, Delhi, 1987.

Sircar, D.C. Studies in the Religious Life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.

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

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

-----, Somanatha: The Many Voices of a History, Penguin,

Delhi, 2004. Wagle, N., Society at the Time of the Buddha, Bombay, 1966.

Weber, Max, Religions of India, Delhi, 1968.

Semester VIII

Discipline Specific Elective 8.1

Economics of Startups
Offered by Economics Department, College of Vocational Studies
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE

Semester	Course title &	G	Du	ration (pe	r week)	Eligibility Criteria	
	Code	Credits	Lecture	Tutorial	Practical/ Practice		Prerequisite
VIII	Economics of Startups	4	3	rosto il vie	1	Class XII	Nil

Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

(13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Reference Books:

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

- (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

Notes:

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

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and Code	No. of credits	Compo	onents of th	Eligibility Criteria	Pre- requisites	
to de i marco 6 m	nongerali,	Lecture	Tutorial	Practical	Easter 2. Fight E. &	of the course
Tourism Startups and Innovations G.E 8.1	4 magazina	3	alkasaali a	or o	Pass in Class XII	NIL

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

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

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

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

Suggested Readings:

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

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

Notes:

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

Annexure-4.19.06 EC meeting dated 23.05.2025

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Annexture 76-84 College of Vocational Studies Small and Medium Enterprise Semester VII

DSC-1	Strategic Management in MSMEs								
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DSE-1	MSMEs Financing and funding	ations's	1 370 580 6						
DSE-2	Hands-on Python		6. m. 1						
DSE-2	Economics of Microfinance								
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2	Offered by History Department Offered by Political Science Department	edium Enterp	prise						
3	Offered by History Department Offered by Political Science Department Offered by Mathematics Department		NEALSON OF A						

B.A(VS) Micro Small and Medium Enterprises

Semester VII

Discipline Specific Core - (DSC 7.1)

Strategic Management in MSMEs

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit	distributi course	on of the	Eligibility criteria	Prerequisite of the course (if any)	
		Lectur e	Tutoria l	Practica l/Practic e	aldin şanını		
DSC 7.1Strategic Management in	4	3	1	e mings (d. e.	School of Petro Research of Publication	NONE	
MSMEs			(4.7741)	ap CL rollen magathebie	one Way to say		

Course Objectives:

The objective of this course is to equip learners with the strategic management skills necessary to drive growth, innovation, and competitiveness in Micro, Small, and Medium Enterprises (MSMEs). Participants will learn to analyze internal and external environments, formulate effective business strategies, and implement decision-making processes suited to the unique challenges faced by MSMEs. The course aims to develop critical thinking, strategic planning, leadership, and resource optimization abilities to ensure sustainable business success in dynamic markets.

Learning Outcomes:

Understand the strategic management process and its relevance to the growth and sustainability of MSMEs.

Analyze the internal and external business environments to identify opportunities, threats, strengths, and weaknesses specific to MSMEs.

Develop strategic plans that align with the vision, mission, and goals of MSMEs.

Apply strategic tools and frameworks (e.g., SWOT, PESTLE, Porter's Five Forces) to real-world MSME scenarios.

Formulate competitive and growth strategies tailored to the resource constraints and market dynamics of MSMEs.

Evaluate innovation, digital transformation, and technology adoption strategies within MSMEs.

- Manage strategic change and organizational development processes in MSMEs to improve performance and resilience.
- Critically assess financial, operational, and market strategies to optimize resource use and value creation in MSMEs.
- Demonstrate leadership, negotiation, and decision-making skills essential for implementing strategic initiatives in small and medium enterprises.
- Design sustainability and risk management strategies to enhance long-term competitiveness of MSMEs.

Unit I: Introduction to Business policy & Strategy (10 Hours)

Nature & importance of business policy & strategy; Introduction to Strategic Management in SMEs; Meaning and Importance of Strategy and Strategic Management; Characteristics of SMEs and Their Strategic Needs; Differences in Strategic Approaches: SMEs VS Large Corporations; Strategic Roles of Entrepreneurs and SME Managers; The Strategic Planning Process for SMEs Case Study: How Startups Become Successful SMEs

Unit II: Environmental and Internal Analysis for SMEs (11 Hours)

Understanding the SME Business Environment: PESTEL Analysis for SMEs: Industry and Competitor Analysis (Porter's Five Forces): Internal Analysis; Resource-Based View (RBV) of SMEs; VRIO Framework: Assessing SME Strengths and Weaknesses; SWOT Analysis: Practical Applications for SMEs; Strategic Tools for SMEs (e.g., BCG Matrix, Value Chain Analysis).

UNIT 3: Strategy Formulation and Implementation for SMEs(12 Hours)

Types of Strategies: Growth Strategies: Market Penetration, Market Development, Product Development, Diversification; Competitive Strategies: Cost Leadership, Differentiation, Focus; Innovation and Strategic Entrepreneurship in SMEs; Strategic Alliances, Partnerships, and Networking; Challenges in Strategy Implementation; Managing Change in SMEs

UNIT 4: Sustainability, Scaling, and Strategic Control (12 Hours)

Sustainable Competitive Advantage in SMEs; Strategic Scaling: When and How to Grow; Globalization Strategies for SMEs: Entering International Markets; Digital Transformation and Technology Adoption in SMEs; Monitoring, Evaluating, and Controlling Strategy; Balanced Scorecard and Other SME-Friendly Performance Tools; Ethical and Social Responsibility Issues in SME Strategy.

Practical Activities:

- Select any three MSMEs and analyze their mission and vision statements and discuss how well they reflect the company's strategic intent.
- Choose anyone MSME and perform Porter's Five Forces analysis and Value Chain analysis.
- Use BCG or GE matrix to analyze the product portfolio of a diversified company and present strategic choices based on matrix positions.
- Suggestive Readings
- Strategic Management: Concepts and Cases" Fred R. David & Forest R. David
 "Strategic Management for Small and Medium Enterprises" Murat Akpinar
 (Specifically focuses on the strategic management process in the context of SMEs.)
- Small Business Management: Launching and Growing Entrepreneurial Ventures" Justin G. Longenecker, J. William Petty, Leslie E. Palich, and Frank Hoy
- The Strategy Process: Concepts, Contexts, and Cases" Henry Mintzberg, Joseph Lampel, James Brian Quinn, and Sumantra Ghoshal
- Pearce, J.A. & Robinson, R.B. (2013). Strategic Management: Formulation Implementation and Control. McGraw Hill Education (12TH ed.)
- Kazmi, A. (2008). Strategic Management and Business Policy. McGraw Hill Education
- "Strategic Management for Small and Medium Enterprises" by C. R. Christensen
- "Small Business Management: Launching and Growing Entrepreneurial Ventures" by Longenecker, Petty, Palich, Hoy
- OECD Reports on SMEs and Entrepreneurship
 "MSME Report" Ministry of MSME, Government of India (latest year)
 "Entrepreneurship and Small Business Management" Steve Mariotti & Caroline Glackin
- lizabeth Verkey (2021)

Semester VII Discipline Specific Elective-DSE-I 7.1 Research Methodology in MSMEs

Offered by Commerce Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Credits Credit distribution of the Eligibility Prerequisite Code course criteria of the course (if Lectur Tutoria Practica any) **l/Practic** 1 Research **NONe** Methodology in **MSMEs**

Course Objective:

To equip participants with the knowledge and practical skills to design, conduct, and apply research methods effectively in small and medium enterprises for decision-making, innovation, and growth.

Upon successful completion of the course, the students will be able to:

- Explain the fundamental concepts and significance of research in the SME context.
- Identify appropriate research methods (qualitative, quantitative, or mixed) based on specific business problems faced by SMEs.
- Formulate clear research problems, objectives, and hypotheses tailored to SME needs.
- Conduct literature reviews and build a conceptual framework relevant to small and medium enterprises.
- Design effective sampling strategies and data collection instruments suitable for limitedresource environments.
- Apply basic data analysis techniques using tools like Excel, Google Forms, or introductory statistical software.
- Interpret research findings and derive actionable insights for SME decision-making and strategy development.
- Prepare research reports and visual presentations that clearly communicate findings to various SME stakeholders.
- Evaluate ethical issues in SME-focused research and ensure the reliability and validity of their findings.
- Utilize research outputs to support innovation, market entry, customer understanding, and funding applications in SMEs.

Curriculum Outline:

Unit I: Introduction to Research in SMEs (10 Hours)

- Definition and importance of research in SMEs
- Types of research (exploratory, descriptive, analytical, applied)
- challenges and opportunities in SME research
- Formulating research problems and objectives
- Types of research design (qualitative, quantitative, mixed)

Unit II: Literature Review and Sampling and Data Collection in SMEs(11 Hours)

- Purpose and process of reviewing existing literature
- Sources: academic, market, trade reports, online databases
- Building a theoretical/conceptual framework
- Sampling techniques (probability vs. non-probability)
- Determining sample size for small business contexts
- Data collection methods: surveys, interviews, observations, secondary data

Unit III: Data Analysis Interpretation and Reporting of Results(12 Hours)

- Quantitative analysis: Descriptive statistics, basic inferential tools
- · Qualitative analysis: Thematic coding, content analysis
- Using tools like Excel, SPSS, or Google Forms
- Interpreting findings in the context of SME decision-making
- Writing research reports for business use
- Creating visualizations and summaries for stakeholders

Unit IV: Ethics and Validity in SME Research & Application(12Hours)

- Ethical issues in business research (confidentiality, consent)
- Ensuring reliability and validity of findings
- Avoiding bias and ensuring transparency
- Market research, customer feedback, employee surveys
- Feasibility studies and pilot testing
- Using research to drive innovation, marketing, and funding strategies

Practical Exercises:

- Activity: Brainstorming session What do SMEs need to know to grow?
- Drafting a Activity: Literature mapping exercise using Google Scholar or business reports
- research problem relevant to your SME or business interest
- Case study analysis Research-driven decisions in successful SMEs
- Multiple-choice quizzes or reflection assignments
- Mini-research project (individual or group)
- Final presentation: Research proposal or report focused on an SME problem

Suggested Readings:

- Government reports (e.g., MSME Annual Report)
- Research tools: Google Scholar, SurveyMonkey, Excel/SPSS
- Business Research Methods" by William G. Zikmund, Barry J. Babin.
- Research Methodology: Methods and Techniques" by C.R. Kothari and Gaurav Garg Research Methods for Business Students" by Mark Saunders, Philip Lewis, and Adrian Thornhill

Entrepreneurships and Small Business by Paul Burns Reports and Guides:

- MSME Annual Reports (Government of India).
 https://msme.gov.in]
- NSSO Survey Reports on MSMEs
 SIDBI Reports on MSME Financing and Development [https://sidbi.in]
- Google Scholar [https://scholar.google.com]

[https://research-methodology.net]

SME Chamber of India Publications
 "Case Study Research: Design and Methods" by Robert K. Yin
 "Qualitative Research Methods for the Social Sciences" by Bruce L. Berg and

Semester VII

Discipline Specific Elective – DSE I 7.2

MSMEs Financing and funding Offered by Commerce Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credit s	Credit distribution of the course			Eligibility criteria	Prerequisite of the course (if
		Lectur e	Tutoria l	Practica l/Practic e		any)
MSMEs in Financing and Funding	4	3	1	1 2 2 2	ر با در امراج المدار	NONe

Course Objective :

Thecourse aims to provide participants with a comprehensive understanding of the financial landscape for Micro, Small, and Medium Enterprises (MSMEs). The objective is to enable MSME entrepreneurs, managers, and financial officers to identify, access, and effectively manage various sources of finance and funding. By the end of the course, participants will be able to:

- Understand the financial needs and challenges specific to MSMEs.
- Identify and evaluate various sources of funding, including debt, equity, grants, and government schemes.
- Prepare and present bankable project proposals and business plans.
- Improve creditworthiness and maintain healthy financial records.
- Utilize alternative financing options such as venture capital, angel investors, and crowdfunding.
- Leverage government policies and support programs for MSME financing.
- This dynamic course aims to provide students with an in-depth understanding of the financial system and its significance in facilitating business strategy and operations. It includes a detailed analysis of the structures, components, and regulatory frameworks that constitute the financial system.

