

## **SYLLABUS : Major/minor**

Syllabus of papers offered by respective departments can be seen under:

## B.A. (Prog.) with Mathematics as Major

### Category II

#### **DISCIPLINE SPECIFIC CORE COURSE – 1: ELEMENTS OF DISCRETE MATHEMATICS**

#### **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		
Elements of Discrete Mathematics	4	3	1	0	Class XII pass with Mathematics	Nil

#### **Learning Objectives**

Students are introducing to:

- Order (or partial order) and related properties.
- Notion of a lattice which is also a step towards abstract algebra.
- Concept of Boolean algebra and its applications to minimizing a Boolean polynomial and switching circuits, which has further applications in computer science.

#### **Learning outcomes**

This course will enable the students to:

- Understand the basic concepts of sets, relations, functions, and induction.
- Understand mathematical logic and logical operations to various fields.
- Understand the notion of order and maps between partially ordered sets.
- Minimize a Boolean polynomial and apply Boolean algebra techniques to decode switching circuits.

#### **SYLLABUS OF DSC - 1**

##### **Theory**

##### **Unit – 1**

**(24 hours)**

##### **Sets, Relations and Functions**

Sets, Propositions and logical operations, Conditional statements, Mathematical induction, Relations and equivalence relation, Equivalence classes, Partial order relation, Partially ordered set, Hasse diagrams, Chain, Maximal and minimal elements, least and greatest elements, Least upper bound, Greatest lower bound, Zorn's lemma, Functions and bijective functions, Functions between POSETS, Order isomorphism.

##### **Unit – 2**

**(16 hours)**

##### **Lattices**

Lattice as a POSET, Lattice as an algebra and their equivalence, Bounded lattices, Sublattices, Interval in a lattice, Products and homomorphism of lattices, Isomorphism of lattices; Distributive, Complemented, Partition and pentagonal lattices.

**Unit – 3****(20 hours)****Boolean Algebra and Switching Circuits**

Boolean algebra, De Morgan's laws, Boolean expressions, Truth tables, Logic diagrams, Boolean functions, Disjunctive normal forms (as join of meets), Minimal forms of Boolean polynomials, Quine Mc-Cluskey method, Karnaugh maps, Switching circuits, Applications of switching circuits.

**Practical component (if any) – NIL****Essential Readings**

- Rudolf Lidl, & Gunter Pilz (2004). Applied Abstract Algebra (2nd ed.). Undergraduate text in Mathematics, Springer (SIE), Indian Reprint.
- Bernard Kolman, Robert C. Busby, & Sharon Cutler Ross (2009). Discrete Mathematical Structures (6th ed.). Pearson education Inc., Indian reprint.

**Suggestive Reading**

- Rosen, Kenneth H. (2017). Discrete Mathematics and its applications with combinatorics and Graph Theory (7th ed.). McGraw Hill Education.

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

**DISCIPLINE SPECIFIC CORE COURSE – 2: TOPICS IN CALCULUS**
**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		
Topics in Calculus	4	3	1	0	Class XII pass with Mathematics	Nil

**Learning Objectives**

The primary objective of this course is to:

- Introduce the basic tools of calculus which are helpful in understanding their applications in many real-world problems.
- Understand/create various mathematical models in everyday life.

**Learning Outcomes**

This course will enable the students to:

- Understand continuity and differentiability in terms of limits and graphs of certain functions.
- Describe asymptotic behaviour in terms of limits involving infinity.
- Use of derivatives to explore the behaviour of a given function locating and classify its

extrema and graphing the function.

- Apply the concepts of asymptotes, and inflexion points in tracing of cartesian curves.
- Compute the reduction formulae of standard transcendental functions with applications.

## SYLLABUS OF DSC - 2

### Theory

#### Unit – 1 (20 hours)

##### Limits, Continuity and Differentiability

Limit of a function,  $\varepsilon$ - $\delta$  definition of a limit, Infinite limits, Continuity and types of discontinuities; Differentiability of a function, Successive differentiation: Calculation of the  $n$ th derivatives, Leibnitz theorem; Partial differentiation, Euler's theorem on homogeneous functions.

#### Unit – 2 (20 hours)

##### Mean Value Theorems and its Applications

Rolle's theorem, Mean value theorems and applications to monotonic functions and inequalities; Taylor's theorem, Taylor's series, Maclaurin's series expansions of  $e^x$ ,  $\sin x$ ,  $\cos x$ ,  $\log(1+x)$  and  $(1+x)^m$ ; Indeterminate forms.

#### Unit – 3 (20 hours)

##### Tracing of Curves and Reduction Formulae

Asymptotes (parallel to axes and oblique), Concavity and inflexion points, Singular points, Tangents at the origin and nature of singular points, Curve tracing (cartesian and polar equations). Reduction formulae for  $\int \sin^n x dx$ ,  $\int \cos^n x dx$ , and  $\int \sin^m x \cos^n x dx$  and their applications.

**Practical component (if any) – NIL**

##### Essential Readings

- Prasad, Gorakh (2016). Differential Calculus (19th ed.). Pothishala Pvt. Ltd. Allahabad.
- Prasad, Gorakh (2015). Integral Calculus. Pothishala Pvt. Ltd. Allahabad.

##### Suggestive Readings

- Apostol, T. M. (2007). Calculus: One-Variable Calculus with An Introduction to Linear Algebra (2nd ed.). Vol. 1. Wiley India Pvt. Ltd.
- Ross, Kenneth. A. (2013). Elementary Analysis: The Theory of Calculus (2nd ed.). Undergraduate Texts in Mathematics, Springer. Indian reprint.

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

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B.A/ B.Sc. (Prog.) with Mathematics as Non-Major

Category III

**DISCIPLINE SPECIFIC CORE COURSE: TOPICS IN CALCULUS**

**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		
Topics in Calculus	4	3	1	0	Class XII pass with Mathematics	Nil

**Learning Objectives**

The primary objective of this course is to:

- Introduce the basic tools of calculus which are helpful in understanding their applications in many real-world problems.
- Understand/create various mathematical models in everyday life.

**Learning outcomes**

This course will enable the students to:

- Understand continuity and differentiability in terms of limits and graphs of certain functions.
- Describe asymptotic behaviour in terms of limits involving infinity.
- Use of derivatives to explore the behaviour of a given function locating and classify its extrema and graphing the function.
- Apply the concepts of asymptotes, and inflexion points in tracing of cartesian curves.
- Compute the reduction formulae of standard transcendental functions with applications.

**SYLLABUS OF DSC**

**Theory**

**Unit – 1**

**(20 hours)**

**Limits, Continuity and Differentiability**

Limit of a function,  $\varepsilon-\delta$  definition of a limit, Infinite limits, Continuity and types of discontinuities; Differentiability of a function, Successive differentiation: Calculation of the nth derivatives, Leibnitz theorem; Partial differentiation, Euler's theorem on homogeneous functions.

**Unit – 2**

**(20 hours)**

### **Mean Value Theorems and its Applications**

Rolle's theorem, Mean value theorems and applications to monotonic functions and inequalities; Taylor's theorem, Taylor's series, Maclaurin's series expansions of  $e^x$ ,  $\sin x$ ,  $\cos x$ ,  $\log(1+x)$  and  $(1+x)^m$ ; Indeterminate forms.

### **Unit – 3**

**(20 hours)**

#### **Tracing of Curves and Reduction Formulae**

Asymptotes (parallel to axes and oblique), Concavity and inflexion points, Singular points, Tangents at the origin and nature of singular points, Curve tracing (cartesian and polar equations). Reduction formulae for  $\int \sin^n x dx$ ,  $\int \cos^n x dx$ , and  $\int \sin^m x \cos^n x dx$  and their applications.

**Practical component (if any) – NIL**

#### **Essential Readings**

- Prasad, Gorakh (2016). Differential Calculus (19th ed.). Pothishala Pvt. Ltd. Allahabad.
- Prasad, Gorakh (2015). Integral Calculus. Pothishala Pvt. Ltd. Allahabad.

#### **Suggestive Readings**

- Apostol, T. M. (2007). Calculus: One-Variable Calculus with An Introduction to Linear Algebra (2nd ed.). Vol. 1. Wiley India Pvt. Ltd.
- Ross, Kenneth. A. (2013). Elementary Analysis: The Theory of Calculus (2nd ed.). Undergraduate Texts in Mathematics, Springer. Indian reprint.

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## DEPARTMENT OF PSYCHOLOGY

### Category II

**Psychology Courses for Undergraduate Programme of study with  
Psychology as one of the Core Disciplines  
(B.A. Programme with Psychology as Major discipline)**

#### DISCIPLINE SPECIFIC CORE COURSE – 3:

#### 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		
Introduction to Social Psychology	4	3	0	1	Class XII passed	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students comprehend the basic principles of social psychology.

#### Learning Outcomes

After completing this course, the student will be able to:

- Understand various levels of social processes in real-life settings
- Become sensitized to the Indian social context.
- Develop skills to facilitate healthy interpersonal relationships.
- Design and execute a study based on relevant topics of social psychology

#### SYLLABUS OF DSC-3

##### **UNIT – I (15 Hours)**

###### **Introduction:**

Social psychology: Nature, Scope, Methods, Brief history, Social Psychology in Indian Context

Individual-level processes: Attribution (theories-Kelly & Heider), Attitude (formation, change and resistance)

##### **UNIT – II (15 Hours)**

###### **Interpersonal processes**

Prosocial behaviour - theories, factors, bystander intervention model; Aggression: theoretical perspectives, various determinants, ways of controlling aggression, Social Influence: Conformity and Compliance

##### **UNIT – III (15 Hours)**

###### **Group dynamics**

Nature of groups - key features, types of groups, group formation; group decision making

##### **Practical component – (30 Hours)**

Any one practical based on any topic from the above three units.

(10-12 students per week per group)

**DISCIPLINE SPECIFIC CORE COURSE – 4:**

**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		
<b>Applications of Social Psychology</b>	4	3	0	1	<b>Class XII passed</b>	Nil

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology and its applications to various domains of life.

**Learning Outcomes**

After completing this course, the student will be able to:

- Understand social problems and issues related to self and society
- Design and execute a study based on any relevant intervention/participatory method.

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

**Introduction**

Applied Social Psychology - Nature, intervention and evaluation: Process of intervention; need for evaluation for effective programmes and steps of evaluation

**UNIT – II (15 Hours)**

**Environment and Social Psychology**

Resource dilemma, culture and environment, impact on human health and wellbeing, pro-environment behaviour

**UNIT – III (15 Hours)**

**Social Diversity**

Economic, cultural, religious, gender; challenges of diversity: prejudice and stereotype, conflict, conflict resolution

**Practical component – (30 Hours)**

One practicum based on any topic from the above three units.

**(10-12 students per week per group)**

### Category III

**Psychology Courses for Undergraduate Programme of study with  
Psychology as one of the Core Disciplines  
(B.A. Programme with Psychology as Minor discipline)**

**DISCIPLINE SPECIFIC CORE COURSE – 3:**

**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		
<b>Introduction to Social Psychology</b>	4	3	0	1	<b>Class XII passed</b>	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students comprehend the basic principles of social psychology.
- To develop an understanding of how an individual's thoughts, feelings and behavior are influenced by social context.

#### Learning Outcomes

After completing this course, the student will be able to:

- Understand various levels of social processes in real-life settings
- Become sensitized to the Indian social context.
- Develop skills to facilitate healthy interpersonal relationships.
- Design and execute a study based on relevant topics of social psychology

#### SYLLABUS OF DSC-3

##### **UNIT – I (15 Hours)**

###### **Introduction:**

Social psychology: Nature, Scope, Methods, Brief history, Social Psychology in Indian Context

Individual-level processes: Attribution (theories-Kelly & Heider), Attitude (formation, change and resistance)

##### **UNIT – II (15 Hours)**

###### **Interpersonal processes**

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Prosocial behaviour - theories, factors, bystander intervention model; Aggression: theoretical perspectives, various determinants, ways of controlling aggression, Social Influence: Conformity and Compliance

**UNIT – III (15 Hours)**

**Group dynamics**

Nature of groups - key features, types of groups, group formation; group decision making

**Practical component – (30 Hours)**

Any one practical based on any topic from the above three units.

**(10-12 students per week per group)**

**Essential/recommended readings**

- Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R (2017). Social psychology (9<sup>th</sup> Ed), New Delhi Pearson.
- Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson.
- Baumeister, R.F. & Bushman, B.J. (2013). Social Psychology and Human Nature. Wadsworth.
- Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
- Hogg, M. & Vaughan, G.M. (2018). Social Psychology. Prentice Hall.
- Kassin, S., Fein, S., & Markus, H.R. (2008). Social Psychology. New York: Houghton Mifflin.
- Misra, G. (2009). Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research). New Delhi: Pearson
- Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill.
- Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

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

**DSC-3: Sanskrit Prose**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Prose DSC - 3	4	3	1	0	Class 12TH	NIL

**Learning Objectives:**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.
- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-3**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(15 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं

चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)

Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II**

**(15 Hrs)**

### Śivarājavijayam, Niḥśwāsa-I

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

### Śivarājavijayam, Niḥśwāsa-II

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

### Unit: III

(15 Hrs)

#### History of Sanskrit Literature: Prose:

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

### Unit: IV

(15 Hrs)

#### Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcavimsatikā, Siṃhāsanaadvātrimśikā and Puruṣaparīkṣā.

