

**Scheme of Examination and Courses  
of Reading for B.A.(Programme)**

**SEMESTER-II (2020)**



**SCHOOL OF OPEN LEARNING  
University of Delhi**

*Syllabus Applicable for the students seeking admission to  
B.A. (Programme) Course in 2019-2020*

## B.A. Programme Semester – II (2020)

<b>DISCIPLINE SPECIFIC CORE-COURSE (DSC)</b>	
1. Economics	– Principles of Microeconomics-II
2. Education	– Understanding Human Development
3. English	– Selections from Modern Indian Literature
4. Hindi	– Hindi Kavita (Madhya Kaal, Aadhunik Kaal)
5. History	– History of India c. 300 to 1200
6. Mathematics	– Algebra
7. NHE	– Nutrition for the Family
8. Political Science	– Indian Government and Politics
9. Sanskrit	– Sanskrit Prose
<b>ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)</b>	
<b>MIL Communication</b> (Any One out of following) English A/B/C Hindi Tamil A/B/C Urdu A/B/C	
<b>English (Compulsory Paper)</b>	
English A : English Language Through Literature English B : English Fluency English C : English Proficiency	



---

## 1. Economics - Principles of Microeconomics-II

---

**Credit: 6**

### **Course Objective**

This is a sequel to Principles of Microeconomics–I covered in the first semester. The objective of the course is to introduce the students to different forms of market imperfections and market failures, input demand, factor incomes and international trade.

### **Course Learning Outcomes**

This course helps the students to understand different forms of market imperfections and market failures observed in real life situations. The students learn about the environment where the standard market mechanism fails to generate the desirable outcomes. They develop a sense of how the production is distributed among the different factors of production and the demand for inputs. Some preliminary concepts of international trade are also covered in this course.

### **Unit 1**

#### **Market Structures**

##### **Theory of a Monopoly Firm**

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly

##### **Imperfect Competition**

Monopolistic competition: Assumptions, SR and LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government

### **Unit 2**

#### **Consumer and Producer Theory**

##### **Consumer and Producer Theory in Action**

Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency

##### **Markets and Market Failure**

Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism

### **Unit 3**

Income Distribution and Factor pricing

Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.

### **Unit 4**

International Trade

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

### **References**

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

### **Keywords**

Imperfect competition, market failures, input demand, comparative advantage, international trade

---

## **2. Education - (Understanding Human Development)**

---

### **Course Objectives**

This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts. It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large. This background includes an engagement with theories as well as some socio-cultural issues.

### **Learning Outcomes**

On completion of this course, learners are expected to:

- Build understanding of the various aspects of human development.
- Deliberate upon the different social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in diverse socio-cultural contexts.
- Develop a critical perspective about social exclusion and inequality and its effect on human development
- Develop the potential for perspective building with reference to inclusion and associated practices.

### **UNIT I: CONCEPTUALIZING HUMAN DEVELOPMENT**

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

### **UNIT 2: PERSPECTIVES ON HUMAN DEVELOPMENT**

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

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

### **UNIT 3: SITUATING HUMAN DEVELOPMENT IN THE CONTEXT OF DIVERSITY**

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

#### **READINGS**

##### **ESSENTIAL READINGS**

- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59)
- Brown, B. B., Larson, R. W. & Saraswathi, T. S. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. NY: Cambridge University Press. [Chapter 4: Adolescence in India]
- Kumar, S. (2015). *Child Development and Pedagogy*. New Delhi: Pearson. [Chapter 2: Socialization, pp 16-31 and Chapter 3: Cognitive and Moral Development, pp 35-60]
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers. [Chapter 4: Child Development (pp 71-96)]
- Ranganathan, N. (2000). *The Primary School Child*. New Delhi: Orient Longman [Chapter 4: Social Development, (pp 57-79)]
- Woolfolk, A. (2017). *Educational Psychology (13<sup>th</sup>Ed.)*. New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- Ranganathan, N. & Wadhwa, T. (2017). *Guidance and Counselling for Children and Adolescents in School*. India: Sage Publication. [ Chapter 3: Understanding Children and Adolescents in School (pp. 23-43), Chapter 8: Dealing with Addiction and Abuse (pp. 103-115), Chapter 12: Coping with Stress and Anxiety (151-161)]
- कुमार,संदीप(2017) नैतिक एवं संवेगात्मकविकास मेंमीडिया की भूमिका, भारतीय आधुनिक शिक्षा,एनसी ई ,2,37-44
- मकुंदा,कमलावी. (2013)स्कूल मेंआजि मनेक्या पछा, अनवादु पवायोजिक कुवाहा, एकलव्य प्रकाशिन (पाठ 4, पष्ठ स. 73-94)

### **ADDITIONAL READINGS**

- Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children (6th ed.)*. New York: Worth Publishers (Chapter 12 pp 429-443)
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Erikson, E. H. (1963). *Childhood and Society*. New York: Norton.
- Greene, M. (1993). Diversity and Inclusion: Towards a Curriculum for Human Beings. *Teachers College Records*, 95(2), 211-221.
- Mishra, A. (2007) Everyday life in a slum in Delhi: views of the children. In Deepak Kumar
- Behera (ed.) *Childhood in South Asia*. New Delhi: Longman.
- Slavin, R. E. (2012). *Educational Psychology: Theory and Practice*. USA: Pearson. [Chapter 12 (pp381-390)]
- Tuli, M. (2012). Belief on Parenting and Childhood in India. *Journal of Comparative Family Studies*, 43(1), 81-91.
- Vasantha, D. (2004) Childhood, work and schooling: some reflections. *Contemporary Education Dialogue* 4(2). pp 5-29

### **AUDIO VISUAL MATERIAL: ACROSS UNITS**

- Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky.2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Stories of Girlhood. 2001. Samina Mishra
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

### **KEY WORDS**

Human Development

---

### 3. English - Selections from *Modern Indian Literature*

---

#### Course Statement

The English Discipline-centric papers are designed to give students abroad yet deep understanding of English Literatures, both through canonical and translated literary texts and anthologies. It draws on current issues and ideas to familiarize students of writings in the West and in the Asian subcontinent. Different genres are introduced to give the students knowledge of cultural motifs and ideologies that would help in their understanding of the world. Starting with the 'Individual and Society' anthology that introduces them to significant contemporary issues like Caste and Globalization, the papers move on to texts from the European Renaissance, Victorian and Modern poetry and ends with some optional papers that a student may choose out of his/her interest. They include a paper on Modern Drama, Children's Literature, Postcolonial Literature and Popular Literature.

