

SEC – 18: Digital Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
	2			2		

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.
- To familiarize the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the concept of digital marketing and its integration with traditional marketing.
- After studying this course, students will be able to understand customer value journey in digital context and behaviour of online consumers.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns.
- After studying this course, students will be able to examine various tactics for enhancing a website's position and ranking with search engines.
- After studying this course, students will be able to leverage the digital strategies to gain competitive advantage for business and career.

SYLLABUS OF SEC-18

Unit 1: Marketing in the Digital World

(3 weeks)

Digital marketing: Concept, Features, Difference between traditional and digital marketing, Moving from traditional to digital Marketing; c

Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based- Display Advertising; Community Based-Social Media Marketing; Others- Affiliate, Email, Content, Mobile.

Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

Unit 2: Content and Email Marketing

(2 weeks)

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

Unit 3: Social Media Marketing and Display Marketing

(5 weeks)

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies)

Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format-Budget, Media, Ad Formats, Ad Copy.

Unit 4 Search Engine Marketing

(6 weeks)

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMI's 5P Customer Search Insights Model.

Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects- Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques

Search Advertising: Overview of PPC Process; Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension

Essential/recommended readings

- Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

Suggested Readings

- Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
- Seema Gupta: Digital Marketing: Mcgraw Hill
- Ultimate guide to digital Marketing by Digital Marketer

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

SEC – 26: CAD FOR FASHION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
	2			2		

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of fashion sketching and fabric rendering
- To learn different softwares for fashion designing and rendering

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the basics of garment sketching and fabric rendering manually.
- After studying this course, students will be able to gain the knowledge about various computer design softwares – Adobe Photoshop, CorelDraw, Adobe Illustrator and Open source
- After studying this course, students will be able to learn the application of selected computer design softwares for fashion sketching.
- After studying this course, students will be able to develop proficiency in CAD for the creation of fabric textures and colour schemes.
- After studying this course, students will be able to Design a theme-based fashion collection using computer design software.

SYLLABUS OF SEC-26

Unit I: Fashion sketching

(8 weeks)

Unit Description: Fashion sketching plays an important role in designing to preview and visualize designs before sewing actual clothing. Thus, this unit aims to help students develop the skills in designing apparel through flat sketching of garment components both manually and digitally.

Topics: Flat sketching of garment components by hand – necklines, collars, sleeves, skirts, tops, and trousers, Introduction to vector-based drawing softwares – CorelDraw, Adobe Illustrator and open-source software like Inkscape, Introduction to features and tools of CorelDraw/Illustrator/Inkscape, Project - Application of software tools for drawing technical flats on any vector-based computer design software

Unit II: Fabric rendering

(8 weeks)

Unit Description: This unit will help students to develop skills to render the fabrics and silhouettes used in the garment. Students will be taught to imitate fabric textures in their drawing both manually and through computer aided design softwares. In addition, they will also learn to develop their own textile prints and their colour ways.

Topics: Learning to simulate textures of various fabrics manually - cotton, silk, fur, net, leather, velvet, denim, corduroy, georgette, chiffon, knit, crochet, lace, embroidery and prints. Understanding the basics of design repeat and how to create seamless prints manually. Introduction to raster -based editing softwares –Adobe Photoshop and open-source software like GIMP, Photopea etc.

Introduction to features and tools of Photoshop/Photopea/GIMP

Application of software tools for creating seamless patterns.

Project - Application of software tools for designing various textile products with different fabric textures in three different colour schemes

All the above work will be collated as a digital portfolio.

Essential Readings

- Abling, B., (2019). Fashion Sketchbook, Bloomsbury Publication, UK
- Aldrich, W., (1994). CAD in Clothing and Textiles, 2nd Edition, Wiley- Blackwell Publishing, USA
- Jain, S. & Geetha M. (2018). CorelDraw Training Guide, BPB Publications, India
- Lazear.M. Susan, (2007). Adobe Photoshop for Fashion Design, Pearson Publishing
- Callender, J. (2011). 2000 Pattern Collection, Anova Books Company Limited, London.

