

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

Bachelor of Arts (Vocational Studies) Small and Medium Enterprises

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (VS) Small and Medium Enterprises will help students to explore new opportunities and to develop new tactical thinking in the various fields. This course is customized and tailor made and directly proportionate to the need and requirement of the industry, thus making students completely ready for industry specific jobs and career.

The University of Delhi hopes the LOCF approach of the programme B.A. (VS) Small and Medium Enterprises will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

Table of Contents

| | List of Contents | Page No. |
|---------|---|-----------------|
| 1 | Introduction to Programme | 1 |
| 2 | Learning Outcome-based Curriculum Framework in Programme B.A.(VS) SME | |
| | 2.1. Nature and Extent of the Programme in B.A. (VS) SME | 1 |
| | 2.2. Aims of Bachelor Degree Programme in B.A. (VS) SME | 1-2 |
| 3 | Graduate Attributes in B.A. (VS) SME | 2-3 |
| 4 | Qualification Descriptors for Graduates B.A. (VS) SME | 3 |
| 5 | Programme Learning Outcomes for in B.A. (VS) SME | 3 |
| 6 | Structure of in B.A. (VS) SME | 4-5 |
| SME 1.1 | Environmental Studies/ Language: English/Hindi/Modern Indian Language | 6 |
| SME 1.2 | English I / MIL I | 7 |
| SME 1.3 | Fundamentals of Entrepreneurship of MSMEs | 8-10 |
| SME 1.4 | Principles of Microeconomics | 11 |
| SME 2.1 | Language: English/Hindi/Modern Indian Language/ Environmental Studies | 12 |
| SME 2.2 | MIL I / English I | 13 |
| SME 2.3 | Organization and Management of MSMEs | 14-16 |
| SME 2.4 | Macroeconomics | 17 |
| SME 3.1 | English/ MIL II | 18 |
| SME 3.2 | Institutional Support to MSMEs | 19-21 |
| SME 3.3 | Indian Economy- Sectoral Issues | 22-25 |
| SME 3.4 | Computer Concepts and Software Packages | 26-29 |
| SME 4.1 | MIL II / English II | 30 |
| SME 4.2 | MSMEs Policy Framework | 31-33 |
| SME 4.3 | Labour and Development in India | 34-37 |
| SME 4.4 | Business Communications and personality Development | 38-42 |
| SME 5.1 | Financial Management in MSMEs | 43-45 |
| SME 5.2 | Internship Project / Project | 46-49 |
| SME 5.3 | 5.3.1-Financial Accounting | 50-52 |
| | Or | |
| | 5.3.2-Corporate Laws | 53-56 |
| SME 5.4 | Contemporary Environment of MSMEs | 57-59 |
| SME 6.1 | Marketing Management in MSMEs | 60-62 |
| SME 6.2 | 6.2.1-Globalization | 63-65 |
| | Or | |
| | 6.2.2-Human Resource Management in MSMEs | 66-68 |
| SME 6.3 | 6.3.1 Business Law | 69-71 |
| | Or | |
| | 6.3.2 Marketing Strategy and relationship marketing | 72-74 |
| SME 6.4 | E-Commerce | 75-77 |

1. INTRODUCTION TO PROGRAMME

B.A. (VS) in Small and Medium Enterprises program is designed to prepare future entrepreneurs with the skills and knowledge to start their own businesses. It develops their skills as a passionate, self-motivated entrepreneur within a close-knit driven community. This course prepares students for the intricacies of planning, launching and leading a new business with a focus on creativity and innovation, new venture planning, entrepreneurial finance, managing and growing a new business. In the classroom, student will learn how to grow their commercial or social venture and develop tools and resources for their business. Most significantly, through lessons of market strategies, institutional support mechanism, human resource management, leadership, innovation, economy, various act related to MSMEs taxation benefit to SSI, policy on handling sickness in small industries, measures for export promotion, rural entrepreneurship, women entrepreneurship, international entrepreneurship, product life cycle, e-Marketing, etc. they will discover how their business ideas fit into the greater world picture.

2. LEARNING OUTCOME BASED APPROACH TO CURRICULUM PLANNING

2.1 Nature and extent of the B.A. (VS) SME

1. It is Bachelor degree programme by which the students will have the opportunity to explore entrepreneurial thinking in the arts, the social entrepreneurship sector, non-profits, for-profits, start-ups, growth ventures, and other areas of interest.
2. This programme will promote entrepreneurship. An entrepreneur plays the role of a leader by uniting the people that work under him/her. He/she is responsible for the running of the business and taking various decisions that give direction to all the activities of a business.
3. An entrepreneur acts as a link between the business and various parties that have a stake in the business such as media, suppliers, government, investors etc. He/she provides them with the necessary information and handles any communication with them.
4. An entrepreneur looks to solve their problems and increase job satisfaction by aligning their goals with the goals of the organization.
5. This programme covers different aspects of setting up of small and medium enterprises and equip them to manage finances, manpower and marketing.

2.2 Aims of Bachelor's degree programme in (CBCS) B.A. (VS) SME

- i. B.A. (VS) SME course is most engaging for all those students interested in turning ideas into action through starting ventures, working in a startup environment or applying entrepreneurial thinking skills to an existing organization.
- ii. Students will have the opportunity to explore entrepreneurial thinking in the arts, the social entrepreneurship sector, non-profits, for-profits, start-ups, growth ventures, and other areas of interest.

- iii. Unemployment is the single greatest problem for most governments. That's why one of the aim of this course is to make them financial independent.
- iv. The students are oriented at realizing opportunities through opening a new business often as part of a venture creation program and push to promote innovation or introduce new products, services or markets.
- v. Students will be able to find jobs in a range of sectors such as business or financial consultant, research developer, management analyst, franchise owner, project manager and more.

3. GRADUATE ATTRIBUTES IN SUBJECT

3.1 Lifelong Learning

Update their subject knowledge and skills for continuous academic and professional growth.

3.2 Disciplinary Knowledge

To have knowledge of their discipline and will attain professional and technical skills to effectively integrate knowledge with practice.

3.3 Communication Skill

To equip them with verbal and written communication skills to be able to communicate with all the stakeholders confidently and with clarity.

3.4 Cooperation/Team work

A graduate entrepreneur uses his creativity and applies strategic thinking to create effective business plans along with creative social opportunities to strengthen his coursework and build his professional network with real-world experience.

3.5 Information/digital literacy

Demonstrates basic knowledge of computers and use of software's such as word, excel & power point.

3.6 Self-directed learning

To take initiatives for some topics and identify resources and study material for additional learning, individually or in groups and to use the strategies to meet learning goals in self-learning environment, under the guidance of the mentor.

3.7 Research-related skills

To comprehend, consolidate, extend, apply and update their discipline's knowledge and skills for undertaking research proposals and continuous academic and professional growth.

3.7 Problem solving

As a student in the program, one learns to work effectively as both a member and a leader in team problem-solving and decision-making situations, incorporate the perspectives and contributions of individuals from diverse groups to create inclusive work environments, demonstrate professional preparation and conduct to meet professional standards in business settings, and employ multiple mediums of communication in a variety of business settings to express, assimilate, and analyse information and ideas to facilitate collaboration and achieve goals.

3.8 Self-directed learning

To take initiatives for some topics and identify resources and study material for additional learning, individually or in groups and to use the strategies to meet learning goals in self-learning environment, under the guidance of the mentor.

4. Qualification Description

- A degree in Small Medium Enterprises provide focused training for developing innovative approaches to e-commerce and facing the unique challenges of small business growth.
- Students enrolled in an entrepreneurship course will develop communication skills in order to become good negotiators and they will also learn basic management and leadership skills.
- Student will be able to understand entrepreneurial concepts such as marketing strategy, financial planning, sources of capital, financing, legal problems related to beginning and operating a business, family-owned businesses, valuation, succession, entrepreneurial opportunities for women and minority entrepreneurs.
- The course aims to guide students through all phases of their entrepreneurship journey: from forming a team to helping with pitching their ideas to potential investors and developing strategies for obtaining funding.

5. Programme Learning Outcome in Course

BA (VS) in Small and Medium Enterprises program is designed to prepare future entrepreneurs with the skills and knowledge to start their own businesses. This course prepares students for the intricacies of planning, launching and leading a new business with a focus on creativity and innovation, new venture planning, entrepreneurial finance, managing and growing a new business. A Bachelor's degree in SME includes theoretical knowledge and practical activities which will focus on learning how to grow one's commercial or social venture and to develop tools and resources for a business. Each student will acquire a unique understanding of the entrepreneurial process - a process of opportunity recognition, resource marshalling, and team building driven by business methodologies in idea generation, feasibility analysis and business plan communications. The present course concentrates on developing entrepreneurial plan, setting up a small business, assessment of different forms of business organizations, market strategies, institutional support mechanism, human resource management, leadership, innovation, economy, various act related to MSMEs taxation benefit to SSI, policy on handling sickness in small industries, measures for export promotion, rural entrepreneurship, women entrepreneurship, international entrepreneurship, product life cycle, e-Marketing, etc.

6. STRUCTURE OF IN B.A (VS) Small and Medium Enterprises

| B.A. (Vocational Studies)Small and Medium Enterprises | | | |
|--|---|--|----------------|
| Three-Year (6-Semester) | | | |
| <u>Course Structure Under LOCF</u> | | | |
| B.A. (VS) Small and Medium Enterprises | | | |
| <u>Semester – I</u> | | | Credits |
| 1.1 | Environmental Studies/ Language: English/Hindi/Modern Indian Language | Ability Enhancement Compulsory Course (AECC) | 4 |
| 1.2 | English/ MIL I | Core Discipline | 6 |
| 1.3 | Fundamentals of Entrepreneurship and MSMEs | Core Discipline | 6 |
| 1.4 | Principles of Microeconomics | Core Discipline | 6 |
| <u>Semester – II</u> | | | |
| 2.1 | Language: English/Hindi/Modern Indian Language/ Environmental Studies | Ability Enhancement Compulsory Course (AECC) | 4 |
| 2.2 | MIL / English I | Core Discipline | 6 |
| 2.3 | Organization and Management of MSMEs | Core Discipline | 6 |
| 2.4 | Macroeconomics | Core Discipline | 6 |
| <u>Semester – III</u> | | | |
| 3.1 | English/ MIL II | Core Discipline | 6 |
| 3.2 | Institutional Support to MSMEs | Core Discipline | 6 |
| 3.3 | Indian Economy – Sectoral Issues | Core Discipline | 6 |
| 3.4 | Computer Concepts and Software Packages | Skill Enhancement Course (SEC) | 4 |
| <u>Semester – IV</u> | | | |
| 4.1 | MIL / English II | Core Discipline | 6 |
| 4.2 | MSMEs Policy Framework | Core Discipline | 6 |
| 4.3 | Labour and Development in India | Core Discipline | 6 |
| 4.4 | Business Communications and personality Development | Skill Enhancement Course (SEC) | 6 |
| <u>Semester – V</u> | | | |
| 5.1 | Financial Management in MSMEs | Elective Core – Discipline Based | 6 |
| 5.2 | Internship Project / Project | Elective Core – Generic | 6 |
| 5.3 | 5.3.1-Financial Accounting | Elective Core – Generic | 6 |
| | or 5.3.2 Corporate Laws | | |
| 5.4 | Contemporary Environment of MSMEs | Skill Enhancement Course (SEC) | 6 |
| <u>Semester – VI</u> | | | |

| | | | |
|------------|--|----------------------------------|---|
| 6.1 | Marketing Management in MSMEs | Elective Core – Discipline Based | 6 |
| 6.2 | 6.2.1 Globalization or | Elective Core – Discipline Based | 6 |
| | 6.2.1 Human Resource Management in MSMEs | | |
| 6.3 | 6.3.1 Business Law or | Elective Core – Generic | 6 |
| | 6.3. 2 Marketing Strategy and relationship marketing | | |
| 6.4 | E-Commerce | Skill Enhancement Course (SEC) | 6 |

B.A. (VS) Small and Medium Enterprises
Semester I
Paper: SME 1.1
Environmental Studies/ Language: English/Hindi/Modern Indian Language
Ability Enhancement Compulsory Course - (AECC) Credit:4

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester I
Paper: SME 1.2
English I / MIL I
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester I
Paper: SME 1.3
Fundamentals of Entrepreneurship and MSMEs
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To give the basic understanding of the various concepts and factors of entrepreneurship and MSME.

Course Learning Outcomes

CO1: Students will be able to provide a thorough understanding of the concept of an entrepreneur and how does it differ from a manager.

CO2: Students will be able to assess different aspects of environment so as to frame appropriate business plans: Political, economic, social, technological, legal, cultural and international environment.

CO3: Students will be able to demonstrate the procedure to set up a new venture by proving insights into how to identify business opportunities in major group of industries and what are the government initiatives for small scale industry.

CO4: Student will be able to explain actions required to enhance entrepreneurial growth and role of venture capital in above.

CO5: Student will be able to identify and deal with the problems associated with entrepreneurship like succession, innovation, changes, etc.

Contents

| | |
|--|----|
| <u>Unit 1:</u> | 15 |
| Basic Aspects: Concept, nature of Entrepreneur & Entrepreneurship, Classification of entrepreneurs, Distinction between Entrepreneur and Manager, Entrepreneurship and Entrepreneurship, Theories of Entrepreneurship: Schumpeter, McLelland and Drucker, Medium, Small and Tiny Business: Definition, Role in the economy and significance | |
| <u>Unit 2:</u> | 10 |
| Developing Entrepreneurial Plan: Environment assessment: political, legal, economic, social, Technological, global environment, Developing effective business plan. | |
| <u>Unit 3:</u> | 10 |
| Entrepreneurial Venture Initiation: Assessment of business opportunities, Entrepreneurial Motivation, Government initiatives and private sector opportunity. | |

Unit 4: 10
Growth and Development of Entrepreneurial Venture: Strategic planning for emerging venture, Managing entrepreneurial growth, Role of venture capital and their problems.