#### Course Objectives

- \* The course offers the BA Programme student an opportunity to study three years of English Discipline papers that enable them to go for further studies in English if they so desire
- \* The course attributes to the students a working knowledge of how to read literary texts and enables them to use such knowledge to enhance and augment their professional job opportunities
- \* The course introduces students to contemporary literary ideas and issues in an increasingly complex world
- \* The course allows the student a familiarity with literary texts through different genres and time periods

#### Course Contents

##### DSC 1B

Selections from *Modern Indian Literature* (Orient Longman, 2007) as follows:

1. **Short Stories: 6 Stories**  
Premchand, *The Holy Panchayat*  
R. K. Narayan, *The M. C. C*  
Basheer, *The Cardsharp's Daughter*  
Sadat Hasan Manto, *Toba Tek Singh*  
Ambai, *Squirrel*  
Ishmat Chughtai, *Lihaf*

2. **Poems: 10 Poems**

Jibanananda Das, (i) 'Windy Night', (ii) 'I Shall Return'

Muktibodh, (i) 'The Void', (ii) 'So Very Far'

Nissim Ezekiel, (i) 'Enterprise', (ii) 'Goodbye Party for Miss Pushpa'

Jayanta Mahapatra, (i) 'Hunger', (ii) 'Dhauri', (iii) 'Grandfather'

Sri Sri, 'Forward March'

**Keywords:** Short Story in the Indian Context, Modern Indian Poetry

**Essential Readings**

**Note:** This is a literature-based programme, and students will be examined on all the prescribed readings in various sections of the syllabus. Therefore, all those texts are to be considered essential reading.

**Suggested Readings**

These prescribed texts are meant to be read in the context of their particular times of composition. The key words at the end of each paper indicate the issues and motifs that may interest the student to read about a particular writer or her time. Therefore, no suggested readings have been offered, so that these papers do not become burdensome for students opting for English under the BA Programme.

---

## 4. हिन्दी : हिन्दी कविता – मध्यकाल और आधुनिक काल

---

### Course Objective(2-3)

विद्यार्थियों को हिन्दी के मध्यकालीन और आधुनिक कवियों से परिचित कराना ।

मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना ।

### Course Learning Outcomes

कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे ।

साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी ।

### इकाई 1

कबीर – कबीर- ग्रन्थावली ; माताप्रसाद गुप्त ; लोकभारती प्रकाशन ,1969 ई.

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

सूरदास – सूरसागर संपा.डॉ धीरेन्द्र बर्मा ; साहित्य भवन 1990 ई.

गोकुल लीला ---पद संख्या 20,26,27,60,

गोस्वामी तुलसीदास – तुलसी ग्रन्थावली (दूसरा खण्ड);संपा.आचार्य रामचन्द्र शुक्ल (नागरी प्रचारिणी सभा,काशी )

दोहावली – छंद संख्या -277,355,401,412,490,

### इकाई 2

बिहारी - रीतिकाव्य संग्रह,जगदीश गुप्त, ग्रंथम, कानपुर,1983 ई.

छंद संख्या -9,13,18,21,58,66,67

घनानंद – रीतिकाव्य संग्रह ;जगदीश गुप्त ;साहित्य भवन प्रा.लि; इलाहाबाद ; प्रथम संस्करण ;1961 ई.

छंद संख्या -3,14,16,18,23,24

### इकाई 3

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

पद संख्या ---123 से 128

जयशंकर प्रसाद – बीती विभावरी जाग री !(लहर, लोकभारती प्रकाशन 2000 )

हिमालय के आँगन में .....(स्कन्दगुप्त :भारती भण्डार,इलाहबाद,1973 )

### इकाई 4

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

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

भवानीप्रसाद मिश्र –गीत – फरोश (दूसरा सप्तक,भारतीय ज्ञानपीठ पकाशन ;द्वितीय संस्करण 1970 ई.)

### References

कबीर – हजारी प्रसाद द्विवेदी

तुलसी काव्य मीमांसा – उदयभानु सिंह

बिहारी की वाग्विभूति-विश्वनाथ प्रसाद मिश्र

सूरदास –ब्रजेश्वर शर्मा

सूरदास - रामचन्द्र शुक्ल

गोस्वामी तुलसीदास - रामचन्द्र शुक्ल

घनानन्द और स्वच्छंद काव्यधारा - मनोहर लाल गौड़

मैथिलीशरण गुप्त :व्यक्ति और काव्य – कमलकांत पाठक

प्रसाद, पंत और मैथिलीशरण – रामधारी सिंह दिनकर

प्रसाद के काव्य – प्रेम शंकर

### Additional Resources:

जयशंकर प्रसाद - नंददुलारे वाजपेयी

हरिवंशराय बच्चन - संपा.पुष्पा भारती

आधुनिक हिंदी कविता - विश्वनाथ प्रसाद तिवारी

### Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि

---

## 5. History - History of India, c. 300 to 1200

---

### Course Objectives:

This course broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called 'early medieval' seeks to examine regional manifestations.

**Learning Outcomes:** On successful completion of this Course, the students will be able to:

- Identify the historical importance of the accelerated practice of land grants issued by ruling houses.
- Delineate changes in the realm of polity and culture; *puranic* religion; the growth of vernacular languages and newer forms of art and architecture.
- Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centers of socio-economic and political activities.

### Course Content:

<b>Unit-I:</b>	<b>Survey of the sources</b>
<b>Unit-II:</b>	<b>The Guptas and Vakatakas:</b> State and administration, economy, society, religion, literature, art
<b>Unit-III:</b>	<b>Changes in the post-Gupta period, characterizing early medieval India</b>
<b>Unit-IV:</b>	<b>Vardhanas, Pallavas and Chalukyas: political and cultural developments</b>
<b>Unit-V:</b>	<b>Rashtrakutas, Palas and Pratiharas:</b> The tripartite struggle
<b>Unit-VI:</b>	<b>Emergence of Rajput states in Northern India:</b> Socio-economic foundations
<b>Unit-VII:</b>	<b>The Cholas:</b> State and administration, economy and culture
<b>Unit-VIII:</b>	<b>The Arabs, the Ghaznavids in the northwest, trans-regional exchange</b>

### ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

**Unit-I.** In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians' use of such sources shall be discussed.

- Sharma, R.S. (1995). "An analysis of land grants and their value for economic history" in *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.

