

INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Dr. Madhu

Class/Year: 2nd

Semester: 4th

Paper Title: School Leadership

Paper Code: BED 234

Academic Session: 2025-26

Objectives of the Course:

1. To develop a critical understanding of the notion of school organization.
2. To develop a comprehensive understanding of context-specific notions of school effectiveness.
3. To develop an understanding of school leadership and challenges to management.
4. To help in making overt connections between field-based project work, educational leadership and change facilitation.

Unit	Duration	Topic to be covered as per Syllabus	Transactional Strategy	Learning Outcomes
1 st	12 Hrs.	- Types of schools within different administration bodies, - Roles and responsibilities of education functionaries - Governance rules and financial management of different types of school. - Relationships between support organizations (Affiliating, Regulating and Financing bodies) and the school. - Understanding and interpreting educational policies that impact schools - Concepts of school culture, Role of school activities such as assemblies, annual days etc., in the creation of school culture.	Deductive Learning Organizing Content Team Learning Collaborative Learning Learning by doing	Student will be able to: 1. To develop a critical understanding of the notion of school organization.
2 nd	20 Hrs.	School Effectiveness and School Standards - School effectiveness - meaning and its assessment. - Understanding and developing standards in education	Discussions Analytic Learning Team Learning Analytic and Reflective	Student will be able to: 1. To develop a comprehensive understanding of context-specific notions of school effectiveness.

		- Classroom management, effective communication and motivational skills. Learner-centered educational and inclusive Education. - Discipline – Meaning and concept of discipline, causes and remedies of indiscipline	Learning Constructivist Learning Collaborative Learning	
3rd	20 Hrs.	School Leadership and Management - Administrative and academic leadership Styles of leadership - Team leadership - Conflict Management - Leadership and Management. Stress Management - Total Quality Management - Time Management	Lecture Cum Discussion Analytic and Constructivist Learning Inquiry-Based Learning and Observation Constructivist Learning	Student will be able to: To develop an understanding of school leadership and challenges to management.
4th	18 Hrs.	Change Facilitation in Education - Issues in educational and school reform. - Preparing for and facilitating change in education through Teacher Education system as prime mover. - Role and functions of IASEs, DIETs, CTE, UGC, NCERT, NCTE, NUEPA, SCERT etc. - Samagra Shiksha Abhiyan Accountability and Professional Ethics	Community service Analytic and Constructivist Learning Analytic and Discussion Participatory Learning	Students will be able to: To help in making overt connections between field-based project work, educational leadership and change facilitation.



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LESSON PLAN

Name of Faculty: Mr. Ashish Kumar

Paper Title: Critical Understanding of ICT

Class/Year: 1st

Paper Code: BED 109

Semester: 1st

Academic Session: 2025-26

Objectives of the Course:

- To equip student teachers in the effective use of ICT tools, software applications and digital resources.
- To familiarize them with the understanding and skills of integration of ICT in teaching learning, evaluation and management of an institution.
- To acquire the skill of organizing and creating her/his own digital resources.
- To sensitize them to practice safe, ethical and legal ways of using ICT.
- To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.

S.No	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategy	Learning Outcomes
1	13 Hours	1 st	• Meaning, Concept and Characteristics of ICT • Policy perspectives on ICT in Education: • “Technology Use and Integration” NEP 2020 • National Policy on ICT in School Education • Internet as a Learning Resource: Using Websites, Search Techniques, Browsing e-resources • Features and Educational Applications of Microsoft Office.	Deductive Learning Organizing Content Collaborative Learning Discussions	Student will be able to: • Understand the basic concept of ICT • Identify the important recommendations and provisions of National Policy on ICT in school education. • Use the Website, Browsing as a tool of learning • Apply the basic computer skills in teaching learning process
2	18 Hours	2 nd	• NteQ Model • Need, Relevance and Criteria for authenticating of ICT resources • ICT – based teaching-learning approaches in schools	Discussions Analytic Learning Team Learning Analytic and Reflective	Student will be able to: • Prepare the NTeQ Lesson plan. • Apply the understanding of different ICT based teaching-learning resources and approaches in classroom.