Unit 5: 15
Challenges in Entrepreneurship: Business Succession and continuing from family Business perspective, Succession policy, problems of innovation and change.

References

1. Wickham, Phillip A (1998); Strategic Entrepreneurship, Pitman, UK.
2. Shukla, M B, (2011), Entrepreneurship and Small Business Management, KitabMahal, Allahabad.
3. Hill, Michal A., Inland Durama R et al; Strategic Entrepreneurship: Creating a New Mindset, Blackwell Publishers, Oxford.
4. Zenas Block and Ian C Macmillan, Corporate Venturing, Harvard Business School Press, Boston
5. Sahay A., V. Sharma (2008), Entrepreneurship and New Venture Creation, Excel Books, New Delhi.
6. Lall, Sahai (2006), Entrepreneurship, Excel Books, New Delhi.

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|--|---|--------------------|
| 1 to 3 | 1 | 15 | <p>To enable the students to answer the following questions:</p> <ul style="list-style-type: none"> ·What is an entrepreneur & how does it differ from a manager? ·What are the different kinds of entrepreneurs like, innovative, imitating, Fabian and drone? ·What is entrepreneurship and what is its importance and role, especially in a developing economy? ·What are various theories of entrepreneurship such | Lecture to discuss the concept of entrepreneur, their types, theories and role in an economy. | Student PPTs |

| | | | | | |
|----------|---|----|--|---|----------------------------------|
| | | | as, innovation, need for achievement, status withdrawal, social change, social behaviour, leadership, model personality and systematic innovation? | | |
| 4 & 5 | 2 | 10 | · How to assess political, social economic, technological, legal, & international environment? | Lecture on environment assessment | Assignment |
| 6 & 7 | 3 | 10 | · How to identify business opportunities in major group of industries? · What are the government initiatives for SMEs? · What are the theories of motivation such as, Maslow's, McClelland's, etc. and their importance. | Lecture and PPTs to discuss motivation, business opportunities & government initiatives | Questioning & answering in class |
| 8 & 9 | 4 | 10 | · What strategies are required to manage growth of entrepreneurs? · What is the role of venture capital? | Discuss growth of entrepreneurs & venture capital | Class test |
| 10 to 12 | 5 | 15 | · What are the problems associated with entrepreneurship like succession, innovation, changes, etc? | Discuss entrepreneurship challenges | Questioning & answering in class |

***Assessment methods listed here are indicative and may vary**

Keywords

Entrepreneur, Entrepreneurial environment, Venture Capital, Business Succession, Entrepreneurial Motivation

B.A. (VS) Small and Medium Enterprises
Semester I
Paper: SME 1.4
Principles of Microeconomics
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester II
Paper: SME 2.1
Language: English/ Hindi/ Modern Indian Language/ Environmental Studies
Ability Enhancement Compulsory Course - (AECC) Credit:04

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester II
Paper: SME 2.2
MIL I / English I
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester II
Paper: SME 2.3
Organization and Management of MSMEs
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To provide the basic understanding of the various concepts related to setting up of a small business and management

Course Learning Outcomes

CO1: Students will be able to provide knowledge regarding different investment criteria for Micro, Small and medium enterprises.

CO2: Student will be able to identify and choose an appropriate form of business that suits to the specific needs of an entrepreneur.

CO3: Student will be able to inculcate knowledge and skills to make effective decisions related to an optimal layout of the plant and allocation of space for different operations, assess and select the manufacturing process etc.

CO4: Student will be able to demonstrate strategies for internal and external growth of business

Contents

Unit 1: 20
Setting up a Small Business: Determination of the nature of the business unit: Micro, Small and Medium enterprise, Comparative evaluation of feasibility of buying an existing enterprise, setting up a new venture or starting the business through franchising, Location strategy, Preliminary Registration with State Directorate of Industries

Unit 2: 10
Assessment of different forms of business organizations: Sole Proprietorship, Partnership, LLP, Joint Stock Companies, HUF.

Unit 3: 15
Production Planning: Layout and Control, Types of manufacturing process, Selection of manufacturing process, Purchase Management, Inventory Management. size and Technology Planning

Unit 4: 15
Productivity Improvement Strategies: Integration and Diversification, Internal Expansion, Quality Management, Recent trends

References

1. Wickham, Phillip A (1998); Strategic Entrepreneurship, Pitman, UK.
2. Shukla, MB, (2011), Entrepreneurship and Small Business Management, Kitab Mahal, Allahabad
3. Hill, Michal A., Inland Durama R et al; Strategic Entrepreneurship: Creating a New Mindset, Blackwell Publishers, Oxford.
4. Zenas Block and Ian C Macmillan, Corporate Venturing, Harvard Business School Press, Boston
5. Sahay A., V. Sharma (2008), Entrepreneurship and New Venture Creation, Excel Books, New Delhi.
6. Lall, Sahai (2006), Entrepreneurship, Excel Books, New Delhi.

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|--|---|--------------------|
| 1 to 4 | 1 | 20 | <p>To enable the students to answer the following questions:</p> <ul style="list-style-type: none"> ·What are the different investment criteria for Micro, Small and medium enterprises? ·How to assess the benefits and disadvantages of starting a business fresh or by acquiring an existing one? ·What is the process of Franchising and what are its merit and demerits? · What factors are to be kept in mind while making a decision about an apt location? ·What is the procedure of registration for a small scale industry? | Lecture and PPTs to discuss the concept of MSMEs & their set up procedure | Class test |
| 5 & 6 | 2 | 10 | <ul style="list-style-type: none"> · What are the different forms of business organization like sole proprietorship, partnership, joint stock company and LLP? · What are their advantages and disadvantages? | Lecture on forms of business organization | MCQs on the topic |

| | | | | | |
|----------|---|----|--|--|-------------------------------|
| 7 to 9 | 3 | 15 | <ul style="list-style-type: none"> · How to choose an optimal layout of the plant to allocate space for different operations? · How to manage control of organization? · How to select an apt manufacturing process? · What are the methods to maintain an optimal level of inventory? · How to choose and adopt best purchasing practices? | Lecture and PPTs to discuss decisions of layout, control manufacturing process, purchases and management of stock. | Assignment |
| 10 to 12 | 4 | 15 | <ul style="list-style-type: none"> · What are the strategies for internal and external growth of business? · What are the techniques of quality management? | Discuss expansion strategies | Questing & answering in class |

***Assessment methods listed here are indicative and may vary**

Keywords

Small and Medium Enterprise, Purchase management, Inventory management, Quality management, diversification

**B.A. (VS) Small and Medium Enterprises
Semester II
Paper: SME 2.4
Macroeconomics
Core Discipline - (CD) Credit:6**

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester III
Paper: SME 3.1
English II/ MIL II
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester III
Paper: SME 3.2
Institutional Support to MSMEs
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To provide the basic understanding of the Institutional support system available to MSMEs and their functioning.

Course Learning Outcomes

CO1: Students will be acquainted with Institutional Support mechanism

CO2: Students will gain knowledge Testing Laboratories Product and Process Development Centres, NISEBUD, National Service and Technology Entrepreneurship.

CO3: Students will understand institutional support mechanism and their role in SSI development

CO4: Students will get in depth knowledge about Role of RBI, RBI Guidelines to commercial banks, lending by Commercial and Development Banks

CO5: Students will be aware of the Seed/Margin Money, DRI, Refinance Scheme, Composite Loan Scheme, Single Window Scheme, National Equity

Contents

| | |
|--|----|
| <u>Unit 1:</u> | 15 |
| Institutional Support Mechanism: Need and Importance of finance in MSMSEs SIDO, SIDBI, NSIC, SISI, Commodity Boards, State Directorate of Industries, SIDC'S, SFC, MUDRA Bank. | |
| <u>Unit 2:</u> | 10 |
| Institutional Support Mechanism: Testing Laboratories, Product and Process Development Centres, NISEBUD, National Service and Technology Entrepreneurship Development Board. | |
| <u>Unit 3:</u> | 15 |
| Institutional Support Schemes: Role of RBI in respect of MSMEs, RBI Guidelines to commercial banks, lending by Commercial and Development Banks, Equity Fund Scheme, Credit Guarantee Scheme, | |
| <u>Unit 4:</u> | 10 |
| Institutional Support Schemes: Interest Subsidy, Seed/Margin Money, DRI, Refinance Scheme, Composite Loan Scheme, Single Window Scheme, National Equity Fund Scheme, Bills Re-Discounting Scheme. | |

Marketing Assistance, Research Development and Training Facilities, Export Assistance to MSMEs, Technology Upgradation, Assistance to Ancillary Industries, Incentives for MSMEs in Backward Areas

References

1. S.C. Kuchhal, "Corporation Finance".
2. P.V. Kulkarni, "Corporation Finance".
3. P.V. Kulkarni & S.P. Kulkarni, "Corporate Finance".
4. R.M. Srivastava, Essentials of Business Finance."

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|--|---|
| 1 to 3 | 1 | 15 | Students will be acquainted with Institutional Support mechanism | Lectures and Discussion on SIDO, SIDBI, NSIC, SISI, Commodity Boards, SIDC'S, SFC, District Industries Centre. MUDRA Bank. | Presentations on SIDO, SIDBI, NSIC, SISI AND THEIR ROLES AND FUNCTIONS. |
| 4 & 5 | 2 | 10 | Students will gain knowledge about product and process development centres, NISEBUD, National Service and Technology Entrepreneurship Students will understand institutional support mechanism and their role in SSI development | Lecture and PPT on various Institutional Support Mechanism | Multiple choice questions and students presentation |
| 6 to 8 | 3 | 15 | Students will get in depth knowledge about Role of RBI, RBI Guidelines to commercial banks, lending by Commercial and Development Banks | Lecture on Role and guidelines on RBI, commercial banks, and Development Banks | Quiz on the role of RBI in institutional support |

| | | | | | |
|---------|---|----|---|---|---|
| 9 & 10 | 4 | 10 | Students will be aware of the Seed/Margin Money, DRI, Refinance Scheme, Composite Loan Scheme, Single Window Scheme, National Equity | Lecture and PPT on various Subsidies and schemes | Class test focussing on short notes and definitions |
| 11 & 12 | 5 | 10 | Students will have broad prospective about Marketing Assistance, Research Development and Training Facilities, Export Assistance to MSMEs | Discussion and PPT on Marketing Assistance, and research Development and Training Facilities. | Case studies on Technology Upgradation, Assistance to Ancillary Industries, Incentives for MSMEs in Backward Areas. |

***Assessment methods listed here are indicative and may vary**

Keywords

NSIC, Mudra Bank, NISEBUD, Equity Fund Scheme, Single Window Scheme,

B.A. (VS) Small and Medium Enterprises
Semester III
Paper: SME 3.3
Indian Economy – Sectoral Issues
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

lectures: 60

Course Objective (2-3)

The objective of the course is to provide the students a basic understanding of evolution of different sectors of Indian economy in the course of its development after independence. It would help them meaningfully reflect on the issues that the individual sectors are currently embroiled.

Course Learning Outcomes

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

CO1: understand the process of development of the Indian agricultural economy, its institutional framework facilitating use of inputs and technology.

CO2: critically evaluate different policy instruments used and their impacts in the context of Indian agriculture.

CO3: understand evolving structure, policy instruments and dynamics of Indian industries, including public sector and MSMEs.

CO4: understand financing pattern of Indian industries.

CO5: understand the nuances of the service sector-led growth in India.

Contents

Unit 1: Agriculture: Institutional Framework and Inputs 12

Agriculture and Economic Development.

Institutional framework of Indian agriculture: Land tenure system and land Reforms.

Agricultural inputs: Seeds, fertilizers, agro-chemicals, machinery with special reference to green revolution;

Agricultural labour and issues related to wage and employment.

Unit 2: Policy Instruments for Agriculture and Agricultural Growth 13

Agricultural price policy, Food management & food security in India

Agricultural marketing in India: issues, challenges & recent developments

Role of institutional and technological factors in agricultural growth: new technology – Green revolution and post reform developments.

Agricultural investment - Public and Private

| | |
|---|----|
| Unit 3: Industrial | 15 |
| Phases of growth and evolving structure of industry | |
| Industrial and Licensing Policies in the Pre-and Post-reform periods: Role of large, medium, small and micro industries | |
| Reforms and changing role of public sector | |
| Unit 4: Industrial Finance and Foreign Investment | 11 |
| Changes in the pattern of industrial financing - SFCs, PIs, corporate debt market, bank finance, microfinance | |
| Foreign Direct investment | |
| Foreign Institutional Investment | |
| Unit 5: Service Sector | 09 |
| Importance of service sector in Indian economy | |
| Growth and changes in the structure of service sector - the role of reforms | |
| Major components of service sector | |
| The issue of service sector led growth in India. | |

References

1. Mishra & Puri (MP) Chapters 17, 20, 21, and 25.
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 1, 2, 3,4, 5, 9
2. MP - Chapters 18, 20, 21, 22, 23.
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 6, 7, 8.
3. MP - Chapters 26, 28, 29, 30 and 31.
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 11, 13, 14, 15
4. MP- Chapters 39, 48 and 49, and Chapter 22, PP. 285-89
5. MP- Chapter 35
<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module No 18
1. S.K. Mishra and V. K. Puri, Indian Economy: Its Development Experience, 67th edition.
2. Uma Kapila, Indian Economy: Performance and Policy, latest edition
3. Gaurav Datt and Ashwani Mahajan, Datt and Sundharam Indian Economy, latest edition
4. *<https://epgp.inflibnet.ac.in/ahl.php?csrno=11>*, EPG Pathshala, Sectoral Growth of Indian Economy (P 10) Module Nos 1, 2, 3, 4,5, 6,7,8, 9, 10, 11,13,

Additional References:

1. Kaushik Basu and Annemie Maertens (eds.) The New Oxford Companion to Economics in India (2 Volumes): 2 Volumes, 2011.
2. Pradip Kumar Biswas and Panchanan Das (eds.) Indian Economy: Reforms and Development, Springer, Singapore, (forthcoming) ISBN: 978-981-13-8268-0, 2019.

