

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Social Work

GENERIC ELECTIVES (GE-1): SOCIAL WORK RESPONSE TO HEALTH CARE

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
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK RESPONSE TO HEALTH CARE GE 1 SW 111	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a basic understanding of the concept of health and well-being for all
- To develop orientation and understanding of the health policy and programs and related areas of social work practice in diverse health settings
- To develop an appropriate set of skills and approaches towards practicing social work intervention in everyday situations to foster well-being and healthy life for all

Learning outcomes

At the end of the semester, the student will be able to

- Develop understand about health concerns service delivery structure in India
- Learn about national health policies and programmes of Government of India for health promotion
- Gain knowledge about various life style disease and factors contributing to the same

SYLLABUS OF GE-1

Unit I: Understanding Health Unit Description: To introduce students to the basic concepts of health and well-being in the present social and economic scenario.	(No. of lectures) 15 Weeks: I-IV
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Subtopics: <ul style="list-style-type: none"> • Health and Well-Being: Basic concepts, components, determinants • Indicators of health status • Understanding diseases, introducing disease classification system 	
Unit II: Understanding Health Care and Concerns Unit Description: To learn various public health concerns and health care service delivery and government measures.	(No. of lectures) 15 Weeks: V-VIII
Subtopics: <ul style="list-style-type: none"> • Physical Health and Mental Health needs and services • Structure of health care services in India: primary, secondary and tertiary levels • National health policy and national health programs 	
Unit III: Health Care and Social Work Unit Description: To develop knowledge about health care, health education, and role of social work in health promotion.	(No. of lectures) 15 Weeks: IX-XI
Subtopics: <ul style="list-style-type: none"> • Public Health, Health education and Role of Media in Health Promotion • Social, economic and cultural changes and its implications for health • Social work interventions in diverse health care settings 	
Unit IV: Environmental and Lifestyle concerns Unit Description: Gain insights into the factors contributing to lifestyle diseases and environmental concerns.	(No. of lectures) 15 Weeks: XII-XV
Subtopics: <ul style="list-style-type: none"> • Understanding Life style diseases: communicable and non- communicable (HIV/AIDS, Malnutrition, T.B., Cancer, diabetes, PCOS) • Reproductive and Child Health: Emerging Concerns • Environmental, Pollution and health concerns: water and airborne diseases. 	

Practical component (if any) - NIL

Essential readings

- Ashdown, M., Brown, S.C., (1953), Social service & mental health, Routeledge & Kegan Paul Ltd., London
- Berkman, B., (2006), Handbook of Social Work in Health and Aging, Oxford
- Chauhan, Devraj,(1997), Health care in India: A profile, Mumbai, Foundation for Research in Community Health, India
- Congress, E. (1999). Social work values and ethics: Identifying and resolving professional dilemmas. Chicago: Nelson-Hall Publishers.

- Das, Veena, (2000), Violence and subjectivity, Berkeley, University of California Press
- Dasgupta, R. (1993), Nutritional planning in India, Hyderabad, NIN
- Denner, Bruce; Price, Richard H., (1973), Community mental health: social action and reaction, Routledge & Kegan Paul Ltd., London
- Dhooper, S.S., (1997), Social work in Health Care in the 21st Century. Thousand Oaks, CA.: Sage Publications, Inc
- Fort Cowles, L. A., (2000), Social Work in the Health Field: A Care Perspective. Binghamton, NY: The Haworth Press, Inc
- Gehlert, S., (2012), Hand Book of health Social Work, John Wiley & Sons, New Jersey
- Ghosh, B.N., (1951). A Treatise on Hygiene and Public Health, 14th edition, Scientific Publishing Co., Calcutta
- Kawta, K. (1961). Environmental Sanitation in India, Lucknow Publishing House, Lucknow.
- Kerson, T.S. (1997). Social work in health settings: Practice in context (2nd ed.). New York: Haworth.
- Lankenster, T. (1992). A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Levy, C. (1973). The value base of social work. Journal of Education for Social Work 9, 34–42.
- Levy, C. (1976a). Social work ethics. New York: Human Sciences Press.
- Liu, C., Wang, D., Liu, C., Jiang, J., Wang, X., Chen, H., ... & Zhang, X. (2020). What is the meaning of health literacy? A systematic review and qualitative synthesis. Family medicine and community health, 8(2).
- Mahajan, Guppy, (1991), Preventive and Social Medicine, Jaypee Brothers, New Delhi.
- Park, K., (2006), Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur
- Ramachandras, L. (1990), Health Education: A New Approach, Vikas Publishing House Pvt.Ltd., New Delhi
- Read, M., (1966), Culture, health and disease: Social and cultural, Tavistock, London
- Saltz, C.C. & Schaefer, T. (1996). Interdisciplinary teams in health care: Integration of family caregivers. Social Work in Health Care 22(3), 59–70.
- Stevenson, George S., (1956), Mental health planning for social action, McGraw Hill Book Company, U. S. A. University Press, U.S.A.
- Wallack, L., Media Advocacy and Public Health: Power for Prevention, sage Publications, New Delhi.
- Wolin, S. (1993). The resilient self: How survivors of troubled families rise above adversity. New York: Villard.

Suggested readings

- Price, S., Andrew T.,(2002). Health of Nations: Infectious disease environment, Cambridge, MIT Press
- Stern, S., Smith, C., & Jang, S. (1999). Urban families and adolescent mental health. Social Work 23(1), 15–27.
- Wharf, B. & McKenzie, B. (1998). Connecting policy to practice in the human services. Toronto: Oxford University Press.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 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.