- आर. एस. शर्मा. (2000). प्रारम्भिकभारतकाआर्थिकऔरसामाजिकइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय (भूमिअनुदानसेसम्बंधितअध्याय)
- Chopra, P. N. (Ed.). (1973). "Source Material of Indian History" (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture*. New Delhi: Publications Division.
- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson.
- उपिन्दरसिंह. (2016). हासप्राचीनएवमपूर्वमध्यकालीनभारतकाइति: सेपाषाणकाल 12वींशताब्दीतक. दिल्लीनई: पियरसन

**Unit II.** This Unit shall introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE.

- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणवीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.
- Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
- शर्मा, आर.एस. (1990). प्राचीनभारतमेराजनीतिकविचरएवमसंस्थाए. नईदिल्ली: राजकमलप्रकाशन, दूसरासंस्करण.
- Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

**Unit III.** This Unit shall introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent.

- Chattopadhyaya, B. D. (1994). "Introduction." *The Making of Early Medieval India*. New Delhi: Oxford University Press.
- Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization*. Delhi: Orient Longman.
- शर्मा, आर. एस. (2009). पूर्वमध्यकालीनभारतकासामंतीसमाजऔरसंस्कृति. दिल्लीनई: राजकमलप्रकाशन.
- Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.

**Unit IV.** This Unit shall provide an overview of important political developments between the 8<sup>th</sup> to 10<sup>th</sup> centuries CE.

- Devahuti, D. (1999). *Harsha: A Political Study*. New Delhi: Oxford University Press, third edition.
- Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent*. PLACE: Yale University Press.
- Sharma, R.S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press.

**Unit V.** This Unit shall introduce students to the evolving state formation of post-Gupta polities.

- Mazumdar, R. C. (1952). 'Chapter 5' *Ancient India*. Delhi: Motilal Banarsidas, Book III.
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय
- Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
- चक्रवर्ती, रणबीर. (2012). भारतीयइतिहास: आदिकाल.नईदिल्ली: ओरिएंटब्लैकस्वान.

**Unit VI.** This Unit shall introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed.

- Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press (Chapter on origins of the Rajput).
- झा, डी. एन. एवमके. एम. श्रीमाली. (2000). प्राचीनभारतकाइतिहास. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय, पुनर्मुद्रन.
- Singh, Vipul. (2009). *Interpreting Medieval India, Vol. I*. New Delhi: Macmillan.

**Unit VII.** This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed.

- Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. New Delhi: Pearson.
- सिंह, उपिन्दर. (2016). प्राचीनएवमपूर्वमध्यकालीनभारतकाइतिहास: सेपाषाणकाल 12वींशताब्दीतक. दिल्लीनई: पियरसन

- Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
- Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
- थापर, रोमिला. (2008). पूर्वकालीनभारत: प्रारम्भसे 1300 ई. तक. दिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय, दिल्लीविश्वविद्यालय

**Unit VIII.** This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region.

- Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge (Ch.2).
- Maclean, Derryl N. (1989). *Religion and Society in Arab Sind*. Leiden: E.J. Brill.
- Flood, Barry Finbarr. (2009). *Objects of Translation: Material Culture and Medieval 'Hindu-Muslim' Encounter*. Delhi: Permanent Black (Ch.1, "The Mercantile Cosmopolis" and Ch.2, "Cultural Cross-Dressing")
- Anooshahr, Ali. (2018). "The Elephant and Sovereign: India circa 1000 CE". *Journal of Royal Asiatic Society*. Series 3, pp. 615-44.

**Suggested Readings:**

- Basham, A. L. (1991). *The Origins and Development of Classical Hinduism*. Delhi: Oxford University Press.
- Chakrabarti, Ranabir. (2007). *Trade and Traders in Early India*. New Delhi: Manohar.
- Champakalakshmi, R. (2010). *Trade, Ideology and Urbanisation: South India 300 BC-AD 1300*. New Delhi: Oxford University Press.
- Dutt, Sukumar. (1988). *Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture*. Delhi: Motilal Banarasidas.
- Goyal, S.R. (1986). *Harsha and Buddhism*. Meerut: Kusumanjali Prakashan, 1986.
- Huntington, Susan. (1985). *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
- Kulke, Hermann (Ed.). (1997). "Introduction". in *The State in India 1000-1700*. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series).
- Mazumdar, R. C. (1964). *History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj*. Bombay: Bhartiya Vidya Bhawan, second edition.
- Stein, Burton. (1980). *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.
- Subbarayalu, Y. (1982). "The Chola State." *Studies in History* vol. 4 no.2, pp.265-306.
- Veluthat, Kesavan. (2012). *The Political Structure of South India*. Delhi: Orient Longman. (second revised edition),

**Keywords:**

Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange.

---

## 6. Mathematics - Algebra

---

**Course Objectives:** Students will get conceptual understanding and the applicability of the subject matter. helps students to see how linear algebra can be applied to real-life situations. Modern concepts and notation are used to introduce the various aspects of linear equations, leading readers easily to numerical computations and applications.

**Course Learning Outcomes:** The course will enable the students to understand:

- i) Solving higher order algebraic equations.
- ii) Become aware of De Moivre's theorem and its applications.
- iii) Solving simultaneous linear equations with at most four unknowns.
- iv) Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.

### Unit 1: Theory of Equations and Expansions of Trigonometric Functions

Fundamental Theorem of Algebra, Relation between roots and coefficients of  $n$ th degree equation, Remainder and factor theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given, Symmetric functions of the roots for cubic and biquadratic; De Moivre's theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre's theorem, Expansion for  $\cos nx, \sin nx$  in terms of powers of  $\cos x, \sin x$ , and  $\cos^n x, \sin^n x$ , in terms of cosine and sine of multiples of  $x$ .

### Unit 2: Matrices

Matrices, Types of matrices, Rank of a matrix, Invariance of rank under elementary transformations, Reduction to normal form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four; Cayley–Hamilton theorem, Characteristic roots and vectors.

