

**Draft Model Curriculum for 3yr./4yr. Degree Course with
Apprenticeship Embedded Degree program**

B.Sc./B.A. with Double Major in Economics and Data Analytics



**Higher Education
Department**
Government of Odisha

Under National Education Policy 2020

Semester	Course (paper)	Course Name	Credit
Semester I	MJ -1.1	Basic economics -I	4
	MJ -1.2	Indian Economy -I	4
	MJ -1.3	Mathematical Methods for Economics-I	4
	MJ- 1.4	Money and Banking	4
	MJ -2.1	Computational methods in Economics	4
	AEC (Ability Enhancement Courses)	English: Business Communication	4
	VAC (Value Added Course)	Environmental Studies & Disaster Management	3
		TOTAL	27
Semester II	MJ 1.5	Basic economics -II	4
	MJ 1.6	Indian Economy -II	4
	MJ 1.7	Statistical methods for Economies	4
	MJ- 1.8	Public Economics	4
	MJ 2.2	Introductory Econometrics	4
	AEC (Ability Enhancement Courses)	English: Word and Presentation skill	4
	VAC (Value Added Course)	Good Citizenship /or Any other discipline	3
		TOTAL	27
Semester III	MJ 1.9	Microeconomics-I	4
	MJ 1.10	Macroeconomics-I	4
	MJ 1.11	Mathematical Methods for Economics-II	4
	MJ- 1.12	Development Economics	4
	MJ 2.3	Fundamentals of Data Analytics	4
	MJ -2.4	Excel application in Data Analytics	4
	MDC (Multidisciplinary Course)	Economics or /any other discipline	3
	SEC (Skill Enhancement Course)	Economics or/ any other discipline	3
		TOTAL	30
Semester IV	MJ -1.13	Microeconomics-II	4
	MJ- 1.14	Macroeconomics-II	4
	MJ- 1.15	Environmental Economics	4
	MJ -2.5	Data Analytics using “R”	4
	MJ -2.6	Data Analytics using Python	4
	MDC (Multidisciplinary Course)	Economics /or any other discipline	3
	SEC (Skill Enhancement Course)	Economics /or any other discipline	3
		TOTAL	26
Semester V	Internship/Apprenticeship/Industry Training		20
Semester VI	Internship/Apprenticeship/Industry Training		20
TOTAL			150

** The 4yr. program of AEDP shall be as per 3 yr./4yr. UG Degree Program under NEP-2020*

Semester-I

1.1 Basic economics-I

Course Description

This course is designed to expose the students to the basic principles of how the economy works at the microeconomic level with some basic concepts like markets, and consumer choice. in macroeconomics. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations. This course also discusses the preliminary macroeconomic concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, investment, and GDP.

Course Outcomes (COs)

- To expose the students to the introductory micro and macro-economic concepts.
- To explain how to think like an economist and illustrate how microeconomic concepts can be applied to analyses of real-life situations.
- To introduce preliminary macroeconomic concepts associated with the determination and measurement of aggregate macroeconomic variables like savings, investment, and GDP.
- To examine the circular flow of income and expenditure in a 2, 3, and 4-sector economy.

Unit I: Exploring the Subject Matter of Economics, Markets and Welfare

The Ten Principles of Economics: How people make decisions; Working of the economy as a whole; Thinking Like an Economist: The Economist as Scientist – The scientific method: Observation, Theory and more observation; Role of Assumptions; Economic Models; Why economists disagree; Graphs in Economics; The Market Forces; Markets and Competition; The Demand and Supply curves – Market vs Individual curves, Shifts in Demand and Supply Curves; Market Equilibrium and changes therein; Price Elasticity of Demand – determinants and computation; Income and Cross Elasticity of Demand; The Price Elasticity of Supply – determinants and computation; Consumer and Producer Surplus.

LO: Upon completion of this module, students will get a basic idea about the basic underlying principles followed in economics and get a formative perspective to concepts of elasticity of demand and supply.

Unit II: Theory of Consumer Choice

The Budget Constraint; Preferences – representing preferences with indifference curves; Properties of Indifference Curves; Two extreme examples of indifference curves; Optimization – Equilibrium; Change in equilibrium due to changes in income, changes in price; Income and Substitution Effect; Derivation of Demand Curve; Three applications – Demand for Giffen goods, Wages and Labour Supply, Interest rate and Household saving.

LO: Upon completion of this module, the students can understand the problem of choice and decision-making by consumers and have a vivid understanding of optimization and equilibrium.

Unit III: Basic Concepts in Macroeconomics

Macro vs. Microeconomics; Limitations of Macroeconomics; Stock and Flow variables, Equilibrium and Disequilibrium, Partial, and General Equilibrium Statics – Comparative Statics and Dynamics; National Income Concepts – GDP, GNP, NDP, and NNP at market price, factor cost, real and nominal; Disposable Personal Income.

LO: Upon completion of this module, the students will be introduced to concepts of macroeconomic variables and the basic concept of National Income Accounting.

Unit IV: Measurement of Macroeconomic Variables

Output, Income and Expenditure Approaches; Difficulties of Estimating National Income; National Income Identities in a simple 2-sector economy and with government and foreign trade sectors; Circular Flows of Income in 2, 3 and 4-

sector economies; National Income and Economic Welfare; Green Accounting.

LO: Upon completion of this module, the students will be familiarized with the estimation of National Income and understand the circular flow of income and expenditures in a closed and open economy.

Textbook:

- ✓ Gregory N Mankiw: *Principles of Economics*, 6th Edition, Cengage Learning India Private Limited, New Delhi
- ✓ Gregory N. Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi
- ✓ Government of India (2012): *National Accounts Statistics Sources and Methods*, CSO, MOSPI

Reference Book:

- ✓ Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.
- ✓ Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.

1.2 Indian Economy- I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list should be updated annually.

Course Outcomes

1. To have an understanding of the evolution of the Indian economy from pre-colonial to modern times, and its current state as a developing economy.
2. To be able to explain the relationship between population growth, human development, and economic development in India.
3. To be able to assess the national income trends in India, including sectoral composition, regional disparities, and challenges like poverty, inequality, and unemployment.
4. To gain the ability to critically analyze the role of economic planning in India's development, including the evolution from Five-Year Plans to NITI Aayog.

Unit I: Basic Characteristics of Indian Economy as a Developing Economy

Indian Economy in the Pre-British Period; The Structure and Organization of Villages and Towns; Industries and Handicrafts in Pre-British India; Colonialism; Economic Consequences of British Rule; Decline of Handicrafts and Progressive Ruralization; The Land System and Commercialization of Agriculture; Industrial Transition; Colonial Exploitation and Impacts – Underdevelopment; Colonization and Modernization; State Policies and Economic Underdevelopment; The Current State of Indian Economy

LO: *This module shall enable the students to gain an in-depth understanding of the pre-British Indian economy, including its structure, industries, colonial impacts, and modernization, and evaluate state policies and current economic conditions.*

Unit II: Population and Human Development

Population Growth and Economic Development – size, growth and Future of Population; Causes of rapid Population Growth; Population and Economic Development; Population Policy; Demographic Issues– Sex and Age Composition of Population; Demographic Dividend; Urbanization and Migration; Human Resource Development – Indicators and importance of Human Resource Development; Education policy; Health and nutrition.

LO: *Upon completion of this module, students will analyze the population trends and policies in India, understand their impact on economic development, and evaluate the importance of human development (education, health) for India's future.*

Unit III: National Income in India: The Growth Story and Current Challenges

Trends in national and per capita income; Changes in sectoral composition of national income; Regional disparities in Growth and Income; Savings and Investment and Economic Growth – The Linkage; Poverty – Estimation and Trends, Poverty Alleviation Programs– MGNREGA, NRLM, SJSRY; Inequality – Measures and trends in India; Unemployment– Nature, Estimates, Trends, Causes and Employment Policy.

LO: *Upon completion of this module, students will have an understanding of national income trends, sectoral contributions, regional inequalities, and challenges that India faces like poverty, inequality, and unemployment.*

Unit IV: Economic Planning in India

Rationale, Features, Objectives, Strategies, Achievements and Assessment of Planning in India; Eleventh Five Year Plan– Objectives, Targets and Achievements; Twelfth Five Year Plan – Vision and Strategy;

From Planning to NITI– Transforming India’s Development Agenda.

LO: *Upon completion of this module, students will be able to appreciate the rationale and features of economic planning in India, its objectives and strategies, evaluate its achievements, and describe the transition to NITI Aayog.*

Textbook:

- ✓ *Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai*

Reference Books:

- ✓ *Dutt R. and Sundharam K. P. M: Indian Economy. S. Chand & Company Ltd., New Delhi.*
- ✓ *Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand: Indian Economy, Publications, 7th Revised Edition*
- ✓ *Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09*
- ✓ *Government of India (Current Year): Economic Survey, Ministry of Finance, New Delhi Basu, K. (2008): Oxford Companion to Economics in India, Oxford University Press*

1.3 Mathematical Methods for Economics I

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, 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. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outcomes:

- To use mathematical techniques in analyzing economic problems
- To get a fair idea about the number system, set theory, and different types of functions.
- Evaluate and use the concept of derivative of functions involving single variables to link the total and marginal concepts in Economics.
- Understand major concepts of Linear Algebra

Unit I: Preliminaries and Functions of One Real Variable

Sets and set operations; Cartesian product; relations; functions and their properties; Number systems. Types of Functions: constant, polynomial, rational, exponential, logarithmic; Graphs and graphs of functions; Limit and Continuity of functions; Limit theorems.

LO: *This module will enable the students to know the theory of sets, ordered pairs, and Cartesian products; and learn the concepts of relation and function and limit and continuity of functions.*

Unit II: Derivative of a Function

Rate of change and derivative; Derivative and slope of a curve; Continuity and differentiability of a function; Rules of differentiation for a function of one variable; Application- Relationship between total, average and marginal functions.

LO: *This module will enable the students to know the concept of the derivative and the rules for derivatives; and about the economic applications of differentiation in establishing the relationship between total, marginal, and average functions in Economics.*

Unit III: Functions of two or more Independent Variables

Partial differentiation techniques; Geometric interpretation of partial derivatives; Partial derivatives in Economics; Elasticity of a function – demand and cost elasticity, cross and partial elasticity.

LO: *This module will enable the students to find out partial derivatives of multivariate functions; and calculate elasticities of multivariate functions.*

Unit- IV: Matrices and Determinants

Matrices: concept, types, matrix algebra, transpose, inverse, rank; Determinants: concept, properties, solving problems using properties of determinants, solution to a system of equations - Cramer's rule and matrix inversion method.

LO: *This module will enable the students to understand different types of matrices and determinants; and learn about the matrix operations and solve systems of linear equations using matrices.*

Textbook:

- ✓ C. Chiang and K. Wainwright (2005): *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition

Reference Book:

- ✓ *K. Sydsaeter and P. J. Hammond (2002): Mathematics for Economic Analysis. Pearson Educational Asia*
- ✓ *Edward T Dowling (2004): Introduction to Mathematical economics, Tata McGeaw-Hill, Third Edition.*
- ✓ *Taro Yamane (1995): Mathematics foe Economists: An elementary survey. New Delhi Prentice Hall. Second Edition*

1.4 Money and Banking

Course Description

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Outcomes:

- Understanding money and its types along with their functions and different measures of money supply.
- Understanding the basic concepts of banking, and its functions and to examine the banking scenario in India.
- To gain knowledge of the functions of central banks and monetary policies and how they have evolved.
- Get an understanding of the conceptual framework of the financial market and institutions of India.

Unit I: Money

Definition and functions of money; Types of money: legal tender money and bank money, near money; Value of money and index number; construction of index number; WPI, CPI, PPI, GDP deflator, Cost of living index. Demand for money- Classical and Keynesian approaches, Patinkin and the Real Balance Effect; Friedman's Quantity theory of money. Supply of Money- Measures of money supply: M_1 , M_2 , M_3 and M_4 ; High powered money and money multiplier.

LO: This module will enable students to understand various concepts of money and money substitutes, functions of money, and monetary aggregates.

Unit II: Commercial Banking

Meaning and types; Functions of commercial banks; the process of credit creation and its limitations; Balance sheet and portfolio management, Banking sector reforms in India; Lessons from Global Financial Crisis and Policy Response in India.

LO: This module will make the students aware of basics of commercial Banking and Finance.

Unit III: Central Banking

Functions of a central bank; Quantitative and qualitative methods of credit control; Central Bank's Supervision and prudential measures for financial stability; current monetary policy of India, liquidity adjustment facility (LAF) through Repo and reverse repo operation, MSF.

LO: Upon completion of this module, students will be able to appreciate the effects of the major policy tools and understand how central banks affect the financial system of the economy.

Unit IV: Financial Markets

Financial Market, Meaning, Types, Money market and Capital Market, Primary and Secondary Market, Stock Exchanges, SEBI; Role of Financial Markets for Economic Development. Financial Instruments: Government securities, derivatives, futures and options, bond, debentures.

LO: This module shall help students to understand the nature of financial instruments and their usage.

Textbook

- ✓ *Bhole, L. M. (2017): Financial institutions and Market, 6th Ed, Tata McGraw hill, New Delhi.*
- ✓ *Mishkin, F. S. & Eakins S. G (2017): Financial Market and Institutions, 8th Ed, PE, New Delhi.*

Reference Book

- ✓ *Suraj. B. Gupta (2010): Monetary Economics: Institution, Theory and Practice, S. Chand.*
- ✓ *Gorden & Natrajan (2023): Financial Market and institutions, 3rd Ed, Himalaya Publishing house*

2.1 Computational Methods in Economics

Course Description

This course introduces the students to understand uses of computers and their applications in economics. After completion of the course, students will develop professional competency in working with MS Office.

Course Outcomes:

- To understand the uses of computers and their applications in Economics.
- To develop professional competency in working with MS Office.
- To get hands-on use of Microsoft Office applications- Word, Excel, PowerPoint, and Access.
- To gain basic soft skills in handling data, creation, and formatting of Word documents, and making presentations.

Unit-I: Computer Fundamentals

The basic architecture of CPU and its functions – Input device and output device – Primary and secondary memory. Operating systems - concept and types, Windows- concepts and components; Basics of a computer network: LAN, WAN, and MAN; Introduction to internet and its applications; booting process, Machine language, and assembly language; Applications of computer in Economics, other fields.

LO: This module shall make the students understand the basics of computers – parts, memory, network, and internet.

Unit II: MS Word, PowerPoint, and Access Applications

MS Word: Word basics, creation of a document, use of tables, pictures, and charts; editing, formatting, and printing documents; MS PowerPoint: Features, Creation of Slides for presentation, Types of view, Slide master, Templates and Slide transition; MS-Access: Data Field, Record, Database file, Types of files, Types of records, Data type, Database evolution, Data transfer from Excel to Access

LO: Upon completion of this module, students shall be able to create text documents using MS Word, create interesting and appealing presentations using MS PowerPoint, and apply Database Management Software (DBMS) like MS Access to manage data of businesses and enterprises.

Unit III: Worksheet & MS Excel

Basics of worksheet –creating a worksheet, entering data into a worksheet, sorting data, autofill, saving & protecting a worksheet, Formatting of a worksheet. Previewing & Printing worksheet; Create an Excel chart; Drawing charts: Area, Bar, Column, Line, Pie, Scatter, etc. Move and Resize your chart; Charts Styles and Layouts; Chart Titles and Series Titles; Format chart Panel; Add labels to a Chart; Format chart segments; Format Axis titles; Format your Axis titles

LO: Upon completion of this module, students shall develop the ability to arrange data in spreadsheets using graphing tools, pivot tables, and formulas.

Unit IV: MS-Excel Basic Function

Basic calculations: Sum, Sqrt, Max, Min, Count, Averages, Rank; Conditional and logical functions: IF, AND, OR; Estimation of correlation and regression; Hypothesis testing: t-test, F-test and Z-test Excel Pivot Tables; The LOOKUP Function; The VLOOKUP Function in Excel; Hyperlinks in Excel

LO: This module shall enable the learner to analyze data using MS Excel functions.

Textbooks:

- ✓ *New Perspectives Microsoft Office Excel 2016, Comprehensive Enhanced Edition, by Parsons, et al, Nelson Publisher.*
- ✓ *Sinha, P. K. (2004): Computer Fundamentals, 6th Ed, BPB Publications, New Delhi.*

Reference Book

- ✓ *Raja Raman.V. (2014): Fundamentals of Computers, 6th Ed, PHI, New Delhi.*
- ✓ *Kerns R. L.(1992): Essentials of Microsoft Windows, Word and Excel, PHI.*
- ✓ *Alexis Leon & Mathews Leon: Introduction to Computers with Ms-Office, TMH.*

AEC Paper I

English: Business Communication

Credits: 4

S. No	Modules	Outcomes
1.	English Language and Communication: Introduction	● Communication, its Importance and Factors ● Types of Communication ● Verbal and Non-verbal Communication ● Styles of Communication
2	English Language and Communication: Listening and Speaking	● Types of Listening ● Speaking to communicate effectively ● Style of speaking in Various Situations ● English Pronunciation
3	English Language and Communication: Reading and Writing	● Reading methods and techniques. ● Reading texts to Understand meaning ● Writing Process ● Writing short and Long texts
4	English Language and Communication: Grammar and Vocabulary	● Grammar ● Sentence structure ● Functions of Language

Reference Book: A Course book for ENGLISH COMMUNICATION (Publisher: Orient BlackSwan)

VAC Paper I

Environmental Studies & Disaster Management

(Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of:-

a) Air pollution

b) Water pollution

c) Soil pollution

d) Marine pollution

e) Noise pollution

f) Radiation pollution

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity:- Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

1. Disaster Management: Types of disasters (natural and Man-made) and their causes and effect)
2. Vulnerability Assessment and Risk analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lightning)
3. Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF)
4. Preparedness measures: Disaster Management cycle, Early Warning System, Pre Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stake holders participation, Corporate Social Responsibility (CSR)
5. Survival Skills: Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightning), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment (6 Period)

- A. a) Environmental Ethics: Issues and possible solutions.
 - b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
 - c) Environment Protection Act
 - d) Air (Preservation Control of Pollution) Act
 - e) Water (Preservation Control of Pollution) Act
 - f) Wildlife Protection Act
 - g) Forest Conservation Act
 - h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)
 - B. Human Population and the Environment
- Population Ecology: Individuals, species, population, community
- Human population growth, population control method
- Urbanisation and its effect on society

Unit 5: Field work (15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge , etc.

Semester-II

1.5 Basic Economics II

Course Description

This course is designed to expose the students to the basic principles of how the economy works at the microeconomic level with some basic concepts like production, firms and input markets. This course also aims to introduce the students to the basic macroeconomic concepts of money, inflation, and the theories of determination of income and employment in the aggregate economy.

Course Outcomes

- ✓ To have a clear idea about the principles that govern the economy's running at the micro and macro levels.
- ✓ To understand about the working of the input market.
- ✓ To gain clarity about dynamic concepts of Inflation, Employment, money, and income.
- ✓ To understand of the theories of determination of income and employment in the aggregate economy.

Unit I: The Firm and Market Structures

Cost concepts; Production and Costs; The various measures of cost – Fixed and Variable cost, Average and Marginal cost; Cost curves and their shapes; Costs in the short run and the long run; Economies and diseconomies of scale. Firms in Competitive Markets – What is a competitive market; Profit maximization and the competitive firm's supply curve; The marginal cost curve and the firm's supply decision; Firm's short-run decision to shut down; Firm's long-run decision to exit or enter a market; The supply curve in a competitive market – short run and long run

LO: Upon completion of this module, the students will have a clear understanding of the traditional theory of cost and different cost concepts, and be able to distinguish between short-run and long-run costs, and relate them to a firm's decision-making under competitive markets.

Unit II: The Input Markets

The Demand for Labour – The production function and the marginal product of labour; Value of the marginal product of labour and demand for labour; Shifts in labour demand curve; The supply of labour – the trade-off between work and leisure; Shifts in the labour supply curve; Equilibrium in the Labour Market; Other factors of production: Land and Capital; Linkages among factors of production

LO: Upon completion of this module, the students will get an insight into the analysis of demand and supply of inputs and the linkages among the factors of production.

Unit III: Money and Changes in its Value

Evolution and Functions of Money, Quantity Theory of Money – Cash Transactions, Cash Balances and Keynesian Approaches, Value of Money and Index Number of Prices

Inflation – Meaning, Causes, and Anti-Inflationary Measures; Classical, Keynesian, Monetarist and Modern Theories of Inflation, Inflationary Gap, Deflation- Meaning, Causes, and Anti- Deflationary Measures, Depression and Stagflation; Inflation vs. Deflation

LO: Upon completion of this module, the students shall understand the evolution of money and the classical theories of money supply and be able to explain the causes of inflation and deflation in an economy and the impact and solution thereto.

Unit IV: Determination of National Income

The Classical Approach - Say's Law, Theory of Determination of Income and Employment with and without saving and Investment; Basics of Aggregate Demand and Aggregate Supply and Consumption- Saving – Investment Functions, The Keynesian Approach – Basics of Aggregate Demand and Aggregate Supply and Consumption, Saving, Investment Functions; The Principle of Effective Demand; Income Determination in a Simple 2-Sector Model; Changes in Aggregate Demand and Income- The Simple Investment Multiplier

LO: Upon completion of this module, the students shall get to know the classical and Keynesian theories of income and employment determination.

Textbook:

- ✓ *Gregory N Mankiw: Principles of Economics, 6th Edition, Cengage Learning India Private Limited, New Delhi*
- ✓ *Gregory N. Mankiw (2010): Macroeconomics, 7th edition, Cengage Learning India Private Limited, New Delhi*
- ✓ *Government of India (2012): National Accounts Statistics Sources and Methods, CSO, MOSPI*

Reference Book:

- ✓ *Karl E. Case and Ray C. Fair (2007): Principles of Economics, 8th Edition, Pearson Education Inc.*
- ✓ *Richard T. Froyen (2005): Macroeconomics, 2nd Edition, Pearson Education Asia, New Delhi.*

1.6 Indian Economy II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list should be updated annually.

Course Outcomes

- To analyze the current state of Indian agriculture, including production trends, factors influencing production, and policy initiatives like land reforms and the green revolution.
- To evaluate the development of Indian industries, including historical industrial policies, challenges faced by small-scale industries, and the role of labor.
- To assess the contribution of the tertiary sector to the Indian economy, and understand the concept of Human Resource Development (HRD) and its role in India's development.
- To explain India's foreign trade scenario, including trade composition, export promotion strategies, and the role of foreign capital.
- To analyze the environmental policies implemented in India and the global response to climate change, considering India's specific situation.

Unit I: Agricultural Development in India

Indian Agriculture: nature, importance, trends in agricultural production and productivity, factors determining production, land reforms, new agricultural strategies and green revolution, rural credit; Agricultural marketing and warehousing.

LO: Students will be able to analyze the structure, challenges, and advancements in Indian agriculture, including policies, credit, and marketing.

Unit II: Industrial Development in India

Trends in industrial output and productivity; Industrial Policies of 1948, 1956, 1977, and 1991; Industrial Licensing Policies – MRTP Act, FERA, and FEMA; Growth and problems of SSIs, Industrial sickness; Industrial finance; Industrial labor.

LO: Students will know about industrial output and productivity trends, industrial policies, the impact of licensing policies, small-scale industries' growth, industrial finance, and labor issues in India.

Unit III: Tertiary Sector, HRD, and the External Sector

Tertiary Sector: growth and contribution of the service sector to GDP of India, share of services in employment; Human development – concept, evolution, measurement; HRD: indication, importance, education in India, Indian educational policy; Health and Nutrition. Foreign Trade: role, composition, and direction of India's foreign trade, trends of export and import in India, export promotion versus import substitution; Balance of Payments of India; India's Trade Policies; Foreign Capital – FDI, Aid and MNCs.

LO: Students will have an understanding of the growth of India's service sector, human development strategies (education & health), and international trade dynamics (exports, imports, foreign investment)

Unit IV: Indian Economy and Environment

Environmental Policies in India: The Environment (Protection) Act 1986, The Environment (Protection) Rules 1986, The National Forest Policy 1988, Policy statement for Abatement of Pollution 1992, National Conservation Strategy and Policy Statement on Environment and Development

1992, The National Environment Appellate Authority Act 1997, National Environmental Policy 2006; Global deal with Climate Change: Introduction, Intergovernmental Panel for Climate Change (IPCC), Impact of Climate Change on India, Global Response on Climate Change, Possible Role of India.

LO: Students will be able to analyze key environmental policies in India, the global deal on climate change, IPCC's role, climate change impacts, and global responses to India's role.

Textbook:

- ✓ *Mishra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai*

Reference Books:

- ✓ *Dutt R. and Sundharam K. P. M.: Indian Economy. S. Chand & Company Ltd., New Delhi.*
- ✓ *Datt and Sundharam, Gaurav Datt and Ashwani Mahajann: Indian Economy, S Chand Publications, 7th Revised Edition*
- ✓ *Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09*
- ✓ *Government of India (Current Year): Economic Survey, Ministry of Finance, New Delhi*

1.7 Statistical Methods for Economics

Course Description:

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It is followed by a study and measure of the relationship between variables, which are the core of economic analysis. This is followed by a basic discussion on index numbers and time series. The paper finally develops the notion of probability, followed by probability distributions of discrete and continuous random variables, and introduces the most frequently used theoretical distribution, the Normal distribution.

Course Outcomes:

- To summarize data effectively using measures of central tendency, dispersion, and graphical techniques.
- To analyze relationships between variables through correlation and regression analysis.
- To understand and interpret time series data by identifying trends and seasonality.
- To apply probability theory and sampling techniques to solve statistical problems and assess data validity.

Unit I: Data Collection and Measures of Central Tendency and Dispersion

Basic concepts: population and sample, parameter and statistics; Data Collection: primary and secondary data, methods of collection of primary data; Presentation of Data: frequency distribution; cumulative frequency; graphic and diagrammatic representation of data; Measures of Central Tendency: mean, median, mode, geometric mean, harmonic mean, their relative merits and demerits; Measures of Dispersion: absolute and relative - range, mean deviation, standard deviation, coefficient of variation, quartile deviation, their merits, and demerits; Measures of skewness and kurtosis.

LO: *At the end of this module, students will be able to distinguish between population and sample, collect and organize data, and calculate measures of central tendency and dispersion to understand a data set's characteristics.*

Unit II: Correlation and Regression Analysis

Correlation: scatter diagram, sample correlation coefficient - Karl Pearson's correlation coefficient and its properties, probable error of correlation coefficient, Spearman's rank correlation coefficient. Two variable linear regression analysis - estimation of regression lines (Least square method) and regression coefficients - their interpretation and properties, standard error of estimate.

LO: *This module shall help students master the techniques to measure the strength and direction of relationships between variables (correlation) and use linear regression analysis to model and predict those relationships.*

Unit III: Time Series and Index Number

Time Series: definition and components, measurement of the trend- freehand method, methods of semi-average, moving average and method of least squares (equations of first and second degree only), measurement of the seasonal component; Index Numbers: Concept, price relative, quantity relative and value relative; Laspeyres's and Fisher's index, family budget method, problems in construction and limitations of index numbers, test for ideal index number.

LO: *Upon completion of this module, students will be able to analyze time series data for trends and seasonality, and construct and interpret index numbers to measure price and quantity changes.*

Unit IV: Probability Theory and Sampling

Probability: Basic concepts, addition, and multiplication rules, conditional probability; Meaning of Sampling, Types of Sampling: Probability Sampling versus Non-Probability Sampling; Simple Random Sampling and its selection, Systematic Sampling, Multi-stage Sampling, Quota Sampling; Error: Sampling and Non-sampling.

LO: Upon completion of this module, students will be able to calculate probabilities, understand different sampling methods (probability vs. non-probability), and identify potential errors associated with sampling.

Basic Readings and Textbooks:

- ✓ S. C. Gupta (2017): *Fundamentals of Statistics*, Himalaya Publishing House, Delhi

Reference Book:

- ✓ Murray R. Spiegel (2017): *Theory & Problems of Statistics*, Schaum's publishing Series.
- ✓ A L Nagar & R K Das (1983): *Basic Statistics*. Oxford University Press.

1.8 Public Economics

Course description:

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities.

Course Outcomes:

- The course will familiarize the students with the relevance, responsibilities, and sources of receipts of the government.
- Students will be able to understand the rationale behind the public provision of specific goods and services and what can be left to market for provision.
- Students will be able to understand the normative ideas behind public expenditure, taxation, and public debt as well as the budget of government and its impact on the economy.
- Students will be able to understand the methods of fiscal management by the government in India.

Unit I: Introduction to Public Finance and Public Budgets

The concept of Pareto Optimality. Pareto improvement and potential Pareto improvement. Public good versus private good; Free riding and public Good provision. Maximum Social advantage. Market failure and role of government; Public Budget: kinds of budget, economic and functional classification of the budget; Balanced and unbalanced budget; Balanced budget multiplier; Budget as an instrument of economic policy

LO: *This module will give an idea of the goods to be provided by the government and market and the challenges faced by the government to provide public goods; and will also teach about different types of budgets and their implications for the economy.*

Unit II: Public Expenditure

Meaning, classification, principles, cannons and effects, causes of growth of public expenditure, Wagner's law of increasing state activities, Peacock-Wiseman hypotheses. Pareto Optimality Criterion, social Allocation

LO: *This module will educate on the principles behind public expenditure and the causes behind the rise in the public expenditure.*

Unit III: Public Revenue

Sources of Public Revenue; Taxation - meaning, cannons and classification of taxes, impact and incidence of taxes, division of tax burden, the benefit and ability to pay approaches, taxable capacity, effects of taxation, characteristics of a good tax system, major trends in tax revenue of central and state governments in India, Introduction of GST in India. Issues and Challenges relating to GST.

LO: *This module will educate on the sources of receipts for the government, theoretical ideas behind taxation, and implementation of GST in India.*

Unit IV: Public Debt

Sources, effects, debt burden – Classical/ Ricardian views, Keynesian and post-Keynesian views; shifting - intergenerational equity, methods of debt redemption, debt management, tax versus debt.

LO: *This module will give a fair idea of different aspects of the implications of public debt on the economy*

Textbooks:

- ✓ J. Hindriks and G. Myles (2006): *Intermediate Public Economics*, MIT Press.

Reference Book:

- ✓ R. A. Musgrave and P. B. Musgrave (1989): *Public Finance in Theory and Practices*. McGraw Hill
- ✓ Bhatia H L (2018): *Public Finance*. Vikas Publishing House.

2.2 Introductory Econometrics

Course Description:

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

Course Outcomes:

- To have a comprehensive introduction to basic econometric concepts and techniques.
- To gain an understanding of the statistical concepts of hypothesis testing, estimation, and diagnostic testing of simple and multiple regression models.
- To gain knowledge about the consequences, tests, and remedies of violation of Least Square assumptions.

Unit I: Introduction

Definition, Nature and scope of econometrics; Theoretical Probability Distributions: Binomial, Poisson and Normal distributions: their properties. Theory of Estimation: Estimation of parameters; properties of estimators – small sample and asymptotic properties; point and interval estimation.

LO: *This module will enable the students to know about some common discrete and continuous theoretical probability distributions; and to know about estimators, point and interval, and the desirable properties of point estimators.*

Unit II: Hypothesis Testing

Testing of hypotheses: defining statistical hypotheses; Simple and composite hypotheses; Null and alternative hypothesis; Type I and Type II errors, Critical region; Neyman-Pearson lemma; Power of a test; Test statistics: z, chi square, t and F.

LO: *This module will enable the student to gain knowledge about statistical hypotheses and the procedure of testing of hypothesis; and have an understanding of type I and type II errors in the procedure of hypothesis testing.*

Unit III: Linear Regression Analysis

Two variable linear regression model – Assumptions; Least square estimates, Variance and co- variance between Least square estimates; BLUE properties; Standard errors of estimates; Co- efficient of determination; Inference in a two variable linear regression model; ANOVA; Forecasting. Introduction to multiple regression models.

LO: *This module will enable the students to understand the concept and usefulness of regression analysis and differentiate between Linear and non-linear relations; understand the difference between simple & multiple linear regression models and their estimation as well as inference drawn therefrom.*

Unit IV: Violation of Classical Assumptions

Heteroscedasticity, Multicollinearity and Auto-correlation: Meaning, consequences, tests and remedies.

LO: *This module will enable the student to understand the consequences, tests, and remedies of violation of Least Square assumptions.*

Textbook:

- ✓ Gujarati, D & Sangeetha (2007); —*Basic Econometrics*l, McGraw Hill Book Co.

Reference Book:

- ✓ Wooldrige, J. M. (2022): *Introductory Econometrics: A modern Approach*, 7th Ed, Cengage Publication

AEC Paper II

English: Word and Presentation skill

Credits: 4

S. No	Modules	Outcomes
1.	Basic Communication	● Explain: ○ Structures in present and present continuous tense ○ Structures in past & past continuous tense ○ Structure in present perfect & present perfect continuous tense ○ Structures in future tense ○ Modals: helping verbs ○ Prepositions ○ Idioms ● Practice speech on a given topic. ● Practice Extempore speech
2	Communication	● Describe communication. ● Describe the Process of communication. ● Discuss the Importance of communication ● Explain various Types of communication. ● Demonstrate Useful Phrases for Everyday Use ● Explain the technique of Asking Questions
3	Hotel English	● Describe the Essential qualities of a good speaker. ● Discuss Speech improvement- pronunciation. ● Explain the importance of Stress in speech. ● Describe Intonation and modulation. ● Describe Common phonetics- difficulties

VAC Paper I

Good Citizenship

Credits:3

Objectives/Learning Goals of the Course

- Development of good human being and a responsible citizen
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

Learning Objectives:

- Understanding Basic Values of Indian Constitution.
- Understand how to be a patriot.
- Develop professionalism and understand the ethics relating to various professions.

1. Indian Constitution (1 Credit= 15 hours)

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2. Patriotism (1 Credit= 15 hours)

Patriotic Value and ingredients of nation building, Concept of Good Citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

3. Work Ethics (1 Credit= 15 hours)

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

Semester-III

1.9 Microeconomics I

Course Description

The course is designed to provide sound training in microeconomic theory to formally analyze the behavior of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts; this course looks at the behavior of the consumer and the producer and also covers the behavior of a competitive firm.

Course Outcomes:

- To develop an understanding of preferences and consumer choice and formally analyze the behavior of individual agents
- To be able to use mathematical tools to facilitate understanding of the basic concepts of Economics.
- To understand the behavior of the consumer and the producer.
- To understand the behavior of a competitive firm.

Unit I: Consumer Theory I

Preferences and Utility, Axioms of Rational Choice, Utility, Trades and Substitutions, Indifference curves; Mathematics of Indifference curves, Utility functions for specific preferences, the many good cases; Utility Maximization and choice: the 2-good case (graphical analysis), the n-good case, Indirect utility function, the Lump sum principle, Expenditure minimization, properties of the expenditure function.

LO: *This module will enable the students to understand the basic concepts in consumer behavior like utility, choice, optimization, and Indifference curves using mathematical tools; and differentiate between direct and indirect utility, and explain expenditure function and its properties.*

Unit II: Consumer Theory II

The Income and Substitution Effects: Demand function, changes in income, changes in goods price- Direct and Indirect Approaches (Slutsky), the Individual's Demand Curve, Compensated (Hicksian) demand curves and functions, demand elasticity, Consumer Surplus, Demand relationships among goods, the 2-good case, substitutes and complements, Net (Hicksian) substitutes, and Complements, Substitutability with many goods.

LO: *This module will enable the students to analyze the effects of changes in income and prices on demand; differentiate between Ordinary and compensated demand; explain the concepts of price and income elasticities, and substitutability between goods; and understand the concept of Consumer Surplus*

Unit III: Production Theory and Costs

Production Functions: Marginal productivity, Production with One Variable Input (labour) and with Two-Variable Inputs, Isoquant Maps and the Rate of Technical Substitution, Returns to Scale, Elasticity of Substitution, Some Simple Production Functions: Linear, Fixed Proportions; Technical Progress. Definition of Cost and its properties, Cost minimizing input choices (Optimization principles, Expansion Path), Cost Functions and Shift in Cost Curves, Long-Run versus Short-Run Cost Curves.

LO: *This module will enable the students to understand concepts like production function in the short run and the long run, isoquants, and substitution between inputs; and explain concepts of cost, and optimization in the short run and long run*

Unit IV: Profit Maximization

The Nature and Behaviour of Firms, Marginal Revenue – Relationship between Average and marginal revenue, Short-Run Supply by a Price-Taking Firm, Profit Functions and its Properties, Profit maximization – General conditions, Input demands

LO: *This module will enable the students to understand the behavior of the competitive firm and concepts like average and marginal revenue; and learn the conditions for profit maximization, properties of profit function*

Textbook:

- ✓ *C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India*

Reference Books:

- ✓ *H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The workbook by Varian and Bergstrom may be used for problems*

1.10 Macroeconomics- I

Course Description

This course introduces the students to formal modelling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as long run, and the role of policies in this context.

Course Outcomes:

- To understand the basics of consumption function and its relation with income, and factors influencing consumption function.
- To get a knowledge about various types of investment spending and evaluate the impact of investment through multiplier and accelerator in economies.
- Discuss the various approaches to demand and supply of money.
- Analyse and interpret the IS-LM model as a step toward understanding economic fluctuations.

Unit I: Consumption

Consumption – Income Relationship, Propensities to Consume and the Fundamental Psychological Law of Consumption; Implications of Keynesian Consumption Function; Factors Influencing Consumption Function; Measures to Raise Consumption Function; Absolute, Relative, Permanent, and Life-cycle hypothesis

LO: *This module shall enable the students to find out how consumption is affected by income and other factors.*

Unit II: Investment

Autonomous and Induced Investment, Residential and Inventory Investment, Determinants of Business Fixed Investment, Decision to Invest and MEC, Accelerator and MEI, Theories of Investment: The Accelerator and Tobin's theory

LO: *Students will gain an understanding of different forms of investment spending and theories of investment*

Unit III: Demand for and Supply of Money

Demand for Money – Classical, Neoclassical, and Keynesian Approaches, The Keynesian Liquidity Trap and its Implications, Supply of Money – Classical and Keynesian Approaches, The Theory of Money Supply Determination and Money Multiplier, Measures of Money Supply in India, RBI approach to money supply, Determination and Money multiplier. High-powered money and money multiplier

LO: *Students will be able to understand the workings of money in an economy.*

Unit IV: Aggregate Demand and Aggregate Supply

Derivation of Aggregate Demand and Aggregate Supply Curves in the IS-LM Framework; Nature and Shape of IS and LM curves; Interaction of IS and LM curves and Determination of Employment, Output, Prices and Investment; Changes in IS and LM curves and their Implications for Equilibrium

LO: *This module shall help to gain knowledge about the way the goods market and money market serve as a basis for the determination of employment, output, price, and investment.*

Text Readings:

- ✓ *N. Gregory Mankiw (2010): Macroeconomics, 7th edition, Cengage Learning India Private Limited, New Delhi.*
- ✓ *Richard T. Froyen (2005): Macroeconomics, 2nd Edition, Pearson Education Asia, New Delhi.*

Reference Book:

- ✓ *Snowdon, B. and Vane H. R. (2005). Modern macroeconomics –its Origins, Development and Current State. Edward Elgar Publishing Limited, Cheltenham, UK.*
- ✓ *Ahuja H. L. (2019). Macroeconomics- Theory and Policy. 20th Edition, S Chand publication.*
- ✓ *Dwivedi, D. N. (2018): Macroeconomics -Theory and Policy. 5th Edition, Tata McGraw Hill.*

1.11 Mathematical Methods for Economics II

Course Description:

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, 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. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Course Outcomes:

- To use mathematical techniques to analyze economic problems.
- To have an understanding of the input-output models.
- To be able to use second and higher-order derivatives and integration to analyze the nature of functions.
- To develop the ability to optimise objective functions subject to satisfaction of constraints.

Unit I: Linear models:

Input-Output Model: Basic concepts and structure of Leontief's open and static Input-Output model; Solution for equilibrium output in a three-industry model; The closed model.