			(Educational Radio and TV, Mobile Learning, Teleconferencing/ Video Conferencing) • Infusion of ICT in Lesson Planning • Curating digital resources • Sakshat and Swayam Portals for Online Access • Digital storytelling and Story Boarding • Cyber Crimes: Concerns and Implications, Software Piracy and Legal Remedies • Plagiarism and Fair Use • Proprietary and Open-Source Software • Plagiarism and Fair Use • Proprietary and Open-Source Software • Practical Assignment: Write an article of your choice and check it using an online freely available Plagiarism Software and attach its plagiarism report with the article written.	Learning Collaborative Learning	• Understand the cyber Crime, fair use of resources and use the open source software in learning process.
3	14 Hours	3rd	• ICT: Scope and Techniques for Evaluation • Exploring and using appropriate Software tools for Evaluation • Constructing and Implementing ICT based Tests / Quizzes using ICT Resources • Managing Data, Analysis of results and tracking student achievement using ICT Software tools. • Role of information management, process and tools in Educational	Lecture Cum Discussion Analytic and Constructivist Learning Inquiry Based Learning and Observation	Student will be able to: • Use the different ICT based evaluation tools and software in evaluation process. • Use the different data management tools and software for prepare and manage data at deferent level such as school administration, state and national data base management (UDISE). • Evaluate the different available tools and software's for documentation and communication.

			Administration and Management • UDISE: State and National Level Data bases in Education • Practical Assignment: Prepare an online assessment tool for students using freely accessible softwares such as Google forms, Kahoot etc.		
4	15 Hours	4th	• Virtual Communities and its Educational Implications • Sharing thoughts and Ideas on Blogs, Social Networking websites and Discussion Forums • Scope and Challenges of Online Teaching Learning • Ethics for Online Teaching Learning • Indian Initiatives in Open-Source Software and Sharing of Digital Content • LMS, OERs, MOOCs • Refresher Courses for teachers (With special focus on SWAYAM-MOOCs etc.)	Community service Analytic and Discussion Participatory Constructivist Learning	Student will be able to: • Recognize the online teaching learning Scope and various virtual communities and their educational implications. • Identify /develop /select and use need based technology in teaching-learning situations. • Enrich & lifelong learning opportunities.

Suggested Readings:

- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). Computers in Education. ND: Neelkamal Publications Pvt. Ltd.
- Ratheeswari, K. (2018) Information Communication Technology in Education. Journal of Applied and Advanced Research, 2018: 3(Suppl. 1) S45–S47
- Shaikh, I. (2014), Introduction to Educational Technology and ICT. McGraw Hill
- Sharma Seema. (2019). *Critical Understanding of ICT*. Bookman.



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

Name of Faculty: Dr. Joni Devi

Paper Title: : Teaching Of English

Class/Year: 1st

Paper Code: BED 120

Semester: 2nd

Academic Session: 2025-26

Objectives of the Course:

- To understand the need & importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To facilitate the effective use of learning resources.
- To understand the process of language assessment and continuous professional development.
- To develop activities and tasks for learners including audio-video materials, ICT and internet.

Unit	Duration	Content	Transactional Approach/Strategy	Expected Achievement and Learning Outcomes
1 st	16 Hours	<u>Fundamentals of Language</u> • Nature, Scope and Functions of Language. • Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic. • Psycholinguistic and Sociolinguistic perspectives of language. • Role of Language in Life: Intellectual, Emotional, Social and Cultural Development. • Language Acquisition vs. Language Learning. • Multilingualism as resource to Second Language Teaching-Learning. • Language across Curriculum.	• Structural approach, Discussion method, • Grammatical Approach • Lecture method, Demonstration method • Group Discussion Approach • Multimedia approach, • Peer Tutoring method	Student will be able to: • Understand the fundamental of language and its principles. • Differentiate Linguistic structure. • Understand Psycholinguistic and Sociolinguistic perspectives of language. • Utilize the role of Language in

