SEMESTER- VIII

Discipline Specific Core Course- 8.1(DSC-8.1): The Economy of Bharat

* Students who have studied GE (Indian Economy – ECON030 and Sectoral Issues in Indian Economy- ECON059) shall not be allowed to study this paper (DSC 8.1). These students shall study 'Financial Technology and Analytics' (DSC 8.2).

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
The Economy of Bharat: DSC-8.1	4	3	1	0	Pass in Class XII with Mathematics/Accountancy	NIL

THE ECONOMY OF BHARAT

BCH: DSC- 8.1

Learning Objectives

The course aims to provide the learners with an understanding of constituent sectors that define the Economy of Bharat. It enables learners to understand how each sector contributes to the country's economic growth and development and examine how government policies and initiatives affect the Economy of Bharat.

Learning Outcomes

After the completion of the course, the learners will be able to:
1. Examine the conceptual framework of economic growth and development.
2. Analyse the evolution of economic planning, population, demographics, and economic development in the Economy of Bharat.
3. Examine the role and contribution of agriculture in the Economy of Bharat.
4. Analyse the contribution of the industrial and service sectors to the Economy of Bharat.
5. Examine the role of foreign trade and Balance of Payments in the Economy of Bharat.

Course Contents:

Unit 1: Economic Growth and Development (6 hours)

Economic Growth and Development, Determinants of Economic Development; Ancient Economy of Bharat; Kautilya Arthashastra and Economic Development; Human Development and Human Development Index; Temple Economy; Environment and Sustainable Development, Global Environmental Threats. Net Zero Emissions Target, Carbon Credit Trading Scheme, Green Hydrogen and Ethanol, Sustainable Circular Economy.

Unit 2: An Overview of the Economy of Bharat (15 hours)

Nature of the Economy of Bharat; Evolution of Economic Planning: Planning Commission to NITI Aayog; Regional Imbalances; Multidimensional approach of Poverty; Population and Economic Development, Demographic Demographic Dividend; Employment and Unemployment; Gig economy. MGNREGA, PMKVY, National Policy for Skill Development and Entrepreneurship 2015.

Unit 3: Agricultural and Industrial Sector (12 hours)

Agriculture Sector: Role and Trends, Agriculture Production and Productivity; Agrarian Crisis; Technological Revolution (Green, White, Golden and Yellow). Digital Agriculture, Drone Technology in Agriculture.

Industrial Sector: Role, Pattern and Performance, Industrial Policies, Role of MSMEs and Foreign Capital in the Economy of Bharat; Economic reform of Public Sector (Privatisation and Disinvestment); National priorities for CPSEs to spend CSR funds (Health and Nutrition, and PM's Internship Scheme).

Unit 4: Services and External Sector (12 hours)

Service Sector: Role, Trends, Contribution in GDP, GDP Growth, Employment and Exports Revenue; Issues and Challenges in Service Sector Growth. Make in India, Atma Nirbhar Bharat, Digital India Mission.

Foreign Trade: Role, Value, Composition and Direction; Change in Foreign Trade since 1991; Balance of Payment: Component and Trends, Current Account Deficit; Role of Globalisation in the Economy of Bharat. Strategies for Viksit Bharat.

Exercises:

The learners are required to:
1. Prepare a statistical profile of the Economy of Bharat.
2. Analyse the economic principles from Kautilya's Arthashastra and discuss their relevance in Contemporary Bharat.
3. Evaluate the relevance and effectiveness of government policies such as the net zero emissions target, green hydrogen, and the carbon credit trading scheme for decarbonisation in promoting sustainable development.
4. List out the various PSUs that have undergone disinvestment since 1991.
5. Analyse and interpret the demographic trends of Bharat and analysing the implications of these trends for economic development, including the potential impact of the demographic dividend.
6. Analyse the impact of different agricultural revolutions on agricultural production and productivity of Bharat.
7. Analyse and interpret the industrial production, growth rates, and sectoral composition and Foreign Direct Investment (FDI) inflows into the industrial sector of Bharat.

8. Analyse trends of exports and imports, Balance of Payments (BOPs) and Current Account Deficits (CADs) of Bharat and their implications.
9. Evaluate and discuss the impact of globalization in the Economy of Bharat, focusing on trade, investment, and employment.
10. Analyse the role of increased foreign trade in achieving the goals of Viksit Bharat.

Suggested Readings:

- Datt G. & Mahajan A., (2018) *Indian Economy*. S. Chand and Company.
- Deepashree (2021). *Indian Economy*. MKM Publisher.
- Derez, J & Amartya Sen (2013), An Uncertain Glory: India and its Contradictions, Princeton University Press.
- Gaurav, D., & Ashwani, M. (2018). *Indian Economy*. S. Chand Publishing.
- Ghosh, S. (2022). *Indian economy*. PHI Learning Pvt. Ltd.
- Gupta S.K, Chaturvedi D.D., & Chaturvedi S. *Indian Economy*, Kitab Mahal, Delhi.
- Joshi, S. (2020). What determines Manufacturing sector employment in India: Evidence from panel data? *Productivity*, 61(1), 74-81.
- Kapila, U. (2021). *Indian Economy: Performance and Policies*. Academic Foundation, New Delhi.
- Puri, V. K., Misra, S. K., & Garg B. (2023). *Indian economy*. Himalaya Publishing House.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Core Course- 8.2 (DSC-8.2): Financial Technology and Analytics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Financial Technology and Analytics: DSC-8.2	4	3	1	0	Pass in Class XII with Mathematics/Accountancy	NIL

Financial Technology and Analytics
BCH: DSC- 8.2

Learning Objectives:

The aim of the course is to teach students about the financial technology revolution, as well as the disruption, innovation, and opportunities that it brings. The course also aims to impart awareness of the existing and emerging technologies and tools needed to analyse financial data and develop analytical models in the financial service sector to create new business paradigms.