LO: *This module will enable the students to get an idea of the static input-output model in its closed and open versions, which are of great practical importance in Economics.*

Unit II: Second and Higher Order Derivatives and Integration:

Technique of higher order differentiation; Interpretation of second derivative; Second order derivative and curvature of a function; Concavity and convexity of functions; Points of inflection, Derivative of Implicit Function; Higher Order Partial Derivative. Indefinite Integrals; Rules of Integration; Techniques of Integration: Substitution Rule, Integration by parts, and Partial Fractions; Definite Integral – Area Interpretation.

LO: *This module will enable the students to know the concept of higher-order derivatives and integration, definite and indefinite; and the applications of higher-order derivatives and integration in Economics.*

Unit III: Single and Multivariable Optimization:

Optimum values and extreme values; Relative maximum and minimum; Necessary versus sufficient conditions – First and Second derivative tests (using Hessian Determinants); Economic applications thereof, First and second order condition for extrema of multivariable functions; Convex functions and convex sets.

LO: *This module will enable the student to learn the concept of optimization of single and multi-variable functions.*

Unit IV: Optimization with Equality Constraints:

Effects of a constraint; Finding stationary value – Lagrange-Multiplier method (Two variable single constraint case only); First and second order condition; The Bordered Hessian determinant.

LO: This module will enable the student to understand the meaning and definition of constraint optimization, and the use of the Lagrange multiplier method and the Bordered Hessian determinant to optimize an objective function with respect to a constraint.

Text Reading:

- ✓ *A. C. Chiang and K. Wainwright (2005): Fundamental Methods of Mathematical Economics, McGraw Hill International Edition.*

Reference Book:

- ✓ *K. Sydsaeter and P. J. Hammond (2002): Mathematics for Economic Analysis. Pearson Educational Asia*
- ✓ *Edward T Dowling (2004): Introduction to Mathematical economics, Tata McGeaw-Hill, Third Edition.*
- ✓ *Taro Yamane (1995): Mathematics for Economists: An elementary survey. New Delhi Prentice Hall. Second Edition.*

1.12 Development Economics I

Course Description:

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Course Outcomes:

- The course will enhance the understanding of concepts of development and the need for it.
- It helps students learn about aggregate models of growth.
- It examines the axiomatic basis for inequality measurement and explores the connections between growth and inequality.
- It familiarizes the students with the socio-economic and political institutions while showing their contribution to economic development.

Unit I: Study of Economic Development

Conceptions of Development economic growth and economic development; Alternative measures of development, documenting the international variations in these measures, comparing development trajectories across nations and within them measures of economic development – national and per capita income, basic needs approach, capabilities approach, three core values of development, PQLI, HDI, HPI, MDPI, GDI; Happiness Index

LO: Upon completion of this module, students learn the alternative concepts associated with the development and the changes in the measurement of development over time.

Unit II: Theories of Economic Growth and Development

Classical theory, Marxian theory; Schumpeterian theory; Rostow's stages of economic growth; Harrod-Domar model, Solow model and convergence with population growth and technical progress.

LO: Upon completion of this module, students gain an elaborate knowledge about the growth theories put forth by different Schools of Economics.

Unit III: Poverty, Inequality, Agriculture, Industry and Development:

Measuring poverty: Head Count Ratio, Poverty Gap Ratio, Squared Poverty Ratio, FGT Ratio; Measuring Inequality – Lorenz curve and Kuznets' inverted U hypothesis; Growth, poverty and inequality; Policy options – some basic considerations

Agriculture, Industry and Economic Development: Interdependence between agriculture and industries – A model of complementarities between agriculture and industry; terms of trade between agriculture and industry; functioning of markets in agrarian societies; interlinked agrarian markets

LO: This module shall help the learners to understand different measures of poverty and inequality in an economy and gain an insight into the role of agriculture and industry in economic development and the dynamic complementarity between the two sectors.

Unit IV: Institutions and Economic Development:

Role of institutions in economic development; Characteristics of good institutions and quality of institutions; The pre-requisites of a sound institutional structure; Different measures of institutions – aggregate governance index, property rights and risk of expropriation; The role of democracy in economic development; Role of markets and market failure; Institutional and cultural requirements for operation of effective private markets; Market facilitating conditions; Limitations of markets in LDCs; Corruption and economic development – tackling the problem of corruption

LO: Upon completion of this module, students get to know the importance and role of institutions in the process of economic development.

Textbook:

- ✓ *Todaro, Michael P and Stephen C Smith (2006): Economic Development, 8th Edition, Pearson*

Reference Books:

- ✓ *Debraj Ray (2009): Development Economics, Oxford University Press.*
- ✓ *Thirlwall, A P (2011): Economics of Development, 9th Edition, Palgrave Macmillan*

2.3 Fundamentals of Data Analytics

Course Description:

This course provided an introduction to the principles, techniques and application of Data Analytics. It familiarises a student with the process of data collection, organization, analysis and interpretation so as to generate meaningful insights.

Course Outcomes:

- Understand the fundamental concept and foundation of Data analytics in Economics
- Identify the significance of data analytics in various spheres of study.
- Preprocess data from various sources using appropriate techniques for analysis and interpretation of data sets including accessing the confidence level.
- Demonstrate about data privacy, visualization tools and limitation of data analytics in real world situation.

Unit I:

Foundations of Data Analytics: Data, information, knowledge - types of data: structured, unstructured, time-series, cross-section, panel. Types of data analytics: descriptive, diagnostic, predictive, prescriptive.

Unit II:

Data analysis process: problem definition, data collection, data cleaning, data analysis, modelling, interpretation, reporting. Role of data analytics in economics, business and policy making. Analytics vs Statistics vs ML

Unit III:

Analytics Methods for Economics: Statistical inference basics: sampling distributions, confidence intervals, hypothesis testing - t, z, f chi-square and Regression analysis, interpretation for policy

Unit IV:

Time series analytics: trend, seasonality, smoothing, ARIMA basics, Data visualization & dashboards. Index numbers and growth rate, CAGR (compound annual growth rate). Data visualisation ethics: data privacy, bias, reproducibility, communicating results to technical and non-technical audience.

Suggested Readings

Textbooks

- ✓ Kumar, U. D. (2017). Business Analytics: The Science of Data-Driven Decision Making Wiley India
- ✓ Gupta, S. P. (2022). Statistics for Economics. Sultan Chand & Sons.

References

- ✓ C.R. Kothari – Research Methodology: Methods and Techniques
- ✓ Maheshwari, A. (2017). Data Analytics: The Science of Data Analytics Made Accessible. McGraw Hill Education (India).
- ✓ Wheelan, C. (2021). Naked Statistics: Stripping the Dread from the Data (Updated Edition). W. W. Norton & Company.
- ✓ Hyndman, R. J., & Athanasopoulos, G. (2021). Forecasting: Principles and Practice (3rd ed.). OTexts

2.4 Excel Application in Data Analytics

Course Description

Microsoft excel course is a versatile tool for data analytics. It facilitates students in developing practical's skills with data sets using formulas, functions, and data validation techniques. Excel is extensively used for data analysis in economics, social sciences, research and helps in developing advanced analytics tools and techniques.

Course Outcomes

- It introduces students to Microsoft excel as a tool for Data Management and analysis
- It develops the ability to organise preprocess data using excel: its functions and features
- Equip and enable students to create data visualization, dashboard for decision making
- Promotes critical thinking and problem-solving skills through hands on exercise and case studies

Unit 1: Introduction to MS Excel and Data Entry

Overview of Spreadsheet Applications, Features of Microsoft Excel, Excel Interface and Navigation, Workbook, Worksheet, Rows, Columns, and Cells, Creating, Saving, and Opening Files, Entering and Editing Data, Cell Formatting, Number Formats for Economic Data, Tables and Borders, Conditional Formatting

Unit 2: Charts and Graphical Representation and Managing Economic Data

Line Charts, Bar Charts, Pie Charts, Combo Charts, Sparklines and Dashboards, Sorting and Filtering, Data Validation, Removing Duplicates, Importing CSV and External Data, Organizing Economic Datasets, Creating PivotTables, Pivot Charts

Unit 3: Descriptive Statistics and Formulas in Excel

Mean, Median, and Mode, Variance and Standard Deviation, Correlation Analysis, Frequency Distribution, Histograms, Arithmetic Operations, Cell References (Relative and Absolute), SUM, AVERAGE, COUNT, MIN, MAX, IF and Logical Functions, Percentage Calculations

Unit 4: Economic and Financial Calculations

Growth Rate Analysis, Inflation Rate Calculation, Compound Growth, Index Numbers, Trend Analysis, Trend Lines, Moving Averages, Forecast Sheet, Scenario Analysis, Introduction to Regression Analysis, Interpreting Regression Output, Formatting Reports, Exporting and Printing Reports

Practical Work

1. Calculate GDP growth rates
2. Compute inflation percentages
3. Analyze household consumption expenditure
4. Prepare a GDP dataset, Format inflation and unemployment tables, Import and clean economic data
5. Create inflation trend charts
6. Analyze wage distribution
7. Compare regional unemployment data
8. Regional GDP analysis using PivotTables
9. Forecast inflation trends
10. Analyze relationship between income and consumption

Key Formulae

- $\text{Growth Rate} = ((\text{Current Value} - \text{Previous Value}) / \text{Previous Value}) \times 100$

- $FV = PV(1 + r)^n$
- Variance: $s^2 = \Sigma(x_i - \bar{x})^2 / (n - 1)$
- Linear Regression: $y = a + bx$

Suggested Practical Project

- Inflation Analysis of India
- GDP Growth Comparison
- Unemployment Trend Analysis
- Trade and Export Dashboard
- Household Consumption Survey Analysis

Suggested References

- ✓ *Excel Data Analysis for Dummies* by Stephen McDaniel
- ✓ *Microsoft Excel Training*: <https://support.microsoft.com/excel>
- ✓ *World Bank Data Portal*: <https://data.worldbank.org>

Semester-IV

1.13 Microeconomics II

Course Description

This course is a sequel to Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers the Market, general equilibrium and welfare, imperfect markets, and topics under information economics.

Course Outcomes:

- To understand short-run and long-run supply decisions of a competitive firm & industry equilibrium
- To have a basic understanding of concepts of Pareto efficiency in consumption & production; general equilibrium, and welfare theorems
- To develop an understanding of imperfect markets such as Oligopoly
- To understand basic concepts of game theory.

Unit I: Firm Supply and Equilibrium

Supply decision of a competitive firm and Exceptions; Inverse Supply Function; Profits and Producer's Surplus; Long Run Supply Curve of a Firm; Long Run Average Costs; Short Run and Long Run Industry Supply; Industry Equilibrium in Short and Long Run; Meaning of Zero Profits; Economic Rent

LO: Upon completion of this module, students will understand the short-run and long-run supply decisions of a competitive firm and the concept of industry equilibrium; and gain an idea about long-run average costs, zero profit, and economic rent

Unit II: General Equilibrium, Efficiency and Welfare

The Edgeworth Box; Trade; Pareto Efficient Allocations; Existence, Stability and Uniqueness of equilibrium; Walras Law; The Welfare Theorems and their implications; The Firm; Production and the Welfare Theorems; Production possibilities, comparative advantage and Pareto efficiency

LO: This module shall help to understand concepts like Pareto efficiency, and general equilibrium in consumption and learn welfare theorems, comparative advantage, production possibilities, and general equilibrium in production

Unit III: Market Imperfections: Monopoly and Monopolistic Competition

Barriers to Entry, Profit Maximization and Output Choice, Monopoly and resource Allocation, Price Discrimination, Degrees of Price Discrimination, Regulation of Monopoly, Dynamic Views of Monopoly. Monopolistic competition – product differentiation, Selling costs and excess capacity

LO: This module shall aid in understanding the nature of monopoly markets and the role of barriers to entry and explain price discrimination; and to explain features of monopolistic competition and the question of economic inefficiency in equilibrium

Unit IV: Oligopoly and Game Theory

Non-collusive oligopoly models: Cournot, Bertrand, Stackelberg, Sweezy, Chamberlin, Collusive oligopoly models: Cartels, Price leadership. The Payoff Matrix of a Game; Nash Equilibrium, Pure and Mixed Strategies, The Prisoner's Dilemma, Repeated Games, Tit-for tat strategy, Enforcing a cartel, Sequential Games, A Game of entry deterrence

LO: Upon completion of this module, students will be able to understand and explain the features of oligopoly and learn different models thereof; and the meaning and use of game theory in oligopoly; understand concepts like Nash equilibrium and different types of games, especially Prisoner's dilemma.

Textbook:

- ✓ *H. R. Varian (2010): Intermediate Microeconomics: A Modern Approach, 8th Edition,*
- ✓ *W.W. Norton and Company/Affiliated East-West Press (India). The workbook by Varian and Bergstrom may be used for problems.*
- ✓ *Koutsoyiannis, A (1979): Modern Microeconomics, 2nd Ed, ELBS/Macmillan*

Reference Book:

- ✓ *C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.*
- ✓ *Robert S. Pindyck and Daniel Rubinfeld: Microeconomics, 8th Edition, Pearson*
- ✓ *H. L. Ahuja (2018): Advanced Economic Theory. Twenty-First Edition, Sultan Chand Publication*

1.14 Macroeconomics II

Course Description

This paper deals with growth models and the classical school of thought, and its evolution into Keynesian economics. The students are introduced to long-run dynamics in growth and technical progress. This paper also familiarizes about the open economy and its dynamics.

Course Outcomes:

- To emphasize on conceptual understanding and some applications of important growth models.
- To enable critical appreciation of the classical school of thought and the evolution of Keynesian economics.
- To understand the theoretical underpinnings of economic policy in open economies, such as monetary and fiscal policy, the basic Mundell-Fleming model, and nominal and real exchange rate determination.
- To understand the trade-off between Unemployment and Inflation; get a critical understanding of Long-run and Short-run Phillips Curve, unemployment, and Expectations.

Unit I: Economic growth model:

Accumulation of capital in the basic Solow model; supply and demand for goods, growth in the capital stock and the steady state, Golden rule level of capital, comparing steady states, transition to the golden rule steady state with too much and too little capital, population growth technological progress – Solow version

LO: The module shall enable the students to get conceptual clarity and strengthen theoretical foundations of the Solow growth model

Unit II: Classical and Keynesian Macroeconomic thought

Classical macroeconomics, Employment and output determination: Say's law; the quantity theory of money, Keynes General theory: Keynes main propositions, Analysis of the labour market, Keynes critique of Says law and Quantity Theory of Money, the orthodox Keynesian school, underemployment equilibrium in the Keynesian model.

LO: This module shall help students in developing a clear, comprehensive understanding of how and in what ways the Classical and Keynesian schools of economic thought differ from each other.

Unit III: Open Economy and Macroeconomic policies

Balance of payments –concepts, meaning of equilibrium and disequilibrium in Balance of payments measures to correct disequilibrium. Determination of foreign exchange rate- the balance of payments theory, fixed versus flexible exchange rate; the short run open economy model: The basic Mundell-Fleming model: Macroeconomic policies – Fiscal policy - Crowding-out and Crowding-in; Monetary policy and instruments, the Transmission Mechanism, Effectiveness of macroeconomic policies in the open and closed economies.

LO: This module will enable students to get clarity on macroeconomic theories and models in the context of open economies, the interdependent nature of key macroeconomic variables,

sectors, and markets, and the dynamics of responses to exogenous domestic and international economic shocks

Unit IV: Inflation, Unemployment and Expectations

Inflation – Unemployment trade-off and the Phillips curve – short run and long run analysis, Adaptive and Rational expectation hypothesis. The policy ineffectiveness debate. Phillips curve and orthodox Keynesian school. Solow and Tobin's modified Philips curve.

LO: Upon completion of this module, students shall be able to derive the Phillips Curve from the Aggregate Supply Curve, the short-run and long-run Phillips curve, and understand the role of adaptive expectations and rationale expectations.

Text Readings:

- ✓ *Richard T. Froyen (2005): Macroeconomics, 2nd Edition, Pearson Education Asia, New Delhi.*
- ✓ *N. Gregory Mankiw (2010): Macroeconomics, 7th edition, Cengage Learning India Private Limited, New Delhi.*

Suggested References:

- ✓ *Levacic R and Rebmman A (1982): Macroeconomics –An introduction to Keynesian – neoclassical controversies*
- ✓ *Edward Shapiro (2001): Macroeconomics Analysis- Galgotia Publication Private Limited, 5th Edition, New Delhi.*
- ✓ *Dwivedi, D. N. (2018): Macroeconomics -Theory and Policy. 5th Edition, Tata McGraw Hill.*
- ✓ *Blanchard, O. (2013): Macroeconomics. 7th edition, Pearson Edn*

1.15 Environmental Economics

Course Description

This course introduces the students to the basics of environmental economics to understand the fundamentals of environmental concerns and develop insights into valuation of environment.

Course Outcomes:

- To understand the basic concepts/principles of Environmental Economics
- To be able to analyse and apply the concepts to understand specific case studies.
- To develop insights into the valuation of the environment.
- To become capable to execute/create the Project or field assignment as per the knowledge gained in the course.

Unit I: Economy and Environment

Concepts of Environmental Economics, Natural Resource Economics, and Ecological Economics. Important environmental Problems (Air pollution, water pollution, deforestation, climate change and global warming), Economy-Environment inter-linkages, Role of environment for economic development, Effect of economic development (industrialization, urbanisation, modernization of agriculture) on environment, Consequences of environmental degradation on the economy and the wellbeing of the people and other living beings, concept of Environment-Kuznets Curve hypothesis.

LO: This module will aid in acquiring knowledge of the concepts related to Environmental Economics and in understanding the Environment-Economy interlinkage.

Unit II: The Economics of Pollution and Climate change

Environment and Market Failure, Nature of environment quality (Non-rivalry and non-excludability), Pollution as public bad, Pollution as negative externality. Pigouvian tax for optimal pollution, Property rights and bargaining for optimal pollution (Coase Theorem), Government's Command and Control method for controlling pollution. Climate change as market failure (Greenhouse gas externality, lack of incentives for developing low carbon technology), policy measures for mitigations of climate change (carbon taxes and tradable carbon rights).

LO: This module will be useful for the students in understanding the nature of pollution and getting knowledge of pollution control and climate change mitigating tools.

Unit III: Valuation of Environment

Difficulties of valuation of eco-system services, Concepts of Economic value of environment (Use and non-use value, Option value, Existence value); Willingness to pay (WTP) and willingness to accept (WTA) compensation for improvement/deterioration of environment quality, Revealed Preference Method of valuation of environment (The hedonic price approach, Travel Cost approach) Contingent Valuation method.

LO: Upon completion of this module, the learner shall gain knowledge of the different methods of valuing environmental services.

Unit IV: Natural Resources and Sustainable Development

Natural resources; renewable and exhaustible; management of exhaustible resources and the Hotelling's rule; management of renewable resources (case of fishery only) optimally, Concept of carrying capacity of Environment (related to resource use and pollution), Issues of irreversibility, uncertainty in the natural resource use and waste disposal, Sustainable Development: Concepts and Components (Social, Economic and Environmental), Daly's operational principles for sustainability, Sustainable Development Goals (SDGs).

LO: This module shall initiate an understanding of the limits of the use of natural resources from the point of view of their sustainability and Sustainable development.

Textbook:

- ✓ *Bhattacharya, R. N. (2002): Environmental Economics: An Indian Perspectives, OUP, New Delhi*

Reference Book:

- ✓ *Kolstad, C.D (1999): Environmental Economics. Oxford University Press, New Delhi*

Course objectives

- Understand the fundamentals of R programming and its application in economic and social science data analysis.
- Develop skills for importing, cleaning, transforming, and managing datasets obtained from surveys, government reports, and economic databases.
- Apply descriptive statistical techniques and data visualization methods to explore and interpret economic and social data.

Course outcomes

- Demonstrate proficiency in basic R programming concepts, including data types, control structures, functions, and data structures for handling economic datasets.
- Import, clean, organize, and transform data from various sources using R and Tidyverse packages to prepare datasets for analysis.
- Apply descriptive statistics and probability concepts to summarize and interpret economic and demographic data.
- Create effective visualizations using ggplot2 and other R tools to communicate patterns, trends, and relationships in economic data.

Course Content

Unit I: Foundation of R Programming(15 Hours)

Introduction to R and RStudio, Installing and Setting Up R, Variables and Data Types, Operators and Expressions, Control Structures and Functions, Vectors, Lists, and Data Frames

Practical Activities: Writing simple R scripts, Basic arithmetic and statistical calculations, Creating and manipulating vectors

Unit II: Data Manipulation and Cleaning in R (15 Hours)

Importing Data from CSV and Excel Files, Introduction to Tidyverse, Data Frames and Tibbles, Data Cleaning Techniques, Handling Missing Values, Filtering, Sorting, and Transforming Data

Practical Activities: Cleaning survey datasets, Transforming economic and social datasets

Unit III: Data Visualization and Statistical Analysis (15 Hours)

Interpreting Statistical Results: Descriptive Statistics, Probability Distribution, Hypothesis Testing, Data Visualisation with ggplot2, creating histograms, boxplots, scatterplots

Practical Activities: Analyzing demographic datasets, Visualizing trends and distributions, Comparing datasets using graphs

Unit IV: Applied Data Analysis and Reporting (15 Hours)

Correlation and Regression Analysis, Introduction to Predictive Modeling, Time Series Analysis Basics, Creating Reports with R Markdown, Introduction to Reproducible Research

Practical Activities: Regression analysis using real-world data, Forecasting trends using time series

Suggested Readings

- ✓ *R for Data Science*
- ✓ *An Introduction to Statistical Learning with Applications in R*
- ✓ *Using R for Introductory Statistics*
- ✓ *Practical Statistics for Data Scientists*

Major II

Credit 04

2.6 Data Analytics using Python

Course Objectives

This course introduces students to Python-based data analytics with applications in economics and social sciences. Upon completion of the course, students will be able to:

- Understand the fundamentals of Python programming and data handling.
- Perform data cleaning, preprocessing, and transformation using Python.
- Apply data visualization and exploratory data analysis techniques to economic datasets.
- Conduct statistical inference and hypothesis testing using Python.

Course Learning Outcomes

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

- Import, clean, manage, and manipulate large datasets using Python.
- Create effective visualizations and perform exploratory data analysis to identify patterns and relationships.
- Develop, evaluate, and interpret regression and classification models.
- Use time-series techniques to analyse trends and generate forecasts.

Course Content

Unit I: Fundamentals (15 Hours)

Introduction to Data Analytics, Python Basics, NumPy and Pandas, Data Import and Export, Data Cleaning Handling missing values

Unit II: Statistics and Visualization (15 Hours)

Applications of Central Tendency and dispersion, Histograms, Boxplots, Scatterplots, Correlation Analysis and Interpretation

Unit III: Applied Analytics (15 Hours)

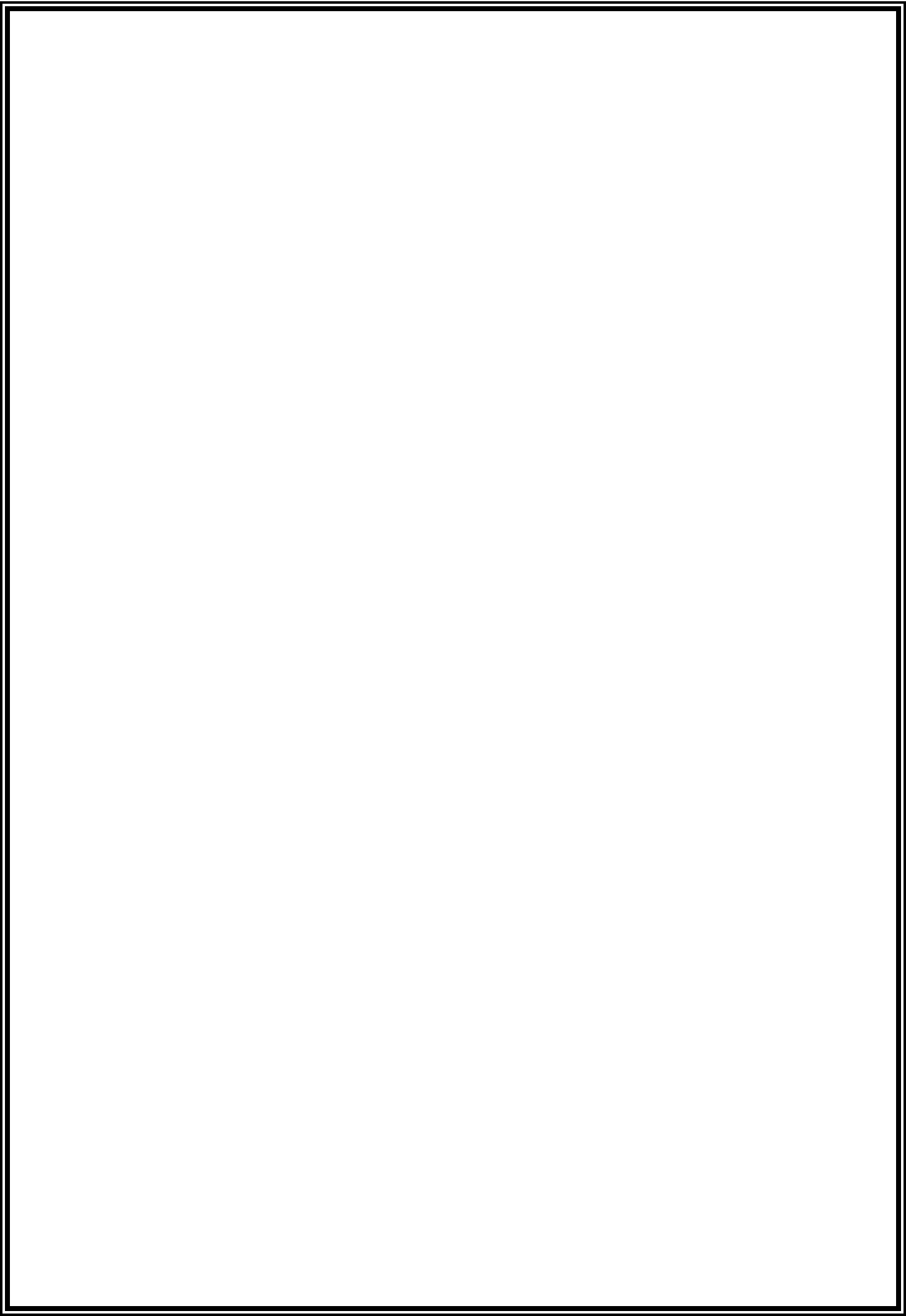
Hypothesis Testing, Chi-square Test, Simple Linear Regression, Logistic Regression, Case Studies from Census/Education/Economics

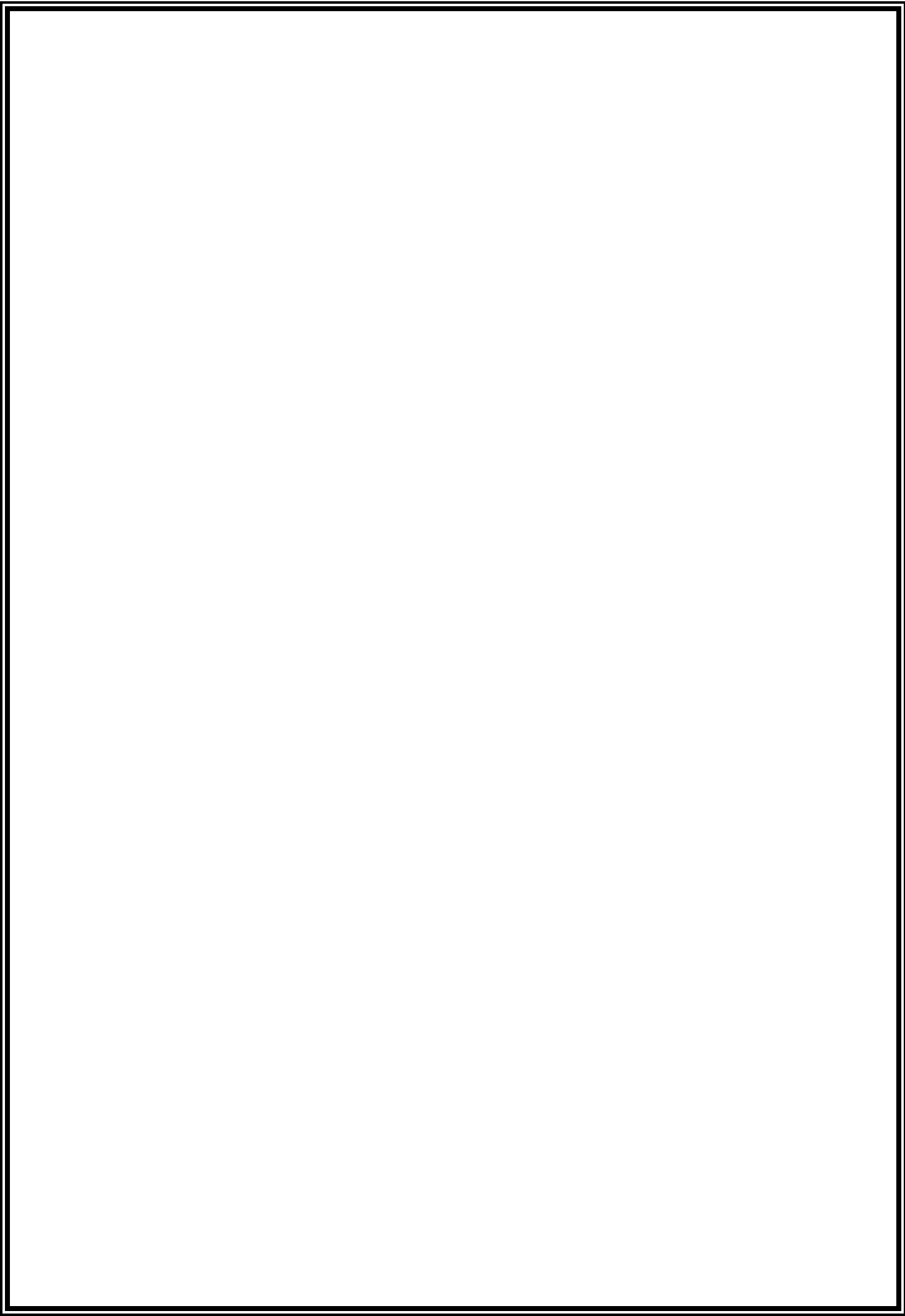
Unit IV: Time Series Analysis and Forecasting (15 Hours)

Time Series Analysis, Moving Averages, Exponential Smoothing, Introduction to Machine Learning, Data Ethics and Privacy

Suggested Readings

- ✓ McKinney, W. (2022). *Python for Data Analysis: Data Wrangling with Pandas, NumPy, and Jupyter* (3rd ed.). O'Reilly Media.
- ✓ Swaroop, C. H. (2016). *A Byte of Python*. Self-published.
- ✓ Black, K. (2019). *Business Statistics for Contemporary Decision Making* (10th ed.). Wiley.
- ✓ VanderPlas, J. (2016). *Python Data Science Handbook*. O'Reilly Media.
- ✓ Géron, A. (2022). *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow* (3rd ed.). O'Reilly Media.





**Draft Model Curriculum for 3yr./4yr. Degree Course with
Apprenticeship Embedded Degree program**

**B.A. in English with Double Major in Translation &
Digital Humanities**



**Higher Education
Department**
Government of Odisha

Under National Education Policy 2020

Semester	Course (paper)	Course Name	Credit
Semester I	MJ -1.1	Introduction to Literary Studies	4
	MJ -1.2	British Poetry and Drama (14 th to 16 th c.)	4
	MJ -1.3	Introduction to Indian Writing in English	4
	MJ- 1.4	Introduction to Language and Linguistics	4
	MJ -2.1	Academic and Professional Writing	4
	AEC (Ability Enhancement Courses)	English: Business Communication	4
	VAC (Value Added Course)	Environmental Studies & Disaster Management	3
		TOTAL	27
Semester II	MJ 1.5	British Poetry and Drama (17 and 18 century) Indian Classical Literature	4
	MJ 1.6	British Prose (18 Century)	4
	MJ 1.7	Literary Criticism from Plato to Leavis	4
	MJ- 1.8	Literatures from the World-I	4
	MJ 2.2	Translation and Applied Language Practices	4
	AEC (Ability Enhancement Courses)	English: Word and Presentation skill	4
	VAC (Value Added Course)	Good Citizenship / or any other discipline	3
		TOTAL	27
Semester III	MJ 1.9	The Romantic Revival and English Literature of the Period	4
	MJ 1.10	The Victorian Era	4
	MJ 1.11	Modern English Literature (20th Century)	4
	MJ- 1.12	Indian Myths and Epics: New Perspectives	4
	MJ 2.3	Digitisation, Archiving, and Documentation Practices	4
	MJ -2.4	Public Humanities and Cultural Documentation (Focus: Odisha)	4

	MDC (Multidisciplinary Course)	English / or any other discipline	3
	SEC (Skill Enhancement Course)	English / or any other discipline	3
		TOTAL	30
Semester IV	MJ -1.13	European Classical Literature	4
	MJ- 1.14	Indian Classical Literature	4
	MJ- 1.15	Women’s Writings	4
	MJ -2.5	Text Analysis and Computing	4
	MJ -2.6	Digital Culture and Public Communication	4
	MDC (Multidisciplinary Course)	English /or any other discipline	3
	SEC (Skill Enhancement Course)	English /or any other discipline	3
		TOTAL	26
Semester V	Internship/Apprenticeship/Industry Training		20
Semester VI	Internship/Apprenticeship/Industry Training		20
TOTAL			150

** The 4yr. program of AEDP shall be as per 3 yr./4yr. UG Degree Program under NEP-2020*

Semester I

1.1 Introduction to Literary Studies

Course Objectives

- The course “An Introduction to Literary Studies” deals with questions concerning the nature of literature
- It will provide an understanding of the major literary genres and it gives an overview of the formation of the same.
- This beginner’s course has been designed for students who have opted for a major in English and it will benefit students with a general introduction to literature as well as induce them for a more serious pursuit going ahead in this programme.
- The course will enable students to improve their proficiency through reading, respond to texts, draw lessons and insights from those, understand and appreciate other cultures and relate to events, characters and their own lives.
- It will also to expose students to models of good writing.
- It will develop the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards.

Unit-1

What is literature? Literature and Society, Literature and Life, Literature and Science, the literary canon, genre, literary theory and criticism

Poetry: Lyric, Sonnet, Ballad, Ode, Elegy, Epic, Mock-Epic, Dramatic monologue

Prose: Novel, Novella, Short Story, Essay, Biography, Autobiography

Drama: Comedy, Tragedy, Tragi-comedy, one act-play, Epic play

Unit-2

Poems to be read: Sonnet no 130 by William Shakespeare, ‘The Skylark’ by P B Shelley, ‘At Spring Time’ by John Keats, ‘The Brook’ by Lord Alfred Tennyson, “Because I could not stop for death” by Emily Dickinson, “Village Song” by Sarojini Naidu, “Love After Love” by Derek Walcott

Unit-3

Prose to be read: “The Bet” by Anton Chekhov, “The Verger” by Somerset Maugham, “The Fight between Leopards” by Jim Corbett, “The Night the Tiger came” by Manoj Das, “The Bicycle” by Dash Benhur, “The Man who Knew Too Much” by Alexander Baron, “The way to Equal Distribution” by Mahatma Gandhi, “A Call to Youth” by S. Radhakrishnan and “Miseries of the Rich” by G B Shaw

Unit-4

Drama to be read: *Doctor Faustus* by Christopher Marlowe Act-5, Scene-2, or *As You Like It* by William Shakespeare, Act-II, Scene-VII, (Forest of Arden scene), *Ghasiram Kotwal* (Act-I) by Vijay Tendulkar or One Act play *The Bear* by J.B. Priestly.

The teacher is supposed to acquaint the learners with the difference in tone, language and setting between a comedy, a tragedy and a tragi-comedy.

Prescribed Texts

Hillis Miller, "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)

"What is literature?" by Terry Eagleton in *An Introduction to Literary Theory* Blackwell Publication 1983, 1996

The Widening Arc: A Selection of Prose and Stories, Ed. Asima Ranjan Parhi, S Deepika, Pulastya Jani, Kitab Bhavan, Bhubaneswar, 2016.

"The Art of Fiction" by Henry James (available on the internet archive)

Melodious Songs and Memorable Tales, Gyanajuga, 2015.

Suggested Readings

- ✓ Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 11th ed. Portable ed. New York: Longman, 2009.
- ✓ Gardner, Janet E. et al ed. *Literature: A Portable Anthology*, 2nd ed. Bedford/St. Martin's, 2009. ISBN: 978-0-312-46186-7
- ✓ Shelley, Mary. *Frankenstein (Case Studies in Contemporary Criticism)*. Ed. Johanna M. Smith. Bedford/St. Martin's, 2000. ISBN: 978-0-312-19126-9
- ✓ Mays, Kelly J. *The Norton Introduction to Literature, Portable 13th Edition*. ISBN: 978-0-393-42046-3
- ✓ Miller, Hillis. "What Is Literature?" (Canvas); *The Norton Introduction to Literature*, Introduction (1-13)
- ✓ Forster, E. M. *Aspects of the Novel*
- ✓ <https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479>.
- ✓ <https://www.thereader.org.uk/featured-poem-the-brook-by-alfred-lord-tennyson/>
- ✓ https://archive.org/stream/georgebernardsh00hendgoog/georgebernardsh00hendgoog_djvu.txt
- ✓ https://archive.org/stream/in.ernet.dli.2015.136479/2015.136479.The-Works-Of-J-B-Priestley_djvu.txt

1.2 British Poetry and Drama (14TH to 16th C.)

Course Objectives

- The course seeks to provide the students a historical background of the literature of the time.
- It aims to introduce to the students British poetry and drama from the 14th to the 17th centuries.
- It aims to offer the students an exploration of certain seminal texts that set the course of British poetry and plays.

Unit-1

A historical overview

The period is remarkable in many ways. 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons; both intellectual and geographical.

Unit-2

Chaucer: “The Wife of Bath’s Tale”

Or

“Sir Gawain and the Green Knight” (Part 1, lines 1-490)

Unit-3

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave, O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer’s day?”, “When to the seasons of sweet silent thought”, “Let me not to the marriage of true minds.”

Unit-4

William Shakespeare: *Macbeth* or *Twelfth Night*.

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker’s Holiday*

Prescribed Texts

The Short Oxford History of English Literature by Andrews Sanders. Oxford: OUP

Weller Series: *Macbeth & Twelfth Night*

The Jew of Malta by Christopher Marlowe

The Shoemaker’s Holiday by Thomas Dekker

Seventeenth-Century British Poetry, 1603-1660 edited by Rumrich and Chaplin. A Norton Critical Edition

The Broadview Anthology of Sixteenth-Century Poetry and Prose. Edited by Marie Loughlin; Sandra Bell; Patricia Brace

All prescribed pieces are available as digital copies at internet archive. www.archive.org

Suggested Readings

- ✓ *A History of English Literature: Traversing Centuries* by Chaudhury & Goswami. Orient Blackswan
- ✓ *Shakespeare: The Invention of the Human* by Harold Bloom
- ✓ 'Madness as Method: A Study of Shakespearean Tragic Hero', *Atlantic Critical Review*, Ed. Mohit K. Roy, Delhi,, Vol. 5, No.2, April-June 2006, pp.1-10.

- ✓ *Marlowe: A Critical Study* by J. B. Steane. Cambridge University Press
- ✓ *Critical Essays on Christopher Marlowe* by Emily Carroll Bartels. G.K. Hall

1.3 Introduction to Indian Writing in English**Course Objectives**

- The objective of this course is to give the students an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty-first century.
- It aims to introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts, to create literary sensibility and emotional response to the literary texts and to implant a sense of appreciation of literary text.
- This course aims to expose students to the artistic and innovative use of language employed by the writers and to instill values and develop human concern in students through exposure to literary texts.

