

**Scheme of Examinations for
Semester - I to VIII
and Syllabi & Courses of
Study For
Semester I & II

For
BACHELOR OF ARTS IN
HISTORY
(Honours / Research)**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognised by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with "A+" Grade

SCHEME OF EXAMINATIONS

BACHELOR OF ARTS IN HISTORY (HONOURS/ RESEARCH)

(As per the Guidelines of NEP 2020, UGC, NHEQF and University of Jammu for Four Years
Multidisciplinary Undergraduate Honours Programme)

For examinations to be held in Semester-I (December, 2023, 2024 and 2025), Semester-II (May, 2024, 2025 and 2026), Semester-III (December, 2024, 2025 and 2026), Semester –IV (May, 2025, 2026 and 2027), Semester –V (December, 2025, 2026 and 2027), Semester –VI (May, 2026, 2027 and 2028), Semester –VII (December, 2026, 2027 and 2028) & Semester –VIII (May, 2027, 2028 and 2039)

Semester-I

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Major	UHS-101	History of India (Pre-History to Early India)	4	60	40	100
2.	Minor (Choose Any One)	USO-102	Introduction to Sociology-I	4	60	40	100
		UEG-102	British Poetry and Drama: 14 th to 17 th Centuries				
		UPS-102	Introduction to Psychology				
		UPO-102	Understanding Political Theory				
		UEC-102	Introduction to Micro-Economics				
3.	MD/ID	UG-103	Information Technology	3	45	30	75
4.	AEC	UG-104	General English	3	45	30	75
5.	SEC	UG-105	Theatre and Acting	2	-	50	50
6.	VAC	UG-106	Environmental Science	2	-	50	50
7.	VAC	UG-107	Understanding India	2	-	50	50
Total				20	210	290	500

Note:

- Abbreviations: MD/ID-Multi/Inter Disciplinary, AEC- Ability Enhancement Courses, SEC- Skill Enhancement Courses, VAC- Value Added Courses.
- The Skill Enhancement (SEC) and Value Added Courses (VAC) shall be organized under real or simulated conditions or through practical, visits, practicum / demonstrations and self-learning.

Semester-II

Sr.	Course Type	Course Code	Course Title	Credits	Maximum Marks		
					External	Internal	Total
1.	Major	UHS-201	Early to Early Medieval Indian History	4	60	40	100
2.	Minor (Choose One) Contd. From Sem. I	USO-202	Introduction to Sociology-II	4	60	40	100
		UEG-202	British Poetry and Drama: 17 th and 18 th Centuries				
		UPS-202	Cognitive Psychology				
		UPO-202	Constitutional Government and Democracy in India				
		UEC-202	Introduction to Macro-Economics				
3.	MD/ID	UG-203	ICT and Digital Skills	3	45	30	75
4.	AEC (Choose Any One)	UG-204/ UG-205	Hindi/ Urdu	3	45	30	75
5.	SEC	UG-206	Hospitality and Tourism	2	-	50	50
6.	VAC	UG-207	Computer Applications	2	-	50	50
7.	VAC (Choose Any One)	UG-208/ UG-209	Yoga Education/ Sports & Fitness	2	-	50	50
Total				20	210	290	500

Award on Exit after 2 Semesters: Undergraduate Certificate in History 40 credits followed by an exit 4-credit skills-enhancement course(s).

Semester-III

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-301	Early Medieval Indian History (750AD-1206AD)	4	60	40	100
2.	Major	UHS-302	Social Formations and Cultural Pattern of the Ancient World	4	60	40	100
3.	Minor (Choose One) Contd. From Sem. II	USO-303	Sociology of India-I	4	60	40	100
		UEG-303	British Literature: 18 th Century				
		UPS-303	Foundations of Social Psychology				
		UPO-303	Nationalism in India				
		UEC-303	Indian Economy-I				
4.	MD/ID	UG-304	Journalism and Mass Communication	3	45	30	75
5.	AEC	UG-305	Communication Skills	3	45	30	75
6.	SEC	UG-306	Financial Management	2	-	50	50
Total				20	270	230	500

Semester-IV

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-401	Medieval Indian History (1206AD- 1550AD)	4	60	40	100
2.	Major	UHS-402	Social Formations and Cultural Pattern of the Medieval World	4	60	40	100
3.	Major	UHS-403	History of Ancient Kashmir	4	60	40	100
4.	Major	UHS-404	History of Ancient Jammu	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. III	USO-405	Sociology of India-II	4	60	40	100
		UEG-405	British Literature: 19 th Century				
		UPS-405	Foundations of Developmental Psychology				
		UPO-405	Democratic Awareness with Legal Literacy				
		UEC-405	Indian Economy-II				
Total				20	300	200	500

Award on Exit after 4 Semesters: Undergraduate Diploma in History 80 credits followed by an exit 4-credit skills-enhancement course(s).

Semester-V

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-501	Medieval Indian History (1550 AD -1707 AD)	4	60	40	100
2.	Major	UHS-502	Rise of Modern West	4	60	40	100
3.	Major	UHS-503	History of Modern Europe - I	4	60	40	100
4.	Major	UHS-504	History of Modern Jammu and Kashmir	2	30	20	50
5.	Minor (Choose One) Contd. From Sem. IV	USO-505	Agrarian Society	4	60	40	100
		UEG-505	British Literature: The Early 20 th Century				
		UPS-505	Counselling Psychology				
		UPO-505	Perspectives on Public Administration				
		UEC-505	Development Economics-I				
6.	SEC	UG-506	Internship	2	-	50	50
Total				20	270	230	500

Semester-VI

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-601	Modern Indian History (1750 – 1950AD)	4	60	40	100
2.	Major	UHS-602	Social And Economic History of Medieval India	4	60	40	100
3.	Major	UHS-603	History of Modern Europe - II	4	60	40	100
4.	Major	UHS-604	Cultural Heritage of India	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. V	USO-605	Rethinking Development	4	60	40	100
		UEG-605	British Literature: Post World War II				
		UPS-605	Educational Psychology				
		UPO-605	Understanding Global Politics				
		UEC-605	Development Economics-II				
Total				20	300	200	500

Award on Exit after 6 Semesters: Bachelor Degree in History 120 Credits.

Semester-VII (Honours)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-701	Indian National Movement - I	4	60	40	100
2.	Major	UHS-702	Historiographic Traditions - I	4	60	40	100
3.	Major	UHS-703	Economic History of Early and Early Medieval India	4	60	40	100
4.	Major	UHS-704	History of Science and Technology in India	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. VI	USO-705	Sociology of Work	4	60	40	100
		UEG-705	Literature of the Indian Diaspora				
		UPS-705	Psychological Assessment				
		UPO-705	Political Processes and Institutions in Comparative Perspective				
		UEC-705	Money and Financial Markets				
Total				20	300	200	500

Semester-VIII (Honours)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-801	Indian National Movement - II	4	60	40	100
2.	Major	UHS-802	Historiographic Traditions - II	4	60	40	100
3.	Major	UHS-803	Economic History of Colonial India	4	60	40	100
4.	Major	UHS-804	Making of Contemporary India (1947-2000)	4	60	40	100
5.	Minor (Choose One) Contd. From Sem. VII	USO-805	Sociology of Health and Medicines	4	60	40	100
		UEG-805	Modern European Drama				
		UPS-805	Positive Psychology				
		UPO-805	Global Politics				
		UEC-805	International Economics				
Total				20	300	200	500

Award on Exit after 8 Semesters: Bachelor Degree in History (Honours) =160 Cr.