Suggested Readings

- CorelDraw tutorial: <https://www.youtube.com/watch?v=89VZfov7p8Q>
- Photoshop tutorial: <https://helpx.adobe.com/in/photoshop/tutorials.html>
- Shuffle Botham, R., 2014, Photoshop cc, In Easy Steps Limited, UK

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

SEC –34: DEVELOPING SUSTAINABILITY PLANS FOR A BUSINESS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
	2			2		

Learning Objectives

The Learning Objectives of this course are as follows:

- To assess the status of integration of social and ecological values into business practices
- To determine strengths and weaknesses in linkages between people, planet, and profit during business practices
- To correlate the changes in ecological footprint with growth in corporate responsibility
- To recommend strategies to improve current CSR practices for environmental conservation and enhance the return on investment of the organization

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to develop CSR plans to balance ecological security with economic success.
- After studying this course, students will be able to evolve methods for the financial stability of different organizations/companies
- After studying this course, students will be able to develop a framework to reduce energy consumption, adopt renewable resources and integrate waste management strategies among employees
- After studying this course, students will be able to design sustainable business plans having major positive impacts on plant and next-generation business setting

SYLLABUS OF SEC-34

Practical/Hands-on Exercises

(02 Credits: 60 hours)

- Determine strategies to reduce carbon footprint and improve supply chain efficiency of an organization
- Assess the current status of renewable energy use and investment and develop

strategies to become carbon negative in the next decade

- Identify opportunities for sustainable alternatives for an environmental cause that aligns well with the organizational goal and areas of philanthropic investments
- Analyze material use at different stages of organizational process based on a set of sustainable principles and suggest environment-friendly alternatives to reduce waste
- Calculate the water footprint of the organization and develop methods for mindful water consumption to improve human health and reduce the economic cost
- Examine the current status of infrastructure with respect to the energy-efficient lighting system and evolve strategies for shifting to 100% renewable energy
- Determine the ecological impact of current infrastructure using guiding principles of LEED (Leadership in Energy and Environmental Design) Certification and identify areas for biophilic design, green spaces, and work conditions
- Optimize to reduce waste by improved methods of handling and disposing of waste
- Develop guidelines for eco-friendly transportation to reduce fuel usage and maximize route efficiency
- Eco-innovation in developing energy alternatives and providing solutions to complex environmental challenges
- Document the biological wealth (especially plants, insects, and birds) of an organization and develop the green design to maintain and enrich the biological wealth

Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including (a) laboratory practicals; (b) field-work exercises; (c) customized exercises based on available data; (d) survey analyses; and (e) developing case studies; (f) demonstration and critical analyses; and (h) experiential learning individually and collectively.

Prospective sector(s):

(a) Environmental Consultancies, (b) Sustainability Advisors, (c) All Multi-National Large-Scale Industries, and (d) Environmental NGOs

Suggested readings

- Calkins, M., 2012. *The Sustainable Sites Handbook: A Complete Guide to the Principles, Strategies, and Best Practices for Sustainable Landscapes* (Vol. 39). John Wiley & Sons.
- Daniels, T., 2017. *The Environmental Planning Handbook: For Sustainable Communities and Regions*. Routledge.
- Davoudi, S., Cowell, R., White, I. and Blanco, H. eds., 2019. *The Routledge Companion to Environmental Planning*. Routledge.
- Quaddus, M.A. and Siddique, M.A.B. eds., 2013. *Handbook of Sustainable Development Planning: Studies in Modelling and Decision Support*. Edward Elgar Publishing.
- USEPA, 2012. *Planning for Sustainability: A Handbook for Water and Wastewater Utilities*.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Apiculture

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Apiculture	2	0	NIL	2	Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To help the student to become familiar with the significance of beekeeping as an economically viable industry.
- It will help them to understand the different species of honeybees, their biology, behaviour and role in pollination.
- To train the students to learn the techniques of honey bee rearing, optimization of techniques based on climate and geographical regions, and various measures to be taken to maximize the benefits.
- To understand the significance of beekeeping in the diversification of agriculture for the rural communities to increase their income and create employment opportunities and at the same time to develop entrepreneurial skills required for self-employment in the beekeeping sector.