Unit-1

- “Our Casuarina Tree” by Toru Dutt
- “Coromandel Fishers” by Sarojini Naidu
- “Night of the Scorpion” by Nissim Ezekiel
- “Introduction” by Kamala Das
- “The Bus” by Arun Kolatkar
- “The Frog and the Nightingale” by Vikram Seth
- “Her Garden” by Meena Alexander
- “Narcissus” by Easterine Kire

Unit-2

- “The Secret of Work” by Swami Vivekananda
- “India and Greece” & “The Old Indian Theatre” by Jawaharlal Nehru (Selection from *The Discovery of India*)
- “Religion in a Changing World” by Dr. S. Radhakrishnan (Religion, Science and Culture)
- Passages from *The Autobiography of an Unknown Indian* by Nirad C. Chaudhuri (*Picador Book of Modern Indian Literature* by Amit Chaudhuri)

Unit-3

- *Final Solutions* by Mahesh Dattani
Or
- *Silence: The Court* by Vijay Tendulkar

Unit-4

- *Under the Banyan Tree* by R.K Narayan
- *The Little Gram Shop* by Raja Rao
- *The Night Train at Deoli* by Ruskin Bond
- *Unaccustomed Earth* by Jhumpa Lahiri

Prescribed Texts

- ✓ *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present* edited by David Davidar
- ✓ *Interminable Tales: The Short Stories*. Published online by Cambridge University Press
- ✓ *The Golden Treasury of Indo-Anglian Poetry* by Gokak V.K, Sahitya Akademi, 2006
- ✓ *The Oxford India Anthology of Modern Indian Poets* by A. Mehrotra. OUP, 1993
- ✓ *Contemporary Indian Poetry in English*, Salem Peeradina, Macmillan 1972
- ✓ *The Discovery of India*, Jawaharlal Nehru, 1946
- ✓ *Karma Yoga* by Vivekananda, Advaita Ashrama Publication, 2012
- ✓ *Religion, Science and Culture* by Radhakrishnan, Orient Paperback

Suggested Readings

- ✓ Picador Book of Modern Indian Literature. Amit Chaudhuri, 2001
- ✓ *A Clutch of Indian Masterpieces* by David Davidar, Aleph Books, 2016
- ✓ Lahiri, Jhumpa, *Unaccustomed Earth*, Random House India, 2008
- ✓ *Collected Plays* by Mahesh Dattani, Penguin, India.

1.4 Introduction to Language and Linguistics

Course Objectives

- The course aims to familiarise students with the subject of linguistics and prepares them for further in-depth study of language-related issues.
- It will provide students an idea of language evolution, structure, and the way it functions.
- It aims to develop in the students the knowledge of linguistic sign, language structure, correlation of lingual and mental processes, language and speech, the structure of language, types of language units, systems of writing, linguistic diversity, etc.

Unit-1

- Language and Human Language
- Language and Society
- Nature and features of Human language; language and human communication; differences from other forms of communications
- Artificial intelligence and human language

Unit-2

- Linguistics and Language
- What is linguistics; development in the history of linguistic studies
- Contribution of linguistics to other areas of human inquiry
- Linguistics for jobs

Unit-3

- Phonetics and accuracy in pronunciation
- IPA
- Stress and Intonation
- Morphology

Unit-4

- Word formation processes
- Nature of sentences and connected texts
- Syntax and discourse
- Language and meaning: semantics

Prescribed Texts

An Introductory Text Book on Linguistics and Phonetics by R L Varshney

Global Englishes: A Resource Book for Students by Jennifer Jenkins, 3rd Edn, Special

Indian Edition, Routledge, 2016

An Introduction to Language and Communication by Ekmajian et al

Indian English through Newspapers, Concept Publishing Company, New Delhi, 2008 by A R Parhi

Suggested Readings

- ✓ Linguistics by David Crystal
- ✓ “Localising the Alien: Newspaper English and the Indian Classroom”, Asima Ranjan Parhi, English Studies in India, Springer, 2018. E Book-ISBN-978-981-13-1525-1.
- ✓ The Indianization of English (OUP) by Braj B Kachru
- ✓ Communicative Competence by Tanutrushna Panigrahi. Notion Press Publishing, India, Malaysia and Singapore

- ✓ David Crystal, English as a World Language
- ✓ A Course in Linguistics by Tarni Prasad. PHI
- ✓ Linguistics: A Very Short Introduction by P H Mathews. OUP

Students may be encouraged to refer to online resources

2.1 Academic and Professional Writing**Course Objectives (CO)**

- Identify and apply conventions of academic writing, citation, and ethical research communication.
- Produce professional documents i.e. emails, reports, minutes, and institutional texts.
- Develop content for digital platforms, public communication, and cultural institutions.
- Analyse and create media texts like news reports, reviews, interviews, and basic scripts.
- Assemble a professional communication portfolio demonstrating workplace and public writing competencies.

UNIT 1: Academic Writing Practices

- Features of academic writing: Formality, Objectivity, Evidence-Based, Structure and Organisation, Fallacies, Precision, Critical Thinking and Hedging
- Citation and referencing: APA, MLA, Chicago Style Manual, and IEEE Style Sheets (Latest Editions)
- Summarising and paraphrasing: Comprehension and sentence restructuring techniques
- Writing for research and institutions: Research Paper, Academic Proposal and Report, and White Paper

UNIT 2: Professional Communication

- Workplace communication: Operational clarity, project alignment, professional relationship building, and feedback
- Email and official correspondence: Formal Letters, Memo, Notice and Circular
- Official report writing, agenda and minutes
- Communication ethics: Factual accuracy, valuing diverse perspectives, and protecting proprietary information

UNIT 3: Content Development and Digital Writing

- Writing for websites and digital platforms: Company and brand messaging, product and service highlights, educational contents, blog posts/press release, and customer success stories
- Educational content preparation: Audience profile and need assessment, content structuring, format selection, search engine optimisation, and choice of language
- Public communication writing: Public announcements, campaigns, information about public policies, and CSR write-ups
- Writing for cultural institutions: Digital storytelling, interactive promptings, community outreach and advocacy

UNIT 4: Media and Journalistic Writing

- News and feature writing: Choice of a topic, structure and length, 5Ws and 1H, ABC, language and style, sourcing and credibility, and editorial decision-making
- Review writing and Interview writing: Pre, while and post-writing activities, structuring, attempts to explain with reference to fact and opinion
- Literary and cultural reporting: Factual reporting, thematic focus, immersive storytelling techniques, perspectives and voice
- Introduction to script writing for film, documentary, and digital media

Practical Components

- Preparation of communication portfolio (consisting of: one formal email, one institutional report, one feature article or review, one digital content piece for a website or social media platform, and a short script (3–5 pages) for a documentary film, interview-based video, or cultural short film based on a local theme, institution, festival, or community practice.
- Institutional writing exercises (such as: drafting notices and press releases, preparing event reports, documenting public lectures, writing cultural programme summaries, and preparing content for newsletters or institutional websites).

Students may undertake guided study visits and short observational assignments at nearby establishments such as:

- local newspaper offices,
- publication and printing units,
- media houses,
- community radio stations,
- film or documentary production groups,
- literary and cultural organisations,
- district information offices,
- university publication cells,
- or communication and documentation units of public institutions.

These visits may be linked to apprenticeship exposure in areas such as:

- publishing and editorial assistance,
- media communication,
- cultural reporting,
- institutional documentation,
- digital content development,
- public communication,
- and introductory script preparation for documentary and digital media production.

Learning Outcomes

- Demonstrate proficiency in academic writing conventions, including structure, tone, citation, and referencing.
- Produce clear, ethical, and effective professional communication such as emails, reports, minutes, and institutional documents.
- Develop content tailored for digital platforms, educational contexts, and public communication.
- Apply journalistic writing techniques in news, feature, review, interview, and cultural reporting.
- Create basic scripts for documentary, interview-based, and cultural digital media projects.
- Compile a professional communication portfolio integrating academic, institutional, media, and digital writing practices.
- Engage with real-world communication environments through guided study visits and apprenticeship-linked tasks.

Prescribed books

- 1) Belcher, W. L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). SAGE Publications.
- 2) Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. Little, Brown and Company.
- 3) Graff, G., & Birkenstein, C. (2021). *They say / I say: The moves that matter in academic writing* (5th ed.). W. W. Norton & Company.
- 4) Sanyal, J. (2006). *Indlish*. Viva Books.
- 5) Strunk Jr., W., & White, E. B. (2000). *The elements of style* (4th ed.). Longman.
- 6) Matt Swaine, H. Gilbert & Gavin Allen. (2022). *Writing for journalists*. (4th ed.). Routledge.

Learning Resources

- 1) “Soft Skills,” Prof. Binod Mishra, IIT Roorkee, NPTEL
- 2) “Developing Soft Skills and Personality,” Prof. T Ravichandran, IIT Kanpur, NPTEL
- 3) “Literature, Culture and Media,” Prof. Rashmi Gaur, IIT Roorkee, NPTEL
- 4) Film Appreciation, Prof. Aysha Viswamohan, IIT Madras, NPTEL
- 5) “Text, Textuality and Digital Media” by Arjun Gosh, IIT Delhi, NPTEL
- 6) “Effective Writing,” Prof. Binod Mishra, IIT Roorkee, NPTEL

Other online resources:

- 1) <https://writingit.fireside.fm/episodes> (podcast)
- 2) <https://ruralindiaonline.org/> (documentaries)
- 3) “Stylish Academic Writing” by Steven Pinker, <https://www.youtube.com/watch?v=IE-TTz13P7w> (FDP lecture)
- 4) “The Philosophy of Professional Writing: Brandon Sanderson’s Writing Lecture,” https://www.youtube.com/watch?v=MEUh_y1IFZY
- 5) “AI & Student Writing: Perils and Pedagogies” by Dr. Scott Graham, <https://www.youtube.com/watch?v=9cnfZ5n4ToE>
- 6) [Walking with Dan: Podcasting, Creativity, & AI](#)

AEC Paper I

English: Business Communication

Credits: 4

S. No	Modules	Outcomes
1.	English Language and Communication: Introduction	• Communication, its Importance and Factors • Types of Communication • Verbal and Non-verbal Communication • Styles of Communication
2	English Language and Communication: Listening and Speaking	• Types of Listening • Speaking to communicate effectively • Style of speaking in Various Situations • English Pronunciation
3	English Language and Communication: Reading and Writing	• Reading methods and techniques. • Reading texts to Understand meaning • Writing Process • Writing short and Long texts
4	English Language and Communication: Grammar and Vocabulary	• Grammar • Sentence structure • Functions of Language

Reference Book: A Course book for ENGLISH COMMUNICATION (Publisher: Orient BlackSwan)

VAC Paper I

Environmental Studies & Disaster Management

(Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of:-

a) Air pollution

b) Water pollution

c) Soil pollution

d) Marine pollution

e) Noise pollution

f) Radiation pollution

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.

b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity:- Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

1. Disaster Management: Types of disasters (natural and Man-made) and their causes and effect)
2. Vulnerability Assessment and Risk analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lightning)
3. Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force(NDRF) and Odisha Disaster Rapid Action Force(ODRAF)
4. Preparedness measures: Disaster Management cycle, Early Warning System, Pre Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stake holders participation, Corporate Social Responsibility (CSR)
5. Survival Skills: Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightning), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment (6 Period)

- A. a) Environmental Ethics: Issues and possible solutions.
- b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
- c) Environment Protection Act
- d) Air (Preservation Control of Pollution) Act
- e) Water (Preservation Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest Conservation Act
- h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)
- B. Human Population and the Environment
- Population Ecology: Individuals, species, population, community

Human population growth, population control method

Urbanisation and its effect on society

Unit 5: Field work (15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge , etc.

Semester II

1.5 British Poetry and Drama (17th and 18th century)

Course Objectives

- The objective of this course is to acquaint students with the Jacobean and the 18th century British poetry and drama.
- It aims to familiarize students with the period of the acid satire and the comedy of humours.
- It will expose the students to the period of supreme satiric poetry and the comedy of manners.

Unit-1

John Milton: "Lycidas" or "L'Allegro and Il Penseroso"

John Donne: "A Nocturnal upon S. Lucie's Day", "Love's Deity"

Andrew Marvel: "To His Coy Mistress", "The Garden", "A Dialogue between the Soul and the Body"

Unit-2

Ben Jonson: *Volpone* or *The Alchemist*

Unit-3

Pope: "Ode on Solitude", "Summer", "Sound and Sense", "The Dying Christian to his Soul" Robert Burns: "A Red Red Rose", "A Fond Kiss", "A Winter Night", "My Heart's in the Highlands"

Unit-4

Dryden's *All for Love* or Congreve's *The Old Bachelor*

Prescribed Texts

- ✓ "Lycidas" by John Milton (Eds. Paul & Thomas), Orient Blackswan
- ✓ "L'Allegro and Il Penseroso" by John Milton (Eds. Paul & Thomas), Orient Blackswan
- ✓ *Seventeenth-Century Poetry: An Annotated Anthology* by Robert Cummings (Editor)
- ✓ *Ben Jonson: Volpone*
- ✓ *Ben Jonson: The Alchemist*
- ✓ *Dryden's All for Love*
- ✓ *Congreve's The Old Bachelor*
- ✓ *Selected Poetry: Alexander Pope. Edited with an Introduction and Notes by Pat Rogers. Oxford World's Classics*
- ✓ *Complete Poems and Songs of Robert Burns. by Robert Burns*

Suggested Readings

- ✓ A History of English Literature: Traversing the Centuries - Chowdhury & Goswami, Orient Black swan
- ✓ The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century
- ✓ The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

1.6 British Prose (18 Century)

Course Objectives

- The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel.
- It will make the students aware of the shift of emphasis from reason to emotion in the literature of the period.
- It aims to expose students to the development of prose

Unit-1

Joseph Addison: "On Giving Advice", "Reflections in Westminster Abbey", "Defence and Happiness of Married Life"

Richard Steele: "Recollections", "On Long-Winded People"

Unit-2

Daniel Defoe: *Robinson Crusoe*

Unit-3

Oliver Goldsmith: "A City Night-Piece", "On National Prejudices", "Man in Black"

Samuel Johnson: "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship"

Unit-4

Thomas Gray: "Elegy written in a country churchyard"

Prescribed Texts

- ✓ Readings in English Prose of the Eighteenth Century (Houghton Mifflin Company, 1911), by Raymond Macdonald Alden
- ✓ "Elegy written in a country churchyard" by Thomas Gray
- ✓ Robinson Crusoe by Daniel Defoe
- ✓ "A City Night-Piece", "On National Prejudices", "Man in Black" by Goldsmith
- ✓ "Expectations of Pleasure frustrated", "Domestic Greatness Unattainable", "Mischiefs of Good Company", "The Decay of Friendship" by Samuel Johnson
- ✓ The Macmillan Anthology of English Literature: The Restoration and Eighteenth Century. Edited by Ian McGowan.

Suggested Readings

- ✓ *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
- ✓ *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*
- ✓ *English Literature*: William J. Long

1.7 Literary Criticism from Plato to Leavis

Course Objectives

- This course seeks to introduce students to the tradition of Western Literary Criticism from Classical Antiquity to the Early Modern period.
- It aims to guide students through several centuries of critical writing.
- This paper is to be read in conjunction with a companion course in Literary theory in the following semester.

Unit-1

- Plato: *The Republic* (Book X)
OR
- Aristotle: *The Poetics* (Ch. 1, 2, 3, 4)

Unit-2

- Samuel Johnson: *Preface to Shakespeare*
OR
- S. T Coleridge: *Biographia Literaria* (Ch. 13 & 14)

Unit-3

- William Wordsworth: "*Preface*" to *Lyrical Ballads*
OR
- Matthew Arnold: "The Function of Criticism at the Present Time"

Unit-4

- T. S. Eliot: "To Criticize the Critic"
OR
- F. R. Leavis: "Under Which King, Bezonian?"

Prescribed Texts

- ✓ *Johns Hopkins Guide to Literary Theory and Criticism. Relevant chapters. Johns Hopkins University Press, US.*
- ✓ *Critical Approaches to Literature by David Daiches*
- ✓ *The Function of Criticism: From Spectator to Post-structuralism by Terry Eagleton (Chapter on Criticism from Norton Anthology)*

Suggested Readings

- ✓ *An Introduction to Literature, Criticism and Theory by Andrew Bennett and Nicholas Royle. Available online at <https://bookoblivion.com>*
- ✓ *The Norton Anthology of Theory and Criticism 2001, 2010 and 2018*
- ✓ *Literary Criticism: An Introduction to Theory and Practice by Charles E. Bressler*

1.8 Literatures from the World-I

Course Objectives

- This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world.
- It aims to read beyond the classic European canon by including defining literary texts from other major regions/countries, except the United States of America, written in languages other than English, but made available to the readers in English translation.
- It aims to provide students an idea of non-European canon in literary studies.

Unit-1

The idea of world literature: Scope, definition and debates Uses of reading world literature

Unit-2

- Albert Camus *The Outsider*
OR
- Fyodor Dostoevsky *Notes from Underground*

Unit-3

- V S Naipaul *In a Free State*
OR
- Chimamanda Ngozi Adichie *Purple Hibiscus*

Unit-4

- Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"
OR
- Octavio Paz "from San Ildefonso Nocturne", "Between Going and Staying the Day Wavers", "Humayun's Tomb", "Motion"

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *The Complete Stories by Franz Kafka:*
- ✓ http://www.vanderbilt.edu/olli/class materials/Franz_Kafka.pdf
- ✓ "What is world Literature?" (Introduction) David Damrosch
<http://press.princeton.edu/chapters/i7545.html>
- ✓ *Tagore's comparative world literature*

- ✓ https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature
- ✓ Dostoevsky's *Notes from Underground*
- ✓ <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- ✓ Margaret Atwood's "Stone Mattress" <http://www.newyorker.com/magazine/2011/12/19/stonemattress>
- ✓ Margaret Atwood's *Pretend Blood*
- ✓ <http://www.independent.co.uk/artsentertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- ✓ Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over> the mountain-2, <http://www.newyorker.com/magazine/2008/09/08/face>
- ✓ Poems of Octavio Paz : http://www.poetrysoup.com/famous/poems/best/octavio_paz
- ✓ *Weltliteratur: John Wolfgang von Goethe in Essays on Art and Literature Goethe: The Collected Works Vol.3*
- ✓ Rabindranath Tagore "World Literature": *Selected Writings on Literature and Language: Rabindranath Tagore Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch*
- ✓ Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer
- ✓ "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig. JSTOR iv.
- ✓ *Comparative Literature University of Oregon.*
- ✓ David Damrosch, *What is World Literature?* Princeton University Press
- ✓ "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR *Irish University Review*, Vol.23 Spring 1, Spring-Summer.

2.2 Translation and Applied Language Practices

Course Objectives (CO)

- Explain key principles and challenges of literary, non-literary, and cultural translation.
- Apply translation strategies to institutional, media, educational, and digital texts.
- Use basic translation technologies such as Unicode tools, OCR, machine translation, and workflows.
- Prepare small-scale parallel corpora and aligned bilingual texts.
- Produce a translation portfolio reflecting multilingual and applied language competencies.

UNIT 1: Translation Techniques and Practices

- Principles of translation: Source text analysis; linguistic equivalence; formal procedures like borrowing, calques, transposition, modulation and adaptation; CAT tools, QA methods, registral, discourse and domain specific features
- Literary and non-literary translation: Genre specific, aesthetic, artistic, cultural, and emotional values in literary translation; creative adaptations; concept of knowledge text; focus on translating objective facts, accuracy in translating specialised terminologies in non-literary translations; audience and target demography analysis
- Translation challenges: Cultural nuances and colloquialisms; literary components and stylistic equivalence in literary translation; factual correctness, structural coherence, and handling jargons in non-literary translation
- Cultural translation: Culturemes, domestication/foreignisation, and contextual mapping

UNIT 2: Technology in Translation

- Unicode and typing tools: Code points, character encoding schemes, Unicode normalisation, phonetic transliteration, keyman and keyboard mapping, candidate windows, preparing common locale data repository; and introduction to TMS
- OCR awareness: Error tolerance and correction; contextual repair; layout and formatting understanding; metadata recognition; and VLM prompting
- Machine translation tools: Camera translation; document translation; voice-to-speech; DeepL translator; translation memory; AI tools; and back-translation
- Translation software and digital workflows: Glossary and terminology database; fuzzy matching; MTPE; continuous localisation, GitHub and CMS; Application Programming Interface and connectors

UNIT 3: Specialised Translation

- Translation and Interpretation Techniques: Oblique techniques like transposition, modulation and adaption; simultaneous and consecutive interpretation
- Media translation: Multimodality and audio-visual translation; ideology, power and cultural mediation; and transmedia storytelling
- Educational/pedagogical translation: Contrast of linguistic features between SL and TL; strategic competence, and translation quality assessment (TQA)
- Public communication and localisation

UNIT 4: Parallel Corpora and Language Resources

- Introduction to corpus preparation: Purpose, target domain, representativeness, balance; sampling strategies; data collection and curation; machine readability and sanitation; transcription; metadata and annotation
- Bilingual text alignment: Sentence and sub-sentence alignment; linguistic discrepancies; and structural transformations
- Annotation basics: Semantic, morphological and syntactic alignment; annotation separability; inter-annotator agreement (IAA); diffing and merging
- Corpus applications in language technology: Language modelling; discourse and sentiment mapping; multimodal integration; downstream enterprise application; and forming dynamic web corpora

Practical Components

- Translation portfolio (may include: Literary translation of Poem, short prose passage; Institutional translation: Notice, circular, brochure; Cultural translation: Festival description, folk narrative; Digital translation: Website/social media content; Audiovisual translation: Subtitle; Media translation: News report, interview)
- Preparation of mini parallel corpus: (small, organised bilingual collection of aligned texts in two languages, for example: Odia-English, Hindi-English, or Odia-Hindi.)

Suggested Study Visit

Visit to:

- translation centre,
- publication office,
- language technology unit

Suggested Apprenticeship Linkages

- Translation and Interpreting services
- Localisation (Suppose a museum creates: an English exhibit description. Students may localise it for: Odia-speaking visitors, school students, tourists, or digital audiences. This may involve: simplifying terminology, explaining local cultural references, adjusting tone, adding pronunciation support, adapting layout for bilingual display.)
- Language documentation
- Corpus preparation (**Example 1:** Corpus of Folk Narratives from Western Odisha-Students collect: oral stories, transcriptions, translations, speaker details, audio clips. **Example 2:** Parallel Corpus of Tourism Texts-Students prepare: Odia tourism brochures, English translations, aligned bilingual files. **Example 3:** Literary Festival Corpus-Students compile: interviews, speeches, panel summaries, press releases, social media content from a literary event.)

Learning Outcomes

- Explain core principles, theories, and challenges of literary and non-literary translation.

- Translate texts across languages with cultural and contextual sensitivity.
- Use translation technologies such as Unicode tools, OCR, and machine translation.
- Perform specialised translation tasks including media, educational, and public communication translation.
- Prepare a small parallel corpus using bilingual alignment and annotation techniques.
- Produce a diversified translation portfolio across genres and formats.
- Understand professional translation workflows through study visits and apprenticeship exposure.

Prescribed Books

- 1) Kothari, Rita (2003). *Translating India*. Routledge.
- 2) Trivedi, Harish. Translation and transcreation [Audio recording]. Internet Archive. https://archive.org/details/dni.ncaa.SAK-92-AC/SAK-92-AC_SIDE_A.mp3
- 3) Pöchhacker, Franz (2022). *Introducing interpreting studies: Third Edition*. Routledge, Taylor & Francis.
- 4) Bellos, David (2011). *Is that a fish in your ear? Translation and the meaning of everything*. Particular Books. <https://doi.org/10.3366/tal.2012.0081>
- 5) *My Years with Gorbachev and Shevardnadze* by Pavel Palazhchenko
- 6) Hatim, B., & Munday, J. (2008). *Translation: An Advanced Resource Book*. Routledge.
- 7) O'Hagan, M. (Ed.). (2020). *The Routledge Handbook of Translation Technology*. Routledge.

Learning Resources

- 1) “Translation Studies and Theory” by Prof. Mini Chandran, IIT Kanpur, NPTEL
- 2) TED Translators Program (real-world exposure, <https://www.ted.com/participate/translate>)

AEC Paper II

English: Word and Presentation skill

Credits: 4

S. No	Modules	Outcomes
1.	Basic Communication	● Explain: ○ Structures in present and present continuous tense ○ Structures in past & past continuous tense ○ Structure in present perfect & present perfect continuous tense ○ Structures in future tense ○ Modals: helping verbs ○ Prepositions ○ Idioms ● Practice speech on a given topic. ● Practice Extempore speech
2	Communication	● Describe communication. ● Describe the Process of communication. ● Discuss the Importance of communication ● Explain various Types of communication. ● Demonstrate Useful Phrases for Everyday Use ● Explain the technique of Asking Questions
3	Hotel English	● Describe the Essential qualities of a good speaker. ● Discuss Speech improvement- pronunciation. ● Explain the importance of Stress in speech. ● Describe Intonation and modulation. ● Describe Common phonetics- difficulties

VAC Paper I

Good Citizenship

Credits:3

Objectives/Learning Goals of the Course

- Development of good human being and a responsible citizen
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

Learning Objectives:

- Understanding Basic Values of Indian Constitution.
- Understand how to be a patriot.
- Develop professionalism and understand the ethics relating to various professions.

1. Indian Constitution (1 Credit= 15 hours)

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2. Patriotism (1 Credit= 15 hours)

Patriotic Value and ingredients of nation building, Concept of Good Citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

3. Work Ethics (1 Credit= 15 hours)

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

Semester III

1.9 The Romantic Revival and English Literature of the Period

Course Objectives

- The course aims at acquainting the students with the Romantic period and some of its representative writers.
- Another of its major objectives is to give the students a broad idea of the social as well as historical contexts that shaped this unique upheaval.
- It also aims to define what is romantic revival through the representative texts.

Unit-1

William Blake: “The Holy Thursday”, “The Chimney-Sweeper” (from Songs of Innocence) “London”, “A Poison Tree” (from Songs of Experience), ‘The Tger’

Unit-2

William Wordsworth: “Tintern Abbey”
Samuel Taylor Coleridge: “Kubla Khan”

Unit-3

John Keats “Ode to a Nightingale” and “Ode on Melancholy”
P.B. Shelley: “Ode to the West Wind” and “To a Skylark”

Unit-4

William Wordsworth: “Preface to Lyrical Ballads” (2nd Edition)
OR
P.B. Shelley: “A Defence of Poetry”

Prescribed Texts

- ✓ *The Project Gutenberg eBook of Songs of Innocence and of Experience by William Blake*
- ✓ <https://www.poetryfoundation.org/poems/> (for Coleridge, Wordsworth, Keats, Shelly's poems)
- ✓ “Preface to Lyrical Ballads” by William Wordsworth (2nd Edition)
- ✓ “A Defence of Poetry” P.B. Shelley
(<https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry>)

Suggested Readings

- ✓ The Routledge History of Literature in English
- ✓ History of English Literature: Traversing the Centuries: Chowdhury & Goswami
- ✓ Romantic Imagination by C. M. Bowra
- ✓ Pelican Guide to English Literature. Vol.5. Edited by Boris Ford
- ✓ ‘Nature as Therapy: A Romantic Construct’. Rajiv Gandhi University Research Journal. Ed.Vol-10, No. 1-2, Jan-Dec 2011. pp.1-10.

1.10 The Victorian Era

Course Objectives

- The course seeks to expose students to the literature produced in Britain in the 19th century or of the politically known as the Victorian period.
- The focus of the course is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.
- The course aims to provide to the students an understanding of the 19th century British literature which is mainly famous for the Romantic Movement, but was also a witness to major socio-political developments like industrialization, technological advancements and large-scale mobilization of people from the rural to the urban centers.
- It will allow students to explore much of the prosaic activities/developments needed for the time and the culture and society debate.

Unit-1

Charles Lamb: "Old China" Tennyson: "Ulysses"

Leigh Hunt: "A Few Thoughts on sleep" Browning: "My Last Duchess"

Unit-2

Mary Shelly: *Frankenstein*

OR

Jane Austen: *Pride and Prejudice*

Unit-3

Charles Dickens: *Hard Times*

OR

Elizabeth Gaskell: *Mary Barton*

Unit-4

Mathew Arnold: "Culture and Anarchy" (Chapter 1)

OR

William Hazlitt: "Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth"
from *Lectures on English Poets*

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available on line at*

- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *The Nineteenth Century: 1798-1900 (Anthologies of English Literature)* by Brian Martin

Suggested Readings

- ✓ *Chapter 4, 5 from a Short Introduction to English Literature* by Jonathan Bate
- ✓ *The English Novel* by Terry Eagleton
- ✓ *The Cultural Critics* by Leslie Johnson
- ✓ *The Nineteenth-century English Novel* by James Killroy
- ✓ https://onlinecourses.nptel.ac.in/noc21_hs28/preview
- ✓ *The Oxford Handbook of the Victorian Novel* ed by Lisa Rodensky

1.11 Modern English Literature (20th Century)

Course Objectives

- The course aims to present to the students a historical overview of the era
- It highlights the developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving.
- It presents the triggers for the modern consciousness, such as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *durée*, Nietzsche's will to power and Einstein's theory of relativity.
- This also aims to familiarize the students with the new literature of Britain in the early decades of the 20th century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

Unit-1

- T.S. Eliot "The Love Song of J. Alfred Prufrock"
- W.B. Yeats "Sailing to Byzantium"
- Ezra Pound "In a Station of the Metro"
- T.E. Hulme "Autumn"
- Hilda Doolittle "The Mysteries Remain"

Unit-2

- Wilfred Owen: "Dulce Et Decorum est"
- Siegfried Sassoon: "Suicide in the Trenches"
- W.H Auden: "The Unknown Citizen"
- Stephen Spender: "An Elementary Classroom in a Slum"
- Louis MacNeice: "Prayer before Birth"

Unit-3

Virginia Woolf: *Mrs. Dalloway* or James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

Unit-4

Literary Criticism: Henry James, "The Art of Fiction" or T.S. Eliot, "Tradition and Individual Talent"

Prescribed Texts

- ✓ *Like all prescribed texts these texts are available online in their respective names at*
- ✓ <https://www.poetryfoundation.org/poems/>
- ✓ Project Gutenberg <https://www.gutenberg.org/>
- ✓ *Additionally, teachers can help students to locate texts in other online valid websites.*

Suggested Readings

- ✓ *Pelican Guide to English Literature: The Modern Age (ed.) Boris Ford*
- ✓ *Jonathan Bate, English Literature: A Very Short Introduction, Oxford Paperback*
- ✓ *Peter Faulkner, Modernism. London: Methuen*
- ✓ *Peter Childs, Modernism, New Accents. Routledge*

1.12 Indian Myths and Epics: New Perspectives

Course Objectives

- This course aims to study the literary aspects of the ancient Indian myths and their living values along with the studies of the Indian epic literature.
- While the primary purpose of the course is to make students understand and appreciate how the Indian mythic and epic literature are being re-imagined and re-mapped in the contemporary time, through the reading of primary sources in translation, the course aims to cover the important mythological themes and students will be able to assess the role of mythology as a central component of society and the theories that have been developed to understand its role in meaning-making.
- It demonstrates a basic literacy in the mythology that includes explanations of basic narratives, major figures, and context of the myths, myths' cultural expressions and the relationships between the texts.
- To explore the blurred space of gender and bust the western theoretical frame of gender and sexuality while reading Indian epics in a philosophical, literary and aesthetic blend not alien to spirituality.

Unit-1

A historical and cultural overview on the ancient Indian Literature, myths and epics and their retellings and adaptations

“Three Hundred Ramayanas” by A K Ramanujan

“Introduction” in *The History of Indian Literature, Volume-I* by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)

“A Passage to India” by Walt Whitman

Unit-2

“Ancient Ballads of Hindustan-I” (Savitri) by Toru Dutta

From *Mirabai* translated by Robert Bly, ‘The Dark one won’t speak to me’, ‘You pressed Mira’s seal of love’, ‘Dark One, how can I sleep?’, ‘O my friends, what can you tell me of Love’.

From *Sri Radha* by Ramakanta Rath, Section 1, 5, 13, 19 (‘Come take half of the remainder of my life’), 42.

From *Of Sons and Fathers* by Asim Ranjan Parhi,

“Another February”, “De-fathered”, “Fathers are but Sons under Stress”, “The Historic Burden” and “Crestfallen”

Unit-3

Drama

Vasavadutta by Sri Aurobindo

Unit-4

Shakuntala by Namita Gokhale

Prescribed Texts

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *Love and the Turning Seasons, Ed. Andrew Schelling, page 165-166 and 173-174.*
- ✓ *Sri Radha by Ramakant Rath, translated by the poet, Grass Roots, Bhubaneswar.*
- ✓ *Of Sons and Fathers by Asim Ranjan Parhi Paksighara Prakashanee (Published by Bird Nest), Bhubaneswar.*
- ✓ *Plays by Sri Aurobindo: A Survey, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.*

Suggested Readings

- ✓ *A K Ramanujan's essay 'Three Hundred Ramayanas' The History of Indian Literature, Volume-I by Maurice Winternitz (Motilal Banarasidass Publishers, New Delhi)*
- ✓ *The following essays provide reference material for the poems from Of Sons and Fathers:*
- ✓ *Ajanta Dutt in Indian Literature (UGC CARE), Vol.4, No.330. July-August 2022, Sahitya Akademi, New Delhi page, 180-182. <https://www.jstor.org>>indilite for the poems from Of Sons and Fathers.*
- ✓ *Mridul Bordoloi, Dibrugarh University Journal of English Studies (UGC CARE), Vol.31. 2022-2023.pp.89-98.www.dujes.co.in for the poems from Of Sons and Fathers.*
- ✓ *Vaisali, the last essay in BharatiyaManyaprad, An International Journal of Indian Studies, Ed. Neerja A Gupta, Vice Chancellor,Sanchi University of Buddhist Studies, Vol.-IX,May 2022. ISSN-2321-8444.*
- ✓ *Nanda Kishore Biswal, Pioneer, Bhubaneswar edition, 5.1.2023.*
- ✓ *B.Mohanta, Journal of Extension and Research, TheGandhigram Rural Institute, Tamilnadu, Vol. XVIII, No. I, 2024.*
- ✓ *R. Swain, Transcript: Journal of Literature and Cultural Studies, Research Journal of Bodoland University, Kokrajhar, Assam, Volume 10, December 2022, published in May 2024. Pg. 175-178. Print copy ISSN-2347-1743.e-journal ISSN-2582-9858.*
- ✓ *"Fathers are but Sons under Stress", Review paper on the anthology of poems Of Sons and Fathers, Special Issue of The Odisha Journal of English Studies, Vol.14, Issue-I, 2024(Santwana Haldar).*
- ✓ *"Locating 'Male' in Indian Mythopoeic Cultural Narratives: A Critical Evaluation of Asim Ranjan Parhi's Of Sons and Fathers. Research paper at International Conference in Social Sciences and Humanities in the 21st Century, Organised by ACAVENT, November 24-26, 2023, Vienna, Austria, (Salim and Parhi).*

- ✓ *Preface and Introduction (Suman kumar Ghai and Dinesh Kumar Mali respectively) of Pitaon aur Putron ki, Yash Publications, New Delhi, 2024. Page 7-30.*
- ✓ *Review article, page 291-294 and Research article, Page 310-324 in Byanjana, June-August 2024.*
- ✓ *Plays by Sri Aurobindo: A Survey, S. Krishna Bhatta, Indian literature, Jan-Jun 1974, Sahitya Akademi.*
- ✓ *Indian English Novelists: An Anthology of Critical Essays. Madhusudan Prasad*
- ✓ *Indian Literature, All Volumes by Sisir Kumar Das*

2.3 Digitisation, Archiving, and Documentation Practices

Course Objectives (CO)

- Describe the roles of libraries, archives, museums, and cultural institutions in knowledge preservation.
- Document oral traditions, manuscripts, and community knowledge using appropriate formats and ethics.
- Create fieldnotes and audio-visual documentation for cultural and research purposes.
- Apply basic principles of metadata creation, file organization, and digital preservation.
- Design and execute a small documentation or archiving project.

UNIT 1: Cultural and Knowledge Institutions

- Libraries: As hubs of knowledge; vital tangible and intangible cultural archives; information literacy and intellectual dialogues; institutional convergence (LAM)
- Archives: Core archival principles; the archival lifecycle; cultural heritage and collective memory
- Museums: Collection ethics, audience engagement, integration of digital technologies; and exploring how museums shape societal values and historical narratives
- Literary and cultural organisations: Knowledge formation through literary and cultural education; community, cultural and literary memories; curation and representation; and public engagement

UNIT 2: Knowledge Preservation and Community Memory

- Books and manuscripts: Codicology, palaeography and material culture; textual editing and philology
- Oral traditions: Indigenous epistemologies and traditional knowledge; performance theory; historical consciousness; orality and literacy; dynamics of memory change
- Folk knowledge: Narratives and mythologies; Traditional Ecological Knowledge (TEK); embodied knowledge in rituals, festivals, craft and material culture; cultural memory and identity construction
- Community archives: Alternative record formats; sustainability and technology; collaboration with mainstream institutions

UNIT 3: Documentation and Field Practices

- Documentation formats and templates: PDF, ODF, TXT, TIFF, JPG and PNG: descriptive metadata like Dublin Core; and digitisation specifications
- Fieldnotes and observation: Observer bias and positionality; methodological choices; and community protocols
- Audio/video documentation: Provenance and context; handling analog carriers; digitisation and technical standards; and metadata and annotation
Ethics of documentation

UNIT 4: Digital Preservation and Metadata

- File organisation: File naming conventions; directory and field structure; descriptive and technical data; format obsolescence and integrity
- Metadata preparation: Aligning with recognized standards; categorizing by core metadata types; guaranteeing authenticity and provenance; automation and extraction; and validation and consistency
- Digital archiving workflows: Ingest (Submission); preservation metadata, and storage, security and access
- Introduction to cataloguing: Title and responsibility, edition, material specifics, publication details, physical description, series, notes, and ISBN; OAIS model; PREMIS; and descriptive schemes; and navigational digital challenges

Practical Components

- Metadata preparation exercise (Refer: Dublin Core Metadata Initiative-
<https://www.dublincore.org/specifications/dublin-core/dcmi-terms/>)
- Documentation project

Suggested Study Visit

Visit to:

- archive,
- museum,
- manuscript library,
- or cultural institutions

Suggested Apprenticeship Linkages

- Archives
- Museums
- Documentation centres
- Digital preservation projects

Learning Outcomes

- Identify the roles of libraries, archives, museums, and cultural institutions.
- Document manuscripts, oral traditions, folk knowledge, and community memory.
- Conduct ethical field-based documentation using standard tools and formats.
- Prepare metadata and apply basic digital archiving workflows.
- Design and execute a small-scale documentation or digitisation project.
- Engage critically with digital archives and repositories.

Prescribed Books

- ✓ *Zaidi Nishat and Pue A. Sean (2024). Ed. Literary Cultures and Digital Humanities in India. Routledge.*
- ✓ *Mallik, Anupama, et al. (2018). Ed. Digital Hampi: Preserving Indian Cultural Heritage, Springer.*
- ✓ *Millar, Laura. (2017). Archives: Principles and Practices, 2nd ed. London: Facet Publishing.*

- ✓ Müller, Katja. (2024). *Digital Archives and Collections: Creating Online Access to Cultural Heritage*, NY: Berghahn.
- ✓ *Theory and Craft of Digital Preservation* by Trevor Owens. Baltimore, John Hopkins University Press, 2018.
- ✓ Legget, Elizabeth.R. (2021). *Digitization and Digital Archiving: A Practical Guide for Librarians*, 2nd Edition. Rowman & Littlefield.