Semester	I	II	Exit	III	IV	Exit	V	VI	Exit	VII	VIII	G. Total
External	210	210	420	270	300	990	270	300	1560	300	300	2160
Internal	290	290	580	230	200	1010	230	200	1440	200	200	1840
Total	500	500	1000	500	500	2000	500	500	3000	500	500	4000
Credits	20	20	40+10	20	20	80+10	20	20	120	20	20	160

Semester-VII (Honours with Research)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext	Int.	Total
1.	Major	UHS-701	Indian National Movement - I	4	60	40	100
2.	Major	UHS-702	Historiographic Traditions - I	4	60	40	100
3.	Res.	UG-706	Research Methods and Data Analysis	4	60	40	100
4.	Res.	UG-707	Dissertation-I (Formulation of Proposal, and Two Chapters)	4	-	100	100
5.	Minor (Choose One) Contd. From Sem. VI	USO-705	Sociology of Work	4	60	40	100
		UEG-705	Literature of the Indian Diaspora				
		UPS-705	Psychological Assessment				
		UPO-705	Political Processes and Institutions in Comparative Perspective				
		UEC-705	Money and Financial Markets				
Total				20	240	260	500

Semester-VIII (Honours with Research)

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UHS-801	Indian National Movement - II	4	60	40	100
2.	Major	UHS-802	Historiographic Traditions - II	4	60	40	100
3.	Res.	UG-806	Dissertation-II (Data Collection & Report/ Thesis Submission)	8	120	80	200
4.	Minor (Choose One) Contd. From Sem. VII	USO-805	Sociology of Health and Medicines	4	60	40	100
		UEG-805	Modern European Drama				
		UPS-805	Positive Psychology				
		UPO-805	Global Politics				
		UEC-805	International Economics				
Total				20	300	200	500

**Award on Exit after 8 Semesters: Bachelor Degree in History (Honours with Research)
=160 Cr.**

Semester	I	II	Exit	III	IV	Exit	V	VI	Exit	VII	VIII	G. Total
External	210	210	420	270	300	990	270	300	1560	240	300	2100
Internal	290	290	580	230	200	1010	230	200	1440	260	200	1900
Total	500	500	1000	500	500	2000	500	500	3000	500	500	4000
Credits	20	20	40+10	20	20	80+10	20	20	120	20	20	160

EVALUATION

The distribution of 100 marks for theory courses (4 Credits) is as under:

1. External (End-semester) Examination : **60 Marks**
2. Internal Assessment: : **40 Marks**
 - (a) Mid-Term Test : 20 Marks
 - (b) ICT Bases Quiz : 10 Marks
 - (c) Sessional Work/ Practical including Viva/ Practicum/ Project/ Presentation/Essay etc. : 10 Marks

The distribution of 75 marks for theory courses (3 Credits) is as under:

1. External (End-semester) Examination : **45 Marks**
2. Internal Assessment: : **30 Marks**
 - (a) Mid-Term Test : 15 Marks
 - (b) ICT Bases Quiz : 09 Marks
 - (c) Sessional Work : 06 Marks

The distribution of 50 marks for theory courses (2 Credits) is as under:

1. External (End-semester) Examination : **30 Marks**
2. Internal Assessment : **20 Marks**
 - (a) Mid-Term Test : 10 Marks
 - (b) ICT Bases Quiz : 05 Marks
 - (c) Sessional Work/ Practical including Viva/ Practicum/ Project/ Presentation/Essay etc. : 05 Marks

The distribution of 50 marks for the SEC- Skill Enhancement Courses, VAC- Value

Added Courses and Internship (2 Credits) is as under:

1. Activity Report (Internal) : **30 Marks**
2. Viva-Voce/Presentation/Practical (Internal) : **20 Marks**

The distribution of 100 marks for Dissertation- I (4 Credits) is as under:

1. Research Proposal/ Synopsis (Internal) : **80 Marks**
2. Viva-Voce and Presentation (Internal) : **20 Marks**

The distribution of 200 marks for Dissertation- II (8 Credits) is as under:

1. Evaluation and Viva-Voce of Dissertation (External) : **120 Marks**
2. Evaluation and Viva-Voce of Dissertation (Internal) : **80 Marks**

ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term/minor tests and end-semester examinations is 75% in Theory and 90 % in Practicum/Practical/Internship.

NOTE FOR THEORY PAPER SETTER (4 Credits Course)

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

NOTE FOR THEORY PAPER SETTER (3 Credits Course)

- The Question Paper shall have 07 questions. **Questions No. 1 shall be compulsory** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 9 (3x3) marks
- The rest of **six questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 45**
- **Minimum pass marks shall be 18 (40%)**
- **Duration of the examination shall be 2½ Hours**

NOTE FOR THEORY PAPER SETTER (2 Credits Course)

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting at least **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

B.A.
(HONOURS / RESEARCH)
IN
HISTORY

Semester-I

HISTORY OF INDIA (PRE-HISTORY TO EARLY INDIA)

Course Code	: UHS-101/102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *discuss the landscape and environmental variations in the Indian subcontinent and their impact on the making of India's history.*
- *describe the main features of prehistoric and proto-historic cultures.*
- *list the sources and evidence for reconstructing the history of Ancient India*
- *analyze the way earlier historians interpreted the history of India and while doing so they can write the alternative ways of looking at the past.*
- *list the main tools made by prehistoric and proto-historic humans in India along with their find spots.*
- *discuss the beginning and the significance of food production.*
- *analyze the factors responsible for the origins and decline of the Harappan civilization.*
- *discuss various aspects of society, economy, polity and religious practices that are reflected in the Early Vedic and Later Vedic texts.*

B. COURSE CONTENT

UNIT - I

Reconstructing Ancient Indian History

- Early Indian notions of History
- Sources and tools of historical reconstruction.
- Historical interpretations (with special reference to gender, environment, technology, and regions).

Pre-historic hunter-gatherers

- Palaeolithic cultures- sequence and distribution; stone industries and other technological developments.
- Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

UNIT - II

The advent of food production

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

UNIT - III

The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

UNIT – IV

Cultures in transition

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

A. North India (circa 1500 BCE-300 BCE)

B. Deccan (circa 1000 BCE - circa 300 BCE)

C. South (circa 300 BCE to circa CE 300)

C. SUGGESTED READINGS:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- A. L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.
- Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Irfan Habib, A People's History-Vol. - 1, Pre-History, 2001 Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.,

INTRODUCTION TO SOCIOLOGY-I

Course Code	: USO-101/102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *understand sociology as a discipline and discuss its perspective*
- *explore sociology and other social sciences*
- *understand basic concepts for sociology*

B. COURSE CONTENT

UNIT-I

1. Sociology: Discipline and Perspective

- 1.1 Definition, Nature and Scope: Sociology and social sciences, Growth and development of sociology as a discipline.
- 1.2 Thinking Sociologically
- 1.3 Emergence of Sociology and Social Anthropology