Learning Outcomes

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

- Comprehend the various species of honey bees in India, their social organization and its importance.
- Appreciate the opportunities and employment in apiculture – in public, private and government sector.
- Gain thorough knowledge about the techniques involved in bee keeping and honey production.
- Make various products and by-products obtained from beekeeping sector and their importance.
- Develop entrepreneurial skills necessary for self-employment in beekeeping sector.
- Enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments and projects.

Skill development and job opportunities

- After completion of this course students would obtain the training in collection, identification, and various ways/aspects of bee rearing.
- The students can also take a job as an apiary worker, often called a beekeeper, manage colonies of honeybees for the production of honey as well as pollination services.

- The course would also provide a basic training to enable the students to construct hives and replace combs.
- Enhance entrepreneurial skills by collecting and packaging hive products including honey, beeswax and pollen.
- Make decisions on yards, treatment, splits, honey harvesting and all other beekeeping decisions.
- Identify and report hive health concerns.

SYLLABUS

Unit 1: Biology of Bees

4 weeks

Historical background of apiculture, classification and biology of honey bees, Social organization of bee colony, behavioral patterns (bee dance, swarming).

Practical:

1. Study of the life history of honey bees: *Apis cerana indica*, *Apis mellifera*, *Apis dorsata*, *Apis florea*, *Melipona* sp. from specimen/ photographs - Egg, larva, pupa, adult (queen, drone, worker).
2. Study of morphological structures of honey bees through permanent slides/photographs—mouthparts, antenna, wings, sting apparatus and temporary mount of legs (antenna cleaner, mid leg, pollen basket).
3. Study of natural beehive and identification of queen cells, drone cells and brood.

Unit2: Rearing of Bees

4.2 weeks

Artificial Bee rearing (Apiary), Beehives – Newton and Langstroth; Bee Pasturage; Selection of bee species for apiculture –*Apis cerana indica*, *Apis mellifera*; Bee keeping equipment methods of extraction of honey (Indigenous and Modern) & processing; Apiary management - Honey flow period and lean period, effects of pollutants on honeybees.

Practical:

1. Distinguishing characters of workers of three bee species.
2. Importance of site selection for bee keeping.
3. Study of an artificial hive (Langstroth/Newton), its various parts and beekeeping equipment: draw diagrams of bee boxes proportionate to the body size and measure the body length and wing size.
4. Preparation of mount of pollen grains from flowers.

Unit3: Diseases and Enemies

2 weeks

Bee diseases control and preventive measures: enemies of bees and their control.

Practical:

1. Diagnosis of honeybee diseases: Protozoan diseases, Bacterial diseases, Viral diseases (one each)-symptoms, nature of damage and control.
2. Identification of honeybee enemies: Predators-Insects and non-insects.

Unit4: Bee Economy

2 weeks

Products of apiculture industry (Honey, Bees Wax, Propolis, Royal jelly, Pollen etc.) and their uses; Modern methods in employing artificial Beehives for cross pollination in horticultural gardens-stationary and migratory bee keeping.

Practical:

1. Video demonstration of wax extraction and preparation of comb foundation sheets.
2. Analysis of honey – purity, physical and biochemical parameters (any two constituents).
3. Study of bee pasturage – visit to fields/gardens/orchards for studying the bee activity (role in pollination, nectar collection, videography of honeybee activity) and preparation of herbarium of nectar and pollen yielding flowering plants (floral mapping).

Unit5: Entrepreneurship in Apiculture

2 weeks

Bee keeping industries – Recent advancements, employment opportunities, economics in small and large-scale beekeeping, scope for women entrepreneurs in beekeeping sector, study of development programs and organizations involved in beekeeping in India.