		- Principles and Maxims of Language Teaching. - History and status of English language in India – aims and objectives of teaching English language at secondary and senior secondary levels.	- Lecture cum Discussion method - Elastration with Examples Approach	their life. - Enlist Principles and Maxims of Language Teaching. - Understand the History and Present status of English Language.
2nd	16 Hours	<u>Language Development Skills:</u> - Listening, Speaking, Reading and Writing Skills. - Listening: Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation. - Speaking: Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and activities to develop speaking and its evaluation. - Reading: Concept, reading as a process, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading), Developing study skills including using a thesauruses, dictionary & encyclopedia and evaluation of reading. - Writing: Mechanics of writing, writing as a process; various	- Group Discussion method - Grammatical approach, Discussion method - Lecture cum Demonstrati on method - Lecture cum Demonstrati on method	Student will be able to: - Conclude Language Skills. - Describe the requisite skills and their inter links in Language. - Interpret methods of Learning Skills. - Make use of Skimming, Scanning, Intensive and Extensive reading.

		stages of different writing, developing writing skills through reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisement, creative writing (poetry & short stories), Evaluating writing and giving feedback.		• Use of Expository, Descriptive, Narrative, Persuasive writing.
3rd	15 Hours	<u>English Language Pedagogy and Learning resources</u> Micro Teaching Skills • Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach. • Planning a Lesson, Instructional Objectives and Specifications for Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization) Poetry: Methods (Recitation, Song-action), Techniques of Appreciation Grammar: Types (Functional, Formal), Methods (Inductive and Deductive) • Developing and using audio-visual aids, including CALL programme and library. • Innovative practices: Online language learning resources – access and use of ICT and use of language games. • Use of language laboratory for promoting language proficiency. • Formation of language clubs: organizing various activities for promoting functional competencies in English Language (quiz, role play, elocution, literary club, debates etc.)	• Group Instructional Approach • Group Instructional Approach, Lecture Approach • Instructional Approach • Multimedia approach • Group Discussion method	Student will be able to: • Understand the use of Micro Teaching. • Use the different type of approaches and strategies in their teaching and learning process. • Construct Lesson Plan. • Involve ICT in Multimedia Lesson Plan. • Utilise Various Activities in English Language Learning

4th	13 Hours	<u>Role of Language in Teaching- Learning Process</u> - Professional Growth and Evaluation - Assessing language skills: strategies- oral & written, peer and group assessment, assessment within and beyond classroom. - Constructive approach to assessment: Rubric, e-portfolio, journal writing and Open-ended test. - Selecting, adapting and using authentic course material for teaching English (textbook, teachers guide, supplementary readers) - Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment. - Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report. - Critical Appraisal of an English text book. - Professional Competencies of a teacher. - Comprehensive and Continuous Evaluation and its use in English class. - Different Elicitation Techniques used in English; cloze, diagnostic and achievement test. - Remedial Teaching, Contrastive analysis; Error analysis.	- Lecture cum Demonstration method - Group Teaching Approach - Multimedia approach - Peer Tutoring Approach - Group Discussion method - Multimedia approach - Analytical Approach - Team Tutoring Approach - Lecture cum Demonstration method - Discussion method	Student will be able to: - Categorise Evaluation, Measurement and Assessment Strategies. - Develop Action-Research based Report. - Understand the importance of Textbook. - Utilizing Remedial Teaching Technics. - Understand value of Text Book - Inculcate Professional Competencies

Suggested Readings:

- HalbeMalati, (2005): Methodology of English Teaching, Himalaya PublishingHouse, Bachelor of Education Guru Gobind Singh Indraprastha University 45
- SahniGeeta (2006), Suggested Methodology of Teaching English.
- Sunwani, V.K, (2005), The English Language and IndianCulture.
- Thomson & Wyatt HG (2000), Teaching of English in India, University of London.
- Kumar, Krishna (2007) The Child's Language and the Teacher, A Handbook National Book Trust: Delhi.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006
- Agnihotri, R.K., Khanna, A.L. (1994). (ed), Second Language Acquisition: Sociocultural and linguistic aspects of English in India. New Delhi: Sage Publications
- Wadhwa, S.S. (2006), The Teaching of English in India, National Book Depot, Kapurthala.
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms, Language and Language Teaching, 22-26.