#### Essential/recommended readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. भानुचन्द्रसिंह, शुकनासोपदेश: संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
3. रामनाथ शर्मा सुमन (व्या.), शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
6. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
7. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
8. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली
9. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
10. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

#### Additional Resources:

1. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
2. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

3. त्रिपाठी, राधावल्लभः संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
4. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
5. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
6. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi
7. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

### DSC - 4: Sanskrit Drama

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Drama DSC - 4	04	03	01	0	Class 12TH Pass	NIL

#### Learning Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

#### Learning Outcomes:

- After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition.
- This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts.
- The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

#### SYLLABUS OF DSC - 4

(45 hours Lectures and 15 hours Tutorials)

**Unit: I****(15 Hrs)****Dutavākyaṃ: Act I – Bhāsa**

First Act (प्रथम अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

**Unit: II****(15 Hrs)****Abhijñānaśākuntalam Act IV- Kālidāsa**

Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. *kāvyeṣu nāṭakam ramyam, upamā*, Language of Kālidāsa, *dhvani* in Kālidāsa, Purpose and design behind *Abhijñānaśākuntalam* and other problems related to the text.

**Unit: III****(15 Hrs)****Technical Terms from Sanskrit Dramaturgy**

नाटक, नायक, नायिका, पूर्वरङ्ग, नान्दी, सूत्रधार, नेपथ्य, प्रस्तावना, कञ्चुकी, विदूषक, अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, विष्कम्भक, प्रवेशक एवं भरतवाक्य।

**Unit: IV****(15 Hrs)****History of Sanskrit Drama (Origin and Development),****Some important dramatists:**

Bhāsa, Kālidāsa, Sūdraka, Viśākhadatta, Harṣa, Bhavabhūti, and their works.

**Teaching Learning Process:**

1. Since most learners will be new to classical Sanskrit drama, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāsas.
4. Teachers will arrange words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

**Suggested Reading:**

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद ।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस ।
4. C.D. Devadhar (Ed.), *Abhijñānaśākuntalam*, MLBD, Delhi.

5. M.R. Kale (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar (Ed.), Abhijñanaśākuntalam.
7. Ramendramohan Bose, Abhijñanaśākuntalam, Modern Book Agency, Calcutta.
8. भागवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी ।
9. हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली ।
10. पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली ।
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
14. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.
16. दूतवाक्यम् - भास, (हिन्दी व्याख्या) रामलाल सावल, गयाप्रसाद एण्ड सन्स, आगरा, १९७१

**Additional Resources:**

1. Mirashi, V.V. : *Kālidāsa*, Popular Publication, Mumbai.
2. Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
3. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
4. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

**BA (Prog.) with SANSKRIT as Non-Major**

**DSC - 2: Sanskrit Prose**

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Prose DSC - 2	04	03	01	0	Class 12TH	NIL

**Learning Objectives:**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.

- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-2  
(45 hours Lectures and 15 hours Tutorials)**

**Unit: I (16 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)  
Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II (16 Hrs)**

**Śivarājavijayam, Niḥśwāsa-I**

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

**Śivarājavijayam, Niḥśwāsa-II**

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

**Unit: III (08 Hrs)**

**History of Sanskrit Literature: Prose:**

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa.

**Unit: IV (05 Hrs)**

**Survey of Sanskrit Literature: Prose:**

Pañcatantra, Hitopadeśa, Vetālapañcavṃśatikā, Simhāsanadvātrimśikā and Puruṣaparīkṣā.

**B.A. (PROG.) MUSIC – HINDUSTANI MUSIC  
(VOCAL/INSTRUMENTAL)**

DSC-1(A/B): Fundamentals of Indian Music (Non-major)

Course Title& Code	Credits	Credit distributions of the course			Eligibility Criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	Practical		
FUNDAMENTALS OF INDIAN MUSIC DSC-1 A	4	2	0	2	Class XII Pass	Nil

**SEMESTER-1**

**Theory: Component-1 Course: DSC 1 (A/B)**

**Paper Name: Fundamentals of Indian Music**

**Credits:2**

**Learning Objectives**

- The foremost emphasis of the course is on establishing better understanding of the different aspects of Hindustani music.
- Basic knowledge of the instruments – Tanpura/ Sitar.
- Biographies of the musicians, composers and musicologists will help students to know about the great musicians.
- Theoretical knowledge of Ragas and Talas.

**Learning Outcomes (LO)**

- The student will learn and understand the definitions of the musical phrases and will be able to effectively communicate the same.
- The student will gain qualitative knowledge on the study of important melodic terminology, and will be able to successfully display the same.
- The students will be able to attain in depth understanding of musical instruments such as the Tanpura and Sitar and skillfully illustrate their various section.
- The student will be able to acquire cognition about the biographies of renowned musicians, thereby deriving influence from their musical pursuits.
- The student will be able to illustrate the prescribed Ragas and Talas which will further illuminate their Practical demonstration.

## **Contents:**

### **Unit I**

Sangeet, Shruti , Swara and its types- Shuddhaswara, vikritswara, chalswara, achalswara, Vadi, Samvadi, Anuvadi, VivadiSwar. **(8 Hours)**

### **Unit II –**

Saptak , Laya- vilambit Madhya & drutlaya, Nada – Ahata and Anahata Nada- tarta –teevrata - jati. **(4 Hours)**

Unit III - Raga and its Jati- audav-shadav- sampoorna, Aroh, Avroh, Pakad. **(4 Hours)**

Unit IV - Tala: Matra,Tali, Khali, Vibhag. **(2 Hours)**

Unit V - Basic knowledge of the following instruments with diagrams and labelling: Tanpura for Vocal students, Sitar for Instrumental students. **(2 Hours)**

### **Unit VI –**

Biographies & contributionsof the following musicians: Amir Khusrau, Swami Haridas, Tansen, Purandardas, Ameer Khan, Maseet Khan, Raza Khan. **(6 Hours)**

Unit VII - Study of prescribed Ragas: **(2 Hours)**

- Alhaiya Bilawal
- Khamaj
- Bhairav

Unit VIII - Study of prescribed Talas with Dugun : **(4 Hours)**

- Teentala
- Dadra
- Kaharwa
- Jhaptal

## **References:**

- Bhatkhande, V.N. (Part-I 1st Edition: 1951, Part-II 3rd Edition: April. 1969, Part-III 2nd Edition: April. 1968, Part-IV 2nd Edition: March. 1970) Bhatkhande Sangeet Shastra, Hathras, U.P., Sangeet Karyalaya.
- Garg, Laxmi Narayan (1984) Hamare Sangeet Ratna, Hathras, U.P., Sangeet Karyalaya.
- Mishra, Pt. Lalmani (1st Edition: 1973) Bhartiya Sangeet Vadya, New Delhi, Delhi, Bhartiya Gyanpeeth.
- Singh, Tejpal. &Arora, Perna (1st Edition; 2005) Sangeet KedeedeeptyamanSoorya, Ustad Ameer Khan, New Delhi, Delhi, Kanishka Publishers.
- Govardhan, Shanti (1st Edition, Part-I 2005, Part-I 2004) Sangeet Shastra Darpan. Allahabad, U.P., RantakarPathak.
- Kasliwal, S. (2001), Classical Musical Instruments, New Delhi, Delhi, Rupa& co.

- Shrivastava, Girish Chandra (2002) Tala Parichaya; Part-III, New Delhi, Delhi, RubiPrakashan.
- Jain, Renu (1st Edition: 2006) Swaraaur Raga, New Delhi, Delhi, Kanishka Publishers

**Practical : Component -60 Hours**

**Course : DSC 1(A) Practical : Performance & Viva –Voce**

**Credit : 2**

**Learning Objectives:**

Ability to play/sing Alankar.

Performance based on Raga and Tala in prescribed syllabus. Learn different techniques to sing and play.

Learn to play basic Harmonium.

**Learning Outcomes (LO):**

The students will gain proficiency in learning the five rudimentary Alankars and will be able to adeptly demonstrate them, thereby attaining a firm grasp on the accuracy of Swaras.

The student will be able to display their mastery over Swarmalika in one of the prescribed Ragas, which becomes the fulcrum to learning the intrinsic nature of the Raga.

The student will be able to skillfully exhibit DrutKhayals in the two specified Ragas. This becomes a preamble to acquiring performance skills.

The student will be able to achieve deciphering of the twelve musical notes by the ear, giving them a resilient hold on the Swaras.

The student will be able to recite the Thekas with their Dugun and Tali-Khali in the given Talas, achieving a stable foothold on rhythm.

The student will be able to obtain understanding of the fundamental knowledge of playing the Tanpura and Harmonium which becomes a core for further learning and self reliance.

The practical file for internal assessment will be presented with Illustrations of Ragas, notations of traditional compositions, Talas with Dugun. This also becomes a valuable note file for references.

**Contents:**

**Prescribed Ragas :**

- **AlhaiyaBilawal**
- **Khamaj**
- **Bhairav**

**Vocal Music: (30 Hours)**

Five Alankars.

Lakshangeet/Swarmalika in any one of the Ragas.

DrutKhayal in any two of the prescribed Ragas.

Identifying Shuddha and VikritSwaras when sung or played .

Ability to recite the following Thekas and their Dugun with Tali& Khali-

- Teentala
- Jhaptala
- Kaharwa
- Dadra

Basic knowledge of playing Tanpura.

Practical file with details of Ragas

Notations of compositions .

Talas with Dugun.

**Instrumental Music: ( 30 Hours)**

Five Alankars.

Razakhani gat in any two of the prescribed Ragas.

Basic technique of Jhala Playing.

Identifying Shuddha and Vikrit Swaras when sung or played .

Ability to recite the following Thekas and their Dugun with Tali& Khali-

- Teentala
- Jhaptaala
- Kaharwa
- Dadra

Practical file with details of Ragas.

Notations of compositions.

Talas with Dugun.

**References:**

Bhatkhande, V.N., (Part I, Jan, 2000), KramikPustakMalika, Hathras, U.P., Sangeet Karyalya.

Bhatkhande, V.N., (Part-II,Dec. 2013), KramikPustakMalika, Hathras, U.P., Sangeet Karyalya.

Patwardhan, V.R., (Part-I, First Edition,1936), Raga Vigyan, Pune, MH, Publisher-Dr.

MadhusudhananPatwardhan.

Patwardhan, V.R., (Part-II, First Edition, 1937), Rag Vigyan, Pune, MH, Publisher-Dr.

MadhusudhananPatwardhan.

Mishra, Lalmani, (First Edition,1979), Tantrinada, Kanpur, U.P., Sahitya Ratnalaya.

Bhatkhande, V.N., (6th Edition, Sep., 1999), Bhatkhande Sargam GeetSangrah,

Hathras, U.P., Sangeet Karyalya.

Ratanjankar, Krishna Narayan (Part-I 3rd Edition: 1990, Part-II 2nd Edition: 1992, Part-III 2nd Edition: 1994) Abhinav GeetManjari, Mumbai, Maharashtra, VishvasMandal.  
 Jha, Ramashraya (Part-I 2014, Part-II 7th Edition: 2013, Part-III 4th Edition: 1999, Part-IV 5th Edition: 2015, Part-V 3rd Edition: 2012) Abhinav Geetanjali, Allahabad, U.P., Sangeet SadanPrakashan.  
 Singh,Tejpal (1st Edition: 2006) Vidhivat Sangeet Shikshan, Allahabad, U.P., Pathak Publication.  
 Shrivastava, Harish Chandra (Part-I 7th Edition: 2006, Part-II 7th Edition: 2008, Part- III 2009, Part-IV 14th Edition: 2008) Raga Parichaya, Allahabad, Sangeet SadanPrakashan

### **DSC-1-C Biographies of Musicians and Musicologists (Major)**

Course Title& Code	Credits	Credit distributions of the course			Eligibility Criteria	Prerequisite of the course (if any)
		Lecture	Tutorial	practical		
BIOGRAPHIES OF MUSICIANS AND MUSICOLOGISTS DSC-1 C	4	2	0	2	Class XII Pass	Nil

### **B.A. (PROG.) Hindustani Music - Vocal/ Instrumental as Discipline course (Major)**

#### **Theory: Component -1**

#### **Paper name: Biographies of Musicians and Musicologists**

#### **Learning Objectives:**

\*The objective of the course is to establish a chronology of the evolution through the study of the biographies of eminent musicians across the country.

\* The biographies collected from authentic sources of musicians united by technique and methodology will help in creating a solid structural understanding.

\*Studying notation of compositions established by eminent musicologists.

#### **Learning Outcomes:**

\*Students will be able to perform an in depth study of the biographies of illustrious and eminent musicians.

\*Students will be able to learn and attain optimum skills in notation writing of the composition.

