

## COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Language and Culture)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

## SYLLABUS OF GE-1

### UNIT – I (15 weeks-1 hour/week)

#### UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

### UNIT – II (15 weeks-1 hour/week)

#### UNIT II- English Language in India and Multilingualism

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

### UNIT – III (15 weeks-1 hour/week)

#### UNIT III: Language and Society

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

#### Suggestive readings:

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.

2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.
7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

#### GENERIC ELECTIVES (GE-2: Genre Fiction)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

### SYLLABUS OF GE-2

#### UNIT – I (15 weeks-1 hour/week)

1. Arthur Conan Doyle: *The Sign of Four*

#### UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

#### UNIT – III (15 weeks-1 hour/week)

1. Ibn-e-Safi: *House of Fear*
2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

#### Suggestive readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.  
<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>



### GENERIC ELECTIVES (GE-3): Dystopian Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

#### SYLLABUS OF GE-3

##### UNIT – I (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

##### UNIT – II (15 weeks-1 hour/week)

1. H.G. Wells: *The Time Machine*

##### UNIT – III (15 weeks-1 hour/week)

1. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

**Suggestive readings:**

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

**GENERIC ELECTIVES (GE-4) Literature & Human Rights****No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

## SYLLABUS OF GE-4

### UNIT – I (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

### UNIT – II (15 weeks-1 hour/week)

1. Harper Lee: *To Kill a Mockingbird* (1960)

### UNIT – III (15 weeks-1 hour/week)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
  - (i) 'In the Prison of Repose'—Paulo Coelho
  - (ii) 'Amnesty'—Nadine Gordimer
  - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]
3. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

#### Suggestive readings:

1. The Universal Declaration of Human Rights  
[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

**GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements**

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

**SYLLABUS OF GE-5****UNIT – I (15 weeks-1 hour/week)**

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

**UNIT – II (15 weeks-1 hour/week)**

1. Language Politics: Hindi and Urdu

2. Tribal Verse
3. Dalit Voices

**UNIT – III (15 weeks-1 hour/week)**

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

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

**Essential/recommended readings:**

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

**Suggestive readings- NIL**

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

**GENERIC ELECTIVES (GE-6) Indian English Literatures**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

## SYLLABUS OF GE-6

### UNIT – I (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

### UNIT – II (15 weeks-1 hour/week)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

### UNIT – III (15 weeks-1 hour/week)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

#### Suggestive readings:

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

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

**Generic Electives Language Courses offered by the Department of English  
(GE Language 1) English Language through Literature-I**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-I	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- 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.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To 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
- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing



## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

## SYLLABUS OF GE LANGUAGE-1-

### UNIT – I (20 Hours)

**UNIT 1:** Understanding Everyday Texts.

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

UNHCRorg/UNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindiaindiatimes.com/city/chandigarh/groom-wanted-trader-peonanyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

### UNIT – II (20 Hours)

**UNIT 2:** Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

### UNIT – III (20 Hours)

**UNIT 3:** Understanding Poetry

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

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

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

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

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

**GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-I**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Communication-I	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

**SYLLABUS OF GE LANGUAGE-2**

**UNIT – I (20 Hours)**

**UNIT I: Constructing a Self**

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

**UNIT – II (20 Hours)**

**UNIT II: Expressing the Self**

1. Blogs, Facebook posts (expressing likes and dislikes)
  2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)
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3. Acknowledging and negotiating opinions

**UNIT – III (20 Hours)**

**UNIT III: Expressing Visually**

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Fluency-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

### SYLLABUS OF GE LANGUAGE-3-

#### UNIT – I (20 Hours)

##### UNIT I: In the domestic sphere

##### 1. Diary

2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

**Readings:**

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

**UNIT – II (20 Hours)**

**UNIT II: In the University**

1. Introducing oneself -- Note-making
2. Pronunciation Intonation – Nouns, Verbs, Articles
3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

**Readings:**

1. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

**UNIT – III (20 Hours)**

**UNIT III: In public places**

1. CV Job applications
2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

**Readings:**

1. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
2. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings: NIL**

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

**GENERIC ELECTIVES LANGUAGE COURSES (GE Language 4) Developing  
English Language Skills-I**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Developing English Language Skills-I	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To 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.
- To 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.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

**SYLLABUS OF GE LANGUAGE-4-**

**UNIT – I (20 Hours)**

**UNIT 1: Reading & Vocabulary-I**

1. Strategies for language learning;
2. various ways of reading;
3. understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

**Readings:**

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69
3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20
4. Everyday English. Delhi: Pearson, 2005. pp 21–31
5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

**UNIT – II (20 Hours)**

**UNIT 2: Writing & Grammar–I**

1. Understanding the structure of written texts by identifying topic sentences and supporting details.
2. summarizing passages.
3. expanding ideas, subjects and topics.
4. the steps involved in the process of good writing.
5. Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

**Readings:**

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 119–125
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
3. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
4. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
5. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

**UNIT – III (20 Hours)**

**UNIT 3: Speaking & Listening–I**

1. Learning to use language according to situation: the difference between formal and informal;
2. ways of socializing and showing politeness;
3. expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.



**Readings:**

1. Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26
2. English at the Workplace. Delhi: Macmillan, 2006. pp 10–13
3. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

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

**Pool of General Electives (GE) Courses  
Offered by Department of English for  
EVEN SEMESTER**

***Category-IV***

### GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

## SYLLABUS OF GE-8

### UNIT – I (15 Hours)

#### Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

### UNIT – II (15 Hours)

#### Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190
6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2,1992. pp 146-147

### **UNIT – III (15 Hours)**

#### **Tribe**

7. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20
8. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9
9. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73
10. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.
2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.
3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

## GENERIC ELECTIVES (GE-8) INDIAN CLASSICAL LITERATURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

### SYLLABUS OF GE-9

#### UNIT – I (15 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

**UNIT – II (15 Hours)**

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

**UNIT – III (15 Hours)**

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

**GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA**
**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL



## Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20<sup>th</sup> Century.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20<sup>th</sup> Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

## SYLLABUS OF GE- 10

### UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

### UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

### UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

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

## GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation studies
- To consider the relationship between literature and cinema

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

### SYLLABUS OF GE- 11

#### UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

#### UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

### UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

### GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-12 Travel Writings	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of genre fiction
- To indicate the diversity of the field

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

## SYLLABUS OF GE- 12

### UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

### UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

### UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. 'An Interview with William Dalrymple and Pankaj Mishra', *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

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

## GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

### SYLLABUS OF GE- 13

#### UNIT – I (15 Hours)

##### Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

### ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

### UNIT – II (15 Hours)

#### Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

### ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

### **UNIT – III (15 Hours)**

#### **Histories**

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

#### **ESSENTIAL READINGS:**

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

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

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

**Essential/recommended readings-** as listed in the units



### Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjugality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

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

### GENERIC ELECTIVES (GE-13) CULTURE & THEORY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

### SYLLABUS OF GE- 14

### **UNIT – I (15 Hours)**

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

### **UNIT – II (15 Hours)**

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

### **UNIT – III (15 Hours)**

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

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

## GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

### SYLLABUS OF GE-15

#### UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

#### UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

#### UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

### GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

#### SOCIETY Credit distribution, Eligibility and Pre-requisites of

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

#### SYLLABUS OF GE- 16

##### UNIT – I (15 Hours)

## **UNIT I: Caste and Class**

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – II (15 Hours)**

### **UNIT II: Violence and War**

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – III (15 Hours)**

### **UNIT III: Living in a Globalized World**

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

**For admission in Academic Session: 2025-2026**

<b>Semester</b>	<b>Name of The Paper</b>
<b>I</b>	English Language Through Literature 1
<b>II</b>	English Language Through Literature 1
<b>III</b>	English Language Through Literature II
<b>IV</b>	English Language Through Literature II
<b>V</b>	Dystopian Literature
<b>VI</b>	The Individual and Society
<b>VII</b>	<b>No GE</b>
<b>VIII</b>	<b>No GE</b>

**\*\* Paper titles of Sem VII and VIII are based on syllabus passed in EC. The official syllabus is yet to be uploaded on the university website.**

**Programme students will follow the 6DSC+ 1 DSE ( Minor) by Sem V to earn their Minor Degree.**

**The Department will offer the 1 DSC+ 3 DSE module for these students in Sem VII and VIII.**

**For admission in Academic Session: 2025-2026**

<b>Semester</b>	<b>Name of The Paper</b>
<b>I</b>	Indian English Literatures
<b>II</b>	Indian Classical Literature
<b>III</b>	Genre Fiction
<b>IV</b>	Marginalities in Indian Writing
<b>V</b>	Dystopian Writings
<b>VI</b>	The Individual and Society
<b>VII</b>	Readings on Indian Diversities and Literary Movements
<b>VIII</b>	Culture and Theory

**\*\* Paper titles of Sem VII and VIII are based on syllabus passed in EC. The official syllabus is yet to be uploaded on the university website.**

# Department of English

## BA (Hons.) English

### Category I

[UG Programme for Bachelor in English (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Literary Studies

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

#### SYLLABUS OF DSC-1

##### UNIT – I (20 Hours)

##### UNIT I: Reading the Novel

- Jane Austen: *Pride and Prejudice*
- Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105



3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II (20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): European Classical Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2- European Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

## SYLLABUS OF DSC- 2

### UNIT – I (20 Hours)

- Homer: *The Odyssey*

### UNIT – II (20 Hours)

- Aristotle: *Poetics*
- Sophocles: *Antigone*

### UNIT – III (20 Hours)

- Aristophanes: *Lysistrata*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

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

## DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): Indian Classical Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SYLLABUS OF DSC-3

### UNIT – I (20 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

### UNIT – II (20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

### UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

## **BA (PROG) WITH ENGLISH AS MAJOR**

### **Category II**

**(Discipline Specific Courses for Undergraduate Programme of study with  
ENGLISH(Major) as one of the Core Disciplines)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

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

##### **UNIT – I (20 Hours)**

##### **UNIT I: Reading the Novel**

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II (20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

## DISCIPLINE SPECIFIC CORE COURSE –(DSC-2): Indian Classical Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SYLLABUS OF DSC-3

### UNIT – I (20 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

### UNIT – II ((20 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.



### UNIT – III (20 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

## **BA (PROG.) WITH ENGLISH AS NON-MAJOR**

### **Category III**

**Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

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

##### **UNIT – I (20 Hours)**

##### **UNIT I: Reading the Novel**

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

## **UNIT – II ((20 Hours)**

### **UNIT II: Reading Poetry**

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

## **UNIT – III (20 Hours)**

### **UNIT III: Reading Drama**

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*  
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

## **BA (Hons) JOURNALISM**

### **Category I**

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 1: Introduction to Journalism	4	3	0	1	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand what it takes to be a competent reporter and the problems that journalists face in the media industry.
- To equip students to work as a cub-reporter in any news media organisation.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of news and the process of news transmission to the readers.
- Students will be able to write news stories and comprehend the role of the press in a democratic society.

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

##### **UNIT – I (20 Hours)**

##### **UNIT I: Understanding News**

- Meaning and definition of Journalism
- Ingredients of news
- News: meaning, definition, nature
- The news process: from the event to the reader (how news is carried from event to reader)
- Hard news vs. Soft news
- Basic components of a news story
- Attribution, on-record, off-the record, embargo,
- Verification, balance, fairness, brevity, dateline, credit line and byline.
- Criteria for news worthiness, principles of news selection

## **UNIT – II ((20 Hours)**

### **UNIT II: Historical Perspective and News Writing Skills**

- Yellow journalism
- Penny press, tabloid press
- Language of news- Robert Gunning: Principles of clear writing
- Rudolf Flesch formula- skills to write news
- Organizing a news story, 5W's and 1H, Inverted pyramid
- Use of archives, sources of news, use of internet

## **UNIT – III (20 Hours)**

### **Unit III: Different mediums-a comparison**

- Language and principles of writing on different media platforms
- Basic differences between print, electronic and online journalism
- Citizen Journalism

**Practical component (if any)** - Writing stories in the inverted pyramid format, identifying the news values in news stories of different newspapers, identifying the 5W's and 1 H in news stories, writing soft-news stories.

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

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*. McGraw Hill Publication, 2000.

2. George Rodmann. *Mass Media in a Changing World*. McGraw Hill Publication, 2007.
3. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*. Vistaar Publications, 2006.
4. Richard Keeble. *The Newspaper's Handbook*. Routledge Publication, 2006.

### **Suggestive readings-**

1. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*. Blackwell Publishing, 2006.
2. Michael Ryan and James W. Tankard. *Writing For Print And Digital Media*. Mcgraw-Hill College, 2004.
3. Helmut Kipphan. *Handbook of Print Media*. Springer, 2001.
4. Paranjoy Guha Thakurta. *Media Ethics: Truth, Fairness and Objectivity*. Oxford University Press, 2011.
5. Vincent F. Filak. *Dynamics of News Reporting and Writing Foundational Skills for a Digital Age*. Sage Publications, Inc, 2021.
6. Robert Gunning. *Techniques of Clear Writing*. McGraw Hill Higher Education, 1968.
7. W. Richard Whitaker & Janet E. Ramsey & Ronald D. Smith. *Media Writing: Print, Broadcast, and Public Relations*. Routledge, 2019.
8. Wynford Hicks, Adams Sally, Harriett Gilbert, Tim Holmes, Jane Bentley. *Writing for Journalists*. Routledge, London, 2016.
9. John Hohenberg. *The professional journalist: a guide to the practices and principles of the news media*. Holt, Rinehart and Winston, New York, 1973.
10. M. V. Kamath. *The Journalists Handbook*. Vikas Publishing, New Delhi, 2009.

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Introduction to Media and Communication

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-2 Introduction to Media and Communication	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of the media use.
- To hone the communication skills.
- To help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the important aspects of communication to help them get their messages across to public, essential in all sectors of media.
- Students will be enabled to work in any sector/media organisation as a content writer/communication consultant.