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

NAME OF FACULTY: Ms Shruti

PAPER TITLE: MARKETING MANAGEMENT

CLASS/YEAR: BBA(G) 1ST YEAR

PAPER CODE: BBA102

SEMESTER: 2ND SEMESTER

ACADEMIC SESSION: 2025-26

OBJECTIVES OF THE SUBJECT: THIS COURSE AIMS TO DEVELOP STUDENTS' UNDERSTANDING OF FUNDAMENTAL MARKETING CONCEPTS, STRATEGIES, AND APPLICATIONS, EQUIPPING THEM WITH THE SKILLS TO ANALYZE MARKETS, DESIGN MARKETING MIX, AND ADAPT TO EMERGING TRENDS AND TECHNOLOGIES IN MARKETING

COURSE OUTCOMES:

CO1. EXPLAIN CORE CONCEPTS, SCOPE, AND PHILOSOPHIES OF MARKETING AND THE CONSUMER DECISION-MAKING PROCESS.

CO2. ANALYZE MARKETING MIX DECISIONS RELATED TO PRODUCT DEVELOPMENT, BRANDING, PRICING, AND LIFECYCLE

CO3. EVALUATE STRATEGIES FOR PROMOTION AND DISTRIBUTION, INCLUDING THE USE OF IMC AND CHANNEL MANAGEMENT

CO4. EXAMINE EMERGING TRENDS IN MARKETING SUCH AS DIGITAL MARKETING, AI APPLICATIONS, AND ETHICAL ISSUES

S. No	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	15 HRS	I	Introduction: Marketing – ➤ Meaning, Scope and Importance; Concepts, Philosophies of Marketing; ➤ Marketing Environment: Macro and Micro environmental factors. Consumer Decision Making Process; ➤ Market Segmentation- Levels and Bases of Segmenting Consumer Markets, ➤ Market Targeting- concept and criteria, Product Positioning – concept and bases.	Participative learning Discussions cum group learning Team teaching Lecture cum discussions	Students will be able to: ➤ Understand the importance of Marketing ➤ Know the Market Segmentation- Levels and Bases of Segmenting
			Marketing Mix Decision ➤ Product and Pricing: Product Decisions: Concept and	Lecture cum discussion	Students will be able to:

2.	15 HRS	II	classification; ➤ Levels of Product. Product strategies; Branding decisions; New Product Development; ➤ Product life cycle; Pricing Decisions: Objectives; ➤ Factors affecting pricing; Pricing methods; Pricing strategies.	Interactive teaching Reciprocal teaching and group discussions	Understand the concept of Product and Pricing ➤ Know the Product life cycle; Pricing Decisions: Objectives
3.	8 HRS	III	Marketing Mix Decisions – ➤ Promotion and Distribution: Distribution Decisions: Channels of distribution-types and functions. ➤ Delivering value- factors affecting choice of distribution channel; ➤ Channel Management; Promotion Decisions: Communication process; ➤ Decision about Promotion mix tools: advertising, personal selling, ➤ sales promotion, public relations, publicity and direct marketing; ➤ Integrated Marketing Communication approach.	Lecture cum discussions Group discussions and interactive teaching Cooperative teaching	Students will be able to: ➤ Understand the need and functions Promotion and Distribution ➤ Know the different types Channels of distribution
4.	15 HRS	IV	Introduction to Emerging Trends in Marketing: ➤ Relationship Marketing, Sustainable Marketing, Green Marketing, ➤ Social marketing, Digital Marketing, ➤ Social Media Marketing, Role of AI and Robotics in Marketing, ➤ Ethical issues in Marketing.	Reciprocal teaching Lecture cum discussions Group discussions Participatory learning	Students will be able to: ➤ Know the Relationship Marketing ➤ Understand the meaning and needs of Social Media Marketing

Reference Books:

- Ramaswamy, V.S and Namakumari, S., Marketing Management: A Strategic Decision-Making Approach Global Perspective Indian Context, McGraw Hill Education Company.
- Lamb, C.W, Hair, J.F, Sharma, D. &Mc Daniel C., Marketing- A South Asian Perspective Edition, South-Western Cengage Learning.
- Baines, P., Fill, C., Page, K., Sinha, P.K., Marketing (Asian Edition), Oxford University Press, New Delhi.
- Walker O. C., Mullins J. & Boyd Jr. H. W., Marketing Strategy: A Decision Focused Approach, McGraw Hill Education Company.
- Panda, T.K, Marketing Management-Text and Cases, Taxman,



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LESSON PLAN

NAME OF FACULTY: Dr Neelam Soni

PAPER TITLE: TALENT MANAGEMENT

CLASS/YEAR: BBA(G) 2ND YEAR

PAPER CODE: BBA208

SEMESTER: 4TH SEMESTER

ACADEMIC SESSION: 2025-26

Course Objective: This course aims to equip students with the knowledge and skills necessary to attract, acquire, and retain talent within organizations.