**Content:****A. Biographies of following Musicians and Musicologists:**

1. Samudragupt (2 Hours)
2. Abhinavgupt (2 Hours)
3. Nanyadev (2 Hours)
4. Gopal Nayak (2 Hours)
5. Baiju Bawra (2 Hours)
6. Faqirulla (2 Hours)
7. Swami Haridas (2 Hours)
8. Sultan Husain Shah Sharqi (2 Hours)
9. Baj Bahadur (2 Hours)
10. Miyan Shori (2 Hours)
11. Sadarang- Adarang (2 Hours)
12. Taanras Khan (2 Hours)

**B. Notation writing of compositions in the prescribed Ragas. (4 Hours)****References:**

Mishra Sushila- Some immortals of Hindustani music

Mishra Sushila- Great Masters of Hindustani music

Sharma Amal Das- Musicians of India

Brihaspati Sulochana- Khusro Tansen Tatha Anya Kalakar

Ranade A. D.- Music and Musicians of Hindustan

Saraf Rama- Bhartiya Sangeet Sarita

**Practical: Component -2 (60 Hours)**

**Course: DSC:1-C**

**Credit:2**

**Learning Objectives:**

- \*The objective is to impart training in singing Raga based Alankar.
- \*Detailed knowledge of Lakshan Geet /Sargam Geet with Alaps and Tanas.
- \*Layakari to be shown using hand beats in the prescribed Talas.

**Learning Outcomes :**

- \*The students will be able to depict impeccably the Raga based Alankars with Tala through their performance.
- \*Students will be able to efficiently display their understanding of Lakshan Geet / Sargam Geetwith Alaps and Tanas in the prescribed Ragas.
- \* Students will be able to accurately show using hand beat, the layakari of prescribed Talas.

Ragas-

- Bhairav
- AlhaiyaBilawal
- Kafi

**Talas-**

- Ektala
- Teentala
- Kaharwa

**Vocal Music**

1. Five Alankaras in each Raga of your syllabus with Tala.
2. Lakshan Geet /Sargam Geet in all the Ragas with Alaps and Tanas.
3. One composition in any one of the prescribed Ragas other than Teentala.
4. Layakari in all Talas.
5. Recognition of ShuddhaSwaras and vikritswaras.

**Instrumental Music**

1. Five Alankaras in each Raga of your syllabus with Tala.
2. Razakhani Gat in all the Ragas with Alaps and Tanas.
3. One composition in any one of the prescribed Ragas other than Teentala
4. Layakari in all Talas.
5. Recognition of Shuddha Swaras and Vikrit Swaras.

## Category II

### **Geography Courses for Undergraduate Programme of study with Geography as one of the Core Disciplines**

(B.A. Programmes with Geography as Major discipline)

#### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): GEOMORPHOLOGY**

#### **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		
GEOMORPHOLOGY	4	3	1	-	-	-

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand the association between geomorphologic landforms, concepts and processes.
- To critically evaluate and connect information about geomorphic processes.
- To provide a theoretical and empirical framework for understanding landscape evolution and the characteristics of individual types of geomorphic landscapes.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- To understand the functioning of earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms.
- To distinguish between the mechanisms that controls these processes.
- To assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

#### **SYLLABUS OF DSC-3**

##### **UNIT – I (2 Weeks)**

Geomorphology: Definitions, Principles, Recent Trends

##### **UNIT – II (4 Weeks)**

Plate Tectonics: Concept, Mechanism, Boundaries, Movements and Resultant effects

##### **UNIT – III (3 Weeks)**

Denudation: Weathering, Mass Wasting, Erosion

#### UNIT – IV (3 Weeks)

Landform development: Cyclic (ideas of Davis and Penck), non-cyclic and poly-cyclic concepts

#### UNIT – V (5 Weeks)

Landforms: Fluvial, Aeolian, Glacial, and Coastal Landforms

#### Practical component (if any) - NIL

#### Suggestive readings

1. Bloom, A.L., (2003). Geomorphology: A Systematic Analysis of Late Cenozoic Landforms. First Indian Reprint. Delhi: Pearson Education (Singapore) Pte. Ltd.
2. Dyal., P. (2014). Bho-Akriti Vigyan. Rajesh Publications, New Delhi (Hindi).
3. Gupta, S.L. (2008). Bho-Akriti Vigyan. University of Delhi (Hindi).
4. Jat., B.C. (2004). Bho-Akriti Vigyan. Rawat Publications, New Delhi, (Hindi).
5. Singh, S. (1998). Geomorphology. PrayagPuskak Bhawan: Allahabad.
6. Strahler, A.H. and Strahler, A.N. (1992). Modern Physical Geography, Fourth Edition. John Wiley & Sons, Canada.
7. Summerfield, M.A, (1991). Global Geomorphology: an Introduction to the Study of Landforms. Longman, New York.
8. Tarbuck, E.J., Lutgens, F.K and Tasa, D. (2012). Earth Science, Thirteenth Edition, Prentice Hall. Delhi.
9. Thornbury, W.D., (1993). Principles of Geomorphology, Second Edition. Wiley Eastern Limited, New Delhi.

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

#### DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): POPULATION GEOGRAPHY

#### 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		
POPULATION GEOGRAPHY	4	3	1	-	-	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- It introduces the basic concepts of population geography to the students.
- An understanding of the importance and need for Demographic data.
- Spatial understanding of population dynamics.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students would get an understanding of the distribution and trends of population growth in the developed and less developed countries, along with population theories.
- The students would get an understanding of the dynamics of the population.
- An Understanding of the implications of population composition in different regions of the world.

## SYLLABUS OF DSC-4

### UNIT – I (3 Weeks)

Nature and Scope of Population Geography, Sources of Population Data with special reference of Indian Census.

### UNIT – II (4 Weeks)

Population Size, Distribution and Growth – Determinants and Patterns; Theories of Growth – Malthusian Theory and Demographic Transition Theory.

### UNIT – III (4 Weeks)

Population Dynamics: Fertility and Mortality – Measures and Determinants, Migration – Determinants and Implications.

### UNIT – IV (4 Weeks)

Dynamics of Population Pyramids and Women Empowerment and Indian Population Policies.

### UNIT – V (2 Weeks)

Contemporary Issues - Ageing of Population, Demographic Dividends, Global Refugee Crisis.

### Practical component (if any) - NIL

### Suggestive readings

1. Bhende A. and Kanitkar T. (2019). Principles of Population Studies. Himalaya Publishing House, New Delhi, India.
2. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
3. Clarks, John, I. (1972). Population Geography. Pergamon Press, New York.
4. Hassan M.I. (2020). Population Geography, A Systematic Exposition. Routledge Taylor and Francis Group, New York.
5. Lutz, W., Warren, C. S. and Scherbov, S. (2004). The End of the World Population Growth in the 21st Century. UK: Earthscan.
6. Majumdar, P.K. (2010). Fundamentals of Demography. Rawat publications, Jaipur.
7. Maurya, S. D. (2021). *JansankyaBhugol*. Sharda Pustak Bhawan, Allahabad.
8. Newbold, K. B. (2017). Population Geography: Tools and Issues. Rowman and Littlefield Publishers, NY, USA.
9. Saroha, J. (2021). *JansankhyaBhugol, JanankikievamJansankhyaAdhayan*. M.K. Books, New Delhi.
10. Weeks, John R. (2020) Population: An Introduction to Concepts and Issues. Cengage Learning, Boston.

### Category III

#### **Geography Courses for Undergraduate Programme of study with Geography as one of the Core Disciplines**

(B.A. Programmes with Geography as non-Major or Minor discipline)

#### **DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): HUMAN GEOGRAPHY**

##### **Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
HUMAN GEOGRAPHY	4	3	1	-	-	-

##### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand various dimensions of human geography and cultural landscape.
- To analyse the population growth and distribution.
- To understand the relationship between population and resource.

##### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- Detailed exposure to contemporary relevance of cultural landscape.
- In-depth knowledge of space and the society of cultural regions.
- Understanding the settlement pattern and population resource relationship.

##### **SYLLABUS OF DSC- 2**

###### **UNIT – I (2 Weeks)**

Human Geography: Definition, Scope and Major Themes; Contemporary Relevance, Understanding Cultural Landscape.

###### **UNIT – II (4 Weeks)**

Population: World Population Growth – Trends and Patterns, Population Composition (Residence, Literacy and Age).

###### **UNIT – III (4 Weeks)**

Space and Society: Cultural Regions, Tribes, Religion and Language.

###### **UNIT – IV (4 Weeks)**

Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.

### **UNIT – V (3 Weeks)**

Human Development – Measurements (HDI and IHDI), Regional Variations and Sustainable Development Goals.

**Practical component (if any) - NIL**

#### **Suggestive readings**

1. Chandna, R.C. (2017). Geography of Population. Kalyani Publishers, Ludhiana, India.
2. Hassan M.I. (2020). Population Geography-A Systematic Exposition. Routledge Taylor and Francis Group, New York.
3. Human Development Reports of United Nations Development Program.
4. Hussain Majid (2021). Human Geography. Rawat Publication.
5. Majid, Hussain (2012). Manav Bhugol. Rawat Publication.
6. Maurya, S.D. (2012). Manav Bhugol. Sharda Pustak Bhawan, Allahabad, India.
7. Patra, P. et. al.(2021). Perspectives of Human Geography. Concept Publications, New Delhi.
8. Rubenstein, J.M. (2008). An Introduction to Human Geography: The Cultural Landscape. Pearson Prentice Hall, NJ.
9. Saroha, J. (2021). JansankhyaBhugol, JanankikievamJansankhyaAdhayan. M.K. Books, New Delhi.
10. Singh, S and Saroha, J. (2021). Human and Economic Geography. Pearson Publication.

**BA (PROG) WITH POLITICAL SCIENCE AS MAJOR**

*Category-II*

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Political Theory**

**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		
<b>Introduction to Political Theory MDSC 1A</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>-</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

This course seeks to understand the unexamined explanation of what is political. It investigates various concepts like liberty, equality, justice that build the foundation of political theory. The core aim of the paper is to inculcate students to normatively and critically analyze the political arguments and debates. The course therefore develops understanding of the nature and significance of political theory through various perspectives and conceptual analysis.

**Learning outcomes**

After completing this course students will be able to:

- Understand the nature, scope and relevance of political theory
- Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity
- Develop a broader historical, normative and empirical understanding of political theory
- Know and understand the ancient Greece and ancient Indian political theory
- Reflect upon the contemporary debates in political theory

**SYLLABUS OF DSC-1**

**UNIT – I (16 Hours)**

What is Political Theory and what is its relevance?

**UNIT – II (28 Hours)**

Concepts: Liberty, Equality, Justice, Rights

## UNIT – III (16 Hours)

### Debates in Political Theory:

- Protective discrimination and principles of fairness?
- The Public vs private debate: Feminist Perspective Censorship and its limits

### Essential/recommended readings

#### Unit I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 18-37.

#### Unit 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-105.

#### Unit 3

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp. 835-64.

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Public Administration in India

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Public Administration in India MDSC 1B	4	3	1	-	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The paper seeks to provide an introduction to the different dimensions of public administration in India. It seeks to acquaint the student with an analytical and critical understanding of the institution of Indian bureaucracy, with issues of decentralization,

financial management, public accountability, e-governance and some specific dimensions of citizens and social welfare policies.

#### Learning outcomes

After completion of this course, students will be able to:

- Have a clear picture of the complex institutional structure of Indian administration at present
- Understand the building blocks of local governance, in rural and urban areas
- Explain the processes by which different budgeting systems work for this structure
- Analyse the processes of implementation of different social welfare policies by the administrative institutions.

### SYLLABUS OF DSC- 2

#### UNIT – I (10 Hours)

##### Indian Administration

- a. Structure of the Civil Services: Evolution
  - i. Colonial Legacy
  - ii. Civil Service in the Constitutional Framework; appointment training, promotion
  - iii. PMO, Cabinet Secretariat
  - iv. Major Initiatives in Administrative Reforms

#### UNIT – II (10 Hours)

##### Decentralization and Local Self Governance

- a. Meaning and Types: Rural and Urban
- b. PRIs and implementation of public policies

#### UNIT – III (10 Hours)

##### Budget

- a. Concept of Budget and Budget Cycle in India
- b. Types of Budget: Line Budget, Performance Planning Budget, Zero Based Budget
- c. Budget making: role of the Finance Ministry

#### UNIT – IV (10 Hours)

##### Technology and Public Administration in India

- a. E-Governance: The Journey of E-Governance in India
- b. Models of E-Governance: Case-Study of Digital India Mission

#### UNIT – V (10 Hours)

##### Social Welfare Policies

- a. Education: Right to Education
- b. Health: National Health Mission
- c. Food: Right to Food Security

- d. Employment: MGNREGA

**UNIT – VI (10 Hours)**

**Issues and Debates in Indian Administration**

- a. Ethics in Administration: Integrity vs. Corruption
- b. Accountability: RTI, Lokpal, Citizens' Charter
- c. Relationship between Political Executive and Permanent Executive
- d. Generalists and Specialists
- e. Gender sensitivity and gender participation

## BA (PROG) WITH POLITICAL SCIENCE AS MINOR

Category-III

### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Political Theory

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		
<b>Introduction to Political Theory MDSC 1A</b>	4	3	1	-	12 <sup>th</sup> Pass	NA

#### Learning Objectives

This course seeks to understand the unexamined explanation of what is political. It investigates various concepts like liberty, equality, justice that build the foundation of political theory. The core aim of the paper is to inculcate students to normatively and critically analyze the political arguments and debates. The course therefore develops understanding of the nature and significance of political theory through various perspectives and conceptual analysis.