Learning Resources

1. “Data Base Management System,” Prof. Partha Pratim Das Prof. Samiran Chattopadhyay, IIT Kharagpur, NPTEL
2. Voyant Tools Tutorial: <https://voyant-tools.org/docs/tutorial-start.html>
3. Programming Historian: <http://programminghistorian.org/en/lessons/>

Students may be introduced to archives through guided exploration of the following digital collections:

- Parliament of India Lok Sabha Digital Library <https://eparlib.sansad.in>
- Kala Nidhi Cultural Archives
- Bichitra Variorum
- Digital Thoreau (Introductory example of a digital literary archive.)
<https://digitalthoreau.org/>
- [The Canterbury Tales Project](#)
Useful for understanding manuscript traditions and digital textual editing.
- [The Victorian Web](#)
Large-scale humanities archive combining literature, history, and visual culture.
- [British Library – Endangered Archives Programme](#)
Important example of manuscript digitisation and endangered archive preservation.
- [Digital South Asia Library](#)
Major archive of South Asian texts, maps, and historical resources.

Other online Resources:

- 1) *The National Archives UK* Playlists (YouTube)
- 2) Digitization 101 Webinar series: <https://ccaha.org/digitization-101>: Episodes: Prioritization of Collections; File Storage for Digitization; File Specifications for Digitization; Metadata for Digitization; In-House vs. Outsourcing and Quality Control; Equipment Selection

2.4 Public Humanities and Cultural Documentation (Focus: Odisha)**Course Objectives (CO)**

- Investigate the cultural history, linguistic diversity, and public memory of Odisha.
- Document folk, performing, and storytelling traditions through field-based methods.
- Examine heritage institutions, festivals, tourism, and community practices in public culture.
- Produce community-focused documentation and cultural mapping outputs.
- Engage ethically with communities and institutions in public humanities projects.

UNIT 1: Cultural History of Odisha

- Regional diversity: Coastal, Western, and Hilly/Tribal; syncretic religious traditions; linguistic variations; indigenous tribal heritage; and localized art and architecture
- Language and identity: Historical evolution of Odia identity; language movements and regional nationalism; tribal languages and heteroglossia
- Cultural movements: Religious and philosophical movements; the Jagannath cult; and the Mahima cult
- Public memory: The legacy of Kalinga and Ashoka's transformation; maritime glory and cultural expansion; medieval literature and the Bhakti movement; the Paika rebellion and anti-colonial resistance; and formation of a separate Odisha state

UNIT 2: Folk and Performing Traditions

- Folk songs and narratives: Mythological performances on the basis of the Ramayana and the Mahabharat and the Puranas in the form of Pala, Daskathia, Sankirtan, Chhau, Odissi, Ghodanacha, Kendara Gita, Laudi, Dhuduki, Karma Geet, Sambalpuri Lokgita and Geet Khudia; celebration of seasonal and agricultural cycles like Dola, Makar Sankranti, Askhaya Tiritiya, Pana Shankranti, Raja, Dashera, Diwali and Manabasa; Annual Osha, Brata and Mela
- Theatre traditions: Bharat Leela, Moghul Tamsa, Danda Nata, Ramaleela, Desia Nata, Raasa Leela, Kaliya Dalan, Poetic play (Gitinatya) and modern opera
- Local festivals: Raja Purnima, Rath Jatra, Dola and Holi, Dashera and Diwali, Raasa Purnima and Baliyatra, Thakurani Parba, Nuakhai, Dhanujatra, Sitalasasthi, Mahashivratri, Magha Mela, and Chaiti Parba
- Storytelling practices: Abolkara Kahani, Shuasari Kahani, Bhagabat Tungji Stories, Pothi Bacha, Aimag Kahani and Tribal Tales

UNIT 3: Heritage and Public Culture

- Heritage institutions: Tangible and intangible components; Museums, Archives, Archaeological sites; religious and philosophical heritage of Odisha
- Pilgrimage and tourism: The golden triangle of faith; the diamond triangle; coastal and ecotourism; pilgrimage of western and southern Odisha
- Community participation & Cultural preservation: Public participation in rural and urban institutions; monument conservation; preservation of cultural and performing arts and crafts

UNIT 4: Contemporary Cultural Institutions

- Literary organisations: Literary, linguistic and cultural organizations of importance across Odisha both Government and private
- Festivals and public culture
- Knowledge institutions
- Community media initiatives

Practical Component

- Community documentation project
- Cultural mapping exercise

Suggested Study Visit

Students may undertake guided visits and apprenticeship-linked activities at nearby:

- museums,
- archives,
- literary organisations,
- theatre groups,
- cultural festivals,
- community media initiatives,
- pilgrimage centres,
- tourism offices,
- heritage institutions,
- and documentation projects.

Students may observe and participate in:

- event documentation,
- cultural reporting,
- oral history collection,
- festival archiving,
- public communication,
- and heritage documentation practices

Learning Outcomes

- Explain the cultural history of Odisha with reference to language and identity.
- Document folk, performing, and storytelling traditions.
- Analyse heritage institutions, pilgrimage, tourism, and community participation.
- Examine contemporary cultural institutions and public culture.
- Conduct community-based documentation and cultural mapping projects.
- Communicate cultural knowledge effectively to public audiences.

Prescribed Books

- ✓ *Dash, M. (2024). The big book of Odia literature. Penguin.*
- ✓ *Malla, B. (2019). Discovering Odia culture. Black Eagle Books.*
- ✓ *Nayak, J. K., & Mahapatra, A. (2022). Critical discourse in Odia. Routledge.*

- ✓ *Sahoo, S. R. (2024). Echoes of Odisha: Celebrating heritage and culture [Kindle edition]. Amazon.*

Learning Resources

- 1) “Introduction to Cultural Studies,” Prof. Avishek Parui, IIT Madras, **NPTEL**
- 2) “Folk and Minor Art in India,” Prof. Shatarupa Thakurta Roy, IIT Kanpur, **NPTEL**
- 3) IGNCA YouTube channel
- 4) TED talks on Culture and Storytelling
- 5) Sahapedia YouTube channel

Semester IV

1.13 European Classical Literature

Course Objectives

- The objective of this course is to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD.
- It seeks to acquaint the students with the origins of the European canon.
- It aims to provide a historical overview of classical antiquity like ancient Greece, the rise and decline of the Roman Empire
- It will lead to a discussion on the cultural history of the Greco-Roman world centered on the Mediterranean Sea.

Unit-1

Homer *Odyssey* (Book I)

OR

Virgil *Aeneid* (Book I)

Unit-2

Sophocles *Oedipus the King*

OR

Aeschylus *Prometheus Bound*

Unit-3

Aristophanes's *Frogs*

OR

Plautus *Asinaria*

Unit-4

Horace *Ars Poetica* or *Essay on Poetic Theory*

OR

Longinus *On the Sublime*, Chapter 7, 39

Prescribed Texts

All the texts are available for access on Project Gutenberg. <https://www.gutenberg.org>

And in Internet Archive at www.archive.org with the same titles. Students may be encouraged to browse the sites.

Suggested Readings

- ✓ European Classical Literature by Amit Ganguly and Jay Bansal
- ✓ Hand Book On European Classical Literature by Biplab Banerjee
- ✓ Mimesis: The Representation of Reality in Western Literature by Erich Auerbach. USA: Princeton University Press. 2013.
- ✓ Ancient Greek Literature and Society by Charles Rowan Beye, Ithaca, New York: Cornell University Press. 1987

1.14 Indian Classical Literature

Course Objectives

- This course aims at creating awareness among the students of the rich and diverse literary culture of ancient India.
- It purports to engage students with and discuss different genres of classical literature and their scope.
- It will introduce them to the Indian Epic tradition and show how they will assimilate the theory and practice of Sanskrit Classical drama, engage with Indian aesthetic theory such as Alankar and Rasa.
- It will enable students to understand the concept of Dharma and the heroic in Indian Classical Drama.

Unit-1

Vedic Literature: *SamjnanaSukta* Rig Veda X.19, *SivasankalpaSukta* Yajur Veda XXX.I.6 and *PurushaSukta* Yajur Veda XV. XXXI. 1-16

Unit-2

Selections from Epic Literature: Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', OR 'Ayodhya Kanda' (Book II), 1st Canto of *The Ramayana of Valmiki*

Unit-3

Sanskrit Drama: Kalidasa, *Abhijnanasakuntalam*, Act IV.

Or

Bhavabhuti's *Rama's Last Act (Uttararamacharita*

Or

Mrcchakatikaby Sudraka, Act I.

Unit-4

Aesthetics and Maxims: Bharata's *Natyashastra*, Chapter VI on Rasa theory

Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II

Nitisataka of Bhartrhari 20 verses from the beginning

Prescribed Texts

- ✓ The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
- ✓ The Mahabharata: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.
- ✓ The Ramayana of Valmiki. Gita Press Edition.
- ✓ *Abhijnanasakuntalam* by Kalidasa. tr. M.R Kale, Motilal Banarasi Dass, New Delhi.
- ✓ *Rama's Last Act (Uttararamacharita)* by Bhavabhuti. tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)
- ✓ *Mrcchakatikaby* by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasisidass, 1962)

- ✓ Bharata's Natyashastra. English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950.
- ✓ Sahitya Darpana of Vishvanatha Kaviraja Chaps- I& II. English Translation by P.V. Kane, Motilal Banarsidass, New Delhi.
- ✓ The Satakatraya edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also, English Translation published from Ramakrishna Mission, Kolkata

Suggested Readings

- ✓ Kalidasa. Critical Edition, Sahitya Akademi.
- ✓ B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- ✓ H.H. Wilson (Tr.)-Rig Veda
- ✓ Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- ✓ J.A.B. VanBuitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp.33–40.
- ✓ Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- ✓ 'Pedagogy and Indian Poetics: The Case of Michael Henchard'. Dialogue. Ed. S. Hajela and R.Sharma. Vol-VI, No.I, June 2010, pp.90-94.
- ✓ Universals of Poetics by Haldhar Panda 16

1.15 Women's Writings*

Course Objectives

- The course aims to acquaint the students with the complex and multifaceted literature by women of the world.
- It proposes to provide students ideas reflecting the diversity of women's experiences and their varied cultural moorings.
- It has included different forms of literature by women authors: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

Unit-1

In Defence of a Literature of Their Own and Discoursing at Par

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women"

Virginia Woolf: "Chapter 1" from *A Room of One's Own*

Or

Simone de Beauvoir: "Introduction" from *The Second Sex*

Unit 2

Desiring Self: Fiction by Women from the Centre

Charlotte Bronte: *Jane Eyre*

Or

Emily Bronte: *Wuthering Heights*

Jean Rhys: *Wide Sargasso Sea*

or

Doris Lessing: *The Grass is Singing*

Unit 3

Desiring and Dissenting Self: Fiction by Women from the Periphery

Krupabai Sathianadhan: *Saguna* or *Kamala*

or

Prativa Ray: *Yajnaseni*

Unit-4

Tongues of Flame: Poetry by Women from Across the World

*Any Four Poets to be read

Kamala Das "An Introduction" & "The Sunshine Cat"

Eunice de Souza "Women in Dutch Painting" & "Remember Medusa?"

Tishani Doshi "Ode to the Walking Woman" & "What the Body Knows"

Maya Angelou "Phenomenal Woman" & "I Know Why the Caged Bird Sings"

Sylvia Plath "Mirror" & "Barren Woman"

Margaret Atwood "This is a Photograph of me" & "The Landlady"

Prescribed Texts

- ✓ Virginia Woolf, *A Room of One's Own*

<https://victorianpersistence.files.wordpress.com/2013/03/a-room-of-ones-own-virginia-woolf-1929.pdf>

- ✓ Mary Wollstonecraft, A Vindication of the Rights of Women: Introduction
<http://pinkmonkey.com/dl/library1/vindicat.pdf>
- ✓ Maya Angelou's Poems
http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- ✓ Sylvia Plath's Collected Poems
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- ✓ Margaret Atwood's Poems
<http://www.poemhunter.com/margaret-atwood/poems/>
- ✓ Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"
<http://www.poetrynook.com/poem/remember-medusa>
<http://www.gallerie.net/issue14/poetry1.html>
- ✓ Tishani Doshi's Poems
http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf
- ✓ Simone de Beauvoir, The Second Sex
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.I.pdf>

Suggested Readings

- ✓ Toril Moi, Sexual Textual Criticism
- ✓ Elaine Showalter, A Literature of Their Own
- ✓ Sandra Gilbert and Susan Gubar, The Mad Woman in the Attic
- ✓ Gill Plain and Susan Sellers, A History of Feminist Literary Criticism. Cambridge University Press. 2007.
- ✓ Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women"
https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

2.5 Text Analysis and Computing

Course Objectives (CO)

CO1. Explain foundational concepts of text-as-data, annotation, and corpus-oriented reading.

CO2. Apply distant reading approaches and basic computational methods to literary and cultural texts.

CO3. Use digital tools such as Voyant Tools and AntConc for text analysis and visualisation.

CO4. Evaluate digital archives and repositories for research and preservation purposes.

CO5. Carry out a short text analysis assignment; collaborating computational and interpretive tools.

UNIT 1: Introduction to Text Analysis

- Text as data
- Digital text preparation
- Annotation and markup basics
- Corpus-oriented reading

UNIT 2: Distant Reading and Computational Humanities

- Concepts of distant reading
- Frequency and pattern analysis
- Topic identification
- Computational literary studies

UNIT 3: Computational Tools for Text Analysis

- Voyant Tools
- AntConc
- Basic visualisation tools
- Text analysis workflows

UNIT 4: Digital Archives and Online Repositories

- Institutional repositories
- Open-access archives
- Digital collections
- Preservation and access

Practical Component

- Mini text analysis project
- Digital archive exploration

Suggested Study Visit

Visit to:

- digital library,
- ICT centre,
- archive digitisation unit,
- or digital humanities project centre.

Suggested Apprenticeship Linkages

- Digital humanities labs
- Research support
- Text processing
- Digital archives

Learning Outcomes

- Conceptualise text as data for computational analysis.
- Apply annotation, markup, and corpus-oriented reading techniques.
- Use distant reading methods to identify textual patterns and themes.
- Operate text analysis tools such as Voyant Tools and AntConc.
- Design and execute a mini text analysis project.
- Critically evaluate digital archives and repositories.

Prescribed Books

1. Feldman, R., & Sanger, J. (2007). *The text mining handbook: Advanced approaches*. Cambridge University Press.
2. Stoltz, D. S., & Taylor, M. A. (2023). *Mapping texts: Computational text analysis for the social sciences*. Oxford University Press.
3. Walsh, B., & Horowitz, S. (2016). *Introduction to text analysis: A course book*. Walshbr.com.

Learning Resources:

- 1) “Introduction to Digital Humanities” by Prof. Maya Dodd and Dr. Nirmala Menon, FLAME University, Pune, **SWAYAM**
- 2) “Natural Language Processing,” Prof. Pawan Goyal, IIT Kharagpur, **NPTEL**

2.6 Digital Culture and Public Communication

Course Objectives (CO)

- Validate digital literacy and accountable participation in online data ecosystems.
- Analyse digital publics, platforms, and networked communities.
- Use social media and digital tools for academic, professional, and cultural communication.
- Produce podcasts, blogs, videos, or digital stories for public communication.
- Assemble a digital content portfolio validating ethical and operative digital engagement.

UNIT 1: Digital Literacy and Online Culture

- Digital literacy concepts: Information literacy; protecting personal data, recognizing phishing scams, and managing privacy settings; content creation; and technical proficiency
- Online communication: Collaborating, sharing, and networking respectfully across various digital platforms
- Digital citizenship: Media and information literacy; safety and security; practicing empathy and preventing cyberbullying; and digital wellness
- Information ecosystems: Disinformation and misinformation; platform governance and power; media landscapes and journalism; and digital resilience

UNIT 2: Digital Public Sphere and Networked Communities

- Digital publics: Digital networks, platforms, and algorithmic architectures shape the modern public sphere
- Online participation: Engagement of stakeholders through digital platforms; collaboration, design and accessibility
- Public discourse: Misinformation and the post-truth era: algorithm mediation and platform power; polarisation and echo-chambers
- Platform cultures: Algorithmic governance and affordances; platform capitalism and commodification; fragmentation and the “Post-Public Sphere”

UNIT 3: Social Media for Learning and Professional Networking

- Academic networking: Scholarly visibility and public intellectualism; digital metrics; post-university and rational discourse
- Professional communication
- Knowledge dissemination: Open science and knowledge dissemination; commodification of knowledge; deliberation and civic engagements
- Digital collaboration: E-Governance and citizen co-creation; network governance; and knowledge sharing

UNIT 4: Content Creation and Digital Publishing

- Audio/video content creation
- Podcasting basics
- Blogging and digital storytelling
- Public-facing digital communication

Practical Components

- Digital content portfolio
- Podcast/blog/video assignment

Suggested Study Visit

Visit to:

- media lab,
- digital content studio,
- communication office,
- or cultural media organisation.

Suggested Apprenticeship Linkages

- Digital media
- Content development
- Educational technology
- Public communication

Learning Outcomes

- Demonstrate digital literacy and responsible digital citizenship.
- Analyse digital publics and networked communities.
- Use social media for academic and professional networking.
- Create blogs, podcasts, videos, and digital stories.
- Develop a digital content portfolio.
- Understand ethical dimensions of digital public communication.

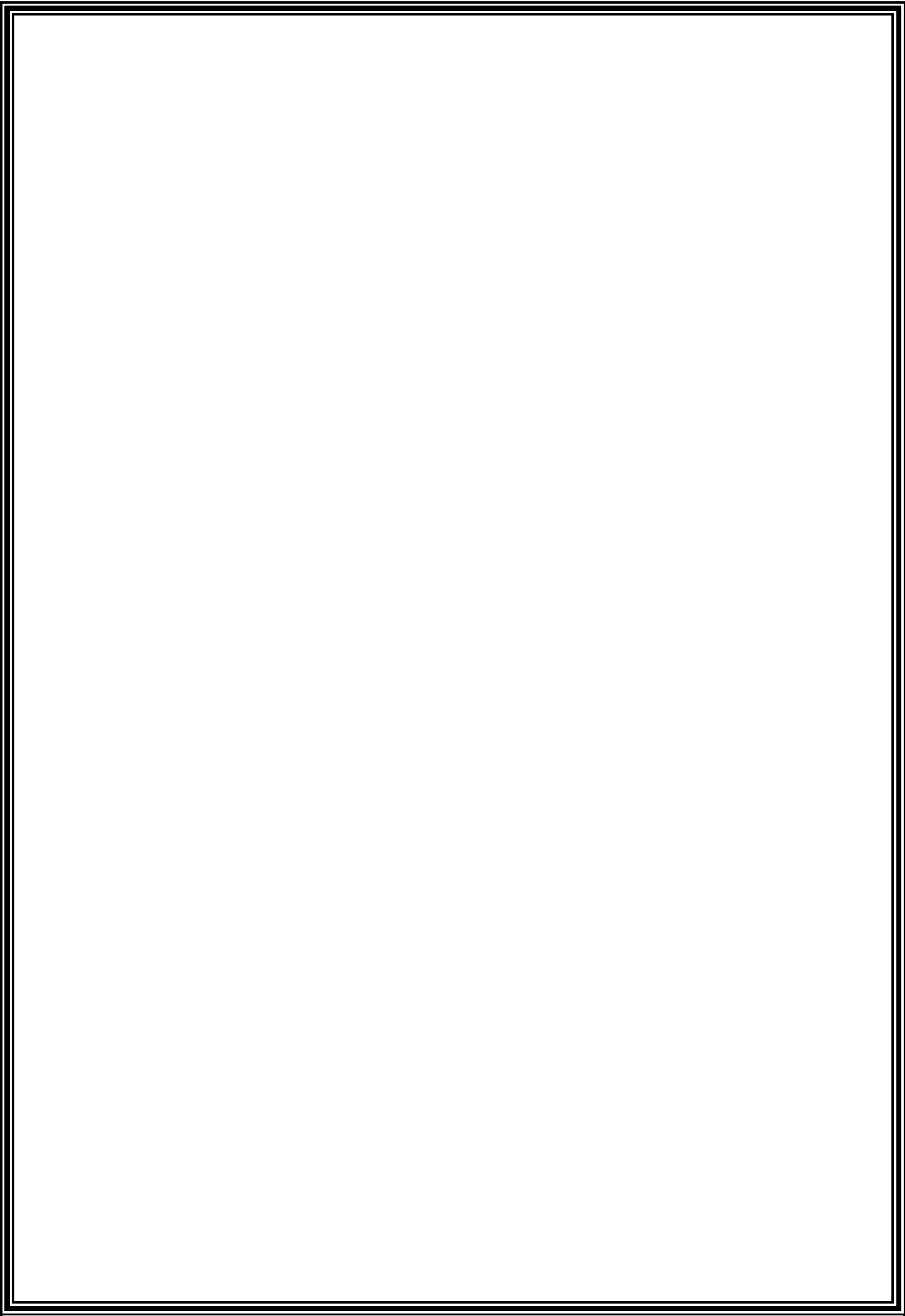
Prescribed Books

1. Delfanti, A., & Arvidsson, A. (2019). *Introduction to digital media*. Wiley-Blackwell.
2. Hartley, J. (2004). *Communication, cultural and media studies: Key concepts*. Routledge.
3. Miller, V. (2020). *Understanding digital culture* (2nd ed.). Sage Publications.
4. Uzelac, A., & Cvjetičanin, B. (Eds.). (1989). *Digital culture: The changing dynamics*. Culturelink.

Learning Resources:

- 1) “Text, Textuality and Digital Media” by Arjun Gosh, IIT Delhi, **NPTEL**
- 2) “Online Communication in the Digital Age” by Prof. Rashmi Gaur, IIT Roorkee, **NPTEL**

Note: The suggested readings and learning resources are indicative. Teachers may suitably supplement them with additional print, digital, audio-visual, and field-based resources according to student needs and local institutional contexts.



Draft Model Curriculum for 3yr./4yr. Degree Course with Apprenticeship Embedded Degree program

B.A History with Double Major in Tourism and Hospitality Operations



**Higher Education
Department**
Government of Odisha

Under National Education Policy 2020

Semester	Course (paper)	Course Name	Credit
Semester I	MJ -1.1	History of India I (From Prehistory to Vedic Age)	4
	MJ -1.2	Tourism Concepts Principles and Practices	4
	MJ -1.3	Foundation Course in Front Office	4
	MJ- 1.4	Foundation Course in Accommodation Operation	4
	MJ -2.1	Social Formations and Cultural Pattern of Ancient World	4
	AEC (Ability Enhancement Courses)	English: Business Communication	4
	VAC (Value Added Course)	Environmental Studies & Disaster Management	3
		TOTAL	27
Semester II	MJ 1.5	History of India II	4
	MJ 1.6	Social Formations and Cultural Pattern of Ancient World II	4
	MJ 1.7	Basic Course in Front Office II	4
	MJ- 1.8	Basic Course in Accommodation Operations II	4
	MJ 2.2	Travel & Tourism Industry	4
	AEC (Ability Enhancement Courses)	English: Word and Presentation skill	4
	VAC (Value Added Course)	Good Citizenship / or any other discipline	3
		TOTAL	27
Semester III	MJ 1.9	History of India III	4
	MJ 1.10	Rise of Modern West	4
	MJ 1.11	Historical Theories and Methods	4
	MJ- 1.12	History of Orissa I	4
	MJ 2.3	Emerging Trends in Tourism	4
	MJ -2.4	Art Heritage of India	4
	MDC (Multidisciplinary Course)	Basic Principles of Management / or any other discipline	3
	SEC (Skill Enhancement Course)	Computer Skills for Hotel Professionals / or any other discipline	3
		TOTAL	30
Semester IV	MJ -1.13	History of Orissa: The Making of a Region	4
	MJ- 1.14	Accommodation Operations	4
	MJ- 1.15	Front Office Operations	4
	MJ -2.5	Tourism Marketing	4
	MJ -2.6	Temples and Biodiversity of Odisha	4
	MDC (Multidisciplinary Course)	Organization Behaviour / or any other discipline	3
	SEC (Skill Enhancement Course)	Organization of Event Meeting and Conferences / or any other discipline	3
		TOTAL	26
Semester V	Internship/Apprenticeship/Industry Training		20
Semester VI	Internship/Apprenticeship/Industry Training		20
TOTAL			150

** The 4yr. program of AEDP shall be as per 3 yr./4yr. UG Degree Program under NEP-2020*

Semester I

Major- I

Credit 4

1.1. History of India- I (From Prehistory to Vedic Age)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India's past and methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilization

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings and the Historiography concerned with this Period
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
2. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging
3. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Planning (Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal
2. Economic Life: Agriculture, Craft Productions and Trade (External and Internal)
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature

2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture; Philosophy of Upanishads
3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP, Eastern India, Megaliths in South India

Suggested Reading List:

- ✓ *BD Chattopadhyaya, A Survey of Historical Geography of Ancient India, Delhi, 1991* }
- ✓ *B. Subba Rao, Personality of India, Varoda, 1958.* }
- ✓ *BD Chattopadhyaya, The Concept of Bharatavarsha and Other Essays, Delhi, 2017* }
- ✓ *D.K. Bhattacharya, An Outline of India's Prehistory R. S. Sharma, Material Culture } and Social Formations in Ancient India, 1983.*
- ✓ *Upinder Singh, a History of Ancient and Early Medieval India.* } *V.N. Mishra, Prehistoric Colonisation of South Asia Free download* }
<https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages>
- ✓ *Bridget and Raymond Allchin, (The Rise of Civilization in India and Pakistan. } Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.*
- ✓ *Tony Joseph, Early Indians, The Story of Our Ancestors and Where We Came From, } Delhi, Juggernaut Publciation.*
- ✓ *Romila Thapar, Early India: From Beginning to 1300 CE, Delhi Penguin, different } editions*
- ✓ *A.L. Basham, The Wonder that was India, Vol.1, Delhi, Penguin, Different editions }*
- ✓ *Romila Thapar: Cultural past, Delhi, OUP. 2004 edition, Section 1 only. }*
- ✓ *R.S.Sharma, Material Culture and Social Formation in Ancient India, Delhi, } Macmillan.*
- ✓ *The Vedic Age, Vol 1, Bharatiya Vidya Bhawan }*
- ✓ *Sreedharan, E., A Textbook of Historiography, 500 BC TO AD 2000, Hyderabad: } Orient Blackswan, Reprint 2009*

Major-I

Credits: 4

1.2 Tourism Concepts, Principles and Practices

Course Objective:

The objective of this course is to provide a comprehensive understanding of tourism, its fundamentals and operational framework.

Course outcome (CO):

- **CO1:** To define key concepts and structural components of the tourism industry.
- **CO 2:** To describe the historical evolution and socio-economic significance of the tourism industry.
- **CO 3:** To classify tourism services and products based on their unique features.
- **CO 4:** To assess the impact of tourism activities on the host communities and the environment.

Unit-I: Introduction

1. Introduction: What is Tourism? Significance of Tourism; Definitions and Concepts.
2. Tourism Systems, Visitor, Traveller, and Excursionist– Definition and differentiation.
3. Motivations and deterrents for travel.

Unit-II: Characteristics and Components of Tourism Industry

1. Tourism Industry- structure, and characteristics
2. Constituents of Tourism Industry: Primary, secondary, and tertiary
3. 5 A's – Introduction, Attraction, Accessibility, Accommodation, Amenities, Activities

Unit-III: Types and Forms of Tourism

1. Inbound, outbound Inter–regional and intra–regional tourism, domestic, international tourism,
2. Adventure, health, business, conferences, conventions, incentives, sports, religious, senior tourism
3. Special interest tourism like culture or nature oriented, ethnic or 'roots' tourism and VFR;

General Tourism Trends

Unit-IV: Role of Governments

1. Role of Ministry of Tourism in developing and promoting tourism in India;
2. Role of Central and State Government in Promoting Tourism,
3. Study of National Tourism Policy 2002
4. Case Study: Tourism Policy of Kerala, Rajasthan, and Odisha

Suggested Reading List

- ✓ *Mill & Morrison. The Tourism System- An Introductory Text (7th Edition). Dubuque, Iowa (USA): Kendall Hunt Publishing.*

- ✓ *Goeldner & Ritchie. Tourism, Principles, Practices, and Philosophies. New Jersey: Wiley and Sons.*
- ✓ *Coltman. Introduction to Travel and Tourism- An International Approach. New Jersey: John Wiley.*
- ✓ *Kamra & Chand. Basics of Tourism- Theory, Operation and Practice. New Delhi: Kanishka Publishers.*
- ✓ *Bhatia. International Tourism Management. New Delhi: Sterling Publishers*

1.3 Foundation Course in Front Office-I

Course Objective

The objective of this course is to provide students with a foundational understanding of the global hospitality landscape and the essential operational procedures for managing the hotel front office and the guest arrival cycle.

Course Outcomes (COs)

- **CO 1:** To classify hotels and hospitality establishments based on industry standards such as size, star rating, ownership, and target clientele.
- **CO 2:** To explain the organizational hierarchy, professional attributes, and inter-departmental coordination necessary for effective front office management.
- **CO 3:** To analyse room tariffs, meal plans, and guest profiles to effectively manage room allocation and occupancy trends.
- **CO 4:** To demonstrate proficiency in using front office equipment, managing documentation (vouchers), and executing the guest cycle from pre-arrival to key control.

Unit I: The Hospitality Landscape and Professional Standards

- Famous hotels worldwide and industry terminology.
- Classification of hotels (Size, Star, Location, Ownership, Niche types like Ecotels/Pod hotels).
- Organizational hierarchy of small, medium, and large establishments.
- Service departments and job opportunities in the sector.
- Essential attributes of a Front Office Professional.

Unit II: Operations and Layout of the Front Office

- Core functions and layout of the Front Office department.
- Professionalism: Importance of timely reporting and designated uniforms.
- Inter and intra-departmental coordination strategies.

Unit III: Guest Profiles, Room Management, and Tariffs

- Typology of rooms and hotel facilities.
- Tariff structures (BAR, Corporate, Contracted) and room rate categories.
- Meal plans applicable to the hotel industry.
- Analysis of guest types (Business, Leisure) and seasonal flow (Peak/Lean).

Unit IV: Pre-Arrival Logistics and the Guest Cycle

- Arrival preparation: Occupancy status, room allocation, and VIP confirmation.
- Operational tools: Usage of card machines, printers, and office equipment.
- Front office documentation: Vouchers (Petty cash, Visitor's paid out).
- The Guest Cycle and key control procedures.

Suggested Reading List

- ✓ **Bhatia, A. K.** (2006). *Tourism development: Principles and practices*. Sterling Publishers Pvt. Ltd.
- ✓ **Dix, C., & Baird, C.** (2006). *Front office operations*. Pearson Education.
- ✓ **Ministry of Tourism.** *Annual reports*. Government of India.
- ✓ **Tewari, J. R.** (2016). *Hotel front office: Operations and management*. Oxford University Press.

1.4 Foundation Course in Accommodation Operations

Course Objective

To equip students with a comprehensive understanding of professional housekeeping operations, administrative control procedures, and the application of cleaning science across diverse hospitality environments.

Course Outcome (CO)

- **CO 1: To identify** the organizational hierarchy, essential professional attributes, and varied career opportunities within the accommodation operations sector.
- **CO 2: To explain** the functional layout of the housekeeping department and the significance of inter-departmental coordination in achieving customer delight.
- **CO 3: To execute** administrative tasks at the housekeeping control desk, including the management of registers, guest room status reports, and lost and found procedures.
- **CO 4: To demonstrate** proficiency in cleaning science by selecting appropriate agents, equipment, and manual or mechanical methods while adhering to safety (PPE) protocols.

Unit I: Housekeeping Organization and Professionalism

- Hierarchy of housekeeping in small, medium, and large establishments.
- Essential attributes of a Housekeeping Professional and industry terminology.
- Job opportunities in accommodation operations.
- Functional layout of the housekeeping department.

Unit II: Role and Scope in Hospitality Operations

- Scope and significance of housekeeping in the hospitality industry.
- Working towards customer delight: Roles and responsibilities.
- Institutional housekeeping: Airlines, Hospitals, Hostels, and Corporate sectors.
- Inter and intra-departmental coordination strategies.

Unit III: The Housekeeping Control Desk

- The pivotal role of the Control Desk as a communication hub.
- Maintenance of forms, formats, records, and registers.
- Standard Operating Procedures (SOP) for Lost and Found.
- Importance of tracking guest room and event status before cleaning.

Unit IV: Cleaning Science and Linen Management

- Categorization of linens used in housekeeping.
- Selection and use of cleaning agents and equipment.
- Manual vs. Mechanical cleaning methods and frequency (Daily, Periodical, Special).

- Significance of Personal Protective Equipment (PPE) in cleaning activities.

Suggested Reading List

- ✓ **Andrews, S.** (2013). *Hotel housekeeping: A training manual*. Tata McGraw-Hill Education.
- ✓ **Kappa, M. M., Nitschke, A., & Schappert, P. B.** (2005). *Managing housekeeping operations*. American Hotel & Lodging Educational Institute.
- ✓ **Raghubalan, G., & Raghubalan, S.** (2015). *Hotel housekeeping: Operations and management*. Oxford University Press.
- ✓ **Tewari, J. R.** (2016). *Hotel front office: Operations and management*. Oxford University Press. (Note: Useful for inter-departmental sections).

Foundation Course in Accommodation Operations **Lab- I**

Sl. No.	Modules	Outcomes
1	Housekeeping Operations- Practical	• Explain Guest Room Supplies and demonstrate their Position in Standard Room, Suite Room, VIP and Single Lady Travelers' Room, Special amenities. • Demonstrate Maids' Trolley Setup, Contents with Placement • Draw Layout of housekeeping pantry • Demonstrate Placement of Equipment and Setup of Pantry • Identify Cleaning Equipment's- Manual and Mechanical • Identify cleaning agents. • Name various cleaning agents brand names. • Demonstrate the procedures for cleaning different areas/surfaces
2	Front office Operations- Practical	• Demonstrate Basic Manners, Attributes and Grooming Standards Required for accommodation operations. • Explain Different Types of Calls, Screening Practice. • Identify Equipment & Stationery used in front office and housekeeping. • Demonstrate Telephone Etiquettes and Telephone Handling • Practice on Cases Related to Front office & Other Departmental Communications • Mock Situations – Role – Plays

2.1 Social Formations and Cultural Pattern of Ancient World**Course Objectives:**

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- They also learn how the human society had transformed from nomadic to civilized society in ancient history of the World.
- They can acquire knowledge about the Ancient Greek polities, society and cultural life.

Course Outcome

- Critical understanding on the interdisciplinary in understanding the evolution of homo sapiens
- Develop team spirit to make group presentation on Migration, evolution, tool technology Skill in developing prehistoric tool technology
- Develop appreciation of the global heritage
- Appreciate the difference between Senatorial democracy and popular democracy of Rome and Greece respectively

Unit-I: Evolution of Man

1. Evolution of Man: From Hominoid to Homo Sapiens
2. Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonisation
3. Mesolithic Cultures, Tool Typology, Foraging, Rock Art, Religion

Unit-II: Neolithic Culture:

1. Food Production : Major Sites in Fertile Crescent, Food Production, Habitation Structure, Pottery, Neolithic Revolution
2. Development of Agriculture: Early Domesticated Plants in Fertile Crescent, • China, India
3. Animal Husbandry: Archaeological Evidence of Animal domestication, • Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

1. Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdom and New Kingdom, Society, economy, Religion, Art and Temple Architecture
2. Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural and Cultural Setting, Cultural Developments from Ubaid period to emergence of Uruk as a state, religion, society, economy and cultures of Sumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Iron and Neo-Assyrian Empire
3. China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

1. Athens and Sparta: Natural & Cultural Setting of Ancient Greece, Development of Polis, Evolution of Oligarchic Spartan State, its Institutional structure, and society;
2. Polity, Economy & Society: Evolution of Athenian Democracy from Solon to Peloponnesian War), Athenian Economy
3. Culture: Literature, Religion, Art and Architecture, Science

Suggested Text Books:

- ✓ *Brian Fagan and Nadia Durrani People of Earth, London, Routledge, 2019*
- ✓ *Brian Fagan* & *Chris Scarre, Ancient Civilisation, London Routledge, 2016*
- ✓ *Amar Farooqui, Early Social Formation, Delhi, Different editions*
- ✓ *Alex Castor, Between Two Rivers: The History of Ancient Mesopotamia, 2006, The Teaching Company*
- ✓ *History of Mankind Series, UNESCO*
- ✓ *V. Gordon Childe, What Happened in History?, 1942/2003 edition*
- ✓ *Bisman Basu, The Story of Man* | *H.Neil* & *M.C. Willam, A World of History, Oxford, New York, 1907.*
- ✓ *H.R. Hall, Ancient History of the Near East, 1932.*
- ✓ *H.S. Baghela, World of Civilization*
- ✓ *Wenke, R.J. and D. Olzewski. (2007). Patterns in Prehistory: Humankind's First Three Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.*
- ✓ *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.*

AEC Paper I

English: Business Communication

Credits: 4

S. No	Modules	Outcomes
1.	English Language and Communication: Introduction	• Communication, its Importance and Factors • Types of Communication • Verbal and Non-verbal Communication • Styles of Communication
2	English Language and Communication: Listening and Speaking	• Types of Listening • Speaking to communicate effectively • Style of speaking in Various Situations • English Pronunciation
3	English Language and Communication: Reading and Writing	• Reading methods and techniques. • Reading texts to Understand meaning • Writing Process • Writing short and Long texts
4	English Language and Communication: Grammar and Vocabulary	• Grammar • Sentence structure • Functions of Language

Reference Book: A Course book for ENGLISH COMMUNICATION (Publisher: Orient BlackSwan)

VAC Paper I

Environmental Studies & Disaster Management

(Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance

Need for public awareness

Environmental Pollution

Definition

• Cause, effects and control measures of:-

- a) Air pollution
- b) Water pollution
- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Radiation pollution

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

Biodiversity:- Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

1. Disaster Management: Types of disasters (natural and Man-made) and their causes and effect)

2. Vulnerability Assessment and Risk analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lighting)
3. Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force(NDRF) and Odisha Disaster Rapid Action Force(ODRAF)
4. Preparedness measures: Disaster Management cycle, Early Warning System, Pre Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stake holders participation, Corporate Social Responsibility (CSR)
5. Survival Skills: Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightening), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment (6 Period)

- A. a) Environmental Ethics: Issues and possible solutions.
 - b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
 - c) Environment Protection Act
 - d) Air (Preservation Control of Pollution) Act
 - e) Water (Preservation Control of Pollution) Act
 - f) Wildlife Protection Act
 - g) Forest Conservation Act
 - h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)
- B. Human Population and the Environment
- Population Ecology: Individuals, species, population, community
- Human population growth, population control method
- Urbanisation and its effect on society

Unit 5: Field work (15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge , etc.

Semester II

1.5 History of India-II: From State formation to early medieval (c.600BCE-c.750CE)

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyse the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- Understand the emergence of state system in the Deccan and Odisha in the post Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I: Economy and Society (circa 600 BCE to circa CE 300):

1. Urban growth: Material conditions such as agricultural expansion, Janapada nivesa, Sixteen Mahajanapada, Urban centres: Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Social stratification: Class, Varna, Jati, Gender
3. Buddhism and Jainism: Material milieu of Heterodoxies , Social Significance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Asoka's Policy of Dhamma, Reading Asokan inscriptions, Administration, economy, Decline
2. Post-Mauryan Polities: Kushanas, and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and Southeast Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. Political Developments: Expansion, Fragmentation and Huna Invasion from Samudra Gupta to Skanda Gupta
2. Literary and Scientific Developments during the Guptas; education in Nalanda
3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Agrarian Expansion, Land Grants, Graded Land Rights and
2. Peasantry.
3. Varna, Proliferation of Jatis: changing norms of marriage and property.
4. Post- Gupta Politics - Pallavas, Chalukyas, and Vardhanas

Suggested Textbooks:

- ✓ Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age, Delhi, Pearson, 2008. to the 12th Century. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)*
- ✓ D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975. }
- ✓ Romila Thapar, (2012). *Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227* Romila Thapar, *The Mauryas Revisited, Calcutta, 1986.* }
- ✓ Allchin, F. R. (et al.)(1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).*
- ✓ A. L. Basham, *Wonder That Was India*, Rupa. }
- ✓ Aswini. Agarwal: *The Guptas*, Delhi }
- ✓ H.P.Ray, *The Winds of Change*, Delhi, OUP. 1994 }
- ✓ R.S. Sharma, *Indian Feudalism*, Delhi, Macmillan, various edition } ,
- ✓ B. D. Chattopadhyaya (1994). *The Making of Early Medieval India*, Delhi: Oxford University Press. (Introduction, pp. 1-37.)
- ✓ *Age of Imperial Unity*, Bharatiya Vidya Bhawan Series, Vol 2. } Suvira Jaiswal, (1998). *Caste: Origin, Function and Dimensions of Change*, Delhi: Manohar. (pp.1-131.)
- ✓ R. S Sharma, (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600.* Delhi: Motilal Banarsidas. (pp. 90-254)
- ✓ A.S Altekar, *Education in Ancient India*, Delhi }

1.6 Social Formations and Cultural Pattern of Ancient World II

Course Objectives

- The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world.
- The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries.
- Explores the process of emergence of Christendom and Papacy and the 2nd Order
- The objective of paper is to the making of the three orders in Medieval Europe. By studying how the European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church.
- The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom.
- And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the long-term historical processes.