Learning outcomes:

Upon successful completion of the course, students will be able to:

- Explain the financial challenges faced by MSMEs and the importance of structured financing.
- **Identify and compare** different types of funding sources such as bank loans, NBFCs, government subsidies, venture capital, and crowdfunding.
- Analyze the suitability of various financing options based on business stage, sector, and size.
- **Develop** a comprehensive business plan or project report that meets investor and lender requirements.
- **Demonstrate** the ability to calculate key financial indicators such as ROI, break-even point, and loan repayment schedules.
- Apply for loans and grants by understanding documentation, eligibility, and due diligence requirements.
- Use government portals and fintech platforms for accessing credit and funding schemes.
- Evaluate risks associated with different financing options and develop basic mitigation strategies.

Unit-I: Financial Planning and Strategy

11 hours

Concept and Importance of Financial forecasting, Long-range planning and short-range planning, Components of the Formal Financial System; Overview of Indian financial system; Financial Market: Classification- Capital Market (Primary and Secondary); Role of MSMEs in Economic Development; Common Financial Challenges faced by MSMEs; Importance of Financial Planning and Management for MSMEs. Regulatory Structure of Financial Institutions and Markets. SEBI: Powers and Functions & Investor Protection Measures. RBI: Role of RBI in Indian Financial System.

UNIT 2: Government Policies, Schemes, and Institutional Support 12 hours

Key Government Schemes for MSME Financing (e.g., CGTMSE, PMEGP, CLCSS); Role of SIDBI, NSIC, KVIC, District Industries Centres (DICs); Subsidies, Incentives, and Credit Support Mechanisms; Digital Initiatives: Udyam Registration, TReDS Platform, PSB Loans in 59 Minutes. Case Studies on Effective Utilization of Government Schemes.

Unit-3: Financial Services

11 hours

Financial Services – Meaning, Concept and Importance of Financial Services, Types of Financial services: Fund Based and Fee based; Leasing and Hire Purchase finance; Factoring and forfeiting; Bills Discounting; Concept and Importance of Insurance; Types of Insurance; Merchant Banking

Unit-4: Funding of Start Ups and MSMEs

11 hours

Equity Share Capital, Preference Share Capital, Debenture-Types Public Deposit; International Sources of Finance: ADR, GDR, ECB, FCCB, FDI and FII; Crypto Currency, Angel Funding, Crowd Funding, Boot Strapping, Funding from incubators and accelerators and Alternate Investment Fund; Venture Capital Financing-Meaning and features of Venture Capital, Types of Venture Capitalist, Stages of Venture financing, Factors affecting Venture Capital financing.

Practical activities:

- 1. To develop a financial strategy for a MSME, including recommendations for financing, investing, and managing risk.
- 2. Prepare a report on MSMEs financing options.
- 3. Assign teams to conceptualize a crowdfunding campaign for a social-impact MSME (e.g., sustainable crafts, organic farm produce).

Suggestive readings:

- Fundamentals of Financial Management Prasanna Chandra (7e 2023)
- Financial Services M Y Khan (10e 2022)
- Financial Management P.V Kulkarni (14e 2015)
- Indian Financial System Bharati Pathak (4e 2014)
- Financial Services and Markets Dr. Punithavathy Pandian 2014
- Financial Management by I.M. Pandey
 Entrepreneurial Finance by J. Chris Leach & Ronald Melicher.
- Small and Medium Enterprises Under Globalisation by Dr. T.K. Velayudham
 Financing of Small Scale Industries by S.K. Basu
 MSME Annual Report Ministry of MSME, Government of India
 https://msme.gov.in
 - Annual statistics, policies, and financing schemes for MSMEs.
- **SIDBI Reports** Small Industries Development Bank of India https://www.sidbi.in
 - Access to reports on credit gaps, MSME development, and refinancing schemes.
- **RBI Reports on MSME Sector** Reserve Bank of India https://www.rbi.org.in
 - Insight into credit flow, priority sector lending, and policy frameworks.

Semester-VII

Discipline Specific Elective-DSE-II 7.1

Hands-on Python

Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester Course title		Course title		ration (pe	r week)	Eligibility	
& Code	Credits	Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Prerequisite	
VII	Hands-on Python	4	1	0	3	Class 12th Pass	NIL

Course Objectives:

The objective of this course is to equip students with the fundamental knowledge and practical skills in Python programming. It will enable the students in understanding usefulness of Phyton as an analytical tool in diverse fields. They will learn how to use lists, tuples, dictionaries, and functions programs. They will be prepared to use the program for managing data frames, visualising datasets and performing simple statistical calculations.

Course learning outcomes:

After completion of the course students will be able to:

- 1. Describe the concepts of constants, variables, data frames and operators.
- 2. Write programs using list, tuple, set and strings handling functions.
- 3. Write programs using user-defined functions and python dictionary.
- 4. Create data frames and transform and aggregate them through slicing, merging and visualising.
- 5. Visualise and present data sets with the help various types of charts and graphs.
- 6. Calculate measures of central tendency and measures of dispersion.

Unit 1: Introduction to Python Programming [10 Hours]

Introduction to Python and its features, Setting up the Python Development Environment, Basic Python syntax and data types, Variables, operators, and expressions in Python, Python List, Tuples, Python Dictionaries, Functions and Packages, NumPy

Unit 2: Data Manipulation with Pandas [10 Hours]

Transforming DataFrame, Aggregating DataFrame, Slicing and Indexing DataFrame, Creating and Visualizing DataFrame, Data Merging Basics, Merging Tables With Different Join Types, Advanced Merging and Concatenating

Unit 3: Data Visualization and Analysis [10 Hours]

Introduction to data visualization libraries (Matplotlib, Seaborn), Plotting and customizing charts and graphs, Exploratory data analysis using Python, Presenting insights and findings with visualizations, Creating interactive and appealing data visualizations

Unit 4: Statistics with Python [15 Hours]

Data Classification (Discrete, Continuous, Categorical), Mean, Median, Mode, Variance, Standard Deviation, Quartile, Percentile, Inter-quartile Range, Identifying outliers, correlation

Suggested Readings:

- VanderPlas, J. (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
- Downey, A. B. (2014). Think Stats: Exploratory Data Analysis in Python (2nd ed.). O'Reilly Media.

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.

Semester-VII

Discipline Specific Elective-DSE-II 7.2

Economics of Microfinance

Offered by Economics Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester Course title & Code	Course title		Du	ration (pe	r week)		
		Credits	Lecture	Tutorial	Practical/ Practice		Prerequisite
VII	Economics of Microfinance	of 4 and	good 3 cal	quit 1 she	0	Class 12th Pass	Nil

Learning Objectives:

The purpose of this course is to offer a fundamental understanding of microfinance and how microfinance institutions have evolved overtime and their operation. It will cover the delivery of micro-finance products and services, as well as the technical skills and behavioural aspects relevant to people working in microfinance sector. This course will significantly contribute to enhancing the financial literacy of individuals involved in microfinance, particularly among frontline employees of microfinance organisations, as well as the aspirants.

Learning Outcomes:

The students will be able to:

- understand the importance of Microfinance in India.
- · learn the relevance of Microfinance in India.
- Analyse the role of Micro Finance Institutions and financial Inclusion.
- Analyse the Role of NGOs in implementing the Governments welfare policies.

Unit I: Development of Microfinance

(10 hours)

Concept of Microfinance, Evolution and Growth of Microfinance in India, Neoclassical Approaches to Household Decision making, Microfinance and financial inclusion in India, The Millennium Development Goals – Pros and cons of Micro Credit Programme.

Unit II: Microfinance Models and Institutions

(11 hours)

NABARD model, SIDBI model, SGSY model, Grameen Banking model, NMDFC model, Associations model, Community Banking Model, Credit unions etc.

Commercial Microfinance: Investing in Microfinance, Viability of MFIs, Financial risk, Risk management and diversification of risk in Micro finance, Impacts and determinants of Micro Finance.

Unit III: Ratings of Microfinance Institutions (MFIs)

(12 hours)

Social Rating, Credit Rating of MFIs and Impact assessment in Micro finance; Micro insurance: issues and challenges; MUDRA Yojana; PMJDY. Government's welfare schemes for financial and social inclusions like Deendayal antyodaya yojana, Pradhan Mantri Garib Kalyan Yojana (PMGKY) (Case Studies).

Unit IV: An Assessment and Impact of NGOs in Entrepreneurship (12 hours)

Role and strategy of NGO, Functions of NGOs, NGOs and their role in financial inclusion, NGOs in Entrepreneurship Development, Strengths and weakness of NGOs, Women Empowerment, Women and Micro Finance, Gender issue in micro finance, Rationale behind Self-help groups (SHG) and need to institutionalization, Genesis of rural credit system, Genesis of SHG.

Practical Exercises:

The learners are required to:

- 1. Make groups for presentations to develop the approaches to household decisions regarding finances. (Unit I)
- 2. Make an industrial visit to any microfinance government institution for a clear understanding of the microfinance models. (Unit II)
- 3. Engage in a group discussion on how different government schemes enhance financial inclusion. (Unit III)
- 4. Students will do surveys of NGOs to know the functions and strategies of NGOs. (Unit IV)

Suggested Readings:

- Panda, D. K. (2009). Understanding Microfinance. Wiley
- Datta, S and Sahu, T.N (2023) Financial Inclusion and Livelihood Transformation Perspective from Microfinance Institutions in Rural India. Palgrave Macmillan Singapore, https://doi.org/10.1007/978-981-99-4141-4
- Radhakrishnan, S. (2022). Making Women Pay: Microfinance in Urban India. Duke University Press. https://doi.org/10.2307/j.ctv219kxgx
- Credit Rating Information Services of India Limited. Accessed on June 1, 2016. Retrieve from https://www.crisil.com/content/dam/crisil/our-analysis/publications/crisil-inclusix/CRISIL-Inclusix-An-index-to-measure-ind">https://www.crisil.com/content/dam/crisil/our-analysis/publications/crisil-inclusion-vol3-june2015.pdf, pp. 24. (Unit III)
- World Bank. Accessed on June 9, 2019. Retrieved from <u>www.worldbank.org/en/topic/finanialinclusion/brief/achieving-universal-financial-access-by-2020</u> (Unit IV)

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.

Semester VII

Generic Elective-GE -7.1

Service marketing for Tourism and Hospitality Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	Course Code	No. of credits	Components of the course			Criteria	Pre- requisites
Code			Lecture	Tutorial	Practical	a patricipa. A injectivate	of the course
Service marketing for Tourism and	GE 7.1	4	3	1	0	Pass in Class XII	NIL
Hospitality GE -7.1	nd ret og	r Stoom		escupita di postaranj	r i galishi a "Pranjoj a	alle de medegy a nodometanya a nodometa na	to a ta?