GENERIC ELECTIVES (GE-2): UNDERSTANDING GENDER

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
		Lecture	Tutorial	Practical/ Practice		
UNDERSTANDING GENDER GE 2 SW 112	4	3	1	0	Class XII from any discipline as per University guidelines	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of the concept of gender and feminist approaches
- To understand women's movement, strategies and interventions
- To develop insights regarding various state and civil society initiatives

Learning outcomes

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

- The concept of gender and the concerns related to women
- The history of women's movement and feminist approaches
- Gender mainstreaming, policies and programmes, and case studies

SYLLABUS OF GE-2

Unit I: Conceptual understanding of Gender Unit Description: This unit explains the concepts of gender, sex and feminist approaches. Students will learn and analyze various discriminatory processes and concerns related to gender.	(No. of Lecture) 15 Weeks: I-IV
Subtopics:	

<ul style="list-style-type: none"> • Concept of gender and sex, feminist approaches • Types of gender, gender identities and disparities • Gender stereotyping, discrimination, violence in family and community 	
Unit II: Gender perspectives in development Unit Description: This unit includes the historical overview of the women movement and various initiatives at national and international level. Students will critically analyze gender inequality and challenges faced at formal and informal set ups in the context of development.	(No. of Lecture) 15 Weeks: V-VIII
Subtopics: <ul style="list-style-type: none"> • Historical Overview of women's movement, world conferences and UN Conventions on women • Gender equality and empowerment • Gender Wage, Gaps and Glass Ceiling, Gender development index, Gender and unorganised sector 	
Unit III: Gender Mainstreaming Unit Description: This unit covers the concept and importance of gender mainstreaming. Students will learn and develop a critical insight on state and civil society organizations in the process of gender mainstreaming.	(No. of Lecture) 15 Weeks: IX-XI
Subtopics: <ul style="list-style-type: none"> • Understanding gender vulnerability and Sexual minority • Gender mainstreaming • Case studies: SEWA, Vishakha, Shah Bano, Manorama, Nirbhaya 	
Unit IV: Policy and Programmes Unit Description: This unit will briefly introduce the various provisions for women under constitutional and other legislative provisions. Students will learn about various policies, programmes and state mechanisms.	(No. of Lecture) 15 Weeks: XII-XV
Subtopics: <ul style="list-style-type: none"> • Constitution and legislative safeguards • National Policy and programmes • Institutional mechanisms: National and State Commissions, Rashtriya Mahila Kosh, Crime Against women Cell and Family Court 	

Practical component (if any) - NIL

Essential readings

- Aggarwal, B.(ed.) 1988 Structure of Patriarchy. New Delhi: Kali for Women.
- Butler, J. (2002). Gender trouble. London: Routledge.
- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications. California: Sage publications.
- Holmes, M. (2007). What is Gender. New Delhi, Sage Publications, pp 43-62,71-90

- Joseph, S. (2005). Social Work Practice and Men Who Have Sex With Men. New Delhi: Sage Publication.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
- Talwar, R. (1999). The third sex and Human Rights. New Delhi: Gyan Publishing House.
- Wykes, M. and Welsh, K. (2009). Violence, Gender and Justice. London: Sage.

Suggested readings

- Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.
- Basu, A. & Jefferey, P. 2004 Appropriating Gender. London: Routledge.
- Chaudri, M. (2003) Feminisms in India. New Delhi: Kali for Women.
- Dominelli L. (2002). Feminist social work: Theory and Practice , New York: Palgrave
- Momsen, J. 2009 Gender and Development, London & New York: Routledge
- Rege, S. (Ed.). (2003). Sociology of gender: The challenge of feminist sociological thought. SAGE Publications India.
- Wendt, S & Nicole M. 2016 Contemporary Feminisms in Social Work Practice, New York: Routledge.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 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.

CATEGORY-IV

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF SOCIAL WORK

GENERIC ELECTIVES (GE-3): SOCIAL WORK WITH YOUTH

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
		Lecture	Tutorial	Practical/ Practice		
SOCIAL WORK WITH YOUTH GE 3 SW 211	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of youth, their developmental needs, concerns and challenges
- To gain understanding about the various policies and programmes concerning the Youth
- To identify the role of youth in the national development

Learning outcomes

At the end of the semester, the student will be able to

- Understand differential needs, concerns and challenges of the youth
- Develop insight about the effectiveness of various policies and programmes for the youth
- Know the significance and modalities of youth participation for the nation's development

SYLLABUS OF GE-3

Unit I: Understanding Youth Unit description: The unit will introduce with demographic profile of youth in India. The students will also learn about the needs and empowerment strategies for the youth in contemporary context.	15 Hours
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Subtopics: <ul style="list-style-type: none"> • Concepts and perspectives of Youth • Socio-demographic variables (like gender, caste, class, locale) influencing youth development and empowerment • Youth Empowerment: Needs, Importance and strategies 	
Unit II: Challenges before Youth Unit description: This unit will introduce students with the challenges faced by the youth. The students will also learn about the intergenerational challenges in urban and rural context.	15 Hours
Subtopics: <ul style="list-style-type: none"> • Interpersonal concerns and dynamics: Urban and Rural youth, • Intergenerational challenges faced by youth • Youth Unrest, Unemployment, skill development, depression & suicidal tendency 	
Unit III: Youth Policies and Programme Unit description: This unit will introduce students with National policies and various programmes for youth development.	15 Hours
Subtopics: <ul style="list-style-type: none"> • National Youth Policy • Youth Development Programmes: National Cadet Corps (NCC), National Service Scheme(NSS), Nehru Yuva Kendra Sangathan (NYKS) • Entrepreneurship schemes: Technology, and education for youth development 	
Unit IV: Social Work and Youth Unit description: This unit will help students to reflect upon the youth movement and leadership strategies. The students will also analyze the use of mass media and social work interventions.	15 Hours
Subtopics: <ul style="list-style-type: none"> • Youth movement and Leadership • Effective use of mass media in advocacy, participation and awareness generation • Social Work interventions with Youth 	

Practical component (if any) - NIL

Essential readings

- Barry, M. (2005). Youth Policy and Social Inclusion, Routledge, London.
- Deb, S., Majumdar, B.& Sunny A. M. (2022). Youth Development in India Future Generations in a Changing World, 1st, Edition Routledge India.
- Gill, J. (2009). Youth, Polity Press, UK.

