

**Scheme of Examination and Courses
of Reading for B.Com.(P)**

SEMESTER-II (2020)



**SCHOOL OF OPEN LEARNING
University of Delhi**

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

B.Com. (P) Semester – II (2020)

DISCIPLINE SPECIFIC CORE-COURSE (DSC)
Paper 3 : Business Laws Paper 4 : Business Mathematics and Statistics
ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)
MIL Communication (Any One out of following) English A/B/C Hindi Tamil A/B/C Urdu A/B/C
English (Compulsory)
English A : English Language Through Literature English B : English Fluency English C : English Proficiency

Paper 3 : Business Laws

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To impart basic knowledge of the important business laws relevant to conduct general business activities in physical and virtual spaces along with relevant case laws.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1 : understand basic aspects of contracts for making the agreements, contracts and subsequently enter valid business propositions.
- CO2 : handle the execution of special contracts used in different types of business.
- CO3 : learn legitimate rights and obligations under The Sale of Goods Act.
- CO4 : acquire skills to initiate entrepreneurial ventures as LLP.
- CO5 : understand the fundamentals of Internet based activities under The Information and Technology Act.

Course Contents

Unit I: The Indian Contract Act, 1872

Contract – meaning, characteristics and kinds. Essentials of valid contract - Offer and acceptance, consideration, contractual capacity, free consent, legality of objects. Void agreements. Discharge of contract – modes of discharge including breach and its remedies. Quasi – contracts.

Unit II: Special Contracts

Contract of Indemnity and Guarantee, Contract of Bailment and Pledge Contract of Agency.

Unit III: The Sale of Goods Act, 1930

Contract of sale, meaning and difference between sale and agreement to sell. Conditions and warranties. Transfer of ownership in goods including sale by non-owners. Performance of contract of sale. Unpaid seller – meaning and rights of an unpaid seller against the goods.

Unit IV: The Limited Liability Partnership Act, 2008

Salient Features of LLP, Difference between LLP and Partnership, LLP and Company LLP Agreement. Nature of LLP. Partners and Designated Partners. Incorporation Document

Incorporation by Registration, Registered office of LLP and change therein. Change of name. Partners and their Relations. Extent and limitation of liability of LLP and partners. Whistle blowing. Taxation of LLP. Conversion of LLP.

Unit V: The Information Technology Act 2000

Definitions under the Act. Digital signature. Electronic governance. Attribution, acknowledgement and dispatch of electronic records. Regulation of certifying authorities Digital signatures certificates. Duties of subscribers. Penalties and adjudication. Offences.

References

- Bhushan, Bharat., Kapoor, N.D., Abbi, Rajni, “*Elements of Business Law*”. *Sultan Chand & Sons Pvt. Ltd.*
- Dagar, Inder Jeet and Agnihotri, Anurag. *Business Laws : Text and Problems*. Sage Publication.
- Jagota R. (2019). *Business Laws*. MKM Publishers Scholar Tech Press.
- Sharma, J.P. and Kanojia S. (2019). *Business Laws*. New Delhi. Bharat Law House Pvt. Ltd.
- Singh, Avtar.(2018). *The Principles of Mercantile Law*. Lucknow. Eastern Book Company.
- Tulsian P.C. (2018). *Business Law*. New Delhi. Tata McGraw Hill.

Additional Resources

- Arora, Sushma. (2015). *Business Laws*. New Delhi. Taxmann
- Information Technology Rules 2000 with Information Technology Act 2000, Taxmann Publications Pvt. Ltd., New Delhi.
- Kuchhal, M C. (2018). *Business Laws*. New Delhi. Vikas Publishing House.
- Sharma, J.P. and Kanojia S. (2015). *Vyavsayik Sanniyam*, Delhi University Hindi Cell.(For Hindi)

Note: Latest edition of readings may be used

Paper 4 : Business Mathematics and Statistics

Duration: 3 Hrs.

Total Marks: 100

Credits: 6

Course Objective

The objective of this course is to familiarize students with the applications of Mathematics and Statistical techniques in business decision making.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1 : acquire proficiency in using different mathematical tools (matrices, calculus and mathematics of finance) in solving real life business and economic problems.
- CO2 : develop an understanding of the various averages and measures of dispersion to describe statistical data.
- CO3 : understand the relationship between two variables through correlation and regression.
- CO4 : understand the construction and application of index numbers to real life situations.
- CO5 : understand the trends and tendencies over a period of time through time series analysis.

Course Contents

Part - A: Business Mathematics

Unit I:

- (a) **Matrices:** Definition and types; Algebra of matrices; Applications of matrix operations to simple business and economic problems; Calculation of values of determinants up to third order; Finding inverse of a matrix through determinant method; Solution of system of linear equations up to three variables.
- (b) **Differential Calculus:** Mathematical functions and their types – linear, quadratic, polynomial; Concepts of limits and continuity of a function; Concept and rules of differentiation; applications of differentiation - elasticity of demand and supply, Maxima and Minima of functions relating to cost, revenue and profit.
- (c) **Basic Mathematics of Finance:** Simple and Compound interest (including continuous compounding); Rates of interest- nominal and effective and their inter-relationships; Compounding and discounting of a sum using different types of rates.

Part - B: Business Statistics

Unit II: Uni-variate Analysis

- (a) **Measures of Central Tendency:** Arithmetic mean, Geometric mean, Harmonic mean- Properties and applications. Median and other Partition values (quartiles,

deciles, percentiles), Mode.