Learning Objectives:

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

Learning Outcomes:

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

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

Unit I

Introduction to Service Marketing

(11Hours)

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

Unit II

Understanding Customer Expectations and Perceptions

(11Hours)

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

Unit III

Designing Service Marketing Strategies

(11Hours)

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

Unit IV

Modern Marketing

(12Hours)

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

Exercises

The learners are required to:

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

Suggested Readings:

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

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

College of Vocational Studies

Small and Medium Enterprise

Semester VIII

DSC-1	E-Business Management in MSMEs	
	systematic Springer	Francistrons and
DSE-1	Basics of GST	D. H. A. Joseph V
DSE-1	Intellectual Property Rights and Law and for MSMEs	C) A 14 houseast
DSE-2	Application to Data Analytics with R	Wireld Child
DSE-2	Economics of Startup	Vieth says,
	GE Common Pool for BA (VS) Small and Medium	Enterprise
1	GE Common Pool for BA (VS) Small and Medium Offered by Department of History	Enterprise
1 2		Enterprise
	Offered by Department of History	- (2010)
2	Offered by Department of History Offered by Department of Political Science	N firetappe A
2 3	Offered by Department of History Offered by Department of Political Science Offered by Department of Economics	- Section of the sect

Bachelor of Arts (VS)- Small and Medium Enterprises

Semester VIII

Discipline Specific Course - DSC 8.1

E-Business Management in MSMEs

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title &	Credits	Credit di	Eligibility	Pre-		
Code	6 D L	Lecture	Tutorial	Practical/ Practice	Criteria	requisite of the course (if any)
E-Business Management in MSMEs	4	3	1	0	As per University Norms	NIL

Course Objective- The objectives of the course are to understand the fundamental of e-business and its role in modern organizations. The students will be able design, implement and manage e-business solutions, evaluate their effectiveness and analyze and respond to the evolving digital marketplace.

Learning Outcomes-

CO1: To enable the students to understand about e-business and e-commerce- meaning, nature, scope and e-commerce business models

CO2: Students will be able to analyze real business cases regarding their e-business strategies and transformation processes and choices.

CO3: To make the students understand e-commerce security environment, security threats in the e-commerce environment, technology solutions, IT Act 2000.

CO4: Students will be able to understand E-payment system including methods, digital signatures, payment gateways, and risks involved in E-payments

CO5: To Integrate theoretical frameworks with business strategies.

Syllabus

Unit 1: Introduction to E-Business and E-Commerce

(10 hours)

Meaning, nature, concepts, scope, advantages, disadvantages of e-commerce and e-business, Types of e-commerce, e-business models, Key elements of e-business model, forces behind e-commerce, impact of E-business on different industries, emerging technologies for e-business solutions.

Unit 2: E-Marketplace

(10 hours)

Structures, Mechanisms, Economics, & impacts- e-Marketplace: meaning, concept, scope and Functions, types and features of e-Marketplace. Various types of auctions and their characteristics, benefits, limitations and impacts of auctions. E-Commerce in the wireless environment.

Unit 3: Security and encryption

(12 hours)

Need, concepts and scope of e-security, security threats in the e-commerce environment (security intrusions and breaches, attacking methods like hacking, sniffing, cyber vandalism etc.), technology solutions (encryption, security channels of communication, protecting networks, servers and clients), Information Technology Act 2000 (meaning, objectives and provisions).

Unit-4: Launching Online Business and E-Commerce Projects

13 hours)

Requirements for starting an online business from different perspectives, funding options available for startup businesses. Designing, building and launching e-commerce Website (decisions regarding selection of hardware, software, outsourcing vs. in-house development of a website), search engine optimization.

Practical Exercises:

The learners are required to:

- 1. Design a basic business website for MSMEs
- 2. Identify e-business opportunities in India's MSME sector using case studies
- 3. Design a basic supply chain flow for an online clothing startup using case studies
- 4. Prepare a project report on renowned MSMEs running e-business

Suggested Readings:

- Chaffey et al. (2024) *Digital Business and E-commerce*. (8th ed.). Pearson International.
- Combe, C. (2016). Introduction to E-Business. Netherlands: Taylor & Francis Group.
- Mohapatra, S. (2012). E-Commerce Strategy: Text and Cases. Netherlands: Springer US.
- Joseph, P. T. S. J. (2023). E-Commerce, Seventh Edition: An Indian Perspective. PHI Learning Pvt. Ltd.
- Jelassi, T., Martínez-López, F. J. (2021). Strategies for E-Business: Concepts and Cases on Value Creation and Digital Business Transformation. Switzerland: Springer International Publishing.

Semester VIII

Discipline Specific Elective -DSE-II 8.1

Basics of GST Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REOUISITES OF THE COURSE

Course title & Code	Credits	Credit course	distributio	on of the	Eligibility criteria	Prerequisite of the course
10		Lectur e	Tutoria l	Practical /Practice		(if any)
Basics of GST	4	3	1	-	As Per University Norms	NONE

Learning Objectives:

To equip students with practical knowledge of GST registration, compliance, filing, and management to improve business operations and legal standing.

Learning outcomes for GST in MSMEs

Upon successful completion of the course, the students will be able to:

GST Fundamentals

- Identify when and how an SME must register for GST based on turnover and operations.
- Set up proper documentation systems for GST audit readiness.
- Maintain records necessary to claim ITC effectively and compliantly.
- Prepare and file GST returns
- Understand and apply the QRMP scheme if applicable to the SME.
- Calculate tax liabilities and make GST payments online.
- Resolve Common GST Challenges
- Leverage Technology for GST Compliance
- Apply GST Knowledge Practically

Unit1: G ST Structure and Registration (10 Hours)

Constitutional framework of indirect taxes before GST; Rationale for GST; Structure of GST (SGST, CGST, UTGST & IGST); GST Council; GST Network; Registration.

Unit 2: Supply in Detail (11 Hours)

Scope of 'Supply'; Nature of supply: Inter-State, Intra-State; Classification of goods and services. Composite and Mixed supplies; Composition levy scheme; Place of supply; Time of supply; Value

of supply.

Unit 3: Input Tax Credit (12 Hours)

Eligible and ineligible input tax credit; Apportionment of credit and blocked credits; Tax credit in respect of capital goods; Availability of tax credit in special circumstances.

Unit 4: Tax invoice, Returns and Payment of Tax (12 Hours)

Tax Invoice, Credit and debit notes, and e-Way bills; Returns; Payment of taxes; Taxability of e-Commerce.

Practical Exercises:

- 1. Discuss relevant provisions of the CGST Act, IGST Act, GST (Compensation to States) Act and Constitution (One Hundred and First Amendment) Act from the official website of Government of India.
- 2. Refer relevant notifications and circulars from the official website of Government of India to differentiate between intra-state and inter-state supply and provisions related to place of supply.
 - 3. Illustrate the utilization of input tax credit and the provisions of reverse charge mechanism.
 - 4. Identify the eligible and ineligible tax credit under various circumstances.
 - 5. Study cases related to utilization of input tax credit.

Suggested Readings:

- Bansal, K. M. (2023). GST & customs law. Delhi, India: Taxmann Publication.
- Gupta, S.S. (2020). GST- how to meet your obligations. Delhi, India: Taxmann Publications.
- Mittal, N. (2022). Goods & services tax and customs law. Delhi, India: Cengage Learning India 'Pvt. Ltd.
- Sahi, S. (2019). Concept building approach to goods & service tax, & customs laws. Delhi, India: Cengage India Private Limited.
- Singhania, V. K. (2022). Taxmann's students' guide to GST & customs law the bridge between theory & application. (1st ed.). Delhi, India: Taxmann Publications Private Limited.
- Babbar, S., Kaur, R., & Khurana, K. (2018). Goods and service tax (GST) and customs law.
 Delhi, India: Scholar Tech Press.

Semester VIII

Discipline Specific Elective -DSE-II 8.1

Intellectual Property Rights and Law and for MSMEs Offered by Commerce Department, College of Vocational Studies

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credit s	Credit d	listributio	n of the	Eligibility criteria	Prerequisite of the course (if	
	grades to	Lectur e	Tutoria l	Practica l/Practic e		any)	
Intellectual Property Laws and Policy for MSMEs	4	3	1	E Company of	As Per University Norms	NONE	

Learning Objectives

The course aims to develop the understanding of the foundational concepts and types of intellectual property. It will help the students in analyzing the legal frameworks governing IPR in India and internationally and examines the balance between creators' rights and public interest. This course also applies the IPR laws to real-world scenarios in technology, business, and culture and critically assess the impact of IPR on innovation and access to knowledge.

Learning Outcomes

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

CO1: Identify and differentiate between various forms of intellectual

property. CO2: Evaluate the effectiveness of IPR laws in fostering

innovation.

CO3: Navigate the registration processes for patents, copyrights, trademarks, and

designs. CO4: Address legal issues related to IPR infringement and enforcement.

CO5: Propose solutions to contemporary challenges in the IPR landscape.

Unit I: Introduction to Intellectual Property (10 Hours)

- Definition and importance of IPR.
- Historical development and international treaties (TRIPS, WIPO, Berne, Paris Conventions).
- Importance of IP for MSMEs: Growth, funding, and competitive advantage
- Overview of Types of IP: Patents, Trademarks, Copyrights, Designs, Trade Secrets, Geographical Indications
- Myths about IP for Small Businesses
- Emerging Technology: AI and IP, Blockchain and IP, Green Technologies; IP and Digital Startups

Unit II: Patents and Innovation in MSMEs (11 Hours)

- Criteria for Patentability (novelty, inventive step, industrial application)
- Patent Filing Process: Step-by-step
- Costs and timelines for MSMEs
- Patent protection strategies for resource-constrained businesses
- Introduction to Patent Search Tools
- Registration process and enforcement
- Government support initiatives and IP facilitation centers for MSMEs and Startups.

Unit III: Trademarks Copyrights for MSMEs (12 Hours)

- Definition Importance of Trademarks for MSMEs
- Trademark Registration Process (national and international filing basics)
- · Managing and enforcing trademark rights
- Case Studies: Branding mistakes by MSMEs
- Understanding Copyright Protection: Literary, artistic, musical works
- How MSMEs can protect digital content (website, advertising, brochures)
- What are Industrial Designs? Importance for product-oriented MSMEs
- Filing procedures and benefits

: UNIT IV: Legal Frameworks and Compliance (12 Hours)

- Overview of Indian IP Laws overview
- International Treaties and IP (Paris Convention, Madrid Protocol, WIPO basics)
- MSME-specific government schemes for IP support (Indian SIP-EIT, Patent Subsidies)
- IP Audits: Why and how to conduct them periodically.

Practical Exercises

- Create a Basic IP Strategy for an SME
- Pick an SME sector (fashion, food, software, manufacturing, etc.). What to trademark
- What to patent? What to copyright? How to protect trade secrets?
- Create a basic IP protection and monetization plan:
- Study a case on SME loses trademark
- rights or gets sued) Identify what the SME did wrong.
- F ill out a mock trademark or patent application form (available on IP India or WIPO websites).
- Practice uploading mock documents to an online IP portal (in a simulated environment).

Suggestive Readings

- Intellectual Property Law and the Information Society by James Boyle and Jennifer Jenkins.
- Intellectual Property Rights in India by V.K. Ahuja (2022)
- Law of Intellectual Property by V.J. Taraporevala.
- Intellectual Property by Elizabeth Verkey (2021)
- "Intellectual Property Rights: Text and Cases" Dr. Neeraj Pandey and Khushdeep Dharni
 - "Intellectual Property Rights for Entrepreneurs" Vivien Irish
- Intellectual Property: Patents, Trademarks, and Copyright in a Nutshell Arthur R.
 Miller and Michael H. Davis
 - Business and Intellectual Property: A Guide for Innovators—Martin Brassell and Kelvin King
 - **Government Publications**
- WIPO (World Intellectual Property Organization) IP for Business Series WIPO SME Portal
- Intellectual Property Rights for MSMEs Published by India's MSME Ministry
 India's Department for Promotion of Industry and Internal Trade (DPIIT) IP Rights
 Handbook for MSMEs
 - Key Reports and Research Papers
- "Intellectual Property Rights and Innovation in SMEs" OECD Report Leveraging Intellectual Property for SME Growth – World Bank Group IPR and MSMEs in India" – CII and FICCI (Industry Reports)
 Online Resources
- Startup India (IPR Section) Startup India IPR Toolkit
- IP India Website IP India Portal
- Managing Intellectual Property in the Digital Age Deli Yang
- Valuation and Exploitation of Intellectual Property and Intangible Assets RoyaltyStat (On

Semester-VIII

Discipline Specific Elective- DSE-II 8.3

Application to Data Analytics with R o

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Prerequisite
VIII	Application to data analytics with R	4	2	0	2	Class 12th Pass	Nil

Learning Objectives:

This Paper provides a comprehensive introduction to R programming language and data analysis, with focus on vocational fields. It will equip learners with foundational knowledge and skills to use R for statistical computing and data analysis. Key learning objectives include understanding basic R syntax, working with data structures, performing data manipulation and analysis, and creating visualisations. Students will be able to grasp the reading, cleaning and transforming and manipulating data using the built-in functions and packages.