- Kehily J.M (Etd.) (2007). Understanding Youth: Perspectives, identities & practices, Sage Publication, London.
- Mahadevan, U. Rozario, H K. Greesan, botcha, R. (ed.) (2016). Youth Development: Emerging Perspectives, Shipra Publications.
- Vasanti, R & Paul, D (2006). Youth and Globalisation, Proceedings of the workshop on youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and TISS, Mumbai.
- Wood, J. & Hine, J. (2009). Theory and Policy for Practice, Sage Publication.

Suggested readings

- S. Narayanasamy (2003). Youth Development in The New Millennium, Discovery Publishing House
- Sarumathy, M. & Kalesh, H. (2007). Youth Policies and Programmes in South Asia Region, Rajiv Gandhi Institute of Youth Development, Ministry of Youth Affairs and Sports. GOI.

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

GENERIC ELECTIVES (GE-4): MANAGEMENT OF CIVIL SOCIETY ORGANIZATION

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
		Lecture	Tutorial	Practical/ Practice		
MANAGEMENT OF CIVIL SOCIETY ORGANIZATION GE 4 SW 212	4	3	1	0	12 th Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an understanding about civil society organizations
- Learn the process of establishing civil society organizations
- Acquire skills and competencies in managing civil society organizations

Learning outcomes

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

- Able to develop conceptual understanding about civil society organizations
- Capable to learn overall procedure of establishing civil society organizations
- Develop skills in managing civil society organizations and formulating, implementation, monitoring and evaluating of development project

SYLLABUS OF GE-4

Unit I: Conceptual Framework of Civil Society Organizations (CSO) Unit Description: This unit will give an opportunity to the students to understand the concept of civil society organizations and voluntary initiatives in India.	15 Hours
Subtopics: <ul style="list-style-type: none"> • Historical development of voluntary initiatives in India • Civil society organizations: Concept, characteristics, nature, types and forms 	

<ul style="list-style-type: none"> Civil society sector: critical assessment of needs in contemporary context, interface between government and CSOs 	
Unit II: Establishing an NGO Unit Description: This unit will give an opportunity to the students to learn the process of establishing an NGO.	15 Hours
Subtopics: <ul style="list-style-type: none"> Salient features of legal provisions: The Societies Registration Act, 1860; The Indian Trusts Act, 1882; The Charitable & Religious Trusts Act, 1920; Religious Endowment Act, 1863; and The Companies Act, 1956, FCRA, 1976 National policy on voluntary sector, Registration and formation of an NGO, National policy on voluntary organisations Legal compliances and Taxation requirements 	
Unit III: Management of NGOs Unit Description: This unit will give an opportunity to the students to learn the management of Non-governmental organizations.	15 Hours
Subtopics: <ul style="list-style-type: none"> Organizational Planning: Vision, mission, goals, formulation of objectives, strategies and manpower/human resource planning Management and functions of NGOs: Recruitment, selection, induction, placement, training, employee remuneration and motivation Organizational environment, work culture, leadership, coordination and employee discipline 	
Unit IV: Project Implementation, Monitoring and Evaluation Unit Description: This unit will engage students in learning formulation, implementation, monitoring and evaluation of development projects.	15 Hours
Subtopics: <ul style="list-style-type: none"> Developing projects on different issues: Types, stages, factors Project implementation: Mobilization of resources, fund raising and grant-in-aid Project monitoring and evaluation 	

Practical component (if any) - NIL

Essential Readings

- Abraham, Anita. (2011). Formation and Management of NGOs. Delhi, India. Universal Law Publishing Co.
- Bhatia S.K. (n.d.). Training & Development. New Delhi: Deep & Deep Publication Pvt. Ltd.

- Chandra, S. (2001). NGO: Structure, Relevance and Functions. New Delhi: Kanishka Publishers.
- Chowdhary, S. (1990). Project Management. Delhi: Tata McGraw-Hill.
- Coley, S.M. & Schein, C.A. (1990). Proposal Writing (Sage Services Guides). New Delhi: Sage Publication.
- Dadrawala, N.H. (2004). The Art of Successful Fund Raising. New Delhi: CA.
- Edwards, Michale R. (2002). The Earthscan Reader on NGO Management. London: Alan Fowler.
- GOI (2018): Foreign Contribution (Regulation) Act, 2010 along with rules and regulations, BARE Act. Universal Publications, New Delhi.
- Horton Douglas & Anastasia A. (2003). Evaluating Capacity Development. Canada: International Development Research Centre.
- Indian Center of Philonthropy, (2002). Investing in Ourselves: Giving & Fund Raising In India, New Delhi: Sampradan
- Jackson, J.E. (1989). Evaluation for Voluntary Organisation. Delhi: Information and News Network.
- Levis, David (2001). The Management of NGO Development Organization: An Introduction. London: Routledge.
- Mukherjee, K.K. (1999). A Guide Book for Strengthening Voluntary Organization. Ghaziabad, India: Gram Nivojana Kandra.
- Nabhi Board of Editors (2020): Nabhi's Handbook for NGOs. New Delhi: Nabhi Publications.
- Naik, B. M. (1985). Project Management: Scheduling and Monitoring. Delhi: Vani Educational Book.
- Norton M. & Murray C. (2000). Getting Started in Fund Raising. Sage Publication Pvt. Ltd.
- Padaki, V. & Vaz, M. (2004). Management Development and Non-Profit Organisation. New Delhi: Sage Publication.
- Pamecha, V.K. (2012). Project Proposal Formulation & Funding of NGOs & NPOs in India. New Delhi: Jain Book Agency.