<https://www.springer.com/gp/book/9789811382680>

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly schedule | Unit no. | Hours | Course learning Outcomes | Teaching Learning Process* | Assessment Methods |
|-----------------|----------|-------|---|--|---|
| 1 to 3 | 1 | 12 | Students will be able to understand the process of development of the Indian agricultural economy, its institutional framework facilitating use of inputs and technology. | Lectures in the classes on institutional framework facilitating usage of inputs and technology in agriculture followed by discussion with smaller group of students for further clarification on each of the points taught in the class as well as clarifying any query by the students. | Class test, oral presentation, group discussion and assignment on this topic. |
| 4 to 6 | 2 | 13 | Students would be able to critically evaluate different policy instruments used and their impacts in the context of Indian agriculture. | There would be lectures in the classes on different policy instruments used in Indian agriculture and their effects. These lectures would be followed by interaction with smaller group of students for further clarification of each of the points taught. | Class tests, oral presentation, group discussion and assignments on this topic. |
| 7 to 9 | 3 | 15 | Students will understand evolving structure, policy instruments and dynamics of Indian industries, including public sector and MSMEs. | There would be lectures in the classes on the evolving structure of industries, different policies used, as well as on MSMEs and public sector. Lectures would be complemented by tutorials involving close interaction with small group of students. | Class tests, oral presentation, group discussion and assignments on this topic. |
| 10 & 11 | 4 | 11 | Students will understand financing pattern of Indian industries. | There would be lectures in the classes on industrial financing through SFCs, PIs, corporate debt market, bank finance, microfinance, FDI and FII. Lectures would be complemented by tutorials involving close interaction with small group of students. | Class tests, oral presentation, group discussion and assignments on this topic. |
| 11 & 12 | 5 | 9 | Students will understand the nuances of the service sector-led growth in India. | There would be detailed discussion on the growth and changes in the structure of service sector, including the role of | Class tests, oral presentation, group |

| | | | | | |
|--|--|--|--|--|---|
| | | | | reforms in it. Lectures would be complemented by tutorials involving close interaction with small group of students. | discussion and assignments on this topic. |
|--|--|--|--|--|---|

***Assessment tasks listed here are indicative and may vary.**

Keywords

Agriculture, manufacturing, trade, services, finance, SME, productivity, green revolution, FDI.

B.A. (VS) Small and Medium Enterprises
Semester III
Paper: SME 3.4
Computer Concepts and Software Packages
Skill Enhancement Course - (SEC) Credit:4

Duration: 3 hours

Marks: 100

Lectures: 40

Course Objective (2-3)

By the end of the semester each student will be able to:

- understand and appreciate the application of computers including their evolution and characteristics
- grasp and perform number system conversion
- understand the fundamental hardware components, memory storage devices and software aspect required to resolve everyday issues
- understand the importance of operating system and demonstrate the use of different services provided by an OS
- fully grasp the networking concepts including architecture and topology, Internet terminology and working efficiently on a web browser
- comprehend the need and used of MS-Office and demonstrate the use of software for the word processing, spreadsheet related tasks and presentations
- outline the latest development in the field of computers such as artificial intelligence, virtual reality and Information Systems.

Course Learning Outcomes

CO1: The student will be able to convert number system into any other number system with ease

CO2: Identify components of a computer system and use them appropriately to achieve a task

CO3: The student will be able to fully understand the importance of operating system and grasp its functioning

CO4: Grasp the significance and terminology of computer networking and Internet. The students can apply their comprehensive knowledge to real life situations

CO5: The students will be able to identify the required MS-Office component and apply the comprehensive knowledge to deliver the task

CO6: The student will be able to relate with the latest development in the field of computer and technology

Contents

| | |
|--|-----------|
| <u>Unit 1: Basic Concepts</u> | 05 |
| Meaning, characteristics and applications of a computer, advantages and limitations of a computer, classification of computers based on technology, application and size, generation of computers, meaning of Data, Information and Knowledge, Data types, data storage, data representation such as ASCII, number system conversion. | |
| <u>Unit 2: Components of Computers</u> | 05 |
| Hardware components: input devices, output devices, system unit, Software components: Application software: general purpose packaged software and tailor – made software, System software: operating system, interpreter, compiler, linker, loader, Memory Storage devices, Types of programming languages. | |
| <u>Unit 3: Operating System</u> | 05 |
| Need and functions of an operating system, graphic user interface and character user interface, types of operating system - (Batch Operating system, Real-time operating system, Time sharing operating system, distributed operating system and Multiprogramming operating system) Windows environment: application and document, Windows interface such as icons, lists, menus, dialog box, etc., Desktop, control panel, system tools, utilities such as calculator, calendar, etc., Explorer: file types, attributes, names, folders, drives, devices, File functions: create, open, close, delete, rename, move, cut, copy, paste, etc. | |
| <u>Unit 4: Introduction to Networks and Internet</u> | 07 |
| Meaning and types of networks - LAN, MAN and WAN, network topologies, network architecture, Internet, difference between internet and intranet, Basics: functions, growth, anatomy, uses, wireless and Wi-Fi, Internet services: ISP, types of accounts, World Wide Web: websites file transfer, browsing, searching, network and Internet terminology | |
| <u>Unit 5: Office Applications</u> | 13 |
| Meaning and applications of word processing, spreadsheets and presentation, MS word: formatting text, writing basic document using word, Header and Footer, page formatting, paragraph formatting, saving a document, printing a document. Mail Merge MS excel: creating a workbook, saving a workbook, editing a workbook, creating a series, use of basic formulae in Excel, sorting data, creating simple charts, use of functions in Excel: Mathematical, Logical- IF, AND, OR, NOT, Statistical. Application of Excel: Payroll, Basic Lease statement, Loan statement. MS PowerPoint: create animation of text, creating simple presentation including slide transitions, bullets etc. | |
| <u>Unit 6: Latest developments</u> | 05 |
| Internet of things, Artificial Intelligence and virtual Reality, Meaning of Information systems, Types of IS-MIS, DSS, TPS | |

Practical

Time: 60 Minutes

Maximum Marks: 25

| Description of Question | Marks | Time Allowed |
|---|-------|--------------|
| Lab questions testing various concepts MS-Word, MS-PowerPoint and MS-Excel as mentioned in Unit V (Office Applications) ONLY | 25 | 60 minutes |

- There is no Internal Assessment in the practical component of this paper.

References:

1. Computer Fundamentals and Essential Tools by H N Tiwari and Hem Chand Jai
2. Computer Applications in Business by Dr. Sushila Madan, Scholar Tech Press

Additional Resources:

1. Computer Fundamentals by Dr. Anita Goel, Pearson Publication.
2. Microsoft Office 2010 by Bittu Kumar, V&S Publishers

Teaching Learning Process, Assessment Methods and Teaching Plan

| Week | Unit Number | Hours | Unit Name | Learning Outcome | Teaching Learning Process | Assessment Methods |
|------|-------------|-------|-------------------------|--|--|--|
| 1.25 | 1 | 5 | Basic Concepts | The student will be able to convert number system into any other number system with ease | A general overview is undertaken on the basic concepts of computer | The assessment methods such as tests, assignments must identify the academic and professional skills in the students |
| 1.25 | 2 | 5 | Components of Computers | Identify components of a computer system and use them | A thorough discussion is undertaken to demonstrate the | A combination of MCQs and assignments can be used to |

| | | | | | | |
|------|---|----|---------------------------------------|--|---|---|
| | | | | appropriately to achieve a task | functioning of a computer system. The student can understand the functioning of a computer system | assess the students' understanding |
| 1.25 | 3 | 5 | Operating System | The student will be able to fully understand the importance of operating system and grasp its functioning | Discussion is encouraged amongst the students so as to recognize the importance of an operating system in a computing environment. | Open-book and closed book tests along with viva voce |
| 1.75 | 4 | 7 | Introduction to Networks and Internet | Grasp the significance and terminology of computer networking and Internet. The students can apply their comprehensive knowledge to real life situations | An overview is given into the vast world of networking and Internet. Examples are discussed and demonstrated through PPTs so that the student can understand the importance of networking | Case study analysis and reports |
| 3.25 | 5 | 13 | Office Applications | The students will be able to identify the required MS-Office component and apply the comprehensive knowledge to deliver the task | Practical application of MS-Office is demonstrated in a lab environment and the student is encouraged to implement case studies | Practical assignments, observation and evaluation of practical skills |
| 1.25 | 6 | 5 | Latest Developments | The student will be able to relate with the latest development in the field of computer and technology | A Discussion is undertaken to discuss the latest developments and examples are discussed through PPTs, case studies, etc. | MCQs and viva voce |

***Assessment methods listed here are indicative and may vary**

Keywords

Data, Information, Knowledge, number conversion, hardware, system software, application software, operating system, network, Internet, artificial intelligence, Information Systems

B.A. (VS) Small and Medium Enterprises
Semester IV
Paper: SME 4.1
MIL II/ English II
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

***Course Contents to be Provided by Respective Concerned
Department**

B.A. (VS) Small and Medium Enterprises
Semester III
Paper: SME 4.2
MSMEs Policy Framework
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To familiarize students with the different policies applicable to MSMEs and their implications on MSMEs.

Course Learning Outcomes

CO1: Students will be acquainted with the concept Policy environment for small scale sector and new policy measures

CO2: Students will gain knowledge about reservation of items for SSI and de-reservation of items Students will understand governments purchase preference policy for SSI

CO3: Students will get in depth knowledge about policy of priority credit, OCTEI. Students will gather information about Technology Bureau for small enterprises

CO4: Students will be aware of the Need for tax holiday, concession to SSI in rural and backward areas

CO5: Students will have broad prospective about sickness in SSI units, export promotion zones and SEZs

Content

Unit 1: 10
Policy Environment for Small Scale Sector, Pre and Post 1991 Industrial Policy, New Policy Measures, Reports of various Working Groups on SSIs: Kohli Committee 2,000, Ganguly Committee 2004.

Unit 2: 10
Policy Support Mechanism: Reservation of Items for Small Scale Industries, Rationale, Procedures, Criticism, De-reservation, Removal of Quantity Restrictions, Government's Purchase Preferences Policy for Small Industries Products, Price Preference Policy for SSI products.

Unit 3: 10
Policy of Priority Credit, Equity Participation, Equity issues of small enterprises through OCTEI, Policy of Technology Upgradation in small enterprises, Technology Bureau for Small Enterprises.

Unit 4: 10
Taxation Benefit to SSI: Need for tax benefits, Tax Holiday, Rehabilitation Allowances, Expenditure on Scientific Research, Amortization of certain Preliminary Expenses, Tax concession to SSI in rural and backward areas, Expenditure on acquisition of Patents and Copyrights.

Unit 5: 10
Policy on Handling Sickness in Small Industries: Causes and consequences of Sickness, Measures to prevent sickness in small units

Unit 6: 10
Measures for Export Promotion: Export Processing Zones (EPZs), Special Economic Zones (SEZ), Measures for Export Promotion, Organizational support for Export Promotion

References

1. Personal Finance by Jack R. Kapoor, Les R. Dlabay and Robert J. Hughes, Tata McGraw Hill Publishing Company Ltd. New Delhi.
2. Personal Finance columns in The Economic Times, The Business Line and Financial Express Daily News Papers
3. Kothari Committee Report
4. SSI Policy
5. Sick Industries Companies Act'
6. www.iasb.org
7. Internet Sources- BSE, NSE, SEBI, RBI, IRDA, AMFI etc

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|--|--|--|
| 2 | 1 | 10 | Students will be acquainted with the concept Policy environment for small scale sector and new policy measures | Discussion on the Policy Environment for Small Scale Sector, Pre and Post 1991 Industrial Policy, New Policy Measures, Reports of various Working Groups on SSIs: Kothari Committee 2,000, Ganguly Committee 2004. | Presentations on pre and post 1991 industrial policy. Case studies on policy environment for small scale sector |
| 2 | 2 | 10 | Students will gain knowledge about reservation of items for SSI and de-reservation of items. Students will understand governments purchase preference policy for SSI | Lecture and PPT to discuss the various items of SSI on Reservation Procedures, Criticism, De-reservation and Government Purchase Preferences Policy for Small Industries Products, Price Preference Policy for SSI products. | Multiple choice questions and students presentation |
| 2 | 3 | 10 | Students will get in depth knowledge about | Lectures and PPT on Policy of Priority Credit, OCTEI, Policy of | Quiz on the concepts of policy of priority credit , equity participation and functions of OCTEI |

| | | | | | |
|---|---|----|--|--|--|
| | | | policy of priority credit OCTEI. Students will gather information about Technology Bureau for small enterprises | Technology Upgradation in small enterprises, | |
| 2 | 4 | 10 | Students will be aware of the need for tax holiday , concession to SSI in rural and backward areas | Lectures on need for tax benefits, Tax Holiday, Rehabilitation, Tax concession to SSI in rural and backward areas, | Class test focusing on short notes and definitions |
| 2 | 5 | 10 | Students will have broad prospective about sickness in SSI units, export promotion zones and SEZs | Lectures and PPT on Sickness, Measures to prevent sickness in small units Measures for EPZs, SEZ, Export Promotion | Case studies on industrial sickness. Presentation on EPZs, SEZs |
| 2 | 6 | 10 | Students will gain knowledge of Export Processing Zones (EPZs) and Special Economic Zones (SEZ) | Lecture and PPT on Export Processing Zones (EPZs) and Special Economic Zones (SEZ) | Class Test |

***Assessment methods listed here are indicative and may vary**

Keywords

Industrial Policy, OTCEI, Tax holidays, Export processing zone, Special economic zones

B.A. (VS) Small and Medium Enterprises
Semester IV
Paper: SME 4.3
Labour and Development in India
Core Discipline - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective (2-3)

The course is designed to equip the students with conceptual, empirical and legal issues with special reference to India. the focus of the course would be on the changing profile and position of labour in modern India and the specific problems in the post reform period. The role of state, nation and international labour organisations will be emphasized.