### SYLLABUS OF DSC- 2

#### UNIT – I ((20 Hours)

##### UNIT I: Communication and Mass Communication

- Media and Everyday life

- Forms of Communication, Levels of Communication
- Mass Communication and its Process
- Normative Theories of the Press
- Media and the Public Sphere
- Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

## **UNIT – II ((20 Hours)**

### **UNIT II: Mass Communication and Effects Paradigm**

- Direct Effects; Mass Society Theory, Propaganda
- Limited Effects; Individual Difference Theory, Personal Influence Theory
- Digital influencers in the contemporary world

## **UNIT – III (20 Hours)**

### **UNIT III: Cultural Effects and the Emergence of an Alternative Paradigm**

- Cultural Effects: Agenda Setting
- Spiral of Silence, Cultivation Analysis
- Critique of the effects paradigm and emergence of alternative paradigm

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

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

1. Michael Ruffner and Michael Burgoon. *Interpersonal Communication*. New York, Holt, Rinehart and Winston, 1981. 21-34; 59-72
2. John Fiske. *Introduction to Communication Studies*. Routledge 1982. pp 138
3. Dennis Mc Quail. *Mass Communication Theory*. London, Sage, 2000. pp 111; 41-54; 121-133(fourth Edition)
4. Baran and Davis. *Mass Communication Theory*. Indian Edition, South West Coengage Learning, 2006. pp 42-64; 7184; 148-153; 236-298
5. Kevin Williams. *Understanding Media Theory*. 2003. pp 168-188

### **Suggestive readings (if any)-**

1. Robin Jeffrey. *Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India*. New Delhi: Hachette, 2013.
2. Ravi Sundaram. 'The Art of Rumour in the Age of Digital Reproduction', *The Hindu*. Posted 19 August, 2012, Updated 16 November 2021  
<https://www.thehindu.com/news/national/article60457070.ece>



3. Maya Ranganathan. 'Commercial FM radio takes over Indian cities', *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010.
4. Sreya Mitra (2012) 'The show of the millennium': screening the big-money quiz show and the Bollywood superstar, *South Asian History and Culture*, 3:4. 20 Sep 2012. pp 566-582  
DOI: 10.1080/19472498.2012.720071
5. Little John, Stephen, W and Foss, Karen, A. *Encyclopedia of Communication Theory*. Sage Publications, Inc. 2009.
6. Narula, Uma. *Communication Models*. Atlantic Publishers and Distributors (P) Ltd., New Delhi. 2022.
7. Neumann, Elisabeth Noelle. *Spiral of Silence: Public Opinion--Our Social Skin*. University of Chicago Press; 2nd edition. 1993.
8. Perse, Elizabeth M. and Lambe, Jennifer. *Media Effects and Society*. Routledge. 2016.
9. Watson, James. *Media Communication: An Introduction to Theory and Process*. Palgrave Macmillan. 2003.
10. Endo, Kaoru, Kurihara, Santoshi and Kamihigashi, Takashi (eds.) *Reconstruction of the Public Sphere in the Socially Mediated Age*. Springer, Singapore. 2017.
11. Shohini Ghosh, "Inner and Outer Worlds of Emergent Television Cultures," in *No Limits: Media Studies from India*, Ed. Ravi Sundaram. New Delhi: Oxford (2013).

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

## DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the Media

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-3 History of the Media</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII with English	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students attain familiarity with the historical evolution of the media.
- To contextualize the developments of the media and its role through political and economic changes across the world.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assist any organisation in writing historical aspects in an efficient manner.
- students will also get an opportunity to work as a researcher and place key developments in media technologies across history.

### SYLLABUS OF DSC-3

#### UNIT – I (20 Hours)

##### UNIT I: History of Print Media

- Print revolution and telegraph
- Yellow Journalism, Evolution of Press in United States and Great Britain
- History of the Press in India: Colonial Period, National Freedom Movement
- Gandhi and Ambedkar as Journalists and Communicators
- Emergency and Post Emergency Era

#### UNIT – II (20 Hours)

##### UNIT II: Beginnings of Sound Media

- The coming of Gramophone
- Early history of Radio in India
- Evolution of AIR Programming
- Patterns of State Control; the Demand for Autonomy
- FM: Radio Privatization

### **UNIT – III (20 Hours)**

#### **UNIT III: Visual Media**

- The early years of Photography and Cinema
- The coming of Television and the State's Development Agenda
- Commercialization of Programming (1980s)
- Invasion from the Skies: The coming of transnational television (1990s)
- Formation of Prasar Bharati

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

A comparative study of a Community Radio project and any of AIR's Local Radio stations. Projects such as case studies of radio programmes, tracing the transformation of certain traditional musical genres like devotional music, ghazals and folk songs with the advent of cassette technology, presentations on the importance of archiving and archives of films, newspapers, music and photographs as well as projects on digital archives of sound and visual media.

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

1. Briggs, A and Burke, P. *Social History of Media: From Gutenberg to the Internet*. Polity Press, 2010. Chapter 2 and Chapter 5
  2. Jeffrey, Robin. *India's News Paper Revolution: Capitalism, Politics and the Indian Language Press*. New Delhi: Oxford, 2003.
  3. David Page and William Crawley. *Satellites Over South Asia*. Sage, 2001. Chapter 2, chapter 8 and Chapter 9
  4. Erik Barnouw and Krishnaswamy. "Beginnings," & "Three Get Started", *Indian Film*. New York: Oxford University press, 192nd Edition, 1980
- [Early communication system in India \(part - I\) - YouTube](https://www.youtube.com/watch?v:9WocwNyYo8g)  
<https://www.youtube.com/watch?v:9WocwNyYo8g>

#### **Suggestive readings-**

1. Jeffrey, Robin. "Communications and capitalism in India, 1750–2010." *South Asia: Journal of South Asian Studies* 25, no. 2 (2002): 61-75.

2. V. Ratnamala, *Ambedkar and media*, 2012  
[http://roundtableindia.co.in/index.php?option=com\\_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132](http://roundtableindia.co.in/index.php?option=com_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132)
3. Manuel, Peter. *Cassette Culture*. Chicago: University of Chicago Press, 1993, Pages 1- 32
4. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008
5. Chatterjee, P.C, *Broadcasting in India* page (New Delhi, Sage, 1991) pp 39-57
6. Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," *Economic Development of Cultural Change*, vol 10, No. 3 (pp 275-283), 1962
7. Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
8. Parthasarathi, Vibhodh, "Constructing a New Media Market: Merchandising the Talking Machine", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.), Sage 2005
9. Thirumal, P., and C. Lalrozami. *Modern Mizoram: History, Culture, Poetics*. Taylor & Francis, 2018. Chapter 1
10. Francis Robinson. "Technology and Religious change: Islam and the impact of Print", *Modern Asian Studies*. Vol 27, No. 1 (Feb 1993) pp. 229-251.
11. *Seminar* Issue October 1997, Indian Language Press
12. Neyazi, Taberezh Ahmed, and Akio Tanabe. "Introduction: democratic transformation and the vernacular public arena in India", *Democratic Transformation and the Vernacular Public Arena in India*, pp. 17-40. Routledge, 2014.
13. Maya Ranganathan, "The Pan Tamil rhetoric in regional media", *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010. pp 83-105
14. G.N.S Raghavan, Early years of PTI, PTI story: Origin and Growth of Indian Press (Bombay, Press Trust of India, 1987. pp 92-119
15. Melissa Butcher. *Transnational Television, Cultural Identity and Change*. New Delhi, Sage, 2003. 49-77
16. Cappon, Rene, J. The Associated Press Guide to News Writing, 4th Edition. Peterson's; 4th edition, 2019.
17. Sheridan, Lynette Burns. *Understanding Journalism*. SAGE Publications Ltd; Second edition, 2012.
18. Rudin, Richard and Ibbotson, Trevor. *Introduction to Journalism: Essential techniques and background knowledge*. Routledge, 1st Edition, 2002.

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

## Common Pool of Generic Electives (GE) Courses offered by the Department of English

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

### SYLLABUS OF GE-1

#### UNIT – I (20 Hours)

##### UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.

4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

## **UNIT – II (20 Hours)**

### **UNIT II- English Language in India and Multilingualism**

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

## **UNIT – III (20 Hours)**

### **UNIT III: Language and Society**

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.

7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

### GENERIC ELECTIVES (GE-2: Genre Fiction)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Genre Fiction	4	3	1	0	Passed Class XII	

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

### SYLLABUS OF GE-2

#### UNIT – I (20 Hours)

1. Arthur Conan Doyle: *The Sign of Four*

### UNIT – II (20 Hours)

1. Kashigo Ishiguro: *Never Let Me Go*

### UNIT – III (20 Hours)

1. Ibn-e-Safi: *House of Fear*

2. Madulika Liddle: *Crimson City*

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)

2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)

3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)

4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

## GENERIC ELECTIVES (GE-3): Dystopian Writings

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

### Learning outcomes



The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

### SYLLABUS OF GE-3

#### UNIT – I (20 Hours)

1. Mary Shelley: *The Last Man*

#### UNIT – II (20 Hours)

1. H.G. Wells: *The Time Machine*

#### UNIT – III (20 Hours)

1. Malcolm Bradbury: *Fahrenheit 451*

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

### GENERIC ELECTIVES (GE-4) Literature & Human Rights

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

## SYLLABUS OF GE-4

### UNIT – I (20 Hours))

1. George Orwell: *1984*(1949)

### UNIT – II (20 Hours)

1. Harper Lee: *To Kill a Mockingbird* (1960)

### UNIT – III (20 Hours)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
  - (i) 'In the Prison of Repose'—Paulo Coelho
  - (ii) 'Amnesty'—Nadine Gordimer
  - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]
3. June Millicent Jordan: 'Poem About My Rights'

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. The Universal Declaration of Human Rights  
[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

### GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

## SYLLABUS OF GE-5

### UNIT – I (20 Hours)

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

### UNIT – II (20 Hours)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

### UNIT – III (20 Hours)

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

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

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

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

**Suggestive readings- NIL**

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

## GENERIC ELECTIVES (GE-6) Indian English Literatures

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

### SYLLABUS OF GE-6

#### UNIT – I (20 Hours)

1. Vikram Seth: *A Suitable Boy*

#### UNIT – II (20 Hours)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

#### UNIT – III (20 Hours)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.

4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

**Generic Electives Language Courses offered by the Department of English  
(GE Language 1) English Language through Literature-I**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-I	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- 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.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To 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
- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

## SYLLABUS OF GE LANGUAGE-1-

### UNIT – I (20 Hours)

#### UNIT 1: Understanding Everyday Texts.

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

UNHCRorgUNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

### UNIT – II (20 Hours)

#### UNIT 2: Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

### UNIT – III (20 Hours)

#### UNIT 3: Understanding Poetry

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

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

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



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

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Communication-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

## SYLLABUS OF GE LANGUAGE-2

### UNIT – I (20 Hours)

#### UNIT I: Constructing a Self

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

### UNIT – II (20 Hours)

#### UNIT II: Expressing the Self

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)

3. Acknowledging and negotiating opinions

**UNIT – III (20 Hours)**

**UNIT III: Expressing Visually**

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Fluency-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

### SYLLABUS OF GE LANGUAGE-3-

#### UNIT – I (20 Hours)

##### UNIT I: In the domestic sphere

##### 1. Diary

2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

**Readings:**

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

**UNIT – II (20 Hours)**

**UNIT II: In the University**

1. Introducing oneself -- Note-making
2. Pronunciation Intonation – Nouns, Verbs, Articles
3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

**Readings:**

1. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

**UNIT – III (20 Hours)**

**UNIT III: In public places**

1. CV Job applications
2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

**Readings:**

1. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
2. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings: NIL**

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

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 4) Developing English Language Skills-I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Developing English Language Skills-I	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To 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.
- To 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.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

## SYLLABUS OF GE LANGUAGE-4-

### UNIT – I (20 Hours)

#### UNIT 1: Reading & Vocabulary–I

1. Strategies for language learning;
2. various ways of reading;
3. understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

**Readings:**

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69
3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20
4. Everyday English. Delhi: Pearson, 2005. pp 21–31
5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

**UNIT – II (20 Hours)**

**UNIT 2: Writing & Grammar–I**

1. Understanding the structure of written texts by identifying topic sentences and supporting details.
2. summarizing passages.
3. expanding ideas, subjects and topics.
4. the steps involved in the process of good writing.
5. Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

**Readings:**

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 119–125
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
3. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
4. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
5. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

**UNIT – III (20 Hours)**

**UNIT 3: Speaking & Listening–I**

1. Learning to use language according to situation: the difference between formal and informal;
2. ways of socializing and showing politeness;
3. expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.

**Readings:**

1. Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26
2. English at the Workplace. Delhi: Macmillan, 2006. pp 10–13
3. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

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



**DEPARTMENT OF ENGLISH**  
**BA (Hons.) English**  
**Category-I**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : 14<sup>th</sup> to 17<sup>th</sup> Century English Poetry**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: 14 <sup>th</sup> to 17 <sup>th</sup> Century English Poetry	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.
- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

1. Geoffrey Chaucer: 'General Prologue' and 'Pardoner's Tale' from *Canterbury Tales*

**UNIT – II (15 Hours)**

2. Philip Sidney: 'Sonnet I'
3. Walter Raleigh: 'The Passionate Man's Pilgrimage'
4. John Donne, 'Sunne Rising,' 'The Canonization,' 'The Good Morrow'

### UNIT – III (15 Hours)

5. John Milton: 'Book I', *Paradise Lost*

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Philip Sidney, *An Apology for Poetry*. ed. Forrest G. Robinson, Indianapolis: Bobbs Merrill, 1970. pp 13–18
2. *The Holy Bible*, Genesis, Chap. 1–4, *The Gospel* according to St. Luke, Chap. 1–7 & 22–4.
3. Wimsatt, W. K. *The Verbal Icon*, 1954.
4. Hill, Christopher. *Milton and the English Revolution*. London: Faber and Faber, 1977.

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

## Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

## Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

## SYLLABUS OF DSC- 5

### UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

### UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings (if any):**

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

#### DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
18 <sup>th</sup> Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

#### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

## UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

## UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.
5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777
6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

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

## **BA (Prog) with English as Major**

### **DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama**

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

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

#### **SYLLABUS OF DSC- 5**

##### **UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

##### **UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

### DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6 18 <sup>th</sup> Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.

- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

#### UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

#### UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wendenfeld and Nicholson, 1962.



5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777

6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

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

**BA (Prog.) with English as Minor**

**Category III**

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- The course will facilitate a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

**SYLLABUS OF DSC- 5**

**UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

**UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

**UNIT – III (15 Hours)**

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

**Pool of General Electives (GE) Courses  
Offered by Department of English for  
EVEN SEMESTER**

***Category-IV***

### GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

## SYLLABUS OF GE-8

### UNIT – I (15 Hours)

#### Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

### UNIT – II (15 Hours)

#### Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190
6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2, 1992. pp 146-147

### **UNIT – III (15 Hours)**

#### **Tribe**

7. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20
8. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9
9. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73
10. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.
2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.
3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

## GENERIC ELECTIVES (GE-8) INDIAN CLASSICAL LITERATURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SYLLABUS OF GE-9

### UNIT – I (15 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI



## UNIT – II (15 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

## UNIT – III (15 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

## GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20<sup>th</sup> Century.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20<sup>th</sup> Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

## SYLLABUS OF GE- 10

### UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

### UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

### UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

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

## GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation studies
- To consider the relationship between literature and cinema

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

### SYLLABUS OF GE- 11

#### UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

#### UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

### UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

### GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-12 Travel Writings	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of genre fiction
- To indicate the diversity of the field

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

### SYLLABUS OF GE- 12

#### UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

#### UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

#### UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. 'An Interview with William Dalrymple and Pankaj Mishra', *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

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

## GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

### SYLLABUS OF GE- 13

#### UNIT – I (15 Hours)

##### Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

### ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

### UNIT – II (15 Hours)

#### Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

### ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

### **UNIT – III (15 Hours)**

#### **Histories**

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

#### **ESSENTIAL READINGS:**

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

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

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

**Essential/recommended readings-** as listed in the units



### Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjuality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

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

### GENERIC ELECTIVES (GE-13) CULTURE & THEORY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

#### SYLLABUS OF GE- 14

### **UNIT – I (15 Hours)**

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

### **UNIT – II (15 Hours)**

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

### **UNIT – III (15 Hours)**

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

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

## GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

### SYLLABUS OF GE-15

#### UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

#### UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

#### UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

### GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

#### SOCIETY Credit distribution, Eligibility and Pre-requisites of

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

#### SYLLABUS OF GE- 16

##### UNIT – I (15 Hours)

## **UNIT I: Caste and Class**

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – II (15 Hours)**

### **UNIT II: Violence and War**

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – III (15 Hours)**

### **UNIT III: Living in a Globalized World**

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

## **Generic Electives Language Courses for Semester-II (to be offered in Flip Mode)**

**GE Language Courses, as approved for Semester-I, will also run in Semester-II, as these courses are offered in the Flip mode.**

**Their titles are as follows:**

**GE Language 1 - English Language Through Literature-I**

**GE Language 2 - Digital Communication-1**

**GE Language 3 - English Fluency -I**

**GE Language 4 - Developing English Language Skills-I**

# Department of English

## Category I

### BA(Hons.) English

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-7

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper' (Songs of Innocence) (iv) 'Chimney Sweeper' (Songs of Experience)

2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

#### **UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

#### **UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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



## DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Victorian Literature

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8-Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## SYLLABUS OF DSC- 8

### UNIT – I (15 weeks-1 hour/week)

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

### UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

### UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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

## DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): Literary Criticism

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9: Literary Criticism	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

## SYLLABUS OF DSC-9

### **UNIT – I (15 weeks-1 hour/week)**

1. David Hume, 'Of the Standard of Taste', from 'Four Dissertations', *The Norton Anthology of Theory and Criticism*, ed. Vincent Leitch, New York: W. W. Norton & Co., 2001. pp 486-99
2. Edmund Burke, Part 1: Section VII, Section XVIII; Part 2- Sections I- VIII; Part 3- Section XXVII, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*. ed. James T. Boulton, Oxford: Blackwell, 1987. pp 39-40, 51-52, 57-74, 124-25

### **UNIT – II (15 weeks-1 hour/week)**

1. Virginia Woolf: 'Modern Fiction' (1919)

2. T.S. Eliot: 'Tradition and the Individual Talent' (1919)

**UNIT – III (15 weeks-1 hour/week)**

1. I.A. Richards: *Principles of Literary Criticism* (1926) Chapters 1 & 2.
2. Cleanth Brooks: *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) (i) 'The Heresy of Paraphrase' (ii) 'The Language of Paradox'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Kant, Immanuel Kant. 'Analytic of the Beautiful', trans. Paul Guyer, *The Critique of Judgment*. Cambridge: Cambridge University Press, 2000. pp 89-127
2. Schiller, Friedrich. 'Letter 2'; 'Letter 6', and 'Letter 9', trans. Reginald Snell, *Letters on the Aesthetic Education of Man*. UK: Dover Publications, 2004. pp 46-50, 69-83, 93-100
3. Hegel, G. W. F. (i) 'Work of Art as Product of Human Activity'; (ii) 'The Kantian Philosophy'; (iii) 'Imagination Genius and Inspiration', trans. T. M. Knox, in *Aesthetics: Lectures on Fine Art Vol. 1* (Oxford: Clarendon Press, 1988) pp 25-32, 56-61, 281-88.
4. Nietzsche, Friedrich. 'What is the Meaning of Ascetic Ideals', Book III, Sections 1–6, *On the Genealogy of Morals*. trans. Walter Kaufmann and John Hollingdale, New York: Vintage Books 1967. pp 1-6
5. Bakhtin, Mikhail. 'Forms of Time and of the Chronotope in the Novel', *The Dialogic Imagination: Four Essays*. trans. Caryl Emerson Michael Holquist, Texas:University of Texas Press, 1981. pp 84-110, 243-58

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

## Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

### DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-5

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

**UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

**UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Victorian Literature

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Victorian Literature	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## SYLLABUS OF DSC- 6

### UNIT – I (15 weeks-1 hour/week)

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

### UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

### UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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



### Category III

#### **Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines**

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

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3: Romantic Literature	4	3	1	0	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

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

##### **UNIT – I (15 weeks-1 hour/week)**

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

**UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

**UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

### DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-1 Literature and Cinema	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic aspects of cinema studies.
- To consider the relationship between literature and cinema.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire knowledge of visual grammar across genres of film.
- Students will understand how cinema deals with issues of gender and sexuality.

#### SYLLABUS OF DSE-1

##### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Language of Cinema

- Mise en scène
- film vocabulary

- signs and syntax
- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

#### **FOR VISUALLY IMPAIRED STUDENTS:**

3. Film script of *Modern Times*:

[http://chaplin.bfi.org.uk/resources/bfi/filmog/film\\_thumb.php?fid=59441&resource=Script](http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script)

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Cinematic adaptations of literary texts**

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

#### **FOR VISUALLY IMPAIRED STUDENTS:**

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

## UNIT – III (15 weeks-1 hour/week)

### UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

#### FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

[https://www.scripts.com/script/margarita%2C\\_with\\_a\\_straw\\_13368](https://www.scripts.com/script/margarita%2C_with_a_straw_13368)

**NOTE:** For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64

2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-2 Literary Theory	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the aspects of canonical literary theory
- To create a base for theoretical knowledge

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

### SYLLABUS OF DSE-2

#### UNIT – I (15 weeks-1 hour/week)

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

#### UNIT – II (15 weeks-1 hour/week)

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

#### UNIT – III (15 weeks-1 hour/week)

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4<sup>th</sup> Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.



## DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-3 Nineteenth Century European Realism	4	3	1	0	Passed Class XII	NIL	English

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

### SYLLABUS OF DSE-3

#### UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

#### UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

#### UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.

4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508

5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

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

## COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Language and Culture)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio- cultural perspective to the study of English in the Indian context.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

#### SYLLABUS OF GE-1

##### UNIT – I (15 weeks-1 hour/week)

##### UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
4. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II- English Language in India and Multilingualism**

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Language and Society**

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.

5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.
7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

## GENERIC ELECTIVES (GE-2: Genre Fiction)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

### SYLLABUS OF GE-2

#### UNIT – I (15 weeks-1 hour/week)

1. Arthur Conan Doyle: *The Sign of Four*

#### UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

#### UNIT – III (15 weeks-1 hour/week)

1. Ibn-e-Safi: *House of Fear*
2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)
2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)
3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)
4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.  
<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

### GENERIC ELECTIVES (GE-3): Dystopian Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

#### SYLLABUS OF GE-3

##### UNIT – I (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

##### UNIT – II (15 weeks-1 hour/week)

1. H.G. Wells: *The Time Machine*

##### UNIT – III (15 weeks-1 hour/week)

1. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:



1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

## GENERIC ELECTIVES (GE-4) Literature & Human Rights

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

### SYLLABUS OF GE-4

#### UNIT – I (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

#### UNIT – II (15 weeks-1 hour/week)

1. Harper Lee: *To Kill a Mockingbird* (1960)

#### UNIT – III (15 weeks-1 hour/week)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
  - (i) 'In the Prison of Repose'—Paulo Coelho
  - (ii) 'Amnesty'—Nadine Gordimer
  - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

3. June Millicent Jordan: 'Poem About My Rights'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. The Universal Declaration of Human Rights  
[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)
2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

**GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements**

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

**SYLLABUS OF GE-5****UNIT – I (15 weeks-1 hour/week)**

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

**UNIT – II (15 weeks-1 hour/week)**

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

**UNIT – III (15 weeks-1 hour/week)**

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

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

**Essential/recommended readings:**

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

**Suggestive readings- NIL**

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

## GENERIC ELECTIVES (GE-6) Indian English Literatures

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

### SYLLABUS OF GE-6

#### UNIT – I (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

#### UNIT – II (15 weeks-1 hour/week)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

#### UNIT – III (15 weeks-1 hour/week)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'

2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.
4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

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

## COMMON POOL OF GENERIC ELECTIVE (GE) LANGUAGE COURSES

### GENERIC ELECTIVES LANGUAGE-5 (GE Language 5) English Language through Literature-II

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE Language 5- English Language Through Literature-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- 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.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To 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



- To enable students to write in expository argumentative and descriptive modes
- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

### SYLLABUS OF GE LANGUAGE 5-

#### UNIT – I (15 weeks-1 hour/week)

##### UNIT 1: Understanding Fiction

1. 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 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

#### UNIT – II (15 weeks-1 hour/week)

##### UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

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

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT 3: Writing your own academic paper**

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8th May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 6-Digital Communication-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

### SYLLABUS OF GE LANGUAGE 6-

#### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)

3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Making Institutional Profiles and networks**

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT III: Online Interactions and Diversity**

1. Etiquettes for online interactions (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-7 (GE Language 7) English Fluency-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 7- English Fluency-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

## SYLLABUS OF GE LANGUAGE 7-

### UNIT – I (15 weeks-1 hour/week)

#### Unit 1: In the State

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

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

### **Readings:**

1. Sendak, Maurice. *Where the Wild Things Are*. UK: Random House, 2000.
2. <https://rtionline.gov.in/>
3. [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
4. [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

## **UNIT – II (15 weeks-1 hour/week)**

### **Unit 2: Interface with Technology**

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

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

### **Readings:**

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391>

Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

## **UNIT – III (15 weeks-1 hour/week)**

### **Unit 3: Self-Representation**

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

### Readings:

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings: NIL**

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

**GENERIC ELECTIVES LANGUAGE-8 (GE Language 8) Developing English  
Language Skills-II**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE Language 8- Developing English Language Skills-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To 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.
- To 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.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures



## SYLLABUS OF GE LANGUAGE 8-

### UNIT – I (15 weeks-1 hour/week)

#### UNIT 1: Reading & Vocabulary–II

- Ways of expanding vocabulary;
- learning how to use a dictionary;
- understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

#### Readings:

1. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 5–10, 27–29, 40–44, 81–83
2. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 43–51
3. *Everyday English*. Delhi: Pearson, 2005. pp 36–43
4. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 32–37, 46–48

### UNIT – II (15 weeks-1 hour/week)

#### UNIT 2: Writing & Grammar–II

- Understanding what constitutes a piece of good writing;
- learning to describe objects and processes, narrate incidents and stories, and argue a point of view.
- framing of questions and negative sentences;
- modals and their uses.

#### Readings:

5. *A Foundation English Course for Undergraduates*: Book II. Delhi: University of Delhi, 1992. pp 115–130
6. *A Foundation English Course for Undergraduates*: Book III. Delhi: University of Delhi, 1993. pp 126–136
7. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 183–186, 206–209
8. *Developing Language Skills 2*. Delhi: Doaba House, 1995. pp 112–116
9. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 49 – 52.

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT 3: Speaking & Listening–II**

- Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone;
- becoming a better listener;
- expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

#### **Readings:**

10. *Developing Language Skills I*. Delhi: Manohar, 1997. pp 26–45

11. *English at the Workplace*. Delhi: Macmillan, 2006. pp 52–57

12. *English at the Workplace II*. Delhi: Oxford University Press, 2007. pp 10–13, 20–24, 38–45

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

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

# Department of English

## Semester-IV

BA (Hons.) English

### DISCIPLINE SPECIFIC CORE COURSE 10 - (DSC-10) – : AMERICAN LITERATURE

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: American Literature	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the literature of the United States with specific reference to the way it chronicles patterns of oppression and freedom in the lives of its peoples.
- To open up a range of possibilities in the way in which literature shapes and chronicles new frontiers and cultural groups.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to trace the powerful role played by literature in shaping the emergent United States.
- Students will be enlightened on how literature chronicles and shapes both different kinds of enslavement and possibilities of liberation.

## SYLLABUS OF DSC- 10

### UNIT – I (15 hours)

1. Toni Morrison: *Beloved*

### UNIT – II (15 hours)

2. Kate Chopin: *The Awakening*
3. Herman Melville: 'Bartleby the scrivener'

### UNIT – III (15 hours)

4. Walt Whitman: (i) 'O Captain, My Captain' (ii) 'Passage to India' (lines 1–68)
5. Alexie Sherman Alexie: (i) 'Crow Testament' (ii) 'Evolution'

### Practical component (if any) - NIL

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Emerson, Ralph Waldo. 'Self-Reliance', *The Selected Writings of Ralph Waldo Emerson*. ed. Brooks Atkinson, New York: The Modern library, 1964.
2. Martin Luther King Jr, 'I have a dream', *African American Literature*. ed. Kieth Gilyard, Anissa Wardi, New York: Penguin, 2014. pp 1007-1011
3. Douglass, Frederick. Chaps. 1–7, *A Narrative of the life of Frederick Douglass*. Harmondsworth: Penguin, 1982. pp 47–87
4. Rich, Adrienne. 'When We Dead Awaken: Writing as Re-Vision', *College English*. Vol. 34, No. 1, Women, Writing and Teaching (Oct., 1972), pp. 18-30
5. Crevecoeur, Hector St John. Letter III: 'What is an American', *Letters from an American Farmer*. Harmondsworth: Penguin, 1982. pp 66–105

**DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11) : Indian Writing in English****No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

## SYLLABUS OF DSC- 11

### UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

### UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

### UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

### Practical component (if any) - NIL

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi
2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70
3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203
4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn., 2005. pp 1–10

**DISCIPLINE SPECIFIC CORE COURSE -12 (DSC-12) : Indian Writing in English Translation**

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.
- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

## SYLLABUS OF DSC-12

### UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

### UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

### UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**



1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

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

### Category II

(Discipline Specific Courses for Undergraduate Programme of study with  
ENGLISH(Major) as one of the Core Disciplines)

#### DISCIPLINE SPECIFIC CORE COURSE -11 (DSC-11) : Indian Writing in English

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.

- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

## SYLLABUS OF DSC- 11

### UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

### UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

### UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'
7. Shashi Deshpande: 'The Intrusion'
8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

### Practical component (if any) - NIL

### Essential/recommended readings- as listed in the units

### Suggestive readings:

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi
2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn., 2005. pp 1–10

**DISCIPLINE SPECIFIC CORE COURSE 12- (DSC-12) : Indian Writing in English  
Translation**

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12: Indian Writing in English Translation	4	3	1	0	Passed Class XII with English	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To understand and celebrate the diversity of linguistic and regional influences on the shaping of modern India.
- To open up a sense of the sophistication and fluidity of Indian thought and literature even when it speaks through the medium of translation.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain knowledge of the richness of modern Indian writing.

- Students will be encouraged to understand how contemporary India owes its diversity to a range of literatures, cultures and regions.

## SYLLABUS OF DSC-12

### UNIT – I (15 hours)

1. Premchand 'The Shroud', *Penguin Book of Classic Urdu Stories*. ed. M. Assaduddin, New Delhi: Penguin/Viking, 2006.
2. Chughtai, Ismat. 'The Quilt', *Lifting the Veil: Selected Writings of Ismat Chughtai*. tr. M. Assaduddin. New Delhi: Penguin Books, 2009.
3. Senapati, Fakir Mohan. 'Rebati', *Oriya Stories*. ed. Vidya Das, tr. Kishori Charan Das, Delhi: Srishti Publishers, 2000.