- Sankaran & Rodrigues. (1983). Handbook for the Management of Voluntary Organisation.' Madras: Alpha Publications.
- Verma R.B.S. & Singh, Atul Pratap. (2005). Manav Sansadhan Vikas Evam Prabandhan Ki Rooprekha (Hindi). Lucknow, India: New Royal Book Company.

Suggested Readings

- PRIA. (2001). Defining Voluntary Sector in India: Voluntary Civil or Non-profit. New Delhi: Participatory Research in Asia- PRIA.
- PRIA. (2001). NGOs in India: A Critical Study. Delhi: PRIA.
- Save the Children. (2006). Toolkit: A Practical Guide to Planning, Monitoring, Evaluating and Impact assessment. London, UK: Save the Children.

ASSESSMENT

Internal Assessment: 25 Marks

The internal assessment will comprise of assignments/project works/case studies/presentation in addition to class test and class attendance as per University norms.

Semester End Examination: 75 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.

16:02

9:00 KB/S 4G 57%

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DISCIPLINE SPECIFIC CORE COURSE (DSC-1): BUSINESS ORGANISATION (Major)

Learning Objectives

The course aims to familiarize the students with the forms of business organisation and contemporary issues.

Learning outcomes

The Learning Outcomes of this course are as follows:

1. analyse the dynamics of business organisations
2. describe the various forms of business organisations
3. examine varied perspectives related to the business environment and entrepreneurship.
4. evaluate the change in the working pattern of modern organisations.
5. explore contemporary issues in business organizations.

SYLLABUS OF DSC-1

Unit 1: Introduction (2 Weeks)

Business – Concept, nature and scope, business as a system, business objectives, business and environment interface, distinction between business, commerce and trade, Business ethics, social responsibilities of Business

Unit 2: Business Enterprises (4 Weeks)

Forms of Business Organisation: Sole Proprietorship, Partnership firm, Joint Stock Company, One Person Company, Cooperative society; Limited Liability Partnership; Multinational Corporations; Choice of Form of Organisation; Business Combination: Need and Objectives, Forms: Mergers, Takeovers and Acquisitions

Unit 3: Business Environment (3 Weeks)

Meaning and significance of Business environment, Internal and external environment, Dimensions of Business Environment; Uncertainty and business; Environmental Analysis and Diagnosis, Environment scanning techniques: SWOT and ETOP

Unit 4: Entrepreneurship: Founding the Business (4 Weeks)

Entrepreneur- Entrepreneurship- Enterprise; entrepreneurial ideas and opportunities in the contemporary business environment; Process of entrepreneurship; Forms of entrepreneurship; Skill India, Startup India, Make in India, Globalisation.

Unit 5: Contemporary Issues of Business Organisations (2 Weeks)

Emerging Issues and Challenges; Innovation in Organisational Design; Learning Organisations, Workforce Diversity, Franchising, Outsourcing, and E-commerce; Government and business interface; Sustainability; Digitalisation and Technological innovations

Practical Exercises:

The learners are required to

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1. complete the exercise wherein they are given different situations and scenarios to start their own business (in terms of capital, liability, the scale of operations, etc.) and are asked to select the most suitable form of business and justify the same highlighting the advantages and disadvantages of their choice.
2. identify various elements affecting the business environment and conduct a SWOT analysis for the company identified.
3. visit different enterprises and present a report on business models followed by them through a comparative analysis.
4. record and report their observations regarding the Emerging Issues and Challenges of Business Organisations
5. identify changes in the working pattern of modern organisations.

Essential/ Recommended readings

- Basu, C. (2017). Business Organisation and Management. McGraw Hill Education.
- Chhabra, T. N. (2020). Business Organisation and Management. Sun India Publications. New Delhi.
- Drucker, P. F. (1954). The Practice of Management. New York: Harper & Row.



Generic Elective COURSES OFFERED TO THE STUDENTS OF FIRST SEMESTER of Hons. Courses.

The following GEs are offered by the Department of English in first semester of Hons. Courses.

ENGLISH LANGUAGE THROUGH LITERATURE- I

Academic coordinator

Prof. Neenu Kumar

kumar.neenu@gmail.com

ENGLISH FLUENCY- I

Academic coordinator

Ms Neerja Nagpal

neerja@aditi.du.ac.in

DEVELOPING ENGLISH LANGUAGE SKILLS- I

Academic coordinator

Dr Sunita Dhankhar

sunitadhankhar@rediffmail.com

GE Language Course 1: ENGLISH LANGUAGE THROUGH LITERATURE- I Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course Content:

UNIT 1: Understanding Everyday Texts

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades' UNHCRorgUNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' Times News

Network. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder

say psychologists' The Telegraph. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' The Indian Express. 10th

November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

UNIT 2: Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', Staging Resistance: Plays by Women in Translation. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

UNIT 3: Understanding Poetry

6. Angelou, Maya. 'Caged Bird', The Complete Collected Poems of Maya Angelou. New York: Random House Inc, 1994.

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', Collected Poems. New Delhi: Oxford University Press, 2005.

8. Okara, Gabriel. 'Once Upon a Time', Gabriel Okara: Collected Poems. Nebraska: University of Nebraska, 2016.

9. Lawrence, DH. 'Last Lesson of the Afternoon', The Complete Poems of DH Lawrence. Hertfordshire: Wordsworth Editions, 1994.

GE Language Course 5: ENGLISH FLUENCY- I Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

UNIT I: In the domestic sphere

1. Diary
2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Readings:

1. Morgan, Esther. 'The Lost Word', New Writing. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. Squiggle Gets Stuck: All About Muddled Sentences. India: Penguin Books Limited, 2016.