Learning Outcomes:

The students will be able to:

- Understand the basics of R programming language, including data types, variables, and
- Learn to import, manipulate, and visualize data in R
- Apply statistical concepts and methods to real-world data using R
- Understand how to perform inferential statistics, including hypothesis testing and confidence intervals.
- Interpret the results of statistical analyses and communicate findings effectively

Unit I: Overview of R and its'IDEs, Basics of R syntax and programming concepts, Data types, variables and operations in R, Control structres, Array, Matrix, Vectors, Factors, R packages, Handling missing values

(7 hours)

Unit II: Data manipulation and preparation: Importing and exporting data in text, excel, Stata format, Data cleaning, sorting and preparation with dplyr, Data transformation using tidyr.

Functions: Built in functions, Creating custom functions, conditional statements, Loops, apply, Lapply, sapply (15 hours)

Unit III: Data analysis and statistics: Descriptive statistics and exploratory data analysis, Hypothesis testing and inferential statistics, Regression analysis vs correlation, Simple regression, multiple regression, OLS, Assumptions of classical Normal Linear regression model, Auto correlation, heteroscedasticity, Time series data

Data visualisation with R: Adding layers, themes and customization using ggplot2, interactive visualisation with plotly

(15 hours)

Unit IV: Advanced analytics and introduction to machine learning.

Project work: Extracting unit level data and Analysing it with the help of appropriate tools

(8 hours)

Practical Exercises:

The learners are required to:

- 1. Loading and cleaning of data sets
- 2. Performing data analysis, creating visualisation and generating reports

Suggested Readings:

- Gardner, M. (2008). Beginning R: The statistical programming, Wiley&Sons.
- Verzani, J (2014). Using R for introductory statistics (2nd ed.). Chapman&Hall
- The R Guide
- Gujrati, D.N. et al (2018) Basic Econometrics (5th ed), McGraw Hill India.

- 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.

Semester-VIII

Discipline Specific Elective- DSE-II 8.4

Economics of Startup Economics

Offered by Economics Department, College of Vocational Studies CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Semester	Course title		Du	ration (pe	r week)	Eligibility	
	& Code	Credits	Lecture	Tutorial	Practical/ Practice		Prerequisite
VIII	Economics of Startups	4	3 leps	カロド - 年元を 音と・1 注:	.) . 1	Class XII	Nil

Learning Objectives:

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

Learning Outcomes:

The students will be able to:

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

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

(10 hours)

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

factors applicated to bulgaring but buttering of flat equilibring terms of all (13 hours)

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

(11 hours)

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

(11 hours)

Practical Exercises:

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

Suggested Readings:

- Case, Karl E. & Ray C. Fair: Principles of Economics, Pearson Education, Inc., latest edition; page no. 269-328, 367-387, 441-456.
- Coase, R.H. (1937), The Nature of the Firm, Economica, vol. 4 (16), page 386-405.
- World Bank Group, Doing Business 2020, comparing business regulations in 190 economies (chapter 1 &3).
- Lambert, T., Ralcheva, A. & Roosenboom, P. (2018), The crowd- entrepreneur relationship in startup financing. Chapter in book edited by Cumming, D. & Hornuf, L. (2018), The Economics of Crowdfunding- Startups, Portals, and Investor Behaviour, Palgrave macmillan Publication, Page no. 57-78.
- Mehmeti, V. & Musabelli, E. (2024), Start-ups: Importance and Role in the Economy, Interdisciplinary Journal of Research and Development, vol. 11, page 60-65.
- Bilan, I. & Apostoaie, M. (2023), Unemployment benefits, entrepreneurship policies, and new business creation, Small Bus Econ, Springer publication, vol. 61, page no. 1411-1436.
- Startup India, Draft Compendium of startup- specific initiatives, under central ministries, Government of India, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, GOI.
- Korreck, S. (2019), The Indian Startup Ecosystem: Drivers, Challenges and Pillars of Support, ORF Occasional Paper, Observer Research Foundation.
- Singh, Vijay K. (2020), Policy and Regulatory changes for a successful Startup revolution: Experiences from the Startup Action Plan in India, ADBI working paper series 1146, Asian Development Bank Institute.
- Nine Years of Startup India (2025), Research Unit, Press Information Bureau, Government of India, Ministry of Commerce and Industry, GOI.
- Singh, P. (2022), Entrepreneurship and Startups Culture in India, Bharti Publication New Delhi, (Edited book).

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

Semester VIII

Generic Elective Course -GE-8.1

Tourism Startups and Innovations

Offered by Tourism Management Department, College of Vocational Studies Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title	No. of	Compo	onents of the	Eligibility	Pre-	
and Code	credits				Criteria	requisites
estad mánet p	netergaji	Lecture	Tutorial	Practical		of the course
Tourism Startups and Innovations G.E 8.1	y 41 bo	3	a gho l Lyada Malana hulaw	unds On been	Pass in Class XII	NIL

Learning Objectives:

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

Learning Outcomes:

After completing this course, the learners would be able to

- 1. understand entrepreneurship fundamentals and innovation frameworks in tourism.
- 2. analyze case studies of successful tourism startups and identify key success factors.
- 3. develop/create a business model for a tourism startup using tools like the Business Model Canvas.
- 4. pitch a startup idea addressing real-world tourism challenges.
- 5. evaluate the feasibility and sustainability of proposed tourism startup ideas.

- 6. assess the impact of innovation on competitiveness and value creation in tourism enterprises.
- 7. apply innovative thinking and sustainable approaches in tourism product development.

Unit-I

Introduction to Tourism Entrepreneurship and Innovation

(10 Hours)

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

Unit II

Business Models and Planning for Tourism Startups

(15 Hours)

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

Unit III

Digital Innovation and Technology in Tourism Startups

(10 Hours)

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

Unit IV

Funding, Growth, and Sustainable Innovation

(10 Hours)

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

Exercises:

The learners are required to:

- 1. pitch a tourism startup idea to a mock investor panel (Shark Tank-style).
- 2. group project: Develop a sustainable tourism startup proposal.
- 3. prepare a Business Model Canvas for a proposed tourism startup.

- 4. conduct a SWOT analysis of a local tourism venture.
- 5. design a basic digital marketing strategy for a tourism startup.
- 6. make presentation on: technology driven tourism business models.

Suggested Readings:

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

- 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.

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- McClessian, P. (2024). The Base intoins Making Liperathe Bases on Perilses Covers
- Budgarou R., & Dr. Chrappe, G. (2003). Vancour dan quincin level of because that Physics in married that provide all Japan J. Vico. Publishments.
- e Monsteje. A. M. 2000). Post a des la desta de la desta de la compete de la Santa de la galecia de
- Gritischen D. S. (2012) Gerönd. Discription of the end of the action of the description.
- Compara C. (1994) Submajorantes automorphisms en l'applica et l'applicant al four-circomantes.
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- Osmervaldur, A., C. Popucar Schiefe, Demonse and Mojece control of Europeal psetseamonts.

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College of Vocational Studies

Tourism Management

Semester VII

DSC-1	Tourism Research Methodology
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DSE-1	Artificial Intelligence in the Tourism Industry
DSE-1	Rural and Agritourism
DSE-2	Evolution of Hill Stations in India: From Colonial to Contemporary Times
DSE-2	Introduction to Archaeology and Historic Architecture
	GE Common Pool for BA (VS) Tourism Management Students
1	Offered by History Department
2	Offered by Political Science Department
3	Offered by Political Science Department Offered by Mathematics Department

Semester VII

Tourism Research Methodology

Discipline Specific Core:- DSC-7.1

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title	Course	No. of	Compo	nents of th	Eligibility	Pre-	
and Code	Code	credits	mubal m		id with all	Criteria	requisites
			Lecture	Tutorial	Practical		of the
	ntame 2	or become	O mirk	sitist of a	richt Rut Nort		course
Tourism	DSC	-4	3	1	0	Pass in	NIL
Research	7.1	h				Class XII	- M
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Learning Objectives:

This course aims to introduce students to key research concepts, tools, and techniques relevant to the tourism industry. It is designed to develop their ability to formulate research problems, construct hypotheses, and design appropriate methodologies. Additionally, the course will familiarize students with various aspects of data collection, analysis, interpretation, and report writing. Emphasis will also be placed on encouraging critical thinking and promoting ethical practices in tourism research.

Learning Outcomes:

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

- 1. understand and relate the fundamentals of research in the tourism context.
- 2. create/design a research framework including the problem statement, objectives, and hypotheses.
- 3. analysing the collected, and organized, primary and secondary data through the appropriate statistical tools.
- 4. apply qualitative and quantitative techniques to address tourism-related research problems.
- 5. evaluate and present research findings in a structured report format for the various research problems.

Unit-I Introduction to Research and Tourism Studies

(10Hours)

Nature and significance of research in tourism, Types of research, Research process and research ethics, Selection and application of research topics in tourism, ethical issues in research.

Unit II Research Design and Data Collection Methods

(10Hours)

Research problem formulation and hypothesis development, Type-I and type-II error, Types of research design: Cross-sectional, longitudinal, experimental, Case studies, Sampling techniques, Data collection tools.

Unit III

Data Analysis and Interpretation

(15 Hours)

Types of data: Nominal, ordinal, interval, ratio, Data coding, tabulation, and cleaning, Introduction to statistical tools (Excel/SPSS/R), Interpretation of data using charts, graphs, and tables.

Unit IV

Report Writing and Presentation in Tourism Research

(10 Hours)

Structure and format of a research report, writing literature reviews and referencing styles, Plagiarism and academic integrity, Presenting research findings effectively.

Exercises:

The learners are required to:

- 1. conduct group discussion: Identify tourism-related research gaps in your city/state.
- 2. write a short review on a published tourism research paper.
- 3. design a sample tourism questionnaire.
- 4. conduct mock interviews/surveys on a tourism topic.
- 5. analyze survey data in Excel/SPSS.
- 6. create data visualization for tourism data using charts.
- 7. draft a mini-research report based on a selected tourism issue.
- 8. conduct group presentations of research proposals.

Suggested Readings:

 Adams, K. A., & McGuire, E. K. (2023). Student Study Guide with IBM® SPSS® Workbook for Research Methods, Statistics, and Applications (3rd ed.). SAGE Publications.