### UNIT – II (15 hours)

4. Bharati, Dharamveer. *Andha Yug*. tr. Alok Bhalla, New Delhi: OUP, 2009.
5. Tagore, Rabindranath. 'Light, Oh Where is the Light?' & 'When My Play was with thee', *Gitanjali: A New Translation with an Introduction*. trans. William Radice, New Delhi: Penguin India, 2011.
6. Muktibodh, G.M. 'The Void' (tr. Vinay Dharwadker) & 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadker and A.K. Ramanujam, New Delhi: OUP, 2000.

### UNIT – III (15 hours)

7. Pritam, Amrita. 'I say unto Waris Shah' (tr. N.S. Tasneem), *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*. ed. K.M. George, vol. 3, Delhi: Sahitya Akademi, 1992.
8. Singh, Thangjam Ibopishak. 'Dali, Hussain, or Odour of Dream, Colour of Wind' & 'The Land of the Half-Humans', *The Anthology of Contemporary Poetry from the Northeast*. tr. Robin S. Ngangom, NEHU: Shillong, 2003.
9. Macwan, Joseph. *The Stepchild*. Trans. Rita Kothari, Oxford University Press, New Delhi, 2004.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Singh, Namwar. 'Decolonising the Indian Mind', *Indian Literature*, tr. Harish Trivedi, no. 151(Sept./Oct. 1992), 1992.
2. Ambedkar, B.R. Chaps. 4, 6, & 14, *Annihilation of Caste in Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1, Maharashtra: Education Department, Government of Maharashtra, 1979.
3. U.R. Ananthamurthy: 'Being a Writer in India'
4. Vinay Dharwadker: 'Some Contexts of Modern Indian Poetry'
5. Aparna Dharwadker, 'Modern Indian Theatre', *Routledge Handbook of Asian Theatre*. ed. Siyuan Liu, London: Routledge, 2016. pp 243-67

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

### Category III

**Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines**

#### **DISCIPLINE SPECIFIC CORE COURSE 11- (DSC-11): Indian Writing in English**

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11: Indian Writing in English	4	3	1	0	Passed Class XII with English	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the distinctively Indian qualities of literature in English, across a range of genres.
- To open up a sense of the Indian response to literary and political challenges in modern times.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain a basic sense of Indian writing in English as a viable means to understand the evolution of modern India.
- Students' imagination will be stimulated by an understanding of how Indian writing in English opens up the challenges and complexities of contemporary India.

## SYLLABUS OF DSC- 11

### UNIT – I (15 hours)

1. Anita Desai: *The Clear Light of the Day*

### UNIT – II (15 hours)

2. H.L.V. Derozio: (i) 'Freedom to the Slave' (ii) 'The Orphan Girl'
3. Kamala Das: (i) 'Introduction' (ii) 'My Grandmother's House'
4. Sarojini Naidu: (i) 'An Indian Love Song', (ii) 'In Salutation to the Eternal Peace'
5. Robin S. Ngangom: (i) 'The Strange Affair of Robin S. Ngangom' (ii) 'A Poem for Mother'

### UNIT – III (15 hours)

6. Salman Rushdie: 'The Free Radio'

7. Shashi Deshpande: 'The Intrusion'

8. Padmanabhan, Manjula. 'Stains', *Hot Death, Cold Soup: Twelve Short Stories*. New Delhi: Kali for Women/Zubaan, 1996.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Rao, Raja. 'Foreword', *Kanthapura*. New Delhi: OUP, 1989. pp v–vi

2. Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands*. London: Granta Books, 1991. pp 61–70

3. Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. New Delhi: OUP, 2000. pp 187–203

4. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2<sup>nd</sup> edn., 2005. pp 1–10

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



## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

### DISCIPLINE SPECIFIC ELECTIVE COURSE 4–(DSE-4): Dystopian Writings

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-4: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce a body of writings on dystopic themes
- To consider the range of literary representations in the field

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse literary representations in contemporary contexts.
- Students will be provided a literary and theoretical understanding of the ideas of dystopia.

#### SYLLABUS OF DSE-4

##### UNIT – I (15 hours)

1. Mary Shelley: *The Last Man*

## **UNIT – II (15 hours)**

2. H.G. Wells: *The Time Machine*

## **UNIT – III (15 hours)**

3. Malcolm Bradbury: *Fahrenheit 451*

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

## DISCIPLINE SPECIFIC ELECTIVE COURSE 5 (DSE-5): Literature of the Indian Diaspora

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-5 Literature of the Indian Diaspora	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with select contemporary literature of the Indian diaspora.
- To highlight diversity of diasporic locations and writings.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire understanding of complex diasporic imaginations.
- Students will be able to comprehend the interrelations between home, homeland, diaspora, and migration.

### SYLLABUS OF DSE-5:

#### UNIT – I (15 hours)

1. M. G. Vassanji: *The Book of Secrets*

#### UNIT – II (15 hours)

2. Vikram Seth: *The Golden Gate*

### UNIT – III (15 hours)

3. Meera Syal: *Anita and Me*

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*. New York: Routledge, 2007.
2. Braziel, Jana Evans, et al. (ed.). *Theorizing Diaspora: A Reader*. Wiley, 2003.
3. Unnikrishnan, Deepak. *Temporary People*. New York: Restless Books, 2017.
4. Phillips, Caryl. 'Somewhere in England', *Crossing the River*. London: Random House, 1993.
5. Gilroy, Paul. 'The Black Atlantic as a Counterculture of Modernity', *The Black Atlantic: Modernity and Double Consciousness*. London: Verso, 1993.
6. Jayaram, N. (ed.). *The Indian Diaspora: Dynamics of Migration*. Vol.4, Sage: New Delhi, 2004.

### DISCIPLINE SPECIFIC ELECTIVE COURSE 6 (DSE-6): Graphic Narratives

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-6 Graphic Narratives	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of graphic narratives.
- To sample a variety of graphic narratives from different locations and in varied styles.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be provided an understanding of the specific languages of graphic narratives.
- Students will be able to comprehend the relationship between text and visuality.

## SYLLABUS OF DSE-6:

### UNIT – I (15 hours)

1. Miller, Frank. *Batman: The Dark Knight Returns*. Delhi: Random House, 2016.

#### Supplementary Reading for Visually Impaired Students:

1. Feiffer, Jules. 'Introduction' and 'Afterword', *The Great Comic Book Heroes*. Bonanza Books, 1965.

<http://www.tcj.com/the-great-comic-book-heroes-intro-afterword-by-jules-feiffer/>

### UNIT – II (15 hours)

2. Natarajan, Srividya and Aparajita Ninan. *A Gardener in the Wasteland*. Delhi: Navayana,

2016.

3. Kadam, Dilip and S. S. Rege. *Babasaheb Ambedkar: He Dared to Fight*. Vol. 611, Mumbai: Amar Chitra Katha, 1979.

#### Supplementary Reading for Visually Impaired Students

2. Nayar, Pramod K. 'Drawing on Other Histories.', *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016. pp 109-154

### **UNIT – III (15 hours)**

4. Patil, Amruta. *Kari*. Delhi: Harper Collins, 2008.

5. Satrapi, Marjane. *Persepolis: The Story of a Childhood*. London: Pantheon 2004.

### **Supplementary Reading for Visually Impaired Students**

4. Robinson, Lillian S. 'Chronicles: Generations of Super Girls,' *Wonder Women: Feminisms and Superheroes*. Routledge, 2004. pp 65-94

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Chute, Hilary. 'Comics as Literature?: Reading Graphic Narrative,' *PMLA* 123 (2), pp 452-465

2. McCloud, Scott. *Understanding Comics: The Invisible Art*. USA: HarperCollins, 1993. pp 60-137

3. Mickwitz, Nina. *Documentary Comics: Graphic Truth-Telling in a Skeptical Age*. UK: Palgrave Macmillan, 2016. pp 1-28

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

**NOTE:** The Generic Electives for the EVEN SEMESTERS will also run for Semester IV students.

## GENERIC ELECTIVES LANGUAGE COURSES for Semester III and IV (to be offered in flip mode)

**Note:** GE Language courses for Semester III, will also run in Semester IV, as these courses are offered in the flip mode.

Their titles are:

(GE Language 5) English Language Through Literature-II

(GE Language 6) Digital Communication-II

(GE Language 7) English Fluency-II

(GE Language 8) Developing English Language Skills-II

## SEMESTER-V

### Category I

#### BA (Hons.) English

#### DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) : Twentieth Century Poetry & Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Twentieth Century Poetry & Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.



- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

## **SYLLABUS OF DSC 13-**

### **UNIT – I (15 hours)**

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

### **UNIT – II (15 hours)**

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

### **UNIT – III (15 hours)**

7. Samuel Beckett: *Waiting for Godot* (1952)

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48

**DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel**

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

## SYLLABUS OF DSC-14

### UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

### UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

### UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

## DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Dalit Writings

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Dalit Writings	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the way in which Dalit literature both chronicles a continuing history of oppression and functions as an invaluable instrument of cultural assertion.
- To open up a sense of the way in which intersectional marginalities find their voices in Dalit literature and seek social and human justice.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the importance of Dalit literature as historical witness and as cultural catalyst.
- Students' imagination will be stimulated through an understanding of how the aesthetic of suffering may be used to bring about social and cultural redressal.

### SYLLABUS OF DSC-15

### **UNIT – I (15 hours)**

1. Valmiki, Om Prakash. *Joothan: A Dalit's Life*. trans. Arun Prabha Mukerjee, Kolkatta: Samya, 2003.

### **UNIT – II (15 hours)**

2. Sivakami, P. *The Grip of Change, and author's notes*. trans. P. Sivakami, New Delhi: Orient Longman, 2016.

### **UNIT – III (15 hours)**

3. Limbale, Sharankumar. 'White Paper', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992.

4. Parmar, Jayant. 'The last will of a Dalit poet', *Listen to the Flames: Texts and Readings from the Margins*. eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

5. Navaria, Ajay. 'New Custom', *The Exercise of Freedom: An Introduction to Dalit Studies*. trans. Laura Brueck, eds. K. Sathyanarayana, Susie Tharu, New Delhi: Navayana Publishing, 2013.

6. Kumar, Sanjay. 'Black Ink', *Listen to the Flames: Texts and Readings from the Margins*. , trans. Raj Kumar, eds. Tapan Basu, Indranil Acharya, A. Mangai, New Delhi: Oxford University Press, 2017.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Limbale, Sharankumar. 'Dalit Literature and Aesthetics', *Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations*. Orient Longman, 2004. pp 103-21

2. Gauthaman, Raj. 'Dalit Culture', *No Alphabet in Sight*. eds., K Satyanarayana and Susie Tharu, Penguin Books, 2011. pp 151-157

3. Rani, Challapalli Swaroopa: 'Caste Domination Male Domination' in *Steel Nibs are Sprouting*. eds. K Satyanarayana and Susie Tharu, Harper Collins, 2013. pp 704-709

4. Dirks, Nicholas B. *Castes of Mind: Colonialism and the Making of Modern India*. Princeton, Princeton University Press, 2001.
5. Srinivas, M. N. *Caste in Modern India and Other Essays*. London, Asia Publishing House. 1970.
6. Bagul, Baburao. 'Dalit Literature is but Human Literature', *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. ed. Arjun Dangle, Hyderabad: Orient Longman, 1992. pp 271-289
7. Ahmad, Imtiaz. 'Can there be a Category called Dalit Muslims?' *Dalit Assertion in Society, Literature and History*. ed. Imtiaz Ahmad and Shashi Bhushan Upadhyaya, New Delhi: Orient BlackSwan, 2010. pp 243-258

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

### Category II

(Discipline Specific Courses for Undergraduate Programme of study with  
ENGLISH(Major) as one of the Core Disciplines)

#### DISCIPLINE SPECIFIC CORE COURSE 13- (DSC-13) : Twentieth Century Poetry & Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Twentieth Century Poetry & Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the twentieth century as a space of thought, with specific reference to its poetry and drama as significant tools of cultural analysis.
- To open up the way in which the poetry and drama of the period reconstitute readership/ spectatorship as agents of cultural change.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the anxieties and influences of the age immediately preceding our own.

- Students will gain knowledge on how literature as a discipline continues to critique and alter its times.

## **SYLLABUS OF DSC 13-**

### **UNIT – I (15 hours)**

1. T.S. Eliot: (i) 'The Love Song of J. Alfred Prufrock' (ii) 'The Hollow Men'
2. W.B. Yeats: (i) 'Leda and the Swan' (ii) 'The Second Coming'

### **UNIT – II (15 hours)**

3. Edith Sitwell: 'Still Falls the Rain'
4. Anne Michaels: 'Memoriam'
5. Phillip Larkin: (i) 'Whitsun Weddings' (ii) 'Church Going'
6. Ted Hughes: (i) 'Hawk Roosting' (ii) 'Crow's Fall'

### **UNIT – III (15 hours)**

7. Samuel Beckett: *Waiting for Godot* (1952)

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Sinfield, Alan. 'Literature and Cultural Production', in *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38
2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16
3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature and Its Background, 1960-1990*. Oxford: OUP, 1997.
4. Williams, Raymond, 'Metropolitan Perceptions and the Emergence of Modernism', *Raymond Williams: The Politics of Modernism*. London: Verso, 1996. pp 37-48



## DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

## SYLLABUS OF DSC-14

### UNIT – I (15 hours)

1. Joseph Conrad: *Heart of Darkness* (1899)

### UNIT – II (15 hours)

2. D.H. Lawrence: *Sons and Lovers* (1913)

### UNIT – III (15 hours)

3. Virginia Woolf: *Mrs. Dalloway* (1925)

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

### Category III

#### **Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines**

#### **DISCIPLINE SPECIFIC CORE COURSE 14- (DSC-14) : Twentieth Century Novel**

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Twentieth Century Novel	4	3	1	0	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students an understanding of the distinctive characteristics of the way in which the novel as an art form defines and alters the twentieth century.
- To open up the way in which the twentieth century novel is the most telling site of social critique and change.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the instruments that the twentieth century novel uses to alter the period of its origin.
- Students will gain an understanding of how the novel as an art form can pick up the philosophical and political lines of inquiry of the period under survey.

## **SYLLABUS OF DSC-14:**

### **UNIT – I (15 hours)**

1. Joseph Conrad: *Heart of Darkness* (1899)

### **UNIT – II (15 hours)**

2. D.H. Lawrence: *Sons and Lovers* (1913)

### **UNIT – III (15 hours)**

3. Virginia Woolf: *Mrs. Dalloway* (1925)

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Woolf, Virginia. *ON BEING ILL*. Germany, Musaicum Books, 2017.
2. Freud, Sigmund. 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', *The Modern Tradition*. ed. Richard Ellman et. al. Oxford: OUP, 1965. pp 571, 578–80, 559–63
3. Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. London: Hogarth Press, 1984. pp 9–27
4. Lawrence, D.H. 'Morality and the Novel', *The Modern Tradition: Backgrounds of Modern Literature*. eds. Richard Ellmann and Charles Feidelson, Jr. Oxford University Press, 1965.

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

## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER V

### DISCIPLINE SPECIFIC ELECTIVE COURSE-7 (DSE-7): Children's Literature

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-7 Children's Literature	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the field of children's writing.
- To convey a sense of diversity within children's literature.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate the literary and theoretical complexity of children's writing.
- This course will enable a comprehension of children's literature across time and cultural spaces.