Practical:

1. Visit to an apiary/honey processing unit/institute and submission of a report.

Essential/Recommended readings

- Singh, S. (1962). Beekeeping in India, Indian Council of Agricultural Research, New Delhi.
Mishra, R.C. (1995). Honeybees and their management in India. Indian Council of Agricultural Research, New Delhi.
Prost, P. J. (1962). Apiculture. Oxford and IBH, New Delhi.
Rahman, A. (2017). Beekeeping in India. Indian Council of Agricultural Research, New Delhi.
Gupta, J.K. (2016). Apiculture, Indian Council of Agricultural Research, New Delhi.

Examination scheme and mode:

Total Marks: 100

Internal Assessment (Practical): 25 marks

End Semester Practical Exam*: 75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

For End Semester Practical Exam External to be appointed by the parent Department.

Early Child Care and Education Settings

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical /Practice		
Early Child Care and Education Settings	2	-	-	2	Class 12	

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the significance of early childhood years and the importance of ECCE
- To understand developmental milestones and delays in development
- To plan, organize and create care facilities and developmentally appropriate material for infants and young children.
- To be acquainted with the ECCE centre, its daily routine, requirements, functioning and evaluation of the programme.
- To trace the progression of children in early childhood setting

Learning outcomes

The Learning Outcomes of this course are as follows:

- The student will be able to explain the significance of early childhood development and ECCE
- The student will become familiar with developmental milestones and learn to assess children in early years.
- The student will be able to understand, plan and organize care activities for young children
- The student will be able to prepare activities and aids for fostering development in the early years
- The student will be able to learn about evaluation of an ECCE programme

SYLLABUS

Unit 1: Importance of early years and significance of ECCE

(5 weeks)

The unit will help to develop an understanding on the concept and importance of ECCE

- Meaning and objectives of ECCE and importance of early years
- Norms and developmental milestones of infants and young children
- Observations, developmental checklists and developmental delays
- Nurturing care framework and early childcare practices
- Review of existing ECCE programmes and policies in India

Unit 2: Developmentally appropriate activities for young children

(5 weeks)

The unit will focus on ways to promote development during early years through play and exploratory activities.

- Care and stimulation activities for infants and young children
- Plan and prepare multi-sensory materials and activities to promote development across domains: Physical motor, socio-emotional, cognitive and language development
- Use of music, dance, drama, storytelling, puppetry, rhymes/poems and art and craft
- Importance of- Indoor and outdoor activities; individual and group activities; free play and guided play; circle time
- Activities for school readiness

UNIT 3: Components of ECCE Programme

(5 weeks)

The unit will focus on the understanding of infrastructure, materials and equipment, curriculum development and assessing the development of children.

- Daily routines in child care and preschool centres
- Creating safe spaces for children: Organizing indoor and outdoor material and equipment
- Understanding the ECCE curriculum: Developing daily, weekly and monthly plans
- Assessing children's development across domains
- Indicators of a quality ECCE centre

Essential Readings

- ECCE National Curriculum Framework-
https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf
- Managing Children's Programmes: Some Perspectives. Indira Gandhi National Open

University DECE Study Material. <http://www.ignouhelp.in/ignou-dece-study-material/>

- Morrison, G. S. (2018). Early Childhood Education Today. Pearson
- National Education Policy 2020-
education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Organizing a Child Care Centre. Indira Gandhi National Open University DECE Study Material
- Soni, R. (2015). Theme Based Early Childhood Care and Education Programme: A Resource Book. National Council of Educational Research and Training.
- Swaminathan, M. (1998). The First Five Years. Sage Publications

Recommended Readings

- Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). Child Art with Everyday Materials. TARA Publishing.
- Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep and Deep Publication, New Delhi.
- Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall:
- Play Activities for Preschoolers – 1 and 2. Indira Gandhi National Open University DECE Study Material
- Virginia Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

Note: Learners are advised to use the latest edition of readings

Examination scheme and mode:

Total Marks: 50

Internal Assessment: 25 marks

Practical Exam (Internal): 25marks

End Semester University Exam:

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

LIFE SKILL EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
LIFE SKILL EDUCATION	2	1	0	1	Class XII from any discipline	NIL

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Learning Objectives

The Learning Objectives of this course are as follows:

- To impart life skills education in field work practice
- To strengthen life skills for career building, critical thinking, attitudinal base for innovate leadership
- To learn the application of life skills in diverse field work settings