### Unit 3: Groups, Rings and Vector Spaces

Integers modulo  $n$ , Permutations, Groups, Subgroups, Lagrange's theorem, Euler's theorem, Symmetry Groups of a segment of a line, and regular  $n$ -gons for  $n = 3, 4, 5$ , and  $6$ ; Rings and subrings in the context of  $C[0,1]$  and  $\mathbb{Z}_n$ ; Definition and examples of a vector space, Subspace and its properties, Linear independence, Basis and dimension of a vector space.

### References:

1. Beachy, J. A., & Blair, W. D. (2006). *Abstract Algebra* (3rd ed.). Waveland Press, Inc.
2. Burnside, William Snow (1979). *The Theory of Equations*, Vol. 1 (11th ed.) S. Chand & Co. Delhi. Fourth Indian Reprint.
3. Gilbert, William J., & Vanstone, Scott A. (1993). *Classical Algebra* (3rd ed.). Waterloo Mathematics Foundation, Canada.
4. Meyer, Carl D. (2000). *Matrix Analysis and Applied Linear Algebra*. Society for Industrial and Applied Mathematics (Siam).

**Additional Readings:**

- i. Dickson, Leonard Eugene (2009). *First Course in The Theory of Equations*. The Project Gutenberg EBook (<http://www.gutenberg.org/ebooks/29785>).
- ii. Gilbert, William J. (2004). *Modern Algebra with Applications* (2nd ed.). Wiley-Interscience, John Wiley & Sons.

**Facilitating the Achievement of Course Learning Outcomes**

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Solving higher order algebraic equations. Become aware of De Moivre's theorem and its applications.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	<ul style="list-style-type: none"><li>• Student presentations.</li><li>• Participation in discussions.</li><li>• Assignments and class tests.</li><li>• Mid-term examinations.</li><li>• End-term examinations.</li></ul>
2.	Solving simultaneous linear equations with at most four unknowns.	(iii) Students to be given homework/assignments.	
3.	Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.	(iv) Students to be encouraged to give short presentations.	

**Keywords:** Basis and dimension of vector space, Cayley–Hamilton theorem, Characteristic roots and vectors, Fundamental theorem of algebra, Linear dependence and independence, Lagrange's theorem, Permutations, Rank of a matrix.

---

## 7. NHE - Nutrition for the Family

---

### **COURSE OBJECTIVES:**

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

**COURSE LEARNING OUTCOMES:** After completing the course the learner will be able to:

- Describe food groups, food pyramid and the concept of a balanced diet.
- Understand the importance of food exchange list and use them for meal planning.
- Understand the factors effecting meal planning.
- Know the features of dietary guidelines for Indians and the relevance of the same.
- Explain the physiological changes, nutritional guidelines and healthy food habits during adulthood, pregnancy, lactation and old age.
- Describe growth and development, nutritional guidelines and nutritional concerns during infancy, preschool years, school age and adolescence.
- Plan and prepare balanced meals and nutritious snacks for various age groups.

### **UNIT I : Basic Concepts of Meal Planning.**

- Food groups and concept of balanced diet.
- Food exchange list
- Concept of Dietary Reference Intakes
- Factors effecting meal planning and food related behavior
- Dietary guidelines for Indians and food pyramid

Chadha R & Mathur P (eds).(2015). *Nutrition: a life cycle approach*.Delhi: Orient Blackswan. Chapter 2, 15-16, pg 15-30,223-251

### **UNIT II: Nutrition during Adult Years**

Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices for:

- Adult man and woman
- Pregnant woman
- Lactating mother
- Elderly

Chadha R & Mathur P (eds).(2015). *Nutrition: a life cycle approach*.Delhi: Orient Blackswan. Chapter 17-19, 24, pg 252-301, 355-364

### **UNIT III: Nutrition during Childhood**

Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices for:

- Infants
- Preschool children
- School going children
- Adolescents

**PRACTICAL:**

- Introduction to meal planning
- Use of food exchange lists in planning and preparation of diets and dishes for :
  - Adults
  - Pregnant and lactating women
  - Preschool child
  - School age child and adolescent
  - Elderly

**COMPULSORY READING:**

- Chadha R & Mathur P (eds). (2015). *Nutrition: a life cycle approach*. Delhi: Orient Blackswan.
- Khanna K et al. (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing House (P) Ltd.
- Longvah T et al (2017). *Indian food composition tables*. Hyderabad, Telangana: National Institute of Nutrition.
- Siddhu A, Bhatia N, Singh K, Gupta S (eds). (2017). *Lady Irwin College Technical series 6: Compilation of food exchange list*. Delhi: Global Books Organisation.

**ADDITIONAL RESOURCES:**

- Agarwal A & Udipi SA. (2014). *Textbook of human nutrition*. Delhi: Jaypee Brothers (P) Ltd.
- Edelstein S, Sharlin J (eds). (2009). *Life cycle nutrition- an evidence based approach*. Burlington, MA: Jones and Barlett Publishers.
- Wardlaw GM, Hampl JS. (2019). *Perspectives in nutrition*. (11<sup>th</sup>ed). New York, NY: McGraw Hill.

**KEY WORDS:**

- Department of Home Science
- Food exchange list
- Dietary guidelines
- RDA
- Balanced diet

---

## 8. Political Science - Indian Government and Politics

---

### Course Objective

The course aims to give students a thorough understanding of the structures of Indian government and politics. It equips the students with the different perspectives on studying Indian politics and the state in India, the constitutional principles on which the institutions of the state are founded and function, the social structures of power and salient features of the political process in India. It lays emphasis on understanding the inter-relationship between formal institutional structures, social movements, and political development to focus on the complex ways on which social and political power interact and have impact on political institutions and processes.

### Course Learning Outcomes

On successful completion of the course, students would be able to:

- Demonstrate an understanding of the different viewpoints on Indian politics and the nature of Indian state
- Show knowledge of the text of the Indian Constitution and an awareness of constitutional and legal rights
- Understand the structure of society in India and how social inequalities have an impact on political institutions and processes
- Show awareness of the party system in India and the development policies adopted by various governments so far
- Understand how social movements are formed and how they impact the political processes

### Unit 1

Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian

### Unit 2

Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles

### Unit 3

Institutional Functioning : Prime Minister, Parliament and Judiciary

### Unit 4

Power Structure in India: Caste, class and patriarchy

### Unit 5

Religion and Politics : debates on secularism and communalism

**Unit 6**

Parties and Party systems in India

**Unit 7**

Strategies of Development in India since Independence: Planned Economy and Neo-liberalism

**Unit 8**

Social Movements: Workers, Peasants, Environmental and Women's Movement

**Keywords**

Approaches, Constitution, Development, Institutions, Secularism, Social Movements

---

## 9. Sanskrit - Sanskrit Prose

---

### [A] Course Objectives:

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

### [B] Course Learning Outcomes:

The course will enable students to familiarize themselves with some leading classical prose works and the individual literary styles of their authors. After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts. They will acquire skills in advanced Sanskrit communication.