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

1. Examine the transformative role of FinTech in financial markets, its evaluation, and regulation.
2. Gain insights into the digitization of financial services, AI and ML applications in finance and the funding ecosystem.
3. Analyse the digital payment innovations, mobile based applications and the legal implications of cryptocurrencies and blockchain technology.
4. Gain insights into the technology underpinning FinTech, data analytics in finance, data protection, privacy and cybersecurity best practices.
5. Analyse the growth of FinTech industry in India and the relevance of various regulations adopted by the government in this regard.

Course Contents:

Unit 1: Introduction (11 hours)

Introduction to technologies in financial markets; Financial technologies (FinTech) and the transformation in financial services; FinTech evaluation and regulation in banks, start-ups, and emerging markets, different types of FinTech users, top FinTech companies.

FinTech in India: Opportunities and challenges; Role of FinTech in financial inclusion and financial integration; FinTech and government regulations; Implications of FinTech developments for banks; Social implications of FinTech transformation, FinTech growth in India, case studies.

Unit 2: Digital Finance and applications in Business (12 hours)

Digitization of financial services (Retail banking and corporate banking), Artificial Intelligence (AI) and Machine Learning (ML) applications in finance, FinTech and the online lending landscape - Rise of alternate finance, future of SME lending; Funding ecosystem; Crowd-funding and business financing; payments and retail transactions.

Unit 3: Digital payments, cryptocurrencies, and blockchain (11 hours)

Digital payments and innovations; Developing countries and digital financial services (DFS): Regulations of mobile centric payment system; Real time gross settlement (RTGS) systems; Crypto-currencies and blockchain; Understanding blockchain technology, its potential and application – overview of crypto currency, Legal and regulatory implications of cryptocurrencies.

Unit 4: Financial data and analytics (11 hours)

Understanding the technology enabling FinTech - and what constitutes a FinTech application; Future of AI in Robo-Advice; RPA (Overview of Robotic Process Automation) issues of privacy management in the financial services environment; Application of data analytics in financial services; Data protection and privacy, cybersecurity – overview of cybersecurity industry's best practices and standards.

Exercises: The learners are required to:
1. Identify a FinTech start-up, analyse and present a report on its business model.
2. Identify a FinTech involved in the SME lending business and analyse how they are contributing to restructuring the SME lending landscape.
3. Identify two prominent cryptocurrencies and download their data for past one year. Analyse their comparative performance.
4. Identify data analytics and AI financial services in a financial institution, conduct a mock cybersecurity audit and recommend best practices.
5. Analyse and prepare a report of FinTech growth in India over the past five years.

Suggested Readings:

- Akkizidis, I., & Stagars, M. (2015). Marketplace lending, financial analysis, and the future of credit. New Jersey: Wiley.
- Chishti, S., & Barberis, J. (2016). The financial technology handbook for investors, entrepreneurs and visionaries. New Jersey: Wiley.
- Chishti, S., Craddock, T., Courtneidge, R., & Zachariadis, M. (2020). The PayTech book. New Jersey: Wiley.
- Diamandis, P. H., & Kotler, S. (2020). The future is faster than you think: How converging technologies are disrupting business, industries, and our lives. New York: Simon & Schuster.
- Hill, J. (2018). FinTech and the remaking of financial institutions. London: Academic press, Elsevier.
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Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.1(DSE-8.1): Technology in HR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Technology in HR: DSE-8.1	4	3	1	0	Pass in Class XII	NIL

Technology in HR
BCH: DSE- 8.1

Learning Objectives:

The course aims to make students understand the basic concepts and trends of Digital Transformation of the organisation and learn their functional application for critical decision making in HR.

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

1. Appraise technology in HR.
2. Evaluate information systems designed for human resources.
3. Analyse the role of digital transformation in HR for rational decision making
4. Examine trends of technology in HR for overall development of the employees and the organisation.
5. Visualise future trends for technology and HR

Course Contents:

Unit 1: Introduction of Technology in HR (7 hours)

Introduction of Technology in HR, Terminology of E-HRM: Information Communication Technology (ICT), Human Resource Information System (HRIS), Blockchain, Internet of Things (IoT), Artificial Intelligence (AI), Machine Learning (ML), Chat Bots, Use of technology and its Role in transforming HR practices.

Unit 2: Human Resources Information System (HRIS) (7 hours)

Introduction to HRIS-Concept, Need, Purpose of Information Systems designed for HR, HR Metrics, HR Administration and HRIS, Disruptive Technologies and emerging trends in HRIS.

Unit 3: Digital Transformation in HR (15 hours)

Digital HR Transformation in HR functions, Enterprise Resource Planning (ERP)-Meaning, benefits and pitfalls, Role of ERP in HRM, Challenges in Digital Transformation and its impact on Performance Management and Decision Making.

Unit 4: Current Trends and Future Scenario in HR Technology (16 hours)

Major Technology trends - The Intersection between the Trends, Remote working and HR, Cloud based HR, Regulatory and Legal Issues regarding use of Technology.

Future Workplace Trends, Future HR Technology Trends, Future HR Technologies, and Strategic Thinking.