UNIT II: In the University

1. Introducing oneself -- Note-making
2. Pronunciation Intonation – Nouns, Verbs, Articles
3. Blog writing

A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.

B. Introduce characters from the text you are reading via posters

Readings:

3. Ghose, Premola. Tales of Historic Delhi. Zubaan, 2011.

UNIT III: In public places

1. CV Job applications

2. Tenses and concord

A. Write the CV of a fictional character

B. Write the perfect job application for your dream job

Readings:

4. Chakrabarti, Narendranath. 'Amalkanti', The Oxford Anthology of Modern Indian Poetry. ed.

Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.

5. Anand, S., et al. Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar. India:

Navayana Pub, 2011. pp 60-71

GE Language Course: DEVELOPING ENGLISH LANGUAGE SKILLS- I Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

UNIT 1: Reading & Vocabulary–I

Strategies for language learning;

various ways of reading;

understanding different text types like newspaper articles, poems, stories, etc. through a

variety of textual tasks such as reading aloud, sentence completion, true/false activities, reordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

Readings:

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992.

pp 8–10, 47–49

2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69

3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20

4. Everyday English. Delhi: Pearson, 2005. pp 21–31

5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

UNIT 2: Writing & Grammar–I

Understanding the structure of written texts by identifying topic sentences and supporting

details. Summarizing passages, expanding ideas, subjects and topics, the steps involved in the process of good writing.

Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

Readings:

6. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993.

pp 119–125

7. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216

8. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88

9. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42

10. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

UNIT 3: Speaking & Listening–I

Learning to use language according to situation: the difference between formal and informal;

ways of socializing and showing politeness;

expressions used for greetings and asking after, introducing oneself and others, thanking,

wishing well, apologizing and excusing, asking for and giving information, making offers

and requests and giving orders.

Readings:

Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26

English at the Workplace. Delhi: Macmillan, 2006. pp 10–13

English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

SECOND SEMESTER

GE: *Individual and Society* is offered by the department of English in second semester.

Dr Manju (manjuaditi26@yahoo.in) is the academic coordinator of BCOM Hons and BHJ course.

Dr Monica (elite1282@gmail.com) is the academic coordinator of BSW and B.A.(Hons) Geo course.

Course content:

UNIT – I (14 weeks-1 hour/week) **(credit-4)**

UNIT I: Caste and Class

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – II (14 weeks-1 hour/week)

UNIT II: Violence and War

2. Sood, Vinay, ed. Chapters 21-26, The Individual and Society: Essays, Stories and Poems. Delhi: Pearson, 2005.

UNIT – III (14 weeks-1 hour/week)

UNIT III: Living in a Globalized World

3. Sood, Vinay, ed. Chapters 29-34. The Individual and Society: Essays, Stories and Poems. Delhi: Pearson, 2005.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Béteille, André. Caste, Class, and Power. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). Caste and Class in India. India, Rawat Publications, 1994.
3. Malešević, Siniša. The Sociology of War and Violence. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). Violence and War in Culture and the Media: Five Disciplinary Lenses. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). A Globalizing World? Culture, Economics, Politics. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. Living in a Globalized World. Canada: Oxford University Press, 2007

THIRD SEMESTER

The following GEs are offered by the department of English in second semester of Hons. Courses.

ENGLISH LANGUAGE THROUGH LITERATURE- II

ENGLISH FLUENCY- II

DEVELOPING ENGLISH LANGUAGE SKILLS- II

ENGLISH LANGUAGE THROUGH LITERATURE- II (credit-4)

Course Content:

UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', Indian Review.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-bye-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', Tales from Firozsha Bagh. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', The Quilt from the Flea-market and Other Stories. Delhi: National Book Trust, 2017.

UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' CBS News. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' The Times of India. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-winover-broken-spine/> Accessed 13th June 2022

UNIT 3: Writing your own academic paper

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' The Guardian, 8th May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-truesymbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

ENGLISH FLUENCY- II (credit-4)

Course content:

Unit 1: In the State

☑ Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

☑ Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

Readings:

1. Sendak, Maurice. Where the Wild Things Are. UK: Random House, 2000.

2. <https://rtionline.gov.in/>

3. www.jaagore.com/know-your-police/procedure-of-filing-fir

4. www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Unit 2: Interface with Technology

☐ Book/film reviews

☐ Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

Readings:

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo.

Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391> Accessed 1st June, 2022

6. Brown, Dan. Angels & Demons. UK: Pocket Books, 2000.

7. Angels & Demons. dir. Ron Howard, 2009.

Unit 3: Self-Representation

☐ Introducing oneself, giving and seeking information.

☐ Introduce characters from the texts you are reading.

☐ Creating a profile for social media.

☐ Creating a professional profile of oneself.

☐ Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.

☐ Intercultural Communication

Readings:

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All

About", Scroll.In. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-buttheyou-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. Squiggle Takes a Walk: All About Punctuation. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', Sister Outsider.

NY: Random House, 1984. pp 40-44

11. Haroun and the Sea of Stories: Salman Rushdie. New Delhi: Penguin Books, 1991. pp 15-23

DEVELOPING ENGLISH LANGUAGE SKILLS- II (credit-4)

Course content:

UNIT 1: Reading & Vocabulary–II

- ☐ Ways of expanding vocabulary;
- ☐ learning how to use a dictionary;
- ☐ understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

Readings:

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 5–10, 27–29, 40–44, 81–83
2. Developing Language Skills 2. Delhi: Doaba House, 1995. pp 43–51
3. Everyday English. Delhi: Pearson, 2005. pp 36–43
4. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 32–37, 46–48

UNIT 2: Writing & Grammar–II Understanding what constitutes a piece of good writing; learning to describe objects and processes, narrate incidents and stories, and argue a point of view.

framing of questions and negative sentences;

modals and their uses.