#### SYLLABUS OF DSE-7:

##### UNIT – I (15 hours)

1. Roald Dahl: *Fantastic Mr Fox*
2. Antoine de Saint-Exupéry: *The Little Prince*

## **UNIT – II (15 hours)**

3. Roychowdhury, Upendra Kishore. *Goopy Gyne Bagha Byne*. New Delhi: Puffin Books, 2004. pp 3-27

4. Ray, Satyajit. *The Golden Fortress (Sonar Kella)*. trans. Gopa Majumdar, Penguin/Puffin, 2015.

## **UNIT – III (15 hours)**

5. Anderson, M.T. *Feed*, Somerville: Candlewick Press, 2002.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Carpenter, Humphrey and Mari Prichard (Eds.). *The Oxford Companion to Children's Literature*. Oxford: Oxford University Press, 1984.

2. Egoff, Sheila, et al. (Eds.) *Only Connect: Readings on Children's Literature*, 3rd Edition. New York: Oxford University Press, 1996.

3. Hunt, Peter. *Criticism, Theory and Children's Literature*. Cambridge, Ma: Basil Blackwell, 1999.

4. Lehr, Susan. *The Child's Developing Sense of Theme: Responses to Literature*. New York: Teachers College Press, 1991.

5. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*, 6th Edition. New York: Longman, 1999.

6. Lurie, Alison. *Don't Tell the Grown-Ups: Subversive Children's Literature*. Boston: Little, Brown, 1990.

7. Townsend, John Rowe. *Written for Children: An Outline of English Children's Literature*. 4th Edition. New York: Harper Collins, 1990.

8. Bang, Molly. 'Building the Emotional Content of Pictures', *Picture This: How Pictures Work*. San Francisco: Chronicle Books, 2018. pp 1-50

9. Nodelman, Perry. 'Defining Children's Literature', *The Hidden Adult: Defining Children's Literature*, Baltimore: John Hopkins University Press, 2008. pp 133-137

### DISCIPLINE SPECIFIC ELECTIVE COURSE 8--(DSE-8): Indian Partition Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-8 Indian Partition Literature	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the subject of Partition Literature in India.
- To sensitize students to complex narratives of Partition.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the relationship between literary representations and memories of the Partition.
- Students will acquire in-depth knowledge of literary and theoretical insights into Partition.

#### SYLLABUS OF DSE-8:

##### UNIT – I (15 hours)

1. Butalia, Urvashi. 'Beginnings', *The Other Side of Silence: Voices from the Partition of India*. India: Penguin books, 1998.

2. Nandy, Ashish. 'The Invisible Holocaust and the Journey as an Exodus', *A Very Popular Exile*. Delhi: OUP, 2007.

## **UNIT – II (15 hours)**

3. Manṭo, Sa'ādat Ḥasan. 'Toba Tek Singh', *Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'The Dog of Tithwal'*. India, Random House India, 2012.
4. Chander, Krishan. 'Peshawar Express', *Stories About the Partition of India*. trans. Jai Ratan, ed. Alok Bhalla, Vol. 3, Delhi: Indus, 1994. pp 205-215
5. Waliullah, Syed. 'The Tale of a Tulsi Plant', *Mapmaking: Partition Stories from Two Bengals*, trans. Rani Ray, ed. Debjani Sengupta, Amaryllis: 2011. pp 101-114
6. Kothari, Rita. (ed.) Selections from *Unbordered Memories: Sindhi Stories of Partition*. New Delhi: Penguin Books, 2009.

## **UNIT – III (15 hours)**

7. Gangopadhyay, Sunil. *Arjun*. trans. Chitrita Bannerjee, Penguin, 1987.

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Bhasin, Kamla and Ritu Menon. 'Introduction', *Borders and Boundaries*. Delhi: Kali for Women, 1998.
2. Pandey, Gyanendra. 'The Three Partitions of 1947', *Remembering Partition: Violence, Nationalism and History in India*. Cambridge: Cambridge UP, 2001. pp 21-44
3. Schendel, Willem van. 'Partition Studies', *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press, 2005. pp 24-38
5. Khan, Yasmin. 'Leprous Daybreak' and 'Bitter Legacies', *The Great Partition: The Making of India and Pakistan*. Delhi: Penguin Random House, 2007. pp 143-185



## DISCIPLINE SPECIFIC ELECTIVE COURSE 9—(DSE-9): Literature and Human Rights

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-9 Literature and Human Rights	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to realise the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

## SYLLABUS OF DSE-9

### UNIT – I (15 hours)

1. George Orwell: *1984*(1949)

### UNIT – II (15 hours)

2. Harper Lee: *To Kill a Mockingbird* (1960)

### UNIT – III (15 hours)

3. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

(i) 'In the Prison of Repose' —Paulo Coelho

(ii) 'Amnesty' —Nadine Gordimer

(iii) 'ABC Antidote'—Ishmael Beah

4. Maya Angelou: 'I Know Why the Caged Bird Sings'[poem]

5. June Millicent Jordan: 'Poem About My Rights'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. *The Universal Declaration of Human Rights*

[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.

3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.

4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.

5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.

6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.

7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

**NOTE:** The Generic Electives for the ODD SEMESTERS will also run for Semester V students.

## SEMESTER -VI

### BA (Hons.) English

#### DISCIPLINE SPECIFIC CORE COURSE 16- (DSC-16) : Modern European Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16: Modern European Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To analyse the way in which nineteenth and twentieth-century theatre in Europe thinks through political and cultural hierarchies of power, enslavement and liberation.
- To open up a sense of the way in which European drama articulates questions of continuing relevance in the contemporary world such as the individual and the state, the position of women, and issues of dominance.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the way theatre serves as a means of social and cultural investigation and change.

- Students will learn how drama as a genre alters our sense of both the individual and society.

### **SYLLABUS OF DSC-16:**

#### **UNIT – I (15 hours)**

1. Henrik Ibsen: *Ghosts* (1881)

#### **UNIT – II (15 hours)**

2. Bertolt Brecht: *Mother Courage and Her Children* (1939)

#### **UNIT – III (15 hours)**

3. Eugene Ionesco: *Rhinoceros* (1959)

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Camus, Albert. (i) 'Absurdity and Suicide' (ii) 'The Myth of Sisyphus', *The Myth of Sisyphus*. trans. Justin O'Brien, London: Vintage, 1991. pp 13-17; 79-82
2. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
3. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', *Brecht on Theatre: The Development of an Aesthetic*. ed. and tr. John Willet, London: Methuen, 1992. pp 68–76, 121–128
4. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–24

## DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17): Literature and Disability

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.

- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

## **SYLLABUS OF DSC-17:**

### **UNIT – I (15 hours)**

1. Firdaus Kanga: *Trying to Grow* (1991)

### **UNIT – II (15 hours)**

2. Georgina Kleege: *Sight Unseen* (1999)

### **UNIT – III (15 hours)**

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018  
<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211
5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60
6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

### DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

### **SYLLABUS OF DSC-18:**

#### **UNIT – I (15 hours)**

1. Alice Walker: *The Color Purple*

#### **UNIT – II (15 hours)**

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

#### **UNIT – III (15 hours)**

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.



3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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

### Category II

**(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)**

#### DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17) : Literature and Disability

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.
- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

### SYLLABUS OF DSC-17:

#### UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

#### UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

#### UNIT – III (15 hours)

3. Anne Finger. “Helen and Frida” *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. ‘Poem 1’ and ‘Poem 4’, *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. ‘Happy Birth-day’. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birthday/>

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53
4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211
5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60
6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

## DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

**No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

## **SYLLABUS OF DSC-18:**

### **UNIT – I (15 hours)**

1. Alice Walker: *The Color Purple*

### **UNIT – II (15 hours)**

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

### **UNIT – III (15 hours)**

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179

6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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

### Category III

Discipline Specific Courses for Undergraduate Programme of study with  
ENGLISH(minor) as one of the Core Disciplines

#### DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulation in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

## SYLLABUS OF DSC-18:

### UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

### UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

### UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

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



## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER VI

### DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): World Literatures

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-10 World Literatures	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of World Literatures.
- To indicate diversity of literary representations in the field

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain a critical knowledge about the categorization of 'World Literature'.
- Students will gain an understanding of the complexity of theoretical and literary representations in the field.

#### SYLLABUS OF DSE-10:

##### UNIT – I (15 hours)

1. Abdulrazak Gurnah: *By the Sea* (2001)

## **UNIT – II (15 hours)**

2. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
3. Walcott: 'Names'
4. Nazari Qabbani: 'Beirut, The Mistress of the World'
5. Meena Alexander: 'Shook Silver'

## **UNIT – III (15 hours)**

6. Marquez: 'Balthasar's Marvellous Afternoon'
7. Paz: 'The Blue Bouquet'
8. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36
2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45
3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68
4. Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', *The Cambridge History of World Literature*. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

5. Mufti, Aamir. 'Global English and Its Others', *Forget English! Orientalism and World Literatures*. Harvard UP, 2016. pp 146-202

**DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Speculative Fiction & Detective Fiction**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-11 Speculative Fiction & Detective Fiction	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce students to types of detective and speculative fiction.
- To look at generic characteristics of the literature.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse world writings as reflections on contemporary realities.
- Students will be able to appreciate the vitality and diversity of detective and speculative fictions.

**SYLLABUS OF DSE-11:**

**UNIT – I (15 hours)**

1. Doyle, Arthur Conan. *The Hound of the Baskervilles: Another Adventure of Sherlock Holmes*. United States: Grosset & Dunlap, 1902.

#### **UNIT – II (15 hours)**

2. Atwood, Margaret Eleanor. *The Handmaid's Tale*. Demco Media, 1985.

#### **UNIT – III (15 hours)**

3. Crichton, Michael and Kidd, Chip. *Jurassic Park*. New York: Knopf, 1990.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Heinlein, Robert A. 'On the Writing of Speculative Fiction'

[https://staging.paulrosejr.com/wp-content/uploads/2016/12/on\\_the\\_writing\\_of\\_speculative\\_ficiton.pdf](https://staging.paulrosejr.com/wp-content/uploads/2016/12/on_the_writing_of_speculative_ficiton.pdf)

2. Hayles, Katherine N. 'Towards Embodied Virtuality', *How We Became Posthuman: Virtual Bodies in Cybernetics Literature and Informatics*. Chicago: University of Chicago Press, 1999. pp 1-24

3. Haraway, Donna. 'A Cyborg Manifesto: Science Technology and Socialist-Feminism in the Late Twentieth Century', *Simians Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. pp 149-181.

4. Rzepka, Charles J. 'Introduction: What is Crime Fiction?', *Companion to Crime Fiction, Blackwell Companions to Literature and Culture*. eds Charles J. Rzepka and Lee Horsley, Oxford: Wiley and Blackwell, 2010. pp 1-9

5. Palmer, Joy. 'Tracing Bodies: Gender Genre and Forensic Detective Fiction', *South Central Review* Vol. 18 No. 3/4, Whose Body: Recognizing Feminist Mystery and Detective Fiction, Autumn-Winter 2001. pp 54-71

## DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): British Literature Post World War II

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-12 British Literature Post World War II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a specific body of British writings post World War II.
- To highlight diverse voices in literary representations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think critically about the complexities of a multicultural Post-war decolonized Britain.
- Students will be provided knowledge about the manner in which British writings change after World War II.

### SYLLABUS OF DSE-12:

#### UNIT – I (15 hours)

1. John Fowles: *The French Lieutenant's Woman*

#### UNIT – II (15 hours)

2. Jeanette Winterson: *Sexing the Cherry*

### UNIT – III (15 hours)

3. Hanif Kureishi: *My Beautiful Launderette*

4. Seamus Heaney: (i) 'Digging', (ii) 'Casualty'

5. Carol Anne Duffy: (i) 'Text', (ii) 'Stealing'

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16

3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

### DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

### SYLLABUS OF DSE-13:

#### UNIT – I (15 hours)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

#### UNIT – II (15 hours)

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

#### UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

**Note:** During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

#### Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)

#### Essential/recommended readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

#### **Suggestive Readings:**

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2<sup>nd</sup> edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

### **Common Pool of Generic Elective (GE) Courses for EVEN Semesters**

**NOTE:** The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.



# UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/ 197

Dated: 14.09.2022

## **NOTIFICATION**

**Sub: Amendment to Ordinance V**

**[E.C Resolution No. 18-1-20 dated 18.08.2022]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

**VALUE ADDITION COURSES (VACs)  
UNDER  
UGCF-2022  
LISTED UNDER APPENDIX-II-A TO THE ORDINANCE V (2-A) OF THE  
ORDINANCES OF THE UNIVERSITY  
(With effect from Academic Year 2022-23)**

In pursuance of the objectives outlined in the National Education Policy 2020, the Value Addition Courses (VACs) seek to fulfil the mandate of providing holistic education to the students. As the NEP elucidates, “the purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.” The Value Addition Courses will introduce students to the rich heritage of the nation as well as to important social concerns of the current times, helping them to make connections between what they learn and how they live.

The courses have a sound theoretical base as well as appropriate hands-on components. At the same time, they clearly set out measurable and attainable Learning Outcomes. Knowledge, in essence, being integrated, these courses are essentially multidisciplinary in nature.

Designed to ignite the intellectual curiosity of the learners, the Value Addition courses will inspire and guide them in their journey of personal and professional development making them thoughtful, well-rounded, and creative individuals, with a sense of service and responsibility towards the Nation.