Exercises:

The learners are required to:

1. Interpret various e-HR issues via group discussion.
2. Understand HR Terminologies using class presentations.
3. Analyse the current and future trends in HR technology using case studies.
4. Evaluate competencies of Technology in HR using report writing. (with plagiarism report).
5. Design and evaluate Technology in HR for decision making.

Suggested Readings:

- Deborah Waddill, (2018), Digital HR A Guide to Technology-Enabled Human Resources, Society for Human Resource Management, FIRST EDITION, ISBN (pbk): 978-1-586-44542-3; ISBN (PDF): 978-1-586- 44543-0; ISBN (EPUB): 978-1-586-44544-7; ISBN (MOBI): 978-1-586-44545-4.
- Iqbal, N., Ahmad, M., Raziq, M., &Borini, F. (2019).Linking e-hrm practices and organisational outcomes: empirical analysis of line manager's perception [Ebook] (21st ed., pp. 48-69). São Paulo: Review of Business Management.
- Joshbersin (2021), HR Technology 2021: The Definitive Guide.
- Marr, Bernard. Data-Driven HR: How to Use Analytics and Metrics to Drive Performance, Kogan Page, Limited, 2018. ProQuest Ebook Central.
- Roy Mac Leod (Ed.) New Technology and the workers Response, Sage Publications, New Delhi.
- Stacey Harris, Introduction to HR Technologies: Understand How to Use Technology to Improve Performance and Processes, 1st Edition (2021).

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.2(DSE-8.2): Event Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Event Management: DSE-8.2	4	3	1	0	Pass in Class XII	NIL

Event Management

BCH: DSE- 8.2

Learning Objectives: The course aims to equip learners with the skills to plan and manage events.

Learning Outcomes:

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

1. Exhibit the capability to organize a formal event.
2. Analyse, interpret, and present the learning lessons of organizing the event and critical success factors.
3. Create, organize, and manage team.
4. Prepare and present the promotional material.
5. Plan and prepare sponsorship proposals.

Course Contents:

Unit 1: Introduction (9 hours)

Management: meaning and functions. Event Management: Concept, and Scope, Categories of Events: Personal/Informal Events and Formal/Official Events, Requirement of Event Manager, Roles and Responsibilities of Event Manager in different events; Special event topics.

Unit 2: Planning and Organizing for Events (11 hours)

Characteristics of a Good Planner, SWOT Analysis, Understanding the client needs, identification of target audience; Event Planning Process, Conceptualization, Costing, Canvassing, Customization, and Carrying-out. Critical Success Factors; Outsourcing Strategies, working with Vendors, Negotiating Tactics, Accountability and Responsibility. Event Risk Management and IT for Event Management.

Unit 3: Managing Team (11 hours)

Team Building and Managing Team: Concept, nature, approaches, activities, and practices. Characteristics of a high performing team. Skills required and Job Responsibilities of Leading Teams; Business communication.

Unit 4: Event Marketing, Advertising and Sponsorship (14 hours)

Nature and Process of Marketing; Branding, Advertising; Publicity and Public relations. Types of advertising, merchandising, giveaways, competitions, promotions, website and text messaging. Media tools – Media invitations, press releases, TV opportunities, radio interviews. Promotional tools – Flyers, Posters, Invitations, Website, newsletters, blogs, tweets.

Event Partners, Event Associates, Event Sponsor; Importance of Sponsorship–for event organizer, for sponsor; Type of Sponsorship; Making sponsorship database; Sponsorship Proposal; Ways to seek Sponsorship; Closing a sponsorship; Research on sponsorship avenues; Converting sponsorship into partnership.

Exercises:

The learners are required to:

1. Prepare a check-list for organizing a formal learner led event in your Institution, draft and present the role and responsibilities of all the members in the organizing team with timelines. The learner led event should be organized as a group activity for the class.
2. Present SWOT analysis for any hypothetical event and identigy critical success factors
3. Conduct a team building game to be performed with learners of the class.
4. Prepare and present some hypothetical promotional tools (flyers, posters, blogs, tweets, etc.).
5. Prepare a note on skills required and job responsibilities of Wedding Planner.
6. Prepare a hypothetical sponsorship proposal.

Suggested Readings:
- Conway, D. G. (2006). The Event Manager's Bible. Devon: How to books Ltd.
- Goldblatt, J. (2005). Special Events: Event Leadership for a New World. New Jersey: John Wiley & Sons Inc.
- Hoyle, L. H. (2002). Event Marketing. New Jersey: John Wiley & Sons Inc.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.3(DSE-8.3): Business Ethics and Human Values

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Business Ethics and Human Values: DSE-8.3	4	3	1	0	Pass in Class XII	NIL

Business Ethics and Human Values

BCH: DSE- 8.3

Learning Objectives:

The course aims to develop in learners an understanding of the concept of Business Ethics and Human Values and its application in business decision making using sustainable business practices.

Learning outcomes: After completion of this course, learners will be able to:

1. Design code of ethics for an organisation
2. Examine ethical performance of an organisation
3. Distinguish between various types of values
4. Compare issues related to whistle blowing and other moral issues
5. Measure the level of participation of select companies/organisations related to social responsibility.

Course Contents:

Unit 1: Introduction (9 hours)

Business Ethics: Meaning, Importance; Business Ethics in Different Organisational contexts; Sustainability: A Goal for Business Ethics; Approaches and Practices of Business Ethics; Ethical Decision Making and Decision-Making Process, Relevance of Ethics and Values in Business; Codes of Ethics; Ethical Behaviour of Manager. Ethical theories: Normative and descriptive ethical theories.