Course Outcomes

- Upon completion of this course the student shall be able to: Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation.

Unit-I: Polity and Economy in Ancient Rome

1. Polity, Society and economy in Ancient Rome
2. Expansion and Crisis, -Rise and fall of Julius Caesar, Augustus Caesar, Political Expansion, Crisis of Roman Empire
3. Cultural Developments: literature: Vigil, Ovid, Seneca, Histories: Livy, Tacitus; Art and Architecture

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Feudalism- Major Debates, Origin, Forms, Structure, Two Phases of Feudalism & its Decline
2. Agricultural Production in Two Phases of Feudalism
3. Towns and Trade

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church: Expansion of Christianity, Early Bishopries, Papacy at Rome, Schism in Church- Ecumenical Councils and Great Schism between Eastern and Western Church of 1054
2. Monastic Communities: Benedictine, Dominicans, Franciscan order, Anchoress; Monasteries and Education & Health
3. Papacy: Growth of Papacy from St. Peter to Avignon Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Major pillars of Islam, expansion of Islam
2. Religious Developments: the Origins of Shariah, Ummah, Islamic Jurisprudence, Sufism,
3. Cultural Developments in Islamic World: Tarik Tardition of Historiography,

Suggested Textbooks:

- ✓ *Perry Anderson, Passages from Antiquity to Feudalism.* }
- ✓ *Marc Bloch, Feudal Society, 2 Vols, Londo, various editions }*
- ✓ *Gorges Duby, Rise of Three Orders, Chicago, University of Chicago Press, 1982 }*
- ✓ *Roger Collins, Keepers of the Keys of Heaven: A History of Papacy, New York, 2009. }*
- ✓ *Marshall G.S Hodgson, Ventures of Islam (Three Vols), Chicago, 1977 }*

Reference Reading:

- ✓ *J. Barrowclough, the Medieval Papacy.* }
- ✓ *Cambridge History of Islam, 2 Vol. }*
- ✓ *Will Durant, The Story of Civilization (vols. I } & II).*
- ✓ *T.W. Wallbank } & N.M. Bailey, Civilization –Past and Present.*
- ✓ *R. Coulborne, Feudalism in History, }*

1.7 Basic Course in Front Office -II

Course Objective

The objective of this course is to enable students to master the comprehensive guest service cycle and execute complex reservation procedures using modern industry systems and legal frameworks.

Course Outcome (CO)

- **CO 1:** To explain the sequential stages of the guest cycle and their impact on hotel-guest relationships.
- **CO 2:** To differentiate between various reservation sources (FIT, Group, Corporate) and guaranteed versus non-guaranteed booking types.
- **CO 3:** To utilise diverse reservation systems, including GDS and CRS, to manage electronic and manual booking processes.
- **CO 4:** To formulate professional responses to operational challenges such as amendments, cancellations, overbookings, and no-shows.

Unit I: The Guest Service Cycle

- Introduction to the Guest Cycle.
- Detailed stages: Pre-Arrival, Arrival, Occupancy, Departure, and Post-Departure.

Unit II: Reservation Fundamentals and Sources

- Functions and channels of reservation.
- Sources of Reservation: FIT, FFIT, Groups, Travel Agents, Airlines, and Corporate.
- Types: Guaranteed vs. Non-Guaranteed Reservations.

Unit III: Technology in Reservation Systems

- Evolution of systems: Central Reservation Systems (CRS) and Global Distribution Systems (GDS).
- Property Direct, Inter-sell Agencies, and Internet-based bookings.
- Computerized Reservation Systems and Future Blocks.

Unit IV: Operational Procedures and Policies

- The Reservation Process: In-person, Telephone, and Email (FIT/Group).
- Confirmation, Amendment, and Cancellation policies.
- Managing Overbooking, No-Shows, Waiting Lists, and Legal Implications.

Suggested Reading List

- **Bardi, J. A.** (2011). *Hotel front office management*. John Wiley & Sons.
- **Kasavana, M. L., & Brooks, R. M.** (2009). *Managing front office operations*. American Hotel & Lodging Educational Institute.
- **Tewari, J. R.** (2016). *Hotel front office: Operations and management*. Oxford University Press.

Basic Course in Front Office Operations- Lab I

S. No	Modules	Outcomes
1	PRACTICAL	Demonstrate: • Procedure of Taking Reservations – in Person and on Telephones • Handling Guest Enquiries at Reservation • How to Convert inquiries into Valid Reservations • Practice on Room Management System, Reservation, Check in, Practical Situations & Guest Problems. • Amendments in Reservations, Cancellation, Room Availability Charts • Filling Up of Reservation Forms, Making Amendments & Cancellations. • Updating Reservations on the Computer-Actual Computer Lab Work on PMS. • Situations on Basis of Charging. • Practice on Cases Related to Front office & Other Departmental Communications • How to prepare a Tour Itinerary • Telephonic Conversations - Standard Phrases, Manners, Do's & Don'ts • Mock Situations – Role – Plays

1.8 Basic Course in Accommodation Operations- II

Course Objective

To provide students with advanced practical knowledge of guest room management, specialized cleaning techniques, and the professional maintenance of diverse interior surfaces.

Course Outcome (CO)

- **CO 1: To execute** professional guest floor etiquettes and standardized cleaning procedures for specialized room statuses (VIP, Long-stay, DND).
- **CO 2: To demonstrate** proficiency in specialized housekeeping tasks, including turndown services, guestroom inspections, and public area maintenance.
- **CO 3: To analyse** surface types and chemical properties to perform effective stain removal and polishing using manual and mechanical equipment.
- **CO 4: To apply** specific care and preservation protocols for varied materials such as metals, wood, carpets, and upholstery.

Unit I: Daily Routine and Guest Room Management

- Guest floor etiquettes and standardized room cleaning processes.
- Handling special room statuses: VIP, Long-staying guests, and DND protocols.
- Specialized services: Turndown service, second service, and guest requests.
- Quality control: The guestroom inspection process.

Unit II: Public Area and Surface Maintenance

- Public area cleaning procedures.
- Safety standards: Use of warning signs and protective measures.
- Step-by-step cleaning procedures for soft and stubborn stains.

Unit III: Stain Removal and Polishing Science

- Chemical science: Mixing cleaning solutions and chemical ratios.
- Polishing equipment and agent selection for various surfaces.
- Manual and mechanical polishing procedures; use of sealants and post-polishing care.

Unit IV: Specialized Care of Interior Materials

- Care and cleaning of Metals, Glass, and Ceramics.
- Maintenance of synthetic materials: Plastic and Rexene.
- Preservation of Wood, Upholstery, Carpets, and Wall/Floor finishes.

Suggested Reading List

- ✓ *Andrews, S. (2013). Hotel housekeeping: A training manual. Tata McGraw-Hill Education.*
- ✓ *Raghubalan, G., & Raghubalan, S. (2015). Hotel housekeeping: Operations and management. Oxford University Press.*
- ✓ *Schneider, M., & Tucker, G. (1998). The professional housekeeper. John Wiley & Sons.*

Basic Course in Accommodation Operations - Lab II

S. No	Modules	Outcomes
1	PRACTICAL	• Demonstrate the Procedure of Taking Reservations – in Person and on Telephones • Demonstrate Handling Guest Enquiries at Reservation • Role Play on Standard Phrases, Manners, Do's & Don'ts • Role Plays on Mock Situations • Demonstrate Guest Room Cleaning: Bed Making, Bedroom Cleaning, Bathroom Cleaning, Turndown Service • Demonstrate Public Area Cleaning- Cleaning of Front Areas and Cleaning of Back of The House • Demonstrate the process of Guest Room Inspection.

2.2 Travel and Tourism Industry

Course Objective

To enable students to analyze the historical evolution of travel and understand the socio-economic, planning, and organizational frameworks of the modern travel and tourism industry.

Course Outcome (CO)

- **CO 1:** To explain the historical progression of travel from ancient times to the modern era, highlighting major catalysts like the Industrial Revolution and transport innovations.
- **CO 2:** To analyze the socio-economic significance of tourism, including travel motivations, the multiplier effect, and the role of tourism in promoting international understanding.
- **CO 3:** To apply planning and development principles to assess tourist demand, resource allocation, and regional environmental considerations.
- **CO 4:** To evaluate the functions and operational structures of travel agencies and tour operators, from pioneers like Thomas Cook to modern digital distribution systems.

Unit I: Historical Evolution and Fundamentals of Travel

- Ancient travel, pleasure, and religion as motivators; the Grand Tour.
- Impact of the Industrial Revolution and World Wars on transport.
- Evolution of jets and high-speed trains; post-WWII growth.
- Meaning, nature, and basic components of tourism.

Unit II: Motivations and Socio-Economic Impact

- Sociology of tourism and basic travel motivations.
- Economic benefits, multiplier effect, and employment generation.
- Social tourism and the Manila Declaration.
- Cultural tourism in India and infrastructure development.

Unit III: Tourism Planning and Management

- Assessment of tourist demand and supply; establishing objectives.
- Financial, territorial, and human resource planning.
- Administrative structures and marketing strategies.
- Environmental and regional planning considerations.

Unit IV: Travel Intermediaries and Operations

- Historical role of Thomas Cook and American Express.
- Profiles and organizational setup of modern travel agencies.
- Need for legislation and the role of the Tour Operator (GITs).

- Travel Agencies in India and the role of TAAI.

Suggested Reading List

- ✓ Bhatia, A. K. (2006). *Tourism development: Principles and practices*. Sterling Publishers.
- ✓ Cooper, C., Fletcher, J., Fyall, A., Gilbert, D., & Wanhill, S. (2008). *Tourism: Principles and practice*. Pearson Education.
- ✓ Goeldner, C. R., & Ritchie, J. R. B. (2012). *Tourism: Principles, practices, philosophies*. John Wiley & Sons.
- ✓ Negi, J. (2005). *Travel agency and tour operation: Concepts and principles*. Kanishka Publishers.
- ✓ Burkart and Medlik, *Tourism: Past, Present and Future*
- ✓ Christopher.J. Hollway: Longman; *The Business of Tourism*
- ✓ Cooper, Fletcher et al. : *Tourism Principles and Practices*
- ✓ Mill, R.C., *Tourism: The International Business*
- ✓ Roberts, K: *Leisure in Contemporary Society*, Wallingford
- ✓ Rojek, C: *Leisure and Culture*, Basingstoke, Hants, Mc Millan
- ✓ Seth, P.N.: *Successful Tourism Management (Vol 1 &2)*
- ✓ *Tourism Policy of India*, Govt. Of India.
- ✓ Charles R. Goeldner & J. R. Brent Ritchie: *TOURISM: Principles, Practices, Philosophies*
- ✓ Kamra & Mohinder Chand: *Basics of Tourism*

AEC Paper II

English: Word and Presentation skill

Credits: 4

S. No	Modules	Outcomes
1.	Basic Communication	● Explain: ○ Structures in present and present continuous tense ○ Structures in past & past continuous tense ○ Structure in present perfect & present perfect continuous tense ○ Structures in future tense ○ Modals: helping verbs ○ Prepositions ○ Idioms ● Practice speech on a given topic. ● Practice Extempore speech
2	Communication	● Describe communication. ● Describe the Process of communication. ● Discuss the Importance of communication ● Explain various Types of communication. ● Demonstrate Useful Phrases for Everyday Use ● Explain the technique of Asking Questions
3	Hotel English	● Describe the Essential qualities of a good speaker. ● Discuss Speech improvement- pronunciation. ● Explain the importance of Stress in speech. ● Describe Intonation and modulation. ● Describe Common phonetics- difficulties

VAC Paper I

Good Citizenship

Credits:3

Objectives/Learning Goals of the Course

- Development of good human being and a responsible citizen
- Developing a sense of right and wrong leading to ethically correct behavior.
- Inculcating a positive attitude and a healthy work culture.

Learning Objectives:

- Understanding Basic Values of Indian Constitution.
- Understand how to be a patriot.
- Develop professionalism and understand the ethics relating to various professions.

1. Indian Constitution (1 Credit= 15 hours)

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2. Patriotism (1 Credit= 15 hours)

Patriotic Value and ingredients of nation building, Concept of Good Citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

3. Work Ethics (1 Credit= 15 hours)

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

Semester III

1.9 History of India-III

Course Objectives

- They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.
- Knowledge about the religious and Cultural changing scenarios especially impact Bhakti cult and Tantricism.
- With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.
- The paper debates about urban decay and emergence of new kind of cities in early medieval

Course Outcomes

- Understand the new periodisation and its basis
- critical analysis of the relation between political realm and religious realm
- interrelation between economy, society, polity and culture in the making of vernacular region
- Debates the emergence of medieval social order, including condition of peasantry
- Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Unit –I: Studying Early Medieval India: Political Structures

1. Sources of early medieval and Debates on early Medieval
2. Evolution of Political structures: Rajputs, Tripartite Struggle and Cholas
3. Legitimization of Kingship; Brahmanas and Temples, Tirthas and Courtly culture
4. Issues of Islam Rule: Arab conquest of Sindh

Unit-II: Social and Economic Processes:

1. Agricultural Expansion: forest-dwellers, peasants and landlords
2. Proliferation of Castes: Varna Jatis, Peasantisation of tribes.
3. Trade and Commerce: Urban Centres, Inter-regional Trade, Maritime Trade and Forms of Exchange, Ayyavole, Manigramam Guilds

Unit-III: Religious & Cultural Developments:

1. Puranic Traditions & Vajrayana Buddhism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature

Unit IV: Cultural Strands: Art, Architecture and religion

1. Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture
2. Tantric Saiva and Sakta Tradition: Kashmir Saivism
3. Bhaktism and Issue of Monism and Dualism: Alvars & Nayanars of South India; Sankara, Ramanuja, Madha

1.10 Rise of Modern West

Course Objectives:

- The focus of the course is on transition from feudalism to capitalism in Europe.
- The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe.
- The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained.
- Students shall also engage with continuities and changes in intellectual and
- Artistic realms; the social and economic milieu which influenced developments in religion;
- Will understand the emergence of nation state in the aftermath of 100 year
- Religious War

Course Outcomes

- Upon completion of this course the student shall be able to: Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions occurred in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.
- Understand the historically contingent nature of nation state in history and its locus in the Western Europe

Unit-I: Transition from Feudalism to Capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, the African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Suggested Textbooks:

- ✓ *John Merriman, A History of Modern Europe: From Renaissance to the Present Day, New York, 2010*
- ✓ *Meenakshi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press*
- ✓ *Arvind Sinha, Europe in transition: From Feudalism to Industrialisation, Delhi Manohar, 2016.*
- ✓ *Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).*
- ✓ *Harry Miskimin, The Economy of Later Renaissance Europe: 1460 -1600.*
- ✓ *Fernand Braudel, The Wheels of Commerce, London, 1983 (Civilisation and Capitalism 1500-1800)*

1.11 Historical Theories & Methods

Course Objectives

- It explains the major interpretive frameworks that guide modern historical writings and identify the key elements of major contemporary theories of History.
- Students will learn to evaluate the similarities and differences between historical theories and identify the central issues and problems that a particular historical theory addresses.
- Students will also learn the use of appropriate analytical language in discussing historical interpretations and can formulate interpretation in historical narratives.

Course Outcomes

- Cognitive competence by understanding the theoretical underpinning of historical construction
- Analyse the changing discourse of history
- Critical aptitude about the nature and authenticity of sources
- Understand how historical theories shaped historical narrative in different periods
- Appreciate the evolution of the discipline of history as Humanities Subject to that of a Social science discipline to integration of archaeo-metric and other natural sciences in the construction of past

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Livy and Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science, History and Sociology

Unit-IV: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Suggested Textbooks:

- ✓ *B. Sheik Ali, History: Its Theory and Method, Macmillan, Reprinted, 1996.*
- ✓ *E. H. Carr, What is History? , Penguin Books, Reprinted, 1983.*
- ✓ *R.G. Collingwood, The Idea of History, OUP, Delhi,*
- ✓ *E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.*
- ✓ *Goldstein: historical Knowing*

1.12 History of Odisha- I

Course Objectives:

- This paper aims at making students familiar with the major currents of political and socio-economic history of pre-colonial Odisha.
- The students will understand the significance of different ruling dynasties of ancient Odisha and the process of making of a region and state formation in ancient and early medieval Odisha
- This course paper will also make the students familiar with the political and administrative history of the Afghans, Mughals and the Marathas in Odisha.

Course Outcomes:

- The students will be able to appreciate the process of state formation in precolonial Odisha
- They will develop critical understanding of process of making of regional traditions.
- They will be able to trace the evolution of Odia script and language.

Unit-I: Locating Odisha as a Region

1. Historical Geography: Kalinga, Utkal, Kosala, Odra
2. Early Developments: Mauryan intervention and Kharavela (significance of Kalinga War and Understanding Hatigumpha Inscription).
3. Rise of Local States: Matharas, Eastern Gangas, Sailodbhavas

Unit-II: Towards Regional States

1. Bhaumakaras and Somavamsis: Land grants, Political Developments, Social formations: Occupational Groups under Bhaumakaras and Somavamsis
2. Imperial Gangas: Career and Achievements of Chodagangadeva and Narasimhadeva,
3. Emergence and Evolution of Kalinga Temple Architecture: Major Specimens of (Satrugneswara, Parsurameswara, Muketsvara, Lingaraja, Vaital, Hypetheral Temples of 64 Yoginis of Ranipur-Jharial and Hirapur)

Unit-III: Imperial Gajapatis: Apogee and Decline

1. Kapilendradeva's achievements, Setbacks to Kapilendra's Odisharajya from Bengal and South during the period of Purushottama and Prataparudra,
2. Administration and Culture under the Gajapatis
3. Historical events leading to the Decline of Hindu Kingdom of Odisha

Unit IV: Religion, Art and Architecture

1. Buddhism and Jainism in Odisha, Their art and architecture
2. Saiva-Sakta Religion: Origin and Growth, Iconographic forms of Durga and Siva, Saptmatrkas
3. Vaisnava Religion: Origin and Growth, Forms of Visnu, Dasavatara sets and Cult of Jagannath

Suggested Reading List:

- ✓ K.C. Panigrahi, *History of Odisha, Kitab Mahal.* }
- ✓ N.K Sahu, Mishra } &Sahu, *History of Odisha.*
- ✓ S.K. Panda, *Political and Cultural History of Odisha.* }
- ✓ A. C Pradhan, *A Study of History of Orissa* }
- ✓ Tripathy, KB (1962) *Evolution of Oriya Language and Script, Bhubaneswar: Sahitya } Academy*
- ✓ R. D Banarjee, *History of Orissa, 2 vols.* }
- ✓ Acharya, Paramanand () *Essays in History, Culture, Archaeology of Orissa,* }
- ✓ Kishor Basa,, Mohanty, Pradeep (ed)(2000) *Archaeology of Orissa, Delhi:Pratibha }*
- ✓ Kulke, H. (1982) 'Fragmentation and Segmentation versus Integration: reflections on } the Concept of Indian Feudalism and the Segmentary State in Indian History'. *Studies in History, Vol. IV, No. 2, 1982, pp.257-63.*
- ✓ Upinder Singh, King, *Brahamana and temples, Delhi, 1994.* }
- ✓ Bhairabi Prasad Sahu, *Changing Gaze, Delhi, OUP, 2013 Sahu }*
- ✓ Bhairabi, P. Sahu 'Authority and Patronage in Early Orissa', in K. K Basa and P. } Mohanty (eds) *Archaeology of Orissa, vol. 1: 431-440, Delhi, Pratibha Prakashan 2000.*
- ✓ Satyanarayan Rajaguru, *Odishara Sansrutika Itihasa, Cuttack, Grantha Mandira }*
- ✓ Sahu, N.K *Buddhism in Orissa, Bhubaneswar: Utkal University, 1958 }*
- ✓ T. E Donaldson,, *Hindu Temple Art of Orissa. 3 Vols, Leiden: Brill, 1987.* }
- ✓ T. E Donaldson,, *The Iconography of Vaisnava Images in Orissa. New Delhi: India }* D.K. Printworld (P) Ltd., 2001.
- ✓ T. E Donaldson,, *Iconography of the Buddhist Sculpture of Orissa. 2 Vols. (Volume }* I: Text; Volume II: Plates), New Delhi: India Indira Gandhi National Centre for the Arts in } Association with Abhinav Publications, 2001.
- ✓ T. E Donaldson,, *. Tantra and Sakta Art of Orissa. New Delhi: India D.K. }* Printworld (P) Ltd., 2002.
- ✓ T. E Donaldson,, *Siva-Parvati and Allied Images: Their Iconography and Body }* Language. 2 Vols, New Delhi: India D.K. Printworld (P) Ltd, 2007. }
- ✓ K.C. Panigrahi, *Arcaheologcial Remains of Bhubaneswar, Calcutta, Longman, 1961.* }
- ✓ Ramesh Prashad Mohapatra, *Jaina Monuments of Orissa, Delhi, 1984.* }
- ✓ Subrata Kumar Acharya, *palaeography of Inscriptions of Orissa,* }

2.3 Emerging Trends in Tourism

Course Objective

To enable students to critically analyze contemporary shifts in the tourism industry, focusing on sustainability, community-based models, and the growing sector of Special Interest Tourism (SIT).

Course Outcome (CO)

- **CO 1:** Examine the evolution and principles of sustainable tourism as a strategic development and management approach.
- **CO 2:** Evaluate the role of local community involvement and visitor responsibility in the success of regional ecotourism projects.
- **CO 3:** Discuss the scope of Rural and Ethnic tourism in India by analyzing government policies and regional case studies like Ladakh and Jharkhand.
- **CO 4:** Explain the concepts of Health and Wellness tourism, emphasizing the therapeutic roles of Ayurveda, Yoga, and medical travel in India.

Unit I: Sustainable Tourism:

- Evolution, Concepts, Principles, Sustainability as a development and management Approach, Planning, Issues and Challenges, Techniques for sustainable development, Environmental Issues and models of ecotourism development, Case studies of Ecotourism, Coastal Tourism and Mountain Tourism

Unit II: Ecotourism:

- Definition, concept, principles, environmental issues and tourism, responsibility of visitors, involvement of local community in tourism, case study of a project in North Eastern states/Kerala/Sikkim

Unit III: Rural Tourism and Ethnic Tourism

- Concepts, difference with other rural based tourism, village tourism, Govt of India Policy on Rural Tourism, identified villages, Scope of developing ethnic tourism in India, Case Studies of Ladakh, Jharkhand.

Unit IV: Health Tourism

- Concepts, introduction to natural living, Physical and mental well-being, Medical tourism and Wellness Tourism, Ayurveda, Siddha, Unani, Homeopathy, Aromatherapy, Yoga, Spa (Water Therapy) Role of Ayurveda in Health Tourism - Basic Principle of Ayurveda – four Aspects of Life, Scope of Health Tourism In India.

Suggested Reading

- ✓ Ashworth, G.J.: *The tourist Historic city: Retrospect and Prospect of Managing the Heritage City*
- ✓ Dr. S. P. Bansal., Sushma, Sonia & Chander Mohan: *Tourism in the New Millenium.*
- ✓ Erlet Cater & Gwen Lowman: *Ecotourism*
- ✓ Foster, D. S.: *The Business of Travel Agency Operation and Administration*
- ✓ Local Agenda 21, U.N-World Tourism Organisation
- ✓ Malik, S.S.: *Adventure Tourism* • Negi, J. : *Adventure Tourism and Sports – Part- I & II*

- ✓ *Inskip, Edward: Tourism Planning, An Integrated and Sustainable Development Approach (1991)*
- ✓ *New Som, D., Moore, S.A., Dowling, R.K.: Natural Area Tourism*
- ✓ *P. K. Rao: Sustainable Development*
- ✓ *Pond K. L.: The Professional Guide: Dynamics of tour guiding*
- ✓ *Robert Svoboda and Arnie Lade: Chinese Medicine and Ayurveda*
- ✓ *Robinet Jacob: Ayurvedic Tourism in Kerala*
- ✓ *Salah Vahab & John J. Pigram: Tourism Development and Growth*
- ✓ *Sunil.V. Joshii : Ayurveda and Panchakarma*
- ✓ *Theobald and Theobald: Global Tourism*
- ✓ *Victor T. C. Middleton & Rebecca Hawkins: Sustainable Tourism*

2.4 Art Heritage of India

Course Objective

To provide a comprehensive understanding of India's cultural evolution, architectural diversity, and the significance of performing arts and museums in heritage tourism.

Course Outcome (CO)

- **CO 1: To summarize** the chronological stages of Indian culture from the Harappan period to the modern era.
- **CO 2: To differentiate** between major architectural styles, including Hindu-Buddhist, Mughal, and colonial designs.
- **CO 3: To evaluate** the role of museums and classical paintings in the preservation and marketing of artistic heritage.
- **CO 4: To analyze** the impact of performing arts, cinema, and traditional handicrafts on contemporary tourism development.

Unit I: Introduction to Indian Culture and Heritage:

Concept- History-Stages of evolution-The Mohenjodaro and Harappan period- Vedic Age, Buddhist epoch, Gupta Period, Early and Late Medieval period, Modern Period Features of Indian Cultural Heritage-Conservation of Culture

Unit II: Study of Indian Architecture

1. The prominent Architectural style in different period-Harappan Architecture, Ancient Indian Architecture viz Hindu_Buddhist style, Mughal Architecture, The Rock-Cut monuments-colonial Architecture.
2. Study of Important Architectural sites of India Study of Indian Temple Architecture and popular Religious Centres-Hindu, Buddhist, Jain, Sikh, Muslims, Parsis and Christian

Unit III: Study of Indian Paintings and Museums and their roles

1. Indian Paintings- Characteristic features-
2. Medieval and Modern Paintings.
3. Museums and their role Role of Museums in preservation of art Heritage
 - a. Types of Museums
 - b. Acquisition of Museum Articles
 - c. Role of Museum in Special Interest Tourism.

Unit IV: Study about Performing Arts of India

1. Dances of India, Historical Evolution- archeological and literary evidence
2. Indian Classical Dances-Folk Dances
3. Music of India- classification-Marg & Desi, Karnatic style, North Indian Music- Musical instruments
4. Role of Performing Art in Tourism Development
5. Indian Theatre- Different Theatrical forms Indian Cinema- Evolution

6. Role in Tourism Development Handicrafts Indian Handicrafts-textiles, clayworks, stone works, woodworks etc.- craft melas
7. Marketing of Handicrafts

Suggested Readings:

- ✓ S.P. Gupta: Cultural Tourism in India, Indraprastha Museum of Art and Archaeology, New Delhi.
- ✓ Hussain.A.K: The National Culture of India, National Book Trust, New Delhi.
- ✓ Robinet Jacob: Indian Tourism Products, Abhijeet publications.
- ✓ Surendra Sahai: Indian Architecture: Hindu Buddhist and Jain, Prakash Books.
- ✓ The Gazette of India: History and Culture, Vol.2, publication division, Ministry of Information and Broadcasting
- ✓ Basham.A.L: The Wonder that was India, Rupa and Com, Delhi
- ✓ Dallen J Timothy and Stephan W Boyd: Heritage Tourism, Prentice Hall

Basic Principles of Management

Course Objective

To equip students with a comprehensive understanding of human resource management and development within the hospitality sector, focusing on strategic planning, job evaluation, and operational integration.

Course Outcome (CO)

- **CO 1: To analyze** the macro and micro scenarios of Human Resource Planning (HRP) specifically within the tourism industry.
- **CO 2: To evaluate** the functions of personnel offices and the role of HRD systems in fostering a professional hotel culture.
- **CO 3: To execute** job evaluation methods and ranking techniques to determine organizational scope and limitations.
- **CO 4: To design** professional job descriptions and person specifications using various job analysis information-gathering methods.

Unit I: Human Resource Planning in Tourism: Macro/micro level scenarios and HRP processes.

Unit II: Personnel Management and HRD: HRD relevance in hotels; personnel office operations; the Personnel Manager's role.

Unit III: Systems and Culture: HRD in the service industry; importance of HRD systems; and Intellectual Property Rights (IPR).

Unit IV: Job Analysis and Evaluation: Methods and recent developments in evaluation; designing job descriptions versus requirements.

Suggested Reading List

- ✓ *Boella, M. J., & Goss-Turner, S. (2019). Human resource management in the hospitality industry: A guide to best practice. Routledge.*
- ✓ *Dessler, G., & Varrkey, B. (2020). Human resource management (16th ed.). Pearson Education India.*
- ✓ *Go, F. M., Monachello, M. L., & Baum, T. (1996). Human resource management in the hospitality and tourism industry. Wiley.*
- ✓ *Jatashankar, R. T. (2016). Hotel front office: Operations and management. Oxford University Press. (Useful for Unit II regarding Personnel Office operations).*
- ✓ *Woods, R. H. (2006). Managing hospitality human resources. American Hotel & Lodging Educational Institute.*

Computer Skills for Hotel Professionals

Course Objective

To provide students with a fundamental understanding of computer systems and the practical proficiency required to utilize productivity software and internet-based services in a professional hotel environment.

Course Outcome (CO)

- **CO 1:** To identify the core functions and classifications of computer systems used in modern hospitality operations.
- **CO 2:** To describe hardware components, generations of computing, and storage types to ensure basic troubleshooting and hardware literacy.
- **CO 3:** To execute complex document formatting, spreadsheet calculations, and professional presentations using the Microsoft Office suite.
- **CO 4:** To demonstrate proficiency in digital communication, web navigation, and secure online banking protocols essential for guest service and administration.

Unit I: Fundamentals of Computer Systems: Definitions, classification, and core functions.

Unit II: Hardware Architecture and Storage: Physical components, generations of computers, storage types, and I/O devices.

Unit III: Microsoft Office Suite for Hospitality: Advanced Word processing, Excel spreadsheets (formulas/charts), and PowerPoint presentations.

Unit IV: Internet, Communication, and Digital Services: Web searching, email management, and online banking security.

Suggested Readings

- ✓ *Goel, A. (2010). Computer fundamentals. Pearson Education India.*
- ✓ *Kasavana, M. L. (2011). Managing technology in the hospitality industry. American Hotel & Lodging Educational Institute.*
- ✓ *Lambert, J., & Frye, C. (2016). Microsoft Office 2016 step by step. Microsoft Press.*
- ✓ *Rajaraman, V., & Adabala, N. (2014). Fundamentals of computers. PHI Learning Pvt. Ltd.*

Semester IV

1.13 History of Orissa-I: The Making of a Region**Course Objectives:**

- This will also help students to understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.
- The paper will critically evaluate the process through which Odia nationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.
- It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonial social order in Odisha as well as political arithmetic during colonial period.

Unit I: Afghan to Maratha Occupation of Odisha (1568-1803)

1. Afghan, Mughal and Maratha Occupation of Odisha: Events, Administration and Impact
2. Emergence of Garjat States: Case of Sambalpur and Mayurbhanj
3. Evolution of Odia literature (Panchasakhas and Riti Yuga)

Unit II:

1. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Currency Policy, Jail and Police Administration.
2. Nature, form, Limitations and causes of Resistance Movements: Ghumsar Rebellion, Paik rebellion, Keonjhar Uprisings. Revolt of 1857 and Surendra Sai
3. Famine of 1866 – Causes, Consequences and significance

Unit III:

1. Growth of Press, Education, Language Movement and Odia Nationalism
2. Nationalist Politics in Odisha (Non-cooperation, Civil Disobedience and Quit India movements in Odisha) Developments leading to Formation of a separate Province of Orissa
3. Prajamandal Movement and Merger of Princely States

Unit IV: Odisha after Independence

1. Political Developments from 1952 to 1977
2. Economic and Industrial Development in Post Independent Odisha
3. Social Development in Post Independent Odisha: Education, women empowerment: policies and Programme.

Suggested Reading List:

- ✓ P.K. Mishra & J.K. Samal, *A Comprehensive History and Culture of Orissa- Vol. I & II* K.M. Patra, *Freedom Struggle in Odisha.*
- ✓ J.K.Samal, *Orissa under the British Crown.*
- ✓ K.M.Patra, *Orissa State Legislature & Freedom Struggle.*
- ✓ A.C. Pradhan, *A Study of the History of Odisha, Panchasheel.*
- ✓ B.K. Mallik, *Paradigm of Dissent and Protest :- Social Movements in Eastern India*
- ✓ Chaudhury, Pradipta (1991) "Peasants and British Rule in Orissa", *Social Scientist*, Vol. 19, No. 8/9 (Aug. - Sep., 1991), pp.28-56. Mohanty, Nivedita (1982.) *Oriya nationalism: quest for a united Orissa, 1866- 1936*, New Delhi: Manohar,
- ✓ Mohanty, Sachidananda () *Social Reform Movements in Orissa, Study of* Sailabala Das, Delhi:
- ✓ Mohapatra, Bishnu N (2001) "Social Connectedness and Fragility of Social Capital: View from an Orissa Village", *Economic and Political Weekly*, Vol. 36, No. 8 (Feb. 24 - Mar. 2, 2001), pp.665-672
- ✓ Mubayi, Yaaminey. 2004. *Altar of Power: The Temple and the State in the Land* of Jagannatha, Delhi: Manohar.
- ✓ Nanda, CP (2008) *Vocalising Silence: Political protest in Orissa-1930-42,* Delhi: Sage.
- ✓ Pati Biswamoy (1992) "Of Movements, Compromises and Retreats: Orissa, 1936- 1939", *Social Scientist*, Vol. 20, No. 5/6 (May - Jun., 1992), pp.64-88
- ✓ Pati Biswamoy (1999) "Oriya Intellectuals Then and Now" *Economic and Political Weekly*, Vol. 34, No. 19 (May 8-14, 1999), p.1093
- ✓ Pati, Biswamoy (1998) *Siting the Body: Perspectives on Health and Medicine in Colonial Orissa* Author(s): *Social Scientist*, Vol. 26, No. 11/12 (Nov. - Dec., 1998), pp.3-26.
- ✓ Pati, Biswamoy (1999) "The Dialectics of Retreat: Orissa, 1943-1950," *Social Scientist*, Vol. 27, No. 7/8 (Jul. - Aug., 1999), pp.75-112.
- ✓ Pati, Biswamoy () "High'-Low' Dialectic: Peasant in Oriya Literature" *Economic and Political Weekly*, Vol. 24, No. 14 (Apr. 8, 1989), pp.747-75
- ✓ Pati, Biswamoy (1992) "Dialectics of Transition: Orissa, 1943-50", *Economic and Political Weekly*, Vol. 27, No. 7 (Feb. 15, 1992), pp.353-364
- ✓ Pati, Biswamoy (Jul. 1983), "Peasants, Tribals and the National Movement in Orissa (1921-1936)" *Social Scientist*, Vol. 11, No. 7, pp.25-49.
- ✓ Pati, Biswamoy "Autonomous Enclaving", *Economic and Political Weekly*, Vol.25, No. 42/43 (Oct. 20-27, 1990), p. 2388.
- ✓ Pati, Biswamoy "Koraput: Perceptions in a Changing Society" *Economic and Political Weekly*, Vol. 25, No. 18/19 (May 5-12, 1990), pp.986-988 Patra, K. M: *Freedom Movement in Orissa,* Pattnaik, J () *Feudatory States in Orissa,*
- ✓ Pattnaik, NR (ed.) *Comprehensive History of Orissa*
- ✓ Pradhan, Prasant Kumar, (1998) *Gandhians' rise to power : national movement, power politics & independence, 1920-47 AD*, New Delhi : Commonwealth Publishers,
- ✓ Samal, J () *Orissa under the British Crown*, Calcutta Sinha, Surjit (1977) *Kshatrisation . In MN Das (ed.), Sidelights on the History and Culture of Orissa*

1.14 Accommodation Operations

Course Objective

To enable students to manage complex housekeeping logistics, material planning, laundry operations, and safety protocols within a professional lodging environment.

Course Outcome (CO)

- **CO 1: To construct** professional duty rosters and staff allocation schedules to optimize housekeeping manning and night shift operations.
- **CO 2: To develop** material planning strategies and inventory controls for linen, bedding, and specialized soft furnishings.
- **CO 3: To evaluate** emerging trends, such as eco-friendly cleaning and green amenities, to enhance sustainable accommodation practices.
- **CO 4: To implement** safety and security protocols, including emergency response (fire/disaster) and OSHA-compliant hazard control standards.

Unit I: Operational Management and Staffing

- Manning, scheduling, and staff allocation in housekeeping.
- Preparation of duty rosters and shift management.
- Specialized night shift duties and responsibilities.

Unit II: Material Planning and Sustainable Trends

- Material planning for beds, bedding, mattresses, and soft furnishings.
- Eco-friendly cleaning practices: Staff and guest involvement.
- Green amenities and latest technological trends in accommodations.

Unit III: Linen and Laundry Management

- Linen room: Functions, layout, par stock, and discarding processes.
- Laundry operations: Commercial, On-site, and Laundromats.
- Laundry machinery, chemicals, valet services, and care label interpretation.

Unit IV: Safeguarding Assets and Emergency Handling

- Security concepts and guestroom safety; Loss prevention strategies.
- Emergency management: Fire, bomb threats, natural disasters, and civil disturbances.
- OSHA regulations and hazard control standards.

Suggested Readings

- ✓ *Andrews, S. (2013). Hotel housekeeping: A training manual. Tata McGraw-Hill Education.*
- ✓ *Kappa, M. M., & Nitschke, A. (2005). Managing housekeeping operations. American Hotel & Lodging Educational Institute.*
- ✓ *Raghubalan, G., & Raghubalan, S. (2015). Hotel housekeeping: Operations and management. Oxford University Press.*

Accommodation Operations- Lab

S. No.	Module Name	Outcomes
1	Accommodation Operations Practical	Demonstrate: • Guest Room Inspection • Public Area Inspection • Handling Checklist • Mini-Bar Management: Issue, Stock Taking, Checking Expiry Date (FIFO) • Cleaning Different Surfaces- Glass, Wood, Brass, Silver, Leather • Handling Guest Complaints • Role Play and Situation Handling Case Study • Model Guest Room Designing • Draw a Layout of Linen and Laundry room • Preparation of First aid Kit and Dealing with Different Emergency Situations

1.15 Front Office Operations

Course Objective

To master the technical integration of Property Management Systems (PMS), financial accounting cycles, and auditing procedures essential for managing modern hotel front office operations.

Course Outcome (CO)

- **CO 1:** Demonstrate proficiency in navigating Property Management Systems (PMS), including reservation, room, and guest accounting software modules.
- **CO 2:** Execute standardized registration and departure procedures for diverse guest profiles (FIT, Group, VIP) while adhering to legal and payment protocols.
- **CO 3:** Analyze the front office accounting cycle, including the management of folios, vouchers, and credit control measures to ensure financial accuracy.
- **CO 4:** Evaluate night auditing reports and emerging technological trends like mobile check-in and self-service kiosks to improve operational efficiency.

Unit I: Property Management Systems (PMS) and Guest Arrival

- PMS Modules: Reservations, Rooms, Guest Accounting, and General Management software.
- System Interfaces and Back Office integration.
- Registration types and legal implications (Foreigners, FITs, and Groups).
- Automated registration procedures and payment methods.