A student who pursues any undergraduate programme in the University and its Colleges is offered a pool of Value Addition Courses, from which he has to choose one to study in the first Semester. A list of such courses as passed by the Executive Council in its meeting dated 18.08.2022 is as below:

SL.NO.	COURSE TITLE	TOTAL CREDITS: 2
1	Ayurveda and Nutrition	
2	Constitutional Values and Fundamental Duties	
3	Culture and Communication	
4	Digital Empowerment	
5	Emotional Intelligence	
6	Ethics and Culture	
7	Ethics and Values in Ancient Indian Traditions	
8	Financial Literacy	
9	Fit India	
10	Gandhi and Education	
11	Ecology and Literature	
12	National Cadet Corps-I	
13	Panchkosha: Holistic Development of Personality	
14	Reading Indian Fiction in English	
15	Science and Society	
16	Social and Emotional Learning	
17	Sports for Life-I	
18	Swachh Bharat	
19	The Art of Being Happy	
20	Vedic Mathematics-I	
21	Yoga: Philosophy and Practice	
22	भारतीय भक्ति : परम्परा और मानव मूल्य	
23	साहित्य संस्कृति और सिनेमा	
24	सृजनात्मक लेख के आयाम	



## VAC I: AYURVEDA AND NUTRITION

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ayurveda and Nutrition	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives

The Learning Objectives of the course are:

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

#### Learning outcomes

The Learning outcomes of the Course are:

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

### SYLLABUS OF AYURVEDA AND NUTRITION

#### UNIT – I Introduction to Ayurvedic Nutrition

(4 Weeks)

- Ayurveda and Indian food cultures
- Nutrition and lifestyle transition over the years
- Regional Food Traditions of India

## **UNIT – II Basic principles of Food and Nutrition and Ayurveda (6 Weeks)**

- Understanding rich sources of nutrients
- Concept of Doshas & assessment
- Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi visheshaayatana)
- FSSAI regulations on Ayurvedic Aahar

## **UNIT – III Ayurvedic Diets (5 Weeks)**

- Principles of Diet: Aharavidhi vidhan, Sattvic, Rajasi, Tamasic foods
- Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar
- Lifestyle Management with Dincharya and Ritucharya
- Application of Ayurvedic diets to stress linked food behaviour

## **Practical component (if any) – (15 Weeks)**

- Visit your local market and classify the available food items according to Sattvic, Rajasi, Tamasic foods
- Conduct a survey of 10-15 households in your locality:
  - i. to study food behaviour and analyse them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic
  - ii. to study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar
  - iii To know about their adopted lifestyle Dincharya and Ritucharya
- Students are required to visit available e-resources of University of Delhi, Ministry of Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

### **Essential Readings**

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

**Suggested Readings**

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashitiya Adhyay. Chaukhamba Orientelia, Varanasi.
- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume – 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi.  
<https://www.lkouniv.ac.in>.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**





**VAC 1: CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Constitutional Values And Fundamental Duties	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

**SYLLABUS OF CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES****UNIT – I The Constitution of India – An Introduction****(5 Weeks)**

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and Sarva Dharma Sama Bhava

**UNIT – II Constitutional Values****(5 Weeks)**

- Justice: Social, Political, Economic

- Liberty: Thought, Expression, Belief, Faith, Worship
- Equality: Equality before law & equal application of laws
- Fraternity: Dignity, Unity and Integrity

#### **UNIT – III Fundamental Duties**

**(5 Weeks)**

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Fundamental Duties- Article 51A [(a) – (k)]
- Legal status of Fundamental Duties - Judicial approach

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

**(15 Weeks)**

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

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

- Preamble to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 19, 21.
- The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

#### **Suggested readings**

- Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
- Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
- B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: [https://prasarbharati.gov.in/whatsnew/whatsnew\\_653363.pdf](https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf).

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

### VAC: Culture and Communication

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Culture and Communication	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives:

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

#### Course Outcomes

- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.



- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

<b>UNIT - I Ethical Values from Indian Cultural Heritage</b> <ul style="list-style-type: none"> <li>• <i>Vasudhaiva Kutumbakam</i></li> <li>• United We Stand, Divided We Fall</li> <li>• <i>Ek Bharat, Shresht Bharat</i></li> </ul>	<b>3 Classes</b>
<b>UNIT - II Developing Life Skills</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Adaptability</li> <li>• Conserving our natural resources</li> <li>• Sharing knowledge resources</li> </ul>	<b>4 Classes</b>
<b>UNIT - III Effective Communication in Everyday Life</b> <ul style="list-style-type: none"> <li>• Empathetic listening</li> <li>• Considerate speaking</li> <li>• Analytical reading</li> <li>• Informed writing</li> </ul>	<b>8 Classes</b>

### **Practical/ Practice Component**

**(15 Sessions of 2 hours each= 30 hours)**

As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate the continuities of core principles studied in Unit 1 and 2.

- Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions.

- Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc.
- They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record tourists' interviews and/or write a journal entry of the visit using the communication skills learnt.
- Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course.
- Any other related activity.

### **Essential Readings:**

- Aurobindo, Sri. *Introduction To The Gita*. Sri Aurobindo Ashram Press, 2017. pp 23-40
- Dhanavel. S.P. *English and Soft Skills*. Orient Black Swan, 2010.
- Haksar, A. N. D. 'Chanakya Niti Shastra', *Chanakya Niti*. India, Penguin Random House India Private Limited, 2020.
- Malik, Keshav. "A Dehumanized Environment". *Culture of Peace: Experience and Experiment*, edited by Baidyanath Saraswati. Indira Gandhi National Centre for the Arts, New Delhi, 1999. pp 77-79
- Murthy, Sudha. 'How to Beat the Boys', *Three Thousand Stitches: Ordinary People, Extraordinary Lives*. Penguin Books, 2017.
- Ramanujan, A.K. 'A Flowering Tree', *Cultural Diversity, Linguistic Plurality & Literary Traditions in India*. Department of English, OUP, 2015. pp 125-138.
- Vande Mataram Song from Chatterji, Bankimchandra. *Anandamath, or The Sacred Brotherhood*. Translated by Julius J. Lipner, Oxford University Press, 2005. pp 297-299.
- Vivekananda, Swami. "Response to the Welcome and Address at the Final Session." *Swami Vivekananda: A Contemporary Reader*, edited by Makarand R. Paranjape, Routledge, New Delhi, 2015, pp. 3–4, 18–19.

## VAC 1: DIGITAL EMPOWERMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Empowerment	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the digital world and need for digital empowerment
- Create awareness about Digital India.
- Explore, communicate and collaborate in cyberspace.
- Building awareness on cyber safety and security.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world

## SYLLABUS OF DIGITAL EMPOWERMENT

### UNIT – I Digital inclusion and Digital Empowerment

(5 Weeks)

- Needs and challenges
- Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns
- Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education

**UNIT – II Communication and Collaboration in the Cyberspace (4 Weeks)**

- Electronic Communication: electronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

**UNIT – III Towards Safe and Secure Cyberspace (4 Weeks)**

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Blockchain Technology
- Security Initiatives by the Govt of India

**UNIT – IV Ethical Issues in Digital World (2 Weeks)**

- Netiquettes
- Ethics in digital communication
- Ethics in Cyberspace

**Practical component (if any) (15 Weeks)**

- The course should be conducted in an interactive mode through demonstration, using appropriate tools.
- Conduct workshops on e-services initiated under Digital India.
- Spread digital literacy/awareness amongst the vulnerable groups and marginalised sections of the society like street vendors, domestic help, security guards, senior citizens.
- Students will take up team activities/ projects exploring digital services in the areas such as education, health, planning, farming, security, cyber security, financial inclusion, and justice, e-Kranti.
- Any other Practical/Practice as decided from time to time.

**Essential Readings /Online Resources**

- Rodney Jones and Christoph Hafner. "Understanding digital literacies: A practical
- Introduction". Routledge Books, 2nd edition, 2021.

- <https://www.digitalindia.gov.in>
- <https://www.digilocker.gov.in>
- <https://www.cybercrime.gov.in>
- <https://www.cybersafeindia.in>
- <https://www.meity.gov.in/cyber-surakshit-bharat-programme>

#### **Suggested Readings**

- David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
- <https://www.mha.gov.in/document/downloads/cyber-safety-handbook>

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: EMOTIONAL INTELLIGENCE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Emotional Intelligence	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives

The Learning Objectives of the course are:

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

#### Learning outcomes

The Learning Outcomes of the course are

- Self-Awareness, Self-Management, Social Awareness & Relationship Management.
- Discover personal competence and techniques of building emotional intelligence.
- Gain insights into establishing positive relationships.

### SYLLABUS OF EMOTIONAL INTELLIGENCE

#### UNIT – I Fundamentals of Emotional Intelligence

(4 Weeks)

- Nature and Significance
- Models of emotional intelligence: Ability, Trait and Mixed
- Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management

#### UNIT – II Personal Competence

(5 Weeks)

- Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development.
- Self Management: Managing emotions, anxiety, fear, and anger.



### **UNIT – III Social Competence**

**(3 Weeks)**

- Social Awareness: Others' Perspectives, Empathy and Compassion
- Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

### **UNIT – IV Emotional Intelligence: Measurement and Development (3 Weeks)**

- Measures of emotional intelligence
- Strategies to develop and enhance emotional intelligence

### **Practical component (if any)**

**(15 Weeks)**

Students will practice self-management techniques to regulate emotions such as

- Mindfulness
- Conditioned relaxation response
- Boundary setting
- Any other

Students will practice various techniques of relationship management such as engaging with:

- Display of empathy
- Effective communication
- Teamwork
- Conflict resolution
- Any other
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### **Essential/recommended readings**

- Bar-On, R., & Parker, J.D.A. (Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.

### **Suggested Readings**

- HBR's 10 Must Reads on Emotional Intelligence (2015)

- HBR's 10 Must Reads on Managing Yourself (2011)
- Self Discipline: Life Management, Kindle Edition, Daniel Johnson.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**





## VAC 1: ETHICS AND CULTURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ethics and Culture	02	1	0	2	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To help students explore ethical and cultural dimensions of their lives.
- To provides a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
- To give the students an opportunity to express themselves and inquire into their decision making processes.
- To cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision making practises
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one's stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life

### SYLLABUS OF ETHICS AND CULTURE

#### UNIT – I Introduction - The Basis of Ethics

(3 Weeks)

- Getting to Know Each Other
- What to Expect from the Course?
- Recognition of Our Common Humanity
- Empathy, Compassion and Justice

## **UNIT – II The Role of Intelligence, Reason and Emotions**

**(4 Weeks)**

- Discernment: What Is The Right Thing To Do?
- The Art of Conflict Resolution
- Destructive and Constructive Emotions
- The Need for Emotional Balance

## **UNIT – III Cultivating Inner Values- Ethics in the World of Work and Play**

**(4 Weeks)**

- Training the Mind: Mindfulness and Kindness
- Meditation
- Discovering your Vocation and Interests
- Self-discipline, Integrity, Commitment, Creativity
- Work-Life Balance

## **UNIT – IV Striving for a Better World | Outreach Activities**

**(4 Weeks)**

- Means and Ends
- Debate and Dialogue
- Culture as Shared Values
- Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media
- Outreach Activities

## **Practical component (If any) –**

**(15 Weeks)**

### **Unit 1**

1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.

4. The teacher may ask students to think of people who they think have lived an 'ethical life'. These may be people who they know from their personal lives or people known for upholding ethical values in the face of adversity.
5. Students are encouraged to identify what common human values are necessary are Realise shared common humanity– the feeling of interconnectedness/interdependence.
6. Class to be divided in small groups to discuss how each would make an effort to cultivate new morals/ethical values for betterment of their local environment.
7. Celebrating 'Sharing and Caring' based on regional diversity can be encouraged.
8. Engage students to do activities of 'being in the shoes of others' (peers, parents, siblings, house help/support or in any local community grappling with problems) to understand the problems empathetically.
9. The students can be asked to make bookmarks/cards to remind them about virtues pertaining to empathy versus sympathy, need versus greed, just versus unjust or compassion versus insensitivity.
10. Compassion is about cultivation of it as a daily value so students can in small groups undertake compassion based activities of looking after animals, birds, needy, elderly, differently abled, non-privileged etc. and share their thoughts in the class.

## Unit 2

1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?
2. Encourage students to think of judgements and decisions based on the dilemmas and challenges they faced? How do they go about making these decisions?
3. The teacher may introduce any well known story and ask the students to discuss the story from the point of view of the different characters.
4. Ask students how willing they are to deal with a conflict when it occurs. What strategies do they adopt to resolve the conflict?
5. The teacher may ask students to prepare posters with captions like "avoidance", "competition", "cooperation" and "adaptation" and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflict.
6. The students may be asked to discuss different such similar situations that they may have encountered and a discussion may be initiated on how they resolve those conflicts.
7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they work to make them constructive? A classroom discussion could follow around this.



8. Ask the students to note down a list of constructive emotions experienced by them recently. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion in class can follow.
9. How do you (i) express, (ii) handle anger/ disgust/ distress/ fear ( any destructive emotion can be taken up). A healthy discussion in the class can take place around this.
10. Students may be asked to practice a simple breathing exercise. They can sit straight with eyes opened or closed in a comfortable position to just observe their breathing. They can repeat this exercise six to eight times and share (if they like) their experience of silence.
11. To identify your interests and develop a meaningful hobby.
12. Have an open conversation in the class about happiness.

### Unit 3

1. The students could observe various emotions that bottle-up in their minds and be asked to watch the flow of emotions non-judgmentally.
2. Students may be asked to recall their journey to the college that morning. Do they remember road signs, faces of people they crossed, the roads that they took, the people they interacted with, the sights and smells around them, or anything else?
3. Students could be asked to cultivate the habit of simple greeting as practice of gratitude and celebrate a day of joyful giving.
4. The students can close their eyes for 2-3 minutes and be asked to observe their thoughts, list them and categorise them into 'to be kept' or 'to let go'.
5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wish for the well-being of two students in the same classroom in their meditative state.
6. Students could meditate on who has been their inspiration and the qualities of the person who has inspired them and then express gratitude to the person concerned.
7. The teacher may ask the students to think retrospectively about what they thought they would take up as a vocation when they were younger. How and why their choices were influenced and changed, if at all.
8. The teacher may ask the students to imagine and chart a journey and destination for themselves. They may also talk about the challenges they foresee.
9. The teacher may encourage the students to maintain a daily diary of their scheduling of time or a worklog and see how much time they effectively give to their work. The teacher may help the students identify the distractors and where one may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilisation.

10. In this lesson, the teacher may ask the students to draw up a list of team ethics. They may build this based on their experiences of working with each other in groups.
11. The teacher may ask the students to share an incident each where they felt pressurised/ bored to complete some work. How did they deal with their stress and monotony of work?

#### Unit 4

1. Students will be asked to work in pairs and develop situations that pose ethical dilemmas and how to resolve them.
2. Students may be asked to look at a film or at an advertisement and discuss what they think about the question/s posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.
3. Students will be asked to think of situations in which they lost their temper. Have they ever felt that in a fit of emotion they said something that they regretted later? If they had paused to listen and then respond, what would the other person have said? How would the outcome of the situation have been different?
4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to adopt and argue their opponents point of view. At the end of this exercise the students can have an open discussion on which position finally appealed to them.
5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to observe how characters and their views may have undergone change in the process.
6. There can be a discussion around a topic such as, the idea of corporal punishment, euthanasia etc. Students can be given a sheet of paper and can be asked to write for or against the theme. The idea is to enable them to understand that the positions they have taken vis-a-vis the theme are a result of different value orientations.
7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.
8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.
9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. 3. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.



### **Suggested Activities for Outreach: Social/ Community Engagement and Service**

In the weeks that follow, students will be expected to engage in outreach activities that shall enable them to put into practice some of the ethical considerations deliberated upon and imbibed in the previous modules. A list of suggested outreach activities is as follows:

- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students
- Gender sensitisation
- Working on environmental issues
- Working with Child Care Centres such as Anganwadis and Balwadis
- Working with differently abled students
- Preserving cultural and heritage sites
- Spending time with senior citizens including in a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Spreading awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swacchata Abhiyaan
- Sensitisation towards disease awareness
- Vriksharopan
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### **Suggested Readings:**

- Aristotle. Nichomachean Ethics. London: Penguin Classics, 2004
- Swami Vivekananda. The Complete Works of Swami Vivekananda. Advaita Ashrama, 2016.  
---[https://www.ramakrishnavivekananda.info/vivekananda/complete\\_works.html](https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html)
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## VAC 1: ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ethics and Values in Ancient Indian Traditions	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the rich cultural traditions relating to discourses on life and its purpose, instilling of values relating to ethical and moral propriety.
- To make students more engaged with the past traditions of the country.
- To introduce students to early epics: Puranic, Buddhist and other traditions.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will develop an overview of indigenous philosophies.
- Understanding the richness of Indian heritage leading to greater sensitivity.
- Inspiration from history to deal with contemporary issues.
- Appreciate the traditions of diversity, discussions, debates and knowledge transmission.