Course Learning Outcomes

CO1: The course will help students to understand basic theories of Labour market and Identify features and challenges of India's labour market

CO2: The course will inculcate a deep understanding regarding evolution of labour market and it will enable students to identify different forms of labour and also this unit provide knowledge about various labour laws associated with these forms of labour

CO3: The course will provide knowledge about the evolution of trade union movement in India and learners will be able to analyse the role of trade unions in the changing economic environment of the country

CO4: The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour, Dispute settlement mechanism and Labour regulation.

CO5: This unit intends the learner to gain knowledge in the role of international agencies in setting labour standards in India

Contents

Unit 1: Economics of labour market 12

1.1 Wage rate determination in labour market: Labour Demand, Labour Supply, Determination of wages, Minimum wage laws, Minimum wage legislation

1.2 India's labour market

a) Employment and unemployment: Concepts, measurement, trends and types of unemployment

b) Dynamics of economic and occupational structure: Growing importance of tertiary sector

Unit 2: Forms of labour 18

2.1 Evolution of Labour market in India:

a) Pre- colonial pattern of Industrial Development

b) Post-colonial Pattern of Development: Industrialisation, Planning and achievements

2.2 Types of labour and associated labour legislation

- a) Organised and unorganised labour
- b) Rural Labour
- c) Migrant Labour
- d) Bonded labour
- e) Women and child labour

Unit:3 Labour protest and Trade union movement

12

3.1 Evolution and growth of trade union movement in India- Pre and post-independence period

3.2 Forms of Industrial action and Labour Protests

(Forms of Industrial action, Types of Disputes, Causes of Industrial disputes, Industrial Dispute act 1947, Modes of Protest)

Unit:4 State and Labour

12

4.1 a) Labour Administration – Union government and state government Machinery

b) Mechanism of Dispute settlement: Arbitration, Adjudication and other methods of dispute settlements

4.2 Regulation of Labour

(Factories act, Employees State Insurance act, Worker's compensation act etc.)

4.3 Role of the state in skill formation

Unit 5: International Labour Organisation

06

a) Structure and role of ILO

b) ILO programmes in India

References

1. Mankiw, Principles of Economics, Cengage learning, 6th edition
2. Case, Karl E, and Fair, Ray, Principles of Economics, Pearson 8th edition
3. India Labour and employment Report 2014: Institute of Human development, Academic Foundation
4. Uma Kapila, Indian economy: Performance and Policies, Academic Foundation, latest edition
5. Uma Kapila, Indian economy since independence, Academic Foundation, Latest edition
6. Thirthankar Roy, the Economic history of India 1857-1947, Oxford Publication, second edition, (Chapter6: small scale industry, Chapter7: large scale Industry)
7. UNICEF Report, Overview of Internal Migration in India
8. Ravi.S. Srivastava, Bonded Labour in India: its incidence and pattern- working paper ILO
9. Shervick, Women's labour force participation in India: Why is it low? - ILO
10. Azadeh Barati, Rooh ollah Arab & Seyed Saadat Masoumi, Challenges and problems faced by women workers in India.
11. Majnu, Women in Unorganised sector: problems and issues in India, International Journal of Applied Research 2017
12. Organising the unorganised- IGNOU BLD 102(2004)
13. P N Singh and Neerja Kumar, Employee relations management, Pearson
14. Sinha, PRN, Sinha, Indu bala and shekhar, Seema Priyadarshini, Industrial Relations, Trade Unions and Labour legislation, Pearson
15. J.P. Sharma, Simplified Approach to Labour Laws, Bharat Law House

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit no. | Hours | Course learning Outcomes | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|--|---|
| 1-3 week | 1. | 12 | The course will help students to understand basic theories of Labour market and identify features and challenges of India's labour market | Delivery of lectures. Providing theoretical understanding of Labour market, creating an understanding regarding the concepts of employment and unemployment, its measurement by looking in to secondary Labour Data. This will be followed with interactive discussion with students to improve their understanding of the topics. | Asking students oral questions in the class, preparation of assignments and class test. |
| 4-6 | 2. | 18 | The course will inculcate a deep understanding regarding evolution of labour market and enable students to identify different forms of labour and provide knowledge about various labour laws associated with these forms of labour | Delivery of lectures explaining evolution of labour market, types of labour market and relevant labour market legislation. Interactive discussion with students to improve their understanding of the topics. | Asking students oral questions in the class, classroom presentation. Class tests. |
| 7-8 | 3. | 12 | Provide knowledge about the evolution of trade union movement in India and learn to analyse the role of trade unions in the changing economic environment of the country. | Delivery of lectures explaining evolution and growth of Trade union movement, different forms of Industrial action, and Labour protests. a group Discussion may follow the lectures | Asking students oral questions in the class, preparation of assignments. |
| 9-11 | 4. | 12 | The course enables students to Identify the state intervention in labour market in the form of administration machinery, national commission on labour | Delivery of lectures explaining the state intervention in labour market in the form of labour administration machinery, mechanism of settling labour disputes and labour regulation measures. The | Asking students oral questions in the class, conducting class test on the topics. |

| | | | | | |
|----|----|---|--|---|---|
| | | | and Dispute settlement mechanism | lectures may be conducted through power point presentation | |
| 12 | 5. | 6 | This unit intends the learner to gain knowledge in the role of international agencies in setting labour standards in India | Delivery of lectures explaining the role of international Labour organisation in setting labour standards. A discussion on the organisational structure and influence of ILO on Indian labour legislation | Asking students oral questions in the class. Conducting class test on the topic |

***Assessment methods listed here are indicative and may vary**

Keywords

Unit 1. Labour markets, equilibrium wage, labour demand, labour supply, wage floor, minimum wage, Employment, unemployment, occupational structure, service sector, participation rate

Unit2. Economic Development, Industrial development, Economic planning, Organised workers Unorganised workers, Bonded labour, migration, Rural labour,

Unit 3. labour protest, Trade Unions, labour disputes, arbitration, adjudication, industrial action.

Unit4. labour administration, labour regulation

Unit 5. Labour policy, International labour organisation, Globalisation.

B.A. (VS) Small and Medium Enterprises
Semester IV
Paper: SME 4.4
Business Communication and Personality Development
Skill Enhancement Course - (SEC) Credit:4

Duration: 3 hours

Marks: 100

Lectures: 48

Course Objective (2-3)

To equip students of the B.A(VS) course to effectively acquire skills in reading, writing, comprehension and business communication, as also to use electronic media for business communication.

Course Learning Outcomes

The course on Business Communication and Personality Development will help the learner to exhibit the following competencies and skills:

CO1: Enhanced knowledge of the Theory of Communication leading to a more adequate understanding of the nature and process of communication.

CO2: Demonstrate enhanced skills in reading, writing, comprehension, communication and speech. Deeper familiarity with different types of business correspondence, better writing skills and knowledge of various types of formal and informal communication including emails and social media generally employed in work spaces.

CO3: Familiarity with different types of reports and the process of planning and writing.

CO4: Suitable use of language and communication skills specifically within professional spaces. Enhanced verbal skills, improved vocabulary and grammar enhancing error free usage.

Content

| | |
|---|----|
| <u>Unit 1:</u> Nature of Communication, Process of Communication, Types of Communication (verbal & Non Verbal), Importance of Communication, Different forms of Communication, Barriers to Communication Causes, Linguistic Barriers, Psychological Barriers, Interpersonal Barriers, Cultural Barriers, Physical Barriers, Organizational Barriers. | 04 |
| <u>Unit 2:</u> Business Correspondence: Letter Writing, presentation, inviting quotations, Sending quotations, Placing orders, inviting tenders, Sales letters, claim & adjustment letters and social correspondence, Memorandum, Inter -office Memo, Notices, Agenda, Minutes, Job application letter, preparing the Resume. | 08 |
| <u>Unit 3:</u> Report Writing Business reports, Types, Characteristics, Importance, Elements of structure, Process of writing, Order of writing, the final draft, check lists for reports. Vocabulary Words often confused, Words often misspelt, common errors in English. | 04 |

Unit 4: 12
Business Etiquettes, Business manners. Body language gestures, Etiquette of the written word, Etiquette of the telephone, Handling business meetings, Role play on selected topics with case analysis and real life experiences. Aids to correct Business writing, Practical Grammar (basic Fundamentals), Sentence Errors-Punctuation, Vocabulary building.

Unit 5: 20
Oral Presentation, Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids. How to make a presentation, the various presentation tools, along with guidelines of effective presentation, boredom factors in presentation and how to overcome them, interactive presentation & presentation as part of a job interview, art of effective listening. Leadership – quality of a leader, leadership quiz with case study, knowing your skills and abilities. Introduction to group discussion techniques with debate and extempore, increase your professionalism. Audio Video recording and dialogue sessions on current topics, economy, education system, environment, politics.

References

1. R. C Bhatia. *Business Communication*. Ane Books Pvt Ltd, New Delhi
2. Department of English, University of Delhi. 2009. *Business English*. New Delhi: Pearson Publication, 2011.
3. Scot, O. *Contemporary Business Communication*. Biztantra, New Delhi
4. Cholij, Mark and Geetha Nagaraj. *English Basics: A Companion to Grammar and Writing*. Cambridge, UK: Cambridge UP, 2004.
5. Tickoo M.L, A.E. Subramaniam and P. R. Subramaniam. *Intermediate Grammar, Usage and Composition*. 1976. New Delhi: Orient Blackswan, 2012
6. Lesikar, R.V & Flatley, M.E. *Basic Business Communication Skills for Empowering the Internet Generation*. Tata McGraw Hill Publishing Co Ltd. New Delhi
7. McGraw E.H., S.J. *Basic Managerial Skills for All*. Fourth Edn. Prentice Hall of India Pvt. Ltd, New Delhi.
8. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
9. Bovee, and Thill, *Business Communication Today*, Pearson Education
10. Shirley Taylor, *Communication for Business*, Pearson Education
11. Locker and Kaczmarek, *Business Communication: Building Critical Skills*, TMH
12. Sinha, K.K., *Business Communication*, Galgotia and Sons, New Delhi.
13. Reuben, Ray; *Communication today – understanding creating skills*, Himalaya Publishing House, 2001.
14. E. H. McGraw, S. J.; *Basic Managerial Skills for All*. Fourth Edition, Prentice Hall of India Pvt. Ltd., New Delhi.
15. Stephen R. Covey; *The seven habits of highly effective people*

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit no. | Hours | Course Learning Outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|---|--|
| 1 | 1. | 04 | Students would be able to demonstrate basic understanding of what is communication. They would also be able to identify and analyse various forms of communication and barriers to communication. | Interactive lectures aim at introducing students to theory of communication which involves a study of nature, processes, and importance of communication. Thorough discussions provide an in-depth study of different kinds of communication (for example, formal and informal, verbal and non-verbal) and how to express oneself most efficiently depending on the context. Detailed discussion upon possible barriers to communication and how to overcome them. The lectures make ample use to power point presentations, medias, and libraries to make classroom interactions more engaging for the students. | Quiz Class tests Presentations Assignments |
| 2 | 2. | 08 | Demonstrate enhanced skills in reading, writing, comprehension, communication and speech. Deeper familiarity with different types of business correspondence, better writing skills and knowledge of various types of formal and informal communication including emails and social media generally employed in work spaces. | Introducing students to the theory aspect and enable them to learn and understand the various structures and formats of business correspondences such as letters, presentation, quotation, sales letters, claim and adjustment letters, memos, agenda, minutes, resume, etc. Enable them to understand their applications and facilitate the students in drafting various business correspondences through classroom exercises and assignments. The lectures will include use of power point presentations, | Exercises Class tests Presentations Assignments |

| | | | | | |
|---|----|----|--|---|--|
| | | | | reference books, real time examples. | |
| 1 | 3. | 04 | Familiarity with different types of reports and the process of planning and writing. | Introducing students to fundamentals of report writing, types of reports, their importance and applications. The lectures will include use of power point presentations, reference books, real time examples, classroom exercises. | Exercises Class tests Presentation Assignments |
| 3 | 4. | 12 | Students would learn appropriate non-verbal communication and would be equipped with skills and practical training on how to hold conversations on telephone, in person, or through emails. They would also be able to establish an understanding of fundamentals of practical grammar and develop a sufficiently strong vocabulary. Enhanced verbal skills, improved vocabulary and grammar enhancing error free usage. | Lectures are more practical and aim to acquaint students to nonverbal communication which involves development of appropriate body language and etiquettes. Role play on selected topics with case analysis of real life experiences aids students to learn etiquettes of the written word, of the telephone, and how to hold business meetings. Theoretical discussion on fundamentals of grammar, challenges with syntax, sentence formation, and punctuation is followed by interactive exercises and language games to train students in usage of practical grammar and to build a strong vocabulary. Learning activities include word games like cups and letters, make a connection, two word charade, etc. | Quiz Presentations Role plays Class tests containing multiple choice questions and grammatical exercises Assignments |
| 5 | 5. | 20 | Greater acquaintance with soft skills including social and professional etiquette leading to personality development and increased confidence. Recognition of and need for leadership qualities in a globalized | Lecture on the fundamentals and structure of presentation, presentation skills, usage of presentation tools, multimedia and usage of vocabulary and grammar while preparing and presenting | Quiz Class tests |

| | | | | | |
|--|--|--|--|--|---|
| | | | <p>work space and the necessity of developing these for success in the professional field. Improve speaking abilities through participation in group discussions and oral presentations.</p> | <p>presentation. Classroom exercises on oral presentation and group discussion will be facilitated for students to participate.</p> <p>Lecture on leadership, qualities of a leader will be conducted with case studies of current and renowned leaders.</p> <p>Lecture resource will compose of reference books, PowerPoint presentation and classroom exercises.</p> | <p>Presentations</p> <p>Assignments</p> |
|--|--|--|--|--|---|

***Assessment methods listed here are indicative and may vary**

Keywords

Communication, Process, Types, Verbal-Non-Verbal, Barriers, Business Correspondence, Tenders, Memos, Resumes, Report Writing, Business Etiquettes, Personality development, Basic grammar, Vocabulary, Effective Presentation, Visual aids, Presentation tools, Leadership skills

B.A. (VS) Small and Medium Enterprises
Semester IV
Paper: SME 5.1
Financial Management in MSMEs
Elective Core-Discipline Based - (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To familiarize the students with the concepts of financial management in the MSMEs and their use.