### [C] Contents

Total Credits: 60

#### Unit: I

##### Śukanāsopadeśa:

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)

#### Unit: II

##### Śukanāsopadeśa:

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

#### Unit: III

##### Śivarājavijayam, Niḥśwāsa-I

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

#### Unit: IV

##### Śivarājavijayam, Niḥśwāsa-I

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

#### Unit: V

##### Survey of Sanskrit Literature: Prose:

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

## Unit: VI

### Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcavimsattikā, Simhāsanadvātrimśikā and Purūṣaparīkṣā.

### [D] References:

#### Compulsory Reading:

1. भानुचन्द्रसिंह, शुकनासोपदेशः संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
2. प्रह्लाद कुमार (व्या.) , शुकनासोपदेश, मेहरचन्द्र लक्ष्मणदास, दिल्ली, 1974 ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार , दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. उमाशंकर शर्मा ऋषिः संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी ।
6. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
7. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

#### Additional Resources:

1. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी ।
2. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थागार, जोधपुर ।
3. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
4. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

### [H] Keywords:

Sanskrit Literature, Gadyakāvya, Śukanāsopadeśa, Śivarājaviṣayam, Prose, romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatta Vyāsa, Pañcatantra, Hitopadeśa, Vetālapañcavimsattikā, Simhāsanadvātrimśikā and Purūṣaparīkṣā.

## Ability Enhancement Compulsory Course (AECC )

### ENGLISH – A/B/C

#### Course Objectives

Effective communication is an essential skill for success in any sphere of activity, from leadership responsibilities, teamwork, interviews, presentations, and inter-personal relations. This is a skill that needs to be taught in a systematic manner so that students imbibe the fundamentals of communication. The art of persuasive speaking and writing depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

The ability to think critically is crucial for a good communicator and involves an understanding of the communicative process. Therefore, we need to study every stage of this process systematically in order to be much more effective at communicating successfully – in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations.

#### Learning Outcomes

- o Students will master the art of persuasive speech and writing.
- o Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing.
- o Students will develop critical thinking skills.
- o They will be introduced to established principles of academic reading and writing.

#### Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions

2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

## **Course Content**

### **Unit 1**

Introduction

Theory of communication, types and modes of communication (Introductions to all five sections)

### **Unit 2**

Language of Communication

Verbal and non-verbal, spoken and written

Personal communication

Social communication

Business communication

Barriers and Strategies

Intra-personal Communication

Inter-personal Communication

Group communication

### **Unit 3**

Speaking Skills

Monologue

Dialogue

Group Discussion

Effective Communication

Mis-Communication

Interview

Public Speech

#### **Unit 4**

Reading and Understanding

Close Reading

Comprehension

Summary

Paraphrasing

Analysis

Interpretation

Translation from Indian languages to English and vice versa

Literary/Knowledge, Texts

#### **Unit 5**

Writing Skills

Documenting

Report writing

Making notes

Letter writing

#### **Keywords**

Critical reading

Comprehension

Summary

Paraphrase

Translation

Context

Argumentation

Perspective

Reception

Audience

Evaluation

Synthesis

Verbal communication

Non-verbal communication  
Personal communication  
Social communication  
Barriers to communication  
Intra-personal communication  
Inter-personal communication  
Group discussion  
Miscommunication  
Public speech  
Literary knowledge  
Writing skills  
Documentation  
Report writing  
Note taking  
Letter writing

---

## हिंदी भाषा और संप्रेषण (BAPAECC01) (AECC)

---

- भाषिक सम्प्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
- विभिन्न माध्यमों की जानकारी
- प्रभावी सम्प्रेषण का महत्त्व
- रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना

स्नातक स्तर के छात्रों को भाषायी संप्रेषण की समझ और संभाषण से संबंधित विभिन्न पक्षों से अवगत करवाया जाएगा। भाषा के शुद्ध उच्चारण, सामान्य लेखन, रचनात्मक लेखन तथा तकनीकी शब्दों से अवगत हो सकेंगे। भाषा की समृद्धि के लिए वार्तालाप, भाषण, उसके पल्लवन, पुस्तक-समीक्षा, फिल्म-समीक्षा का भी अध्ययन कर सकेंगे।

### इकाई-1- भाषिक सम्प्रेषण : स्वरूप और सिद्धांत

1. सम्प्रेषण की अवधारणा और महत्त्व
2. सम्प्रेषण की प्रक्रिया
3. सम्प्रेषण के विभिन्न मॉडल
4. अभाषिक संप्रेषण

### इकाई – 2 सम्प्रेषण के प्रकार

1. मौखिक और लिखित
2. वैयक्तिक, सामाजिक और व्यावसायिक
3. भ्रामक सम्प्रेषण (miscommunication) और प्रभावी संप्रेषण में अंतर
4. सम्प्रेषण में चुनौतियाँ एवं संभावनाएं

### इकाई-3 सम्प्रेषण के माध्यम

1. एकालाप
2. संवाद
3. सामूहिक चर्चा
4. जन संचार माध्यमों पर संप्रेषण : कंप्यूटर-इंटरनेट, ई-मेल, ब्लॉग, वेबसाइट

### इकाई-4 व्यक्तित्व और प्रभावी भाषिक सम्प्रेषण

1. व्यक्तित्व और भाषिक अस्मिता-आयु, लिंग, वर्ग, शिक्षा
2. प्रभावी सम्प्रेषण के गुण-शुद्ध उच्चारण, भाषिक संरचना की समझ, भाषा व्यवहार, शब्द सामर्थ्य, शैली-सुर-लहर, अनुतान, बलाघात
3. प्रभावी व्यक्तित्व के निर्माण में सम्प्रेषण की भूमिका

**References**

- हिन्दी का सामाजिक संदर्भ—रवीन्द्रनाथ श्रीवास्तव
- संप्रेषण—परक व्याकरण: सिद्धांत और स्वरूप—सुरेश कुमार
- प्रयोग और प्रयोग — वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका—विद्यानिवास मिश्र