Readings:

5. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 115–130
6. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 126–136
7. Developing Language Skills I. Delhi: Manohar, 1997. pp 183–186, 206–209
8. Developing Language Skills 2. Delhi: Doaba House, 1995. pp 112–116
9. English at the Workplace II (Delhi: Oxford University Press, 2007) pp 49 – 52.

UNIT 3: Speaking & Listening–II

Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone;

becoming a better listener;

expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

Readings:

10. Developing Language Skills I. Delhi: Manohar, 1997. pp 26–45

11. English at the Workplace. Delhi: Macmillan, 2006. pp 52–57

12. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 10–13, 20–24, 38–45

FOURTH SEMESTER

Contemporary India: Women and Empowerment will be offered to the students of fourth semester.

Course content:

UNIT – I (14 weeks-1 hour/week) (credit-4)

UNIT I: Concepts

- Sex and Gender -- social construction of gender; socialisation into gender

- Femininities and masculinities -- normative gender privilege;

heteronormativity

- Patriarchy -- history of the efforts to undo feminism

ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', Women Writing in India: 600 BC to the Early Twentieth Century. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311

2. Rassundari Devi, Excerpts from Amar Jiban, Women Writing in India: 600 BC to the Early Twentieth Century. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202

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3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', Women Writing in India: 600 BC to the Early Twentieth Century. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351

4. Geetha, V. Patriarchy. Kolkata: Stree, 2007. pp 3-61

UNIT – II (14 weeks-1 hour/week)

UNIT II: Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', Five Plays. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', Handbook of Gender. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', Feminism in India. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, Staying Alive: Women Ecology and Development. Delhi: Kali for Women, 1989.
9. Vinodini, M.M. 'The Parable of the Lost Daughter', The Exercise of Freedom. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

UNIT – III (14 weeks-1 hour/week)

UNIT III: Histories

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code 20
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

ESSENTIAL READINGS:

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990. Delhi: Zubaan,

1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

Practical component (if any) –

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.

2. Agnes, Flavia. 'Conjugality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.

3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

Common Pool of Generic Electives (GEs) offered by

Department of Physical Education

GE Paper: FITNESS & WELLNESS SEMESTER-I

GE : FITNESS & WELLNESS

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
Fitness & Wellness	04	3	0	1	XII class pass	NIL

Learning Objectives:

1. To impart the knowledge and practices about the fitness components and health.
2. The learner will learn and practice about the subject and their health benefits for normal and challenged population.
3. To develop the practical knowledge of learners, with applications and analysis of various laboratory testing, physiological testing, stress management, survey project for fitness and wellness of the local community and nutritional diet analysis.

Learning Outcomes:

1. The learners will be able to analyze and correlate the components of physical fitness, principles of physical fitness and benefits of fitness programmes.
2. The learners will be able to apply the knowledge regarding causes and prevention of obesity; and weight management guidelines to lead a better quality of life.
3. The learner will be able to analyze, correlate and evaluate in regard to fitness profile, development and maintenance of the player including types of motor components, principles of physical fitness, benefits of fitness program, causes and prevention of obesity and weight management.
4. The learner will be able to identify, apply and correlate different aspects of wellness including identifying dimensions of wellness, achieving and maintenance of wellness, identifying stressors and managing stress, relationship of wellness towards positive lifestyle and benefits of wellness.
5. The learner will be able to describe, apply, correlate and measure different aspects of behavior modification in regard to barriers to change, six stages of SMART, technique of change & smart goal setting with healthy lifestyle approach adaptation.
6. The learner will be able to describe, apply, correlate and measure different aspects of daily schedule of achieving quality of life and wellness in regard to daily schedule (based upon one's attitude, gender, age & occupation), basic module (time split for rest, sleep, diet, activity & recreation), principles to achieve quality of life including positive attitude, daily regular exercise, control over food habits & healthy hygienic practices.

THEORY SYLLABUS

UNIT – I	INTRODUCTION	(8 hrs lectures)
	1.1 Concept and meaning of fitness and wellness	
	1.2 Components of fitness and their description	
	1.3 Components of wellness and their description	
	1.4 Significance of fitness and wellness in present scenario.	
	1.5 Fitness and wellness for life	
UNIT – II	FITNESS PROFILE, DEVELOPMENT AND MAINTAINENCE OF FOLLOWING	(10 hrs lecture)
	2.1 Types :- physical (cardio respiratory, strength, speed agility, flexibility, power, muscular endurance) health related (cardio-respiratory, flexibility, body composition, muscular strength and endurance) motor skill related (speed, power, agility, coordination, endurance, balance)	
	2.2 Principals of physical fitness	
	2.3 Benefits of fitness programme	
	2.4 Obesity (causes and prevention)	
	2.5 Weight management (role of diet & exercise in maintenance of ideal weight)	
UNIT – III	WELLNESS	(12 hrs lectures)
	3.1 Identifying dimensions of wellness, achieving and maintenance of wellness	
	▪ Adopting healthy & positive lifestyle.	
	▪ Identifying stressors and managing stress	
	▪ Staying safe & preventing injuries	
	▪ Knowledge of Nutrition & its implication on healthy lifestyle	
	▪ Factors leading to eating disorders	
	▪ Hazards of substance abuse (smoking, alcohol & tobacco)	
	▪ Adoption of spirituality principals & their remedial measures	
	▪ Yogic practices for achieving health and fitness	
	▪ Worthwhile use of leisure time.	
	▪ Sexuality – preventive measures for sexual transmitted diseases.	
	▪ Emphasis on proper rest & sleep.	
	▪ Prevention of cancer, cardio-vascular disorders & other diseases.	
	3.2 Relationship of wellness towards positive lifestyle	
	3.3 Benefits of wellness	
UNIT – IV	BEHAVIOR MODIFICATION	(7 hrs lectures)
	4.1 Barriers to change	
	4.2 Process of change (6 stages) SMART	
	4.3 Technique of change & smart goal setting.	
	4.4 Healthy lifestyle approach. (Introduction, prevention, and treatment of inactivity diseases)	
UNIT – V	DAILY SCHEDULE OF ACHIEVING QUALITY OF LIFE & WELLNESS	(8 hrs lecture)
	5.1 Daily schedule based upon one's attitude, gender, age & occupation.	
	5.2 Basic – module: - Time split for rest, sleep, diet, activity & recreation.	
	5.3 Principles to achieve quality of life:- positive attitude, daily regular exercise, control over food habits & healthy hygienic practices.	