Course Learning Outcomes

CO1: Student will be able to provide knowledge about financial management concept and role a financial manager plays in an organisation.

CO2: Student will be able to assess the cost of capital for different sources of finance and provide a thorough knowledge of capital structure theories

CO3: Student will be able to explain finance requirements and recognising the best source for the business.

CO4: Student will be able to develop skills to make various financing decisions using Break even analysis, EBIT, indifference point and profitability ratios.

CO5: Student will be able to inculcate knowledge about different kinds of risks involved and skills required to mitigate them.

Contents

| | |
|---|----|
| <u>Unit 1:</u> Financial Management- Nature, scope, objectives and significance, Time Value of Money | 15 |
| <u>Unit 2:</u> Project Appraisal Techniques – Traditional Technique – Payback Period, Average rate of return (ARR), Modern techniques- Net Present Value (NPV), Internal Rate of Return (IRR), Profitability Index (PI) | 20 |
| <u>Unit 3:</u> Cost of capital and capital structure. Financial Planning, Estimation of Financial Requirements, Sources of Finance: Internal sources and External sources of Financing including Term Loans and Financial Accommodation from Financial Institutions, Venture Capital Private Equity, Crowd Funding, Operating and Financial Leverage, EBIT-EPS Analysis. | 10 |
| <u>Unit 4:</u> Working Capital Management: Concept, Importance. Estimation of Working Capital, Cash Management, Inventory Management, Receivables Management. | 10 |

Profitability Analysis: Profit Planning, Factors Affecting Profits, Break Even Analysis, Profitability Ratios, Cash Flow Statement.

References

1. Singh, Surender and Kaur, Rajeev. *Basic Financial Management* Mayur Paperbacks, New Delhi
2. S.N. Maheshwari, *Management Accounting & Financial Analysis* S. Chand & Sons
3. S.C. Kuchhal, *Financial Management*, Vikas Publishing House
4. Steward C. Myers, Richard A. Brealey *Principles of Corporate Finance* (International Edition)
5. M.Y. Khan & R.K. Jain "Financial Management Text & Problems" Tata McGraw
6. 6. Khatri, P.V. & Verma S. *Management Accounting 2011*, Global Vision Publishing House

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|--|--------------------|
| 1 to 3 | 1 | 15 | To enable the students to answer the following questions: What is financial management? What role does a financial manager plays in an organization? How has this concept evolved so as to recognise the importance of the objective of wealth maximization over profit maximization? How to make capital budgeting decisions using techniques such as, NPV, IRR, payback period, profitability index, etc? | Lecture and PPTs to discuss basic concepts of financial management and capital budgeting | Class test |
| 4 to 7 | 2 | 20 | What is the cost of capital for different sources of finance? What are the theories of capital structure i.e. net income approach, net operating income approach, traditional approach, MM hypothesis? What are the different elements of working capital i.e. optimal cash balance, credit control methods & inventory control techniques? | Lecture and PPTs to discuss capital structure, working capital and budgeting | MCQs test |

| | | | | | |
|---------|---|----|--|-----------------------------------|-------------------------------|
| | | | What are the different types of budgets and their importance? | | |
| 8 & 9 | 3 | 10 | How to estimate finance requirements & recognizing best sources of finance? | Lecture on sources of finance | Student PPTs |
| 10 & 11 | 4 | 10 | How to make financing decisions using Breakeven analysis, EBIT and indifference point and profitability ratios? What is cash flow statement and how is it used? | Lecture on profitability analysis | Questing & answering in class |
| 12 | 5 | 05 | What are the different types of risks? How to mitigate risk? | Discussion on risk | Assignment |

***Assessment methods listed here are indicative and may vary**

Keywords

Financial Management, Financial Planning, Crowd Funding, Break Even Analysis, Venture Capital

B.A. (VS) Small and Medium Enterprises
Semester V
Paper: SME 5.2
Internship Project / Project
Elective Core – Generic (GE) Credit:6

(2 Lectures+2 Tutorials per week per group+ 2 hours of field/library work per week)

Course Objective (2-3)

The objective of the course is to provide basic and hands on understanding of the issues facing business and industry. The course acquaints the student with the practical aspects of the vocational specialisation. This is an opportunity for the student to become familiar with industry practices related to the vocation that supplement classroom teaching. Also, working on a project enables the student to focus on the contemporary problems and challenges facing the industry.

Each student of a vocational course shall undergo practical internship of four weeks during the vacation in any approved business/ industrial/ government/ service organisation. The objective of this training is to get acquainted with the industrial/ business working environment. After completion of the training the student is required to submit a training report at the end of the semester. The student is also required to submit a performance certificate from the company/ organisation where she/he undertook the training.

The whole course is divided into two parts: -

Part A

It will provide the theoretical knowledge about research methods, data analysis, interpretation of data, report writing etc. This component of the course carries 50 marks (38 theory + 12 Internal Assessment).

Part B

It will comprise the internship/ project report and also carries 50 marks. It will be evaluated by two examiners one internal and one external. The exact date of submission of the Report will be notified by the college. Alternatively, if it is not possible to do industrial internship, the students will prepare a project report on a topic assigned to her/ him by the college. The project report will be evaluated as above.

Course Learning Outcomes

Part A-

CO1: Imparting knowledge about the basics of research-objectives, types, approaches, process and problems encountered in research

CO2: Develop the learning to define a research problem, facilitate understanding of sampling, data collection, construction of questionnaire

CO3: Develop an understanding of the basic tools of data analysis- Parametric & non parametric tests, interpretation of results & presentation.

CO4: Imparting learning of different aspects of report writing, process, contents of a report and referencing

Part B-

CO5: Prepare a project report relating to a well-defined area of research problem identified by the student

Part A: Theory-Business Research Methodology

Max. Marks: 50

Time Duration: 2 Hours

Total Lectures: 24

| | |
|--|----|
| <u>Unit 1:</u> Introduction: Research: meaning, objectives, types, approaches, significance, methods, process, criteria of good research, problems encountered | 04 |
| <u>Unit 2:</u> Selecting and defining the research problem; literature Review; Research & Sampling design; Measurement & Data collection (primary & secondary); construction of questionnaire | 06 |
| <u>Unit 3:</u> Parametric & non parametric tests (basic understanding); Data Analysis (central tendency, dispersion, correlation, t test, f test, z test), interpretation of results & presentation | 10 |
| <u>Unit 4:</u> Report writing: significance, steps, layout, types of Reports, contents, Referencing | 04 |

Part B: Internship/ Project Report

Max Marks 50

It will comprise the internship/ project report and also carries 50 marks. It will be evaluated by two examiners one internal and one external. The exact date of submission of the Report will be notified by the college. Alternatively, if it is not possible to do industrial internship, the students will prepare a project report on a topic assigned to her/ him by the college. The project report will be evaluated as above.

References

1. Kothari CR & Garg Gaurav (2019) Research Methodology: Methods & Techniques, New Age International Publishers.
2. Chawla Deepak & Sodhi Neena (Kindle edn) Research Methodology: Concept & cases 2nd edn, Vikas Publishing House Pvt. Ltd.
3. Kumar Ranjit (2014) A step by step guide for beginners, Sage Publications
4. Kiran Pandya, Smruti Bulsari, Sanjay Sinha (2011 kindle edition), SPSS in simple steps, dreamtech Press

Teaching Learning Process, Assessment Method and Teaching Plan

| Unit no. | Course Learning Outcomes | Teaching Learning Process | Assessment Methods |
|---------------|--|--|---|
| Part A | | | |
| 1.(2 weeks) | Imparting knowledge about the basics of research-objectives, types, approaches, process and problems encountered in research | Delivery of lectures to explain the basics of research- explaining objectives, its types and approaches and the overall research process | Students' learning will be facilitated by asking oral questions in the class, class interaction and participation |
| 2.(3 weeks) | Develop the understanding to define a research problem, facilitate understanding of sampling, data collection, construction of questionnaire | Lecture method combined with Power Point presentation. Specific research papers to be discussed in class to build an understanding. | Student to be asked to read specific research papers. Assignment related to relevant topics to be given to students. |
| 3.(5 weeks) | Develop an understanding of the basic tools of data analysis- Parametric & non parametric tests, interpretation of results & presentation. | Delivery of Lectures to explain the various tests used to analyse different data types, interpretation of results and presentation. This will be followed by student interaction to improve their understanding of the topics. | Giving practical problems to students for hands- on learning experience (working with quantitative data) |
| 4.(2 weeks) | Imparting learning of different aspects of report writing, process, contents of a report and referencing | Lectures method combined with discussions, case studies, virtual tools like presentation to be used to build an understanding of various aspects of report writing | Asking students questions in the class, one to one interaction to assess their basic understanding with regard to research problems |
| Part B | | | |
| 5.(12 weeks) | Prepare a project report relating to a well-defined area of research problem identified by the student and approved by the supervisor | Discussions, one to one interaction with students in tutorial groups to be undertaken to help them identify research areas, research gaps and topic for project reports | Continuous feedback and progress to be assessed during the course of the projects. Project reports to be evaluated at the end of the term by two examiners i.e. one |

| | | | |
|--|--|--|----------------------------|
| | | | internal and one external. |
|--|--|--|----------------------------|

Key words:

- Unit 1: Research Problem, Research gap, objectives
- Unit 2: Literature Review, Sampling design, primary data, secondary data, questionnaire
- Unit 3: Data Analysis, Interpretation, Descriptive statistics
- Unit 4: Report writing, Referencing

B.A. (VS) Small and Medium Enterprises
Semester V
Paper: SME 5.3.1
Financial Accounting
Elective Core – Generic (GE) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective (2-3)

The objective of the course is to make the students familiar with the basic theory, concepts and practices of financial accounting. It aims to enable the students to understand the techniques for preparing accounts in different business organizations excluding corporate entities.

Course Learning Outcomes

After completing the course, the students will be able to:

CO1: Understand the theoretical and practical framework of financial accounting and to acquire a basic understanding of IFRS, Ind-AS and latest Accounting Standards.

CO2: Understand the concept of Consignment, Joint Venture, Inland Branches and Hire-purchase transactions and learn the techniques of preparing accounts under each of these cases.

CO3: Develop understanding of Depreciation Accounting as per AS-10 (PPE) .

CO4: Explain the concept of Partnership and preparation of accounts for reconstruction as well as dissolution of partnership firms.

CO5: Analyse the financial statements by preparing common size Balance Sheet, calculating various ratios and preparing Cash Flow statement.

Concepts

Unit 1: Introduction to Accounting

12

Financial Accounting: Nature, scope and limitations. Generally Accepted Accounting Principles (GAAP). Basic Concepts and Conventions, Accounting Standards: Meaning, Significance. IFRS and IndAS.

Accounting Process: From recording of transactions to preparation of final accounts.

Rectification of errors. Bank Reconciliation statement.

Unit 2: Accounting for Consignment, Joint venture and inland branches

12

(i) Consignments: Features, Accounting treatment in the books of the consignor and consignee.

(ii) Accounting for Joint Ventures. When separate set of books are maintained. When records are maintained by a co-venturer of:

(a) all transactions

(b) only his own transactions. (Memorandum joint venture account).

(iii) Accounting for Inland Branches (Dependent branches only). Ascertainment of Profit by Debtors method and Stock and Debtors method.

Unit 3: Depreciation Accounting and accounting for Hire purchase transactions 12

(i) Depreciation Accounting. Meaning of depreciation. Causes and need for providing depreciation. Accounting treatment including provision for depreciation accounting. Straight line method and diminishing balance method of charging depreciation.

AS 10. Concept of cost model and revaluation model.

(ii) Accounting for Hire Purchase Transactions. Journal entries and ledger accounts in the books of Hire Vendor and Hire Purchaser for large value items, including Default and repossession.

Unit 4: Partnership 12

Admission, Retirement, Dissolution of Partnership Firms: Legal Position, Accounting for simple dissolution.

Unit 5: Managerial decision making 12

Analysis of financial statements, Common size balance sheet, Ratio analysis, Cash Flow statement.