Unit 2: Business Ethics Management (9 hours)

Management process and ethics, Ethos of Vedanta in management, Hierarchism as an organisational value, Business Ethics and Cultural Ethos; role of various agencies in ensuring ethics in corporation; Setting standards of ethical Behaviour; Managing stakeholder relations; Assessing ethical performance; Organizing for Business Ethics Management.

Unit 3: Human Values and Moral Issues in Business (15 hours)

Meaning of Human Values; Formation of Values: Socialization; Types of Values: Societal Values, Aesthetic Values, Organisational Values, Spiritual Values; Value Crisis in Management; concept of knowledge management and wisdom management, wisdom-based management. Concept of Karma and its kinds: Karma Yoga, Nishkam Karma, and Sakam Karma.

Implications of moral issues in different functional areas of business (finance, HR, and marketing). Whistle blowing; Marketing truth and advertising: Manipulation and coercion, Allocation of moral responsibility in advertising; Trade secrets, corporate disclosure, Insider trading; Equal employment opportunity, Affirmative action, Preferential hiring; Consumerism; Environmental protection.

Unit 4: Corporate Social Responsibility (CSR) (12 hours)

Concept of CSR, Corporate Philanthropy, Strategic Planning and Corporate Social Responsibility; Relationship of CSR with Corporate Sustainability; CSR and Business Ethics, CSR and Corporate Governance; CSR provisions under the Companies Act 2013; CSR Committee; CSR Models, Codes, and Standards on CSR. ISO 26000 Social Responsibility- definition, principles, scope, benefits, certification.

Exercises: The learners are required to:

1. Participate in discussion of decision-making situations by presenting scenarios;
2. Design code of ethics for a selected organisation.
3. Assess ethical performance of a selected organisation.
4. Prepare a questionnaire to measure the importance of different types of values.
5. Analyse, interpret and present key learnings of the case study on whistle blowing- Infosys case.
6. Measure the level of participation of a select company/organisation/group of individuals regarding social responsibility.

Suggested Readings:

- Banerjee, S. B. (2007). Corporate Social Responsibility: The Good, The Bad and The Ugly. Cheltenham: Edward Elgar Publishing.
- Crane & Matten (2020). Business Ethics.Oxford University Press.
- Kumar, S. (2010). Corporate Governance. Oxford, England: Oxford University Press.
- Monks, R. A. G., & Minow, N. (2011). Corporate Governance, New Jersey: John Wiley and Sons.
- Mukherjee and Roy(2018). Entrepreneurship development and Business ethics.Oxford University Press.
- Sherlekar, S. A. (2009). Ethics in Management. New Delhi: Himalaya Publishing House.
- Vveinhardt, J., & Gulbovaite, E. (2015). Expert evaluation of diagnostic instrument for personal and organisational value congruence. Journal of Business Ethics, 136(3), 481–501.
- Werther, W. B., & Chandler, D. B. (2011). Strategic corporate social responsibility. California: Sage Publications Inc.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

> **Discipline Specific Elective Course- 8.4 (DSE-8.4): Financial Risk Management**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Financial Risk Management: DSE-8.4	4	3	1	0	Pass in Class XII with Mathematics/Accountancy	Studied DSE-7.4 Hedging Financial Products: Futures, Options and Swaps

Financial Risk Management

BCH: DSE- 8.4

Learning Objectives:
The course aims to provide the basic foundations to work in a world of finance with risk and arbitrage. It will equip students with analytical as well measurement tools of financial risk. Therefore, course should be relevant for those looking at a career opportunity in a global institution. The course analyses approaches to financial risk measurement and management and develops excel based models of measuring risk in asset classes.

Learning Outcomes: After completion of the course, learners will be able to:
1. Compare the different types of risk in financial market.
2. Evaluate financial risk.
3. Evaluate various techniques of measuring risk in financial market.
4. Perform quantitative analysis of risk in financial market.
5. Analyse credit, liquidity and operational risk.

Course Contents:

Unit 1: Introduction to Risk Management (10 hours)
The Concept of Risk, Risk versus Uncertainty, Different types of risk: Systematic and unsystematic risk. Risk management versus Risk avoidance; Risk Management Process; Risk Management Policies; Risk Immunization Strategies. Risk Environment in Global Banking and Finance, Episodes of Financial Crisis, Defining Risk in Asset Classes.

Unit 2: Measuring Risk and Tools of Risk Management (15 hours)
Methods of measuring and controlling risk – Statistical Method. Fixation and Delegation of Limits, Different Limits- Open Position / Asset Position Limits/ Deal Size/Individual Dealers/Stop Loss Limits. Margins: Value at Risk Margin, Extreme Loss Margin, Mark to market Margin. Insurable and non-insurable tools; Financial Derivatives as a tool of risk management: meaning, types and uses. Risk and Return,

Volatility measurement (SD, EWMA, GARCH processes, Implied Volatility, VIX, Volatility Clustering, Time varying volatility). Market Risk Measurement Techniques, Value-at-Risk (VaR), Variance-Covariance Approach.

Unit 3: Quantitative Analysis (10 hours)
Measuring risk using Simulation methods, Stress testing and back testing, Extreme Value methods, Monte Carlo methods in measuring risk, Portfolio VaR using stochastic simulations, Sector Risk Analytics, Active Portfolio Risk Management.