Course Outcomes: Upon completion of the course the student will be able to:

CO1. Understanding Talent Management Fundamentals

CO2. Developing Effective Talent acquisition strategies

CO3. Implementing Competency-Based Talent Management Practices

CO4. Evaluate the dynamics of succession planning, reward and potential management

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactiona l Strategies	Learning Outcomes
1.	15 HRS	I	➤ Introduction to Talent Management and Acquisition strategies: ➤ Overview of Talent Management and Factors affecting Talent Management context globally; ➤ Need and Type of Talent, four components of Talent Management; Creating a culture for Talent Management. ➤ Difference between Recruitment and Talent Acquisition; Contemporary strategies in acquiring talent-Skilling, ➤ Upskilling & Reskilling; Competing value Proposition and role of Employer Branding in Talent Acquisition; ➤ Onboarding new Hires and socializing challenges.	- Participative learning - Discussions cum group learning - Team teaching - Inquiry Based Learning	Students will be able to: ➤ Know the concept, Talent Management and Factors affecting Talent Management context globally ➤ Understand the Need and Type of Talent, Four components of Talent Management ➤ Onboarding new Hires and socializing challenges

2.	15 HRS	II	➤ Talent acquisition and role of Assessment centers: ➤ Concept of Assessment centers; Definition and meaning of assessment centers; ➤ Use and Benefit of Assessment centers; Outsourcing and use of technology in Assessment centers; ➤ Training Assessors, Resources required, Validity and reliability of Assessment centers, Disadvantages of Assessment center; When to use and not to use Assessment centers; ➤ Assessing and developing competencies; Competency Mapping, at Individual and task level; ➤ Use of Competency Framework for developing Talent.	Peer teaching Lecture cum discussions Group discussions and interactive teaching Team teaching Inquiry Based Learning	Students will be able to: ➤ Understand the Definition and meaning of assessment centers ➤ Know the concept of Use and Benefit of Assessment centers ➤ Understand the concept of Assessing and developing competencies
3.	15 HRS	III	Career Management and Succession Planning: ➤ Fundamentals of Career Planning, trends and Best Practices; Models of career Planning; ➤ Succession Planning Process and Issues; Challenges pertaining to Succession Planning; ➤ Managing Performance and Potential of Key talent, Managing Potential of Key talent	Reciprocal teaching Lecture cum discussions Group discussions Participatory learning	Students will be able to: ➤ Understand Fundamentals of Career Planning ➤ Know the concept of Managing Performance and Potential of Key talent

4.	15 HRS	IV	Emerging trends in Talent Acquisition and Management: ➤ Mentoring High Potential talent; Process of effective Mentoring; Gender ➤ Differences in Mentoring Process; Managing the Reward and Benefits for Talent, ➤ building in customized talent reward strategy for retaining talent; ➤ Ethics of Managing Talent; Talent and technology trends.	Lecture cum discussion Interactive teaching Reciprocal teaching Group discussions	Students will be able to: ➤ Understand the Process of effective Mentoring Know the origin of data mining ➤ building in customized talent reward strategy for retaining talent
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Reference Books:

- Roy, A.B, Roy, S. Competency Based Human Resource Management, Sage.
- Lance A. Berger, Dorothy R. Berger. Talent management Handbook, Association for talent development by Virginia USA
- Berger, L.A, Berger, D.R., Talent Management Hand Book, McGraw-Hill
- Hasan, Singh, Talent management in India: Challenges and Opportunities, Atlantic Publication.
- Joshi, G., Vohra, V, Talent Management, Cengage Learning
- Hurconomics for Talent Management, Pearson Education



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INTERNAL QUALITY ASSURANCE CELL