Learning outcomes

At the end of the semester the students will be able to

- Focus on development of values in strengthening knowledge and life skills, bringing high quality standards in field work practice-learning
- Understand the strength-based life skill development, team work, innovate leadership, design thinking and career building skills
- Develop universal human values while utilizing life skills in field work

SYLLABUS

Unit I: Life Skills Introduction Unit Description: To introduce students to the basic concepts of life skill management.	(No. of lectures) 7 Weeks: I-IV
Subtopics: <ul style="list-style-type: none"> ● Basic Life Skills: Concept, Components and Significance ● Life Skills Development: National Perspective ● Universal Human Values – Love, Compassion, Truth, Non-violence, Peace, Gratitude, Patience and Tolerance 	
Unit II: Basic Life Skills Unit Description: To learn the set of essential life skills that can lead to high employability and good work culture.	(No. of lectures) 8 Weeks: V-VIII
Subtopics: <ul style="list-style-type: none"> ● Team Work Skills: Social Etiquettes, Democratic Decision, and Collaboration ● Innovative Leadership: Initiative taking, Time Management, Capacity building, Life Coaching ● Career Building Skills: Exploring Career Opportunities, Mentoring, Resume Preparation, facing Interview & Group Discussion, 	

Presentation Skills, Creating social media profile	
Unit III: Significant Life skills and Techniques Unit Description: To understand potential changes that can be brought about by employing essential life skills	(No. of lectures) 7 Weeks: IX-XI
Subtopics: <ul style="list-style-type: none"> ● Developing Strategies for enhancing Life Skills ● Life Skills (Cognitive based): Critical Thinking, Knowledge construction, Evaluating reasoning, Solution Focused Thinking, ● Life Skills (Behavioural Based): Ethics, Integrity, Problem Solving, Decision making 	
Unit IV: Application of life skills in Field Work Unit Description: To learn the application of essential life skills in diverse settings through case studies about interventions	(No. of lectures) 8 Weeks: XII-XV
Subtopics: Developing specific life skills intervention plan for <ul style="list-style-type: none"> ● Stress Management and Coping strategies ● Simulation exercises: Brainstorming, Role plays for Team building ● Case Management 	

Practical component (if any) – Unit III & IV application based

Essential readings

- Bandyopadhyay and Subrahmanian (2008), Gender Equity in Education: A Review of Trends and Factors
- Brinkman, F. J. (2016). Environment, Religion and Culture in the Context of the 2030 Agenda for Sustainable Development, (April).
- Brown, T. (2012). Change by Design. Harper Business
- Care, E., Kim, H., Anderson, K., & Gustafsson-Wright, E. (2017). Skills for a Changing World: National
- Census of India. (2011), Registrar General of India
- Clarke, D., Bundy, D., Lee, S., Maier, C., Mckee, N., Becker, A., Paris, F. (n.d.). Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-

- Dewan S, Sarkar U (2017) From education to employability: Preparing South Asian Youth for the world of work, UNICEF ROSA
- International Youth Foundation. (2014). Strengthening life skills for youth : A practical guide to quality programming.
- Kwauk C & Braga. (2017) Life skills education is more than teaching skills, Brookings institution Washington DC
- LIFESKILLS EDUCATION. (n.d.). Retrieved from, http://www.cbse.nic.in/cce/life_skills_cce.pdf
- Perspectives and the Global Movement. Retrieved from <https://www.brookings.edu/wp-content/uploads/2017/03/global-20170324-skills-for-a-changing-world.pdf>

Suggested readings

- Martin, R. (2007). How Successful Leaders Think. Harvard Business Review, 85(6): 60.
- Govt. of India. (2014 & 2016) Educational Statistics at a glance, MHRD,
- Murphy-Graham (2012), Opening Minds, Improving Lives: Education and Women's Empowerment in Honduras
- Sen Madhucchanda (2010), An Introduction to Critical Thinking, Pearson, Delhi
- South, T., Life, A., & Forum, E. (2005). Life Skills-Based Education in South Asia.
- Street, C. (2012). Global Life Skills Education Evaluation, (February).
- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.