PRACTICAL SYLLABUS

30 hrs

1. FITNESS LABS: Various labs testing related to cardio-vascular endurance, flexibility, muscular strength and body composition.
2. PHYSIOLOGICAL TESTING: - Blood pressure, VO2 max, vital capacity, pulse rate.
3. STRESS MANAGEMENT :- Yogic practices (asanas, pranayam and meditation)
4. SURVEY PROJECT: - Fitness & wellness assessment of local community.
5. NUTRITIONAL DIET ANALYSIS :- Given diet

Suggested Readings:

1. Anderson, B., Stretch Yourself for Health & Fitness, Delhi : UBSPD, 2002.
2. Austin and Noble, Swimming For Fitness, Madras: All India Pub., 1997.
3. Bean, Anita, Food For Fitness, London : A & C Black, 1999.
4. Callno Flood, D.K., Practical Math For Health Fitness, New Delhi, 1996.
5. Cox, Corbin, C.B & Indsey, R., Concepts of Physical Fitness, WC Brown, 1994.
6. Difiore, Judy, Complete Guide to Postnatal Fitness, London : A & C Black, 1998.
7. Giam, C.K & The, K.C., Sport Medicine Exercise and Fitness, Singapore : P.G. Medical Book, 1994.
8. Gosselior, C., The Ultimate Guide to Fitness, London: Vermilion, 1995.
9. Harrison, J.C., Hooked on Fitness, NY: Parker Pub. Com., 1993.
10. Hoeger, W.K. and S.A., Principles and Labs for Physical Fitness, Englewood Morton, 1999.
11. Kirtani, Reema, Physical Fitness, Delhi : Khel Sahitya, 1998.
12. Maud, J.R. and Foster, C., Physiology Assessment of Human Fitness, New Delhi, 1995.
13. Mcglynn, G., Dynamics of Fitness, Madison : W.C.B Brown, 1993.
14. Muller, J. P., Health, Exercise and Fitness Delhi : Sports, 2000.
15. Muller, J.P., Health Exercise and Fitness, Delhi: Sports, 2003.
16. Saggar, S.K., Physical Fitness, New Delhi : Rupa Co., 1994.
17. Sharkey, B.J., Physiology of Fitness, Human Kinetics Book, 1990.
18. Thani, Lokesh, Rules of Games and Games and Fitness, Delhi: Sports, 2003.

Semester II
GE-Paper: STRESS MANAGEMENT

GE : STRESS MANAGEMENT

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-Requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
Stress Management	04	3	1	0	XII class pass	NIL

Learning Objectives:

1. To acquaint the learner with the knowledge, practices and understanding of anger, stress and its management and other related aspects important to sports persons.
2. The learners will be introduced with the basic concepts of stress and anger, causes and effects of stress and anger, main emotions of stress-fear and anger, daily life stressors, process of stress, anger and psycho physiology of stress.
3. The learner will gain knowledge and concept of self-awareness and stress management, muscular tension reduction, emotional tension reduction, stress free living, stress free examination, stress management through physical activity and stress management through recreation activities.
4. The learner will gain knowledge of anger management- Redford William's 12 steps of anger management, stress management- behavior modification, time management, coping strategy & intervention skills. It also helps to learn relaxation technique- diaphragmatic breathing, meditation, progressive muscle relaxation, Yoga, mental imagery, music therapy, and massage therapy.

Learning Outcomes:

1. The learner will be able to apply the knowledge, learning and understanding to the concept of anger, stress and how to manage it.
2. The learner will be able to correlate the concepts and practices of the stress and anger.
3. The learner will be able to understand and adapt to stress - reframing of habitual stress resistance, types of stress, personal and social stress, occupational stress, peer stress / learners stress, family stress, stress & elderly and Stress & drug abuse. It helps to know about the stress related diseases- sleep disorder, eating disorder, sexual and emotional disorder, other stress related diseases, stress & spirituality.
4. The learner will be able to correlate the concepts and practices for best management of stress.

THEORY SYLLABUS:

Unit-I

(15 hrs Lectures)

Definition of stress and anger, Causes and effects of stress and anger, two main emotions of stress-fear and anger, Daily life stressors, Process of stress and anger- Psycho Physiology of stress.

Unit-II

(15 hrs Lectures)

Adaptation to stress-Reframing of habitual stress resistance, types of stress-personal and social stress Occupational stress, Peer stress / Students stress, Family stress, Stress & elderly and Stress & drug abuse.

Stress related diseases- i) Sleep disorder, ii) Eating disorder, iii) Sexual and emotional disorder, iv) Other stress related diseases, v) Stress & Spirituality.

Unit-III

(15 hrs Lectures)

Self-awareness and stress management, Muscular tension reduction, Emotional tension reduction, Stress free living, Stress free examination, Stress management through physical activity, Stress management through recreation.

Unit-IV

(15 hrs Lectures)

Anger management- Redford William's 12 steps of anger management

Stress management- behavior modification, time management, coping strategy & intervention skills.