References

1. J.R. Monga, Basic Financial Accounting, MKM Publication pvt ltd, Darya Gang, New Delhi
2. S.N. Maheshwari ,Suneel K Maheshwari,Sharad K Maheshwari; Introduction to Accountancy, Vikas Publications, New Delhi.
3. R. Narayana Swamy, "Financial Accounting" PHI Pvt., New Delhi
4. P.C. Tulsian, Financial Accounting, Tata McGraw Hill, New Delhi

Additional References:

1. Charles T. Horngren, Gart L.Sundem, J.A. Elliot, D.R. Philbrick, Introduction to Financial Accounting, Pearson.
2. T.S Grewal, Introduction to Accounting, S. Chand and Co., New Delhi.
3. Ashok Sehgal and Deepak Sehgal, Fundamentals of Financial Accounting, Taxmann, New Delhi
4. S.P. Jain and K.L. Narang, Advanced Accounting, Kalyani Publishers New Delhi
5. T Naseem Ahmed, Nawab Ali Khan, M.L. Gupta, Financial Accounting, Ane Books Pvt. Ltd. New Delhi

Teaching Learning Process, Assessment Method and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Course Learning Outcomes | Teaching Learning Outcomes | Assessment Methods |
|------------------------|-----------------|--------------|---|--|--|
| 2.4 | 1 | 12 | Students will understand the theoretical and practical framework of financial accounting and acquire a basic understanding of IFRS, | Class lectures about basics of accounting and accounting process. Interactive discussion about Generally Accepted | Home Assignment, Student presentation. |

| | | | | | |
|-----|---|----|--|--|--|
| | | | Ind-AS and latest Accounting Standards | Accounting Principles, concepts, conventions and standards. | |
| 2.4 | 2 | 12 | Students will understand the concept of Consignment, Joint Venture, Inland Branches and Hire-purchase transactions and learn the techniques of preparing accounts under each of these cases. | Class lectures with the help of illustrations and numerical problems. | Home assignment, Class Test with numerical problems. |
| 2.4 | 3 | 12 | Students will develop an understanding of Depreciation Accounting as per AS-10 (PPE). | Lectures and class discussion about depreciation and different methods of depreciation. Numerical illustrations will be given. | Home assignment, Oral Test |
| 2.4 | 4 | 12 | Students will comprehend the concept of Partnership and preparation of accounts for reconstruction as well as dissolution of partnership firms. | Class lectures, interactive discussions, presentations and solving of numerical. | Home assignment, Quiz and MCQs |
| 2.4 | 5 | 12 | Students will understand how to prepare common size Balance Sheet, calculate various ratios, prepare Cash Flow Statement and analyze Financial Statements | Lectures will be supplemented with case studies and examples of analyses of Profit and Loss Account and Balance Sheet of actual companies. | Home assignment, Class Test with numerical. |

***Assessment tasks listed here are indicative and may vary.**

Keywords

Assets, Liabilities, Profit, Transactions, Journal Entry, Ledger account, Consignment, Hire-purchase, Joint Venture, Partnership, Branch.

B.A. (VS) Small and Medium Enterprises
Semester V
Paper: SME 5. 3.2
Corporate Laws
Elective Core – Generic (GE) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

- To introduce students to the legal nature, structure and functioning of a company and encouraging students to develop basic understanding of case laws and regulatory framework in corporate practice.
- To provide comprehensive knowledge and understanding of the provisions of Companies Act, 2013.
- To provide students' knowledge of fundamental topics in company law including the inferences of separate corporate identity, limited liability, role and legal duties of promoters, board of directors and legal relationship with its various stakeholders.
- To provide basic understanding of Insolvency and Bankruptcy Code, 2016, regarding winding up of the corporate entities.

Course Learning Outcomes

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

CO1: acquire knowledge about regulatory framework, legal structure, functioning, classification and online incorporation of a company and apply legal reasoning to analyse relevant case laws.

CO2: explain basic legal documents to be prepared by company and their significance and describe the importance of online filing of documents.

CO3: understand the concept of allotment of shares, rights and duties of shareholders of company along with developing understanding of dematerialization of securities.

CO4: acquire knowledge of the role and legal duties of key managerial personnel of a company and their interrelationship with the shareholders accompanied with the knowledge about provisions regarding convening and conducting of company meetings.

CO5: comprehend various modes of company's winding up and relate to the provisions of Insolvency and Bankruptcy code, 2016

Contents

Unit 1: Introduction

12

Characteristics of a company; concept of lifting of corporate veil; Types of companies including private and public company, government company, foreign company, holding and subsidiary company, one-person company, small company, producer company, association not for profit, illegal association; Formation of company, Promoters and their legal position, pre-incorporation contract, online registration of a company.

Unit 2: Documents 12
Memorandum of association, articles of association, Alteration and doctrine of ultra vires, doctrine of constructive notice and Indoor Management, prospectus, shelf prospectus and red herring prospectus, misstatement in a prospectus; Book Building process, Online filing of documents.

Unit 3: Share Capital 12
Issue, allotment and forfeiture of shares, issue of bonus shares, transmission of shares; buyback and provisions regarding buyback; share certificate and share warrant; Members and shareholder – their rights and duties; Depositories Act 1996 - definitions, rights and obligations of depositories, participants, issuers and beneficial owners. Prohibition of insider trading. Provisions relating to payment of dividend, provisions relating to books of account, provisions relating to audit.

Unit 4: Management 16
Directors, classification of directors: additional, alternate, women director, independent director, small shareholders' director; legal position; appointment, disqualifications, removal of directors; powers and duties; board meetings; key managerial personnel, managing director, manager, corporate social responsibility.
Types of general meeting: annual general meeting, extraordinary meeting, convening and conduct of meetings, requisites of a valid meeting; postal ballot, e –voting.

Unit 5: Winding up of companies 08
Concept and modes of winding up, compulsory winding up by the tribunal under Companies Act; voluntary liquidation of corporate persons under the insolvency and Bankruptcy Code, 2016, corporate insolvency resolution process. National Company Law Tribunal (NCLT), Appellate Tribunal (NCLAT)

References

1. Kuchhal MC “Company law” Mahavir Publications
2. Dagar Inderjeet and Agnihotri Anurag “Corporate laws” Galgotia publishing company, New Delhi
3. Sharma J. P, “An Easy Approach to Corporate Laws”, Ane Books Pvt Ltd, New Delhi.
4. Singh Avtar “Company Law” Allahabad Law House

Note: Latest edition of text books may be used.

Additional References:

1. Charlesworth & Morse, “Company Law”, Sweet & Maxwell”, London, U.K.
2. Gowar, LCB, “Principles of Modern Company Law”, Stevens & Sons, London.
3. Bharat Law House, New Delhi, “Manual of Companies Act, Corporate Laws and SEBI Guidelines”.
4. Kannal, S., & V.S. Sowrirajan, “Company Law Procedure”, Taxman’s Allied Services(P) Ltd., New Delhi (Latest Edition)

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit no. | Hours | Course learning outcomes | Teaching and learning Process | Assessment methods |
|--|----------|-------|--|---|---|
| 1 st and 2 nd week | 1 | 12 | Students will be able to acquire knowledge about regulatory framework, legal structure, functioning, classification and online incorporation of a company and apply legal reasoning to analyse relevant case laws. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented with discussions on leading case laws. | Quiz, oral/ written tests in the tutorial class, case laws solving exercise. |
| 3 rd to 5 th week | 2 | 12 | Students will be able to explain basic legal documents to be prepared by company and their significance and describe the importance of online filing of documents. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by showing the documents of some companies on their websites and displaying the MCA -21 portals for easy access of public documents and various online services. | Student presentations/ Descriptive and critical reasoning home assignments for the internal assessment. |
| 6 th and 7 th week | 3 | 12 | Students will be able to understand the concept of allotment of shares, rights and duties of shareholders of company along with developing understanding of dematerialization of securities. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by showing the functioning of some depository participants on internet. | Problem – solving exercises, Student presentations, Oral/Written Tests in the tutorials. |
| 8 th to 10 th week | 4 | 16 | Students will be able to acquire knowledge of the role and legal duties of key managerial personnel of a company and their interrelationship with the shareholders accompanied with the knowledge about provisions regarding | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by the annual report of some companies. | MCQ, Student presentation, Descriptive and critical reasoning assignment on the topic covered. |

| | | | | | |
|--|---|---|---|--|---|
| | | | convening and conducting of company meetings. | | |
| 11 th and 12 th week | 5 | 8 | Students will be able to comprehend various modes of company's winding up and relate to the provisions of Insolvency and Bankruptcy code, 2016. | Classroom lecture method using white board and visual aids like PowerPoint presentation supplemented by the real life cases of winding up of companies under IBC code. | Class test for the award of internal assessment marks and providing feedback to the students. |

***Assessment tasks listed here are indicative and may vary.**

Keywords

Companies Act 2013, Lifting of corporate veil, Memorandum of association, Articles of association, Prospectus, Meetings, Dematerialisation, Shares, Dividend, Directors, Winding up, Virtual learning, Descriptive Assignments, Case Laws, Power Point.

B.A. (VS) Small and Medium Enterprises
Semester V
Paper: SME 5. 4
Contemporary Environment of MSMEs
Skill Enhancement Course – (SEC) Credit:4

Duration: 3 hours

Marks: 100

Lectures: 48

Course Objective

To familiarize students with the understanding of contemporary environment of MSMEs.

Course Learning Outcomes

CO1: Students will be acquainted with the concept of quality control, branding and need of professionalism in small business

CO2: Students will gain knowledge MSMEDA Act 2006. Students will understand, Definition, Provisions pertaining to promotion and development of MSMEs.

CO3: Students will get in depth knowledge about rural entrepreneurship

CO4: Students will be aware of the Women Entrepreneurship: Concept, Challenges, Strategies

CO5: Students will have broad prospective about International Entrepreneurship and Domestic Entrepreneurship

Contents

| | |
|---|----|
| <u>Unit 1:</u> | 10 |
| Changing scenario of MSMEs in the era of Liberalisation & Globalisation, Competitiveness, Quality control and Branding, Need for professionalism in management of small business in India, social responsibilities of small business owners | |
| <u>Unit 2:</u> | 08 |
| Micro, Small and Medium Enterprises Development Act (MSMEDA) 2006, Objective, Definition, Provisions pertaining to promotion and development of MSMEs | |
| <u>Unit 3:</u> | 10 |
| Rural Entrepreneurship: Concept, Need, Problems, Methods of Developing Rural Entrepreneurship, Govt. initiative to support rural entrepreneurship | |
| <u>Unit 4:</u> | 10 |
| Women Entrepreneurship: Concept, Challenges, Strategies, Institutional Support to Women Entrepreneurs, Self Help Groups (SHG) | |
| <u>Unit 5:</u> | 10 |
| International Entrepreneurship: Concept and Nature, International versus Domestic Entrepreneurship—Political, Legal, Cultural and Technological Environment; Strategic Issues in International Entrepreneurship; Barriers to International Trade- Protectionism, Trade Blocs; GATT: Entrepreneurial entry into International Business- Exporting, Licensing, Turnkey Projects, Joint Ventures, Management Contracts | |

References

1. Hisrich, Robert D., Michael P Peters, Entrepreneurship: Starting, Developing and Managing a New Enterprise, Irwin, London
2. Shukla, MB, (2013), Entrepreneurship and Small Business Management, Kitab Mahal, Allahabad
3. Baporikar, Neeta, Entrepreneurship Development and Project Management: Text & Cases, Himalaya Publishing, Mumbai.
4. Charantimath, Poornima M, (2009), Entrepreneurship Development Small Business Enterprise, Dorling Kindersley India Pvt Ltd. (Pearson), Delhi

Teaching Learning Process, Assessment methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|--|---|---|
| 2 | 1 | 10 | Students will be acquainted with the concept of quality control, branding and need of professionalism in small business | Lecture and discussion on Changing scenario of MSMEs in the era of Liberalisation & Globalisation, Competitiveness, | Presentations on changing scenario in MSME in the era globalisation and liberalisation. Case studies on social responsibilities for SSI |
| 2 | 2 | 08 | Students will gain knowledge MSMEDA Act 2006 Students will understand , Definition, Provisions pertaining to promotion and development of MSMEs. | Discussion and PPT on Micro, Small and Medium Enterprises Development Act (MSMEDA) 2006. | Multiple choice questions and students presentation |
| 2 | 3 | 15 | Students will get in depth knowledge about rural entrepreneurship | Discussion in detail on Rural Entrepreneurship | Quiz on Rural Entrepreneurship and their respective problems |
| 2 | 4 | 10 | Students will be aware of the Women Entrepreneurship: Concept, Challenges, Strategies | Discussion on the basis of case studies on Women Entrepreneurship, Institutional Support, Self Help Groups. | Case studies on women entrepreneurs in India Class test focussing on short notes and definitions |

| | | | | | |
|---|---|----|---|--|---|
| 2 | 5 | 10 | Students will have broad prospective about International Entrepreneurship and Domestic Entrepreneurship | Lectures and presentation on International Entrepreneurship, environment, strategies and barriers to International Trade | Presentation in class focussing on the concept of GATT, Turnkey projects, joint ventures and management contracts |
|---|---|----|---|--|---|

***Assessment tasks listed here are indicative and may vary.**

Keywords

Liberalisation, Globalisation, Women entrepreneurship, Self-help group, GATT

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.1
Marketing Management in MSMEs
Elective Core – Discipline Based (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To familiarize the students with the concepts of marketing management in the MSMEs and their use

Course Learning Outcomes

CO1: Student will be able to understand about the concept of marketing and how its scope has changed over the time.

CO2: Student will be able to explain knowledge about different types of middlemen, roles distribution strategies and benefits of choosing this channel.

CO3: Student will be able to inculcate skills to develop an appropriate promotion mix by understanding advertising and its media, publicity and its affects and, sales promotion and its types.

CO4: Student will be able to demonstrate product life cycle stages of introduction, growth, maturity and decline and framing strategies for each stage.