UNIT-II

2. Sociology and Other Social Sciences

- 2.1 Sociology and Social Anthropology
- 2.2 Sociology & Psychology
- 2.3 Sociology & History

UNIT-III

3. Basic Concepts

- 3.1 Individual and Group
- 3.2 Associations and Institutions
- 3.3 Culture and Society
- 3.4 Social Change

UNIT-IV

4. Social Change and Stratification

- 4.1 Social Change: Meaning and Types
- 4.2 Social Stratification: Meaning and Characteristics
- 4.3 Social Mobility: Meaning and Types

C. SUGGESTED READINGS:

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp.65-80
- Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29
- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
- MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social GroUEG', Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
- Bierstedt, Robert, 1974, *The Social Order*, New York:McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212
- Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368
- Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
- Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press,Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Course Code	: UEG-101/102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *know the major founding, the features and characteristics of British Poetry and Drama.*
- *use the knowledge they have gained in reading works of English literature that make use of British Poetry and Drama.*

B. COURSE CONTENT

UNIT-I

Geoffrey Chaucer The Wife of Bath's Prologue
Edmund Spenser Selections from Amoretti: Sonnet LXVII 'Like as a huntsman...'
Sonnet LVII 'Sweet warrior...'
Sonnet LXXV 'One day I wrote her name...'
John Donne 'The Sunne Rising'
'Batter My Heart'
'Valediction: forbidding mourning'

UNIT-II

Christopher Marlowe Doctor Faustus

UNIT-III

William Shakespeare Macbeth

UNIT-IV

William Shakespeare Twelfth Night

Suggested Topics and Background Prose Readings for Class Presentations Topics

Renaissance Humanism
The Stage, Court and City
Religious and Political Thought
Ideas of Love and Marriage
The Writer in Society

C. SUGGESTED READINGS

- Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 476–9.
- John Calvin, ‘Predestination and Free Will’, in *The Portable Renaissance Reader*, ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books, 1953) pp. 704–11.
- Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of *The Courtier*, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

INTRODUCTION TO PSYCHOLOGY

Course Code	: UPS-101/102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *understand psychology as a discipline and discuss its perspective*
- *describe basic concepts of perception and thinking*
- *explain the concepts and theories of learning and motivation*
- *understand the concepts of memory and emotions*

B. COURSE CONTENT

UNIT I

Introduction: History, Nature and Methods of psychology (Introspection method, Observation method, Experimental method, Case study method, Questionnaire method, Interview method, Survey method); fields of psychology; Psychology in modern India.

UNIT II

Perception and Thinking: Perceptual processing, Perceptual organization, Perceptual sets, Perceptual constancies, depth perception, Illusions. Thinking process; nature of language, language development.

UNIT III

Learning and Motivation: Principles and applications of Classical conditioning, operant conditioning, and observational learning; Learning in a digital world; Motivation, types of motivation, motivational conflicts, Maslow's theory of motivation and Need theory of motivation.

UNIT IV

Memory and Emotions: Models of memory: Levels of processing, Parallel Distributed Processing model, and Information processing, Forgetting, Improving memory. Emotions: Components, theories of emotions

C. SUGGESTED READINGS:

- Baron, R. & Misra, G. (2013). Psychology. Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill

UNDERSTANDING POLITICAL THEORY

Course Code	: UPO-101/102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *explain political theory and discuss its idea of political theory, history and approaches.*
- *assess of its critical and contemporary trends*
- *reflect on the ideas and practices related to democracy.*

B. COURSE CONTENT

UNIT-I

Introducing Political Theory-I

- What is Politics: Theorizing the 'Political'
- Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

UNIT-II

Introducing Political Theory-II

- Approaches to Political Theory: Normative, Historical and Empirical
- Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

UNIT-III

The Grammar of Democracy

- Democracy: The history of an idea
- Procedural Democracy and its critique

UNIT-IV

Democracy and Participation

- Deliberative Democracy
- Participation and Representation

C. SUGGESTED READINGS:

I: Introducing Political Theory

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114
- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80

II: The Grammar of Democracy

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

INTRODUCTION TO MICRO-ECONOMICS

Course Code	: UEC-101/ 102	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *explain basic principles of microeconomic theory.*
- *apply the knowledge and analyse real-life situations.*

B. COURSE CONTENT

UNIT-I

Exploring the subject matter of Economics

Meaning, importance scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.

UNIT-II

Supply and Demand: How Markets Work, Markets and Welfare

Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.

UNIT-III

The Households

The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.

UNIT-IV

The Firm and Perfect Market Structure and Imperfect Market Structure

Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.

C. SUGGESTED READINGS

- Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc., 8th Edition, 2007.
- 2. N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
- 3. Joseph E. Stiglitz and Carl E. Walsh, Economics, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007

INFORMATION TECHNOLOGY

Course Code	: UG-103	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: MULTI/INTERDISCIPLINARY (MD/ID)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

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

- *explore concepts within the IT field.*
- *discuss and use basic computer concepts.*
- *examine emerging technologies and their impact on the IT field.*

B. COURSE CONTENT

UNIT- I

1. Introduction to Computer, evolution of computer devices, basic components of computer system and their interconnections, concepts in hardware, software: purpose and types of software, operating system, user interface, file and folder management.

UNIT- II

2. Introduction to Networks, Types of network: LAN, MAN, WAN, Network topologies: Star, Bus, Tree Mesh, computer ethics, function and purpose of wired and wireless networks

UNIT- III

3. Emerging technologies and their application to the IT field: 3D printing, virtual reality (VR), drones, artificial intelligence (AI), augmented reality (AR), gaming, and machine learning

C. SUGGESTED READINGS

- Balagurusamy, E. Fundamentals of Computer. Tata McGraw Hill Education Pvt. Ltd, New Delhi
- Rajaraman, V. Fundamentals of Computer. Prentice Hall of India Pvt. Ltd., New Delhi
- Salaria, R.S. Computer Fundamentals. Khanna Book Publishing Co. (P) Ltd., New Delhi
- Gay, G. And Blades, R. Information Technology for Cxc CSEC, Oxford: University Press, 2005.
- Jamrich, P. And Oja, D. New Perspectives on Computer Concepts, 10th Edition, Course Technology, Washington D.C.: Thomson Publishing, 2007.

GENERAL ENGLISH

Course Code	: UG-104	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: ABILITY ENHANCEMENT COURSE (AEC)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

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

- *develop the comprehension, reading, writing and speaking skills of the students through exercise in literature and language.*
- *enhance their language ability through applied grammar.*

B. COURSE CONTENT

UNIT- I

Prose

- 1.1 R. K. Narayan: Toasted English
- 1.2 Charles Lamb: Dream Children: A Reverie
- 1.3 Abdul Kalam: Wings of Fire (Excerpt given in The Pierian Spring)

UNIT-II

Poetry

- 2.1 Rabindranath Tagore: Leave this Chanting.
- 2.2 Ruyard Kipling: IF
- 2.3 William Wordsworth: The World is too Much With US

UNIT- III

Short Stories and Applied Grammar

- 3.1 O' Henry: The Last Leaf
- 3.2 Munshi Premchand: Child
- 3.3 Subject- Verb Agreement, Antonym and Synonym

C. Suggested Readings

- The Pierian Spring. Orient Black Swan.
- The Writerly Life: Selected Non-Fiction: R. K, Narayan, Edited by S. Krishnan,
- Critical Essays by Charles Lamb (1914), Kesinger Publishing, 2010.
- Grammar- Raymond Murphy
- Jones, Daniel. Cambridge Pronouncing Dictionary, Cambridge University Press, 2012.