**Additional Resources:**

- कुछ पूर्वग्रह—अशोक वाजपेयी
- भाषाई अस्मिता और हिन्दी—रवीन्द्रनाथ श्रीवास्तव
- रचना का सरोकार—विश्वनाथ प्रसाद तिवारी
- संप्रेषण: चिंतन और दक्षता— डॉ. मंजु मुकुल

## **Tamil Communication**

---

### **Tamil - A/B/C**

---

#### **Course objectives:**

The course is designed to bring to the students the joy of learning Tamil language with utmost ease and productivity. The carefully selected lessons lead them step by step, giving such information only as is positively required, at the stage at which they have arrived. It presents English speaking students with a few lessons in which they may commence Tamil, and gradually acquire a thorough knowledge of the colloquial dialect, and afterwards an introductory knowledge of the grammatical dialect. The aim of the course is to enable the students to improve their communication skills in various practical day-today life situations and in their interactions with others.

#### **Course learning outcomes:**

The course will highlight the theories of communication, types of communication and language of communication so that they can avoid distortion in their communications and express clearly what they intend to convey.

#### **Units of the Course:**

1. Theory of Communication:
  - Sender/ Receiver and modes of Communication
  
2. Types of Communication:
  
3. Language Communication:
  - Personal, Social and Business letters
  - Interview
  - Public Speech
  
4. Modes of Communication:
  - Dialogue
  - Group Discussion
5. Reading and Understanding:
  - Comprehension
  - Summary/ Paraphrasing
  - Translation (English to Tamil and vice versa)

**References:**

**Compulsory Readings:**

1. Radha, V., 2004, *Vaṇigat Tagaval Toḍarbu*, Chennai: Prasanna Publication
2. Raja. K, 2006, *Makkaḷ Tagaval Toḍarbiyal: Aṛimugam*, Chennai: NCBH.
3. Vijayarani. R., 2002, *Tolaikkāṭci Viḷambarangaḷ*, Tiruchy: Kanmani Padippagam.
4. Santha. A., & Mohan, 2009, *Makkaḷ Ūḍagat Toḍarbiyal: Pudiya Parimāṅangaḷ*, Madurai: Media Publication.

**Additional Resources:**

1. Savarimuthu. S., 2004, *Idaḷiyal Makkaḷ Tagavaliyal*, Chennai: Muthu Padippagam.
2. Sundararajan, N., 2001, *Effective Business Communication*, Chenna: Surya Books.
3. Kumari Ananthan, 1999, *Pēccukkalaip Payiṛci* (1-3 Vol.), Chennai: Manimegalai Pirasuram.
4. Paranthamanar. A. K., 1995, *Nīngaḷum Pēccaḷarāgalām*, Chennai: Manimegalai Pirasuram.

**Keywords:** *Language Communication- Group Discussion –Comprehension- communication skills*

**Note :**

- **For Student's who have studied Tamil in class VIII or Above.**
- **For Student's who have not studied Tamil in any-level/Non-Tamil students.**

---

## Urdu A (AECC)

---

### Course Objective(2-3)

- This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices.
- Giving education of brotherhood, information of life of farmer and tragedy of partition of India

#### Course Learning Outcomes

This is ability enhancement course in which some prominent writer's writings based on emotional relation and sacrifices. Also Giving education of brotherhood, information of life of farmer and tragedy of partition of India.

#### Unit 1

##### حصہ نثر:

- 1- غالب کے خطوط (غالب)
- 2- ایک خطبہ صدارت (مولانا ابوالکلام آزاد)
- 3- بوس کی رات (پریم چند)
- 4- توبہ تیک سنگھ (سعادت حسن منٹو)
- 5- میر کلو کی گواہی (انجم ماہپوری)

#### Unit 2

##### حصہ نظم

##### غزلیات

- 1- میر تقی میرؒ  
بستی اپنی حباب کی سی ہے  
چلتے ہو تو چمن کو چلنے سنتے ہیں کہ بہاراں ہے  
پتہ پتہ بوٹ بوٹا حال ہمارا جانے ہے
- 2- مرزا اسد اللہ خاں غالبؒ  
دل ناداں تجھے ہوا کیا ہے  
آہ کو چاہئے اک عمر اثر ہونے تک  
نکتہ چیں ہے غم دل اس کو سنائے نہ بنے
- 3- مومن خاں مومنؒ  
اگر غفلت سے باز آیا جفا کی  
خاطر سے یا لحاظ سے میں مان تو گیا

وہ جو ہم میں تم میں قرار تھا تمہیں یاد ہو کہ نہ یاد ہو

### Unit 3

منظومات	
1- بنجارہ نامہ	(نظیر اکبرآبادی)
2- مرغ اسیر کی نصیحت	(دیا شنکر نسیم)
3- ترقی کی راہیں	(مولانا الطاف حسین حالی)

### Unit 4

قواعد  
تشبیہ، استعارہ، صنعت تضاد، صنعت تلمیح، صنعت حسن تعلیل، صنعت مراعات النظیر،  
صنعت تجنیس، صنعت لف و نشر

### References

- نصابی کتاب  
1- جنیداردو انصاب (حصہ اول) (استریم اے) ناشر: شعبہ اردو، دہلی یونیورسٹی

## Keywords

Urdu Khutoot Nigari, Urdu Afsaney

---

## Urdu-B - (AECC)

---

### Course Objective(2-3)

- This Ability Enhancement course prepared for those students who have studied Urdu upto class 10th.
- This course will provide a perspective about reality of life and world.

### Course Learning Outcomes

This Ability Enhancement course prepared for those students who have studied Urdu upto class 10th and also this course will provide a perspective about reality of life and world.