## SYLLABUS OF ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS

### UNIT – I The idea of India and Bharat

(5 Weeks)

- 'Jambudvipa'; 'Aryavrata'; 'Bharat' ; India
- Early discourse on moral order- rta in Vedic traditions
- Debates in the Upanishads and the Shramanic traditions

**UNIT – II State, Society and Dharma****(5 Weeks)**

- Kingship and Society: Dharma, Neeti and Daṇḍa
- Rashtra, Sanskar and making of socio-cultural milieu

**UNIT – III The 'Purpose of Life' in Texts****(5 Weeks)**

- Right Conduct: Buddhist, Jaina and Shramanic Traditions
- Puruṣārtha Chatushtaya: Dharma, Artha, Kāma and Mokṣa
- Assimilation and Assertion: Ethical issues in Epics and Puranic traditions

**Practical component (if any) –****(15 Weeks)**

- Discuss in your locality, in 10-15 households with regard to Ethics and Values in Indian traditions:
  - i. Vedic traditions
  - ii. Puruṣārtha Chatushtaya
  - iii. Buddhist, Jaina and Shramanic Traditions
  - iv. Jambudvīpa; Aryavrata; Bharat; India
- Students are required to explore e-resources available with University of Delhi and academic institutions.
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

**Essential/recommended readings**

- Buietenen, J.A.B. Van, The Bhagwadgita in the Mahabharata: Text and Translation, Chicago: Chicago University Press, 1981. Bhagwadgita by Geeta Press Gorakhpur.
- Bhasham, A.L, Wonder that was India: A Survey of the Culture of the Indian Subcontinent Before the Coming of the Muslims. London, Sidgwick and Jackson, 1954
- Dasgupta, S. N. History of Indian Philosophy. Cambridge University Press, 1923, Vol. I-II.
- Hillebrandt, Alf. Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharma King. Chicago: Chicago University Press, 2001.
- Kane, P.V. History of Dharmashastra (Ancient and Medieval Religious and Civil Law), vol. II, parts 1-2; vol. III 3rd ed. Pune: Bhandarkar Oriental Research Institute, [1941, 1946].



- Olivelle, Patric. *King, Governance, and Law in Ancient India: Kautilya's Arthashastra*, Oxford: Oxford University Press, 2013.
- Sharma, Arvind. 'On Hindu, Hindustan, Hinduism and Hindutva'. *Numen*, 49(1), 2002, p. 1-36.

#### **Suggested readings**

- Olivelle, Patric. (text and trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharmashastra*. New Delhi: Oxford University Press, 2006.
- Rocher, Ludo. 'The Concept of Boundaries in Classical India', in Peter Gaefkke and David Utz (eds.), *The Countries of South Asia: Boundries, Extensions, and Interrelations*.
- Philadelphia: University of Pennsylvania, Department of South Asia Regional Studies (Proceedings of The South Asia Seminar, III, 1982-1983), 1988, p. 3-10
- Sukthankar, V.S., S.K. Belvalkar, and P.L. Vaidya(ed.). *The Mahabharata*. Poona: Bhandarkar Oriental Research Institute, 1933-66.
- Tripathi, Radhavallabh, ed. *India's Intellectual Traditions: A Revealed Through Sanskrit Sources*. New Delhi: Sahitya Akademi, 2016.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## VAC I: FINANCIAL LITERACY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Financial Literacy	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- Familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance
- Understand the relevance and process of financial planning
- Promote financial well-being

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Develop proficiency for personal and family financial planning
- Apply the concept of investment planning
- Ability to analyse banking and insurance products
- Personal tax planning

### SYLLABUS OF FINANCIAL LITERACY

#### UNIT – I Financial Planning and Financial Products

(3 Weeks)

- Introduction to Saving
- Time value of money
- Management of spending and financial discipline

#### UNIT – II Banking and Digital Payment

(4 Weeks)

- Banking products and services

- Digitisation of financial transactions: Debit Cards (ATM Cards) and Credit Cards., Net banking and UPI, digital wallets
- Security and precautions against Ponzi schemes and online frauds

### **UNIT – III Investment Planning and Management (4 Weeks)**

- Investment opportunity and financial products
- Insurance Planning: Life and non-life including medical insurance schemes

### **UNIT – IV Personal Tax (4 Weeks)**

- Introduction to basic Tax Structure in India for personal taxation
- Aspects of Personal tax planning
- Exemptions and deductions for individuals
- e-filing

*Note:* Some of the theoretical concepts would be dealt with during practice hours.

### **Practical component (if any) – (15 Weeks)**

- Regular class activities to enhance students' understanding of topics and the application of concepts. The case study method may be followed as a teaching pedagogy.
- Numerical questions pertaining to each unit wherever applicable should be practiced.
- For the second unit, students may be assigned a project wherein they can log on to the website of various banks and conduct an in-depth analysis and comparison of various financial products offered.
- For Unit III, a Project related to building a dummy portfolio of stocks and tracking their returns may be given.
- An investment budget may be given to the students to select investment options that maximize the return and minimize the tax implications.
- For the last unit, students may also file a dummy IT return to get hands-on experience with e-filing.
- Students may conduct a financial literacy survey among at least 25 respondents to measure the level of financial literacy and share the findings in the awareness in the form of a report.
- Any other Practical/Practice as decided from time to time

### **Essential/recommended readings**

- Introduction to Financial Planning (4th Edition 2017) – Indian Institute of Banking

& Finance.

- Sinha, Madhu. Financial Planning: A Ready Reckoner July 2017, McGraw Hill.

**Suggested readings**

- Halan, Monika, Lets Talk Money: You've Worked Hard for It, Now Make It Work for You, July 2018 Harper Business.
- Pandit, Amar The Only Financial Planning Book that You Will Ever Need , Network 18 Publications Ltd.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

**VAC 1: FIT INDIA****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fit India	02	0	0	2	Pass in Class 12 <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- Encourage physical activity through engaging the students in sports and yoga.
- Understand the importance of a balanced diet .
- Build skills for self-discipline, self-confidence, cooperation and teamwork.
- Promote fitness as a joyful activity

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Adopting a healthy lifestyle.
- Knowledge of nutrition, diet and psycho-physiological aspects of fitness.
- Develop Self-esteem, Self-confidence, Self-discipline and team spirit as indicators of fitness.

**SYLLABUS OF FIT INDIA****ONLY PRACTICAL**

Note: Concepts are to be taken up during the practical/practice hours.

Practical component (if any) – (15 Weeks)

**UNIT – I Participation in Physical Activity (4 Weeks)**

- Fit India Protocol



- Physical Activity, Health and Fitness
- Indicators of Fitness

**Practical/Practice**

- Aerobic Work Out / Physical Activity (Walking)
- Yoga – Asanas (Lying, Sitting and Standing positions) and Pranayama
- Cardiovascular Testing by 12min/9 min Cooper Run/Walk test

**UNIT – II Health Related Fitness and their Components**

**(4 Weeks)**

- Muscular Strength and Endurance
- Body Composition and Flexibility

**Practical/Practice**

- Flexibility Training: Back Saver Sit and Reach test
- Muscular Strength Training: Curl Ups / Standing Broad Jump/ Vertical Jump/ Plyometric
- Endurance Training: 1 Mile RockPort Test or 12 /9 minute Cooper run/walk test.
- Ideal Body Weight, Body Mass Index (BMI), Waist-Hip Ratio, Waist-Height Ratio (Data of at least 10 persons to be collected)

**UNIT – III Nutrition and Fitness**

**(4 Weeks)**

- Healthy Eating Plate
- Balanced Diet
- Caloric Content of Food

**Practical/Practice**

- Preparing Daily Diet and Calorie Chart
- Aerobic Work Out / Physical Activity (Walking)
- Assessment of Physical Activity with the Calorie intake.
- Asanas for digestive system excretory system

**UNIT – IV Sports Physiology and Psychology**

**(3 Weeks)**

- Depression, Anxiety and Stress Scale (DASS)
- Rosenberg Self Esteem Scale

**Practical/Practice**

- Skills learning and Participation in sports
- Group Games / Relays/ Minor Games
- Meditative Asanas and Pranayama
- Fitness component testing (as per Fit India Protocol and Norms) and Analysis of Results
- Data of at least 10 persons to be collected on DASS and self-esteem scale

### **Essential/recommended readings**

- Fit India Website: <https://fitindia.gov.in>
- Wener W.K. Hoeger, Sharon
- A. Hoeger - Fitness and Wellness-Cengage Learning (2014).

### **Suggested readings**

- Charles B. Corbin, Gregory J Welk, William R Corbin, Karen A Welk - Concepts of Fitness And Wellness\_ A Comprehensive Lifestyle Approach-McGraw-Hill (2015)
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil(2015). Physiology of Sports and Exercise, Second Edition. USA. Human Kinetics.
- Websites of International Sports Federations
- Website of Ministry of Youth Affairs and Sports

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: GANDHI AND EDUCATION

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Gandhi and Education	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

#### Learning Objectives:

The Learning Objectives of the course are:

- Seek inspiration from Gandhi's thoughts on education.
- Analyse Gandhian education philosophy for moral and character development.
- Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)
- Relate Gandhi's educational thoughts to NEP 2020

#### Learning Outcomes

The Learning Outcomes of the course are:

- Value Gandhian perspective on education
- Appreciate the significance of education in Indian languages
- Evaluate the application of Gandhian thoughts in NEP 2020
- Realise the principles of NEP 2020 in vocational and skill oriented education.

### SYLLABUS OF GANDHI AND EDUCATION

#### UNIT – I : Gandhi's Philosophy and education

(Weeks: 5)

- Gandhi's Philosophy on education
- Education for character building and moral development
- Education relating to health, hygiene, heritage, and handicraft



## **UNIT – II Gandhi's Experiment in Education**

**(Weeks: 5)**

- Gandhi's educational ideas on use of Indian Language as a medium of Instruction, TextBook and Teacher.
- Gandhi's educational thought on Elementary and Adult Education.
- Gandhi's vision on Higher Education

## **UNIT – III : Gandhi's Educational Thought on Skill and Vocational Education**

**(Weeks: 5)**

- Rural development through Skill and Local Need Based education
- Skill education in NEP 2020 and Gandhi
- Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.

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

**(15 Weeks)**


- Regular visits to Gandhi Museum and library to gain insight on Gandhi
- Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.
- Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.
- Adoption of one place for Swachhta Mission or Skill Education
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

## **Essential/recommended readings**

- महात्मा गांधी. (2014). बुनियादी शिक्षा. वाराणसी : सर्व सेवा संघ प्रकाशन.
- गांधी, मो. क. (2010). मेरे सपनों का भारत. अहमदाबाद : नवजीवन प्रकाशन मंदिर. नवजीवन प्रकाशन मंदिर. (1960). शरीर-श्रम. अहमदाबाद: मो. क. गांधी. pp- 196-231
- प्रभु, आर. के. व राव, यू. आर. (1994). महात्मा गांधी के विचार. इंडिया: नेशनल बुक ट्रस्ट.
- Anand T. Hingorani, ed.] Gandhi, M.K. Our Language Problem (Bombay: Bharatiya Vidya Bhavan, ), pp. 53-55
- TOWARDS NEW EDUCATION written by M. K. Gandhi Edited by Bharatan Kumarappa

### **Suggestive readings**

- गांधी, मो.क. (2012). सत्य के प्रयोग अथवा आत्मकथा (त्रिवेदी, काशीनाथ, अनुवादक)  
अहमदाबाद: नवजीवन प्रकाशन मंदिर.
- गांधी, मो.क. (2012). हिंद स्वराज (नणावती, अमृतलाल ठाकोरदास, अनुवादक).  
अहमदाबाद: नवजीवन प्रकाशन मंदिर
- Coomaraswamy, Anand K. (1910). Art and Swadeshi . Munshi Ram Manoharlal.  
Delhi

 **Examination scheme and mode:** Subject to directions from the Examination  
Branch/University of Delhi from time to time

## VAC 1: ECOLOGY AND LITERATURE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ecology and Literature	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To raise awareness among students towards the urgent predicament of Environmental and Ecological crisis and the need for reducing our carbon footprint upon fast depleting, ravaged ecological reserves.
- To develop a heightened ecological consciousness among students, leading to more responsible ecological behavior.
- To view environmental concerns as raised through plays, stories and poems.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The course will highlight the urgency of environmental crisis, making Students conscious and aware of the role each one of us plays.
- Students will be trained into environmental sensitivity and responsible Ecological behavior.
- Students will be encouraged to respond to incidents of habitat destruction deforestation, etc. and realize the need for our urgent intervention

### SYLLABUS OF ECOLOGY AND LITERATURE

#### UNIT – I Negotiating environmental issues creatively

(5 Weeks)

- William Wordsworth: 'In April beneath the scented thorn'
- Rabindranath Tagore: 'The Waterfall'
- Gieve Patel: 'On Killing a Tree'

#### UNIT – II Ecocritical literary representations

(5 Weeks)

- Mary Oliver: 'Sleeping in the Forest'
- 2.AK Ramanujan: 'A Flowering Tree'
- 3.Mamang Dai: 'Small Towns and the River'

### **UNIT – III Empathetic exploration and imaginative re-enactments (5 Weeks)**

- Amitav Ghosh's 'Part I: Stories' from The Great Derangement: Climate Change and the Unthinkable.
- Thangjam Bopishak: 'Volcano, You cannot erupt' from Dancing Earth: An Anthology of Poetry from North-East India
- Thangjam Bopishak: 'Dali, Hussain, or Odour of Dream, Colour of Wind' from Dancing Earth: An Anthology of Poetry from North-East India

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

**(15 Weeks)**

- Students would undertake field visits to a school or a slum in the neighborhood or the play area of residential complexes to share, narrate stories, poems and articulate the ideas engaged with in the classroom lectures.
- They shall apply imaginative and creative ways of presenting socially responsible ecological behavior through re-tellings of the texts they have studied in the class.
- Creative re-enactment of key ideas studied by students in the form of a play, to be done individually and/or in a group to create awareness regarding environmental consciousness.
- They can also collectively organize a tree plantation drive in and around the college campus and adopt a sapling each in the college premises and in their neighborhood to take care of.
- Any other Practical/Practice as decided from time to time

### **Essential/recommended readings**

- Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
- Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
- Carl, Safina. Prologue & Chapter 1, Beyond Words: What animals think and feel. Souvenir Press, 2015.
- Garrard, Greg. Ecocriticism. United Kingdom: Taylor & Francis, 2011.
- Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate—Discoveries from a Secret World. India: Penguin Books Limited, 2016.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: NATIONAL CADET CORPS- I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
National Cadet Corps -I	02	1	0	1	Pass in Class 12 <sup>th</sup>	Enrolled as NCC Cadet

### Learning Objectives

The Learning Objectives of this course are as follows:

- Provide knowledge about the history of NCC, its organization, and incentives of NCC for their career prospects.
- Inculcate spirit of duty and conduct in NCC cadets.
- Provide understanding about different NCC camps and their conducts.
- Provide understanding about the concept of national integration and its importance.
- Provide understanding about the concept of self-awareness and emotional intelligence.
- Provide understanding about the concept of critical & creative thinking.
- Provide understanding about the process of decision making & problem solving.
- Provide understanding about the concept of team and its functioning.
- Provide understanding about the concept and importance of Social service.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Critically think and analyse.
- Understand the basic concept of NCC.
- Respect the diversity of different Indian culture.
- Practice togetherness, teamwork and empathy in all walks of their life.
- Do their own self-analysis and will work out to overcome their weakness for Better performance in all aspects of life.