Unit II: Guest Departure and Post-Departure Management

- Departure protocols: FIT, Group, Airline Crew, and VIP (Bell Desk to Cashier).
- Account settlement and handling late charges.
- Maintaining guest history and feedback management systems.

Unit III: Front Office Accounting and Credit Control

- Accounting Cycle: Account creation, maintenance, and settlement.
- Management of Folios (Guest, Master, Split) and Vouchers (Correction, Paid-out, Allowance).
- Ledger systems: City Ledger and Visitor Tabular Ledger.
- Internal Credit Control: Cash sheets, cash banks, and petty cash.

Unit IV: Night Auditing and Emerging Digital Trends

- Responsibilities and procedures of the Night Auditor (Manual to Fully Automated).
- Analysis of Night Audit reports and Flash reports.
- Innovations: Web/Mobile check-in, Express check-out, and Self-registration kiosks.

Suggested Readings

- ✓ Bardi, J. A. (2011). *Hotel front office management*. John Wiley & Sons.
- ✓ Kasavana, M. L., & Brooks, R. M. (2009). *Managing front office operations*. AHLEI.
- ✓ Tewari, J. R. (2016). *Hotel front office: Operations and management*. Oxford University Press.

Front Office Operations- Lab

S. No	Module Name	Outcomes
1	PRACTICAL	• Preparing & Filling Up of Registration Card. • Role Play for Check-In of Different Types of Guests-FIT, Walk-In, VIP, Groups • Role Plays of Check-In of foreigners Using C-Form • Handling Room Keys (Issuing, Receiving, Missing Keys, Computerized Key Cards) • Operating PMS for Registration • Rooming a Guest, Dealing with Change of Room Request. • Handling Guest Enquiries at Reception & Guest Relations • Handling of Keys-Situations Related to Loss of Keys. • Role Play on Situation Handling Like Emergencies, Walking a Guest, Dealing With Overbooking Situations, Complaints • Identification of Vouchers • Use of F.O. Stationary during Arrival & Departure Process. • Reception and Concierge and Cash Counter Activities. • Departure Control Procedure • Express Check Out, Late Check Out • Role Plays of Check-Out Procedure • Mock Situations – Role – Plays • Preparation of Guest History Cards

2.5 Tourism Marketing

Course Objective

To equip students with fundamental marketing principles and the strategic skills required to develop, implement, and evaluate integrated marketing plans specifically for the global tourism and hospitality sectors.

Course Outcome (CO)

- **CO 1: To define** core marketing concepts and evaluate various marketing philosophies in the context of the service-oriented tourism industry.
- **CO 2: To analyze** market segments and consumer buying behaviour to implement effective STP (Segmentation, Targeting, Positioning) and pricing strategies.
- **CO 3: To construct** a comprehensive promotional mix utilizing the 5 M's of advertising, public relations, and diverse distribution channels.
- **CO 4: To formulate** specialized marketing programs for airlines, hotels, and tour operators while leveraging destination branding and digital tools.

Unit I: Introduction

1. Core concepts in marketing- Needs, Wants, Demands, Markets, Products, value, satisfaction, quality, exchange, transaction and relationship;
2. Marketing Philosophies- production, product, sales, marketing, societal marketing; economic importance of marketing;
3. 8 P's of Marketing- Marketing Mix; marketing Services and its special features, Tourism Marketing and its uniqueness

Unit II: Marketing Strategies, Product and Pricing

1. Marketing Research- Need, Methods;
2. SWOT analysis- setting objectives, measuring and forecasting tourism demands, forecasting methods, managing demand and capacity;
3. market segmentation, targeting and positioning (STP);
4. niche marketing; developing marketing environment-consumer buying behavior
5. Product concept, approaches and strategies,
6. 5 Aspect Meal Model, Product Life Cycle, Product mix, product line and depth,
7. New Product development; Pricing Considerations, Approaches and Strategies

Unit III: Promotion and Distribution Channel

1. Major Promotional Tools/ Promotional Mix, Branding, Packaging,
2. 5 M's of Advertising - Setting objectives, budgeting, Message Decision, Media Selection, Campaign evaluation,
3. Sales Promotion – objectives and tools, Direct Marketing, Publicity, Public Relations, Sponsorship.
4. Distribution Channel and Strategies, GSA, Tourism Journals and periodicals, Marketing Skills needed in Tourism – creativity, communication, self-motivation, team building and personality development, CRM, CEM

Unit IV: Tourism Marketing

1. Marketing strategies for Airlines, Tour Operators, Hotels;
2. Effectiveness, role of travel brochure and videos, travel shows, Sales Promotion – techniques and Planning; direct marketing and its Characteristics.
3. Destination Marketing, New Product Development...

Suggested Reading:

- ✓ Assael H.: Consumer Behaviour and Marketing Action
- ✓ Subroto Sengupta: Brand Positioning
- ✓ Crough: Marketing Research for Managers.
- ✓ Kotler, Philip : Marketing Management & Hospitality and Tourism Marketing
- ✓ Kotler, Philip and Armstrong Philip: Principles of Marketing, 1999 • J.C. Gandhi: Marketing
- ✓ Kotler, Jon Bower, James Maken: Marketing for Hospitality and Tourism
- ✓ Christopher Holloway & Chris Robinson: Marketing for Tourism
- ✓ Victor T.C. Middleton: Marketing in Travel and Tourism
- ✓ V.S. Ramaswamy , S. Namakumari: Marketing Management
- ✓ Patel, S.G.: Modern Market Research, Himalaya Publishing.
- ✓ Singh Raghubir: Marketing and Consumer Behaviour.
- ✓ Sinha, P.C : Tourism Marketing
- ✓ Stephen F. Wilt and Luiz Mountinho: Tourism Marketing & Management Handbook
- ✓ Les Lumsdon: Tourism Marketing:
- ✓ Vearne, Morrisson Alison: Hospitality marketing
- ✓ Stephen Pike : Tourism Marketing

2.6 Temples and Biodiversity of Odisha **(to be taught for promotion of tourism)**

Course Objectives:

- Enable the learner to develop tourism in Odisha.
- To understand basic of temples, Buddhist and Hindu art and architecture from tourism point of view
- Promote awareness of Odisha's rich biodiversity, protected areas, wildlife, and ecological heritage.
- Foster appreciation for the conservation of cultural monuments and biodiversity as essential components of sustainable tourism.

Course outcomes (COs)

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

- Explain the evolution of rock art, rock-cut architecture, and early artistic traditions of Odisha.
- Describe the historical development of Buddhism and Jainism in Odisha and evaluate the significance of major Buddhist heritage sites.
- Analyze the architectural features, historical importance, and tourism potential of the major temples and forts of Odisha.
- Identify the major biodiversity hotspots, national parks, wildlife sanctuaries, and biosphere reserves of Odisha and explain their ecological significance.

Unit - 1:**Early Art and Architecture of Odisha.**

1. Rock Art of Odisha – Pictographs & Petroglyphs – an outline.
2. Rock -Cut Sculpture at Dhauli, Rock -Cut Architecture at Khandagiri & Udayagiri – an outline.
3. Sitabinji – Cave Painting.

Unit-II:**Buddhist Art and Architecture of Odisha.**

1. Lalitagiri, Udayagiri and Ratnagiri – An outline. (A Historical Background)
2. Jainism in Odisha. An outline. (A Historical Background)

Unit-III:**Temple Architecture of Odisha**

1. Mature Phase – Lingaraj Temple and Jagannath Temple.
2. Sun Temple at Konark.
3. Barabati Fort

Unit- IV:**Biodiversity places in Odisha**

1. Similipal: National Park and Biosphere reserve
2. Gandhamardan : Biodiversity Heritage
3. Deomali: Koraput mountain peak
4. Wildlife sanctuaries of Odisha: Bhitarkanika, Satkosia Tiger Reserve, Debrigarh

Suggested Readings / References Books

- ✓ The Heritage of Odisha – Odisha State Museum.
- ✓ Konark – Archaeological Survey of India.
- ✓ The Temples of Odisha – K. C. Panigrahi.
- ✓ Literature of temples of Odisha by archeological survey of India and Odisha archeological survey report
- ✓ Students are advised to used open survey

Organisational Behaviour

Course Objectives:

- To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations
- To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.
- To appreciate the theories and models of organizations in the workplace
- To creatively and innovatively engage in solving organizational challenges

Course outcomes (COs)

- To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up
- To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently
- To critically evaluate and analyze various theories and models that contributes in the overall understanding of the discipline
- To develop creative and innovative ideas that could positively shape the organizations

Unit I Organizational Behavior:

Learning objectives, Definition & Meaning, Why to study OB, An OB model, New challenges for OB Manager LEARNING: Nature of learning, How learning occurs, Learning, Theories of learning- Classical conditioning, Operant conditioning, social learning, cognitive learning & OB Case Study Analysis

Unit II PERSONALITY:

Meaning & Definition, Determinants of Personality, Personality Traits, Personality & OB PERCEPTION: Meaning & Definition, Perceptual process, Importance of Perception in OB MOTIVATION: Nature & Importance, Herzberg's Two Factor theory, Maslow's Need Hierarchy theory, Alderfer's ERG theory Case Study Analysis.

Unit III

- COMMUNICATION: Importance, Types, Barriers to communication, Communication as a tool for improving Interpersonal Effectiveness GROUPS IN ORGANISATION: Nature, Types, Why do people join groups, Group Cohesiveness & Group Decision Making- managerial Implications, Effective Team
- Building LEADERSHIP: Leadership & management, Theories of leadership- Trait theory, Behavioural Theory, Contingency Theory, Leadership & Followership, How to be an Effective
- Leader CONFLICT: Nature of Conflict & Conflict Resolution TRANSACTIONAL ANALYSIS: An Introduction to Transactional Analysis Case Study Analysis

Unit IV Organizational Culture:

- Meaning & Definition, Culture & Organisational Effectiveness HUMAN RESOURCE MANAGEMENT: Introduction to HRM, Selection, Orientation, Training & Development, Performance Appraisal, Incentives ORGANISATIONAL CHANGE: Importance of Change, Planned Change & OB Techniques .
- ORGANISATIONAL DEVELOPMENT: Pre-requisites for OD,OD interventions. Text Books Organisation Behaviour- K. Aswathappa- Himalaya Publisher | Essential of Organisation Behaviour –Robins –PHP References | Organisation Theory and behavior - S KGupta& R.Joshi- Kalyani Publisher

Organization of Event, Meetings and Conferences

Course Objective

To equip students with the strategic and operational skills needed to plan, design, and manage professional events, meetings, and conferences within the global tourism sector.

Course Outcome (CO)

- **CO 1: To analyze** tourism sub-sectors and identify specialized career pathways for professional event and meeting planners.
- **CO 2: To design** comprehensive event proposals based on systematic client requirement analysis and scope definition.
- **CO 3: To evaluate** venues based on regulatory compliance, accessibility, and facility inspection standards.
- **CO 4: To execute** logistical management plans including vendor selection and venue layout optimization.

Unit I: The Event Planning Landscape: Sub-sectors, career roles, and core packaging terminology.

Unit II: Concept, Design, and Proposal: Event types (themed/traditional), client analysis, and proposal drafting.

Unit III: Venue Selection and Regulatory Compliance: Venue categories, selection procedures, and safety standards.

Unit IV: Vendor Logistics and Layout Management: Vendor management procedures and venue layout design.

Suggested Readings

- **Fenich, G. G.** (2015). *Meetings, expositions, events, and conventions: An introduction to MICE*. Pearson.
- **Raj, R., Walters, P., & Rashid, T.** (2013). *Events management: Principles and practice*. Sage.
- **Wagen, L. V. D.** (2010). *Event management*. Pearson Education.

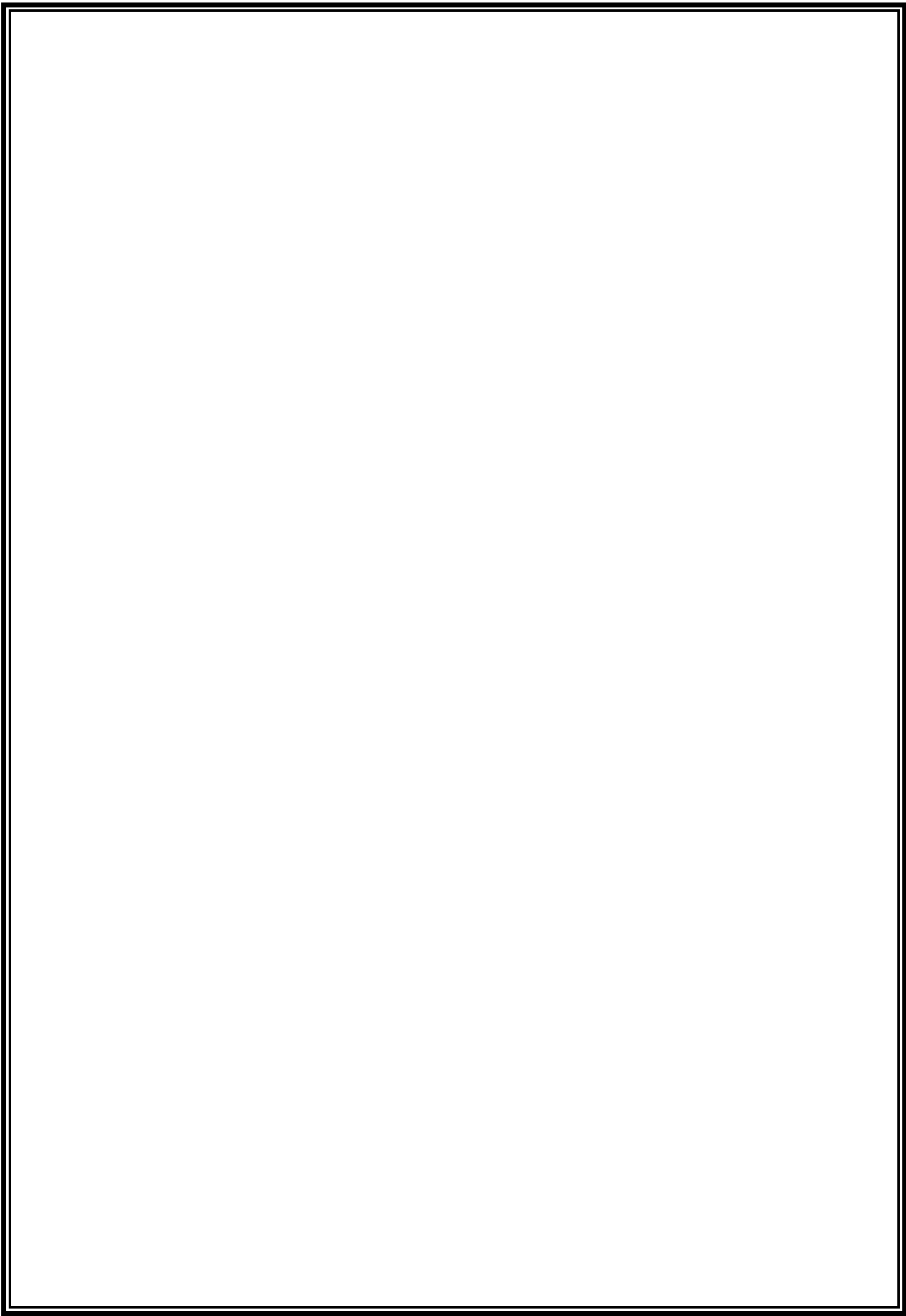


Table: Apprenticeship Embedded Degree Program: Three-year/Four-year B.Sc. Home Science with Double Major in Food Science and Hospitality Operations and Home Science (Eligibility: Anyone who has completed Higher Secondary or Equivalent belonging to any stream – Arts/ Science/ Commerce/ Vocation/ Diploma in Engineering) w.e.f. 2025-26

Semester	Core-I (each 4 Credits)	Core-II (each Credit 4)	MDC (each Credit 3)	AEC (each Credit 4)	SEC (each Credit 3)	VAC (each Credit 3)	Credit total
I	1. Foundation Course in Food Production 2. Foundation Course in Food and Beverage Service 3. Foundation Course in Front Office* 4. Foundation Course in Accommodation Operation*	Community Health and Nutrition		English: Business Communication		Environmental Studies and Disaster management (Credit 3)	27
II	5. Basic Course in Food Production II 6. Basic Course in Food and Beverage Service II 7. Basic Course in Front Office II* 8. Basic Course in Accommodation Operations II*	Introduction to Textiles		English		Good Citizenship (Credit 3)	27
III	9. Food & Nutrition 10. Child Development 11. Dynamics of Communication 12. Family Finance and Consumer Studies	1. Housing and Interior Design 2. Accommodation of Operations	Basic Principles of Management		Computer Skills for Hotel Professionals		30

IV	13. Food Production Operations 14. Food and Beverage Operations 15. Front Office Operations*	1. Research Methodology 2. Entrepreneurship Development	Organization Behaviour		Organization of Event Meeting and Conferences		26
V	APPRENTICESHIP (Credit 20)						20

Semester	Core-I (each 4 Credits)	Core-II (each Credit 4)	MDC (each Credit 3)	AEC (each Credit 4)	SEC (each Credit 3)	VAC (each Credit 3)	Credit total
VI	APPRENTICESHIP (Credit 20)						20
Credit Summary	15 x 4 = 60 (+ 40)	6 x 4 = 24	2 x 3 = 6	4 x 2 = 8	2 x 3 = 6	2 x 3 = 6	150
	Core-I Without Research	Core-II					20
VII	16. Therapeutic Nutrition 17. Early Childhood Care and Education 18. Household Economics 19. Rural Development	Human Physiology					20
VIII	20. Food Safety and Standards 21. Fabric Care and Management 22. Exceptional Children 23. Home Science Extension Education	Family Resource Management					20
	Core-I With Research						

VII	16. Therapeutic Nutrition	1.Human Physiology					20
	17. Early Childhood Care and Education	2.Rural Development					
	18. Household Economics						
VIII	19. Food Safety and Standards					Research (12 Credit)	20
	20. Fabric Care and Management						

*Need Faculty training/ Teacher in Practice

Semester I

Semester	Core-I	Core-II	Multi-disciplinary	AEC	SEC	VAC
Semester I	1. Foundation Course in Food Production 2. Foundation Course in Food and Beverage Service 3. Foundation Course in Front Office* 4. Foundation Course in Accommodation Operation*	Community Health and Nutrition		English: Business Communication		Environmental Studies and Disaster management

CORE I

Semester I

PAPER I

Foundation Course in Food Production-I

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the fundamental concepts, principles, and techniques of professional food production.
2. Develop basic knowledge and practical skills in food preparation, cooking methods, kitchen operations, and the use of kitchen equipment.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the history, objectives, and basic principles of professional cooking and the organization of a commercial kitchen.
2. Identify and use various kitchen tools, equipment, appliances, and fuels safely and efficiently.
3. Demonstrate different methods of food preparation, cooking techniques, and knife skills.
4. Explain the classification, preparation, and uses of vegetables, fruits, stocks, soups, sauces, and eggs in cookery.
5. Apply appropriate standards of personal hygiene, food safety, sanitation, and kitchen safety during food production.
6. Prepare basic dishes using standard recipes and demonstrate correct cooking, plating, and presentation techniques.

Sl. No.	Module Name	Content
1	Introduction to Professional Cooking	• Explain history and origin of Modern cooking. • Describe the attributes required for kitchen personnel. • Explain the importance of personal hygiene. • Understand the importance of uniform and protective clothing. • Explain the aims and objective of cooking. • Explain different types of cuisines available in the country and across the world.

2	Hierarchy & Layout	• Elaborate the hierarchy of small, medium and large establishments. • Discuss the roles and responsibilities of a kitchen personnel. • Describe Modern day staffing in hotels. • Elaborate the scope in the tourism and hospitality industry. • Elaborate the basic terms used in the kitchen department. • Explain coordination with other departments.
3	Kitchen Equipment and Appliances	• Elaborate various appliances, tools and equipment required for preparation for and cooking of different dishes. • Describe the operational and storage procedures of various appliances, tools, equipment and other sharp objects required for cooking • Identify different types of Knives and Sharpening Skills, • Explain cleaning and maintenance of different types of equipment's. • Explain different types of fuels along with their advantages and disadvantages
4	Food Preparation Activities	Describe various food cooking methods: like • Boiling • Poaching • Blanching • Steaming • Stewing • Braising • Roasting • Grilling • Sautéing • Frying • Baking • Microwave Cooking ○ Infrared cooking ○ Sous Vide ○ Air Frying ● Discuss the units of measurements and culinary terms used for various food products

		• Elaborate various methods of mixing and preparing the ingredients (like washing, peeling, etc.) for cooking along with their recipes. • Describe various food preparation techniques (like marinating, chopping, etc.)
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5	Vegetable & Fruit Cookery	• Discuss Classification of vegetables • Explain the Pigments and colour changes. • Explain the effects of heat on vegetables. • Describe cuts of vegetables. • Discuss Classification of fruits. • Explain the uses of fruit in cookery.
6	Stocks, Soups and Sauces	• Discuss various types of Stocks and their classification. • Elaborate Uses of stocks • Describe the preparation, storage and precautions to be taken for stocks. • Explain various types of soups and their classification. • Describe the procedure of Making a good soup. • Describe various types of Mother Sauces and Derivatives of mother sauces. • Describe Contemporary & Proprietary Sauces
7	Egg Cookery	• Explain the structure of egg. • Explain the selection criteria and how to store eggs. • Classify eggs on the basis of size and source. • Describe the uses of Eggs.

Foundation Course in Food Production Lab-I

Sl. No.	Module Name	Content
1	PRACTICAL	- Identify different types of Equipment's. - Use and handle Equipment's. - Demonstrate different types of Cuts of Vegetables - Apply appropriate practices to check the quality of different types of ingredients used in the recipe. - Demonstrate how to perform basic tasks like mixing ingredients, grinding spices, preparing the dough, wrapping food items, etc. - Demonstrate various cooking and presentation methods. - Demonstrate type of cuts - julienne, jardinière, macedoines, brunoise, payssane, mignonette, dices, cubes, shred, mirepoix. - Demonstrate various cooking methods- Frying, Baking, Grilling, Poaching, Stewing, Braising, Boiling, Steaming Sautéing, Poeling, Searing - Prepare Stocks- White, Brown, Fish & Vegetable - Prepare Mother Sauces- Béchamel, Espagnole, Velouté, Hollandaise, Mayonnaise and Tomato Sauce - Prepare Soups- Consommé, Cold and Broth - Prepare Thick Soups- Puree, Velouté, Cream, Bisque and Chowder - Demonstrate Egg Cookery- Boiled- Soft & Hard, Fried- Bulls Eyes, Over Easy, Continental and Masala Omelet, Scrambled, Encocotte - Demonstrate preparation of Salads-Simple and Compound, Garden green, Waldorf salad, Russian salad, Coleslaw, Caesar, Nicoise salad - Demonstrate Potato Cookery-Fried, Mashed, Roast, Boiled, Sauté, Baked - Demonstrate Rice & Pasta Cookery- Drainage and Absorption Method, Al- dente, Fried Rice, Boiled Rice, Rice Pilaf, Herb Rice, and Brown Rice

Textbooks

1. Mohanty, Sandhya Rani. Foundation Course in Food Production I & Food and Beverage Service I. Kalyani Publishers.
2. Arora, K. *Theory of Cookery*. Frank Brothers & Co. (Publishers) Ltd.
3. Philip, Thangam E. *Modern Cookery* (Volumes I & II). Orient BlackSwan.
4. Gisslen, Wayne. *Professional Cooking*. Wiley.

Reference Books

1. Labensky, Sarah R., Hause, Alan M., & Martel, Priscilla A. *On Cooking: A Textbook of Culinary Fundamentals*. Pearson.
2. Ceserani, Victor, & Kinton, Ronald. *The Theory of Catering*. Hodder Education.
3. Friberg, Bo. *The Professional Pastry Chef*. Wiley.
4. Srilakshmi, B. *Food Science*. New Age International Publishers.
5. Larousse Editorial. *Larousse Gastronomique*. Hamlyn/Larousse.

E-Resources

1. [National Council for Hotel Management & Catering Technology \(NCHMCT\)](#)
2. [Food Safety and Standards Authority of India \(FSSAI\)](#)
3. [e GyanKosh \(IGNOU\)](#)
4. [SWAYAM Online Courses](#)
5. [National Digital Library of India \(NDLI\)](#)
6. **Institute of Hotel Management (IHM), Pusa**

Model Questions

1. The three-meal balanced diet pattern is a characteristic feature of _____ cuisine as per the text.
Answer: Indian
2. Name two ingredients brought to India by Portuguese traders that are now essential to Indian cuisine.
(Maximum 50 words).
3. Write a short note on the 'Brigade de Cuisine' system introduced by Auguste Escoffier.
(Maximum 250 word)
4. Describe in detail the attributes required for kitchen personnel, focusing on physical attributes like hygiene and grooming. (Maximum 800 word)

CORE I

Semester I

PAPER II

Foundation Course in Food & Beverage Service-I

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the fundamentals of the Food and Beverage Service industry, including its organization, operations, and service standards.
2. Develop basic knowledge and practical skills required for food and beverage service in hotels and restaurants.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the organization, hierarchy, functions, and scope of the Food and Beverage Service department.
2. Describe the functions of ancillary service areas, different types of menus, and the order-taking procedures used in hotels and restaurants.
3. Identify and use various restaurant equipment, crockery, cutlery, glassware, linen, and service tools appropriately.
4. Demonstrate basic restaurant service skills, including table setting, napkin folding, order taking, and different styles of food and beverage service.
5. Apply professional etiquette, grooming, communication skills, and customer service practices in food and beverage operations.

Sl. No.	Module/NOS Name, Code, Version	Content
1	Introduction to Food & Beverage Service Industry	• Elaborate on the introduction of F & B Service industry. • Explain the Growth of Indian Hotels and Restaurants. • Elaborate on the hierarchy of Hotel/ Restaurant of small, medium, and large establishments. • Classify various Catering Operations and Establishments • Elaborate on the scope for Food & Beverage Service personnel. • Describe the attributes required for Food and Beverage Service personnel. • Explain basic terminology used in Food and Beverage Service.

		• Explain the coordination of Food and Beverage with other departments.
2	Ancillary Services	• Explain different types of Ancillary sections. • Discuss Still room-functions, Equipment& its control. • Discuss Hotplate, its operations & Hotplate Terminology. • Discuss Pantry and its function. • Discuss Linen store
3	Introduction to Menu	• Explain the origin of menu. • Elaborate different types of menus. • Explain order taking procedure (KOT, BOT etc) • Describe Menu Planning
4	Table Set Up	• Discuss different types of table arrangements. • List various types and usage of crockery, cutlery, utensil, glassware, tableware, and service equipment. • Explain the uses of side station. • Explain various types of napkin-folding techniques. • Discuss the importance of proper placement of menu card on the table. • Discuss various styles of services used in different types of food & beverage outlets. • Explain –Waiter service, Self-service, Assisted service etc.

Foundation Course in Food & Beverage Service Lab – I

Sl. No.	Modules	Content
1	PRACTICAL	• Demonstrate Restaurant Etiquettes • Demonstrate basic technical skills, interpersonal skills, taking booking, preparation of service, the order of service. • Identify restaurant equipment. • Differentiate between Mis-en-Place, Mise-en-Scene. • Demonstrate Table laying - Simple Covers Ala' Carte & Table D'Hote' • Prepare different types of Napkins folding. • Demonstrate spreading & changing tablecloth. • Demonstrate table layout for Lunch/Dinner. • Arrange Sideboard/ Dummy Waiter. • Carry out a Salver or Tray, Carrying Plates, Glasses and Other Equipment's • Explain Rules for Laying Table - Laying Covers As Per Menus • Write a Food KOT and BOT • Demonstrate handling service gear, clearing an Ashtray, Crumbing, Clearance and Presentation of Bill • Role play for Silver Service, American Service

Textbooks

1. Mohanty, Sandhya Rani. *Foundation Course in Food Production I & Food and Beverage Service I*. Kalyani Publishers.
2. Singaravelavan, R. *Food and Beverage Service*. Oxford University Press.
3. Lillicrap, Dennis, Cousins, John, & Weekes, Suzanne. *Food and Beverage Service*. Hodder Education.
4. Chakravarty, B. K. *Food and Beverage Service*. Oxford University Press.

Reference Books

1. Varghese, Brian. *Food and Beverage Service Operations*. McGraw Hill Education.
2. Varghese, Brian. *Professional Food and Beverage Service Management*. Laxmi Publications.
3. Walker, John R. *The Restaurant: From Concept to Operation*. Wiley.
4. Ninemeier, Jack D. *Managing Food and Beverage Operations*. Educational Institute of the American Hotel & Lodging Association.
5. Walker, John R. *Introduction to Hospitality*. Pearson.

E-Resources

1. [National Council for Hotel Management & Catering Technology \(NCHMCT\)](#)
2. [National Skill Development Corporation \(NSDC\)](#)
3. [eGyanKosh \(IGNOU\)](#)
4. [SWAYAM Online Courses](#)
5. Institute of Hotel Management, Pusa (IHM Pusa)
6. [Food Safety and Standards Authority of India \(FSSAI\)](#)

Model Questions

1. Define cover in Food and Beverage Service. *(One word)*
2. Explain the functions of the still room. *(Maximum 50 words)*
3. Discuss the different types of menus used in hotels and restaurants. *(Maximum 250 words)*
4. Explain the various styles of food and beverage service with suitable examples. *(Maximum 800 word)*

CORE I

Semester I

PAPER III

Foundation Course in Front Office-I

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the organization, functions, and operations of the Front Office department in the hospitality industry.
2. Develop basic knowledge and practical skills required for front office operations, guest handling, and customer service.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the organization, classification, and functions of hotels and the role of the Front Office department in the hospitality industry.
2. Describe the hierarchy, responsibilities, and coordination of the Front Office department with other hotel departments.
3. Identify different types of rooms, room tariffs, meal plans, guest categories, and front office equipment used in hotel operations.
4. Explain the front office guest cycle, room allocation procedures, guest registration, and pre-arrival preparations.
5. Demonstrate professional grooming, communication skills, guest relations, and customer service practices required for Front Office operations.

Sl. No.	Modules	Content
1	Introduction to Hospitality Industry	○ Explain famous hotels worldwide. ○ Elaborate classification on hotel on the basis of: Size, Star Classification, Clientele, Location, Ownership, Independent, Management Contract, Chains & Franchise/ Affiliated, Resorts & Time Share, Bed & Breakfast, Boutique Hotel, Pod Hotels, Ecotels ○ Elaborate the hierarchy of small, medium and large establishments. ○ Discuss various service departments in the hotel, like Food & Beverage, Housekeeping, etc.

		○ Elaborate the basic terminology used in the hospitality parlance. ○ Elaborate the job opportunities in the Tourism and Hospitality Industry ○ Explain essential attributes of a Front Office Professional
2	Introduction to Accommodations- Front Office and Housekeeping	○ Elaborate on the functions of the front office department. ○ Discuss the importance of timely reporting for the duty. ○ Draw the layout of the front office department. ○ Discuss the importance of wearing a designated uniform. ○ Explain inter and intra departmental coordination.
3	Prepare for Guests' Arrival	○ Describe various types of rooms, facilities, tariffs (like BAR, Corporate, Contracted, Group, etc.), and meal plans applicable in the Hotel Industry. ○ Explain different types of room rates. ○ Elaborate different types of meal plans applicable to hotel. ○ Discuss various types of guests, such as business, leisure, etc. ○ Discuss the flow of guests in peak/lean season in the hotels. ○ Explain the significance of cross-checking occupancy status, room allocation status, arrival and departure timing, guest confirmation, VIP in-house, and events.
4	Front Office Set-Up	○ Elaborate various tools and office equipment, such as photocopier, printer, card swiping machine, etc. required at the workstation along with their functions. ○ Describe the different vouchers used in front office (like Petty cash, Visitor's Paid out, etc.) ○ Explain the importance of taking care of special guest requirement, travel arrangements, and special welcome for VIPs. ○ Explain the front office guest cycle. ○ Explain different types of keys and the procedure to collect them

Text Books

1. Mohanty, Sandhya Rani. *Foundation Course in Front Office and Accommodation Operations I*. Kalyani Publishers.
2. Bardi, James A. *Hotel Front Office Management*. Wiley.
3. Kasavana, Michael L., & Brooks, Richard M. *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).
4. Bhatnagar, S. K. *Front Office Management*. Frank Brothers & Co. (Publishers) Ltd.
5. Sudhir Andrews. *Hotel Front Office: A Training Manual*. Tata McGraw-Hill Education.

Reference Books

1. Negi, Jagmohan. *Professional Hotel Management*. S. Chand & Company Ltd.
2. Rutherford, Denney G., & O'Fallon, Michael J. *Hotel Management and Operations*. Wiley.
3. Walker, John R. *Introduction to Hospitality*. Pearson.
4. Baker, Sue, Huyton, Jeremy, & Bradley, Pam. *Principles of Hotel Front Office Operations*. Cengage Learning.
5. Jones, Thomas A. *Professional Management of Housekeeping Operations*. Wiley.

E-Resources

1. [National Council for Hotel Management & Catering Technology \(NCHMCT\)](#)
2. [American Hotel & Lodging Educational Institute \(AHLEI\)](#)
3. [eGyanKosh \(IGNOU\)](#)
4. [SWAYAM Online Courses](#)
5. Institute of Hotel Management, Pusa (IHM Pusa)
6. [Ministry of Tourism, Government of India](#)
7. [Food Safety and Standards Authority of India \(FSSAI\)](#)

Model Questions

1. The word "hotel" is derived from the French word _____. (One word)
2. Explain the functions of the Front Office department. (Maximum 50 words)
3. Discuss the different types of room tariffs and meal plans followed in hotels. (Maximum 250 words)
4. Explain the guest cycle in the Front Office with a neat diagram and discuss its significance in hotel operations. (Maximum 800 words)

CORE I

Semester I PAPER IV

Foundation Course in Accommodation Operations – I

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the organization, functions, and importance of the Housekeeping department in the hospitality industry.
2. Develop basic knowledge and practical skills required for housekeeping operations, cleaning procedures, guest room maintenance, and accommodation services.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the organization, functions, and responsibilities of the Housekeeping department and its coordination with other hotel departments.
2. Describe housekeeping procedures, guest room supplies, housekeeping control desk operations, cleaning methods, linen management, and cleaning equipment.
3. Demonstrate practical skills in guest room preparation, housekeeping pantry setup, maid's trolley arrangement, cleaning techniques, and the use of housekeeping equipment.
4. Apply professional grooming, communication skills, telephone etiquette, and customer service practices in accommodation operations.

Sl. No.	Modules	Content
1	Introduction to Hospitality Industry	• Elaborate the hierarchy of housekeeping department in small, medium and large establishments. • Elaborate the basic terminology used in the hospitality parlance. • Elaborate the job opportunities in the Tourism and Hospitality Industry in accommodation operations. • Explain essential attributes required for Housekeeping Professional
2	Introduction to Housekeeping	• Elaborate on the functions of the housekeeping department. • Draw the layout of the housekeeping department. • Explain inter and intra departmental coordination.

3	Role of Housekeeping in Hospitality Operations	• Explain Scope and Significance of Housekeeping in Hospitality Industry • Elaborate on Housekeeping Department-Working towards Customer Delight, • Explain the Role and Responsibilities of Housekeeping Department • Describe Housekeeping for Different Institutions- Airlines, Hospitals, Hostels and Corporate, Other Opportunities for Housekeepers
4	Housekeeping Control Desk	• Elaborate the role of housekeeping control desk. • Explain Forms, formats, Records and Registers maintained at control desk. • Explain Lost and Found Procedure. • Discuss the importance of paying attention to collect the details about the guest room status/event before cleaning.
5	Cleaning Science	• Categorize the types of linen used in housekeeping activities. • List different types of cleaning agents and equipment. • Discuss the significance of using Personal Protective Equipment during the cleaning activities. • Explain different Methods of Cleaning (Manual and Mechanical), • Describe Frequency of Cleaning- Daily, Periodical and Special.

Foundation Course in Accommodation Operations Lab- I

Sl. No.	Modules	Content
1	Housekeeping Operations- Practical	• Explain Guest Room Supplies and demonstrate their Position in Standard Room, Suite Room, VIP and Single Lady Travelers' Room, Special amenities. • Demonstrate Maids' Trolley Setup, Contents with Placement • Draw Layout of housekeeping pantry • Demonstrate Placement of Equipment and Setup of Pantry • Identify Cleaning Equipment's- Manual and Mechanical • Demonstrate the procedures for cleaning different areas/surfaces
2	Front office Operations- Practical	• Demonstrate Basic Manners, Attributes and Grooming Standards Required for accommodation operations. • Explain Different Types of Calls, Screening Practice. • Identify Equipment & Stationery used in front office and housekeeping. • Demonstrate Telephone Etiquettes and Telephone Handling • Practice on Cases Related to Front office & Other Departmental Communications • Mock Situations – Role – Plays

Textbooks

1. Mohanty, Sandhya Rani. *Foundation Course in Front Office and Accommodation Operations I*. Kalyani Publishers.
2. Andrews, Sudhir. *Hotel Housekeeping: A Training Manual*. Tata McGraw-Hill Education.
3. Raghubalan, G., & Smritee Raghubalan. *Hotel Housekeeping: Operations and Management*. Oxford University Press.

Reference Books

1. Kasavana, Michael L., & Brooks, Richard M. *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).
2. Bard, James A. *Hotel Front Office Management*. Wiley.
3. Walker, John R. *Introduction to Hospitality*. Pearson.
4. Negi, Jagmohan. *Professional Hotel Management*. S. Chand & Company Ltd.
5. Rutherford, Denney G., & O'Fallon, Michael J. *Hotel Management and Operations*. Wiley.

E-Resources

1. [National Council for Hotel Management & Catering Technology \(NCHMCT\)](#)
2. [American Hotel & Lodging Educational Institute \(AHLEI\)](#)
3. [e GyanKosh \(IGNOU\)](#)
4. [SWAYAM Online Courses](#)
5. Institute of Hotel Management, Pusa (IHM Pusa)
6. [Ministry of Tourism, Government of India](#)
7. [Food Safety and Standards Authority of India \(FSSAI\)](#)

Model Questions

1. Hierarchy in an organisation provides _____, clarity, and direction. *(One word)*
2. What is meant by "a la carte" menu?. *(Maximum 50 words)*
3. Discuss the role and responsibilities of the housekeeping department in a hotel. *(Maximum 250 words)*
4. Explain the organization of the housekeeping department and discuss the methods of cleaning used in housekeeping operations. *(Maximum 800 words)*

CORE II

Semester I

PAPER I

Community Health and Nutrition

Credit 4

Course Outcome:

- The course will enable the students to know about the concept of community health and nutrition and the nutritional problems.
- The students will learn about the assessment of nutritional status and gain experience on the planning of nutrition and health education programs.

Learning Outcome:

- The students will understand the definition, concept and scope of community health and nutrition.
- The students will gain an insight into nutritional problems and their implications.
- The students will learn about the objectives and methods of assessment of nutritional status.
- The students will gain experience about diet planning of Kwashiorkor and Marasmic child and planning and implementation of nutrition education programs.

Unit	Topic	Contents
Unit I	Nutrition Education and Assessment of Nutritional Status	• Definition and concept of community health and nutrition. • Concept of nutrition education, methods, and teaching aids used in nutrition education. • Meaning, importance, and objectives of nutritional assessment • Methods of nutritional assessment: Direct methods (Anthropometry, Biochemical Assessment, Clinical Examination, and Biophysical Examination) and Indirect methods (Dietary Survey and Vital Statistics).
Unit II	Nutritional Problems and Their Implications	• Protein Energy Malnutrition (PEM): Introduction, prevalence, classification, Etiology, clinical features, nutritional requirements, treatment, and prevention. • Iron Deficiency Anemia (IDA) and Iodine Deficiency Disorders (IDD): Types, prevalence, Etiology, symptoms, prevention, treatment, and prophylaxis programmes. • Vitamin A Deficiency (VAD) and Fluorosis: Etiology, prevalence, symptoms, prevention, treatment, and prophylaxis programmes.