#### Learning outcomes

After completing this course students will be able to:

- Understand the nature, scope and relevance of political theory
- Understand the different concepts of political theory such as liberty, equality justice, rights and fraternity
- Develop a broader historical, normative and empirical understanding of political theory
- Know and understand the ancient Greece and ancient Indian political theory
- Reflect upon the contemporary debates in political theory

#### SYLLABUS OF DSC-1

##### UNIT – I (16 Hours)

What is Political Theory and what is its relevance?

##### UNIT – II (28 Hours)

Concepts: Liberty, Equality, Justice, Rights

##### UNIT – III (16 Hours)

##### Debates in Political Theory:

- a. Protective discrimination and principles of fairness?
- b. The Public vs private debate: Feminist Perspective Censorship and its limits

### **Suggestive readings**

Berlin, I. "Two Concepts of Liberty"

Rawls, John, *A Theory of Justice*

Jaggar, Alison, "Introduction", *Feminist Politics and Human Nature*

Kukathas, Chandran, "The Demise and Rise of Political Theory"

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 224-235.

### **Hindi Reading**

भारगव, राजीव और अशोक आचार्या) एड(., *राजनीतिक सिद्धांत: एक परिचय*, दिल्ली :पिएर्सन, 2008.

कुमार, संजीव, "राजनीति क्या है : "राजनीतिक" का सिद्धान्तीकरण", संजीव कुमार) एड(., *राजनीति सिद्धांत की समझ*, दिल्ली :ओरिएंट ब्लैकस्वान, 2019, pp. 1-26.

संजीव कुमार) एड(., *राजनीति सिद्धांत की समझ*, दिल्ली :ओरिएंट ब्लैकस्वान, 2019.

संजीव कुमार) एड(., *राजनीति सिद्धांत: अवधारणाएँ एवं विमर्श*, सेज भाषा, नई दिल्ली, 2021.

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

**BA (Prog.) with Economics as Major**  
*Category-II*

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introductory Microeconomics ECON001</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII pass</b>	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To expose students to the basic principles of microeconomic theory
- To emphasis on the fundamental economic trade-offs and allocation problems due to scarcity of resources
- To use graphical methods to illustrate how microeconomic concepts can be applied to analyze real-life situations

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying the course, the students will understand economic trade-offs and opportunities.
- By studying the course, the students will understand the fundamentals of market mechanisms and government interventions.

**SYLLABUS OF DSC-1**

**UNIT – I: Introduction to economic trade-offs (12 Hours)**  
Resources and opportunities, Gains from trade, Individual and society

**UNIT – II: How market works (16 Hours)**  
Supply and demand, Price and resource allocation, Elasticity, Market, trade and welfare

**UNIT – III: Role of government (16 Hours)**  
Taxation, Public good, Inequality and poverty

**UNIT – IV: Individual decision and interactions (16 Hours)**  
Decision versus strategic interaction, How to think about strategic interactions, Real life

examples

**Practical component (if any) - NIL**

**Essential/recommended readings:**

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Dixit, A. K., & Skeath, S. (2015). *Games of strategy*: Fourth international student edition. WW Norton & Company.
- Acemoglu, D., Laibson, D., & List, J. (2017). *Microeconomics*. Pearson.

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

**DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): BASIC MATHEMATICS FOR ECONOMIC ANALYSIS**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Basic Mathematics for Economic Analysis ECON021</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII pass</b>	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- The objective of the course is train basic algebras that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomics, macroeconomics, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. It contains understanding of basic functions, relations, real number systems, set operations, linear algebras and matrix operations used in economics.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- The course equips the students with exposition of economic problems with formal pre- situations algebraically and offers solution techniques to find equilibrium analysis. These tools are necessary for anyone seeking employment as an analyst in the corporate and policy framing world.

## SYLLABUS OF DSC- 2

### UNIT – I: Economic

#### Models (20 Hours)

Ingredients of mathematical models - variables, constants, parameters, equations, and identities; Real number system; Sets and functions; relations and their proper- ties; types of functions; functions of more than one variables; Limit, sequences and series: convergence, algebraic properties and applications; continuous functions: characterisation, properties with respect to various operations and applications; differentiable functions: characterisation, properties with respect to various operations and applications; second and higher order derivatives: properties and applications.

### UNIT – II: Equilibrium Analysis in Economics (20 Hours)

Meaning of equilibrium; partial market equilibrium - linear and non-linear models; General market equilibrium

### UNIT – III: Linear Models and Matrix Algebras and their Applications in Economics (20 Hours)

Matrix operations, Determinants and Cramer's Rule and their applications

### Practical component (if any) - NIL

### Essential/recommended readings

- Chiang, A and Wainwright, K. (2005). *Fundamental methods of mathematical economics*. Boston, Mass. McGraw-Hill/Irwin.
- Sydsaeter, K., Hammond, P. (2002). *Mathematics for economic analysis*. Pearson Educational.
- Hoy, M., Livernois, J., McKenna, C., Rees, R., Stengos, T. (2001). *Mathematics for Economics*, Prentice-Hall India.

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

**BA (Prog.) with Economics as Minor**  
*Category-III*

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): PRINCIPLES OF**

**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		
Principles of Microeconomics I ECON025	4	3	1	0	Class XII pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- This course discusses the basic principles in Microeconomics and their applications. It includes consumer's problem, demand estimation, production function, cost functions and market analysis. It illustrates how the concepts of microeconomics can be applied to analyze real-life economic situations.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- The students learn some basic principles of microeconomics of consumer and producers, and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare outcomes.

**SYLLABUS OF DSC-1**

**UNIT – I: Introduction**

**(16 Hours)**

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: price rationing, price floors,

consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

#### **UNIT – II: Consumer Theory**

**(12 Hours)**

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint

#### **UNIT – III: Production and Costs**

**(16 Hours)**

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

#### **UNIT – IV: Perfect Competition**

**(16 Hours)**

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; Long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

**Practical component (if any) - NIL**

#### **Essential/recommended readings**

- Mankiw, N. G. (2018). *Principles of Microeconomics* 8th ed.
- Frank, R. H., & Cartwright, E. (2010). *Microeconomics and behavior*. New York: McGraw-Hill.
- Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.

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

**B.A. (Prog.) with Sociology as Major**  
**Category II**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1):**  
**An Invitation to Sociology**

**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		
<b>An Invitation to Sociology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

**Learning Objectives**

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns of the discipline.

**Learning outcomes**

1. After studying the paper, the students should be able to:
2. Appreciate and adopt a sociological perspective to the understanding of reality
3. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
4. Develop a sociological way of thinking.

**SYLLABUS OF DSC-1**

**UNIT – I (12 hours)**

Introducing Sociology

**UNIT – II (12 hours)**

The emergence of Sociology

**UNIT – III (36 hours)**

**Basic Concepts**

a. Culture

- b. Social Interactions and Institutions**
- c. Social Change**
- d. Sociology and Personal Life Practical component (if any) – NIL**

**Essential/recommended readings:**

**Unit I. Introducing Sociology**

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford: Oxford University Press, 6<sup>th</sup> Edition (2000). Pp 1-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9<sup>th</sup> Edition. London: Polity Press, Chapter 1 'What is Sociology?' Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

**Unit II. The emergence of Sociology**

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

**Unit III. Basic Concepts**

**a. Culture (Week 6-8)**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

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.

**b. Social Interactions and Institutions**

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. *Contributions to Indian Sociology*. Vol.10. No.1 Pp 1-28

**c. Social Change**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

**d. Sociology and Personal Life**

**Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist**

(ed.)

*Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). *Sociology of Friendship*. In C. Bryant & D. Peck, *The Handbook of 21st Century Sociology*. Sage. Pp 1-29.

### **Suggestive Readings:**

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1

Bottomore, T.B. (1971), *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical Difference*. New Jersey: Princeton University Press. Chapter-7. *Adda: A History of Sociality*. Pp 180-214.

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc.

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

## **DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Family and Marriage**

### **Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Family and Marriage</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Nil</b>	<b>Nil</b>

### **Learning Objectives**

1. To introduce various approaches, issues, and debates in the study of family and marriage.
2. To introduce different concepts and theoretical understanding of marriage and family in different societies.
3. To develop critical insights into the changing trends in family and marriage.

### **Learning outcomes**

1. Understanding the multiple perspectives in the study of the family.
2. Familiarity with the concepts relevant to the study of marriage
3. Developing an understanding of the changing trends in family and marriage.

## SYLLABUS OF DSC- 2

### UNIT – I (16 hours)

An Introduction

### UNIT – II (24 hours)

Studying the family

### UNIT – III (20 hours)

Understanding Marriage

**Practical component (if any) - NIL Essential/recommended readings: Unit I. An Introduction**

Goode, William J. (2009), 'The Theoretical Importance of the Family' in Arlene S. Skolnick and Jerome H. Skolnick (eds) *Family in Transition*. Boston: Pearson. (Seventeenth edition). Pp. 15-26.

Lévi-Strauss, Claude. (1956). 'The Family' in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, pp. 261 – 285.

Shah A.M. (1964). 'Basic Terms and Concepts in the study of Family in India', *The Indian Economic and Social History Review*, Vol. 1(3), pp 1-36.

### Unit II. Studying the family

Palriwala, R. (1999). "Negotiating Patriliney: Intrahousehold Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan, Africa*. 190-220. Delhi: Sage Publications.

Nongbri, Tiplut. (1993). Gender and the Khasi Family Structure. In Patricia Uberoi. *Family, Marriage and Kinship in India*. Pp. 176- 186. New Delhi: Oxford University Press.

Weston, K, (1991). *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, 103-136.

Hochschild, A. (1989.) *The Second Shift*: New York: Penguin, 11-33.

### Unit III. Understanding Marriage

Carsten. J. Hsiao-Chiao, Siobhan Magee, Eirini Papadaki & Koreen M. Reece. (2021). *Marriage in Past, Present and Future Tense*, London: UCL Press, 140-159.

Ramamurthy, Priti. 2014. Marriage, Labour circulation and smallholder Capitalism in Andhra Pradesh in R. Kaur and R. Palriwala (eds.) *Marrying in South Asia: Shifting Concepts, Changing Practices in a Globalizing World*. Pp. 161-181. Hyderabad: Orient Blackswan.

## B.A. (Prog.) with Sociology as Minor

### Category III

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1):

#### An Invitation to Sociology

#### 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		
An Invitation to Sociology	4	3	1	0	Nil	Nil

#### Learning Objectives

This course is a broad introduction to the discipline of sociology. It introduces students to understanding the 'social' in everyday life. It helps to link the social to the personal and to develop a sociological imagination. It interrogates the taken-for-granted structures in society and familiarises students with some of the fundamental concepts and concerns of the discipline.

#### Learning outcomes

1. After studying the paper, the students should be able to:
2. Appreciate and adopt a sociological perspective to the understanding of reality
3. Understand the basic concepts in Sociology and relate them to the micro and macro aspects of social life.
4. Develop a sociological way of thinking.

#### SYLLABUS OF DSC-1

##### UNIT – I (12 hours)

Introducing Sociology

##### UNIT – II (12 hours)

The emergence of Sociology

##### UNIT – III (36 Hours)

Basic Concepts

- a. Culture
- b. Social Interactions and Institutions
- c. Social Change
- d. Sociology and Personal Life

**Practical component (if any) - NIL Essential/recommended readings:**

### **Unit I. Introducing Sociology**

Mills, C. W. (1959). 'The Promise' in *The Sociological Imagination*. Oxford:Oxford University Press, 6<sup>th</sup> Edition (2000). Pp 1-24.

Giddens, A. & Philip Sutton, (2021), *Sociology*, 9<sup>th</sup> Edition. London: Polity Press, Chapter 1 'What is Sociology? Pp 1-30

Beteille, Andre. (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense, Pp. 13-27

### **Unit II. The emergence of Sociology**

Ritzer, George, (1996), *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

### **Unit III. Basic Concepts**

#### **a. Culture (Week 6-8)**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

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.

#### **b. Social Interactions and Institutions**

Horton, Paul B., Chester L. Hunt. (2004), *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Das Veena. (1976). Masks and Faces: An Essay on Punjabi Kinship. Contributions to Indian Sociology. Vol.10. No.1 Pp 1-28

#### **c. Social Change**

Macionis, John, J. (Adapted by Reema Bhatia). (2019). *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi. Pp. 742-768

Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century*. Oxford: Wiley Blackwell. Chapter 15. Modernity's, Cosmopolitanism and Global Consumer Culture. Pp. 491-520.