Unit 4: Risk Management in Different Asset Classes (10 hours)

Equity Portfolio Risk, Measuring downside exposure in equity, Credit Risk Basics (PD, LGD), Measuring and Managing Credit Risks, Market-based measurement of credit risk, Contingent claim approach - the KMV Model, Credit VaR, Credit Derivatives, Liquidity Risk, Liquidity trading and funding risks, tightness, depth, and resilience in trading liquidity, marked-to-market and market-to-exit concepts, Liquidity value at risk. Measurement of Operational Risk.

Note: Use of Spreadsheet should be encouraged for doing basic calculations, quick understanding, problem solving and giving students subject related assignments for their internal assessment purposes.

Exercises: The learners are required to:
1. Calculate systematic and unsystematic risk in various assets.
2. Analyse different methods of measuring and controlling risk.'
3. Apply tools of risk management on actual data.
4. Estimate VaR for a hypothetical portfolio.
5. Analyse risk management techniques in different asset classes.

Suggested Readings:
- Arora R.K , Financial Risk management, Wiley Publication.
- Chance, Brooks. An Introduction to Derivative and Management, Cengage learning.
- George, E. R., & Michael, M. (2017). Principles of Risk Management and Insurance. London. Pearson.
- Ghosh, R. (2020). Risk Management and Derivatives. New Jersey: Wiley.
- Harrington, S., & Niehaus, G. (2017). Risk Management and Insurance. New York: McGraw Hill Education.
- Hopkin, P. (2018). Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management. London: Kogan Page.
- Loomba,J. Risk Management and Insurance Planning   PHI learning
- Madhumathi / Ranganatham. Derivative and Risk Management. Pearson.
- Marshall, Johon F. and Bansal, V. K., Financial Engineering, PHI Learning.
- Watsham Terry J., Futures and Options in Risk Management, Thomson Learning.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.5(DSE-8.5): Behavioural Finance

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Behavioural Finance: DSE-8.5	4	3	1	0	Pass in Class XII with Mathematics/Accountancy	NIL

Behavioural Finance
BCH: DSE- 8.5

Learning Objectives:
Behavioural finance provides an interdisciplinary approach to study financial behaviour, thus offering a more realistic understanding of financial markets. The objective of this course is to provide a basic understanding of Behavioural finance and its practical relevance to study the financial markets.

Learning Outcomes: After the completion of the course, learners will be able to:
1. Analyse the limitations of traditional finance.
2. Examine the relevance of the theory of behavioural finance in studying financial markets.
3. Analyse the role of incomplete information and behavioural biases in financial decision making.
4. Analyse behavioural biases in different financial markets.
5. Gain insight into the effects of asymmetrical information on financial contracts.

Course Contents:

Unit 1: Traditional theory of finance (10 hours)
Neoclassical economics: Basic assumptions, Rational choice theory, Expected utility theory; Extension to finance: Modern portfolio theory. Informational efficiency: Efficient market hypothesis- Weak, semi-strong, strong forms. CAPM. Challenges to EMH - Theoretical and empirical.

Unit 2: Emergence of Behavioural finance (10 hours)
Anomalies to neoclassical economics and standard theory of finance; Stock market anomalies: January effect and day of the week effect. Speculative market bubbles. Global financial crisis in Behavioural perspective. Equity premium puzzle and siamese twins problem; Search for alternative paradigms- Influence of psychology and emergence of Behavioural finance.

Unit 3: Behavioural finance: Introduction (10 hours)

Behavioural finance: Meaning; Basic assumptions- Incomplete information, bounded rationality. Heuristics and biases- Prospect theory, endowment theory, inattention-bias, overconfidence, reference-point bias, herd Behaviour, familiarity bias, etc.

Unit 4: Behavioural biases and Asymmetric information (15 hours)
Behavioural biases under different market settings- Stock markets, mutual funds industry, insurance industry. Asymmetric information: Market for lemons - Adverse selection, moral hazard, monitoring and signalling. Economic characteristics of financial contracts - Risk neutrality and risk aversion.

Exercises:
The learners are required to:
1. Download daily data for any index for the last two years and perform a Run test. Analyse if the market is weak form efficient.
2. Download monthly data for any index for the last 10 years. Compute January returns and an average monthly return for the remaining 11 months. Also, check if the January return is more than the average for each year. Analyse the reason for its presence or absence.
3. Conduct a diagnostic test of at least 10 people to detect endowment bias.
   Assume that you have purchased a high-quality government bond for your portfolio. It has been providing good income for your family budget and you haven't considered changing it. But your financial advisor recommends another security of comparative risk and slightly higher returns. What will be your response?
   a. I will stick with Government bond because I am familiar with it.
   b. I will sell government bond and switch to the recommended security even if I am unfamiliar with it.
   Justify your stance in the context of endowment bias.
4. Survey at least 10 people and give them an option to choose a fund from top most performing mutual funds (for the last one year and the last three years) and other similarly sized and styled funds. For each respondent compare the performance of the mutual funds chosen viz a viz other mutual funds in the sample. Do these investors suffer from sample size neglect? Analyse.
5. Prepare a report on infamous insider information scams in the Indian stock market. Analyse the role of information asymmetry in each of them.

Suggested Readings:
- Hal Varian (2010) Intermediate microeconomics - A modern approach, 8th Ed. W.W. Norton, London, Ch. 37, Asymmetric information
- Kanheman, D. & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. Econometrica, 47(2), 263-291.
- Prassanna Chandra (2020) Behavioural finance, second edition, McGraw Hill.New Delhi.
- Ricardo N. Bebezuk (2003) Asymmetric information in financial markets - Introduction and applications. Cambridge University Press, Cambridge, UK. Chapter 1.
- Singh, R. (2019). Behavioural Finance PHI learning

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.6(DSE-8.6): Retail Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Retail Management: DSE-8.6	4	3	1	0	Pass in Class XII	Studied DSE-7.9 Marketing Research

Retail Management

BCH: DSE- 8.6

Learning Objectives:

The course aims to provide a comprehensive understanding of the theoretical and applied aspects of Retail Management.