- Altinay, L., Paraskevas, A., & Ali, F. (2023). Planning research in hospitality and tourism (3rd ed.). Routledge.
- Botterill, D., & Platenkamp, V. (2012). Key concepts in tourism research. SAGE Publications Ltd.
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Jennings, G. R. (2010). Tourism research (2nd ed.). Wiley.
- Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications.
- McKinney, W. (2022). Python for Data Analysis: Data Wrangling with Pandas, NumPy, and Jupyter (3rd ed.). O'Reilly Media.
- Okumus, F., Rasoolimanesh, S. M., & Jahani, S. (Eds.). (2023). Contemporary research methods in hospitality and tourism. Emerald Publishing.
- Pizam, A. (Ed.). (2010). International encyclopedia of hospitality management. Routledge.
 - Veal, A. J. (2017). Research methods for leisure and tourism (5th ed.). Pearson Education.
 - Wickham, H., & Grolemund, G. (2023). R for Data Science (2nd ed.). O'Reilly Media

- 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 VII

Discipline Specific Elective: - DSE-I -7.1

Artificial Intelligence in the Tourism Industry

Offered by Department of Tourism, College of Vocational Studies

Credit Distribution, Eligibility and Pre-requisites of the Course

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Learning Objectives:

The course aims to introduce students to the fundamentals of Artificial Intelligence (AI) and its diverse applications within the tourism and hospitality sectors. It explores how AI technologies are transforming the industry by enhancing operational efficiency, improving customer experiences, and supporting data-driven strategic decision-making. Additionally, the course focuses on developing practical knowledge and hands-on skills in using AI tools and systems relevant to tourism services, such as chatbots, recommendation engines, and predictive analytics. It also emphasizes the importance of critically evaluating the ethical and social implications of AI, including issues related to privacy, algorithmic bias, and the future of human roles in the tourism industry.

Learning Outcomes:

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

- 1. Understand the role and importance of AI in tourism management and marketing.
- 2. Identify and evaluate AI-powered tools used in tourism (e.g., chatbots, recommendation engines).
- 3. Create/Design simple AI-based tourism solutions using available platforms or software.
- 4. Analyze case studies of AI implementation in global tourism companies.
- 5. Evaluate ethical, legal, and sustainability concerns in AI-driven tourism systems.

Unit I:- Fundamentals of Artificial Intelligence in Tourism (10 Hours)

Introduction to AI: History, evolution, and core concepts, Machine Learning, Deep Learning, and Natural Language Processing (NLP), Role of AI in Tourism and Hospitality, Overview of AI adoption trends in the global tourism industry.

Unit II :- AI in Tourism Operations and Customer Experience

(10 Hours)

Chatbots and Virtual Assistants for customer service, Personalized recommendations and itinerary planning, AI in airline, hotel, and travel agency operations, Voice and facial recognition in tourism services.

Unit III:- Smart Destinations and AI-Driven Marketing

(15 Hours)

(10 Hours)

Smart tourism destinations and Internet of Things (IoT), AI in digital marketing and customer engagement, Predictive analytics for demand forecasting, Big data in tourist behaviour analysis.

Unit IV:- Ethics, Sustainability, and Case Studies in AI Tourism

Ethical and legal issues in AI: privacy, surveillance, and data use, AI's role in sustainable tourism and environmental monitoring, Case studies of AI in tourism: Hilton's "Connie", Expedia, Airbnb, Future of AI in tourism: challenges and opportunities.

Exercises:

The learners are required to:

- 1. conduct AI basics quiz and discussion.
- 2. explore AI-powered travel platforms (e.g., Google Travel, Hopper).
- 3. build a basic chatbot using Dialogflow.
- 4. create a sample AI-based travel recommendation flow.
- 5. analyze tourism trends using Google Trends or basic ML tools (Orange, Excel).
- 6. design AI-based social media campaign simulation for a tourism product.
- 7. perform Group presentation: "AI for sustainable tourism in your city"
- 8. conduct debate on ethical use of facial recognition in hotels/airports.

Suggested Readings:

 Buhalis, D., & Amaranggana, A. (2015). Smart tourism destinations: Enhancing tourism experience through personalisation of services. In I. Tussyadiah & A. Inversini

- (Eds.), Information and Communication Technologies in Tourism 2015 (pp. 377–389). Springer.
- Dwivedi, Y. K., et al. (2021). Artificial intelligence (AI): Multidisciplinary perspectives
 on emerging challenges, opportunities, and agenda for research, practice and policy.
 International Journal of Information Management, 57, 101994.
- Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2015). Smart tourism: Foundations and developments. Electronic Markets, 25(3), 179–188.
- Guevara Plaza, A. J., Cerezo Medina, A., & Navarro Jurado, E. (Eds.). (2024). Tourism and ICTs: Advances in data science, artificial intelligence and sustainability:
 Proceedings of the TURITEC 2023 Conference, October 19–20, 2023, Málaga, Spain. Springer.
- Pencarelli, T. (2020). The digital revolution in the travel and tourism industry. Information Technology & Tourism, 22(4), 455–476.
- Shukla, V. K., Verma, A., & Lacap, J. P. G. (Eds.). (2024). Artificial intelligence for smart technology in the hospitality and tourism industry. Apple Academic Press.
- Tussyadiah, I. P. (2020). A review of research into automation in tourism: Launching the Annals of Tourism Research curated collection on AI and robotics in tourism. Annals of Tourism Research, 81, 102883.
- Vinod, B. (2023). Artificial intelligence and machine learning in the travel industry:
 Simplifying complex decision making. AI Startups.

- 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 VII

Discipline Specific Elective-I :- DSE-I -7.2

Rural and Agritourism

Offered by Department of Tourism, College of Vocational Studies

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course	Course	No. of	Com	ponents o	f the	Eligibility	Pre-
Title	Code	credits	cours	e	Al anneit	Criteria	requisites
and	girli Jun	ada" o me	Lecture	Tutorial	Practical		of the
Code	ra a mengiji	aki hisi	din Sa	ا اور يا كا	Trivi social		course
Rural and	DSE 7.2	T9/4(4 16)	3	1.	0	Pass in	NIL
Agritourism	¥					Class XII	mg2 1
DSE - 7.2	Tank Toyler	curls on	godin klove.	n legryph	orr sex		asT A.
		361	each what		Ollman Jaj		

Learning Objectives:

The objective of the course is to familiarize students with the principles, applications, and importance of Agritourism and rural tourism, particularly in the Indian setting. Examining the socioeconomic, cultural, and environmental aspects of rural India that are pertinent to the growth of tourism is another goal of this course. It will offer a chance to investigate the advantages and disadvantages of Agritourism as a paradigm for sustainable travel. Students will also learn about planning resources, policies, and effective case studies in Agritourism and rural areas.

Learning Outcomes:

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

- 1. define and explain the core concepts of rural and Agritourism, especially in the Indian socio-economic and cultural context.
- 2. analyze rural tourism destinations and identify the resources, stakeholders, and potential for development.
- 3. develop community-based rural tourism plans with a focus on sustainability, cultural preservation, and inclusive growth.
- 4. evaluate policy frameworks and institutional mechanisms supporting rural and agritourism in India.

- 5. apply marketing and branding strategies to promote rural and agricultural tourism experiences.
- 6. design practical business models for farm stays, local tourism packages, and community experiences.
- 7. critically assess the challenges facing rural and agritourism and recommend innovative and ethical solutions.

Unit I:- Introduction to Rural and Agritourism

(12 Hours)

Introduction to the concept of Rural and Agritourism, Historical development of rural and Agritourism, Importance in Indian context: Social, Economic, and Environmental aspects. Stakeholders in rural tourism: Government, NGOs, Local Communities.

Unit II:- Rural India - Socio-Cultural and Economic Landscape

(10

Hours)

Study of Indian rural society: demographics, traditions and occupations. Village as a primary tourism product- Showcasing rural life, art, culture and heritage. Activities under Agritourism: farm stays, crop tours, animal husbandry demonstrations. Role of women and youth in rural tourism.

Unit III:- Planning and Development of Rural and Agritourism

(12)

Hours) Planning involved in rural tourism- steps in developing a rural/agritourism project, Rural tourism clusters and hubs, Basic infrastructural development - accommodation, sanitation, accessibility. Design and operation of farm stays and village experiences, Community participation and capacity building through rural and Agritourism.

Unit IV:- Policy Framework and Challenges

(11 Hours)

Government schemes: Ministry of Tourism, Rural Development, National Bank for Agriculture and Rural Development (NABARD), Agri Tourism Development Corporation (ATDC), Challenges - seasonality, skill gaps, infrastructure, climate risks. Ethical concerns: cultural commodification, exploitation.

Exercises:

The learners are required to:

- 1. visit or study a rural village and make a group presentation and report on a resource inventory: natural, cultural, agricultural and human.
- 2. design 3 interactive activities that tourists could participate in: (A) Crop Tour Explain sowing/harvesting practices (B)Animal Husbandry Demo Cow milking, feeding, poultry (C) Farm-to-Table Cooking Local recipes using farm produce.
- 3. conduct research and create a **map or chart** of rural tourism clusters/hubs in India: Include: Main attractions, Local crafts/festivals, Any government/NGO involvement.
- 4. write a report on a real-life government policy (e.g., Maharashtra Agritourism Policy) through interview stakeholders or use secondary data.

Suggested Readings:

- Chase, L., & Reid, T. (Eds.). (2023). Teaching agritourism. Edward Elgar Publishing.
- Nyagadza, B., Chigora, F., & Hassan, A. (Eds.). (2023). Agritourism for sustainable development. CABI Publishing.
- Oriade, A., & Robinson, P. (Eds.). (2017). Rural tourism and enterprise: Management, marketing and sustainability. CABI Publishing.
- Roberts, Lesley. (2001) Rural Tourism and Recreation: Principles and Practice.
 Massachusetts: CABI Publishing.
- Saarinen, J., & Rogerson, C. M. (Eds.). (2023). Community-based rural tourism and entrepreneurship. Springer.
- Sharpley, R., & Roberts, L. (2004). Rural tourism and recreation: Principles to practice. CABI Publishing.
- Singh, S. (2009). *Domestic tourism in India*. Indus Publishing.
- Urbina, A. (2024). Farm adventures: Exploring the world of Agritourism. Independently published.

Additional readings:

- Ministry of Tourism, Government of India. (2020). Annual report 2019-2020.
 https://tourism.gov.in
- Ministry of Rural Development, Government of India. (2021). Schemes and initiatives for rural livelihood enhancement. https://rural.nic.in

 National Bank for Agriculture and Rural Development (NABARD). (2021). Promoting agritourism for rural development. https://www.nabard.org

- 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 VII

DISCIPLINE SPECIFIC ELECTIVE - DSE-II

Paper No .: - 7.3

Evolution of Hill Stations in India: From Colonial to Contemporary Times

Offered by History Department, College of Vocational Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title and	Credits	Credit	distribu	tion of	Eligibility	Pre-	Departmen
Code	,	the Course		criteria	Requisite of	t offering	
H.					the course	the	
						if any	course
		Lecture	Tutoria	Practi			
				cal	contact.		
Evolution of Hill	4	3	1	0	NA	NA	History
Stations in India:					<u>#</u>		
From Colonial to							
Contemporary							
Times							a.

Learning Objectives

This course aims to provide students with a comprehensive understanding of hill stations in India, exploring their historical origins, colonial significance, and post-independence transformation. Students will examine the establishment of hill stations during British rule, the infrastructural challenges faced by settlers, and the early colonial perceptions of native populations. Through an analysis of primary texts and case studies, students will critically evaluate the roles hill stations played as military, social, and educational centres. The course will also delve into the post-independence evolution of these spaces, focusing on their changing governance, educational roles, and growth as tourist destinations. By engaging in group reflections, presentations, and visual media analysis, students will gain a deeper understanding of the cultural,

social, and political importance of hill stations in both historical and contemporary contexts.

Learning outcomes

By the end of this course, students will be able to critically examine the evolution of hill stations in India, from their colonial origins to their contemporary roles. They will interpret historical texts, analyses socio-political functions, and assess transformations in tourism, governance, and education, gaining a nuanced understanding of hill stations as cultural and historical sites. This course offers an interdisciplinary approach, drawing from history, cultural studies, and urban development.