Unit III	Nutritional Policies, Programmes, and Agencies to Combat Malnutrition	• Nutrition-related Policies and Programmes: National Nutrition Policy, Integrated Child Development Services (ICDS), Public Distribution System (PDS), Targeted Public Distribution System (TPDS), Antyodaya Anna Yojana (AAY), and National Food for Work Programme (NFWP). • National Agencies: Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), National Institute of Nutrition (NIN), and National Nutrition Monitoring Bureau (NNMB). • International Agencies: World Health Organization (WHO), United Nations Children's Fund (UNICEF), Food and Agriculture Organization (FAO), and CARE.
Unit IV	Practical	• Assess the nutritional status of five children (1–5 years) using anthropometric measurements. • Interpret the nutritional status of ten adolescents (boys/girls) based on Body Mass Index (BMI). • Plan, prepare, and calculate diets for children with kwashiorkor, marasmus, or anaemic adolescent girls. • Visit an organization implementing nutrition programmes for children and women in the local community and prepare a report.

Textbooks

1. Mohanty, S. R. (2026). *Community Nutrition: Theory and Practical (NEP, Value Added Course (VAC), 4th Semester, Odisha)*. Kalyani Publishers.
2. Wadhwa A and Sharma S Nutrition in community – A Text Book, Elite Publishing House Pvt. Ltd New Delhi.
3. Park, K. *Park's Textbook of Preventive and Social Medicine*. Banarsidas Bhanot Publishers, Jabalpur.
4. Bamji, M. S., Krishnaswamy, K., & Brahmam, G. N. V. (Eds.). *Textbook of Human Nutrition*. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.

Reference Books:

1. Nayak, A (2024) Public Health Nutrition Vol 1, Helmand Books, New Delhi
2. Nayak, A (2024) Public Health Nutrition Vol 2, Helmand Books, New Delhi
3. Nayak, A (2025) Public Health Nutrition Vol 3, Helmand Books, New Delhi
4. Shukla, P.K., Nutritional problems of India, Prentice-Hall of India New Delhi.
5. Biswal, G. and Lenka, C. Textbook of Food, Nutrition and Health.
6. ICMR Dietary Guideline for Indian- A Manual National Institute of Nutrition, Indian Council of

Medical Research Hyderabad.

7. Jelliffe DB, Jelliffe ERP, Zarfar, A and Neumann CG, Community Nutritional Assessment with special reference to less technically developed countries, Oxford University Press Oxford.

E-Resources

1. World Health Organization (WHO): <https://www.who.int>
2. Food and Agriculture Organization of the United Nations (FAO): <https://www.fao.org>
3. National Institute of Nutrition (NIN), ICMR: <https://www.nin.res.in>
4. Nutrition.gov: <https://www.nutrition.gov>

Model Questions:

1. Write the full form of PEM. (One word/ sentence)
2. Mention any two objectives of nutrition education. (Maximum 50 words)
3. Write short note on vital statistics. (Maximum 250 words)
4. Discuss about the etiology, symptoms, and nutritional management of kwashiorkor. (Maximum 800 words)

Semester I AEC

Paper I English: Business Communication

Credits: 4

S. No	Modules	Outcomes
1.	English Language and Communication: Introduction	• Communication, its Importance and Factors • Types of Communication • Verbal and Non-verbal Communication • Styles of Communication
2	English Language and Communication: Listening and Speaking	• Types of Listening • Speaking to communicate effectively • Style of speaking in Various Situations • English Pronunciation
3	English Language and Communication: Reading and Writing	• Reading methods and techniques. • Reading texts to Understand meaning • Writing Process • Writing short and Long texts
4	English Language and Communication: Grammar and Vocabulary	• Grammar • Sentence structure • Functions of Language

Refence Book: A Coursebook for ENGLISH COMMUNICATION (Publisher: Orient Black Swan)

SEMESTER-I

VAC

Paper I

Environmental Studies & Disaster Management

(Credit-3)

Unit 1: Multidisciplinary nature of environmental studies (8 Period)

Definition, scope and importance Need for public awareness Environmental Pollution Definition

• **Cause, effects and control measures of:-**

- a) **Air pollution**
- b) **Water pollution**
- c) **Soil pollution**
- d) **Marine pollution**
- e) **Noise pollution**
- f) **Radiation pollution**

Unit 2: Natural Resources: (8 Period)

Renewable and non-renewable resources:

Natural resources and associated problems.

- a) **Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.**
- b) **Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.**
- c) **Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.**
- d) **Food resources: World food problems, changes caused by agriculture and Overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.**
- e) **Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.**

Biodiversity: - Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

Unit-3: Disaster Management (8 Period)

- 1. **Disaster Management: Types of disasters (natural and Man-made) and their causes and effect)**
- 2. **Vulnerability Assessment and Risk analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lighting)**
- 3. **Institutional Framework: Institutional arrangements for disaster management (National**

Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force(NDRF) and Odisha Disaster Rapid Action Force(ODRAF)

4. Preparedness measures: Disaster Management cycle, Early Warning System, PreDisaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stakeholders participation, Corporate Social Responsibility (CSR)

5. Survival Skills: Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightening), Disaster Management Act-2005, Compensation and Insurance

Unit 4: Social Issues and the Environment (6 Period)

A. a) Environmental Ethics: Issues and possible solutions.

b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies

c) Environment Protection Act

d) Air (Preservation Control of Pollution) Act

e) Water (Preservation Control of Pollution) Act

f) Wildlife Protection Act

g) Forest Conservation Act

h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste (Role of each individual in conservation of Natural resources and prevention of pollution)

B. Human Population and the Environment

Population Ecology: Individuals, species, population, community Human population growth, population control method Urbanization and its effect on society

Unit 5: Field work (15 Periods of 30 hrs)

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.**
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural**
- Study of common plants, insects, birds and basic principles of identification.**
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.**

Semester II

Semester	Core-I	Core-II	Multi-disciplinary	AEC	SEC	VAC
Semester II	5. Basic Course in Food Production II 6. Basic Course in Food and Beverage Service II 7. Basic Course in Front Office II* 8. Basic Course in Accommodation Operations II*	Introduction to Textiles		English		Good Citizenship

CORE I

Semester II

PAPER V

Basic Course in Food Production-II

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles, techniques, and regional diversity of Indian cuisine and tandoor cookery.
2. Develop practical skills in preparing Indian regional dishes, gravies, breads, tandoori products, and traditional Indian sweets.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the history, characteristics, ingredients, cooking methods, and regional variations of Indian cuisine.
2. Describe the preparation and uses of gravies, marinades, Indian breads, tandoor products, and Indian sweets.
3. Identify the geographical features, staple foods, cooking techniques, equipment, and festive delicacies of different regional cuisines of India.
4. Demonstrate practical skills in preparing Indian regional dishes, tandoori products, breads, gravies, and traditional sweets by following standard recipes and food safety practices.

Sl. No.	Modules	Content
1	Introduction to Indian Cuisines and Indian Sweets	• Elaborate History of Indian Cuisine • Explain the Influence of Foreign & Religion • Explain the Features and Characteristics – Regional Nature, Geography, Heritage • Explain Indian Masala – Types, Blends & Usage • Describe different Cooking Methods and Techniques • Explain History & Classification of Indian Sweets. • Describe different Ingredients and Equipment's used in preparation of Indian sweets. • List out the Festive and Regional Delicacies

2.	Tandoor Cookery	• Explain History of Tandoor. • Describe Manufacturing, Installation and Safety Guidelines • Explain different Methods of making Tandoor. • Describe the Materials required for making a tandoor. • Describe Installing /preparation of Tandoor. • Elaborate Equipment required for Tandoori cooking. • Elaborate precautions to be taken while lighting up the fire inside the tandoor. • Describe the techniques for controlling the temperature of a tandoor. • Employ appropriate techniques to prepare tandoor. • Describe the characteristics and types of tandoors. • Explain different types of fuel used in tandoors. • Explain the use and types of marinade used in roasted food products • Explain the use of Accompaniments for Tandoori dishes. • Elaborate Variety of vegetable and meat cuts required. • Explain the different working temperatures for tandoor products.
3	Gravies	• Classify different types of gravies, Derivatives and Regional Gravies • Explain the Guidelines for Gravy Preparation. • Explain the Difference between Sauce and gravy
4	Regional Cuisine – North (Punjab, Jammu & Kashmir, Rajasthan & Awadh)	• Explain Geographical Location, History & Staple Food • Explain Seasonal Availability of Ingredients • Elaborate Special Equipment's required to cook north Indian cuisine. • Explain different Cooking Methods, • List Festive Delicacies
5	Regional Cuisine – South (Andhra Pradesh, Tamil Nadu, Kerala, Karnataka)	• Explain Geographical Location, History & Staple Food • Explain Seasonal Availability of Ingredients. • Elaborate Special Equipment's required to cook South Indian cuisine. • Explain different Cooking Methods • List Festive Delicacies
6	Regional Cuisine – West (Maharashtra, Gujarat, Goa)	• Explain Geographical Location, History & Staple Food • Explain Seasonal Availability of Ingredients. • Elaborate Special Equipment's required to cook West Indian cuisine. • Explain different Cooking Methods • List Festive Delicacies

7	Regional Cuisine – East (Bengal, Bihar, Odisha,)	• Explain Geographical Location, History & Staple Food • Explain Seasonal Availability of Ingredients. • Elaborate Special Equipment's required to cook East India cuisine. • Explain different Cooking Methods • List Festive Delicacies
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Basic Course in Food Production Lab - II

Sl. No.	Modules	Content
1	PRACTICAL	• Prepare the dough for Indian breads. • Show how to marinade vegetables/cheese/paneer/meats to roast in the tandoor. • Demonstrate the techniques to use skewers in tandoor • Demonstrate 10 Menus based on Indian Starters (Kebabs) • Regional Cuisine: North and South Indian Regional Cuisine as regarding ingredients used, traditional preparation methods, utensils and accompaniments. ✓ Goa ✓ Kashmir ✓ Andhra Pradesh ✓ Karnataka ✓ Tamil Nadu ✓ Bengal ✓ Assam ✓ Gujarat ✓ Punjab ✓ Rajasthan etc.,

Textbooks

1. Mohanty, S. R. (2026). *Basic Course in Food Production II & Front Office Operations II (Vol. I, AEDP, 2nd Semester, Odisha)*. Kalyani Publishers.
2. Arora, K. *Theory of Cookery*. Frank Brothers & Co. (Publishers) Ltd.
3. Philip, Thangam E. *Modern Cookery (Volumes I & II)*. Orient BlackSwan.
4. Gisslen, Wayne. *Professional Cooking*. Wiley.
5. The Culinary Institute of America. *The Professional Chef*. Wiley.

Reference Books

1. Labensky, Sarah R., Hause, Alan M., & Martel, Priscilla A. *On Cooking: A Textbook of Culinary Fundamentals*. Pearson.
2. Ceserani, Victor, & Kinton, Ronald. *The Theory of Catering*. Hodder Education.
3. Friberg, Bo. *The Professional Pastry Chef*. Wiley.
4. Srilakshmi, B. *Food Science*. New Age International Publishers.

5. Larousse Editorial. *Larousse Gastronomique*. Hamlyn/Larousse.

E-Resources

1. **National Council for Hotel Management & Catering Technology (NCHMCT):** <https://www.nchm.gov.in>
2. **Food Safety and Standards Authority of India (FSSAI):** <https://www.fssai.gov.in>
3. **eGyanKosh (IGNOU):** <https://egyankosh.ac.in>
4. **SWAYAM:** <https://swayam.gov.in>
5. **National Digital Library of India (NDLI):** <https://ndl.iitkgp.ac.in>
6. **Institute of Hotel Management, Pusa:** <https://www.ihmpusa.net>

Model Questions

1. Name one **mother gravy** used in Indian cuisine. (*One word*)
2. Explain the importance of marinades in tandoor cookery. (*Maximum 50 words*)
3. Discuss the characteristics and preparation of tandoori dishes. (*Maximum 250 words*)
4. Explain the salient features of the regional cuisines of India with suitable examples. (*Maximum 800 words*)

CORE I

Semester II

PAPER VI

Basic Course in Food & Beverage Service-II

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the principles and procedures of food and beverage service, room service operations, kitchen stewarding, and beverage service.
2. Develop practical skills in guest service, meal service, beverage preparation, order handling, and restaurant operations.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain interpersonal skills, guest handling procedures, food and beverage control systems, and different types of meals served in hotels.
2. Describe the preparation, service, and classification of non-alcoholic beverages, room service operations, and kitchen stewarding.
3. Demonstrate restaurant service skills, including table setup, order taking, billing, room service, and guest relations.
4. Apply professional communication, customer service, hygiene, and service etiquette in food and beverage operations.

S. No	Modules	Content
1	Interpersonal Skills	● Explain ○ Dealing with Incidents ○ Spillage ○ Returned Food ○ Lost Property ○ Illness ○ Alcohol over Consumption ○ Recording Incidents ○ Customer with Special Needs

2	Types of Meals	● Explain different types of Meals ○ Breakfast (English, American, Continental, Indian) Lunch, Brunch, Dinner, Supper, Afternoon Tea, High Tea, Low Tea
3	Control System	● Explain F & B Sales, Necessity and Function of Control System ● Describe F & B Control Cycle ● Explain Role of Cashier in F & B Controls ● List Cash Handling Equipment ● Describe Theft Control Procedures - Single K.O.T, Double K. O. T, Triplicate K.O.T & Four Copies K.O.T ● Explain Micros in F & B, Its Role and Importance
4	Non-Alcoholic Beverages	● Classify Non-Alcoholic beverages ● (Nourishing/Stimulating/ Refreshing) ● Explain Tea - Origin & Manufacture, Types of Brands, Preparation & Service ● Explain Coffee - Origin & Manufacture, Types of Brands, Preparation ● Explain Nourishing - Cocoa & Malted Beverage - Origin & Manufacture, Types of Brands ● Describe Refreshing – Juices, Aerated Drinks, Mixers (Tonic/ Lemonade/ Bitter Lemon), Squashes, Syrups, Mineral Water, Sparkling Water/Soda
5.	Room Service	● Explain Type of Room ● Service/Centralized/Decentralized/Decentralized Mobile, Room Service Menu ● Draw Room Service Hierarchy ● Explain Duties of Room Service Order Taker ● Describe various Forms and Formats ● Explain Trolleys and Tray Set up
6	Kitchen Stewarding	● Explain Kitchen Stewarding & Organization Structure ● Draw Layout of Kitchen Stewarding ● Explain Wash Up-Methods Used ● Describe Different Kind of Chemical, and Dish Washing Machines ● Explain Cleaning Method of Silver/ EPNS, Stainless Steel, Copper, Brass

Basic Course in Food & Beverage Service Lab - II

S. No	Modules	Outcomes
1	PRACTICAL	Demonstrate ○ Layout of Breakfast (English, Continental, Indian and American) ○ Room Service Tray and Trolley Setup ○ Procedure for Service of a Meal ○ Taking Guest Reservations ○ Receiving & Seating of Guests ○ Order Taking & Recording ○ Order Processing (passing orders to the kitchen) ○ Sequence of Service ○ Presentation & Encashing the Bill ○ Presenting & Collecting Guest Comment Cards ○ Bidding Farewell to Guests ○ Non-Alcoholic Beverages, Service of Tea, Coffee, Soft Drinks, Squashes, Mineral Water and Specialty Coffee ○ Layout Activities of Pantry ○ Dish Washing Technique ○ Service Etiquettes

Textbooks

1. Mohanty, S. R. (2026). *Basic Course in Food & Beverage Service II & Accommodation Operations II (Vol. II, AEDP, 2nd Semester, Odisha)*. Kalyani Publishers.
2. Singaravelavan, R. *Food and Beverage Service*. Oxford University Press.
3. Lillicrap, Dennis, Cousins, John, & Weekes, Suzanne. *Food and Beverage Service*. Hodder Education.
4. Chakravarty, B. K. *Food and Beverage Service*. Oxford University Press.

Reference Books

1. Varghese, Brian. *Food and Beverage Service Operations*. McGraw Hill Education.
2. Varghese, Brian. *Professional Food and Beverage Service Management*. Laxmi Publications.
3. Walker, John R. *The Restaurant: From Concept to Operation*. Wiley.
4. Ninemeier, Jack D. *Managing Food and Beverage Operations*. Educational Institute of the American Hotel & Lodging Association.
5. Walker, John R. *Introduction to Hospitality*. Pearson.

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>

2. National Skill Development Corporation (NSDC): <https://www.nsdcindia.org>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. SWAYAM: <https://swayam.gov.in>
5. Institute of Hotel Management, Pusa: <https://www.ihmpusa.net>
6. Food Safety and Standards Authority of India (FSSAI): <https://www.fssai.gov.in>

Model Questions

1. What is Brunch? (*One word*)
2. Explain the functions of the Food and Beverage control system. (*Maximum 50 words*)
3. Discuss the organization and functions of the Room Service department. (*Maximum 250 words*)
4. Explain the classification of non-alcoholic beverages and describe their preparation and service procedures. (*Maximum 800 words*)

CORE I

Semester II

PAPER VII

Basic Course in Front Office Operations-II

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand the guest cycle, reservation procedures, and front office operations in the hospitality industry.
2. Develop practical skills in reservation handling, guest registration, property management systems, and front office communication.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the stages of the guest cycle and the functions of the reservation department.
2. Describe different sources, types, systems, and procedures of hotel reservations.
3. Demonstrate reservation handling, guest enquiries, reservation amendments, cancellations, and the use of Property Management Systems (PMS).
4. Apply professional communication skills, telephone etiquette, guest relations, and problem-solving techniques in front office operations.

S. No	Modules	Outcomes
1	Introduction to Guest Cycle	• Explain Guest Cycle, Stages of Guest Cycle (Pre-Arrival, Arrival, Occupancy, Departure, Post Departure)
2	Reservation	• Explain Functions of Reservation, Channels of Reservation • Explain different Sources of Reservation: ○ FIT ○ FFIT ○ Group ○ Travel Agents ○ Airlines ○ Corporate • Explain different types of Reservation- Guaranteed Reservations & Non-Guaranteed Reservations • Explain different types of Reservation Systems- Central Reservation Systems, Global Distribution Systems, Inter-sell Agencies,

		Property Direct, Reservations through the Internet, Computerized Reservation System, Future Blocks • Describe Reservation Process ○ In Person ○ Telephone ○ Email- Group & FIT • Describe Policies & Procedures for Confirmation, Amendment, Cancellation, Overbooking & No Show, Reservation Reports & Histories • Explain various Reservation Considerations: Legal Implications, Waiting Lists, Packages, and Potential Reservation Problems
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Basic Course in Front Office Operations- Lab II

S. No	Modules	Outcomes
1	PRACTICAL	Demonstrate: • Procedure of Taking Reservations – in Person and on Telephones • Handling Guest Enquiries at Reservation • How to Convert inquiries into Valid Reservations • Practice on Room Management System, Reservation, Check in, Practical Situations & Guest Problems. • Amendments in Reservations, Cancellation, Room Availability Charts • Filling Up of Reservation Forms, Making Amendments & Cancellations. • Updating Reservations on the Computer-Actual Computer Lab Work on PMS. • Practice on Cases Related to Front office & Other Departmental Communications • How to prepare a Tour Itinerary • Telephonic Conversations - Standard Phrases, Manners, Do's & Don'ts • Mock Situations – Role – Plays

Textbooks

1. Mohanty, S. R. (2026). *Basic Course in Food Production II & Front Office Operations II (Vol. I, AEDP, 2nd Semester, Odisha)*. Kalyani Publishers.
2. Bardi, J. A. *Hotel Front Office Management*. Wiley.
3. Kasavana, M. L., & Brooks, R. M. *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).
4. Andrews, S. *Hotel Front Office: A Training Manual*. Tata McGraw-Hill Education.

Reference Books

1. Walker, J. R. *Introduction to Hospitality*. Pearson.
2. Rutherford, D. G., & O'Fallon, M. J. *Hotel Management and Operations*. Wiley.
3. Negi, J. *Professional Hotel Management*. S. Chand & Company Ltd.
4. Baker, S., Huyton, J., & Bradley, P. *Principles of Hotel Front Office Operations*. Cengage Learning.
5. Kasavana, M. L. *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>
2. American Hotel & Lodging Educational Institute (AHLEI): <https://www.ahlei.org>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. SWAYAM: <https://swayam.gov.in>
5. Institute of Hotel Management, Pusa: <https://www.ihmpusa.net>
6. Ministry of Tourism, Government of India: <https://tourism.gov.in>

Model Questions

1. What is a Guaranteed Reservation? (*One word*)
2. Explain the stages of the guest cycle. (*Maximum 50 words*)
3. Discuss the reservation process followed in hotels. (*Maximum 250 words*)
4. Explain the different reservation systems used in hotels and discuss their significance in front office operations. (*Maximum 800 words*)

CORE I**Semester II
PAPER VIII****Basic Course in Accommodation Operations- II****Credits: 4****Course Outcomes**

Upon successful completion of this course, students will be able to:

1. Understand the principles and procedures of housekeeping operations, guest room management, and surface maintenance in the hospitality industry.
2. Develop practical skills in guest room cleaning, public area maintenance, stain removal, polishing, and guest service.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the daily housekeeping routines, guest room cleaning procedures, and guest service standards followed in hotels.
2. Describe the methods of stain removal, polishing, and the care and cleaning of different surfaces and materials used in accommodation operations.
3. Demonstrate practical skills in bed making, guest room cleaning, bathroom cleaning, public area cleaning, room inspection, and housekeeping procedures.
4. Apply professional grooming, communication skills, safety practices, and customer service standards in accommodation operations.

S. No	Modules	Outcomes
1	Daily Routine Management	• Explain Guest Floor Etiquettes. • Explain the process of Guest Room Cleaning. • Explain the process of Handling VIP Guest Rooms, Long Staying Guests and Handling DND Rooms. • Describe Turndown Service, Second Service and Handling Guest Special Request • Explain the process of Guestroom Inspections • Explain public area cleaning.

2	Stain Removal and Polishing Activities on the Floors and Surfaces	• Elaborate various types of surfaces, and appropriate polishing equipment along with the cleaning agents required for each surface • Explain the importance of inspecting the surface after cleaning and polishing • Describe specific methods to clean the surface according to the types of stains • Discuss the procedures of preparing various cleaning solutions and the importance of mixing appropriate amount of specific chemicals to prepare these solutions. • Elaborate the step-by-step cleaning procedures for different surfaces for both soft and stubborn stains • Identify different warning signs to be used • Describe the manual and mechanical procedure of polishing various surfaces • Explain the importance of using sealant and mopping the area after polishing
3	Care and Cleaning of Different Surfaces	• Explain the care and cleaning of different surfaces: Metals, Glass, Ceramics, Plastic, Rexene, Wood, Carpet, Upholstery, Wall and Floor Finishes

Basic Course in Accommodation Operations - Lab II

S. No	Modules	Outcomes
1	PRACTICAL	○ Demonstrate the Procedure of Taking Reservations – in Person and on Telephones ○ Demonstrate Handling Guest Enquiries at Reservation ○ Role Play on Standard Phrases, Manners, Do's & Don'ts ○ Role Plays on Mock Situations ○ Demonstrate Guest Room Cleaning: Bed Making, Bedroom Cleaning, Bathroom Cleaning, Turndown Service ○ Demonstrate Public Area Cleaning- Cleaning of Front Areas and Cleaning of Back of The House ○ Demonstrate the process of Guest Room Inspection.

Textbooks

1. Mohanty, S. R. (2026). *Basic Course in Food & Beverage Service II & Accommodation Operations II* (Vol. II, AEDP, 2nd Semester, Odisha). Kalyani Publishers.
2. Andrews, S. *Hotel Housekeeping: A Training Manual*. Tata McGraw-Hill Education.
3. Raghubalan, G., & Raghubalan, S. *Hotel Housekeeping: Operations and Management*. Oxford University Press.
4. Jones, T. A. *Professional Management of Housekeeping Operations*. Wiley.

Reference Books

1. **Kasavana, M. L., & Brooks, R. M.** *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).
2. **Bardi, J. A.** *Hotel Front Office Management*. Wiley.
3. **Walker, J. R.** *Introduction to Hospitality*. Pearson.
4. **Negi, J.** *Professional Hotel Management*. S. Chand & Company Ltd.
5. **Rutherford, D. G., & O'Fallon, M. J.** *Hotel Management and Operations*. Wiley.

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>
2. American Hotel & Lodging Educational Institute (AHLEI): <https://www.ahlei.org>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. SWAYAM: <https://swayam.gov.in>
5. Institute of Hotel Management, Pusa: <https://www.ihmpusa.net>
6. Ministry of Tourism, Government of India: <https://tourism.gov.in>

Model Questions

1. What is Turndown Service? (*One word*)
2. Explain the importance of guest room inspection. (*Maximum 50 words*)
3. Discuss the procedures for stain removal and polishing of different surfaces in housekeeping. (*Maximum 250 words*)
4. Explain the care and cleaning methods for different surfaces used in hotels and discuss their importance in accommodation operations. (*Maximum 800 words*)

CORE II

Semester II

PAPER I

Introduction to Textiles

Credit 4

Course Outcomes

- Students will develop an idea about different textile fibers.
- Students will develop the skills to analyse yarn construction techniques.

Learning Outcomes:

- The students will learn about classification, usage and production of textile fibres.
- The students will know the manufacturing process and yarn construction techniques.
- The students will gain an insight on techniques of fabric construction, dyeing and printing.
- The students will be enriched about different types of dyeing and printing techniques.

Unit	Topic	Contents
Unit I	Introduction to Textile Fibres	1. Introduction to Textile Fibres: Definition, terminology, and classification of textile fibres. 2. Natural Fibres: Production, manufacturing process, properties, and uses of cotton, silk, and wool. 3. Man-made Fibres: Production, manufacturing process, properties, and uses of rayon (viscose), polyester, and nylon.
Unit II	Yarn Construction	1. Types and Classification of Yarns: Simple yarns, ply yarns, cord yarns, novelty yarns, and twist in yarn ("S" and "Z" twist). 2. Staple Yarn Formation. 3. Woollen and Worsted Yarn Formation Process. 4. Chemical Spinning: Wet spinning, dry spinning, and melt spinning.
Unit III	Techniques of Fabric Construction	1. Weaving: Meaning, essential weaving operations, and classification of weaves (plain, basket, ribbed, twill, satin, and sateen) with their structure, properties, and uses. 2. Dyeing and Printing Methods: Raw stock dyeing, skein dyeing, piece dyeing, cross dyeing, tie-dye, batik dyeing, and printing methods including direct printing, block printing, stencil printing, and machine printing.
Unit IV	Practical	1. Fibre Identification: Identify natural and man-made fibres using microscopic and burning tests. 2. Fabric Characteristics: Determine fabric count using a pick glass.

		3. Fabric Printing: Perform direct printing (block, stencil, and screen printing) and resist printing (tie-and-dye and batik). 4. Weaving: Prepare sample weaves of plain, basket, ribbed, twill, satin, and sateen.
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Text Books:

1. Mohanty, S. R. (2025). *Degree Home Science III: Theory and Practical, Core Papers V, VI & VII (NEP, Odisha)*. Kalyani Publishers.
2. Textiles- Fiber to fabric (6th Edition) by Corbman P.B. (1985). Gregg Division /Mc Graw Hill Book Co, US.
3. Advanced Drafting and Draping by Manmeet Sodhia. New Delhi.
4. Household Textiles & Laundry Work by Durga Deulkar. Atma Ram & Sons, New Delhi.

Reference Books:

1. Essentials of Textiles (6th Edition) by Joseph, M.L. Holt, Rinehart and Winston Inc, Florida.
2. Textile Science by Vilensky G. CBS Publishers and Distributors, Delhi.
3. Understanding Textiles by Tortora, G. Phyllis. Mc Millanm Co. USA.
4. Textbook of Fabric Science: Fundamentals to finishing by Sekhri S. (2013). PHI Learning, Delhi.

E-Resources:

1. <https://csauk.ac.in/wp-content/uploads/2022/08/Textile-fiber-NEW.pdf>
2. <https://gphisar.ac.in/wp-content/uploads/2022/09/TEXTILE-FUNDAMENTALS.pdf>
3. <https://nios.ac.in/media/documents/srsec321newE/321-E-Lesson-23.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/92831/1/Unit-8.pdf>

Model Questions:

1. _____ is known as queen of fiber. (One Word)
2. Short note on classification of weaving. (Maximum 50 words)
3. Discuss about the steps of chemical finishing process. (Maximum 250 words)
4. Explain about the cotton fibers and discuss about the preparation of cotton fibers. (Maximum 800 words)

Semester II

AEC Paper II English

Credits: 4

S. No	Modules	Outcomes
1.	Basic Communication	● Explain: ○ Structures in present and present continuous tense ○ Structures in past & past continuous tense ○ Structure in present perfect & present perfect continuous tense ○ Structures in future tense ○ Modals: helping verbs ○ Prepositions ○ Idioms ● Practice speech on a given topic. ● Practice Extempore speech
2	Communication	● Describe communication. ● Describe the Process of communication. ● Discuss the Importance of communication ● Explain various Types of communication. ● Demonstrate Useful Phrases for Everyday Use ● Explain the technique of Asking Questions
3	Hotel English	● Describe the Essential qualities of a good speaker. ● Discuss Speech improvement- pronunciation. ● Explain the importance of Stress in speech. ● Describe Intonation and modulation. ● Describe Common phonetics- difficulties

Semester II

VAC Paper II Good Citizenship

Credits-3

Objectives/Learning Goals of the Course

- **Development of good human being and a responsible citizen**
- **Developing a sense of right and wrong leading to ethically correct behavior.**
- **Inculcating a positive attitude and a healthy work culture.**

Learning Objectives:

- **Understanding Basic Values of Indian Constitution.**
- **Understand how to be a patriot.**
- **Develop professionalism and understand the ethics relating to various professions.**

1. Indian Constitution

(1 Credit= 15 hours)

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

2.Patriotism

(1 Credit= 15 hours)

Patriotic Value and ingredients of nation building, Concept of Good Citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

3. Work Ethics

(1 Credit= 15 hours)

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

Semester III

Semester	Core-I (each 4 Credits)	Core-II (each Credit 4)	MDC (each Credit 3)	AEC (each Credit 4)	SEC (each Credit 3)	VAC (each Credi t 3)	Credit total
III	9. Food & Nutrition 10. Child Development 11. Dynamics of Communication 12. Family Finance and Consumer Studies	3. Housing and Interior Design 4. Accommodation Operation	Basic Principles of Management		Computer Skills for Hotel Professionals		30

Core I:

Semester III

Paper -IX:

Food and Nutrition

Course Outcomes

- Students will acquire basic knowledge of food, nutrients, and their contributions to health.
- Students will gain practical knowledge through market surveys, food preparation, and the identification of locally available food items from different food groups.

Learning Outcomes

- Students will understand the basic concepts of food, nutrition, and health.
- Students will gain knowledge of the classification, functions, dietary sources, and daily requirements of various nutrients.
- Students will understand different food groups and their nutritional contributions.
- Students will develop practical skills in food selection, household measurements, cooking methods, and food exchange systems.

Unit	Topic	Contents
Unit I	Basic Concepts in Food and Nutrition	1. Introduction to Food and Nutrition Science: Definitions of food, food science, food additive, fermented food, food fortification, functional food, nutrition, health, nutrients, nutritional status, optimal nutrition, and nutrition security. 2. Classification and Functions of Food: Physiological, psychological, and socio-cultural functions of food. 3. Food Groups: Basic five and seven food groups and their nutritional contributions. 4. Balanced Diet: Concept, principles, characteristics, and importance. 5. Recommended Dietary Allowances (RDA): Concept and Recommended Dietary Allowances according to the Indian Council of Medical Research (ICMR)–National Institute of Nutrition (NIN) guidelines. 6. Food Guide: Food Pyramid and MyPlate concept.
Unit II	Macronutrients	1. Carbohydrates: Introduction, classification, functions, dietary sources, and daily requirements. 2. Proteins: Introduction, classification, functions, dietary sources, and daily requirements.

		3. Lipids: Introduction, classification, functions, dietary sources, and daily requirements. 4. Dietary Fibre and Water: Introduction, classification, functions, dietary sources, and daily requirements.
Unit III	Micronutrients	1. Fat-Soluble Vitamins (A, D, E, and K): Functions, dietary sources, daily requirements, and deficiency diseases. 2. Water-Soluble Vitamins (Thiamine, Riboflavin, Niacin, Folate, Vitamin B₁₂, and Vitamin C): Functions, dietary sources, daily requirements, and deficiency diseases. 3. Minerals (Calcium, Iron, Zinc, and Iodine): Functions, dietary sources, daily requirements, and deficiency diseases.
Unit IV	Practical	1. Market Survey: Conduct an online or offline market survey of the nearby locality and prepare a list of food items and food products belonging to the following food groups: cereals, millets, pulses, fruits, vegetables, milk and milk products, and fish, meat, and poultry products. 2. Weights and Measures: Standardization of household measures for raw and cooked foods. 3. Food Preparation: Prepare food items using different methods of cooking and understand the principles involved • Dry Heat Methods: Frying, broiling, parching, and baking (one preparation from each method). • Moist Heat Methods: Boiling, stewing, and pressure cooking (one preparation from each method). 4. Food Exchange Lists: Prepare food exchange lists for cereals, pulses, fruits, and vegetables. 5. Balanced Diet Planning: Plan and prepare a balanced diet for different age groups using locally available foods based on the Recommended Dietary Allowances (RDA).

Textbooks

1. Mohanty, S. R. (2024). *Fundamentals of Food & Nutrition: Theory and Practical (Core I, Paper II, NEP, 1st Semester, Odisha)*. Kalyani Publishers.
2. Srilakshmi, B. *Food Science*. New Age International (P) Ltd.
3. Srilakshmi, B. *Nutrition Science*. New Age International (P) Ltd.
4. Manay, N. S., & Shadaksharaswamy, M. *Foods: Facts and Principles*. New Age International (P) Ltd.

5. Swaminathan, M. *Advanced Textbook of Food and Nutrition* (Volumes I & II). The Bangalore Printing and Publishing Co. Ltd.

Reference Books

1. Bamji, M. S., Krishnaswamy, K., & Brahmam, G. N. V. (Eds.). *Textbook of Human Nutrition*. Oxford & IBH Publishing Co. Pvt. Ltd.
2. Potter, N. N., & Hotchkiss, J. H. *Food Science* (5th ed.). CBS Publishers & Distributors.
3. Mudambi, S. R., & Rajagopal, M. V. *Fundamentals of Foods and Nutrition*. New Age International (P) Ltd.
4. Gopalan, C., Rama Sastri, B. V., & Balasubramanian, S. C. *Nutritive Value of Indian Foods*. National Institute of Nutrition, ICMR, Hyderabad.

E-Resources

1. Nutrition.gov: <https://www.nutrition.gov>
2. United States Department of Agriculture (USDA): <https://www.usda.gov>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. ICAR e-Courses: <https://ecourses.icar.gov.in>

Model Questions

1. Give one example of a **fat-soluble vitamin**. (*One word*)
2. Define **nutrition**. (*Maximum 50 words*)
3. Discuss the **classification of carbohydrates**. (*Maximum 250 words*)
4. Explain the **classification and functions of food**. (*Maximum 800 words*)

Core I:

Semester III

Paper -X:

Child Development

Course Outcome:

- Students will be able to understand the crucial aspects of child development.
- Students will understand about the developmental patterns of child development.

Learning Outcome:

1. The students will gain an insight on scientific methods of studying child development.
2. The students will be aware of the stages of prenatal development and factors affecting pre-natal development.
3. The students will understand the developmental patterns during early childhood years (0-5years).
4. The students will gain practical knowledge on development tasks in childhood.

Unit	Topic	Contents
Unit I	Fundamentals of Child Development	1. Child Development: Meaning, definition, principles, stages, domains (physical, motor, cognitive, language, emotional, and social), and methods of studying child development. 2. Prenatal Growth and Development: Meaning, significance, conception, and stages of prenatal development (period of ovum, period of embryo, and period of foetus). 3. Prenatal Environmental Influences: Maternal age, nutrition, drugs, irradiation, alcohol consumption, smoking, maternal emotions, maternal health, Rh factor, diseases, and birth hazards.
Unit II	Developmental Milestones During the First Five Years of Life	1. Physical Development: Physical growth, growth patterns, body size, body proportions, development of bones, teeth, muscles, body fat, and the nervous system. 2. Motor Development: Meaning, principles, sequence, and factors influencing motor development. 3. Speech and Language Development: Meaning, pre-speech forms of communication, stages of speech and language development, factors influencing speech development, and common speech disorders.
Unit III	Developmental Milestones During the First Five Years of Life	1. Emotional Development: Meaning, characteristics of childhood emotions, common emotional patterns, and factors influencing emotional development.

		2. Social Development: Meaning, process and importance of early social experiences, and factors influencing social development. 3. Cognitive Development: Meaning, characteristics, importance, and factors influencing cognitive development.
Unit IV	Practical	1. Assessment of Child Development: Assess the physical, motor, emotional, social, cognitive, and speech development of children using different methods such as interview schedules, observation schedules, anthropometric measurements, and psychometric tests. 2. Knowledge, Attitude, and Practice (KAP) Assessment: Assess the knowledge, attitudes, and practices of parents and field functionaries (ANMs, Anganwadi Workers, or teachers) regarding developmental milestones of children (minimum five respondents). 3. Preparation of Learning Materials: Plan and develop activities to promote motor and cognitive development through the preparation of learning materials such as posters, charts, flash cards, toys, and educational games.

Textbooks

1. Mohanty, S. R. (2025). *Fundamentals of Child Development: Theory and Practical (Major, Minor & Multidisciplinary Course, NEP, Odisha)*. Kalyani Publishers.
2. Hurlock, E. B. *Child Development*. McGraw-Hill Education.
3. Hurlock, E. B. *Developmental Psychology*. McGraw-Hill Education.
4. Chowdhury, A. *Textbook on Child Development and Family Relations*. Academic Excellence, New Delhi.
5. Panda, K. C. *Elements of Child Development*. Kalyani Publishers.
6. Kuppaswamy, B. *Textbook of Child Behaviour and Development*. Konark Publishers Pvt. Ltd.

Reference Books

1. Jaya, N., & Rajammal, P. D. *A Textbook of Child Development*. McMillan Publishers, New Delhi.
2. Mussen, P. H., Conger, J. J., & Kagan, J. *Child Development and Personality*. Harper & Row Publishers.
3. Weiner, I. B., & Elkind, D. *Child Development: A Core Approach*. John Wiley & Sons.
4. Papalia, D. E., Olds, S. W., & Feldman, R. D. *Human Development*. McGraw-Hill Education.

E-Resources

1. Children's Hospital of Orange County (CHOC): <https://www.choc.org/primary-care/ages-stages>
2. Better Health Channel (Victoria, Australia): <https://www.betterhealth.vic.gov.au>

3. Raising Children Network: <https://raisingchildren.net.au/preschoolers/development>
4. Centers for Disease Control and Prevention (CDC): <https://www.cdc.gov/ncbddd/childdevelopment>
5. All4Kids: <https://www.all4kids.org/news/blog>

Model Questions

1. The period of ovum lasts for _____ days. (*One word*)
2. Explain the principles of child development. (*Maximum 50 words*)
3. Discuss the stages of prenatal development. (*Maximum 250 words*)
4. Explain the factors affecting the physical growth and development of children during the first five years of life. (*Maximum 800 words*)

Core I:

Semester III

Paper -XI:

Dynamics of Communication

Unit	Topic	Contents
Unit I	Introduction to Communication	1. Communication: Meaning, definition, concept, nature, and scope. 2. Types of Communication: Formal and informal communication; verbal and non-verbal communication. 3. Functions and Characteristics of Communication.
Unit II	Principles, Elements, Barriers, and Models of Communication	1. Communication Process: Elements, principles, and stages of the communication process (Sender, Encoding, Message, Channel, Receiver, Decoding, Feedback, and Noise). 2. Barriers to Communication: Physical, physiological, psychological, semantic, technical, and environmental barriers. 3. Models of Communication: Aristotle Model, Lasswell Model, Shannon and Weaver Model, Osgood and Schramm Model, and Riley Model.
Unit III	Effective Communication	1. Effective Communication: Meaning, concept, characteristics, and importance. 2. Factors Influencing Effective Communication: Facilitating and hindering factors in the communication process. 3. Role of Empathy, Perception, Persuasion, Listening, Publicity, and Propaganda in Effective Communication.
Unit IV	Practical	1. Group Communication: Plan and conduct a small-group communication activity in a classroom setting on any relevant topic and prepare a report. 2. Field Communication: Visit a nearby slum, community, or village and communicate with people on a specific issue (health, nutrition, environment, sanitation, or any social issue) and prepare a field report 3. Creative Communication: Write a short story conveying a social message related to Home Science.