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

1. Develop fundamental understanding of the concept of retailing and its formats.
2. Analyse the dynamics of retail store location, its design and visual display.
3. Analyse the marketing mix strategies used by the retailers/e-tailers to interact with their customers.
4. Develop an understanding of managing human resources in retailing for sustainable relationship building with the customers as enticed in the concept of customer relationship management.
5. Relate legal and ethical issues and the role of ICT in Retail Management.

Course Contents:

Unit 1: Introduction (10 hours)

Retailing: Nature, Scope and Importance of Retailing, Formats of Retailing: Store-based and Non-Store based including E-tailing, Theories of Retailing: Wheel of Retailing and Accordion Theory, Emerging Trends in Retailing in India, Career Options in Retailing.

Unit 2: Retail Planning (10 hours)

Understanding Retail Consumer, Selecting Target Market and Retail Location, Store Design and Layout, Visual Merchandising and Displays.

Unit 3: Retail Marketing Mix (14 hours)

Merchandising and Inventory Decisions, Merchandise Pricing Decisions, Retail Distribution Decisions and Retail Promotion Decisions with special emphasis on Retail Selling Skills. Role of Information Technology in Retailing, Legal and Ethical Issues in Retailing and Mall Management.

Unit 4: Managing Human Resources and Customer Relationship in Retailing (11 hours)

HRM process in Retail: an overview, Challenges for HRM in Retail, Customer Relationship Management: Concept, Types and Application of CRM in Retailing.

Exercises:
The learners are required to:
1. Prepare an analytical report on the salient features of any e-tailing platform.
2. Study the layout, merchandising and display of any store-based retail format.
3. Analyse any aspect of retail marketing mix strategy in detail.
4. Perform role play as customer and retailer with respect to different product categories to effectively demonstrate the ability to close the sale.
5. Conduct a comparative study of the retail salesforce motivation strategies with respect to monetary and non-monetary incentives in a retail store.
6. Study the customer relationship management practices followed at a retail store.
7. Prepare a case study on the management of a mall with respect to its promotional strategy.

Suggested Readings

- Bajaj, C. (2016).Retail Management.Oxford University Press.
- Bajaj, C., Tuli, R., & Srivastava, N. V. (2010). Retail management. Oxford University Press.
- Berman, B. R., & Evans, J. R. (1995). Retail Management: A Strategic Approach. Prentice Hall. Englewood Cliffs, NJ.
- Giri,A., Paul P. & Chatterjee S. Retail Management. PHI Learning
- Levy, M., Weitz, B. A., & Ajay, P. (2009). Retailing Management: Tata McGraw-Hills Publg. Co. Ltd., New Delhi.
- Newman, A.J., & Cullen, P. (2002). Retailing Environment; Operations. New Delhi: Cengage Learning India Private Limited.
- Sinha and Uniyal (2018).Managing Retailing.Oxford University Press.
- Vedamani, G. G. (2008). Retail management. Jaico, Ed. 3rd.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

Discipline Specific Elective Course- 8.7(DSE-8.7): Distribution Logistics Management

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Distribution and Logistics Management: DSE-8.7	4	3	1	0	Pass in Class XII	NIL

Distribution and Logistics Management

BCH: DSE- 8.7

Learning Objectives:

The course aims to acquaint the student with the concept, tools and importance of Distribution logistics in Marketing.

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

1. Analyse the concept of Logistics management.
2. Explore the various distribution channels and their importance.
3. Evaluate the various modes of transportation for distribution.
4. Explore the various tools for operational efficiency.
5. Determine how the advanced technology is used in distribution logistics.

Course Contents:

Unit 1: Introduction to Logistics (14 hours)

Concept, Evolution, Components and Process. Dimensions of Logistics – Micro and Macro; inbound, outbound, Value-Added Role of Logistics.Overview of AI in Logistics, Robotics, Block Chain, Reverse Logistics, Re-engineering the supply chain, RFID, EDI, Bar coding.

Unit 2: Distribution Strategy (11 hours)

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

Unit 3: Transportation and Warehousing Decision (9 hours)

Role and importance. Factors influencing transportation and warehousing decision. Importance of Multimodal Transport and containerization. Cost effectiveness of various modes of transport and types of warehouses.

Unit 4: Operational Efficiency and its tools (11 hours)

Inventory Management: introduction, objectives, types and importance, EOQ and JIT approach. Third and fourth-party logistic outsourcing– challenges and future directions.

Exercises:
The learners are required to:

1. Analyse case studies of firms for logistics management.
2. Analyse the impact of transportation modes
3. Evaluate the role of efficiency tools in cost reduction.
4. Explore the various tools for operational efficiency.
5. Analyse case studies on the application of advanced technology in distribution logistics.