#### **d. Sociology and Personal Life**

Morgan, David. (2019). 'Conceptualising the Personal', in V. May and Petra Nordqvist (ed.) *Sociology of Personal Life*. London: Red Globe Press. Chapter 2. Pp 16-29.

Allan, G., & Adams, R. G. (2006). Sociology of Friendship. In C. Bryant & D. Peck, *The Handbook of 21st Century Sociology*. Sage. Pp 1-29.

#### **Suggestive Readings:**

Beteille, Andre, (2009), *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1

Bottomore, T.B. (1971), *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 4

Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial Thoughts and Historical Difference*. New Jersey: Princeton University Press. Chapter-7. *Adda: A History of Sociality*. Pp 180-214.

May, Vanessa and Petra Nordqvist (ed.), (2019). *Sociology of Personal Life*. London: Red Globe Press.

Garner, James Finn, (1994), *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc.

**Note: Examination scheme and mode shall be as prescribed**

**BA (Prog.) with History as Major**  
**Category II**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE**

**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		
<b>History of India from earliest times up to c. 300 CE</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

**SYLLABUS OF DSC-1**

**Unit I:** Sources for interpreting early Indian history (4 hours)

**Unit II:** Survey of Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic. (8 hours)

**Unit III:** Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. (8 hours)

**Unit IV:** Vedic and Megalithic cultures: an overview (8 hours)

**Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)

**Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)

**Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)

**Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

**Practical component (if any) - NIL**

### **Essential/recommended readings**

**Unit I:** In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

**Unit II:** This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) The Archaeology of India: London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

**Unit III:** This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen.(2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्वा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

**Unit IV:** The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवर्ती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford Uni-versity Press (Chapter 1)

**Unit V:** This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chap-ter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

**Unit VI:** This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Del-hi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

**Unit VII:** This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford Uni-versity Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vijayanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

#### Suggestive readings

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Prakashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukul, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakashan.

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

## DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Ancient Societies

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Ancient Societies</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

#### SYLLABUS OF DSC-1

**Unit I:** Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology (12 hours)

**Unit II:** Bronze Age Civilizations- India / China (Shang Dynasty) (16 hours)

**Unit III:** Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture (16 hours)

**Unit IV:** Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture (16 hours)

## Practical component (if any) - NIL

### Essential/recommended readings

**Unit I:** This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 8 hours approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

**Unit II:** This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 16 hours approx.):

#### India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (त संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.

#### China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.* Cambridge: Cambridge University Press, 1999.

- Thorp, R. L. (2006). China in the Early Bronze Age. Shang Civilization. Pennsylvania: University of Pennsylvania Press.

**Unit III: (Teaching period: 16 hours)**

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in Southern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaonic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). The Early History of the Ancient Near East, 9000-2000 B.C. Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East. San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). Ancient Iraq, UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. Understanding Early Civilizations: A Comparative Study. Cambridge: Cambridge University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तत्वाँ, तिल्ली: मानक प्रकाशन (Ch. 4)

**Egypt:**

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt, New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). Ancient Egypt A Social History. Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). Ancient Egypt. New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. Pottery and Economy in the Old Kingdom. Leiden: Brill.
- Teeter, Emily. 2011. Religion and Ritual in Ancient Egypt. New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', Archaeology, 40 (1): 22.
- Morenz, S. 1960. Egyptian Religion. (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तत्वाँ, तिल्ली: मानक प्रकाशन (Ch. 5).

**Unit IV:** This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns

and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek my-thology and pantheon. (Teaching Period: 16 hours)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Goddesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible: Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन सामाजिक संरचनाएँ और संस्कृत तत्त्वाः, त्रि-ल्लि: मानक प्रकाशन (Ch. 6).

#### **Suggested Readings:**

- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi al-so).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
- Bogucki, P. & Pam J. Crabtree, (2004). Ancient Europe (8000 B.C -A.D. 1000). An Encyclopedia of the Barbarian World, Charles Scribner's Sons, New York.

#### **Video Recommendations**

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

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

**BA (Prog.) with History as Minor**  
*Category III*

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE**

**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		
<b>History of India from earliest times up to c. 300 CE</b>	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

**SYLLABUS OF DSC-1**

**Unit I:** Sources for interpreting early Indian history **(4 hours)**

**Unit II:** Survey of Prehistoric Cultures: Paleolithic, Mesolithic, Neolithic. **(8 hours)**

**Unit III:** Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. **(8 hours)**

**Unit IV:** Vedic and Megalithic cultures: an overview **(8 hours)**

**Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)

**Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)

**Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)

**Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

**Practical component (if any) - NIL**

**Essential/recommended readings**

**Unit I:** In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

**Unit II:** This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 8 hours approx.)

- Agrawal, D.P. (1982) The Archaeology of India. London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

**Unit III:** This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen.(2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्वा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

**Unit IV:** The Unit shall discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. (Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Printworld (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Mun-shiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press (Chapter 1)

**Unit V:** This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Mac-millan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

**Unit VI:** This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Delhi: Ox-ford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

**Unit VII:** This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vija-yanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

**Unit VIII:** This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's His-tory of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Ba-narasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

#### **Suggestive readings**

- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa & Co.
- Thapar, Romila. (2013) Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford Univer-sity Press.
- Kosambi, D. D. (1975). An Introduction to the Study of Indian History. New Delhi: Popular Pra-kashan.
- Ray, H. P. (1986). Monastery and Guild: Commerce under the Satavahanas. New Delhi: Oxford University Press.
- Chakrabarti, Dilip K. (2006). The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century. New Delhi: Oxford University Press.
- Lahiri, Nayanjot. (2002). The Decline and Fall of the Indus Civilization. New Delhi: Permanent Black.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan.

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

**DEPARTMENT OF EDUCATION**

**Category II**

**BA (Prog) with Education as Major**

**DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Understanding Human Development**

**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Understanding Human Development DSC 3	4	3	1	0	• Class Pass XII <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts.

- It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large.
- It fosters the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
- It critically examines crucial developmental theories of human development and their applications from the lens of cross-cultural frames.
- It develops the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

### Learning outcomes

After completion of the course students will be able to:

- Understand the various aspects of human development.
- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse sociocultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

### SYLLABUS OF DSC- 3

#### Unit I: Conceptualizing Human Development

(16 Hours)

- Contextualising human development in Indian society
- Characteristics and features of different stages of human development
- Basic principles of human development.
- Debates in human development: nature v/s nurture, continuity v/s discontinuity, universal v/s contextual
- Role of family, neighbourhood, school, community, and society at large in human development

#### Unit 2: Perspectives on Human Development

(16 Hours)

Understanding the process of human development in Indian society with reference to:

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development

- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse socio-cultural context
- Develop a critical perspective about social inclusion and its effect on human development
- Illustrate the process of human development and its implication for education.

## **SYLLABUS OF DSC-4**

### **Unit 1: Understanding Thinking, Learning and Cognition (16 Hours)**

- Key cognitive processes: thinking, perception, attention, memory, language and problem solving
- Factors affecting thinking and learning: personal, socio-cultural, media and technology
- Understanding children's' thinking and learning with reference to diverse socio-cultural contexts

### **Unit 2: Theoretical Perspectives in Thinking, Learning and Cognition (16 Hours)**

- Learning and cognition as processes of adaptation and interaction with the environment, situated in Piaget's theory of cognitive development
- Observational learning as explained in the social cognitive theory of Bandura
- Learning as conceptualized in the information processing approach
- Learning as a social process of knowledge construction as discussed by Vygotsky
- Learning as a process associated with the uniqueness of the individual and evolution of self as proposed by Carl Rogers

### **Unit 3: Exploring Diversity and Inclusion in Learning Processes (13 Hours)**

- Concept of diversity and inclusion and associated practices with reference to learning and cognition
- Uniqueness of children and adolescents in terms of intelligence, creativity and motivation
- Children with special needs: issues, challenges and possibilities

### **Practicum/ Suggested Projects / Assignments (Any Two)**

- Take up a learning task and maintain a journal/diary about the processes of thinking, problem- solving and decision –making involved in it.

- Draw up a concept map of any one topic of learning. Describe how the task was useful.
- Interact with children/young adults and identify the cognitive strategies that they use in solving sudoku, crosswords, puzzles and traditional games.
- Undertake some group problem solving task and discuss the various strategies which can be employed to solve them.
- Interact with children with special needs to explore and document the challenges they face during the learning process. Describe the strategies used by the teacher to facilitate their learning.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

### Category III

**B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as non-Major or Minor discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3):Understanding Human Development**

##### **Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Understanding Human Development DSC 3	4	3	1	0	• Class Pass XII <sup>th</sup>	Nil

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts.
- It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large.
- It fosters the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.
- It critically examines crucial developmental theories of human development and their applications from the lens of cross-cultural frames.
- It develops the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

#### **Learning outcomes**

After completion of the course students will be able to:

- Understand the various aspects of human development.
- Derive relationship among social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in the diverse sociocultural context
- Develop a critical perspective about social inclusion and its effect on human development

- Illustrate the process of human development and its implication for education.

### **SYLLABUS OF DSC- 3**

#### **Unit I: Conceptualizing Human Development**

**(16 Hours)**

- Contextualising human development in Indian society
- Characteristics and features of different stages of human development
- Basic principles of human development.
- Debates in human development: nature v/s nurture, continuity v/s discontinuity, universal v/s contextual
- Role of family, neighbourhood, school, community, and society at large in human development

#### **Unit 2: Perspectives on Human Development**

**(16 Hours)**

Understanding the process of human development in Indian society with reference to:

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development
- Bronfenbrenner's ecological theory of development

#### **Unit 3: Situating Human Development in the Context of Diversity (13 Hours)**

- Diversity in the experiences of childhood and adolescence with reference to caste, class, gender, religion, language and region
- Issues and concerns stemming from social interaction: conflicts, prejudices, stereotypes, abuse and violence
- Concept of inclusion: historical background; educational practices for social inclusion

#### **Practicum/ Suggested Projects / Assignments (Any Two)**

- Observe and document the developmental patterns in adolescents with reference to identity and factors influencing identity development.
- Engage in self-reflection and document the role of family, education and peer group in their own development.
- Interview five children of any one marginalized community to explore the challenges, issues and concerns with regard to adjustment in school.
- Watch either 'Stanley KaDabba' or 'I am Kalam' (Bollywood Films) and describe how childhood unfolds in them.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**BA (PROG) WITH HINDI AS MAJOR**

**हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

**Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

**Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

**इकाई-1**

10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.

– साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)

- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.

गोकुल लीला – पद संख्या 20, 26, 27, 60

– गोस्वामी तुलसीदास – तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली – छंद सं. 277, 355, 401, 412, 490

## **इकाई-2** \_\_\_\_\_ 10 घंटे

– बिहारी – रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम  
संस्करण;

1961 ई.

छंद सं. – 3, 14, 16, 18, 23, 24

## **इकाई-3** \_\_\_\_\_ 10 घंटे

– मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)

पद सं. 123 से 128

– जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)

हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई-4** \_\_\_\_\_ 15 घंटे

– हरिवंश राय 'बच्चन' – जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता;  
राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)

– नागार्जुन – उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल,  
पेपरबैक्स, 2009)

– भवानीप्रसाद मिश्र – गीत–फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

1. कबीर : हजारीप्रसाद द्विवेदी
2. तुलसी काव्य–मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण – रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य – प्रेमशंकर
11. जयशंकर प्रसाद – नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन – संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

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

## हिंदी का मौखिक साहित्य और उसकी परम्परा

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी का मौखिक साहित्य और उसकी परम्परा	कोर कोर्स (DSC) 4	4	3	1	0	DSC-II

### Course Objective

- भारत के मौखिक साहित्य और लोक-परम्परा का अवलोकन
- लोक-जीवन और संस्कृति की जानकारी
- पर्यटन और संगीत-नृत्य आदि में आकर्षण विकसित होगा।

### Course Learning Outcomes

- मौखिक साहित्य का परिचय
- प्रमुख रूपों का परिचय
- संस्कृति और लोक-जीवन व संस्कृति के विश्लेषण की क्षमता

### इकाई-1 10 घंटे

मौखिक साहित्य की अवधारणा : सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध

साहित्य के विविध रूप – लोकगीत, लोककथा, लोकगाथाएँ, लोकनाट्य, लोकोक्तियाँ

### इकाई-2 10 घंटे

## लोकगीत : वाचिक और मुद्रित

संस्कार गीत : सोहर, विवाह, मंगलगीत इत्यादि

सोहर : भोजपुरी, संस्कार गीत; श्री हंस कुमार तिवारी; बिहार राष्ट्रभाषा परिषद्, पृ. 8, गीत सं. 4

सोहर : अवधी, हिंदी प्रदेश के लोकगीत; कृष्णदेव उपाध्याय; पृ. 110, 111; साहित्य भवन; इलाहाबाद

विवाह : भोजपुरी; भारतीय लोकसाहित्य : परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 116

### निम्नलिखित पाठ्यपुस्तकों के पृष्ठ :

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव; पृ. 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय; पृ. 205