- Carter, Ronald and Michael McCarthy, Cambridge Grammar of English: A Comprehension Guide. New Delhi: Cambridge University Press, 2006.
- John Seely. Oxford A-Z of Grammar & Punctuation
- Michael Swan. Practical English Grammar

THEATRE AND ACTING

Course Code	: UG-105	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: SKILL ENHANCEMENT COURSE (SEC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *report increased self-confidence*
- *express ideas with verbal fluency*
- *apply knowledge of nonverbal communication in sending and receiving messages*
- *demonstrate critical thinking skills in sending and receiving messages*
- *demonstrate organizational skills*
- *adapt messages and behaviours to different communication contexts*
- *employ listening and responding skills adapted to different communication contexts*
- *demonstrate an understanding of and respect for cultural and social diversity.*

B. COURSE CONTENT

UNIT- I

What is theatre? Elements of theatre Audience and Theatre, The theatre environment

Society, critic, and theatre

UNIT- II

The play and the theatre, The Playwright and the play, The actor and the theatre, The director and the theatre, The designers and the theatre

UNIT- III

Theatre History, Origins of theatre, Greek and Roman Theatre, Medieval and oriental theatre, The Renaissance, The rise of realism, Modern Drama, Contemporary Theatre Practices, Indian Theatre (Natyashastra & Sanskrit Theatre)

C. SUGGESTED READINGS

- Oscar Brockett's The Essential Theatre and History of Theatre
- Kenneth Cameron and Patti Gillespie, The Enjoyment of Theatre, 3rd edition, (Macmillan, 1992).
- Oscar Brockett and Robert Findlay, Century of Innovation, 2nd edition (Boston: Allyn and Bacon, 1991).

- Robert Cohen, *Acting Power* (London: Mayfield, 1978) and *Theatre*, 4th edition (London: Mayfield, 1997).
- Huberman, Pope, and Ludwig, *The Theatrical Imagination* (N.Y.: Harcourt, 1993).
- Gerald Bordman, *The American Musical: A Chronicle*. (N.Y.: Oxford, 1978).
- Garff Wilson, *Three Hundred Years of American Theatre and Drama* (Englewood Cliffs, N.J.: Prentice-Hall, 1982).
- Millie Barranger, *Theatre: A Way of Seeing*, 3rd edition (Belmont, CA: Wadsworth, 1991).
- Dennis J. Spore, *The Art of Theatre* (Prentice-Hall, 1993).
- Marsh Cassady, *Theatre: An Introduction* (Lincolnwood, IL: NTC Publishing: 1997).
- Edwin Wilson, *The Theatre Experience* (7th edition (McGraw-Hill, 1998).
- <https://canvas.harvard.edu/courses/8253/assignments/syllabus>
- <https://novaonline.nvcc.edu/eli/spd130et/syllatem.htm>
- Natya Shastra (Bharat Muni)
- *An Actor Prepares* (Constantin Stanislavski)

ENVIRONMENTAL SCIENCE

Course Code	: UG-106	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VALUE ADDED COURSE (VAC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *recognise environmental science and its linkage with climate change*
- *appreciate the role of environmental science in promoting clean and green environment*
- *describe the importance of natural resources and the need for conservation*
- *differentiate the concept of ecosystem and biodiversity*
- *explain the concept of sustainable resources*

B. COURSE CONTENT

UNIT-I

- 1.1. Concept of Environment, Ecosystem, Biodiversity.
- 1.2. Environmental science: Concept, Importance and Scope; Objectives and Principles of environmental education at secondary level

UNIT-II

- 2.1. Environmental Pollution: Meaning, causes, effects and control of air, water, soil and noise pollution
- 2.2. Natural Resources: Need and strategies for conservation of forests, wildlife, water, soil, air and energy. Role of Individual and local bodies in conservation of natural resources

UNIT-III

- 3.1. Human population and environment, Ecosystem: Concept, structure, functions and types of ecosystem; Ecological pyramid
- 3.2. Sustainable Development: Meaning, aims, principles and strategies for sustainable development

C. SUGGESTED READINGS

- Agarwal, S.K. and Dubey, P.S. (2002). Environmental controversies. New Delhi : APH.
- Agarwal, A. et al. (Ed.) (2001) Green politics : Global environment negotiations. New Delhi : Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment : Discovering the urban reality. New Delhi : Orient Longman.
- Dani, H.M. (1996). Environmental education. Chandigarh :Panjab University Publication Bureau
- Kaur, T.N. (1999). Environmental concerns and strategies. New Delhi :Ashish Publication House.
- Khan, T.I. (2001). Global biodiversity and environmental conservation – special emphasis on Asia and the Pacific. Jaipur : Pointer Publications.
- Khanna, G.N. (1993). Global environmental crisis and management. New Delhi: Ashish Publishing House.
- McCormik, John (1995). The global environmental movement. New York : John Wiley.
- Mohanty, S.K. (1998). Environmental and pollution law manual. New Delhi : Universal Law Publishing Co.
- Palmer, J. and Philip, Neal (1994). The handbook of environmental education. London: Routledge.
- Reddy, Parshottam K.C. and Reddy, Narsimha D. (2002). Environmental education. Hyderabad: Neelkamal Publishers.
- Singh, R.B. and Mishra, Suresh (1996). Environmental law in India: Issues and responses. New Delhi: Concept Publishing Co.
- Srivastav, Pankaj and Singh, D.P. (2002). Environmental Education. New Delhi: Anmol Publications.
- Trivedi, P.R., Sharma, P.L. and Sudershan, K.N. (1994). Natural environment and constitution of India. New Delhi :Ashish Publishing House

UNDERSTANDING INDIA

Course Code	: UG-107	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VALUE ADDED COURSE (VAC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *describe the evolution of India's culture*
- *analyse the process of modernization of Indian society and culture from past to future*
- *comprehend objective education and evaluate scientific development of India in various spheres*
- *inculcate nationalist and moral fervour and scientific temper*

B. COURSE CONTENT

UNIT-I

Unity in Diversity in India

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity The Bhakti (Vishnavite and Saivaite) and Sufi Movements. The concepts of Seela, Karuna, Kshama, Maitri, Vinaya, Santhi And Ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornaments Cultural diversity, Monogamy, Family system, Important seasonal festivals

UNIT-II

Social Reforms and Modern Society

Reforms by Basaveswara - Raja Rama Mohan Roy – Dayananda Saraswathi –Swamy Vivekananda –Mahatma Gandhi - B. R. Ambedkar. Modern Society: Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervour

UNIT-III

Science and Technology

Objectivity and Scientific Temper – Education on Scientific lines (Bloom's Taxonomy) - Online Education. Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages

Co-curricular Activities Suggested: Assignments, Group discussions, Quiz etc.

1. Invited Lecture by a local expert
2. Visit to a scientific institutions, local heritage sites, museums, industries etc.