Internal Assessment: 50 Marks

The students are required to prepare project work/assignments/case studies/ presentations/reports. The social work students will fulfil requirements of project work etc based on 2 hours spent weekly in field work in a social welfare organisation and/or skill labs. The student from course other than social work will fulfil requirement of project work etc through workshops/skill labs/guided field visits. It is compulsory to maintain at least 80% attendance for field work based project work.

Semester End Examination: 50 Marks as per University academic calendar

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

Social Media Marketing

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social Media Marketing	2	1	0	1	Pass in XII	Pass in 'Digital Marketing' (SEC-Sem 1)

Learning Objectives

- To provide basic knowledge of social media marketing concepts
- To enhance skills as social media marketer and start a career in social media marketing.

Learning Outcomes

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

1. Evaluate the role of social media in marketing, advertising and public relations.
2. Assess the optimal use of various social media platforms for social media marketing.
3. Analyse the importance of social media for developing an effective marketing plan, and assess ways to measure its performance.
4. Describe practical skills required for creating and sharing content through online communities and social networks.
5. Demonstrate and appreciate social media ethics to use social media spaces effectively.

SYLLABUS:

Unit 1: Introduction to Social Media Marketing: (4 hours)

Social Media Marketing- Concept and Importance.

Social Media Platforms- Online communities and Forums; Blogs and Microblogs, Social Networks, other contemporary social media platforms: Goals, Role in Marketing and Use as listening tools. Trends in SMM. Social Media Influencers.

Unit 2: Social media marketing Plan and Performance Measurement: (6 hours)

SMM Plan- Setting Goals, Determining Strategies, Identifying Target Market, Selecting Tools, Selecting Platforms, Implementation: Measuring Effectiveness - Conversion rate, amplification rate, applause rate: on page and on post level.

Unit 3: Content Creation and Sharing using Case Campaigns: (5 hours)

Blogging, Streaming Video and Podcasting: Criteria and approach-70/20/10 with risk variants, 50-50 content, Brand Mnemonic, Brand story. Contextualising content creation. Social Media Ethics.

Practical Exercises: 30 hours

The learners are required to:

1. Discuss the importance of social media in marketing, advertising and public relations by analysing

relevant case studies.

2. Examine the use of social media by your institution to improve alumni engagement.
3. Identify social media platforms for marketing a good, a service, an institution, an event and a person.
4. Promote any college event of your choice using social media. Measure the effectiveness of your campaign.
5. Create a blog/ vlog on any topic of your interest. Measure performance of your blog post.
6. Prepare a social media marketing plan for any product of your choice.
7. Prepare a calendar for scheduling various posts/campaigns via buffer or tweet deck. Find out the conversion rate, amplification rate, and the applause rate. Calculate the engagement rate and economic value/per visitor of the concerned campaigns.
8. Observe the engagement rate in twitter campaigns of your college and suggest improvements, if needed.
9. Assess the reviews/ratings, comments, likes, and dislikes of blog posts in the categories of health and nutrition, or yoga counselling, or family therapy.
10. Examine the twitter handles of Delhi Government or of Delhi University and find out how consistent they are in their reaction checks?
11. Design a social media plan for sensitising citizens for timely tax payments (Assuming that you are an honest tax-payer and feel that everyone should be like you).