वाचिक कविता : भोजपुरी; पं. विद्यानिवास मिश्र, पृ. 49

श्रमसंबंधी गीत : कटनी, जंतसर; दैवनी, रोपनी इत्यादि

कटनी के गीत; अवधी 2 गीत; हिंदी प्रदेश के लोकगीत : पं. कृष्णदेव उपाध्याय; पृ. 134, 135

जंतसारी : भोजपुरी; भारतीय लोकसाहित्य परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 140, 141

विविध गीत : घुघुती-कुमाउनी; कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी

गढ़वाली : कविता कौमुदी : ग्रामगीत; पं. रामनरेश त्रिपाठी; पु. 801-802

## इकाई-3

10 घंटे

### लोककथाएँ एवं लोकगाथाएँ :

— विधा का सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ आल्हा, लोरिक,

सारंग — सदावृक्ष, बिहुला

— राजस्थानी लोककथा नं. 2; हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 461-462

– अवधी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 187–188

## इकाई-4

15 घंटे

### लोकनाट्य

विधा का परिचय, विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ, रामलीला,; रासलीला, मालवा का माच; राजस्थान का ख्याल, उत्तर प्रदेश की नौटंकी, भांड, रासलीला, बिहार – बिदेसिया, हरियाणा सांग पाठ, संक्षिप्त पद्मावत सांग (लखमीचंद ग्रंथावली, संपा. पूरनचंद शर्मा, हरियाणा साहित्य अकादमी, पंडवानी; तीजन बाई)

### References

1. हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय
2. हरियाणा प्रदेश का लोकसाहित्य : शंकरलाल यादव
3. मीट माई पीपल : देवेन्द्र सत्यार्थी
4. मालवी लोक-साहित्य का अध्ययन : श्याम परमार
5. रसमंजरी : सुचीता रामदीन, महात्मा गांधी संस्थान, मॉरिशस
6. हिंदी साहित्य का बृहत् इतिहास : पं. राहुल सांकृत्यायन; 16वां भाग
7. वाचिक कविता : भोजपुरी: विद्यानिवास मिश्र
8. भारतीय लोकसाहित्य :परंपरा और परिदृश्य : डॉ. विद्या सिन्हा
9. कविता कौमुदी : ग्रामगीत :पं. रामनरेश त्रिपाठी
10. हिंदी साहित्य को हरियाणा प्रदेश की देन-हरियाणा साहित्य अकादमी का प्रकाशन
11. मध्यप्रदेश लोककला अकादमी की पत्रिका-चौमासा

### Assessment Methods

टेस्ट, असाइनमेंट

### Keywords

विभिन्न रूप, बोलियाँ सांस्कृतिक शब्द

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

**CATEGORY-III**

**BA (PROG) WITH HINDI AS NON-MAJOR**

**हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

**Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

**Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

**इकाई-1**

10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.
  - साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)
- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.  
गोकुल लीला – पद संख्या 20, 26, 27, 60

– गोस्वामी तुलसीदास – तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली – छंद सं. 277, 355, 401, 412, 490

## **इकाई-2** \_\_\_\_\_ 10 घंटे

– बिहारी – रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम  
संस्करण;

1961 ई.

छंद सं. – 3, 14, 16, 18, 23, 24

## **इकाई-3** \_\_\_\_\_ 10 घंटे

– मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)

पद सं. 123 से 128

– जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)

हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई-4** \_\_\_\_\_ 15 घंटे

– हरिवंश राय 'बच्चन' – जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता;  
राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)

– नागार्जुन – उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल,  
पेपरबैक्स, 2009)

– भवानीप्रसाद मिश्र – गीत–फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

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2. तुलसी काव्य–मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण – रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य – प्रेमशंकर
11. जयशंकर प्रसाद – नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन – संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

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

UNIVERSITY  
**B.A. (Prog.) with Food Technology (FT) as Major**  
**Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-1-FT: BASICS IN FOOD AND NUTRITION**

**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		
Basics in Food and Nutrition	4	3	0	1	Class XII Pass	NIL

**LEARNING OBJECTIVES:**

1. To familiarize students with the relationship between food, nutrition, nutrients and health
2. To describe the functions, sources, deficiencies and excess of various nutrients
3. To make students understand the principles and methods of conserving and enhancing nutrients during cooking food
4. Prepare dishes using basic principles of food science and nutrition.

**LEARNING OUTCOMES:**

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

1. Understand the basic concepts related to of the vibrant field of nutrition
2. Gain theoretical and practical knowledge about balanced diet, energy, macro nutrients and micro-nutrients
3. Judiciously adopt healthier methods of cooking based on the available resources
4. Adopt methods of processing food which would help to conserving/ enhancing nutrients while processing food.

**THEORY:**

## **UNIT I: Basic Concepts and Introduction to Food and Nutrition**

(5 Hours)

- Unit Description: This unit will introduce the vibrant field of nutrition to the students. They will be appraised about the relationship of food with health and basics of a balanced diet.

- Subtopics:

- o Basic terms in food, nutrition and health
- o Functions of food
- o Foods groups
- o Balanced diet

## **UNIT II: Energy and Macronutrients**

(12 Hours)

- Unit Description: The students will learn about the concepts of energy in food and its role in maintain good health. They will also learn about the energy giving macronutrients.

- Subtopics:

- o Energy: definition and units of measurement, factors affecting energy requirements, energy density of foods, energy balance.
- o Macronutrients: Functions, dietary sources and clinical manifestations of deficiency/ excess of carbohydrates, lipids and proteins.

## **UNIT III: Micronutrients**

(16 Hours)

- Unit Description: This unit will help students to learn about the role of micronutrients in maintaining good health, effects of deficient and high intake, food sources.

- Subtopics:

- o Functions, dietary sources and clinical manifestations of deficiency/ excess of the following nutrients:
- o Fat soluble vitamins-A, D, E and K
- o Water soluble vitamins – thiamine, riboflavin, niacin, pyridoxine, folate, vitamin B12 and vitamin C
- o Minerals – calcium, iron, zinc and iodine

#### **Unit IV: Theory of Cooking and Enhancing Nutrients**

(12 Hours)

• Unit Description: The basic principles/methods of cooking food and ways of enhancing, conserving nutrients while cooking or processing food.

• Subtopics:

o Methods of cooking food: dry heat, moist heat and combination

o Methods of conserving nutrients

o Methods of enhancing the nutritional quality of foods - supplementation, germination, fermentation, fortification and genetic modification of foods

#### **PRACTICAL:**

No. of Students per Practical Class Group: 10-15

1. Prepare educational aid on balanced diet or food groups (2 Hours)
2. Preparing market order, selection of raw material (2 Hours)
3. Weights and measures (2 Hours)
4. Identification of presence/absence of food groups in given samples of food products/dishes/snacks available in college canteen (2 Hours)
5. Estimation of Edible portion size (peas/cauliflower/bottle gourd, potato, green leafy vegetables, one seasonal fruit) (2 Hours)
6. Pre-preparation Methods I: Washing, Peeling, Cutting, Chopping, Grating (2 Hours)
7. Pre-preparation methods II: blanching, kneading, whipping, whisking (2 Hours)
8. Dry-heat methods of cooking like roasting, grilling, frying (2 Hours)
9. Moist-heat methods of cooking like steaming, boiling, pressure cooking (2 Hours)
10. Planning and preparation of energy rich snack/dish. (3 Hours)
11. Planning and preparation of protein rich snack/dish. (3 Hours)
12. Planning and preparation of micronutrient (Vitamin A, Vitamin C) rich snack/dish. (3 Hours)
13. Planning and preparation of micronutrient (Calcium, iron) rich snack/dish (3 Hours)

**B.A. (Prog.) with Food Technology (FT) as Major and Non Major**

**Category- II & III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-2-FT: FOOD SCIENCE PART-I**

**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		
Food Science Part-I	4	3	0	1	Class XII Pass	NIL

**LEARNING OBJECTIVES:**

1. To introduce the students to the vibrant field of food science and food technology
2. To impart theoretical and practical knowledge about composition, nutritive value and processing of cereals, pulses, fruits, vegetables and meat.
3. To familiarize students with basics of food adulteration.

**LEARNING OUTCOMES:**

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

1. Define food science and describe its association with other related fields; and understand the role of food science in food and health industry.
2. Describe composition, nutritive value and processing of cereals, pulses, fruits, vegetables, meat, fish and poultry.
3. Justify scientifically the changes occurring in food during processing, handling and storage. Describe enzymatic and non-enzymatic browning reactions in various foods.
4. Describe harmful effects of adulteration on health and will be able to detect presence of common adulterants in food.

**THEORY:**

**UNIT I: Introduction to Food Science and Technology**

(15 Hours)

- Unit Description: This unit will introduce the students to the field of Food Science and Technology. It will also give information on basics of nutrition and food adulteration.

- Subtopics:

- o Definition, scope and current trends in food science and technology.
- o Basic introduction to macro and micronutrients-classification and functions of various nutrients
- o Definitions- food, safe food, nutrient, nutrition, balanced diet
- o Commonly found food adulterants and their effect on health

## **UNIT II: Cereals and Pulses**

(10 Hours)

- Unit Description: The unit will focus on various aspects of composition, nutritive value and processing of cereals, millets and pulses.

- Subtopics:

- o Composition and nutritive value, types of cereals and millets
- o Gelatinization of starch and the factors affecting it, dextrinization, germination and fermentation
- o Toxic constituents in pulses.

## **UNIT III: Fruits and Vegetables**

(12 Hours)

- Unit Description: The unit is about composition, nutritive value and processing aspects fruits and vegetables. It also describes about various browning reactions that take place during food processing.

- Subtopics:

- o Classification of fruits and vegetables, composition and nutritive value; effect of processing on pigments.
- o Browning Reactions- enzymatic & non-enzymatic, role in food preparation and prevention of undesirable browning.

## **UNIT IV: Meat, Fish and Poultry**

(8 Hours)

- Unit Description: The unit will focus on composition, nutritive value and processing aspects of meat, fish and poultry.

- Subtopics:

- o Composition and nutritive value

o Types of meat, fish and poultry and their selection/purchasing criteria, Rigor mortis, Tenderization and Curing.

**PRACTICAL:**

No. of Students per Practical Class Group: 10-15

- |  |           |
|--|-----------|
| 1. Weights and Measures.   | (2 Hours) |
| 2. Detection of adulterants in food                                  | (2 Hours) |
| 3. Gelatinization of starch and the factors affecting it.            | (2 Hours) |
| 4. Preparation of dish using gelatinization of starch                | (2 Hours) |
| 5. Dextrinization of starch and its application                      | (2 Hours) |
| 6. Germination of pulses and cereals                                 | (2 Hours) |
| 7. Preparation of products using sprouts                             | (2 Hours) |
| 8. Fermentation of cereals and pulses                                | (2 Hours) |
| 9. Preparation of cereal-pulse fermented products                    | (2 Hours) |
| 10. Effect of heat, acid and alkali on water soluble plant pigments. | (2 Hours) |
| 11. Effect of heat, acid and alkali on fat soluble plant pigments.   | (2 Hours) |
| 12. Maillard browning during food preparation.                       | (2 Hours) |
| 13. Enzymatic browning and its prevention.                           | (3 Hours) |
| 14. Caramelization reaction in food.                                 | (2 Hours) |

**ESSENTIAL/ RECOMMENDED READINGS (Theory and Practical):**

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  2. Srilakshmi, B. (2012). Food Science. Delhi: New Age International Pvt. Ltd.
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2. McWilliams, M. (2016). Foods: Experimental Perspectives. USA: Pearson.
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5. Roday, S. (2018). Food Science and Nutrition. 3rd Edition. Delhi: Oxford University Press.
6. Geoffrey Campbell–Platt. Food Science and Technology. 1st edition (2009). Wiley–Blackwell
7. Sharma A. Textbook of Food Science and Technology 3rd Ed., (2022). CBS Publiher 9789386478009

## **SEMESTER II**

### **B.A. (Prog.) With Food Technology (FT) as Major**

#### **Category- II**

#### **DISCIPLINE SPECIFIC CORE COURSE – DSC-3-FT: NUTRITION AND WELL BEING FOR LIFESPAN**

#### **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		
Nutrition and Well Being for Lifespan	4	3	0	1	Class XII Pass	DSC-1-FT

### **LEARNING OBJECTIVES:**

1. To make students understand the concept of wellbeing, good health, dietary guidelines and lifestyle management.
2. To familiarize students with the salient physiological changes and nutrition related health concerns during various stages of lifespan.
3. To familiarize students with the dietary guidelines and lifestyle practices which would support overall wellbeing and good health
4. Make students plan and prepare nutritious meals for self, family and the community.

### **LEARNING OUTCOMES:**

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

1. Appreciate the role of dietary guidelines and lifestyle management in promoting health and well being
2. Adopt a healthy and active lifestyle suitable to each physiological stage in lifespan
3. Enhance ability to make healthy food choices for self, family and the community
4. Develop educational aids to impart nutrition knowledge.