#### Unit 1

حصہ نثر:

1. سویرے جو کل آنکھ میری کھلی      پطرس بخاری
2. غریت      جوگندر پال
3. لاجوتی      راجندر سنگھ بیدی

#### Unit 2

4. نیا قاتون      سعادت حسن منٹو
5. قلندر      قرۃ العین حیدر

#### Unit 3

حصہ نظم:

غزلیات

1. فانی بدایونی      اک معمہ ہے نہ سمجھنے کا نہ سمجھانے کا  
عقل سے کام بھی لے عشق پہ ایمان بھی لا  
دنیا مری بلا جانے مہنگی ہے یا سستی ہے
2. حسرت موہانی      اپنا سا شوق اوروں میں لائیں کہاں سے ہم  
میں ہوں کیا میری محبت کی حقیقت کیا ہے  
نگاہ یار جسے آشنائے راز کرے
3. مجروح سلطان پوری      جب ہوا عرفاں تو غم آرام جاں بنتا گیا  
ہم کو جنوں کیا سکھلاتے ہوہم تھے پریشاں تم سے زیادہ

جلا کے مشعل جاں ہم جنوں صفات چل

## Unit 4

### منظومات

1. چاند اور تارے، حقیقت حسن (علامہ اقبال)
2. ٹوٹا ہوا ستارہ، اردو (سردار جعفری)
3. چاند تاروں کا بن، انتظار، (مخدوم محی الدین)

## Unit 5

### قواعد

غزل، نظم، افسانہ اور انشائیے کی تعریف

## References

### نصابی کتاب

1. جدید اردو نصاب حصہ دوم (اسٹریم بی) شعبہ اردو، دہلی یونیورسٹی

## Keywords

Fani, Hasrat, Majrooh Sultanpuri

---

## Urdu-C – (AECC)

---

### Course Objective(2-3)

- This ability enhancement course prepared for those students who have studied Urdu Upto class VIII.
- Both units of this course lesson giving text.

### Course Learning Outcomes

This ability enhancement course prepared for those students who have studied Urdu Upto class VIII and also both units of this course lesson giving text.

#### Unit 1

##### حصہ نثر:

1. کابلی سرسید احمد خان
2. مجھے میرے دوستوں سے بچاؤ سجاد حیدر بلدرم
3. حج اکبر پریم چند
4. ادب کسے کہتے ہیں اطہر پرویز

#### Unit 2

##### حصہ نظم:

##### غزلیات

1. حسرت موہانی
2. جگر مران آبادی
3. فراق گورکھپوری

#### Unit 3

##### منظومات

4. فرضی لطیفہ اکبر الہ آبادی
5. مادرِ وطن درگا سہائے سرور
6. نیا سوالہ محمد اقبال

## Unit 4

قواعد

حرف کی تعریف اور اس کی قسمیں، اسم کی تعریف اور اس کی قسمیں، فعل کی تعریف اور اس کی قسمیں،  
صفت اور اس کی قسمیں

## References

نصابی کتاب

نئی درسی کتاب، کتابی دنیا، نئی دہلی

## Keywords

Urdu Afsana, Nazm aur Ghazal

---

## English 'A' - English Language through Literature

---

### Course Objectives

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

### COURSE CONTENT FOR SEMESTERS I / II

#### Unit 1

##### Understanding Everyday Texts

This unit aims to help students understand that we are surrounded by texts So thinking about texts reading writing and comprehension are necessary life skills not merely language skills

**Reading:** Texts may include reportage open letters campaigns social reports etc Students will practice skimming scanning analysing interpreting

**Writing:** Descriptive passage making notes drafting points creating a program sheet paragraphs outlines drafts etc

**Speaking:** Make short presentations 2-3 minutes long showcasing their understanding of any topical issues

**Listening** and responding to short presentations

**Grammar/Vocabulary:** Tenses -- verb tenses and the ability to use them in a variety of contexts

**Suggested Readings:**

Edwards, Adrian 'Forced displacement worldwide at its highest in decades'  
*UNHCR.org* <http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html> Accessed 1 June 2018

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

1 Jan 2018 <https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1 June 2018

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

Disorder say psychologists' *The Telegraph* 15 December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1 June 2018

'13 letters every parent every child should read on Children's Day' *The Indian Express* 10 November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1 June 2018

**Unit 2**

**Understanding Drama**

This unit focuses on dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation

**Reading** one-act/short plays to identify different elements of drama characterization/ conflict/ plot etc

**Writing:** Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays  
**Speaking:** Learning to use one's voice and body to perform/enact a character

**Listening:** Watching plays live or recorded; studying why actors perform the way they do

**Grammar/Vocabulary:** Observing and learning the use of the first person/second person/third person address

**Suggested Readings:**

Lakshmi CS 'Ambai' 'Crossing the River' *Staging Resistance: Plays by Women in Translation* edited by Tutun Mukherjee Oxford: Oxford University Press 2005

**Unit 3****Understanding Poetry**

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity clarity depth and complexity in verbal and written expression

**Reading** poetry to identify tone imagery rhythm rhyme and use of tropes

**Writing** and reviewing poems with particular emphasis on formal elements; paraphrase and analysing poems to produce argumentative interpretations of poems

**Speaking:** reading poetry out loud as in poetry slam in order to listen to tone emphasis etc

**Listening** to others' poetry and preparing responses

**Grammar/Vocabulary:** Modifiers Synonyms Antonyms Homophones Simile Metaphor

**Suggested Readings:**

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

Ezekiel Nissim 'Goodbye Party For Miss Pushpa TS' *Collected Poems* New Delhi: Oxford University Press 2005

Okara Gabriel 'Once Upon a Time' *Gabriel Okara: Collected Poems* Nebraska: University of Nebraska 2016

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

## Unit 4

### Understanding Fiction

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

**Reading** a short story to identify themes, plot, structure, characterisation and narrative voice

**Rewriting** the story from another perspective to redevelop plot and characters

**Speaking** discussing the formal elements of a piece of fiction of their choice

**Listening** to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

**Grammar/Vocabulary:** Imperatives Conditional Clauses Transitions

### Suggested Readings:

Kumar E Santhosh ‘Three Blind Men describe an Elephant’ *Indian Review*  
<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1 June 2018

Mistry Rohinton ‘The Ghost of FirozshaBaag’ *Tales from FirozshaBagh* McClelland & Stewart 1992

Joshi Umashankar ‘The Last Dung Cake’ *The Quilt from the Flea-market and Other Stories* Delhi: National Book Trust 2017

## Unit 5

### Creating Your Own Voice

This unit helps students understand that the creation of a unique personal voice is possible through an understanding of the mechanics of language. This section will study how different audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful

**Reading:** Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines

**Writing:** Examine the process of writing: drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays

**Speaking** about thematically similar content to different audiences to help students understand how the listener affects form and content

**Listening:** Students’ presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme

**Grammar/Vocabulary:** Register tone word choice

**Suggested Readings:**

<https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-knowledge/> Accessed 18 July 2019

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

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13 June 2018

**Keywords**

Language through literature Verbal and written texts Social and ethical frameworks

Listening and reading comprehension

Argumentative descriptive and narrative writing styles Confident self-expression

---

## English 'B' - English Fluency

---

### Course Objectives

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and a short essays in a variety of rhetorical styles

### COURSE CONTENTS FOR SEMESTERS I / II

#### Unit 1

##### In the University

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

- Introduce yourselves as individuals and as groups -- group discussion exercise  
Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

##### Suggested Readings:

Tales of Historic Delhi by Premola Ghose Zubaan. 2011

#### Unit 2

##### In the domestic sphere

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

- Write a diary entry and convert it into a blogpost
- Convert a transcript/ script/ piece of dialogue into a diary entry/ blogpost

##### Suggested Readings:

'The Lost Word' by Esther Morgan From *New Writing*, ed. Penelope Lively and George

Szirtes, Picador India, New Delhi, 2001.