Suggested Readings:

- Altekar, R. V. (2015). Supply Chain Management: Concepts and Cases, PHI learning.
- Bozarth, C.C. & Handfield, R. B. (2015). Introduction to Operations and Supply Chain Management. Pearson Education.
- Chopra, S. & Meindl, P. (2007). Supply Chain Management: Strategy, Planning and Operation, Pearson Education.
- D.J. & Lemay, S. (2015). Logistics, 8th edition, Pearson Education.
- Hult, M. G., Closs, D., Frayer, D. Global (2014). Supply Chain Management: Leveraging Processes, Measurements, and Tools for Strategic Corporate Advantage. Mc Graw Hill Ltd.
- Shapiro, J.F. (2007). Modelling the Supply Chain, Cengage Learning.
- Simchi-Levi, D., Kaminsky, P., Simchi-Levi, E., & Shankar, R. (2008). Designing and Managing the Supply Chain. Tata McGraw-Hill Education.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

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Discipline Specific Elective Course- 8.8 (DSE-8.8): Rural Marketing

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Rural Marketing: DSE-8.8	4	3	1	0	Pass in Class XII	NIL

Rural Marketing
BCH: DSE- 8.8

Learning Objectives

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

Learning Outcomes

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

1. Examine the concept of rural marketing environment with special focus on segmentation, targeting and positioning in rural markets.
2. Analyse product decisions in rural markets.
3. Analyse pricing decisions in rural markets.
4. Analyse promotion decisions in rural markets.
5. Analyse distribution decisions in rural markets.

Course Content:
Unit 1: Introduction (10 hours)
Concept, nature and growing importance of rural markets; Rural vs Urban Marketing; Rural marketing environment; Characteristics of Rural Consumer and motives; Segmentation, targeting and positioning in rural markets; Emerging trends of rural marketing in India.

Unit 2: Product Decisions (10 hours)
Rural product classification; Product adoption process in rural market; product branding, packaging, labeling and product support services in rural markets, Challenges in developing a product for rural markets; Product innovations for rural market.

Unit 3: Pricing and Promotion Decisions (15 hours)

Factors affecting pricing decisions for rural markets; setting price for rural market: factors, methods and strategies; Challenges in setting price for rural markets

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

Unit 4: Distribution Decisions (10 hours)

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

Exercises:

Learners are required to:

1. Analyse the STP strategy for any newly developed product for rural market.
2. Draft the marketing mix for selling shampoos in rural marketing.
3. Imagine themselves as a sales representative of an MNC. Perform a role play exhibiting how your promotion strategy will change when marketing product in urban market vs Rural Market.
4. Compare the distribution strategy used by any two companies in a Rural Market
5. Do the following assignment:
   With the increase in OTT content consumption by the rural market during the pandemic, as per reports, suggest measures to introduce new content by an OTT platform that can be targeted towards the rural audience.
6. Design a communications campaign to create awareness in your rural market about the spurious products based on your company's products that are being marketed.
7. Do the following assignment:
   As a rural marketing expert, a consumer durables company seeks your inputs for introducing their products such as washing machine(or any other product) in the rural market. Provide suitable suggestions for their product/price/distribution/communications strategy.
8. Analyse the rural marketing strategies used by companies for a national and a regional brand of detergent.

Suggested Readings:

- Dogra, B and Ghuman, K. (2008). Rural Marketing: Concepts and Practices, Tata McGraw Hill

- Kashyap, P. (2016). Rural Marketing (3/e), Pearson Education.

- Krishnamacharyulu, C.S.G and Ramakrishnan, L. (2011). Rural Marketing: Text and Cases (2/e). Pearson Education

- Ramakrishnan, R. (2006). Rural Marketing in India: Strategies and Challenges. New Century Publications.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

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Discipline Specific Elective Course- 8.9 (DSE-8.9): Advanced Business Research

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Advanced Business Research: DSE-8.9	4	3	0	1	Pass in Class XII with Mathematics/Accountancy	Studied DSE-6.6 Business Research Methodology/ DSE - 7.1 Business Research Methodology

ADVANCED BUSINESS RESEARCH

BCH: DSE- 8.9

Learning Objectives:

The objective of the course is to develop the students' theoretical and practical understanding of select multivariate research methods and central concepts of psychological measurement and analysis. The course will be a practice-oriented course and will provide working knowledge of the advance research using statistical package and open-source ware.

Learning Outcomes: After completion of the course, learners will be able to:
1. Apply bivariate and multivariate statistics on the data.
2. Comprehend various types of regressions and its applications.
3. Employ General Linear Models on the variables.
4. Utilize time-series data and panel data techniques for data analysis
5. Fathom the application of longitudinal and Experimental Studies.

Course Contents:

Unit 1: Bi-variate and Multivariate Analysis (9 hours)

Correlation analysis, Partial correlation, Simple regression and multiple regression, its assumptions, concept of multicollinearity: Variance Inflation Factor (VIF), R-square, Adjusted R-square, Durbin-Watson Statistic, Stepwise Regression

Unit 2: Logistic Regression (12 hours)

Binary Logistic Regression: Introduction, estimation, Model fit and Evaluation; Ordinal Logistic Regression: meaning, assumption and estimation: Multinomial Logistic Regression: Concept, Model evaluation, Interpretation; Log-linear Models: Basics, Model specification, measurement and interpretation.

Unit 3: General Linear Model (12 hours)

Two-way analysis of variance (Anova): Key concepts, assumptions, estimation and interpretations; Repeat measure Anova: meaning, assumptions, design types, Post hoc tests; One- and Two-way analysis of covariance (ANCOVA): Basic concept and terms, assumptions, calculation and interpretation; Multivariate analysis of variance (MANOVA): Introduction, assumptions, and estimation

Unit 4: Longitudinal Studies and Experimental Design Analysis (12 hours)

Longitudinal Studies: Definition and Characteristics, types, data collection techniques, Issues and considerations; Manipulation: Concept, types of manipulation, manipulation check; Experimental and control groups, Mediation and Moderation analysis: Concept, steps, measurement and interpretation; Formulating experimental Design: basic elements, types of experimental designs, Internal and external validity.