### **THEORY:**

#### **UNIT I: Maternal and Infant Nutrition**

(12 Hours)

- Unit Description: This unit will focus on basic concepts of wellbeing, dietary guidelines as well as maternal and infant nutrition.
- Subtopics:
  - o Basic concepts: well-being, nutritional status, dietary guidelines and lifestyle management
  - o Pregnancy - physiological changes during pregnancy, dietary guidelines, the role of nutrition in the developmental origins of disease
  - o Lactation - factors affecting nutritional requirements, dietary guidelines, breast feeding practices
  - o Infancy - growth and development, growth monitoring, dietary guidelines (advantages of mother's milk, complimentary feeding)

## **UNIT II: Child and Adolescent Nutrition**

(12 Hours)

- Unit Description: This unit will focus on dietary guidelines and lifestyle management of children and adolescents.

- Subtopics:

- o Childhood Years: growth and development, dietary guidelines during early, middle and late childhood years, common nutrition concerns.

- o Adolescence: growth and development, eating behavior, dietary guidelines, common health problems during adolescence, eating disorders, lifestyle management.

## **UNIT III: Nutrition during Adulthood**

(12 Hours)

- Unit Description: This unit will focus and reference man as well as woman and nutritional needs of adults.

- Subtopics:

- o Reference Man and Reference Woman, dietary guidelines, role of nutrition in adulthood in the prevention and development of chronic diseases

- o Lifestyle management: healthy eating behavior, physical activity, stress management, sleep pattern.

## **Unit IV: Nutrition for the Elderly**

(9 Hours)

- Unit Description: This unit will focus on nutritional needs, lifestyle management, longevity and care for elderly.

- Subtopics:

- o Introduction to Geriatrics, physiological changes, nutrition and longevity, nutritional concerns, dietary guidelines, Nutrition and chronic Degenerative Diseases, Nutrient-Drug Interactions (basic concept).

## **PRACTICAL: 30 Hours**

No. of Students per Practical Class Group: 10-15

1. Develop a poster/chart on dietary guidelines or lifestyle management for adults (sedentary, moderate, heavy workers) or pregnant woman.

(4 Hours)

2. Develop a digital educational aid on importance of colostrum/mother's milk/food behavior/lifestyle management (2 Hours)
3. Develop a questionnaire on common nutrition/health concerns (2 Hours)
4. Learn to fill growth chart for under five years children (case study) (2 Hours)
5. Plan and prepare nutritious snack for Pregnant women (iron and folic acid rich) (2 Hours)
6. Plan and prepare nutritious snack Lactating mother (protein and calcium rich) (2 Hours)
7. Plan and prepare nutritious snack Pre-schooler (Vitamin A rich) (2 Hours)
8. Plan and prepare nutritious tiffin for School going child (energy and protein rich) (2 Hours)
9. Plan and prepare nutritious snack for adolescents (energy and protein rich) (2 Hours)
10. Plan and prepare nutritious snack for Elderly (easy to prepare, protein and micro-nutrient rich) (2 Hours)
11. Plan and prepare premix or complimentary food for infants (2 Hours)
12. Plan and organize a health awareness activity in college for college students (exhibition of model snacks/tiffin's/one dish 2meals) OR Plan and play a skit on the concept of longevity for elderly in a nearby slum or community center or college event (Group activity) (6 Hours)

### **ESSENTIAL/ RECOMMENDED READINGS (Theory and Practical):**

1. Chadha, R., & Mathur, P. (Eds.). (2015). Textbook Nutrition: A Lifecycle Approach. Orient Blackswan. ISBN978-8125059301
2. Khanna, K., Gupta, S., Passi, S. J., Seth, R., Mahna, R., & Puri, S. (2013). Textbook of Nutrition and -Dietetics (2nd ed.). Elite Publishing House Pvt. Ltd. ISBN: 978-81- 88901-53-1
3. Srilakshmi, B. (2006). Dietetics. New Age International (P) Limited Publishers. ISBN 81-224-1611-X
4. Wardlaw, G. M., & Smith, A. M. (2015). Contemporary Nutrition (9th ed.). McGraw Hill Education (India) Private Limited.

### **SUGGESTED READINGS:**

1. Evans, S. (2009). Nutrition: A Lifespan Approach, Wiley-Blackwell. ISBN:978-1-405- 17878 5.
2. Shubhangini A Joshi, S. (2021). Nutrition and Dietetics (5th ed.). McGraw Hill Education (India) Private Limited. ISBN:978-93-90727- 82-7.

3. Bernstein, M. & McMahon, K. (2018). Nutrition Across Life Stages, Jones & Bartlett Publishers. ISBN: 9781284102161
4. Katz, D., Yeh, M. and Levitt, J. (2022). Wolters Kluwer Publishers. ISBN: 9781975161491

**B.A. (Prog.) With Food Technology (FT) as Major and Non Major**

**Category- II & III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-4-FT: FOOD SCIENCE PART-II**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Food Science Part-II	4	3	0	1	Class XII Pass	DSC-2-FT

**LEARNING OBJECTIVES:**

1. To familiarize the students with the composition and processing of milk, egg, sugars, fats and miscellaneous food.
2. To impart concept of properties of fats and oil, sugar, egg foam stages and emulsions.

**LEARNING OUTCOMES:**

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

1. Describe the composition and nutritive value of milk, egg, sugar and fats and their role in food processing.
2. Develop understanding about basic processing of milk and eggs.
3. Illustrate the behavior of sugar at various temperatures.
4. Describe spoilage of fat scientifically, determine the smoke point of different fats and illustrate the ways to prevent rancidity of fats.

**THEORY:**

**UNIT I: MILK**

(9 Hours)

- Unit Description: This unit is about milk, its nutritive value, processing, types and effect of processing on milk quality.

- Subtopics:

- o Nutritive value

- o Introduction to liquid milk technology (clarification, pasteurization, homogenization, fortification, sterilization)

- o Types of milk

- o Effect of processing on milk

## **UNIT II: EGGS**

(12 Hours)

- Unit Description: This unit is about eggs its composition and nutritive value, structure, quality, foam formation and effect of heat on egg proteins.

- Subtopics:

- o Composition and nutritive value

- o Structure of an egg

- o Egg quality and deterioration

- o Effect of heat on egg proteins: Green ring formation in boiled egg

- o Storage and preservation of eggs

- o Egg foams – stages of preparation and factors affecting them

## **UNIT III: FATS AND OILS**

(12 Hours)

- Unit Description: This unit is about types of fats and oils, their functions, spoilage, precautions to be taken while using, emulsions and RUCO.

- Subtopics:

- o Definitions, types of fats and oils and their functions

- o Rancidity in fat and its prevention

- o Care of fat used for frying (smoke, flash and fire points)

- o Emulsions

- o Repurpose used cooking oil (RUCO).

## **UNIT IV: MISCELLANEOUS FOOD PRODUCTS**

(12 Hours)

• **Unit Description:** This unit is about miscellaneous food items like sugar and its properties and behavior during cooking, tea and coffee processing and flavoring compounds in spices

• **Subtopics:**

o Sugar: Properties, sugar behavior during cooking.

o Tea and Coffee: Types of tea and coffee, basic processing of tea and coffee.

o Spices and Herbs: Types and flavoring components

### **PRACTICAL:30 Hours**

No. of Students per Practical Class Group: 10-15

1. Determination of pH of different foods. (2 Hours)
2. Selection and purchase criteria of raw materials (cereal, pulses, vegetables, fruits and eggs) (2 Hours)
3. Effect of heat on milk processing. (2 Hours)
4. Effect of acid and alkali on milk processing. (2 Hours)
5. Egg white foam formation (2 Hours)
6. Factors affecting egg white foam stability (4 Hours)
7. Green ring formation in boiled eggs and its prevention (2 Hours)
8. Determination of the quality of an egg (2 Hours)
9. Behavior of sugar at various temperatures (4 Hours)
10. Preparation of crystalline candies (2 Hours)
11. Preparation of non-crystalline candies (2 Hours)
12. Determination of smoke point of different fats and oil (2 Hours)
13. Preparation of emulsions – mayonnaise (2 Hours)

## Advertising, Sales Promotion and Sales Management

### BAC: Discipline (ASPSM)- A2: Marketing Communication

#### 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		
Marketing Communication BAC: Discipline (ASPSM) – A2	4	3	1	0	Pass in XII	Pass in Principles of Marketing (BAC: Discipline (ASPSM) - A1)

#### Learning Objectives

The aim of this course is to provide insights into the communication aspects of marketing.

#### Learning Outcomes

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

Explore the fundamental concepts of marketing communication and learn effective communication.

Develop effective marketing communication simulations.

Categorize the promotion mix tools to be used for creating public relations, sales promotion and direct marketing.

Analyse the consumer buying behaviour which will serve as a guide to develop new and suitable marketing strategies.

Demonstrate the process of integrated marketing communication process, and manage cultural diversity through communication.

#### SYLLABUS OF BAC: Discipline (ASPSM) – A2

##### Unit 1: Communication (6 hours)

Meaning, Importance, Communication process and its elements, Barriers to effective communication, Ways to overcome barriers, Role of communication in marketing, Effective Communication

##### Unit 2: Developing Marketing Communication (9 hours)

Concept, its role; Communication response models AIDA, Hierarchy-of-effects, Steps for developing effective marketing communication.

### **Unit 3: Promotion-mix (12 hours)**

Concept of Promotion Mix, Tools of promotion-mix- advertising, personal selling, public relations, publicity, sales promotion and direct marketing: their meaning, distinctive characteristics and functions; Factors affecting promotion mix.

### **Unit 4: Understanding Consumer Behaviour (12 hours)**

Meaning, Importance, Consumer buying process, Factors influencing buying behavior. Types of consumer buying decisions

### **Unit 5: Integrated Marketing Communication (6 hours)**

Types of Media: advantages and disadvantages; Concept, reasons for growing importance of IMC, Process of integrated marketing communication. Managing cultural diversity through communication

### **Practical Exercises**

The learners are required to:

1. Perform a role-play to analyse the communication challenges faced by a firm.
2. Analyse how consumer response models could be used by a company such as Philips in planning the introduction of a new product like an Air Purifier.
3. Describe and analyse the promotion mix used by various organisations.
4. Analyse the role of consumer buying behavior in designing marketing strategies of various firms.
5. Design and develop an Integrated Promotion Campaign for a novelty in rural market.
6. Discuss how marketers of low-involvement products like shampoo or soaps would use the various IMC tools differently than a marketer of a high involvement product like a smartphone or a car.

### **Suggested Readings**

- Aggarwal, K. V. (2019). *Marketing Communication*. Delhi: Scholar Tech Press.
- Belch, G. E., Belch, M. A., & Purani K. (2017). *Advertising and Promotion: An Integrated Marketing Communications Perspective*. New York: McGraw Hill Education.
- Kotler, P. & Keller, K. L. (2017). *Marketing Management*. London: Pearson.
- Shimp, A. T., & Andrews, J. C. (2015). *Advertising, Promotion, and other aspects of Integrated Marketing Communications*, 9<sup>th</sup> Ed. Boston: Cengage Learning.

### **Additional Resources**

- Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2014). *Marketing Management*. London: Pearson.
- Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2018). *Consumer Behavior*. 11<sup>th</sup> Ed. London: Pearson.
- Stanton, M. J., Walker, B. J., Stanton, W. J., & Pandit, A. (2010). *Marketing*. 14<sup>th</sup> ed. New York: McGraw Hill Education.

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

**B.A (Prog.) with Nutrition and Health Education (NHE) as Major**  
**Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-3-NHE: DIET PLANNING THROUGH THE LIFE SPAN**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Diet Planning Through the Life Span	4	3	-	1	Class XII Pass	DSC-1-NHE and DSC-2-NHE

**Learning Objectives:**

1. To introduce students to the basic concepts of meal planning.
2. To equip them with knowledge of physiological changes, nutritional requirements, nutritional concerns and healthy food choices during the life cycle.

**Learning Outcomes:**

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

1. Describe physiological changes and nutritional requirements across the lifespan.
2. Understand the factors affecting meal planning.
3. Understand the importance of food exchange list and use them for meal planning.
4. Plan and prepare balanced meals and nutritious snacks for various age groups.