*Squiggle Gets Stuck: All About Muddled Sentences*: Natasha Sharma. Puffin Young Zubaan. 2016.

### **Unit 3**

#### **In public places**

CV Job applications Tenses and concord

- Write the CV of a fictional character
- Write the perfect job application for your dream job

#### **Suggested Readings:**

‘Amalkanti’ by Nirendranath Chakrabarti From Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadkar and A.K. Ramanujan, OUP, New Delhi, 1994, pp 52-3.

Extract from *Bhimayana* Srividya Natarajan and S. Anand. Navayana Publications. pp 60-71.

### **Unit 4**

#### **In the State**

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint  
Active & Passive voice; idioms

- Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
- Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

#### **Suggested Readings:**

*Where the Wild Things Are* by Maurice Sendak Random House UK, 2000.

[rtionline.gov.in/index.php](http://rtionline.gov.in/index.php)

[consumerhelpline.gov.in/consumer-rights.php](http://consumerhelpline.gov.in/consumer-rights.php)[www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)[www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

### **Unit 5**

#### **Interface with Technology**

Book/film reviews Punctuation

- Write a review of a text you have read in class

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

**Suggested Readings:**

*Priya's Shakti*: Ram Devineni, Lina Srivastava and Dan Goldman. Rattapallax, 2014.  
[www.priyashakti.com/priyas\\_shakti/](http://www.priyashakti.com/priyas_shakti/)

Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'."  
ThoughtCo, Jul. 3, 2019, [thoughtco.com/where-the-wild-things-are-maurice-sendak-626391](https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391).

**Keywords**

Effective communication Listening

Speaking

Reading and writing Communicative tasks and activities Familiar contexts

Professional contexts Social contexts

---

## English 'C' - English Proficiency

---

### Course Objectives

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

### COURSE CONTENTS FOR SEMESTER I / II

#### Unit 1

##### Reading and Comprehension - I

*Note: The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is therefore imperative that for every unit learners should work through the whole range of tasks in the prescribed readings irrespective of the title of the unit.*

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.
- Learners are encouraged to exploit the recommended books beyond the prescribed sections
- The end-semester examination will include the testing of the comprehension of an unseen passage of an equivalent level

### **Suggested Readings:**

*A Foundation English Course for Undergraduates: Reader I*, Delhi: Oxford University Press, 1991, pp. 1 - 36 Units 1 - 6

*Everyday English* Delhi: Pearson, 2005, pp. 1 - 15 Units 1 - 3 & 21 - 31 Units 5 - 6

### **Unit 2**

#### **Learning about words**

Students cultivate the habit of using a dictionary to learn about words - their spelling, pronunciation, meaning, grammatical forms, usage, etc. Students are introduced to word associations, the relationships between words – synonyms, antonyms, homonyms, homophones. They learn the use of prefixes and suffixes; commonly confused words; phrasal verbs and idioms

The specific reading prescribed for this unit is to be used in conjunction with the vocabulary sections in the other recommended course texts, where activities like matching, sorting, and fill-in-the-blanks are used to engage the learners with words.

As a semester-long project the learners could be required to prepare 'mini-dictionaries' of their own, consisting of unfamiliar words they come across on a daily basis

### **Suggested Readings:**

*Everyday English* Delhi: Pearson, 2005, pp. 36 - 43 Unit 8

### **Unit 3**

#### **Basic Grammar Rules - I**

Subject-verb agreement; tenses; modals; articles; prepositions; conjunctions

The prescribed reading for this unit is to be supplemented by the grammar tasks contained in the other recommended course books to provide intensive practice to learners

### **Suggested Readings:**

*Developing Language Skills I*, Delhi: Manohar, 1997, pp. 186 - 195 & 206 - 209 Units 2 3 & 5 of the 'Grammar' section

### **Unit 4**

#### **Writing Skills - I**

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. This skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs,

expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc.

Relevant sections from the other recommended course books are to be used for this purpose in addition to the prescribed reading for this section

### **Suggested Readings:**

*Everyday English*, Delhi: Pearson, 2005, pp. 21 - 31 Units 5 - 6

*A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1919, pp. 1 - 31 Units I - V

### **Unit 5 Conversing- I**

Students will learn to listen to the sounds of English; the essentials of English pronunciation; conversational formulae used for greetings. After introducing themselves and others, students will learn correct modes of thanking, wishing well, apologizing, excusing oneself, asking for and giving information, making offers and requests, and giving orders.

In addition to the prescribed reading for this unit, the 'Speaking' sections at the end of the first five units of the *Everyday English* text should be used

### **Suggested Readings:**

*Developing Language Skills I*, Delhi: Manohar, 1997, pp. 8 - 26 Units 1 - 5 of 'Oral Communication: Speech Patterns'

**Note:** The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

### **References**

*A Foundation English Course for Undergraduates: Reader I*, Delhi: Oxford University Press, 1991

*A Foundation English Course for Undergraduates: Workbook I*, Delhi: Oxford University Press, 1991

*Everyday English*, Delhi: Pearson, 2005

*Developing Language Skills I*, Delhi: Manohar, 1997

### **Additional Resources:**

*English at the Workplace*, Delhi: Macmillan, 2006

- Reading Comprehension - 25marks
- Vocabulary - 15marks
- Grammar - 15marks
- Written composition - 10marks
- Oral communication - 10marks

**Keywords**

English proficiency Reading

Writing Speaking Listening Pronunciation Comprehension Vocabulary Syntax Grammar  
Composition Conversation