		4. Presentation Skills: Prepare and deliver a PowerPoint presentation on any contemporary social issue.
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Textbooks

1. Mohanty, S. R. (2026). *Dynamics of Communication: Theory and Practical* (NEP, Core Paper IX, 4th Semester, Odisha). Kalyani Publishers.
2. Dahama, O. P., & Bhatnagar, O. P. *Education and Communication for Development*.
3. Ray, G. L. *Extension Communication and Management*.

Reference Books

1. Barker, L. (1990). *Communication*. Prentice Hall Inc., New Jersey.
2. Patri, V., & Patri, U. (2002). *Essentials of Communication*. Greenspan Publications.
3. Berlo, D. K. *The Process of Communication*. Holt, Rinehart and Winston.
4. Rogers, E. M. *Diffusion of Innovations* (5th ed.). Free Press.
5. McQuail, D. *McQuail's Mass Communication Theory*. Sage Publications.

E-Resources

1. ResearchGate: <https://www.researchgate.net>
2. Semantic Scholar: <https://www.semanticscholar.org>
3. ARC Journals: <https://www.arcjournals.org>
4. Northwestern University: <https://faculty.wcas.northwestern.edu>
5. SWAYAM: <https://swayam.gov.in>
6. eGyanKosh (IGNOU): <https://egyankosh.ac.in>

Model Questions

1. The term communication is derived from the Latin word _____. (One word)
2. Explain the elements of communication. (Maximum 50 words)
3. Discuss the functions of communication. (Maximum 250 words)
4. Explain the different models of communication and discuss their significance. (Maximum 800 words)

Core I:

Semester III

Paper -XII:

Family Finance and Consumer Studies

Course Outcomes:

1. The students will be enabled to understand the principles of household economics.
2. The students will learn the importance and scope of consumer education and consumer protection measures.

Learning Outcomes:

1. The students will gain knowledge about household income and expenditure.
2. The students will be educated on consumer education and problems.
3. The students will learn the importance of consumer protection.
4. The students will gain practical knowledge on banking system and consumer organizations.

Unit	Topic	Contents
Unit I	Household Income and Expenditure	1. Household Accounts and Budgeting: Meaning, significance, types of budgets, components of a household budget, and steps in budget preparation. 2. Family Expenditure and Savings: Factors influencing family expenditure; concept, importance, objectives, types of savings, and savings institutions. 3. National Income and Per Capita Income: Meaning and significance of Gross Domestic Product (GDP), Net Domestic Product (NDP), Gross National Product (GNP), Net National Product (NNP), and per capita income in national development.
Unit II	Consumer Education and Consumer Problems	1. Consumer Education: Definition and role of consumers; concept, objectives, and importance of consumer awareness and consumer education 2. Consumer Rights and Responsibilities: Rights and responsibilities of consumers. 3. Consumer Problems: Product- and service-related consumer problems and their solutions.
Unit III	Consumer Protection	1. Consumer Protection in India: Consumer Protection Act, 1986 (and its subsequent amendments), basic legislative framework, alternative dispute redressal mechanisms, and mediation centres. 2. Consumer Organizations: Role and functions of consumer organizations.

		3. Quality Marks and Standardization: Handloom Mark, AGMARK, FPO, FSSAI, BIS, Eco Mark, Hallmark, and quality control and standardization measures.
Unit IV	Practical	1. Case Study: Conduct a case study of a bank or post office to understand its financial services and products. 2. Banking Procedures: Learn to fill different bank forms for savings accounts, fixed deposits (FD), and recurring deposits (RD). 3. Food Labelling: Prepare labels for a packaged food product according to food labelling requirements. 4. Packaging Evaluation: Evaluate the packaging of a packaged food product based on quality, labelling, and consumer information.

Textbooks

1. Mohanty, S. R. (2025). *Degree Home Science V: Theory and Practical, Core Papers XI, XII & XIII (NEP, Odisha)*. Kalyani Publishers.
2. Seetharaman, P., Batra, S., & Mehra, P. *Family Resource Management*. CBS Publishers & Distributors, New Delhi.
3. Nickell, P., & Dorsey, J. M. *Management in Family Living*. CBS Publishers & Distributors.
4. Gross, I. H., & Crandall, E. W. *Management for Modern Families*. Appleton-Century-Crofts.
5. Education Planning Group. *Home Management*. Arya Publishing House, New Delhi.

Reference Books

1. Verghese, M. A., Ogale, N. N., & Srinivasan, K. *Home Management*. New Age International Publishers.
2. Mann, M. K. *Home Management for Indian Families*. Kalyani Publishers.
3. Biswal, G. E. *Family Resource Management*. Himalaya Publishing House.
4. Mallick, P. *Textbook of Home Science*. Kalyani Publishers.
5. Devdas, R. P., & Jaya, N. *Introduction to Home Science*. Popular Prakashan.

E-Resources

1. e-PG Pathshala (INFLIBNET): <https://epgp.inflibnet.ac.in>
2. National Institute of Open Schooling (NIOS): <https://nios.ac.in>
3. BrainKart – Family Resource Management: <https://www.brainkart.com>
4. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
5. SWAYAM: <https://swayam.gov.in>

Model Questions

1. The income and expenditure plan in a family is known as----- (One word).
2. Write the meaning and concept of per capita income. (Maximum 50 words).
3. Discuss about the rights and responsibilities of a consumer. (Maximum 250 words)
4. Describe the role and functions of different consumer organizations. (Maximum 800 words)

CORE II

Semester III

Paper I

Housing and Interior Design

Credit 4

Course Outcome:

- The students will gain knowledge in House Planning for different income levels
- The students will gain insight on elements and principles of design and their household application

Learning Outcome:

- The students will gain understanding of the basic principles of housing and house planning.
- The students will get familiarized with the elements of interior design
- The students will be educated on principles of interior design.
- The students will acquire practical knowledge of House planning for different income groups

Unit	Topic	Contents
Unit I	Housing and Principles of House Planning	1. Housing: Meaning, importance, types of housing, housing terminology, significance, functions, and types of houses; selection of site and factors influencing site selection (location, size and shape, physical features, soil condition, sanitary conditions, and practical convenience). 2. Principles of House Planning: Part I: Aspect, privacy, grouping, roominess, and flexibility. Part II: Circulation, sanitation, furniture requirements, prospect, economy, and elegance. 3. Building Plans for Family Living: Importance and advantages of space planning; meaning and concepts of building plans; site plan, floor plan, elevation, cross-sectional view, perspective view, and landscape plan.
Unit II	Elements of Design	1. Interior Design: Meaning, concept, and aims of interior design—beauty, expressiveness, and functionalism. 2. Elements of Design: Meaning, importance, characteristics, and application of line, shape, form, space, size, texture, and colour in interior design. 3. Motifs and Design Development: Types of motifs, motif arrangement, motif development, and the fundamental steps in the designing process.
Unit III	Principles of Design	1. Design: Meaning, nature, types, and significance of design. 2. Principles of Design: Balance, rhythm, emphasis, proportion, and harmony.

		3. Flower Arrangement: History, meaning, types (line, mass, and line-mass), forms (circular, crescent, vertical, horizontal, and miniature), and the tools and equipment required for flower arrangement.
Unit IV	Practical	1. House Planning: Draw floor plans for houses suitable for low-, middle-, and high-income groups. 2. Kitchen Planning: Draw different kitchen layouts (L-shaped, U-shaped, and single-wall kitchens). 3. Flower Arrangement: Prepare flower arrangements using flowers and foliage in circular, crescent, vertical, horizontal, and miniature forms. 4. Colour Combinations: Prepare a poster illustrating primary, secondary, and tertiary colour combinations.

Text Books:

- Vergese, Ogale and Srinivasan, Home Management
- Mallick P., Text book of Home Science

Reference Books:

- Parvez R., Housing and Space Management, Disha International Publishing House
- Renuka S. and Reddy M., Housing and Space Management, ICAR, New Delhi

E- Resources:

1. <http://ecoursesonline.iasri.res.in/course/view.php?id=653>
2. <http://ecoursesonline.iasri.res.in/course/view.php?id=213>
3. <https://www.g-wonlinetextbooks.com/housing-interior-design-2018/>
4. <https://resources.finalsite.net/images/v1683025189/stmak12mnus/ti8etxsfh1u6ru1jlqu/HousingandInteriorDesign.pdf>

Model Questions:

1. The view of outside features of a house from its windows, door or balcony is known as -----(One word/sentence).
2. Write the significance and types of houses. (maximum 50 words).
3. Discuss about the concept and aim of interior design. (maximum 250 word)
4. Describe the principles of design in detail. (maximum 800 words)

CORE II

Semester III

Paper II

Accommodation Operations

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

Understand the principles and procedures of accommodation operations, housekeeping management, linen and laundry management, and hotel safety practices.

Develop practical skills in housekeeping operations, guest room inspection, material planning, complaint handling, and emergency management.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain staff organization, duty scheduling, material planning, and the functions of the housekeeping department.
2. Describe the management of linen rooms, laundry operations, housekeeping equipment, and eco-friendly housekeeping practices.
3. Demonstrate practical skills in guest room inspection, public area inspection, linen and laundry management, cleaning techniques, and guest complaint handling.
4. Apply safety measures, first aid, emergency procedures, and professional housekeeping standards in accommodation operations.

S. No	Module Name	Outcomes
1	Organizing Operations	• Explain manning and scheduling of staff • How to do staff Allocation in Housekeeping Department • How to prepare a duty Roaster • Describe the night shift duties and responsibilities
2	Material Planning	• Elaborate Material planning for Bed, Bedding, Mattress, Soft Furnishings

3	Emerging Trends in Accommodation Operations	• Explain Eco Friendly Cleaning Practices and Involvement of Staff and Guest • List green Amenities • Elaborate latest trends in accommodation operations
4	Linen Room	• Explain Functions of the Linen Room • Draw a Layout of linen room. • Name standard sizes of Bed and Bath Linen • How to establish a Par Stock • How to store linen • Explain the process to discard linen
5	Introduction to Laundry	• Explain different types of Laundry: Commercial, On Site and Laundromats • Name various laundry equipment and Agents • Elaborate the Laundry Process, Valet Service, Care Labels
6	Safeguarding of Assets	• Introduction and Concept, Security within Hotel Guestroom, Nature of Emergencies (Fire protection/ Bomb Threats/ Natural Disasters/ Riots and Civil Disturbances), Loss Prevention, OSHA Regulations and Hazard Control Standards

Accommodation Operations- Lab

S. No.	Module Name	Outcomes
1	Accommodation Operations Practical	Demonstrate: ○ Guest Room Inspection ○ Public Area Inspection ○ Handling Checklist ○ Mini-Bar Management: Issue, Stock Taking, Checking Expiry Date (FIFO) ○ Cleaning Different Surfaces- Glass, Wood, Brass, Silver, Leather ○ Handling Guest Complaints ○ Role Play and Situation Handling Case Study ○ Model Guest Room Designing ○ Draw a Layout of Linen and Laundry room ○ Preparation of First aid Kit and Dealing with Different Emergency Situations

Textbooks

1. Mohanty, S. R. (2026). *Basic Course in Food & Beverage Service II & Accommodation Operations II (Vol. II, AEDP, 2nd Semester, Odisha)*. Kalyani Publishers.
2. Andrews, S. *Hotel Housekeeping: A Training Manual*. Tata McGraw-Hill Education.
3. Raghubalan, G., & Raghubalan, S. *Hotel Housekeeping: Operations and Management*. Oxford University Press.
4. Jones, T. A. *Professional Management of Housekeeping Operations*. Wiley.
5. Kasavana, M. L., & Brooks, R. M. *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).

Reference Books

1. Walker, J. R. *Introduction to Hospitality*. Pearson.
2. Rutherford, D. G., & O'Fallon, M. J. *Hotel Management and Operations*. Wiley.
3. Negi, J. *Professional Hotel Management*. S. Chand & Company Ltd.
4. American Hotel & Lodging Educational Institute (AHLEI). *Managing Housekeeping Operations*. AHLEI.
5. FSSAI. *Food Safety and Hygiene Guidelines for Hospitality Establishments*. Food Safety and Standards Authority of India.

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>
2. American Hotel & Lodging Educational Institute (AHLEI): <https://www.ahlei.org>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. SWAYAM: <https://swayam.gov.in>
5. Institute of Hotel Management, Pusa: <https://www.ihmpusa.net>
6. Ministry of Tourism, Government of India: <https://tourism.gov.in>

Model Questions

1. What is **Par Stock**? (One word)
2. Explain the functions of the **linen room**. (Maximum 50 words)
3. Discuss the **laundry process** and the importance of laundry care labels. (Maximum 250 words)
4. Explain the organization and management of the housekeeping department, including material planning, eco-friendly housekeeping practices, and safeguarding hotel assets. (Maximum 800 words)

Semester III

MDC

Paper I

Basic Principles of Management

Credits: 3

S. No	Modules	Outcomes
1.	Concept and Process of Human Resource Planning	• Describe Macro and Micro Level Scenario of Human Resource Planning in Tourism
2	HRD applications in Hotel Industry	• Discuss the Relevance of HRD in Hotel Industry • Discuss the Function and operations of a Personnel Office • Characteristics and objectives of a personal office • Personnel Managers role and Position of personnel Department in the organization
3.	Hotel Environment and Culture	• Describe HRD System • Explain the Importance of HRD • Describe HRD in service industry • Explain IPR
4.	Job Evaluation	• Discuss Methods and Ranking Scope Limitations • Recent Developments in Job Evaluation
5.	Job Analysis and Job Description	• Discuss Job Analysis – Uses • Describe Job requirements versus personal qualities of Job holder • Explain various Information collection methods • Discuss Designing of Job Description • Describe Uses of Job Description

Semester III

SEC

Paper I

Computer Skills for Hotel Professionals

Credits: 3

S. No	Modules	Outcomes
1	Elements of Computer System	• Describe the meaning of computer • Discuss Classification of Computers • Explain Functions of Computer
2	Hardware Features and Its Uses	• Describe the Physical components of a computer. • Discuss different generations of computers. • Describe various Storage Types • Explain Input & Output Devices
3	Microsoft Office	• Explain Introduction to word processing, it's features, formatting documents, paragraph formatting, indents, page formatting, header and footer, bullets and numbering, tabs, tables, formatting the tables, finding and replacing text, mail merging etc. • Discuss MS Word document- entering text, saving, editing and printing the document, formatting a document, special effects, shortcut keys, creating tables. • Discuss MS Excel document- parts of worksheet, creating a spreadsheet, simple formulas, editing data, saving and exiting a worksheet, aligning text, making graphs/charts, printing and page adjustments. • Introduction to MS Power point: PowerPoint, features of MS PowerPoint clipping, slide animation, slide shows, formatting etc.
4	Internet & Email	• Explain How to search for a webpage. • Describe how to Create an email account • Describe Sending/receiving an email. • Describe about Online banking

Semester IV

Semester	Core-I	Core-II	Multi-disciplinary	AEC	SEC	VAC
Semester IV	13. Food Production Operations 14. Food and Beverage Operations 15. Front Office Operations*	1. Research Methodology 2. Entrepreneurship Development	Organization Behaviour		Organization of Event Meeting and Conferences	

CORE I**Semester IV****PAPER XIII****Food Production Operations****Credits: 4****Course Outcomes**

Upon successful completion of this course, students will be able to:

1. Understand the history, characteristics, ingredients, cooking methods, and specialty dishes of major international cuisines.
2. Develop practical skills in preparing and presenting selected dishes from European, Asian, Mediterranean, and American cuisines using appropriate culinary techniques.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the history, regional characteristics, ingredients, equipment, and cooking techniques of major international cuisines.
2. Differentiate among European, Asian, Mediterranean, and American cuisines based on their culinary traditions and food habits.
3. Describe the culinary uses of herbs and wine in food preparation.
4. Demonstrate the preparation and presentation of selected international menus using appropriate cooking methods and kitchen equipment.

S. No	Modules	Content
1	European Cuisine	• Explain History and Regions of European Cuisine (French, German, Italian, Spanish) • Describe Popular ingredients used in French cooking. • Explain Special equipment used in European cuisine. • Write popular European dishes.
2	Asian Cuisine	• Explain History and Regions of Asian Cuisine (Chinese, Japanese, Korean, Thai & Indonesian) • Describe Commonly used ingredients in Asian cuisine. • Explain Specialty dishes of Asian cuisine. • Describe various Tools and equipment's of Asian cuisine. • Explain Cooking Methods and Techniques used in Asian Cuisine

3	Mediterranean Cuisine	• Explain History and Regions of Mediterranean Cuisine (Lebanese, Turkish & Greek) • Identify Commonly used ingredients in Mediterranean cuisine. • Elaborate Specialty dishes of Mediterranean cuisine. • Select various Tools and equipment's of Mediterranean cuisine. • Explain Cooking Methods and Techniques used in Mediterranean Cuisine
4	American Cuisine	• Explain History and Regions of American Cuisine (Mexican, USA & South American) • Describe Commonly used ingredients in American cuisine. • Explain Specialty dishes of American cuisine. • Describe various Tools and equipment's of American cuisine.
5	Herbs & Wine in Cooking	• Elaborate the Uses of Wine in Cooking • Classify different types of Herbs. • Describe the Uses of Herbs in Cooking

Food Production- Lab-IV

S. No	Modules	Content
1	PRACTICAL	• Identify different types of equipment used in International Cooking • Prepare various types of Menu: ○ French ○ Italian ○ Spanish ○ German ○ Mexican ○ Thai ○ Japanese ○ Korean ○ Lebanese ○ Greek ○ Turkish ○ Indonesian

Textbooks

1. Arora, K. *Theory of Cookery*. Frank Brothers & Co. (Publishers) Ltd.
2. Philip, T. E. *Modern Cookery* (Vols. I & II). Orient BlackSwan.
3. Gisslen, W. *Professional Cooking*. Wiley.
4. The Culinary Institute of America. *The Professional Chef*. Wiley.
5. Labensky, S. R., Hause, A. M., & Martel, P. *On Cooking: A Textbook of Culinary Fundamentals*. Pearson.

Reference Books

1. Ceserani, V., & Kinton, R. *The Theory of Catering*. Hodder Education.
2. Friberg, B. *The Professional Pastry Chef*. Wiley.
3. Srilakshmi, B. *Food Science*. New Age International Publishers.
4. Larousse Editorial. *Larousse Gastronomique*. Hamlyn.
5. The Culinary Institute of America. *The Professional Chef*. Wiley.

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>
2. GyanKosh (IGNOU): <https://egyankosh.ac.in>
3. SWAYAM: <https://swayam.gov.in>
4. World Association of Chefs' Societies (Worldchefs): <https://worldchefs.org>
5. The Culinary Institute of America: <https://www.ciachef.edu>

Model Questions

1. Which cuisine is popularly associated with sushi? (*One word*)
2. Explain the characteristics of Mediterranean cuisine. (*Maximum 50 words*)
3. Discuss the history, ingredients, and cooking methods of European cuisine. (*Maximum 250 words*)
4. Describe the characteristics, regional variations, specialty dishes, and cooking techniques of European, Asian, Mediterranean, and American cuisines, highlighting the role of herbs and wine in international cookery. (*Maximum 800 words*)

CORE I**Semester IV****PAPER XIV****Food & Beverage Service Operation****Credits: 4****Course Outcomes**

Upon successful completion of this course, students will be able to:

1. Understand the classification, production, storage, and service of alcoholic beverages, with special emphasis on wines and beer.
2. Develop practical skills in the professional service of wines and beer and apply the principles of food and beverage pairing in hospitality operations.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the classification, production, storage, and service of alcoholic beverages.
2. Describe the characteristics, production processes, grape varieties, and major wine regions of Old World and New World wines.
3. Explain the classification, production, storage, and service of beer and aperitifs.
4. Demonstrate professional wine and beer service techniques, including food and wine pairing, following standard hospitality practices.

S. No	Modules	Outcomes
1	Alcoholic Beverages	• Introduce & Define Alcoholic beverages. • Classify Fermented Alcoholic beverages • Define and Explain fermentation & distillation
2	Wines	• Explain different terminologies associated with wine • Name and Explain Wine Producing Countries and Regions • Explain different types of Grapes. • Classify different types of Wines. • Describe the production process of Wines and Types (Table/Still/Natural, Sparkling, Fortified, Aromatized, Fruit Wines and Bitters) • Explain the storage of Wines,

		• Explain how to service wines, • Explain harmony of Food and Wine
3	World of Wines	Old World Wines • Explain the principal wine regions • Describe wine Laws • Name Grape Varieties • Explain the process of production and Brand names of France, Germany, Italy, Spain, Portugal New World Wines – Argentina, Australia, Canada, Chile, Colombia, India, Mexico, New Zealand, Peru, South Africa, United States
4	Aperitifs	• Define Aperitifs • Explain different types of Aperitifs • Explain different types & brand names (Vermouth and Bitters)
5	Beer	• Define Beer • Explain manufacturing process of beer • Explain different types of Beer • Describe the process of storing beer. • Explain service of bottle Beer, Canned Beer and Draught Beer, • How to take care of Beer • Describe Beer Dispensing System • List Brand Names (National & International)

Food & Beverage Service- Lab

S. No	Modules	Outcomes
1	Food and Beverage Service Practical	Demonstrate: • Bar equipment and Glassware • Bar Setup and Operations • Service of White Wines • Service of Red Wines

	• Service of Rose Wines • Service of Sparkling Wines • Service of Fortified Wines • Service of Bottled Beer • Service of Draught/Draft Beer • Practice on Menu- matching Wines with Food
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Textbooks

1. **Singaravelavan, R.** *Food and Beverage Service*. Oxford University Press.
2. **Lillicrap, D., Cousins, J., & Weekes, S.** *Food and Beverage Service*. Hodder Education.
3. **Chakravarty, B. K.** *Food and Beverage Service*. Oxford University Press.
4. **Varghese, B.** *Food and Beverage Service Operations*. McGraw Hill Education.
5. **Varghese, B.** *Professional Food and Beverage Service Management*. Laxmi Publications.

Reference Books

1. **Walker, J. R.** *The Restaurant: From Concept to Operation*. Wiley.
2. **Ninemeier, J. D.** *Managing Food and Beverage Operations*. AHLEI.
3. **Johnson, H., & Robinson, J.** *The World Atlas of Wine*. Mitchell Beazley.
4. **Stevenson, T.** *The Sotheby's Wine Encyclopaedia*. Dorling Kindersley.
5. **Bamforth, C. W.** *Beer: Tap into the Art and Science of Brewing*. Oxford University Press.

E-Resources

1. **National Council for Hotel Management & Catering Technology (NCHMCT):** <https://www.nchm.gov.in>
2. **Wine & Spirit Education Trust (WSET):** <https://www.wsetglobal.com>
3. **American Hotel & Lodging Educational Institute (AHLEI):** <https://www.ahlei.org>
4. **SWAYAM:** <https://swayam.gov.in>
5. **GyanKosh (IGNOU):** <https://egyankosh.ac.in>

Model Questions

1. Which process is used to produce **beer**? (One word)
2. Explain the **classification of wines**. (Maximum 50 words)
3. Discuss the production, storage, and service of **beer**. (Maximum 250 words)

4. Explain the classification, production, storage, and service of alcoholic beverages with special reference to **Old World wines, New World wines, beer, and food–wine pairing.** (*Maximum 800 words*)

CORE I

Semester IV

PAPER XV

Front Office Operations

Credits: 4

Course Outcomes

Upon successful completion of this course, students will be able to:

1. Understand front office procedures related to guest registration, guest accounting, departures, night auditing, and property management systems.
2. Develop practical skills in handling guest arrivals, departures, front office accounting, guest services, and computerized front office operations.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the functions of property management systems and front office software used in hotel operations.
2. Describe guest registration, arrival, departure, guest accounting, credit control, and night audit procedures.
3. Explain recent trends and technological innovations in front office operations.
4. Demonstrate professional skills in guest handling, registration, accounting procedures, property management systems, and front office documentation.

S. No	Module Name	Content
1	Property Management System	Explain: ○ Reservations Management Software, Rooms Management Software, Guest Accounting Management Software, General Management Software, Back Office Interfaces, System Interfaces
2	Registration: Guest Arrival	○ Explain different types of registration (Register & Guest Registration Card) ○ Explain Registration Procedure and Legal Implication (Foreigners, FIT's, FFIT) ○ Explain Process of Registration for Groups and FIT's, Procedure for a Fully Automated Front Office, ○ Explain different methods of Payments

3	Guest Departure Procedure	○ Explain Departure Procedure: FIT, Group, Airline Crew, VIP Guests, Corporate Guests (at Bell Desk, At Reception, at Cashiers Desk)
4	After Guest Departure	○ Explain how to Maintain Guest History & Guest Feedback, ○ How to Handle Late Charges
5	Front Office Accounting & Credit Control	○ Explain the Front office Accounting Cycle: (Creation, Maintenance and Settlement of Accounts) ○ Describe different types of Postings ○ Elaborate Accounts Correction/Amendment, Accounts Allowance, Accounts Transfer ○ Describe different types of Folio (Non-Guest Folio, Guest Folio, Master Folio, Split Folio) ○ Explain different types of Voucher: (Correction Voucher, Paid Out Voucher, Cash Voucher, Allowance Voucher, Correction Voucher, Room Rate Change Voucher), City Ledger, Visitor Tabular Ledger ○ Explain Credit Control at Various Stages of Guest Cycle, Internal Control in Front Office (Front office Cash Sheet, Cash Banks, Petty Cash)
6	Night Auditing	○ Elaborate Duties & Responsibilities of a night auditor ○ Explain night Auditing Procedure (Manual System, Semi-Automated System, Fully Automated System) ○ Explain the importance of Night Audit Reports ○ Describe various Reports by Night Auditor ○ Read the Flash Reports and the Night Audit
7	Emerging Trends in Front Office	○ Explain Self-Registration, In-Room Check-In, Web Check-In, Mobile and Apps Check-in, Express Check-in ○ Explain Innovative Check-out Options (In Room Guest Checkout, Express Check-Out, and Self-Check-Out)

Front Office Operations- Lab-IV

S. No	Module Name	Outcomes
1	PRACTICAL	○ Preparing & Filling Up of Registration Card. ○ Role Play for Check-In of Different Types of Guests-FIT, Walk-In, VIP, Groups ○ Role Plays of Check-In of foreigners Using C-Form ○ Handling Room Keys (Issuing, Receiving, Missing Keys, Computerized Key Cards) ○ Operating PMS for Registration ○ Rooming a Guest, Dealing with Change of Room Request. ○ Handling Guest Enquiries at Reception & Guest Relations ○ Handling of Keys-Situations Related to Loss of Keys. ○ Role Play on Situation Handling Like Emergencies, walking a Guest, Dealing With Overbooking Situations, Complaints ○ Identification of Vouchers ○ Use of F.O. Stationary during Arrival & Departure Process. ○ Reception and Concierge and Cash Counter Activities. ○ Departure Control Procedure ○ Express Check Out, Late Check Out ○ Role Plays of Check-Out Procedure ○ Mock Situations – Role – Plays ○ Preparation of Guest History Cards

Text Books

1. **Kasavana, M. L., & Brooks, R. M.** *Managing Front Office Operations*. Educational Institute of the American Hotel & Lodging Association (AHLEI).
2. **Bardi, J. A.** *Hotel Front Office Management*. Wiley.
3. **Negi, J.** *Hotel Front Office Operations and Management*. S. Chand & Company Ltd.

- 4.
5. **Raghubalan, G., & Raghubalan, S.** *Hotel Housekeeping and Front Office Operations*. Oxford University Press.
6. **Walker, J. R.** *Introduction to Hospitality*. Pearson.

Reference Books

1. Kasavana, M. L., & Brooks, R. M. *Front Office Operations and Management*. AHLEI.
2. Rutherford, D. G., & O'Fallon, M. J. *Hotel Management and Operations*. Wiley.
3. Vallen, G. K., & Vallen, J. J. *Check-In Check-Out: Managing Hotel Operations*. Pearson.
4. Andrews, S. *Hotel Front Office Training Manual*. Tata McGraw-Hill Education.
5. Baker, S., Bradley, P., & Huyton, J. *Principles of Hotel Front Office Operations*. Cengage Learning.

E-Resources

1. National Council for Hotel Management & Catering Technology (NCHMCT): <https://www.nchm.gov.in>
2. American Hotel & Lodging Educational Institute (AHLEI): <https://www.ahlei.org>
3. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
4. SWAYAM: <https://swayam.gov.in>
5. Oracle Hospitality: <https://www.oracle.com/hospitality>

Model Questions

1. What is the full form of **PMS**? (*One word*)
2. Explain the **guest registration procedure**. (*Maximum 50 words*)
3. Discuss the **front office accounting cycle**. (*Maximum 250 words*)
4. Explain the **guest cycle, property management system, front office accounting, night audit procedures, and emerging trends in front office operations**. (*Maximum 800 words*)

CORE II**Semester IV****Paper III Research Methodology****Credit 4****Course Outcomes:**

- The students will be oriented towards the importance and need of research in Home Science
- The students will be able to identify various issues in Home Science and will carry out research in the pertinent areas for societal development.

Learning Outcomes:

- The students will become aware of meaning, purpose and types of research.
- The students will learn about various types of research designs.
- The students will gain an insight on sampling techniques.
- The students will be educated on research process.

Unit	Topic	Contents
Unit I	Introduction to Research Methodology	1. Research: Meaning, objectives, and significance of research. 2. Types of Research: Descriptive and analytical research; applied and fundamental research; qualitative and quantitative research; conceptual and empirical research. 3. Criteria of Good Research: Characteristics and qualities of good research.
Unit II	Research Design	1. Research Design: Meaning, concept, and need for research design. 2. Features of a Good Research Design. 3. Types of Research Design: Exploratory, descriptive, and experimental research designs.
Unit III	Sampling Techniques and Data Collection	1. Sampling: Meaning and types of sampling—probability and non-probability sampling techniques. 2. Collection of Data: Primary and secondary data. 3. Tools and Techniques of Data Collection: Observation, interview schedule, questionnaire, case study, and focus group discussion (FGD).
Unit IV	The Research Process	1. Research Process: Identification and formulation of the research problem, formulation of objectives and hypotheses, preparation of research design, and review of literature. 2. Data Analysis: Measures of central tendency—mean, median, and mode. 3. Data Interpretation and Report Writing: Interpretation of data, bibliography/references, and preparation of the research report.

Textbooks

1. Kothari, C. R., & Garg, G. Research Methodology: Methods and Techniques. New Age International (P) Ltd.

2. Bajpai, S. R. Methods of Social Survey and Research. Kitab Ghar Publishers.
3. Swain, A. K., & Swain, P. C. A Textbook of Research Methodology.
4. Kumar, R. Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.

Reference Books

1. Kerlinger, F. N., & Lee, H. B. Foundations of Behavioral Research. Harcourt College Publishers.
2. Best, J. W., & Kahn, J. V. Research in Education. Pearson Education.
3. Creswell, J. W., & Creswell, J. D. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
4. Singh, Y. K. Fundamentals of Research Methodology and Statistics. New Age International.
5. Young, P. V. Scientific Social Surveys and Research. Prentice Hall of India.

E-Resources

1. e-PG Pathshala (INFLIBNET): <https://epgp.inflibnet.ac.in>
2. eGyanKosh (IGNOU): <https://egyankosh.ac.in>
3. SWAYAM: <https://swayam.gov.in>
4. Indian Council of Social Science Research (ICSSR): <https://icssr.org>
5. National Digital Library of India (NDLI): <https://ndl.iitkgp.ac.in>

Model Questions

1. The measures of central tendency are mean, median, and _____. (One word)
2. Explain the steps involved in the research process. (Maximum 50 words)
3. Discuss the features of a good research design. (Maximum 250 words)
4. Define sampling and explain the different types of sampling techniques. (Maximum 800 words)

CORE II

Semester IV

PAPER III

Entrepreneurship Development

Credit 4

Course Outcomes:

- Students will be motivated to become entrepreneurs.
- Students will learn the skills of an entrepreneur.

Learning Outcomes:

- Understand the concept related to entrepreneurship.
- Able to learn the characteristics of an entrepreneur.
- Gain knowledge on different resource mobilization for enterprise and SWOT analysis.
- Learn about skills to become women entrepreneur.

Unit	Topic	Contents
Unit I	Entrepreneurship	1. Entrepreneurship: Definition, concept, objectives, and importance of entrepreneurship. 2. Entrepreneurship Development in India: Scope and significance of entrepreneurship development. 3. Types of Enterprises: Classification of enterprises and their merits and demerits.
Unit II	The Entrepreneur	1. Entrepreneur: Meaning, definition, characteristics, qualities, and functions of an entrepreneur. 2. Factors Influencing Entrepreneurship: Education, awareness, culture, social conditions, and environment influencing entrepreneurial development. 3. Entrepreneurial Behaviour: Profile of an entrepreneur and the characteristics of entrepreneurial behaviour.
Unit III	Women Entrepreneurship	1. Women Entrepreneur: Meaning, definition, and importance of women entrepreneurship. 2. Characteristics and Challenges: Characteristics of women entrepreneurs and the problems faced by women entrepreneurs. 3. Organizations Promoting Women Entrepreneurship: Role and functions of the World Association of Women Entrepreneurs (WAVE), Women Entrepreneurs Wing of the National Alliance of Young

		Entrepreneurs (NAYE), Micro, Small and Medium Enterprises (MSME), and Krishi Vigyan Kendra (KVK).
Unit IV	Practical	1. Case Study: Prepare a case study report on a successful woman entrepreneur. 2. Business Plan: Prepare a small business plan for a feasible entrepreneurial venture. 3. Entrepreneur Profile: Prepare an album containing the profiles of successful entrepreneurs. 4. Report Writing: Prepare a report (within 1,000 words) on an organization promoting women entrepreneurship.

Text Books:

1. **Ray, G. L.** Extension Communication and Management. Kalyani Publishers.
2. **Dubey, V. K., & Bishnoi, I.** Extension Education and Communication. Agrotech Publishing Academy.
3. **Desai, V.** Entrepreneurial Development. Himalaya Publishing House.
4. **Khanka, S. S.** Entrepreneurial Development. S. Chand & Company Ltd.
5. **Gupta, C. B., & Srinivasan, N. P.** Entrepreneurial Development. Sultan Chand & Sons.

Reference Books

1. **Meredith, G. G., Nelson, R. E., & Neck, P. A.** *The Practice of Entrepreneurship*. International Labour Organization (ILO).
2. **Patel, V. G.** *Women Entrepreneurship: Developing New Entrepreneurs*. Entrepreneurship Development Institute of India (EDII), Ahmedabad.
3. **Hisrich, R. D., Peters, M. P., & Shepherd, D. A.** *Entrepreneurship*. McGraw-Hill Education.
4. **Kuratko, D. F.** *Entrepreneurship: Theory, Process and Practice*. Cengage Learning.
5. **Gupta, C. B., & Srinivasan, N. P.** *Entrepreneurial Development*. Sultan Chand & Sons.

E-Resources

1. Ministry of Micro, Small and Medium Enterprises (MSME): <https://msme.gov.in>
2. Startup India: <https://www.startupindia.gov.in>
3. Wadhvani Foundation: <https://wadhwanifoundation.org>
4. National Skill Development Corporation (NSDC): <https://www.nsdcindia.org>
5. Entrepreneurship Development Institute of India (EDII): <https://www.ediindia.org>
6. SWAYAM: <https://swayam.gov.in>

Model Questions

1. The word entrepreneur is derived from the _____ language. (*One word*)
2. Define entrepreneurship. (*Maximum 50 words*)
3. Discuss the scope of entrepreneurship development in India. (*Maximum 250 words*)
4. Define women entrepreneurship and discuss the characteristics, challenges, and role of organizations promoting women entrepreneurship. (*Maximum 800 words*)

Semester IV
MDC
Paper II
Organisational Behaviour

Credit 3

Course Objectives:

- To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations
- To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.
- To appreciate the theories and models of organizations in the workplace
- To creatively and innovatively engage in solving organizational challenges

Course outcomes (COs)

- To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up
- To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently
- To critically evaluate and analyze various theories and models that contributes in the overall understanding of the discipline
- To develop creative and innovative ideas that could positively shape the organizations

Unit I Organizational Behavior:

Learning objectives, Definition & Meaning, why to study OB, An OB model, New challenges for OB Manager
LEARNING: Nature of learning, how learning occurs, Learning, Theories of learning- Classical conditioning, Operant conditioning, social learning, cognitive learning & OB Case Study Analysis

Unit II PERSONALITY:

Meaning & Definition, Determinants of Personality, Personality Traits, Personality & OB PERCEPTION: Meaning & Definition, Perceptual process, Importance of Perception in OB MOTIVATION: Nature & Importance, Herzberg's Two Factor theory, Maslow's Need Hierarchy theory, Alderfer's ERG theory Case Study Analysis.

Unit III

- **COMMUNICATION:** Importance, Types, Barriers to communication, Communication as a tool for improving Interpersonal Effectiveness **GROUPS IN ORGANISATION:** Nature, Types, Why do people

join groups, Group Cohesiveness & Group Decision Making- managerial Implications, Effective Team

- **Building LEADERSHIP:** Leadership & management, Theories of leadership- Trait theory, Behavioral Theory, Contingency Theory, Leadership & Followership, how to be an Effective
- **Leader CONFLICT:** Nature of Conflict & Conflict Resolution TRANSACTIONAL ANALYSIS: An Introduction to Transactional Analysis Case Study Analysis

Unit IV Organizational Culture:

- Meaning & Definition, Culture & Organisational Effectiveness HUMAN RESOURCE MANAGEMENT: Introduction to HRM, Selection, Orientation, Training & Development, Performance Appraisal, Incentives ORGANISATIONAL CHANGE: Importance of Change, Planned Change & OB Techniques.
- ORGANISATIONAL DEVELOPMENT: Pre-requisites for OD, OD interventions.

Text Books

- Organisation Behaviour- K. Aswathappa- Himalaya Publisher }
- Essential of Organisation Behaviour –Robins –PHP

References

- Organisation Theory and behaviour - S KGupta& R. Joshi- Kalyani Publisher

Semester IV
SEC
Paper II
Organization of Event, Meetings and Conferences

Credits: 3

S. No	Modules	Outcomes
1	Introduction Corresponding	- Describe the Tourism and Hospitality Industry and its sub-sectors - Discuss the job role and job opportunity for a Meeting, Conference and Event Planner in the Tourism and Hospitality Industry - Elaborate the basic terminology used in the Tour Packaging
2	Perform the Planning Activities for the Event, Meeting or Conference	- Elaborate the standard procedures for organizing events, meetings and conference management - Elaborate the standard regulatory compliances at venues for events, meeting and conferences - Discuss the types of events, like theme based, traditional events etc. - Discuss the process of event management as well as its concept and designing procedure - Explain the process of client requirement analysis and defining the scope of work for the event, meeting or conference - Elaborate the procedure of preparing the event proposal - Discuss various types of venues depending on the events, meetings and conference and the procedure of selecting appropriate venue - Describe the inspection methods of facilities at the venue

		• State the importance of informing access and restriction applicable for selected venue • Elaborate the vendor selection and management procedures • Discuss various types of layout plan for the venue
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Semester V & Semester VI
APPRENTICESHIP