**SYLLABUS OF DSC-3**

**Theory:**

**Unit 1: Nutrient Requirements and Recommendations (5 Hours)**

- *Unit Description:* This unit will introduce the concept of dietary reference intake.
- *Subtopics:*
  - Nutrient requirement - concept and background
  - Dietary reference intake
  - EAR and RDA
  - Reference man and reference woman

**Unit 2: Fundamentals of Menu Planning (6 Hours)**

- *Unit Description:* This unit will introduce essential requirements for planning of meals.
- *Subtopics:*
  - Introduction and use of food exchange list
  - Concept and importance of meal planning
  - Factors affecting meal planning

### **Unit3:Nutrition during Childhood**

**(16 Hours)**

- *Unit Description:*This unit will introduce nutritional requirement, physiological changes, nutritional concerns and healthy eating practices during childhood.
- *Subtopics:*
  - Infancy
  - Preschoolers
  - School- going children
  - Adolescents

### **Unit4:Nutrition during Adulthood and Old Age**

**(18 Hours)**

- *Unit Description:* This unit will introduce nutritional requirement, physiological changes, nutritional concerns and healthy food choices during adulthood and old age.
- *Subtopics:*
  - Adulthood
  - Pregnancy
  - Lactation
  - Old age

### **Practical:**

#### **Unit1:Introduction to Meal Planning**

**(10 Hours)**

- *Subtopics:*
  - Use of comprehensive food exchange list in meal planning
  - Meal distribution and menu planning
  - Nutrient calculations

#### **Unit2:Planning and Preparation of Diets/Dishes/Snacks**

**(20 Hours)**

- *Subtopics:*
  - Infant- complementary feeding
  - Preschooler child
  - School aged child
  - Adolescent
  - Adult
  - Pregnant and lactating woman
  - Elderly

### **Essential/recommended readings:**

1. Chadha, R., & Mathur, P. (2015). *Nutrition: A life cycle approach*. Delhi: Orient Blackswan.
2. Sethi, P., & Lakra, P. (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.
3. Mudambi, S. R., & Rajagopal M. V. (2012). *Fundamentals of food, nutrition and diet therapy* (6<sup>th</sup> ed.). Delhi: New Age International (P) Ltd.
4. Siddhu, A., Bhatia, N., Singh, K., Gupta, S. (Eds.). (2017). *Lady Irwin College Technical series 6: Compilation of food exchange list*. Delhi: Global books organisation.
5. Puri, S. et al (2020). *Food exchange list- A tool for meal planning*. New Delhi: Elite publishing house.
6. Longvah, T. et al (2017). *Indian food composition tables*. Hyderabad, Telangana: National Institute of Nutrition.

### Suggested readings:

1. Wardlow, G. M., & Hampl, J. S. (2019). *Perspectives in nutrition*. (11<sup>th</sup> ed.). New York, NY: McGraw Hill.
2. Khanna, K. et al. (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing house (P) Ltd.
3. Shubhangini, A., & Joshi, S. (2021). *Nutrition and Dietetics* (5<sup>th</sup> ed.). McGraw Hill Education (India) Private Limited. ISBN: 978-93-90727-82-7.
4. Edelstein, S., & Sharlin, J. (Eds). (2009). *Life cycle nutrition – an evidence based approach* Burlington, MA: Jones and Barlett Publishers.

## DISCIPLINE SPECIFIC CORE COURSE – DSC-4-NHE: DIETARY GOALS AND GUIDELINES FOR INDIANS

### Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Dietary Goals and Guidelines for Indians	4	3	1	-	Class XII Pass	NIL

### Learning Objectives:

1. To introduce the concept of nutritionally adequate diets and healthy lifestyles from conception till old age.

2. To equip the students with the knowledge of dietary goals and guidelines for Indians relating to nutritional requirements, deficiency diseases and chronic diet-related disorders.

### Learning Outcomes:

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

1. Describe food groups, food pyramid and the concept of a balanced diet.
2. Understand the physiological changes throughout the lifespan.
3. Acquaint themselves with the dietary goals and dietary guidelines for Indians across the life cycle.

### SYLLABUS OF DSC-4

#### Theory:

#### **Unit 1: Basic Concepts of Food (9Hours)**

- *Unit Description:* This unit will introduce various food groups, concept of balanced diet, food pyramid and other aspects regarding diet.
- *Subtopics:*
  - Food groups: basic classification and nutritional contribution
  - Food pyramid
  - Balanced diet and My food plate
  - Food facts, fads and fallacies

#### **Unit 2: Dietary Guidelines I (15Hours)**

- *Unit Description:* This unit will introduce basic dietary goals for healthy living and dietary guidelines.
- *Subtopics:*
  - Dietary goals
  - Guidelines to ensure nutritional adequacy and prevent deficiency diseases
  - Guidelines related to various stages of life

#### **Unit 3: Dietary Guidelines II (13Hours)**

- *Unit Description:* This unit will introduce dietary guidelines to deal with health concerns and healthy food practices.
- *Subtopics:*
  - Guidelines to maintain an ideal body weight and prevent chronic diet-related disorders
  - Guidelines regarding food-related practices

#### **Unit 4: Practical Application of Dietary Guidelines (8Hours)**

- *Unit Description:* This unit will introduce practical aspects with suitable examples to attain all dietary guidelines for Indians.
- *Subtopics:*

Sample eating patterns/ menus for the following meals/ snacks:

- Breakfast
- Lunch/packed lunch
- Dinner
- Snacks

**Essential/recommended readings:**

1. Damyanthi, K. et al. (2011). *Dietary guidelines for Indians- A manual*.(2<sup>nd</sup> ed.) Hyderabad. National Institute of Nutrition.
2. Chadha, R., & Mathur, P. (2015). *Nutrition: A life cycle approach*. Delhi: Orient Blackswan.
3. Agarwal, A., & Udipi. S. (2014). *Textbook of human nutrition*, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
4. Sethi, P., & Lakra, P. (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.

**Suggested readings:**

1. Mudambi, S. R., & Rajagopal M. V. (2012). *Fundamentals of food, nutrition and diet therapy* (6<sup>th</sup> ed.). Delhi: New Age International (P) Ltd.
2. Wardlow, G. M., & Hampl, J. S. (2019). *Perspectives in nutrition*. (11<sup>th</sup> ed.). New York, NY: McGraw Hill.
3. Shubhangini, A., & Joshi, S. (2021). *Nutrition and Dietetics* (5th ed.). McGraw Hill Education (India) Private Limited. ISBN: 978-93-90727-82-7.
4. Khanna, K. et al. (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing house (P) Ltd.

**B.A (Prog.) with Nutrition and Health Education (NHE) as Non-Major  
Category-III**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-4-NHE: DIETARY GOALS AND GUIDELINES FOR INDIANS**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Dietary Goals and Guidelines for Indians	4	3	1	-	Class XII Pass	NIL

### Learning Objectives:

1. To introduce the concept of nutritionally adequate diets and healthy lifestyles from conception till old age.
2. To equip the students with the knowledge of dietary goals and guidelines for Indians relating to nutritional requirements, deficiency diseases and chronic diet-related disorders.

### Learning Outcomes:

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

1. Describe food groups, food pyramid and the concept of a balanced diet.
2. Understand the physiological changes throughout the lifespan.
3. Acquaint themselves with the dietary goals and dietary guidelines for Indians across the life cycle.

## SYLLABUS OF DSC-2

### Theory:

#### Unit 1: Basic Concepts of Food

(9 Hours)

- *Unit Description:* This unit will introduce various food groups, concept of balanced diet, food pyramid and other aspects regarding diet.
- *Subtopics:*
  - Food groups: basic classification and nutritional contribution
  - Food pyramid
  - Balanced diet and My food plate
  - Food facts, fads and fallacies

#### Unit 2: Dietary Guidelines I (15 Hours)

- *Unit Description:* This unit will introduce basic dietary goals for healthy living and dietary guidelines.
- *Subtopics:*
  - Dietary goals
  - Guidelines to ensure nutritional adequacy and prevent deficiency diseases
  - Guidelines related to various stages of life

#### Unit 3: Dietary Guidelines II

(13 Hours)

- *Unit Description:* This unit will introduce dietary guidelines to deal with health concerns and healthy food practices.
- *Subtopics:*
  - Guidelines to maintain an ideal body weight and prevent chronic diet-related disorders
  - Guidelines regarding food-related practices

#### Unit 4: Practical Application of Dietary Guidelines

(8Hours)

- *Unit Description:* This unit will introduce practical aspects with suitable examples to attain all dietary guidelines for Indians.
- *Subtopics:*  
Sample eating patterns/ menus for the following meals/ snacks:
  - Breakfast
  - Lunch/packed lunch
  - Dinner
  - Snacks

#### Essential/recommended readings:

1. Damyanthi, K. et al. (2011). *Dietary guidelines for Indians- A manual*. (2<sup>nd</sup> ed.) Hyderabad. National Institute of Nutrition.
2. Chadha, R., & Mathur, P. (2015). *Nutrition: A life cycle approach*. Delhi: Orient Blackswan.
3. Agarwal, A., & Udipi, S. (2014). *Textbook of human nutrition*, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
4. Sethi, P., & Lakra, P. (2015). *Aahar Vigyan, Poshan Evam Suraksha*. Delhi: Elite Publishing House Pvt. Ltd.

#### Suggested readings:

1. Mudambi, S. R., & Rajagopal M. V. (2012). *Fundamentals of food, nutrition and diet therapy* (6<sup>th</sup> ed.). Delhi: New Age International (P) Ltd.
2. Wardlaw, G. M., & Hampl, J. S. (2019). *Perspectives in nutrition*. (11<sup>th</sup> ed.). New York, NY: McGraw Hill.
3. Shubhangini, A., & Joshi, S. (2021). *Nutrition and Dietetics* (5th ed.). McGraw Hill Education (India) Private Limited. ISBN: 978-93-90727-82-7.
4. Khanna, K. et al. (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing house (P) Ltd.

## Modern Office Management

### BAC: Discipline (MOM)- A2: Modern Office Practices

#### 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		
Modern Office Practices BAC: Discipline (MOM) – A2	4	3	1	0	Pass in XII	Pass in Business Communication (BAC: Discipline (MOM) - A1)

#### Learning Objectives

The aim of the paper is to acquaint the students with Modern Office Practices in an office environment. The knowledge acquired by the students would help them to manage the modern office effectively as office manager, executive or personal secretary by using the skills set acquired by them through this course.

#### Learning Outcomes

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

1. Examine the nature of conventional office, modern office, paperless office, automated and virtual office.
2. Analyse recent trends in office environment.
3. Evaluate the significance of office mechanisation.
4. Analyse the procedure of procurement and maintenance of office forms, stationery, office supplies and machines procured and used by employees.
5. Maintain official records and interpret office correspondence system.

#### SYLLABUS OF BAC: Discipline (MOM) – A2

##### Unit 1: Modern Office and its Functions (9 hours)

Meaning and Definition of Office, Characteristics of an Office, Requisites of an Office, Significance of Modern Office, Scope and Growth of Office Activities, Office Management, Objectives and Principles of Office Management, Primary and Secondary/Administrative Functions, Development of Office Practices, Office Hierarchy, Changing the Nature And Scope of Office Work, Functions of Office Manager, Essential Qualification, Experience and Supervisory Skills Required For Office Manager, Management and Administrative Functions, Changing Office Scenario, Concept of Paperless Office, Automated Office, Virtual Office.

### **Unit 2: Office Environment (9 hours)**

Location and Office Building, New Trends -Office Spaces, Open and Private Office, Front and Back Office Support, Infrastructure, Safety and Security, Ventilation, Green Office, office layout, concept of open office, front and back office support, Use of modular office furniture, emerging office concepts: green office, home environment at work, work from home, flexible office hours, significance of office location, factors affecting choice of office location, working environment.

### **Unit 3: Office Mechanization (9 hours)**

Introduction, meaning and importance of Office Mechanization, objectives and use of office automation tools – desktop/personal computers, printers, scanner, fax machines, photocopier, calling bell, telephones, mobile phones, video conferencing, CCTV Camera, biometric attendance machines.

### **Unit 4: Office Supplies, Office Forms and Procurement (9 hours)**

Office Forms, Principles of Design and Development of Forms, Control of Forms, Office Stationery and Supplies, Office Mechanization, Advantages and Disadvantages of Mechanization, Criteria of selection of Office Machines, Lease and Purchase of Office Equipment, Procurement of Office Supplies, Modular Furniture, Purchase Procedure, e-Tender and Stock of Supplies.

### **Unit 5: Office Correspondence, Records Management and Banking (9 hours)**

Mails, Office Correspondence, Organizing Correspondence, Production and Drafting of Correspondence, Typing and Stenographic Services, Dictating Letters, Handling and Disposal of Mails, Handling and Supervision of Office Records, Management of office records, Disposal and Retention of Office Records. Banking: UPI, PayTM, Net Banking, Mobile Banking, RTGS/NEFT/IMPS, Demand Drafts and validity of cheques.

#### **Practical Exercises**

The learners are required to:

1. Visit the administrative office of their College, any Government office or any Private office, and examine its characteristics.
2. Observe the office building, ventilation and layout of the office building visited.
3. Analyse the mechanisation tools employed in the office visited.
4. Observe the office supplies, stationery, office forms used in different office systems.
5. Analyse the system of maintaining official records and communication in different offices.

#### **Suggested Readings**

- Bhatia, R. C. (2003). *Office Management*. New Delhi, India: Galgotia Publishing Company.
- Chopra, R. K., & Bhatia, A. (2010). *Office Management*. 15<sup>th</sup> Edition. Mumbai, India: Himalaya Publishing House.
- Geoffrey, M., Standingford, O., & Appleby, R. C. (1991). *Modern Office Management*, NY, USA.
- Mills, G., & Standingford, O. (1949). *Office Organization and Method*. Pitman.
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**Note: Suggested readings will be updated by the Department of Commerce and uploaded on the Department's website.**

