C. SUGGESTED READINGS

- History of India and Culture (Upto 1526 A.D), Telugu Academy
- History of India and Culture (1526 A.D to 1964), Telugu Academy
- Basham, A.L (ed), A Cultural History of India
- Hana S. Noor Al-Deen & J.A. Hendricks, Social Media : Usage and Impact
- Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India After Independence
- S.K. Thakur, ISRO: History and Achievements
- V. Ramakrishna, Social Reform Movement Andhra, Vikas Publications

B.A.
(HONOURS / RESEARCH)
IN
HISTORY

Semester-II

EARLY TO EARLY MEDIEVAL INDIAN HISTORY

Course Code	: UHS-201/202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *discuss various kinds of sources that historians utilize to write the history of early historical and early medieval India.*
- *analyze the processes and the stages of development of various types of state systems like monarchy, republican and centralized states as well as the formation of large empires.*
- *understand the ways in which historians have questioned the characterization of the mauryan state.*
- *delineate the changes in the fields of agriculture, technology, trade, urbanization and society and the major points of changes during the entire period.*
- *describe the factors responsible for the rise of a good number of heterodox religious systems and adjustments and readjustments by various belief systems.*
- *trace the processes of urbanization and de-urbanization & monetization and monetary crisis in early India.*
- *analyse critically the changes in the varna/ caste systems and changing nature of gender relations and property rights.*

B. COURSE CONTENT

UNIT - I

Economy and Society (300 BCE – 300BC):

- Expansion of agrarian economy: production relations.
- Urban growth: north India, central India, and the Deccan; craft Production: trade and trade routes; coinage.
- Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

Changing political formations (300 BCE – 300AD):

- The Mauryan Empire
- Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Sangam Age.

UNIT – II

Towards early medieval India [300BCE – 750AD]:

- Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

- The problem of urban decline: patterns of trade, currency, and urban Settlements.
- Varna, the proliferation of jatis: changing norms of marriage and property.
- The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities - Pallavas, Chalukyas, and Vardhanas

UNIT - III

Religion, philosophy and society (300 BCE- 750AD):

- Consolidation of the Brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras.
- Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- The beginnings of Tantricism

UNIT – IV

Cultural developments (300 BCE -750AD):

- A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises
- Art and architecture & forms and patronage; Mauryan, post Mauryan, Gupta, post-Gupta

C. SUGGESTED READINGS

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994. 9
- P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. A. N. Sastri, A History of South India. R. S. Sharma, Indian Feudalism, 1980.
- R.S. Sharma, Urban Decay in India, c.300- C1000, Delhi, Munshiram Manohar Lal, 1987
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

INTRODUCTION TO SOCIOLOGY-II

Course Code	: USO-201/202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *understand sociological thoughts.*
- *conceptualize various aspects of society.*
- *reflect upon the thinkers and their contributions.*

B. COURSE CONTENT

UNIT-I

Evolutionary Perspectives

Concept of Social Evolution, Organic Analogy and Biological Theories of Evolution, Theories of Cultural Evolution, Neo-Evolutionary Theories

UNIT-II

Functionalism & Interpretive Sociology

Founders of Functionalism; Herbert Spencer, Emile Durkheim

Later Functionalists; Talcott Parsons, R.K. Merton

Meaning and Definition of Interpretive Sociology, Differences between Interpretive and Positivist Sociology, Origins of Interpretive Sociology (Max Weber)

UNIT-III

Conflict Perspective & Structuralism

The Classical Theorists, Modern Conflict Schools, Elite Theory, Recent Trends in Conflict Theory,

Claude Levi-Strauss and Structuralism

UNIT-IV

Interactionism & Feminist Perspective

George Herbert Mead: Basic Concepts, the Emergence of Symbolic Interactionism

Other Schools of Thought, Erving Goffman and the Dramaturgical Approach

Socio-Historical Background, Liberal Feminism, Socialist Feminism, Post Modern and Third Wave Feminism

C. SUGGESTED READINGS

For Unit I:

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

For Unit II:

- Durkheim, Émile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

For Unit III:

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150
- Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56

For Unit IV:

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280
- Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26
- Ingold, time (1982). *Evolution and social life*. Cambridge: Cambridge university press.
- Turner, Jonathan (1995). *The structure of sociological theory*. Jaipur: Rawat
- Blumer, Herbert. (1969). *Symbolic interactionism: perspective and method interpretive sociology*. Berkeley, ca: university of California press.
- Coser, Lewis. (1956). *The functions of social conflict*. Routledge.
- Burrige, K.O.I. (1967). "Levi-Strauss and myth." In Edmund Leach (ed), *the structural study of myth and totemism*. London: Routledge, pp 91-118
- Stryker, Sheldon. (1980). *Symbolic interactionism: a social structural version*, Menlo Park: Benjamin Cummings.
- Chaudhuri, m. (ed.). (2004). *Feminism in India*. New Delhi: Kali for women.

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES

Course Code	: UEG-201/ 202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MINOR/ MAJOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- explain the major founding, the features and characteristics of British Poetry & Drama.
- use the knowledge they have gained in reading works of English literature that make use of British Poetry & Drama.

B. COURSE CONTENT

UNIT-I

John Milton *Paradise Lost: Book 1*

UNIT-II

John Webster *The Duchess of Malfi*

UNIT-III

Aphra Behn *The Rover*

UNIT-IV

Alexander Pope *The Rape of the Lock*

Suggested Topics and Background Prose Readings for Class Presentations Topics

Religious and Secular Thought in the 17th Century
The Stage, the State and the Market
The Mock-epic and Satire
Women in the 17th Century
The Comedy of Manners

C. SUGGESTED READINGS

- The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps.1-7 and 22–4.

- Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.
- Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.
- John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The Norton Anthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.

COGNITIVE PSYCHOLOGY

Course Code	: UPS-201/ 202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *retrieve basic concepts of cognitive psychology*
- *explain the mechanism of attention and consciousness*
- *illustrate processes of memory and ways to enhance memory*
- *summarize reasoning and decision-making processes*

B. COURSE CONTENT

UNIT-I

INTRODUCTION TO COGNITIVE PSYCHOLOGY

- Nature, History, and Methods in Cognitive Psychology
- Cognitive Approaches- Information-Processing Approach, Connectionist Approach, Evolutionary Approach, Ecological Approach
- Cognitive Neuroscience and Cognitive neuropsychology

UNIT-II

ATTENTION & CONSCIOUSNESS

- Attention: Nature, concepts & theories
- Types of attention, Adaption and Habituation
- Consciousness: Nature, Types and Functions

UNIT-III

MEMORY PROCESS

- Nature, concept & metaphors of memory
- Eyewitness testimony
- Process and models of memory
- Memory enhancing strategies

UNIT-IV

REASONING & DECISION MAKING

- Concept, types of reasoning
- Approaches in reasoning
- Concept & models in decision making

C. SUGGESTED READINGS

- Matlin, M.W. (2008). *Cognition* (7th Ed.). CA: John Wiley & Sons.
- Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
- Sternberg, R. J. (2009). *Cognitive psychology* (4th Ed.). Wadworth, Cengage Learning.
- Solso, R. L. (2004). *Cognitive psychology* (6th Ed). New Delhi: Pearson Education.
- Schiffman, H. R. (2000). *Sensation and perception: An integrated approach*. New York: John Wiley.
- Hulse, S. H., Deese, J., & Egeth, H. (1975). *The psychology of learning*. ND: McGraw Hill

CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

Course Code	: UPO-201/ 202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *know the constitutional design of state structures and institutions, and their actual working overtime.*
- *understand the Indian Constitution in accommodating conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself.*
- *understand the role of the Government.*
- *explore the larger extra-constitutional environment.*

B. COURSE CONTENT

UNIT-I

Constituent Assembly and the Constitution

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution
- b. Fundamental Rights and Directive Principles

UNIT- II

Organs of Government

- a. The Legislature: Parliament
- b. The Executive: President and Prime Minister
- c. The Judiciary: Supreme Court

UNIT- III

Federalism and Decentralization -I

- a. Federalism: Division of Powers
- b. Emergency Provisions, Fifth and Sixth Schedules

UNIT- IV

Federalism and Decentralization- II

- a. Panchayati Raj : Theory and Practice
- b. Municipalities : Theory and Practice

C. SUGGESTED READINGS:

The Constituent Assembly and the Constitution

- Philosophy of the Constitution, the Preamble, and Features of the Constitution
- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:

- Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

Fundamental Rights and Directive Principles

- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.
- Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

- *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.

Organs of Government

- The Legislature: Parliament

Essential Reading:

- Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.
- V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

The Executive: President and Prime Minister

Essential Readings:

- J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

- J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.
- H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

The Judiciary: Supreme Court

Essential Readings:

- U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.
- R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

- L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

Federalism and Decentralization

- Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:

- M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.
- V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.
- Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91. *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp 192-213.

Additional Readings:

- R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.
- R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

Panchayati Raj and Municipalities

Essential Readings:

- P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage.

INTRODUCTION TO MACRO-ECONOMICS

Course Code	: UEC-201/ 202	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

A. COURSE LEARNING OUTCOMES

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

- *understand basic principles of macroeconomic theory.*
- *apply the knowledge of the aggregate economy and analyse real-life situations.*

B. COURSE CONTENT

UNIT-I

Introduction to Macroeconomics and National Income Accounting

Basic Issues Studied in Macroeconomics; Measurement Of Gross Domestic Product; Income, Expenditure and The Circular Flow; Real Versus Nominal GDP; Price Indices; National Income Accounting for an Open Economy; Balance of Payments: Current and Capital Accounts.

UNIT-II

Money

Functions of Money; Quantity Theory of Money; Determination of Money Supply and Demand; Credit Creation; Tools of Monetary Policy.

UNIT-III

Inflation

Inflation and its Social Costs; Hyperinflation.

UNIT-IV

The Closed Economy in the Short Run

Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers.

C. SUGGESTED READINGS:

- Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill, 11th edition, 2010.
- N. Gregory Mankiw. Macroeconomics, Worth Publishers, 7th edition, 2010.
- Olivier Blanchard, Macroeconomics, Pearson Education, Inc., 5th edition, 2009.
- Richard T. Froyen, Macroeconomics, Pearson Education Asia, 2nd edition, 2005.

- Andrew B. Abel and Ben S. Bernanke, Macroeconomics, Pearson Education, Inc., 7th edition, 2011.
- Errol D'Souza, Macroeconomics, Pearson Education, 2009.
- Paul R. Krugman, Maurice Obstfeld and Marc Melitz, International Economics, Pearson Education Asia, 9th edition, 2012.

ICT AND DIGITAL SKILLS

Course Code	: UG-203	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: MULTI/INTERDISCIPLINARY (MD/ID)	Internal Marks	: 30

A. COURSE LEARNING OUTCOMES

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

- *demonstrate the acquisition of digital literacy and skills*
- *understand and use multimedia for learning and work situations,*
- *explore and use various e-learning tools and technologies,*
- *learn to be safe and responsible online.*

B. COURSE CONTENT

UNIT-I

Introduction to Multimedia- Basic multimedia concepts, multimedia objects: text, graphics, animation, audio, images, video, hypertext and hypermedia. Multimedia applications in education, entertainment, advertising world etc. Components of a multimedia system, desirable features for a multimedia system, requirements of multimedia communication.

UNIT-II

Basics of e-Learning Management System (ELMS), E-content development- creating content with audio and video through software and developing e-content (pdf, image, audio, video, blogs, forums etc.) for ELMS.

UNIT-III

Being safe and responsible online – protecting privacy and data, being responsible online, digital wellbeing. How to be an online learner, digital citizenship, digital communication and social networking

C. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed 1. Tay Vaughan, Multimedia: Making it Work (with CD), 8th Edition, McGraw Hill Education 2011
- Ranjan Parekh, Principles of Multimedia, 2nd Edition, McGraw Hill Education, 2013.

- Rose Gonnella, Christopher Navetta, Max Friedman, Design Fundamentals: Notes on Visual Elements and Principles of Composition, 2015, 2nd edition, Peachpit Press
- David A. Lauer, Stephen Pentak, Design Basics, 2012, Eighth edition, Wadsworth Cengage Learning.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.
- <https://enhance.etfoundation.co.uk/eds>
- <https://enhance.skillslogic.com/category/being-safe-responsible-online>
- https://egyanagar.osou.ac.in/slmfiles/DMA_01_Block_3.pdf

HINDI

Course Code	: UG-204	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: ABILITY ENHANCEMENT COURSE (AEC)	Internal Marks	: 30

A. उद्देश्य

इस पाठ्यक्रम को पढ़ने के पश्चात् विद्यार्थी :

- भाषा के मूल शब्द के अर्थ को समझेंगे ।
- भाषा के विविध रूपों को जानेंगे ।
- व्याकरण-शिक्षण के ज्ञान को समझेंगे ।
- हिन्दी साहित्यकारों के बारे में जानेंगे ।

B. पाठ्यक्रम की विषय वस्तु

इकाई-1

1. हिन्दी भाषा अर्थ एवं स्वरूप
1.1 हिन्दी भाषा का अर्थ, स्वरूप, महत्त्व ।
1.2 भाषा के विविध रूप : मातृभाषा, राजभाषा, सम्पर्क तथा राष्ट्रभाषा ।

इकाई-2

2. हिन्दी व्याकरण-शिक्षण
2.1 हिन्दी व्याकरण का अर्थ, महत्त्व तथा विधियां ।
2.2 हिन्दी की वर्ण-व्यवस्था : स्वर एवं व्यंजन स्वर तथा व्यंजन के प्रकार ।

इकाई-3

3. प्राचीनकाल तथा आधुनिककाल के हिन्दी साहित्यकार
3.1 कबीरदास, तुलसीदास तथा सुरदास ।
3.2 रामधारी सिंह 'दिनकर', महादेवी वर्मा तथा सूर्यकांत त्रिपाठी 'निराला' ।

C. पुस्तक सूची

क्रमांक	हिन्दी पुस्तकें	लेखक
1.	हिन्दी शिक्षण	डॉ रामशंकर पांडे
2.	हिन्दी शिक्षण	डॉ सुरिन्दर सिंह कादियान
3.	हिन्दी शिक्षण	पी के ओझा