Unit 1: Introduction to Hill Stations in India (10 hours)

- 1.1 Definition and Historical Background
- 1.2 Early Challenges to British Settlers in Hill Stations
- 1.3 Building infrastructure: Construction of roads, bungalows, and other facilities.

Unit 2 Early Colonial Perceptions of the Native in Hill Stations (12 hours)

- 2.1 The Colonial Gaze: Understanding Descriptions of the 'Native'
- 2.2 British Pens, Indian Lives: Reading the early Records
- 2.3 Group Reflection and Presentation

Unit 3: The Making of Hill Stations: Military, Social, and Educational Roles (11 hours)

- 3.1 Hill Stations as Military Cantonment
- 3.2 Hill Stations as Social and Educational Centres
- 3.3 Case Studies: The Making of Colonial Hill Stations in India Shimla, Darjeeling, Ooty,

Nainital, and Mount Abu (Choose Any One for Detailed Study)

Unit 4: The Transformation of Hill Stations in Post-Independence India (12 hours)

- 4.1 Governance and Education: New Roles for Old Retreats
- 4.2 Tourism and Urban Growth
- 4.3 Visualizing Change: Documentary on Hill Stations

Unit 1 In this unit, students will learn about the origin and development of hill stations in India, starting with a clear definition and historical background. They will explore how the British created hill stations during colonial rule, choosing locations in the hills to escape the intense heat of the plains. The unit will cover the early challenges British settlers faced when establishing these hill stations, including navigating difficult terrain and building essential infrastructure like roads, bungalows, and other facilities for both governance and leisure.

Students will examine the practical difficulties the British encountered as they worked to transform remote areas into functional settlements. This exploration will help students understand how hill stations served as sanctuaries for British officials, offering a unique historical perspective on their development and significance in colonial India.

Readings:

- Pradhan, Queeny. "Empire in the Hills: The Making of Hill Stations in Colonial India." *Studies in History* 23, no. 1 (2007): 33–82.
- Kennedy, Dane Keith. The Magic Mountains: Hill Stations and the British Raj. Berkeley and Los Angeles: University of California Press, 1996.
- Tolia, R S. Founders of Modern Administration in Uttarakhand, 1815-1884, Edward Gardner to Henry Ramsay. Bishen Singh Mahendra Pal Singh, Dehradun, India, 2009

Unit 2 It introduces students to the ways in which British colonizers perceived and portrayed indigenous populations during the early colonial period, particularly in the setting of hill stations. The unit encourages students to critically examine colonial texts, records, and representations, highlighting how these sources reflect broader attitudes of empire, race, and power. Through a combination of readings, discussions, and collaborative activities, students will explore how colonial narratives constructed the identity of the 'native' and justified British presence in India. The unit emphasizes the importance of questioning historical sources and understanding the context in which they were produced. By engaging with both primary and secondary materials, students will develop skills in critical analysis, interpretation, and historical inquiry. Students are also given the freedom to choose specific themes—such as customs, clothing, caste, gender roles, or labour practices—from the records to focus their analysis. A group reflection and presentation component further reinforce collaborative learning and deepens understanding of how history is written and remembered.

- Said, Edward W. Orientalism. Penguin Modern Classics. London, England: Penguin Classics, 2003. (Introduction)
- Triall, George William. Statistical Sketch of Kumaon. John Murray, Albemarle

- Street, London, 1851.
- Fraser, James Baillie. Journal of a Tour Through Part of the Snowy Range of the Himala Mountains, and to the Sources of the Rivers Jumna and Ganges. London: Rodwell and Martin, Bond Street, 1820.
- White, George Francis. *Views in India, Chiefly among the Himalaya Mountains*. London: Fisher, Son, & Co., 1838.
- Hooker, Joseph Dalton. *Himalayan Journals: Notes of a Naturalist in Bengal, the Sikkim and Nepal Himalayas, the Khasia Mountains, etc.* London: John Murray, 1854.

Unit 3 This unit examines the evolution of colonial hill stations in British India, focusing on how they were shaped to serve military, social, and educational functions. Hill stations were not merely retreats from the heat of the plains; they were carefully constructed symbols of British power, culture, and control. Students will investigate how these towns became sites of strategic military placement, exclusive social life, and Western-style education—thus embedding colonial ideology in the built environment and daily life. The objective is to help students understand the layered functions of hill stations and their role in maintaining colonial order and identity. Students will also undertake a case study of a particular hill station—such as Shimla, Darjeeling, Ootacamund, or Mussoorie—to analyses how local geography, indigenous populations, and colonial needs shaped each station differently. This unit encourages students to apply critical reading, spatial analysis, and historical research skills to understand colonial urbanism in the hills.

Note: While this unit encourages the in-depth study of specific colonial hill stations such as Shimla, Darjeeling, Ootacamund, or Mussoorie, students are welcome to explore the history and development of any other hill station with prior consultation and approval from the instructor. This flexibility is intended to support independent research interests and allow for a wider geographical and thematic scope in understanding the colonial hill station experience across South Asia.

Readings:

- Lal, Vinay. "Hill Stations: Pinnacles of the Raj." *Capitalism Nature Socialism* 8, no. 3 (1997): 123–132.
- Pradhan, Queeny. "Empire in the Hills: The Making of Hill Stations in Colonial India." *Studies in History* 23, no. 1 (2007): 33–82.
- Kennedy, Dane Keith. *The Magic Mountains: Hill Stations and the British Raj*. Berkeley and Los Angeles: University of California Press, 1996.
- Kanwar, Pamela. *Imperial Simla: The Political Culture of the Raj*. Delhi: Oxford University Press, 1990.

Unit 4 After independence, India's hill stations transitioned from colonial enclaves into vibrant centres of governance, education, and tourism. This unit explores how these once- exclusive colonial spaces were repurposed to serve the needs of a new nation—becoming state capitals, homes to premier institutions, and hubs of mass tourism.

Readings:

- Sacareau, Isabelle. Himalayan Hill Stations from the British Raj to Indian Tourism. Academia.edu. Accessed April 24, 2025. https://www.academia.edu/68260430
- Dasgupta, Suryendu, and Pushplata Garg. "The Urban Development and Heritage Conundrum: The Challenges of Heritage Conservation in the Hill-Station of Darjeeling." Journal of Urban Design 26, no. 2 (2020): 219–238. https://doi.org/10.1080/13574809.2020.1770584.

Documentaries Like:

- Ghar: Life in a Himalayan village (cultural documentary), available on YouTube, Directors: Jane Dyson and Ross Harrison Producer: Jane Dyson.
- I am Mussoorie documentary film. Produced and presented by Pradeep Bhandari | Hill station MussoorieNote: Students are encouraged to explore additional documentaries on hill stations in consultation with the instructor.

Suggested Readings

- Collingham, Elizabeth M. *Imperial Bodies: The Physical Experience of the Raj, c. 1800–1947.* Cambridge: Polity Press, 2001.
- Said, Edward W. Orientalism. Penguin Modern Classics. London, England: Penguin Classics, 2003. (Introduction)
- Triall, George William. Statistical Sketch of Kumaon. John Murray, Albemarle Street, London, 1851.
- Fraser, James Baillie. Journal of a Tour Through Part of the Snowy Range of the Himala Mountains, and to the Sources of the Rivers Jumna and Ganges. London: Rodwell and Martin, Bond Street, 1820.
- White, George Francis. *Views in India, Chiefly among the Himalaya Mountains*. London: Fisher, Son, & Co., 1838.
- Hooker, Joseph Dalton. Himalayan Journals: Notes of a Naturalist in Bengal, the Sikkim and Nepal Himalayas, the Khasia Mountains, etc. London: John Murray, 1854.
- Tolia, R S. Founders of Modern Administration in Uttarakhand, 1815-1884, Edward Gardner to Henry Ramsay. Bishen Singh Mahendra Pal Singh, Dehradun, India, 2009
- Atkinson, Edwin T. Gazetteer of the Himalayan District of the Northwestern

- Province of India, Vol II, Government Press, Allahabad. 1884.
- Barr, Pat and Desmond Ray (1978), Simla: The Story of the Hill-station, Delhi.
- Buck, Edward (1904), Simla Past and Present, Simla.
- Buchanan, W.J. (1908), 'Notes on old Darjeeling', in Bengal Past and Present, Vol. 2: Part 2, October. Burchard, John, ed. (1963), Historian and the City, Cambridge.
- Gazetteer of Punjab, Haryana and Himachal Pradesh (1991), Volume I, New Delhi (Reprint). Gazetteer of the Simla District, 1888–89.
- New World, Oxford. Francis, William (1908), Madras District Gazetteer, Nilgiris, Madras.
- Forrest, C.W. (1894), Administration of Marquis of Lansdowne: Viceroy and Governor General of India, 1888–1894, Calcutta.
- Risley, H.H. (1894), The Gazetteer of Sikkim (first edition).
- Ross, M.A. (1914), Glossary of Tribes and Castes of Punjab and North-West Punjab, Vol. III, Lahore.

Semester: - VII

DISCIPLINE SPECIFIC ELECTIVE: -DSE II

Paper No .: - 7.4

Introduction to Archaeology and Historic Architecture Offered By Department of History

Credit distribution, Eligibility and Pre-requisites of the Course

Course title and Code	Credits	Credit distribution of the Course		Eligibility criteria	Pre-Requisite of the course if any	
Introduction to	4	Lecture 3	Tutorial 1	NA	NA	
Archaeology and Historic Architecture						

Objective- This paper aims at introducing students to archaeology and architecture from an interdisciplinary perspective. It will enable them to cultivate sharp observation and problem-solving skill sets which are essential prerequisites for any profession they chose to adopt.

Unit 1- Introduction to Archaeology

(8 hours)

- -Why archaeology? Definitions and Goals of archaeology: A changing perspective
- -History of archaeological practice in India.
- -Concepts and methods of archaeological studies: Archaeological surveying, context, excavation, stratigraphy and interpretations.
- -Difference and relationship between archaeology and history.

Unit 2 – Concepts and Classifications of Archaeology (8 hours)

- -Artefacts and Ecofacts. Archaeological sites and settlements. Archaeological dating: relative and chronometric dating.
- -Environmental archaeology: landscape, archaeozoology and palaeobotany. Prehistoric and

historical archaeology. Ethnoarchaeology.

- -Public archaeology and heritage management.
- -Importance of archaeology in the understanding of the past and present.

Unit 3- Architecture- Meaning, Forms and Classifications (10 hours)

- -Definition of architecture, the origin of architecture and the historical texts associated with it. Relationship of architecture with other interdisciplinary subjects.
- -Different forms of architecture: Secular and Religious architecture. Factors influencing architecture- topography, climate, soil composition, raw material, climate etc.
- -Classification of architecture within India-Nagara, Dravida, Vesara and other regional styles. Classification of architecture of the world Gothic, Baroque, Romanesque

Unit 4- Architecture of India-Development of architectural styles from ancient to modern times. (9 hours)

-Urban architecture of Harappan civilization, Sanchi Stupa in Madhya Pradesh, Hampi in Karnataka, Golconda Fort in Hyderabad, Taj Mahal in Agra, and Mysore Palace in Karnataka.

Unit 5 – Architecture of the world- Stylistic development of secular and religious architectural forms from ancient to modern era. (10 hours)

-Pyramids in Egypt, Parthenon Acropolis in Greece, Machu Picchu in Peru, Hagia Sophia Mosque in Turkey, Borobudur in Indonesia and Eiffel tower in France.

<u>Essential Readings</u>

Bahn, P. and Renfrew, C. (2008) Archaeology: Theory, methods and practice. New York: Thames and Hudson.