Note: The General-Purpose software referred in this course will be notified by the University - Departments every three years.

Practical Exercises (30 Hours):

The learners are required to:
1. Perform multiple regression using appropriate software.
2. Perform logistics regression analysis using appropriate software.
3. Perform various General linear models using appropriate software.
4. Perform time-series analysis using appropriate software.
5. Analyse the applicability of longitudinal studies and experimental design analysis.

Suggested Readings:

- DeVellis, R.F (1991). Scale Development: Theory and Applications, Newbury park, California: Sage.
- Hair, Black, Babin, Anderson and Tatham (2017). Multivariate Data Analysis, 7e Pearson education India. ISBN – 13 9789332536500
- Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). Sage Publications.
- Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics (7th ed.). Pearson Education.
- Gujarati, D. N., & Porter, D. C. (2021). Basic econometrics (5th ed.). McGraw Hill.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin.
- Baltagi, B. H. (2021). Econometric analysis of panel data (6th ed.). Springer.
- Maxwell, S. E., & Delaney, H. D. (2004). Designing experiments and analyzing data: A model comparison perspective (2nd ed.). Psychology Press.
- Menard, S. (2007). Handbook of longitudinal research: Design, measurement, and analysis. Elsevier.
- Surya, P.K., Sharma, S.K. (2020), Business Research Methods and Analytics, Virtual book. Taxmann publication. ISBN 9789390712717
- Viswanathan, M. (2005). Measurement Error and Research Design. Thousand Oaks: Sage.

- William G. Zikmund/Barry J. Babin/Jon C Carr/Mitch Griffin (2013). Business Research Methods, Cengage publication, 8th edition.
- Malhotra, N. K., & Dash, S. (2016). Marketing research: An applied orientation (7th ed., Indian adaptation). Pearson Education.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.

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Discipline Specific Elective Course- 8.10(DSE-8.10): International Taxation

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
International Taxation: DSE-8.10	4	3	1	0	Pass in Class XII	NIL

International Taxation

BCH: DSE- 8.10

Learning Objectives:

The course aims to introduce students to the issues of international tax avoidance and evasion. The course would also create awareness about the various methods followed to alleviate international double taxation, along with understanding international initiatives on tax compliance.

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

1. Comprehend the meaning and causes of international double taxation.
2. Compare and evaluate the different methods adopted by countries to alleviate international double taxation.
3. Analyse the techniques used for international tax evasion and avoidance.
4. Evaluate the methods used nationally and internationally for prevention of international tax evasion and avoidance.
5. Demonstrate their awareness of international Model Conventions on prevention of international double taxation.

Course Contents:

Unit 1: International Double Taxation (12 hours)
Concept of international double taxation; principles of international taxation – source rule and residence rule; international tax evasion and avoidance; Advance Ruling; withholding tax rates on different sources of incomes. Methods of tax evasion and avoidance: transfer pricing, Base Erosion and Profit Shifting; tax havens and treaty shopping; the case of India-Mauritius tax treaty.

Unit 2: Alleviation of International Double Taxation (12 hours)
Methods to alleviate international double taxation: exemption method, tax credit method, tax sparing credit method; bilateral tax treaties (Double Taxation Avoidance Agreements) – objectives, features and benefits; multilateral tax treaties; bilateral investment treaties.

Model Bilateral Double Taxation Conventions: OECD Model Convention and United Nations Model Convention.

Unit 3: Prevention of International Tax Evasion and Avoidance (12 hours)

Arm's length price, transfer pricing regulations in India, transfer pricing methods, transfer pricing compliance practices; Advance Pricing Agreements; anti-treaty abuse provisions; General Anti Avoidance Rules; exchange of information.
BEPS Action Plan, BEPS Multilateral Instrument; Multilateral Convention to Implement Tax Treaty Related Measures to Prevent BEP

Unit 4: Tax Challenges arising from Digitalisation of the Economy (9 hours)

Importance of corporate taxes; trends in corporate taxes; reforms in international direct taxation rules, indirect taxation and e-commerce; enhancing Digital Platforms Reporting.

Exercises:

The learners are required to:

2. Conduct an inter-country comparison of corporate taxes as well as withholding tax rates for different kinds of income.
3. Conduct a trend analysis of proliferation of bilateral tax treaties over a period of time.
4. Prepare case studies of some specific bilateral treaties to demonstrate the concept of tax treaty shopping.
5. Conduct an in-depth analysis of the methods used by individual countries as well as international organisations to avoid base erosion and profit shifting
6. Make presentation on contemporary issues such as tax challenges arising from digitisation of economies.

Suggested Readings:

- Agrawal, D. C. Basic Concepts of International Taxation, Taxmann.
- Garg, K. Guide to International Taxation. Bharat Law House.
- OECD (2017). Model Convention on Income and Capital.
- OECD (2022). Transfer Pricing Guidelines for Multinational Enterprises and Tax Administrations.
- OECD (2020). Tax Challenges arising from Digitalisation – Economic Impact Assessment: Inclusive Framework on BEPS.
- UNCTAD (2021). World Investment Report.
- United Nations (2017). Department of Economic and Social Affairs, United Nations Model Double Taxation Convention between Developed and Developing Countries.
- Vijayasarathy, D. Fundamentals of International Taxation. Bharat Law House.
- https://www.oecd.org/tax/beps/beps-actions/

Note: Suggested readings will be updated by the Department of Commerce and uploaded on Department's website.