4.	हिन्दी शिक्षण	डॉ के सी जैन और शैली जैन
5.	भाषा विज्ञान	भोला नाथ तिवारी
6.	हिन्दी विज्ञान	मंगल देव शास्त्री
7.	हिन्दी शिक्षण विधियां	डॉ श्रुतिकान्त पाण्डेय
8.	हिन्दी शिक्षण विधियां	डॉ प्रेम लता
9.	हिन्दी शिक्षण विधियां	भटिया नारंग
10.	हिन्दी शिक्षण शास्त्र	डॉ शिखा अग्रवाल

URDU

Course Code	: UG-205	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: ABILITY ENHANCEMENT COURSE (AEC)	Internal Marks	: 30

URDU -1

Course Code:UG-105	Total Marks:75
Credits : 03	External Marks : 45
Courses Type: COMMON COURSES(CC)	Internal Marks:30

A Maqsad:- مقصد:- A

Zabano ki ahmiyat aur mukhtalif advaar ka jayeza ley sakein
Zabano ki ahmiyat aur mukhtalif advaar ka jayeza ley sakein

Hindustan ki mukhtalif zabano aur bolyon kay bahimi taaluq ko samaj sakein
ہندوستان کی مختلف زبانوں اور بولیوں کے باہمی تعلق کو سمجھ سکیں۔

Hindustan ki jadeed zabano ke aagazo irtaqa ki maloomat hasil kar sakein
ہندوستان کی جدید زبانوں کے آغاز و ارتقا کی معلومات حاصل کر سکیں۔

Hind aryayi se urdu ke rishte ko bayan kar sakein
ہند آریائی سے اردو کے رشتے کو بیان کر سکیں۔

B. pehla baab پہلا باب -B

- | | | |
|---|-----|--|
| 1.Urdu zaban ka aagazo irtaq | 1 | اردو زبان کا آغاز و ارتقا |
| 1.1 Hind aryayi ka irtaqa | 1.1 | ہند آریائی کا ارتقا |
| 1.2 Urdu zaban ki irtaq se mutalik mahiry lasaniyat ke nazariyaat | 1.2 | اردو زبان کی ارتقا سے متعلق ماہر لسانیات کے نظریات |

Dusra baab

دوسرا باب

2. Urdu grammar ki taarif aur misaalein.	اردو گرامر کی تعریف اور مثالیں۔	2
2.1 Ism zaat ki kismein, Ism ilm ki kismein	اسم ذات کی قسمیں، اسم علم کی قسمیں۔	2.1
2.2 lafaz, jumla, kalma, Ism.	لفظ، جملہ، کلمہ، اسم۔	2.2
Teesra baab		تیسرا باب
3. shamali hind mein shairo adab ka irtaqa	شمالی ہند میں شعر و ادب کا ارتقا	3-
3.1 Dabastane dehli, Dabastane lucknow	دہلی، دہلی، دہلی، دہلی	3.1
3.2 Aadil shahi door	عادل شاہی دور میں اردو ادب، قطب شاہی دور میں اردو ادب	3.2
mein urdu adab, qutub shahi door mein urdu adab		
sifaarish karda kitaabein:-		C - سفارش کردہ کتابیں۔
1. Hind aryayi aur hindi	سنیتی کمار چترجی	1 - ہند آریائی اور ہندی
Suniti kumar chetarji		
2. Urdu ki lasani tashqeel	ڈاکٹر مرزا خلیل بیگ	2- اردو کی لسانی تھکیل
Doctor mirza khaleel beig		
3. zaban kiya hai khaleel sadeqi	خلیل صدیقی	3- زبان کیا ہے
4. Teen hindustani zanane	کے ایس، بیدی	4- تین ہندوستانی زبانیں
K.S.Bedi		
5. Urdu zaban ki tareekh	ڈاکٹر مرزا خلیل بیگ	5- اردو زبان کی تاریخ
Dr. Mirza khaleel beig		
6. Urdu zaban ka koomi kirdaar	ظفر ادیب	6- اردو زبان کا قومی کردار
Zafar Adeeb		
7. Zaban aur ilm zaban	پروفیسر عبدالقادر سروری	7- زبان اور علم زبان

HOSPITALITY AND TOURISM

Course Code	: UG-206	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: SKILL ENHANCEMENT COURSE (SEC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *describe in general terms, the makeup and size of the lodging and foods service industries*
- *identify advantages and disadvantages of a career in hospitality and tourism.*
- *define “service” and summarize how service businesses differ from manufacturing businesses.*
- *describe the basic tasks of hospitality managers and trace the development of management theories.*
- *identify current labour trends affecting the hospitality and tourism industry.*
- *identify organizational structures and distinguish between revenue and cost streams.*

B. COURSE CONTENT

UNIT-I

1. Introduction: Hospitality and Tourism Today: A Career Overview
2. Foundations
 - a. Hospitality Foundations I: Early Development of the Industry.
 - b. Hospitality Foundations II: Development of the Industry in India.

UNIT-II

1. Food and Beverage Perspectives
 - a. The Dimensions of Food and Beverage.
 - b. Food and Beverage Facilities.
 - c. Food and Beverage Operations.
2. Lodging Perspectives
 - a. The Dimensions of Lodging.
 - b. Lodging Facilities.
 - c. Lodging Operations.

UNIT-III

1. Hospitality Management Perspectives
 - a. Hospitality Operations Management.
2. Travel and Tourism Perspectives
 - a. The Dimensions of Travel and Tourism.
 - b. Travel Services.
 - c. Recreation, Entertainment, and Other Tourism Attractions.

3. Future Perspectives

- a. Hospitality and Tourism Tomorrow: An Issues Overview.

C. **SUGGESTED READINGS:**

- Introduction to Management in the Hospitality Industry 10th edition, publisher, Wiley ISBN 978-0-470-39974-3 (Chapters 1 to 14 only)
- Hotel Management – Yogendra K Sharma.
- Introduction to Tourism and Hospitality Industry – Sudhir Andrew
- Hotel Housekeeping Operations – Sudhir Andrew
- Hotel Front office Operations – Sudhir Andrew
- Housekeeping Operations – Raghubalan and Smritee Raghubalan, T. Walter Wallbank “Civilisations Past and Present”- Scott Foresman, London, 1978
- Nisbet “Social Change and History”- Oxford University Press, 1972
- Gilbert Sigeauxz “History of Tourism”.
- Herbert “Heritage Tourism and Society”.
- J. Christopher Holloway “The Business of Tourism
- Burkhardt and Madlik “Tourist Past, Present and Future”
- Anand M.M. (1976) – Tourism and Hotel Industry in India, Prentice Hall of India Pvt. Ltd., New Delhi.
- Badan and Bhatt- Eco Tourism

COMPUTER APPLICATIONS

Course Code	: UG-207	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VALUE ADDED COURSE (VAC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *prepare hard and soft copy of lesson plans in teaching subject/s*
- *prepare hard and soft copy of their bio-data*
- *attain perfection in the analysis and graphical representation of data*
- *prepare and present a presentation through projector*

B. COURSE CONTENT

1. MS Word: Preparation of a document, letters, bio data, order/ notice – hardcopy and soft copy
2. MS Excel: Preparation of a time table, marks list – Analysis of data and graphical representation – hard copy and soft copy
3. MS PowerPoint: Preparation of animated slides (Insert pictures, cliparts, word art, sound effects, animation etc.)
4. Internet: Surfing educative websites, downloading, taking a print out, creating E-mail ID and website/ e-portfolio