LESSON PLAN

NAME OF FACULTY: Mr. Vijay Lakra

CLASS/YEAR: BBA(G) 3RD YEAR

SEMESTER: 6TH SEMESTER

PAPER TITLE: DIGITAL MARKETING

PAPER CODE: BBA304

ACADEMIC SESSION: 2025-26

OBJECTIVES OF THE SUBJECT: THIS COURSE AIMS AT CREATING AN UNDERSTANDING OF THE CONCEPTS AND TECHNIQUES OF INTERNET AND DIGITAL MARKETING SO AS TO EXPLOIT THE OPPORTUNITIES OF THIS MEDIUM TO SUPPORT THE ORGANIZATION'S MARKETING ACTIVITIES

COURSE OUTCOMES:

CO1: INTERPRETING THE CONCEPT OF DIGITAL MARKETING.

CO2: ASSESS THE ONLINE BUYER BEHAVIOR AND MODELS.

CO3: EXPLORE DIGITAL PROMOTIONAL TECHNIQUES.

CO4: ACQUIRE SKILLS TO TAKE VARIOUS DECISIONS RELATED TO ONLINE MARKETING.

CO5: ATTAIN SKILLS TO EXPLOIT THE OPPORTUNITIES OF THIS MEDIUM TO SUPPORT THE ORGANIZATION'S MARKETING ACTIVITIES.

S.No.	Duration	Unit	Topic to be covered as per Syllabus	Transactional Strategies	Learning Outcomes
1.	14 HRS	I	Introduction to Digital Marketing: ➤ Digital Marketing meaning scope and importance, ➤ Internet versus traditional marketing communication, internet microenvironment; ➤ Use of Business to Consumer and Business to Business Internet Marketing; ➤ Internet marketing strategy.	Participative learning Team teaching Lecture cum discussions	Students will be able to: ➤ Know the concept, scope and importance ➤ Understand the Internet versus traditional marketing
2.	14 HRS	II	Online buyer behavior and Models: ➤ The Marketing Mix (7- Ps) in online context. Managing the Online Customer Experience: Planning website design, ➤ Understanding site user requirement, site design and structure, developing and testing content,	Lecture cum discussion Interactive teaching Reciprocal teaching	Students will be able to: ➤ Understand the concept of Marketing Mix ➤ Know the Integrated

			➤ Integrated Internet Marketing Communications (IIMC): ➤ Objectives and Measurement of Interactive marketing communication.	Group discussions	Internet Marketing Communications
3.	14 HRS	III	Digital Promotion Techniques 1: ➤ Email Marketing. Opt-in-e-mail Permission Marketing, Online PR, ➤ Interactive Advertising, Online Partnerships. Viral Marketing, ➤ Blogs Search Engines- Search Engine Marketing (SEM), Search Engine Optimization (SEO); ➤ Website Optimization. Content Marketing	Peer teaching Lecture cum discussions Group discussions and interactive teaching	Students will be able to: ➤ Understand the Email Marketing ➤ Know the concept of Blogs Search Engines- Search Engine Marketing
4.	14 HRS	IV	Digital Promotion Techniques II: ➤ Social Media Marketing - Designing content for social media marketing, ➤ Campaign management, tracking SMM performance; Mobile Marketing advertising on mobile devices, ➤ mobile apps, tracking mobile marketing performance. Introduction to Web Analytics - Meaning, types, Key Metrics and tools. ➤ Legal and Ethical Issues in Digital Marketing.	Reciprocal teaching Lecture cum discussions Group discussions Participatory learning	Students will be able to: ➤ Understand Social Media Marketing ➤ Know the concept Campaign management, tracking SMM performance

Suggested Readings (Latest Editions):

- Chaffey, D., Ellis-Chadwick, F., Johnston, K. a Mayer, R., Internet Marketing: Strategy, Implementation and Practice, Pearson Education.
- Strauss, Judy and Frost, Raymond, E-Marketing, PHI Learning Pvt. Ltd.
- Roberts, M.L., Internet Marketing, Cengage Learning.
- Hanson, W. and Kalyanam, e-Commerce and Web Marketing, Cengage Learning
- Shiniest G. and Sheth, Jagdish N., Customer Relationship Management- A Strategic Perspective, Macmillan India Ltd.