Chakrabarti, Dilip. K. (1988) A History of Indian Archaeology from the Beginning to 1947. Delhi: Munshiram Manhorlal Pvt. Ltd.

Fagan, Brian (2001) In the Beginning: an Introduction to Archaeological Practice. New Jersey: Hall Upper Saddle River.

Gamble, Clive (2004) Archaeology The Basics, UK: Routledge.

Huntington Susan L., The Art of Ancient India: Buddhist, Hindu and Jain, Motilal Banarasidass, New Delhi, 2014

Mitchell George, *The Hindu Temple: An Introduction to Its Meanings and Forms*, University of Chicago Press, 1988.

Gupta S.P. and S Vijaykumar, *Temples in India: Origin and Developmental Stages*, D. K. Print World Ltd., 2009

Gupta S. P, Elements of Indian Art: Including, Iconography and Iconometry, D.K.Print world Ltd., 2004

Hardy Adam, The Temple Architecture of India, John Wiley & Sons, 2007

Fritz J M and George Michell, *Hampi Vijayanagara*, Jaico Publishing House, 2014 Sampath Vikram, *Splendours of Royal Mysore*, Rupa, 2008

Mainstone R.J., Hagia Sophia: Architecture, Structure and Liturgy of Justinian's Great Church, Tames and Hudson, 1997

Dark Ken and Jan Kostenec, Hagia Sophia in Context: An Archaeological Re-examination of the Cathedral of Byzantine Constantinople, Oxbow, 2019

Booth Charlotte, *The Pyramids in a Nutshell*, Madeglobal Publishing, 2016 Cruickshank Dan (Foreword), *Manmade Wonders of the World*, D.K. Printworld, 2019 Pryce Will, *World Architecture: The Masterworks*, Thames and Hudson, 2011

Suggested Readings

Knudson, S. J. (1986) Culture in Retrospect: an Introduction to Archaeology. California: Waveland Press.

Rajan. K (2002) Archaeology Principles and Methods. Thanjavur: Manoo Pathippakam. Renfrew, Colin and Paul Bahn (2005) Archaeology: The Key Concepts,

London: Routledge.

Trigger, Bruce G (1989) A History of Archaeological Thoughts. Cambridge: Cambridge University Press

Singleton E (ed.), Turrets, Towers and Temples: The great Buildings of the world, As Seen and Described by Famous Writers, University Press of the Pacific, 2002

Chugh Lalit, Karnataka's Righ Heritage- Temple Sculptures and Dancing Apsaras: An Amalgam of Hindu Mythology, Natysasastra and Silpasastra, Notion Press, 2017

Sastri Nilakanta and R. Champakalashmi, A History of South India: From Prehistoric Times to the Fall of Vijanagar, Oxford, 1997

Glancey Jonathan, What's So Great About the Eiffel Tower? 70 Questions That Will Change the Way You Think about Architecture, Laurence King Publishing, 2017

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 Examination Branch, University of Delhi from time to time.

College of Vocational Studies

Tourism Management

Semester VIII

DSC	Tourism Business Strategies and Ecosystem						
- 23	1 Sterry Street Street Street Street Street						
DSE	Tourism Analytics						
	Course Course A set Consumer to the						
dreimo	Cruise and Maritime Tourism						
	Heritage Tourism: Exploring the Buddhist and Jain Circuits						
	To The State of th						
Challe Settle	Religious & Philosophical Traditions in Indian Subcontinent						
	GE Pool for BA (VS) Tourism Management Students						
1	Offered by Department of History						
2	Offered by Department of Political Science						
3	Offered by Department of Economics						
4	Offered by Department of Mathematics						

Semester VIII

Discipline Specific Core Course (DSC -8.1)

Tourism Business Strategies and Ecosystem

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title and	Course Code	No. of credits	asymptotic le	ponents of se	fthe	Eligibility Criteria	Pre- requisites
Code	eba rza		Lecture	Tutorial	Practical	-	of the course
Tourism Business Strategies and Ecosystem DSC- 8.1	DSC 8.1	4	3	1	0	Pass in Class XII	NIL

Learning Objectives:

This course introduces students to strategic management principles in the context of the tourism industry. It explores the tools, models, and frameworks used to formulate, implement, and evaluate strategies in tourism businesses ecosystem. Emphasis is placed on innovation, sustainability, digital transformation, and competitive advantage.

Learning Outcomes:

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

- 1. understand the core principles and practices of business strategy in tourism.
- 2. apply analytical tools such as SWOT, PESTEL, and Porter's Five Forces.
- 3. formulate competitive strategies to address dynamic market conditions.
- 4. assess the impact of sustainability and digital innovations on tourism

enterprises.

Unit I

Fundamentals of Tourism Business Strategy (11Hours)

Defining Strategy, Introduction to strategic management in tourism, Types of tourism businesses, Strategic management process and levels of strategy, Tourism business environment and stakeholders.

Unit II

Strategic Analysis Tools in Tourism

(11Hours)

Environment scanning: PESTEL analysis, Competitive analysis: Porter's Five Forces, Internal analysis: VRIO and Value Chain, strategic advantages analysis, - SWOT analysis for strategic positioning.

Unit III

Strategy Formulation and Implementation

(12Hours)

Generic competitive strategies: Diversification, integration, merger, take over and joint strategies, Strategy implementation: structure, leadership, and culture, Factors affecting strategic choice, Growth strategies: Ansoff Matrix, BCG Matrix.

Unit-IV

Strategy Implantation and Sustainable Strategy

(11Hours)

Inter-relationship between formulation and implementation, Issues in strategy implementation: Resource allocation, Smart tourism and e-business models, Sustainable tourism strategies, Case studies on innovative tourism strategies.

Exercises:

The learners are required to:

1. prepare a SWOT and PESTEL analysis of a local tourism business.

- 2. analyze cases on successful and failed tourism business strategies.
- 3. conduct group project on develop a strategic plan for a new tourism venture.
- 4. evaluate the online strategy of a tourism firm.

Suggested Readings:

- Barney, J. B., & Hesterly, W. S. (2019). Strategic management and competitive advantage (6th ed.). Pearson.
- Buhalis, D. (2019). Technology in tourism-from information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: A perspective article. Tourism Review, 75(1), 267–272. https://doi.org/10.1108/TR-06-2019-0258.
- Evans, N., Campbell, D., & Stonehouse, G. (2012). Strategic management for travel and tourism (2nd ed.). Routledge.
- Font, X., & McCabe, S. (2017). Sustainability and marketing in tourism: Its contexts, paradoxes, approaches, challenges and potential. Journal of Sustainable Tourism, 25(7), 869–883. https://doi.org/10.1080/09669582.2017.1301721.
- Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2017). Marketing for hospitality and tourism (7th ed.). Pearson.
- Okumus, F., Altinay, L., & Chathoth, P. (2022). Strategic management for hospitality and tourism (3rd ed.). Routledge.
- Porter, M. E. (1998). Competitive advantage: Creating and sustaining superior performance. Free Press.

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- DSE I-8.1

Tourism Analytics

Offered by Department of Tourism

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course Title	Course Code	No. of credits	cours	ponents o se	Eligibility Criteria	Pre- requisites	
and Code	Kip e	einn de ni	Lecture	Tutorial	Practical	ini ya mwa mwa Baga waji ili sa	of the course
Tourism Analytics DSE- 8.1	DSE 8.1	4	3	1 Section 1	O orthode badangar(I	Pass in Class XII	NIL

Learning Objectives:

This course aims to introduce students to the fundamentals of analytics and highlight its growing significance in the tourism industry. It is designed to equip learners with essential data analysis tools and techniques that are vital for conducting effective tourism research and making informed decisions. Through a combination of theoretical understanding and hands-on practice, students will develop practical skills in using industry-relevant software for analyzing and visualizing tourism data. By working with real-world datasets and case studies, the course also promotes evidence-based decision-making, enabling students to derive meaningful insights that can inform tourism planning, marketing, and management strategies.

Learning Outcomes:

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

- 1. understand key concepts of tourism analytics and their applications.
- 2. identify and collect relevant tourism data for analysis.
- 3. apply statistical and analytical techniques to interpret tourism trends and patterns.
- 4. use data visualization and business intelligence tools to present tourism data effectively.
- 5. develop data-driven solutions and recommendations for tourism management and marketing.

Unit I:- Introduction to Tourism Analytics

(12Hours)

Definition and scope of tourism analytics, Types of tourism data: visitor statistics, accommodation, transport and expenditure, Importance of data in tourism decision-making, Sources of tourism data: primary vs secondary; national tourism organizations, WTTC, UNWTO.

Unit II:- Descriptive and Diagnostic Analytics in Tourism (12Hours)

Key performance indicators (KPIs) in tourism analytics, Overview of analytics tools (Excel, SPSS), Introduction to descriptive statistics: mean, median, mode, standard deviation, Diagnostic analysis: correlation and regression in tourism context, Case study: Understanding seasonality and visitor patterns.

Unit III:- Predictive and Prescriptive Analytics in Tourism (11Hours)

Introduction to predictive analytics and forecasting models, Demand forecasting using historical data, Prescriptive analytics: optimization and simulation models for tourism planning, Ethical issues and data privacy in tourism analytics.

Unit IV:- Data Visualization and Reporting in Tourism (10Hours)

Principles of effective data visualization, Tools for tourism data visualization: Tableau, Power BI, Creating tourism dashboards and reports, Communicating findings to stakeholders.

Exercises:

The learners are required to:

- 1. collect and classify tourism data from secondary sources (e.g., Ministry of Tourism, UNWTO)
- 2. create dashboards using Excel to visualize tourism KPIs.
- 3. visualize customer review sentiment using word clouds and bar graphs.

4. prepare group project: Present a big data solution for a tourism/hospitality business challenge.

Suggested Readings:

- Chen, M., Mao, S., & Liu, Y. (2014). Big data: A survey. Mobile Networks and Applications, 19(2), 171-209. https://doi.org/10.1007/s11036-013-0489-0
- Gandomi, A., & Haider, M. (2015). Beyond the hype: Big data concepts, methods, and analytics. International Journal of Information Management, 35(2), 137-144. https://doi.org/10.1016/j.ijinfomgt.2014.10.007
- Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2021). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) (3rd ed.). Sage Publications.
- Provost, F., & Fawcett, T. (2013). Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking. O'Reilly Media.
- Russell, M. A. (2018). Mining the Social Web: Data Mining Facebook, Twitter, LinkedIn, Instagram, GitHub, and More (3rd ed.). O'Reilly Media.
- Tableau Software. (n.d.). Resources & Training. https://www.tableau.com/learn
- World Tourism Organization (UNWTO). (2023). Tourism Data Dashboard. https://www.unwto.org/unwto-tourism-dashboard
- Xiang, Z., Du, Q., Ma, Y., & Fan, W. (2017). A comparative analysis of major online review platforms: Implications for social media analytics in hospitality and tourism.
 Tourism Management, 58, 51-65. https://doi.org/10.1016/j.tourman.2016.10.001

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 -DSE I-8.2

Cruise and Maritime Tourism

Offered by Department of Tourism, College of Vocational Studies Credit Distribution, Eligibility and Pre-requisites of the Course

Course title &	Credits	Credit di	stribution o	Eligibility	Pre-	
Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course
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Cruise and Maritime	4	3	1	0	Pass in class XII	NIL
Tourism DSE 8.2	1987 - Parther		(0) 1 53	19.100 (2.409));0V/ = 1

Learning objectives:

The course is designed to introduce students to the concept, scope, and growth of cruise and maritime tourism, both globally and within the Indian context. It aims to provide a comprehensive understanding of cruise operations, management structures, and the key players involved in the maritime tourism sector. The course further explores the socio-economic and environmental impacts associated with cruise tourism, offering insights into how this industry affects destinations and communities. Additionally, students will analyze emerging trends, current challenges, and the importance of sustainable practices to ensure the responsible development of maritime tourism in the future.