CO5: Student will be able to ability to develop effective channels of distribution by gaining knowledge about their levels and types and factors affecting this choice.

Contents

| | |
|--|----|
| <u>Unit 1:</u> Small Business Marketing: Concept of Marketing, Scope of Marketing, Assessment of Demand, Market Segmentation Target and Positioning, Marketing Mix, Product Mix | 15 |
| <u>Unit 2:</u> Pricing - Concept, need importance, factors affecting price, and strategies of Pricing, Role of Middlemen, Distribution Strategies | 10 |
| <u>Unit 3:</u> Sales Promotion, Advertising and Publicity, Personal selling, Packaging Strategies, Branding Strategies, Managing Brand Systems. | 15 |
| <u>Unit 4:</u> Product Life Cycle - Introduction Stage Strategies, Growth Stage Strategies, Maturity Stage Strategies, Decline Stage Strategies | 05 |
| <u>Unit 5:</u> Place: Concept, Objectives & Importance of Channels of Distribution of Consumer Goods, Types of Channels Of Distribution, Factors Affecting Choice Of Distribution Channels. | 15 |

Logistics: Meaning, Importance, Objectives, Marketing Logistics Task, Approaches of Logistics (Total Cost & Total System Approach)

References

1. Kotler, Keller, Koshy and Jha, Marketing Management, 3th Edition Pearson Education
2. Ramaswamy Vs. Namakumari, Marketing Management, 4th, Macmillan Shukla A.K., Marketing Management, 1st Edition,
3. Vaibhav Laxmi Prakashan Lamb Charless W. et. Al; Principals of Marketing; South Western Publishing Cravens David Wet al; Marketing Management
4. Richard D. Irwin Kotler Philip and Armstrong Gary, Principles of Marketing,
5. Pearson Bushkirk, Richard H: Principles of Marketing; Dryden Pren, Illinois

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|--|--|----------------------------------|
| 1 to 3 | 1 | 15 | To enable the students to answer the following questions: What is the concept of marketing and how its scope has changed over the time? What are the ways of doing market segmentation? What are the elements of a Marketing mix for a good as well as a service? What are the attributes of a product & how to make an apt product mix? | Lecture and PPTs to discuss concepts of marketing, segmentation, marketing and product mix using real life examples. | Questioning & answering in class |
| 4 and 5 | 2 | 10 | What are the different types of middlemen & their roles? What are the different distribution strategies? What is the concept of franchising and benefits of choosing this channel? | Lecture to discuss middlemen in India and distribution strategies | Student PPTs |
| 6 to 8 | 3 | 15 | How to develop an appropriate promotion mix by understanding advertising & its media, publicity & its affects &, sales promotion & its types. What is packaging, its requisites & types of packages. What is branding, its importance, how to maintain brand equity, qualities of a good brand & how to take branding decisions. | Lecture and PPTs to discuss promotion, packaging & branding | MCQs on the topic |

| | | | | | |
|----------|---|----|--|--|------------------------|
| 9 | 4 | 05 | What are the stages of product life cycle i.e. introduction, growth, maturity and decline? How to frame strategies for each stage? | Discuss product life cycle. | Project/ Assignment |
| 10 to 12 | 5 | 15 | What are the channels of distribution, their, levels, types & factors affecting their choice? What are the logistics functions and their approaches involved? | Lecture on channels of distribution and logistics. | Class test |

***Assessment tasks listed here are indicative and may vary.**

Keywords

Market Segmentation, Product Mix, Distribution strategies, Product life cycle, Logistic

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.2.1
Globalization
Elective Core – Discipline Based (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective (2-3)

The paper is designed to familiarise the students with the concept of globalisation and integration of developing countries with the world economy. The aim of the paper is to provide a critique of globalisation and stress on local/ national policies than follow the one - size - fits - all approach.

Course Learning Outcomes

Globalization is gradually becoming unavoidable phenomenon worldwide which dominates political and economic discourse. It is making the world smaller by increasing the international exchange of goods, resources, services, information, knowledge and culture. It helps in improving a social and academic life. It is therefore very much the need of the hour as the student acquires knowledge about this aspect. After studying the subject, the student can think globally and deliver the best available in the global market.

CO1: It aims to widen the outlook of students in understanding of our economy in the backdrop of world economy. It gives an overview of how the process of globalization has changed over time.

CO2: It gives an understanding of not only economic but also social impact of globalization.

CO3: It explains to the students how production process is no more limited to the boundaries of nations, but it is integrated with other nations through global value chain.

CO4: It explains how globalization requires new approaches to economic and social policies due to decline in authority of nation-state. The students also get an overview of the impact of globalization on environmental conditions.

CO5: The course makes the students avail of existing global organizations that govern the process of globalization.

Contents

| | |
|---|----|
| <u>Unit 1:</u> Meaning and contents of globalization. Comparative analysis of past and present of globalization. | 09 |
| <u>Unit 2:</u> Benefits of globalization: role of globalization in reducing inequality and poverty, expansion of markets, free movement of goods, services and factors of production. Distribution of benefits of globalization shared by developing and developed countries. | 15 |

| | |
|--|----|
| <u>Unit 3:</u> | 10 |
| Globalization and the world economy- production, global value chains. A case of simultaneous integration and segmented production. | |
| <u>Unit 4:</u> | 16 |
| Critique of globalization: globalization and neo-liberalism. | |
| Decline in authority of nation state and reduction of policy space. | |
| The way forward-stress on local/ regional/ national than global economy. | |
| Environment and globalization. | |
| <u>Unit 5:</u> | 10 |
| Global governance: IMF, World Bank, WTO. | |
| Role of WTO in global governance. | |
| Missing institutions. | |

References

1. Nayyar, Deepak. Rethinking Development Economics. Ch-3 Globalization and development (Pg 64-70)
2. Reddy, D. Narashima. Globalization and its discontents, Revisited. Economic globalization: Past and present.
3. Veltmeyer, Henry and James Petras. Globalization Unmasked. Ch-1 Globalization or Imperialism.
4. Nayyar, Deepak. Trade and Globalization. Ch-3 and Ch-14.
5. Nayyar, Deepak. Governing Globalization. Ch-6 Cross border movements of people.
6. Nayyar, Deepak. Rethinking Development Economics. Ch-3 Globalization and Development (Pg 70-79)
7. Nathan, Dev, Meenu Tiwari and Sandip Sarkar. Labour in Global Value Chain in -Asia. Ch. 1 Introduction.
8. Ritzer, George. Globalization: A basic Text. Ch-8 Global Economic Flows.
9. Munck, Ronald. Global and Social Exclusion. Ch-2 and 3.
10. Ritzer, George. Globalization: A Basic Text. Ch-5 Neo- liberalism.
11. Nayyar, Deepak. Trade and Globalization. Ch-13 Globalization and development strategies (Pg 360-365).
12. Kumar, Vinod and Manju Joshi. Challenges of Globalization. Economic, social and environmental challenges of globalization.
13. Nayyar, Deepak. Trade and Globalization. Globalization and development strategies (Pg 417-427).
14. Nayyar, Deepak and Julius Court. Governing Globalization- Issues and institution. Emerging issues and missing institutions (Pg 20-24).

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly schedule | Unit no. | Hou rs | Course learning Outcomes | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-----------|---|--|---|
| 1 to 2 | 1. | 9 | It aims to widen the outlook of students in understanding of our economy in the backdrop of world economy. It gives an overview of how the process of globalization has changed over time. | Theory classes on concept of globalization. Discussion on how globalization has changed over a period | Multiple choice questions, class test |
| 3 to 6 | 2. | 15 | It gives an understanding of not only economic but also social impact of globalization. | Theory classes to understand impacts of globalization on inequality and poverty. Case studies on differential impact of globalization on different countries | Group discussions and Presentations |
| 7&8 | 3. | 10 | It explains to the students how production process is no more limited to the boundaries of nations, but it is integrated with other nations through global value chain. | Theory classes on the concept of global value chains and integration of production process. | Class tests and MCQ's |
| 9- 11 | 4. | 16 | It explains how globalization requires new approaches to economic and social policies due to decline in authority of nation-state. The students also get an overview of the impact of globalization on environmental conditions. | Theory classes on role of nation state and decline in its power with globalisation. Understanding neo-liberalism with class discussions | Group discussions and power point presentations |
| 11 & 12 | 5. | 10 | The course makes the students avail of existing global organizations that govern the process of globalization. | Discussion of global governance and need for institutions in various areas. | MCQ and class tests |

***Assessment tasks listed here are indicative and may vary**

Keywords

Globalisation, Global value chain, neo- liberalism, WTO, World Bank, IMF.

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.2.2
Human Resource Management in MSMEs
Elective Core – Discipline Based (CD) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To familiarize the students with the concepts of Human Resource management in the MSMEs and their use

Course Learning Outcomes

CO1: Student will be able to explain the process of human resource planning, identify the problems associated with it and guidelines to make it effective.

CO2: Students will be able to identify the causes of poor industrial relations leading to industrial disputes, how to prevent these and actions required for their settlement.

CO3: Student will be able to explore the legal aspects of human resource management like factories act, industrial employment act, minimum wages act, provident fund act and miscellaneous provisions act.

CO4: Student will be able to explain acts like bonus act, trade union act, and industrial disputes act.

CO5: Student will be able to understand the concept and importance of executive development programme and thus developing human resources through various training and executive development programs.

Contents

Unit 1: 15
Role of HRD in MSMEs: Manpower Planning in MSMEs, Hiring Process - Recruitment and Selection, Training and Evaluation of Performances, Wage and Salary Administration in MSMEs, Employment Motivation

Unit 2: 10
Management of Industrial Relation: Causes of Industrial Dispute, Methods of Resolution of Disputes, Procedure and Role of Arbitration and Conciliation, Strikes, lockout, lay off

Unit 3: 15
Relevant Regulations for MSMEs: Factories Act 1948, definition, approval, licensing and registration, health safety hazardous process, working hours, holidays, employment of young persons and women's, annual leave with wages and penalties Industrial Employment (Standing Orders) Act 1946, objective, scope and application, definition procedure for submission of draft, standing orders, procedure for certification of standing orders, Minimum Wages Act 1948- object, definitions, fixation and revision of wages, advisory board, central advisory board, enforcement of the act, offences and penalties. Employment Provident Fund

and Miscellaneous Provisions Act 1952, application definition, EPF schemes, E pension schemes and fund, employees deposit link insurance scheme and fund, administration penalties and offences

Unit 4: 10
 Relevant Regulations for MSMEs: Trade Union Act 1926, definition registration, cancellation of TU and appeals, rights and privileges of registered TU, duties and liabilities, amalgamation, dissolution of TU and penalties Bonus Act, 1965. Meaning, object, definition, eligibility, disqualification, determination, penalties and offences Industrial Dispute Act 1947 object, definitions, references of individual to dispute, conciliation machinery, unfair labour practices and penalties.

Unit 5: 10
 Executive Development Programme: Meaning, Need, Relevance, Holistic Training Model, Evaluation of EDPs, Techniques for enhancing effectiveness of EDPs

References

1. Dessler Garry & Biju Varkky, "Human Resource Management" 10th edition, Pearson education
2. Dessler Garry & Biju Varkky, "Fundamental of HRM" Pearson education Ivancevich M John "HRM" 10th Edition, The McGraw Hill company
3. Prasad LM "HRM" Sultan Chand & Sons.
4. Gupta CB "HRM" Sultan Chand & Sons.
5. Wilson P John "Human Resource Development " Kogan Page 2nd Edition.

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|--|--------------------|
| 1 to 3 | 1 | 15 | To enable the students to answer the following questions: What is the process of human resource planning? What is the process of recruitment & selection, along with their sources & various types of selection tests? What is the concept of training? How to do performance appraisal, its process, problems, and techniques to improve it? What are the principles of sound compensation structure, factors affecting it & methods of wage determination and payment? How to motivate employees? | Discussion on human resource planning, recruitment, selection, training, performance appraisal and salary. | Class test |

| | | | | | |
|---------|---|----|---|---|----------------------------------|
| 4 & 5 | 2 | 10 | What are the causes of poor industrial relations, leading to industrial disputes, how to prevent these and actions required for their settlement? | Lecture on industrial relations | Questioning & answering in class |
| 6 to 8 | 3 | 15 | What are the legal aspects of human resource management? | PPTs on factories act, industrial employment act, minimum wages act, provident fund act & miscellaneous provisions. | Student PPTs and MCQs |
| 9 & 10 | 4 | 10 | What are the other legal aspects of human resource management? | PPTs on bonus act, trade union act, industrial disputes act. | Student PPTs and MCQs |
| 11 & 12 | 5 | 10 | What are executive development programs, their importance and techniques. | Lecture on executive development programs | Assignments |

***Assessment tasks listed here are indicative and may vary**

Keywords

Manpower planning, Industrial dispute, Strike, lay off, Executive development programme (EDP)

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.3.1
Business Law
Elective Core – Generic (GE) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective (2-3)

The objective of this course is to impart basic knowledge of the important business legislations along with relevant case laws to the students in order to make them better corporate professional who will be an asset to their organizations.

Course Learning Outcomes

CO1: The students will have skills to understand different provisions of Indian Contract Act.

CO2: The students will have understanding of specific contracts like contract of indemnity and guarantee, bailment and agency.

CO3: The students will be able to distinguish between condition and warranty, Performance of contract of sale and rights of unpaid seller. The students will also be able to understand consumer rights and consumer grievance redressal mechanism

CO4: The students will able to know the process of creation and dissolution of LLP. Students will also learn the issue of negotiable instruments and understanding of different provisions of Negotiable Instrument Act.

CO5: The students will be equipped with the various provisions of Information Technology Act such as digital signature and E-Governance.