Essential Readings

- Ahuja V (2015). Digital Marketing. Oxford University Press.
- Blanchard, O. (2011). Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization. United Kingdom: Pearson Education.
- Charlesworth, A. (2014). An Introduction to Social Media Marketing. United Kingdom: Taylor & Francis.
- Gupta, S. (2020). Digital Marketing. India: McGraw Hill Education (India) Private Limited.
- Johnson, S. (2020). Social Media Marketing: Secret Strategies for Advertising Your Business and Personal Brand on Instagram, YouTube, Twitter, And Facebook. A Guide to being an Influencer of Millions. Italy: Andrea Astemio.
- Keller, K. L., Kotler, P. (2016). Marketing Management. India: Pearson Education.
- Maity M (2022). Digital Marketing. Oxford University Press.
- Mamoria C.B, Bhatacharya A, Marketing Management. Kitab Mahal, Delhi
- Mathur, V. & Arora, S. Digital Marketing PHI Learning
- McDonald, J. (2016). Social Media Marketing Workbook: How to Use Social Media for Business. United States: CreateSpace Independent Publishing Platform.
- Parker, J., Roberts, M. L., Zahay, D., Barker, D. I., Barker, M. (2022). Social Media Marketing: A Strategic Approach. United States: Cengage Learning.
- Quesenberry, K. A. (2015). Social Media Strategy: Marketing and Advertising in the Consumer Revolution. United States: Rowman & Littlefield Publishers.
- Rishi, B., Tuten, T.L., (2020) Social Media Marketing, 3ed., Sage Textbook
- Setiawan, I., Kartajaya, H., Kotler, P. (2016). Marketing 4.0: Moving from Traditional to Digital. Germany: Wiley.

Examination scheme and mode:

Evaluation scheme and mode will be as per the guidelines notified by the University of Delhi.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic Laboratory Techniques	2			2	XII pass	

Learning Objectives

This course will help students understand skills required for working in Laboratories. To comprehend the standard operating procedures for laboratory chemicals, autoclave and water wash applications. The specific objectives of the course are:

- To be familiar with laboratory safety manual and GLPs and regulatory requirements.
- To learn about use and working of lab instruments such as pH meters, auto clave, laminar flow, microscopes, spectrophotometers, centrifuges and incubators.
- knowledge of preparation and testing of reagent water in the laboratory Learn how to make solutions and buffers
- Learn about microbiological techniques

Learning outcomes

At the end of the course the students will be

- Trained in best lab practices
- Able to use lab instruments such as pH meters, auto clave, laminar flow, microscopes, spectrophotometers, centrifuges and incubators
- Able to prepare solutions and buffers
- Able to prepare media and grow microbial culture in aseptic conditions

Job opportunities:

Students trained in lab skills will be employable in research labs, R & D labs in Pharma and Biotechnology industry and Diagnostic labs

SYLLABUS OF SEC-

Unit 1 – Laboratory safety and standards 2 weeks

- Precision, accuracy and sensitivity

Unit 2– Preparation of solutions/ media 2 weeks

- Preparation of solution (w/w, w/v, Molar, Normal, Stock, standard and serial dilutions)
- Preparation of buffer solution, pH scale, pH meter, Henderson-Hasselbalch equation, pK, (acetate/ phosphate buffer)

Unit 3– Microbial Techniques 6 weeks

Instrumentation (Microscopy, Laminar Hood, autoclave, shaker incubator, BOD incubator hot air oven)

- Sterilization methods
- Types of Microbial media: Microbial growth media: Minimal Media, Defined media, Complex media, Enriched media, Selective media, and Differential media.
- Staining techniques for microbes
- Isolation of pure cultures of bacteria by streaking method.
- Enumeration of colony forming units (CFU) count by spread plate method
- Growth curve of bacteria
- Culture transfer Techniques: Streaking, Serial dilution and Plating methods.
- Phases of bacterial growth

Unit 4 – Bioinstrumentation for Separation techniques 5 weeks

Chromatography

- Separate biomolecules/dyes using paper/thin layer and column chromatography to illustrate the principle and application of chromatography. Calculate the Rf value of each component.

Centrifugation

- Principle of centrifugation, Basics of sedimentation, Sedimentation coefficient, Factors affecting sedimentation.
- Types of centrifuges and rotors. Microfuges
- Separation plasma and blood cells/ cell fractionation

Spectroscopy:

- Principle of UV-visible absorption spectrophotometry, Lambert's Law, Beer's Law, Working of a spectrophotometer.
- Determination of absorption maxima (λ_{max}).

- Verification of Lambert's and Beer's law

Gel Electrophoresis

- Principle, instrumentation, application and maintenance of horizontal and vertical electrophoresis.
- Separation of protein sample in denaturing condition and calculation of its molecular weight and mobility.
- Demonstration of separation of nucleic acids using agarose gel electrophoresis.