- (b) **Measures of Dispersion:** absolute and relative- Range, Quartile deviation, Mean deviation, Standard deviation and their coefficients; Properties of Standard deviation/Variance.

Unit III: Bi-variate Analysis

- (a) **Simple and Linear Correlation analysis:** Meaning, Measurement (Karl Pearson's co-efficient and Spearman's Rank correlation) and Properties.
- (b) **Simple and Linear Regression Analysis:** Regression equations and estimation; properties of Regression coefficients; Relationship between correlation and regression.

Unit IV: Index Numbers

Meaning and uses; Construction of index numbers: Aggregatives and average of relatives – simple and weighted; Tests of adequacy of index numbers; Computation and uses of Consumer Price Index (CPI).

Unit V: Time Series

Components; additive and multiplicative models; Trend analysis - moving averages and method of least squares (linear trend).

References

- Bhardwaj, R.S. *Business Mathematics and Statistics*. Scholar Tech Press.
- Levin, Richard, and Rubin, David S. *Statistics for Management*. New Delhi: Prentice Hall of India
- Thukral, J.K. *Business Mathematics and Statistics*. Maximax Publications
- Vohra, N.D. *Business Mathematics and Statistics*. McGraw Hill Education (India) Pvt Ltd.

Additional Resources

- Budnick, P. *Applied Mathematics*. McGraw Hill Publishing Co
- Dowling, E.T. *Mathematics for Economics*. Schaum's Outlines Series, McGraw Hill Publishing Co.
- Gupta, S.C. *Fundamental of Statistics*. Himalaya Publishing House
- Spiegel, M.R. *Theory and Problems of Statistics*. Schaum's Outline Series. McGraw Hill Publishing Co.

Note: Latest edition of text books may be used.

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
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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 (BCOMHA ECC01) (AECC)

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

इस पाठ्यक्रम को पढ़ने पढ़ाने की दिशा में निम्नांकित परिणाम सामने आएंगे।

1. स्नातक स्तर के छात्रों को भाषायी संप्रेषण की समझ और संभाषण से संबंधित अनेकों पहलुओं से अवगत करवाया जाएगा।
2. भाषायी संप्रेषण और संभाषण के अनेकों आयामों, उसके महत्व, प्रयोग विस्तार, शैली, भाषिक संस्कृति की समझ विकसित हो सकेगी।
3. भाषा के शुद्ध उच्चारण, सामान्य लेखक, रचनात्मक लेखन तथा तकनीकी शब्दों से अवगत हो सकेंगे।
4. व्याकरणिक रूपों की चर्चा करने के साथ-साथ भाषा के व्यावहारिक रूप को भी समझ सकेंगे।
5. भाषा की समृद्धि के लिए वार्तालाप, भाषण, पुस्तक-समीक्षा, फिल्म-समीक्षा का भी अध्ययन कर सकेंगे।

इस पाठ्यक्रम को प्रस्तुत कर आशा करते हैं कि स्नातक स्तर के विद्यार्थी भाषाई दक्षता के हर पहलू से परिचित हो सकेंगे। हिन्दी को समझने, उसके शुद्ध रूप, तकनीकी रूप और ज्ञानवृद्धि के साथ भाषा में दक्षता प्राप्त कर सकेंगे।

इकाई-1— भाषिक सम्प्रेषण : स्वरूप और प्रक्रिया

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

इकाई-2

1. भाषायी दक्षता का महत्व
2. भाषायी दक्षता के आयाम—श्रवण, वाचन, पठन, लेखन
3. भाषायी दक्षता के कारक तत्व—भाषिक संरचना की समझ, भाषा व्यवहार, भाषिक प्रयोग, शैली
4. भाषिक संस्कृति (आयु, लिंग, शिक्षा, वर्ग)

इकाई-3 व्यावसायिक सम्प्रेषण एवं प्रेजेंटेशन

1. व्यावसायिक सम्प्रेषण का महत्व
2. व्यावसायिक सम्प्रेषण की विशेषता
3. प्रेजेंटेशन अथवा प्रस्तुति
4. व्यावसायिक भाषा एवं सम्प्रेषण में तकनीक का महत्व (ई-मेल, टेक्स्ट मैसेज, विडियो कॉन्फ्रेंसिंग, सोशल नैटवर्किंग, ई-कम्युनिकेशन)

इकाई-4 व्यावसायिक लेखन : विविध रूप;

1. व्यावसायिक पत्र लेखन
2. रिपोर्ट लेखन, ज्ञापन
3. नोटिस, मिनट्स, एजेंडा
4. नौकरी के लिए पत्र लेखन, स्ववृत्त का निर्माण

References

- हिन्दी का सामाजिक संदर्भ: रवीन्द्रनाथ श्रीवास्तव
- सम्प्रेषण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
- प्रयोग और प्रयोग- वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका-विद्यानिवास मिश्र
- कुछ पूर्वग्रह-अशोक वाजपेयी
- भाषाई अस्मिता और हिन्दी-रवीन्द्रनाथ श्रीवास्तव

Additional Resources:

- रचना का सरोकार-विश्वनाथ प्रसाद तिवारी
- सम्प्रेषण: चिंतन और दक्षता- डॉ. मंजु मुकुल

Tamil A/B/C (Tamil Communication)

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-to-day 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 خان 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 النظر،
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 UNHCR <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

consumerhelpline.gov.in/consumer-rights.phpwww.jaagore.com/know-your-police/procedure-of-filing-firwww.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/

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