Contents

Unit 1: The Indian Contract Act, 1872 20

Contract – meaning, characteristics and kinds, Essentials of valid contract - Offer and acceptance, consideration, capacity to contract, free consent, legality of objects, Void agreements, Discharge of contract – modes of discharge including breach and its remedies, Contingent contracts, Quasi contracts.

Unit 2: The Indian Contract Act, 1872: Specific Contracts 10

Contract of Indemnity and Guarantee, Contract of Bailment, Contract of Agency

Unit 3: The Sale of Goods Act, 1930 12

Contract of sale, meaning and difference between sale and agreement to sell, Conditions and warranties, transfer of ownership in goods including sale by non-owners, Performance of contract of sale, Unpaid seller – meaning and rights of an unpaid seller against the goods and the buyer.

Consumer Protection Act-Introduction, Definitions, Rights of Consumers, Nature and Scope of Complaints, Remedies Available to Consumers, Grievance redressal mechanism.

Unit 4: LLP 2008 and Negotiable Instruments Act 12

The Limited Liability Partnership Act, 2008:

Salient Features of LLP, Difference between LLP and Partnership, LLP Agreement, Partners and Designated Partners, Incorporation of LLP,

The Negotiable Instruments Act, 1881:

Meaning and Characteristics of Negotiable Instruments: Promissory Note, Bill of Exchange, Cheque, Holder and Holder in due Course, Privileges of Holder in Due Course, Crossing of Cheque, Dishonour of Cheques.

Unit 5: Information Technology Act 2000:

06

Introduction, Digital Signature, difference between digital and E-signature, Electronic Governance, Attribution, Acknowledgement and Dispatch of Electronic Records, Secure Electronic Records and Secure Digital Signatures, Regulation and powers of Certifying Authorities, Digital Signature Certificates, Offences.

References

1. Kuchhal, M.C. and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
2. Dagar Inderjeet & Agnihotri Anurag “Business Law” ,SAGE Texts, New Delhi.
3. Singh, Avtar, *Business Law*, Eastern Book Company, Lucknow.

Additional References

1. Maheshwari & Maheshwari, Business Law, National Publishing House, New Delhi.

Note: Latest edition of text books may be used.

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | No of lecturers | Unit no. | Course learning Outcomes | Teaching Learning Process | Assessment Methods |
|-----------------|-----------------|----------|--|--|---|
| 1to4 | 20 | 1. | The students will have skills to understand different provisions of Indian Contract Act. | The lecture will be delivered with the help of leading cases in order to explain the essential of valid contract and discharge of contract. | Quiz, MCQ, Assignment |
| 5to6 | 10 | 2. | The students will have understanding of specific contracts like contract of indemnity and guarantee , bailment and agency. | The Lecture will be delivered for describing Contract of Indemnity, Guarantee, Bailment and Agency | MCQ and student presentations. |
| 7 to8 | 12 | 3. | The students will be able to distinguish between condition and warranty, Performance of contract of sale and rights of unpaid seller. The students will also be able to understand consumer rights and | Class room lecture will be on different aspects of the sale of goods Act with the help of leading cases and examples. Further the lecture will focus on the different concepts of Consumer Protection Act. | Student presentations, MCQ and assignments. |

| | | | | | |
|---------------------------------|----|----|---|---|-----------------------------------|
| | | | consumer grievance redressal mechanism | | |
| 9to10 (with mid break) | 12 | 4. | The students will able to know the process of creation and dissolution of LLP. Students will also learn the issue of negotiable instruments and understanding of different provisions of Negotiable Instrument Act. | Lecture on different aspects of the Limited Liability Partnership Act, 2008 and The Negotiable Instruments Act, 1881 with the help of leading cases and examples. | MCQ, presentation, Assignment |
| 11 to 12 | 6 | 5. | The students will be equipped with the various provisions of Information Technology Act such as digital signature and E-Governance. | There will class room lecture for students explaining the different aspects of Information Technology Act 2000. | MCQ, Presentation and Class test. |

***Assessment tasks listed here are indicative and may vary.**

Keywords

Contract, breach, condition, warranty, unpaid seller, cheque, LLP, digital signature

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.3.2
Marketing Strategy and Relationship Marketing
Elective Core – Generic (GE) Credit:6

Duration: 3 hours

Marks: 100

Lectures: 60

Course Objective

To familiarize the students with the marketing strategy and relationship marketing in SME

Course Learning Outcomes

CO1: Students will be acquainted with the of Marketing Strategy: Relationship with Corporate Vision, Mission and Objectives. Market-led strategic management. Strategic Marketing analysis

CO2: Students will gain knowledge about Product & Industry Life Cycle. Students will understand New product development.

CO3: Students will get in depth knowledge about. The impact of e-Marketing on marketing Strategy Integration of Marketing Strategies

CO4: Students will be aware of the Paradigm shift in marketing: The evolution of marketing theory - 4Ps to 7Ps,

CO5: Students will have broad prospective about customer life cycle, CRM, ethical issues in marketing

Contents

Unit 1: 15
Overview of Marketing Strategy: Relationship with Corporate Vision, Mission and Objectives. Market-led strategic management. Strategic Marketing Analysis - Identification of attractive markets, Industry/ business analysis and sustaining competitive advantage.

Unit 2: 10
New product development and introduction strategies - Speeding new product development - Organizing for new product development - Planned innovation - Planned or unplanned strategy withdrawals / obsolescence Offensive and defensive competitive strategies - Build strategies - Hold strategies - Market nicer strategies - Harvesting strategies - Divestment/deletion Competing through superior service and customer relationships - The three 'S's of customer service - Providing superior service - Measuring and monitoring customer satisfaction

Unit 3: 15
Competing through e-Marketing - The impact of e-Marketing on marketing Strategy Integration of Marketing Strategies - Application to different business sectors - FMCG, Industrial & Services. Constraints in marketing strategy implementation. Periodical assessment

Unit 4: 10
Paradigm shift in marketing: The evolution of marketing theory - 4 Ps to 7 Ps, Transactional marketing approach to relationship marketing philosophy - competitive advantage through

Relationship Marketing - RM in industrial markets and consumer markets, services. Key concepts in relationship marketing concepts: Characteristics of relationships - promise - trust - commitment - satisfaction - quality - Service competition - customer value -customer defections - customer loyalty - loyalty programs. Planning for relationship marketing: Internal marketing - communication, cooperation - network view of the firm -The six markets framework - partnering to build customer relationships - learning organization - customer culture

Unit 5:

10

Customer lifetime value: Customer life cycle - attracting - retaining and growing customers - lifetime customer value (LCV) - Customer equity - Recency-Frequency Monetary value (RFM) model. Customer - product profitability analysis - value profit chain -differences between customer retention and acquisition orientation of a firm.IT enabled RM: Emergence of CRM - database marketing - data warehousing and data mining- pitfalls of IT focus in RM - ethical issues - customer privacy. Sustaining Customer Relationships: The role of service in building relationships, segmentation of service, measurement of service - Monitoring of customer satisfaction - Analysing customer defections

References

1. Marketing Strategy - Boyd Walker, Mullins Larrech, TMGH
2. Strategic Marketing Management - David Aaker
3. Principles of Marketing - Philip Kotler, Gary Armstrong
4. Handbook of Relationship Marketing - JagdishSheth, Atul Parvatiyar
5. Leading Through Relationship Marketing- Richard Batterley
6. Relationship Marketing - S.Shajahan, TMGH, 1st ed., 2006 reprint.
7. Customer relationship Management - Sheth, Parvatiyar, Shainesh
8. For contemporary case studies students should refer to the periodicals and journals.

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|-----------------|----------|-------|---|--|--|
| 1 to 3 | 1 | 15 | Students will be acquainted with the of Marketing Strategy: Relationship with Corporate Vision, Mission and Objectives. Market-led strategic management. Strategic Marketing analysis | Lectures and presentation on Marketing Strategy Segmentation, Targeting and positioning principles | Presentations on market segmentation, competitive advantage. Case studies on positioning ,alternative targeting strategies |
| 4 & 5 | 2 | 10 | Students will gain knowledge about Product, Industry Life Cycle and New product development | Discussion and PPTs on Product & Industry Life Cycle, PLC stages and marketing strategy and related concepts | Multiple choice questions and students presentation |
| 6 to 8 | 3 | 15 | Students will get in depth knowledge about | Lectures and discussion on e- | Quiz on the concepts of e marketing and |

| | | | | | |
|---------|---|----|--|--|--|
| | | | The impact of e-Marketing on marketing Strategy Integration of Marketing Strategies | Marketing its impact and Integration of Marketing Strategies | different business sectors |
| 9 & 10 | 4 | 10 | Students will be aware of the Paradigm shift in marketing: The evolution of marketing theory - 4Ps to 7Ps, | Lectures and PPTs on evolution of marketing theory - 4Ps to 7Ps, | Class test focussing on short notes and definitions |
| 11 & 12 | 5 | 10 | Students will have broad prospective about customer life cycle, CRM ,ethical issues in marketing | Discussion by case studies on customer life cycle, customer equity, customer – product profitability analysis – Emergence of CRM | Case studies on lifetime customer value , emergence of CRM and sustaining customer relationships |

***Assessment tasks listed here are indicative and may vary.**

Keywords

Marketing Strategy, New Product Development, E - Marketing, Relationship Marketing, Customer Lifetime Value

B.A. (VS) Small and Medium Enterprises
Semester VI
Paper: SME 6.4
E-Commerce
Skill Enhancement Course(SEC) Credit:6

Duration: 3 hours

Marks: 100

lectures: 60

Course Objective (2-3)

The objectives of the course are to introduce the concept of electronic commerce, and to understand how electronic commerce is affecting business enterprises, governments, consumers and people in general. In addition, student become familiar with mechanism for conducting business transactions through electronic means

Course Learning Outcomes

CO1: To enable the students to tell about E-Commerce its meaning, nature, concepts, types, and reasons for transacting online, e-commerce business models.

CO2: Students will be able to explain technologies used in E-commerce, dynamics of World Wide Web and internet.

CO3: Students will be able to appreciate E commerce security environment, security threats in the E-commerce environment, technology solutions, IT Act 2000.

CO4: Students will be able to recognize E- Payments system including models and methods, digital signatures, payment gateways, and risks involved in E-payments.

CO5: Students will be able to understand about online business transactions, online marketing, E-tailing, online services, auctions, online portal and online learning.

Contents

Unit 1 10
Introduction: Meaning, nature, concepts, advantages, disadvantages and reasons for transacting online, types of E-Commerce, e-commerce business models (introduction, key elements of a business model and categorising major E-commerce business models), forces behind e-commerce.

Unit 2 08
Technology: Technologies used in E-commerce, The dynamics of world wide web and internet (meaning, evolution and features) ; Designing, building and launching E-commerce website (A systematic approach involving decisions regarding selection of hardware, software, outsourcing vs. in-house development of a website)

Unit 3 10
Security and encryption: Need and concepts, The E commerce security environment: (dimension, definition 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 and protecting servers and clients), Information Technology Act 2000 (meaning and provisions)

Unit 4

10

E- Payments system: Models and methods of E - payments (Debit Card, Credit Card, smart cards, e-money), digital signatures (procedure, working and legal position), payment gateways, online banking (meaning, concepts, importance, electronic fund transfer, automated clearing house, automated ledger posting etc.), risks involved in E-payments.

Unit 5

10

Online business transactions: meaning, purpose, advantages and disadvantages of transacting online, E-commerce applications in various industries like banking, insurance, payment of utility bills, online marketing, E-tailing (popularity, benefits, problems and features), online services (financial, travel and career), auctions, online portal, online learning, publishing and entertainment).

References

1. Management Information System: Jawadekar
2. Management Information System: Laudon & Laudon
3. The Essential Guide to Knowledge management: Amrit Tiwana
4. The GIS Book: George B. Karte.
5. Internet (Use of Search Engines Google & yahoo etc.)
6. E - Commerce: Milind Oka
7. E - Commerce: C.V.S. Murty
8. Fire Wall and Internet Security: William Cheswick, Stevens, Aviel Rubin
9. E-Governance Case Studies - Ashok Agarwal

Teaching Learning Process, Assessment Methods and Teaching Plan

| Weekly Schedule | Unit No. | Hours | Learning outcome | Teaching Learning Process | Assessment Methods |
|------------------------|-----------------|--------------|---|--|---------------------------|
| 2.5 | 1 | 10 | To enable the students to tell about E-Commerce its meaning, nature, concepts, types, advantages, disadvantages and reasons for transacting online, e-commerce business models. | Lecture to discuss E-Commerce, and related concepts. | Student PPTs |
| 2 | 2 | 08 | Students will be able to explain technologies used in E-commerce, dynamics of | Lecture and discussion in detail about E – Commerce | Assignment |

| | | | | | |
|-----|---|----|---|--|-------------------------------|
| | | | world wide web and internet. | technology and www. | |
| 2.5 | 3 | 10 | Students will be able to appreciate E commerce security environment, security threats in the E-commerce environment, technology solutions, IT Act 2000 (meaning and provisions) | Lecture and PPTs to discuss security environment and IT Act 2000 | Questing & answering in class |
| 2.5 | 4 | 10 | Students will be able to recognize E- Payments system including models and methods of E - payments, digital signatures, payment gateways, online banking, risk involved in E-payments. | Discussion in detail on various methods on E payments | Class test |
| 2.5 | 5 | 10 | Students will be able to understand about Online business transactions its meaning, purpose, advantages and disadvantages, online marketing, E-tailing, online services , auctions, online portal, online learning. | Discussion and PPTs on online business transactions including online auction, E – tailing online learning. | Questing & answering in class |

Keywords

E-Commerce, Information Technology Act, 2000, E-Payment Gateways, E-tailing