Relaxation technique- i) Diaphragmatic breathing, ii) Meditation, iii) Progressive muscle relaxation, iv) Yoga, v) Mental imagery, vi) Music therapy, vii) Massage therapy

SUGGESTED READINGS

1. Adrain F & Herrick E. and Sharp P (1998). Anger Management. Routledge Publishing. Florence. Kentucky. U.S.A.
2. Allen E (2008). Stress Management for Dummies. For Dummies Publishers. U.S.A.
3. Davis M. et al (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
4. Greenberg J.S. (2008). Comprehensive stress management. McGraw Hill, USA
5. Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
6. Mac W. (2007). Anger and Stress Management. God's Way. Calvary Press, USA.
7. Petee F (2006). Anger Management. Pentagon. Press. New York. U.S.A.
8. Swate Y B (2009). Anger Management. Sage Publication. New Delhi.
9. NCERT & CBSE publication and reading for stress management.

ADITI MAHAVIDYALAYA
DEPARTMENT OF COMMERCE
Generic Elective Course- 2.3(GE-2.3):

Sales Promotion

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		
Sales Promotion GE- 2.3	4	3	1	0	Pass in XII)	Pass in Marketing for Beginners (GE- 1.3

LEARNING OBJECTIVE

The course aims to familiarize the students with the basics of Sales Promotion and its importance in marketing.

LEARNING OUTCOME

The Learning Outcomes of this course are as follows:

- Evaluate the importance of sales promotion in marketing.
- Analyse the different forms of sales promotion.
- Design different tools for sales promotion campaign and analyse the need of a particular tool.
- Develop and evaluate sales promotion programs.
- Analyse the ethical and legal aspects of sales promotion.

SYLLABUS

Unit 1: Introduction to Sales Promotion (12 hours)

Sales Promotion: Nature, meaning and importance of Sales Promotions; Significance of Sales Promotion in marketing; Misconception about sales promotion; Relationship marketing and Sales Promotion; Role of Sales Promotion in Integrated marketing communication.

Unit 2: Types of Sales Promotion (6 hours)

Different forms of Sales Promotions; Consumer-oriented Sales Promotion; Trade oriented Sales Promotion; and Sales force oriented Sales Promotion

Unit 3: Major tools of Sales Promotion (12 hours)

Sales Promotion tools including -Premiums, price offs, coupons, sampling, refunds and rebates, contest, games and lotteries, point of purchase; Displays and demonstrations; Conferences use; Trade fairs; Exhibition and fashion shows, Specialities and novelties, and recent prevalent tools -features, strength and limitations.

Unit 4: Developing sales promotion programmes (12 hours)

Pre-testing; implementation; evaluating the result and making necessary modifications

Unit 5: Ethical and legal aspects of sales promotion (3 hours)

Importance of ethics in sales promotion; Unethical practices and its consequences in Sales Promotion; Puffery or misrepresentation

Practical Exercises

The learners are required to:

- Analyse the sales promotion campaign of different organisations.
- Identify the different forms of sales promotions in various organisations.
- Design different tools for sales promotion campaign for a hypothetical firm.
- Develop a sales promotion programme for a hypothetical firm.
- Analyse case studies concerning ethical and legal aspects on sales promotion.

Suggested Readings

- Kazmi, S. H. H. & Batra, S. K. (2009). Advertising and sales promotion. India: Excel Books.
- Kotler, P. & Keller, K.L. (2021). A framework for marketing management. (6th ed.). Pearson.
- Minahan, S. & Ogden-Barnes, S. (2015). Sales Promotion Decision Making: Concepts, Principles, and Practice. (1st ed.) United States: Business Expert Press.
- Mullin, R & Cummins, J. (2010). Sales Promotion: How to Create, Implement and Integrate Campaigns that Really Work. Paperback.
- Neslin, S. A., & Blattberg, R. C. (1990). Sales Promotion: Concepts, Methods and Strategies. United States: Prentice Hall.
- Quelch, J. A. (1989). Sales promotion management. Prentice Hall.

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

Examination scheme and mode:

Total Marks: 160

TOTAL OF THEORY + IA = 120 marks

Internal Assessment: 30 marks

End term theory exam : 90 marks

Tutorial-40 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.

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

THANK YOU

GE 1: Geography of India (Sem 1)

SYLLABUS OF GE-I

UNIT – I (12 Hours)

Physical Setting – Location, Relief and Structure, Drainage and Climate.

UNIT – II (12 Hours)

Population – Growth, Distribution, Literacy, Sex Ratio and Migration.

UNIT – III (12 Hours)

Resource Base – Renewable Resources and Diversification of Agriculture.

UNIT – IV (12 Hours)

Economy - Information Technology and Automobile Industry, Modes of Transport.

UNIT – V (12 Hours)

Key Concerns – Unity in Diversity, Border Issues and Biodiversity Conservation

GE 5: Disaster Management (Sem 2)

SYLLABUS OF GE-5

UNIT – I (10 Hours)

Disasters, Hazards, Risk, Vulnerability- Definition, Concept and Classification; Hazard, Risk Vulnerability Capacity (HRVC) - Methods, Analysis and Mapping

UNIT – II (10 Hours)

Disaster Management- Disaster Management Cycle, Community Based Disaster Management

UNIT – III (7 Hours)

Floods, Earthquake, Drought, Cyclone

UNIT – IV (10 Hours)

Industrial, War, Fire, Epidemics, Nuclear

UNIT – V (8 Hours)

Strategies for disaster management: International- Yokohama Strategy for a Safer World 1994, Hyogo framework for Action 2005-2015; Sendai Framework for Disaster Risk Reduction 2015-2030; Indian Policy for disaster management: Disaster Management Act 2005, 10 point Agenda of Prime minister on DRR

Practical component (if any) - NIL