Learning outcomes:

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

- 1. understand the concept, scope, and growth of cruise and maritime tourism.
- 2. apply/Demonstrate knowledge of cruise operations, itineraries, and roles of key stakeholders.
- 3. analyze the socio-economic and environmental impacts of cruise tourism.
- 4. evaluate current trends, challenges, and sustainable practices in maritime tourism.

Unit I

Introduction to Cruise and Maritime Tourism

(11

Hours)

Definition, evolution, and growth of maritime tourism, Types of cruises: Ocean, river, expedition, luxury, theme cruises, Major cruise lines and global cruise markets, Importance of cruise tourism in the global tourism economy.

Unit II

Cruise Operations and Onboard Management

(10

Hours)

Cruise ship structure and departments, Port and shore excursion management, Cruise itineraries and route planning, Safety, health, and legal regulations on board.

Unit III

Cruise Destinations and Market Segmentation

(12)

Hours)

Popular global cruise destinations: Caribbean, Mediterranean, Alaska, Asia, Emerging cruise destinations in India, Cruise market segments: Luxury, family, adventure, senior, LGBTQ+, Cruise tourist behaviour and expectations.

Unit IV

Sustainability, Trends, and Challenges in Cruise Tourism

(12)

Hours

Environmental impacts: waste disposal, emissions, over-tourism, Economic and cultural impacts on port communities, Sustainability practices by cruise operators, Post-pandemic recovery and future of cruise tourism.

Exercises:

The learners are required to:

- conduct the case study analysis of major cruise brands (e.g., Royal Caribbean, Carnival, MSC).
- 2. conduct group discussion.
- 3. perform a virtual tour of a cruise ship (using YouTube or VR platforms).
- 4. create a mock cruise itinerary for a 7-day international cruise.
- 5. prepare a destination profile of an Indian cruise port.
- 6. conduct a market segmentation survey for cruise preferences.
- 7. conduct debate.
- 8. prepare group projects: Propose a sustainable cruise tourism model for Indian coastline.

Suggested Readings:

- Dowling, R. K., & Weeden, C. (Eds.). (2017). Cruise Ship Tourism (2nd ed.).
 CABI.
- Papathanassis, A. (Ed.). (2011). The long tail of tourism: Holiday niches and their impact on mainstream tourism. Springer.
- Gibson, P. (2012). Cruise operations management (2nd ed.). Routledge.
- Sakhuja, V., & Narula, K. (Eds.). (2023). Partnering Across Oceans. National Maritime Foundation.
- Weaver, A. (2005). *Spaces of containment and revenue capture: 'Super-sized' cruise.

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- DSE- II

Paper No.:- 8.3

Heritage Tourism: Exploring the Buddhist and Jain Circuits

Offered by the Department of History

Credit distribution, Eligibility and Pre-requisites of the Course

	Course title and	Credits	Credit distribution of the Course			Eligibilit y criteria	Pre- Requisite of	Department offering	
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Course Overview

This course introduces students to the rich heritage associated with Buddhist and Jain sites in India. It delves into their historical, cultural, and religious significance while exploring their potential for tourism development. Students will examine the role of heritage tourism in preserving cultural identity and fostering economic growth. The course integrates theoretical and practical aspects, including field visits and project-based learning.

Learning Objectives

- 1. To provide a comprehensive understanding of Buddhist and Jain heritage and their historical significance.
- 2. To explore the cultural, architectural, and spiritual dimensions of Buddhist and Jain circuits.
- 3. To analyze the role of heritage tourism in cultural preservation and sustainable development.
- 4. To equip students with skills to develop tourism strategies for heritage sites.

Learning Outcomes

Upon completing this course, students will:

- 1. Gain an in-depth understanding of the Buddhist and Jain heritage sites and their historical context.
- 2. Develop insights into the interplay between heritage, culture, and tourism.
- 3. Critically evaluate the challenges and opportunities in promoting heritage tourism.
- 4. Propose sustainable tourism development strategies for Buddhist and Jain circuits.

Practical Component

- Group projects analyzing case studies of heritage tourism.
- Field visits to prominent Buddhist and Jain sites (e.g., Bodh Gaya, Sanchi, Shravanabelagola).
- Creation of tourism development plans for selected heritage sites.
- Interactive sessions with heritage professionals and tourism stakeholders.

Syllabus Outline

Unit I: Introduction to Heritage Tourism

(9 hours)

- Definition and scope of heritage tourism.
- Importance of heritage tourism in cultural preservation and economic development.
- Overview of Buddhist and Jain circuits in India.

Unit II: Buddhist Heritage Sites

(9 hours)

- Historical and cultural significance of key Buddhist sites: Bodh Gaya, Sarnath, Ajanta, and Ellora.
- Role of Buddhist architecture and art in heritage tourism.
- Case studies on tourism development at Buddhist sites.

Unit III: Jain Heritage Sites

(9 hours)

- Historical and cultural significance of key Jain sites: Mount Abu, Shravanabelagola, and Palitana.
- Unique features of Jain architecture and sculpture.
- Case studies on tourism development at Jain sites.

- Unit IV: Challenges in Heritage Tourism

(9 hours)

- Balancing tourism and preservation: Ethical considerations.
- Environmental and infrastructural challenges.
- Community engagement and stakeholder collaboration.

Unit V: Strategies for Sustainable Tourism Development hours)

(9

- Principles of sustainable tourism.
- Role of technology in heritage tourism.
- Creating inclusive tourism models that promote cultural understanding and economic growth.

Essential Readings

- 1. Michell, George. Buddhist Art and Architecture. Thames & Hudson, 1996.
- 2. Singh, Rana P.B. Heritage Tourism: An Anthropological Journey to India's Sacred Geography. Gyan Publishing House, 2010.
- 3. Huntington, Susan L. The Art of Ancient India. Weatherhill, 1985.
- 4. Jain, Jyotindra. Indian Jainism: Art and Ritual. Marg Publications, 2014.
- 5. Himanshu, Prabha Ray. The Return of the Buddha: Ancient Symbols for a New Nation. Routledge, 2014.

Suggestive Readings

- 1. Cousins, L.S. The Buddhist Path to Awakening. Oneworld Publications, 1994.
- 2. Fergusson, James. *History of Indian and Eastern Architecture*. Cambridge University Press, 2013.
- 3. Jain, Shanti Lal. Jainism in India. Rishabh Foundation, 2010.
- 4. Kapur, Anu. Tourism and Environment: Striking a Balance. Routledge, 2019.
- 5. UNESCO. World Heritage Sites in India. UNESCO Publishing, 2020.

Teaching Methodology

- Lectures and tutorials for exploring theoretical frameworks.
- Field visits and reflective journaling.

- Group discussions and presentations on case studies.
- Engagement with multimedia resources for experiential learning.

Evaluation

- Internal Assessment (Assignments, Presentations, Field Reports): 40%
- End-Semester Examination: 60%

Semester- VIII

Discipline Specific Eelective- DSE II

Paper No.:- 8.4

Religious & Philosophical Traditions in Indian Subcontinent

Offered by Department of History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code		Credit distribution of the course			c- E halga	Pre- requisites of the course (if any)
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Religious & Philosophical Traditions in Indian	4	3	1	0	Pass in class XII	NIL
Subcontinent		1	I		Cruster I.	1 &

Objective:-

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

understanding of India's diverse religious tradition and rich philosophical, literary cultures.

Course Content:

Unit 1: Introduction and Evolution of World Religions and Society (10 hours)

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

Unit 2: Philosophical Schools and Religious Movement (15 hours)

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

Unit 3: Language, Literature and Knowledge System (Classical & Vernacular) (10 hours)

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

Unit 4: Developments of Sacred/Religious places (10 hours)

- Tirths: Char Dham, Prayagraj, Banaras, Bodh Gaya, Pawapuri etc.
- Temples: Dwadas Jyotirlinga, Brihadeshwar, Ajanta, Ellora, Shri Jagannatha, Kamakhya, Hidamba, Vaishnodevi
- Gurudwaras: Hari Mandir Sahib (Golden Temple), Takht Sri Patna Sahib, Bangla

- Sahib, Shri Narayan Hari (Manikarana) etc.
- Churchs: Basilica of Bom Jesus, Goa, St. Paul Cathedral, Kolkata, St. Andrew's Basilica Arthunkal, Alleppey etc.
- Dargahs: Khwaja Gharib Nawaz, Ajmer; Hazarat Nizamuddin, Delhi; Haji Ali Dargah, Mumbai etc.
- Mosques: Jama Masjid (Delhi), Mecca Masjid (Hyderabad) etc.

Essential Reading

Ansari, Saraf F.D., Sufi Saints and State Power, Cambridge University Press, 1992 Banerjea, J.N., Pauranic and Tantric Religion: Early Phase, University of Calcutta, Calcutta, 1966.

Bhandarkar, R.G., Vaisnavism, 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' in S. Gopal and R. Champakalakshmi, eds., *Tradition*, *Dissent and Ideology*, OUP, Delhi, 1996, pp. 135-63.

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

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

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

Chattopadhyaya, B.D. Representing the Other? Sanskrit Sources and the Muslims,
Manohar, Delhi, 1998.

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

153-171.

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

Manoharlal, 1999.

Currie, P.M., The Shrine and Cult of Muin-al –Din Chishti of Ajmer, New Delhi, 1989.

Digby, Simon, "Qalandars and Related Groups: Elements of Social Deviance in the Religious Life of the Delhi Sultanate of the Thirteenth and Fourteenth Centuries",in *Islam in Asia*, edited by Y. Friedmann, vol.I, South Asia, Jerusalem, 1984. Doniger, Wendy, *Purāṇa Perennis: Reciprocity and Transformation in Hindu and Jaina Texts*, SUNY, Albany, 1993.

Durkheim, Emile, The Elementary Forms of Religious Life, The Free Press, New York, 1995.

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

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

Grewal, J.S, Contesting Interpretations of the Sikh Tradition, New Delhi, 1998 Jaini, Padmanabh S., Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women, Delhi, 1991.*

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

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

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

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

Suggested Readings

Kesavan, Veluthat, "The Temple Base of Bhakti Movement in South India", *Proceedings*of the Indian History Congress, Waltair, 1979

Kramrisch, Stella The Presence of Śiva, Motilal, Banarsidass, Varanasi, 1988

(1984).

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

-----, 'The Sacred Geography of *Devī Kṣetras*: IntegrativeNetworks,

Cultic Assimilation and Marginalization', in Habib, Irfan (ed.), *India and Its Parts*, Aligarh Historians Society, Aligarh, 2016.

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

The Evolution of the Sikh Community, Delhi,1975

Nandi, R.N., Social Roots of Religion in Ancient India, K.P. Bagchi, Calcutta, 1986.

Pande, G.C. Life and Thought of Shankaracarya, Motilal Banasidass, Delhi, 1998.

Pintchman, Tracy The Rise of the Goddess in the Hindu Tradition, Śrī Satguru Publishers, Delhi, 1996.

Richman, Paula (ed.), Many Ramayanas: the Diversity of a Narrative Tradition in South Asia, OUP, Delhi, 1992.

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

Shende, H.J., Religion and Philosophy of the Atharvaveda, Poona, 1952.

Shrimali, K.M. Essays in Indian Art, Religion and Society, Munshiram Manoharlal,
Delhi, 1987.

Sircar, D.C. Studies in the Religious Life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.

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

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

-----, Somanatha: The Many Voices of a History, Penguin,

Delhi, 2004. Wagle, N., Society at the Time of the Buddha, Bombay, 1966.

Weber, Max, Religions of India, Delhi, 1968.

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