Essential/Recommended readings

- Biochemistry Laboratory: Modern Theory and Techniques, (6th edition), Boston, Mass: Prentice Hall; ISBN-13:978-0136043027 Boyer, R.F. (2012).
- An Introduction to Practical Biochemistry (1998) 3rd ed., Plummer D. T., Tata McGraw Hill Education Pvt. Ltd. (New Delhi), ISBN:13: 978-0-07-099487-4/ ISBN:10: 0-07-099487-0.
- Cappucino, J. and Sherman, N. (2013). Microbiology: A Laboratory Manual. (10th ed.) Pearson Education Limited; ISBN 13: 9780321840226 Additional Resources: 1. Madigan, M.T., Martinko, J.M., Dunlap, P.V. and Clark, D.P. (2010).

Examination scheme and mode:

Total Marks: 50

Internal Assessment: 25

Practical: 25

Exam (Internal): NIL

End Semester University Exam: NO End Term Exam

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Mushroom Culture and Technology-II

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution Of The Course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Mushroom Culture and Technology-II	2	0		2	Nil	Nil

Cultivation of Button mushroom and King oyster mushroom

Prerequisites:

Compost preparation for button mushroom would start around October-November and further cultivation steps will take place from January. Compost and spawn should be prepared before going to the next step.

Learning objectives:

- To develop skills for growing button and king oyster mushroom

Learning Outcomes:

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

- prepare casing soil and apply over spawn-run compost bags.
- implement harvesting, packaging and marketing of produce as per FSSAI standards.

*Practicals**:*

** Specimens and examples studied may vary depending on seasonal factors and availability

1. To add and mix spawn of button mushroom to pre-prepared compost (Spawning). 01 Week
2. To set up ideal mushroom house for cultivation of button mushroom. 02 Weeks
3. To maintain ideal environmental conditions for spawn run. 01 Week
4. Preparation and sterilization of casing soil. 01 Week
5. To apply casing soil over the spawn run compost bags and incubating for case run. 01 Week

6. To maintain appropriate conditions for pin head formation and fruiting of button mushroom. 02 Weeks
7. Harvesting of first flush of button mushrooms. 01 Week
8. Post-harvest packaging and storage of button mushrooms. 01 Week
9. Maintaining the environmental conditions for the second flush of button mushroom. 01 Week
10. To prepare and sterilize substrate bags for cultivation of king oyster mushroom. 01 Week
11. To add the spawn of king oyster mushroom in the substrate bags under aseptic conditions and incubator under appropriate conditions. 01 Week
12. To induce fruiting of king oyster mushroom by scraping the mycelium from the edges and surface of spawn run bags. 01 Week
13. Harvesting, post-harvest packaging and storage of king oyster mushrooms. 01 Week

Suggested Readings:

1. Aggarwal, A., Sharma, Y.P., Angra, E. (2021). A textbook on mushroom cultivation, Theory and Practices. Newrays Publishing House, 2021.
2. Tiwari, S.C. Kapoor, P. (2018). Mushroom Cultivation. Mittal Publications. ISBN - 978-8183249232.
3. Bahl, N. (2015). Hand Book on Mushroom. Page no. 1-166. Oxford & IBH Publishing Company. ISBN- 13:978-8120413993.
4. Russell, S. (2014). The Essential Guide To Cultivating Mushroom. Storey Publishing. North Adams, MA 01247 page no. 1-233. ISBN 978-1-61212-146-8.
5. Chang, S.T. Miles, P.G. (2004). Mushrooms Cultivation, Nutritional Value, Medicinal effect and Environmental Impact. Page no. 1-477, CRC Press.
6. Fletcher, J.T., Gaze, R.G. (2007). Mushroom Pest and Disease Control. CRC Press.
7. Rai, R.D., Arumuganathan, Y. (2008). Post harvest technology of mushrooms. Pages 1-72. National Research Center for Mushroom (Indian Council of Agricultural Research) Chambaghat, Solan-173 213 (HP)

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