C. SUGGESTED READINGS

- Abbott, C. (2001). *ICT. Changing educational*. London: Psychology Press.
- Agarwal, J.P. (2013). *Modern educational technology*. New Delhi: Black Prints.
- Barton, R. (2004). *Teaching secondary science with ICT*. New Delhi: McGraw Hill.
- Harley, Hahn (1996). *The Complete internet reference*. New Delhi: Tata – McGraw Hill.
- Hayes, J.P. (1998). *Computer architecture and organization*. New Delhi: Tata McGraw Hill.
- Jain, V.K. (1997). *Computer for beginners*. New Delhi: Pustak Mahal.
- Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
- Kumar, K.L. (2000). *Educational technology*. New Delhi: New Age International.
- Leon, Alexis and Mathews (1998). *Email in a nutshell*. Chennai: Leon Tech World.
- Mambi, Adam J. (2010). *ICT Law Book: A source book for information and communication technologies*. Tanzania: Mkukina Nyota Publishers.
- Mangal, S.K. and Mangal, Uma (2009). *Essentials of educational technology*. New Delhi: Prentice Hall of India.

- Mansfield, Ron (1994). *The compact guide to Microsoft Office*. New Delhi : BPB Publications
- Mehra, Vandana (2004). *Educational Technology*. New Delhi: SS Publishers.
- MHRD (2012). *National Policy on Information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of INDIA.
- Milan, Milenkovic (1987). *Operating system – concept and design*. New Delhi: Tata – McGraw Hill.
- Moore, K.D. (2009). *Effective instructional strategies*. Los Angeles: Sage.
- Mrunalini, T. and Ramakrishna A. (2014). *ICT in education*. Hyderabad: Neelkamal Publication.
- NCERT (2013). *Curricula for ICT in education: Version 1.01*, New Delhi : CIET, NCERT.
- Norton, P. (2000). *Introduction of computers*. New Delhi: Tata McGraw Hill.
- Rajaraman, V. (1992). *Fundamentals of computers*. New Delhi: Prentice Hall.
- Roblyer, M.D. (2005). *Integrating educational technology and management, Vol. I*. New Delhi: Kanishka Publishers and Distributors.
- Ron, Mansfield (1994). *The compact guide to Microsoft Office*. New Delhi: BPB Publications.
- Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
- Singh, Vishnu Priya and Singh, Meenakshi (1998). *Multimedia illustrated*. New Delhi: Prentice Hall of India.
- Subramanian, N. (1986). *Introduction to computer fundamentals*. New Delhi: Tata McGraw Hill.
- Pethuraja, S. (2015). Massive open online courses (MOOCS) for everyone. https://books.google.co.in/books?id=oaLtCAAAQBAJ&dq=moocs&source=gbs_navlinks.

YOGA EDUCATION

Course Code	: UG-208	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VALUE ADDED COURSE (VAC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- *illustrate the yogic concept of personality in terms of Panca Kosa and Triguna Theories*
- *explain the meaning and dimensions of an integrated personality*
- *explain the role of yoga practices in the development of an integrated personality*
- *discuss the concept of stress in terms of causes, symptoms and consequences*
- *relate the contribution of yoga practices in coping with stress*

B. COURSE CONTENT

UNIT-I

Introduction of Yoga and Personality Development

- 1.1. Personality from psychological as well as yoga points of view; The human personality within the frame work of Panca Kosa; Importance of Yogic diet on human personality
- 1.2. Three Attributes (Gunas): the Sattva, the Rajas and the Tamas Gunas, their implications for personality development

UNIT-II

Yoga and Stress Management

- 2.1. Concept, causes, symptoms and consequences of enhanced stress; Taking yoga as a way of life; Using yogic principles to cope with stress.
- 2.2. Practice of pranayama, yoga-nidra; antar-mauna and meditation; their role in managing stress level

UNIT-III

Yoga and Self-Development

- 3.1. Concept of self and self-development, relationship between yoga and self-development; Value-Concept and types (individual, social and spiritual), role of yoga in the development of these values in helping children develop right values

3.2. Concept of Yamas and Niyama, their role in human development; Practice of Yoga (Astanga Yoga) for human excellence

C. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teachers manual for school teachers*. New Delhi: Moraj Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
- Charlesworth, Edward A. and Nathan, Ronald G. (1984). *Stress management: A comprehensive guide to wellness*. New York: Ballantine Books.
- Lonavala Yoga Institute (2011). *Hathapradipika*. Lonavala: LY Institute.
- Muktibodhanands, Swami (2000). *Hatha-Yoga: Pradipika light on hatha yoga*. Munger (Bihar) Yoga Publication Trust.
- Nagarathna, R. (2005). *Yoga therapy for stress related ailments in Yoga – The science of holistic living*. Chennai: Vivekananda Kendra Prakashan Trust.
- Nagendra, H.R. and Nagarathna, R. (1988). *New perspectives in stress management*. Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.
- Parivrayaka, Swami Satyapati (2006). *Yogadarshanam*. Rojad (Gujarat): Darshana Yoga Mahavidyalaya.
- Ramakrishana Mission (2013). *Parents and teachers in value education*. Belur Math: Ramakrishna Mission.
- Saraswati, Swami; Satyananda (1996). *Asana Pranayama Mudra Bandha*. Munger (Bihar). Yoga Publication Trust.
- Srivastava, Sumitra (1998). *Understanding stress*. A multidimensional approach. New Delhi: Regency Publications.

SPORTS & FITNESS

Course Code	: UG-209	Total Marks	: 50
Credits	: 02	External Marks	: 0
Course Type	: VALUE ADDED COURSE (VAC)	Internal Marks	: 50

A. COURSE LEARNING OUTCOMES

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

- understand about the aims, objectives and career in physical education.
- explore the changing trends in the field of physical education.
- inhibit the skills of remaining physical fit and healthy.
- measure the physical fitness and maintain record.

B. COURSE CONTENT

UNIT-I

Changing Trends & Career in Physical Education

- Concept, Aims & Objectives of Physical Education
- Changing Trends in Sports- playing surface, wearable gears and sports equipment, technological advancements
- Career Options in Physical Education
- Khelo-India Program

UNIT-II

Physical Fitness, Health and Wellness

- Meaning and Importance of Wellness, Health and Physical Fitness
- Components/Dimensions of Wellness, Health and Physical Fitness
- Traditional Sports & Regional Games for promoting wellness
- Sports & Nutrition
 - a) Concept of balance diet and nutrition
 - b) Macro and Micro Nutrients: Food sources & functions
 - c) Nutritive & Non-Nutritive Components of Diet

UNIT-III

Test, Measurement & Evaluation

- Concept of Test, Measurement & Evaluation in Physical Education & sports.
- Classification of Test in Physical Education and Sports.
- Test administration guidelines in physical education and sports

C. SUGGESTED READINGS

- Health and Physical Education Class 11 (E): Educational Book Perfect Paperback, by V.K. Sharma.
- Lab Manual Health and Physical Education by V.K. Sharma.
- Daryl Siedentop, Hans Van Der Mars (2012). Introduction to Physical Education, Fitness, and Sport. 8th Edition, Publisher: McGraw-Hill Education.
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