SYLLABUS OF NATIONAL CADET CORPS-I

- UNIT – I NCC General** (4 Weeks)
- Aims, Objectives and Organization of NCC
  - Incentives for NCC Cadets
  - Duties of NCC Cadets
  - NCC Camps: Types and Conduct
- UNIT – II National Integration** (4 Weeks)
- National Integration: Importance and Necessity
  - Factors affecting National Integration
  - Unity in Diversity
  - Threats to National Security
- UNIT – III Personality Development** (5 Weeks)
- Factors
  - Self-Awareness
  - Empathy
  - Critical and Creative Thinking
  - Decision Making and Problem Solving
- UNIT – IV Social Service and Community Development** (2 Weeks)
- Basics of Social Service
  - Rural Development Programmes
  - NGO's
  - Contribution of Youth
- Practical component (if any) -** (15 Weeks)
- Drill
  - Field Craft & Battle Craft
  - Map Reading
  - Weapon Training
  - Social Service & Community Development
  - Any other Practical/Practice as decided from time to time

**Suggested readings**

- DGNCC Cadet's Hand Book - Common Subjects -All Wings (in English)
- DGNCC Cadet's Hand Book - Common Subjects -All Wings ( in Hindi)
- DGNCC Cadet's Hand Book – Specialised Subjects –Army, Navy and Air Wing

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

**VAC 1: PANCHKOSHA: HOLISTIC DEVELOPMENT OF PERSONALITY****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Panchkosha: Holistic Development of Personality	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce Five Koshas – five levels of mind-body complex – Annamaya, Pranayama, Manomaya, Vigyanamaya and Anandamaya Kosha; for a holistic development of personality.
- To generate awareness about physical and mental wellbeing through the Indian concept of Panchkosha.
- To develop a positive attitude towards self, family and society amongst students.
- To guide students build personalities based on the understanding of Panchkosha.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Enhanced physical and mental health.
- Coping with peer pressures and stress.
- Improved concentration leading to better overall performance.
- Manage life situations through a balanced and mature approach.

**SYLLABUS OF HOLISTIC DEVELOPMENT OF PERSONALITY****UNIT – I Elements of Personality****(4 Weeks)**

- PanchaKosha: Introduction
- Five aspects of Human Personality: Annamaya Kosha (Physical

body), Pranamaya Kosha (Vital life force energy), Manomaya Kosha (Psychological wellness), Vijnanamaya Kosha (Intellect), Anandamaya Kosha (Happiness and Blissfulness)

- Health: Mental and Physical

**UNIT – II *Annamaya Kosha and Pranamaya Kosha***

**(4 Weeks)**

- Human Body and Pancha Karmendriyas
- Annamaya Kosha: Balanced diet and exercise for healthy body
- Pranamaya Kosha: Development of life force, Pranayam
- Charucharya: Social Etiquettes

**UNIT – III *Manomaya Kosha and Vijnanamaya Kosha***

**(4 Weeks)**

- Antahkarana and its functions
- Pancha Gyanendriyas
- Manomaya Kosha : Controlling the Mana (mind)
- Vijnanamaya Kosha: Ability of discretion and decision making

**UNIT – IV *Anandamaya Kosha and Beyond***

**(3 Weeks)**

- Anandamaya Kosha: Experience of happiness and bliss
- Self-realisation, Nature of Consciousness: Sat-Chit-Ananda

**Practical component (if any) –**

**(15 Weeks)**

- Recitation of select verses from Taitiriyopansid
- Asana
- Pranayama
- Meditation
- Visit to a Yog shivir or meditation centres
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

**Essential Readings**

- पंचकोश वि वेक, स्वामी परमहंस योगानन्द, <https://ndl.iitkgp.ac.in/पर उपलब्ध>
- वि वेक चूडामणि , आदि शंकराचार्य द्वारा लि खि त, अरवि न्द आनंद द्वारा अनुदि त,



चौखम्भा प्रकाशन, वाराणसी, 2015

- Vivek Chudamani, Adi Shankaracharya, Swami Turiyananda (Sanskrit and English), Sri Ramakrishna Math, Mylapore, 2019
- सभी के लिए योग, बी.के.एस. आर्यंगार, प्रभात प्रकाशन, 2018
- Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S. Iyengar, Dorling Kingsley, London, 2021
- The Sacred Science of Yoga & The Five Koshas, Christopher Sartain, CreateSpace Independent Pub, 2015

#### **Suggested Readings**

- PanchaKosha: The five sheaths of the human being, Swami Nishchalanand, Kindle edition.
- Upanisadvakya Mahakosa. (An Upanishadic Concordance, taken from 239 Upanishads, G. S. Sadhale (Compiled by). Chowkhamba Vidyabhawan, Varanasi, 2014
- The Pentagon of Creation: As Expounded in the Upani

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## VAC 1: READING INDIAN FICTION IN ENGLISH

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Reading Indian Fiction in English	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- Acquaint students with Indian Fiction in English.
- Familiarise students with Indian ethos and values through Indian fiction.
- Analyze novels critically and in the context of their own lived situations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of Indian ethos and values through Indian fiction.
- Develop creative thinking through reading of fiction..
- Realise the potential of fiction in bringing out social and cultural change

## SYLLABUS OF READING INDIAN FICTION IN ENGLISH

### UNIT – I

(2 Weeks)

- How to Read a Novel
- Novel as Reflection of Society

## UNIT – II

(7 Weeks)

- Bankim Chandra Chatterjee: Anandamath (English translation by Sri Aurobindo and Barindra K Ghosh)

Points of Discussion:

- Patriotism and Nationalism
- The song Bande Mataram
- Elements of History and Romance
- Issues of Gender
- Natural calamity
- Genre of Text and Feature Film

## UNIT – III

(6 Weeks)

- Chaman Nahal: Azadi. Houghton Mifflin publication, 1975.

Points of Discussion:

- The Story of Partition
- Violence and Trauma
- Autobiographical voices in the novel
- Elements of history, politics and art
- Personal and Political

## Practical component (if any) –

(15 Weeks)

- Students may be asked to do a dramatic recitation of selected parts of a novel.
- Students may be asked to organize the major events of the plot of a novel through different methods: graphically, making a plot outline or sketching a storyboard.
- Students may be asked to classify each instance of figurative language (simile, metaphor, etc.) and explain its effect on that section of the text.
- Students may share their understanding of any particular aspect of the novels through a brief write up.
- Discuss the portrayal of any major characters of the novel with reference to the central theme of the text.
- Think about and discuss Indian fiction in relation to cultural and critical contexts.
- Any other Practical/Practice as decided from time to time

## Essential/recommended readings

- Bankim Chandra Chatterjee: Anandamath (English translation by Sri Aurobindo and Barindra K. Ghosh)

- Chaman Nahal: Azadi. Houghton Mifflin publication, 1975
- E. M. Forster: Aspects of the Novel

**Suggested Reading:**

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.

**Examination scheme and mode:** Subject to directions from the Examination Branch/University of Delhi from time to time



## VAC 1: SCIENCE AND SOCIETY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Science and Society	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are:

- The primary objective of this course is to instil in students an appreciation for science and a scientific outlook and temper.
- The course further aims to increase awareness about fundamental scientific concepts that play an important role in our daily life using various examples and case studies.
- Pedagogy in this course should largely rely on learning by enquiry, observations, experimentation and group discussions using case studies/examples.
- Efforts should be made to instil an interest in students for science. Students should be encouraged to understand and appreciate scientific concepts and their applications rather than solely memorizing factual information.

### Learning outcomes

The Learning Outcomes of this course are:

- This paper is interdisciplinary in nature and would provide students with basic exposure to scientific methods, technologies and developments that have played a significant role in the evolution of human society from ancient to modern times.
- 2. Students would also be made aware of the scientific rationale of technological developments that would enable them to make informed decisions about their potential impact on society.



## SYLLABUS OF SCIENCE AND SOCIETY

### UNIT – I Science and Technology – from Ancient to Modern Times (10 Weeks)

In this section, students should also be made aware about the contributions of Indian scientists since ancient times and the contributions of women in science.

#### Subtopics

- Philosophy of science, the scientific method, importance of observation, questions and experimental design, rational thinking, myths vs. Facts
- Science, Technology and Traditional Practices: Suggestive areas include: Water harvesting structures and Practices; Construction, architecture and design – use of natural environment-friendly designs and materials; Agriculture including domestication of plants and animals.  
In this section, students should also be made aware about the contributions of Indian scientists since ancient times and the contributions of women in science.
- Science and Technology in Modern Times: Suggestive areas include: Public Health: Nutrition, Hygiene, Physical and Mental Health, Vaccines and Antibiotics, Anti-microbial resistance; Food Security: Green Revolution, White Revolution; IT Revolution, E-Governance; Clean Energy, Renewable Energy; Space Science and Exploration; Evolution, Ecology and Environment

### UNIT II: Scientific Principles, and Concepts in Daily Life (5 Weeks)

#### Unit Description:

This section aims to encourage appreciation of the scientific method through observation, experimentation, analysis and discussions. Students are required to participate in activities and experiments. A suggestive list is given below:

#### Subtopics:

#### Suggested Activities:

- Observing and documenting flora and fauna of College campus/city.
- Visits to science laboratories in the College or neighbouring College/Institute.
- Visits to science museums, planetarium.
- Visits to biodiversity parks and nature walks.
- Participation in a citizen science project/initiative.

Suggested Experiments (minimum any four):

- Measuring the height of the college building using a stick.
- Measuring the curvature of earth, using distance and shadow length.
- Isolation of DNA (DNA Spooling)
- Observing transpiration and photosynthesis in plants
- The blood typing game (online)
- Are fruit juices, soap, carbonated drinks acidic or alkaline? (using pH strips or developing your own Litmus Test)
- Do plants learn and remember?
- Experiments on how migratory birds find their way. (Online)
- How can a mosquito sit on a water surface or a blade float on water?
- How does a submarine dip or rise in the ocean?
- How and why does the path of the sun in the sky change with the seasons?
- Identification of celestial objects with the naked eye
- Types of clouds
- Science of musical sounds
- Science of splitting of colours from white light: rainbow, CD-rom, prism, oil films.
- Lenses, mirrors and the human eye

**Practical/ Practice Component :**      **Please Refer to Unit II.**

**Essential/recommended readings**

- Basu and Khan (2001). Marching Ahead with Science. National Book Trust
- Gopalakrishnan (2006). Inventors who Revolutionised our Lives. National Book Trust
- Yash Pal and Rahul Pal (2013) Random Curiosity. National Book Trust
- Hakob Barseghyan, Nicholas Overgaard, and Gregory Rupik (\*\*\*\*) Introduction to History and Philosophy of Science
- John Avery (2005). Science and Society, 2nd Edition, H.C. Ørsted Institute, Copenhagen.
- Dharampal (2000). Indian Science and Technology in the Eighteenth Century, OIP.

**Suggested Readings:**

Section 1. Science and Technology – from Ancient to Modern Times:

Philosophy of science:

<https://blogs.scientificamerican.com/doing-good-science/what-is-philosophy-of-scienceand-should-scientists-care/>

[http://abyss.uoregon.edu/~js/21st\\_century\\_science/lectures/lec01.html](http://abyss.uoregon.edu/~js/21st_century_science/lectures/lec01.html)

[https://wps.ablongman.com/wps/media/objects/1449/1483820/18\\_2.pdf](https://wps.ablongman.com/wps/media/objects/1449/1483820/18_2.pdf)

Myths vs. facts:

<https://www.sciencelearn.org.nz/resources/415-myths-of-the-nature-of-science>

History of technology:

<https://www.visualcapitalist.com/history-of-technology-earliest-tools-modernage/>

Water harvesting:

<https://worldwaterreserve.com/introduction-to-rainwater-harvesting/>

Public Health :

[https://www.ajpmonline.org/article/S0749-3797\(11\)00514-9/fulltext](https://www.ajpmonline.org/article/S0749-3797(11)00514-9/fulltext)

<https://study.com/academy/lesson/public-health-vs-medicinedifferences-similarities.html>

<https://www.deepc.org.in/video-tutorials/public-health>

Food Security:

<https://www.concern.net/news/what-food-security>

Energy:

<https://www.nrdc.org/stories/renewable-energy-clean-facts>

Space Science:

<https://www.isro.gov.in/spacecraft/space-science-exploration>

<https://www.isro.gov.in/pslv-c11-chandrayaan-1>

<https://www.isro.gov.in/chandrayaan2-home-0>

<https://www.britannica.com/science/space-exploration>

Contribution of Indian Scientists & Women Scientists:

<https://www.tifr.res.in/~outreach/biographies/scientists.pdf>

<https://indiabioscience.org/media/articles/ISTI.pdf>

<https://www.thebetterindia.com/63119/ancient-india-science-technology/>

<https://ncsm.gov.in/indian-women-in-science-technology/>

Evolution:

<https://www.livescience.com/474-controversy-evolution-works.html>

<https://www.ibiology.org/evolution/origin-of-life/>

Climate change and global warming

<https://letstalkscience.ca/educational-resources/backgrounders/introductionclimate-change>



## Biodiversity

<https://india.mongabay.com/2020/09/nature-in-peril-as-biodiversity-losses-mount-alarmingly-states-the-living-planet-report/>

## Genomics and Modern Medicine

<https://www.nationalgeographic.com/science/article/partner-contentgenomics-health-care>

<https://www.mja.com.au/journal/2014/201/1/impact-genomics-future-medicine-and-health>

<https://www.nature.com/scitable/topicpage/pharmacogenomics-andpersonalized-medicine-643/>

## Genetically modified engineered crops

<https://www.nature.com/scitable/topicpage/genetically-modified-organismsgmos-transgenic-crops-and-732/>

<https://factly.in/explainer-what-is-the-status-of-gm-crops-in-india/>

<https://www.fda.gov/food/agricultural-biotechnology/how-gmo-crops-impactour-world>

## Artificial Intelligence and Robotics

<https://www.ohio.edu/mechanical-faculty/williams/html/PDF/IntroRob.pdf>

<https://nptel.ac.in/content/storage2/courses/106105078/pdf/Lesson%2001.pdf>

## Big Data Analytics

[https://www.researchgate.net/publication/328783489\\_Big\\_Data\\_and\\_Big\\_Data\\_Analytics\\_Concepts\\_Types\\_and\\_Technologies](https://www.researchgate.net/publication/328783489_Big_Data_and_Big_Data_Analytics_Concepts_Types_and_Technologies)

Section 2. Scientific Principles, and Concepts in Daily Life Measuring buildings, earth curvature:

<https://www.youtube.com/watch?v=hrwL3u2Z4Kg>

<https://www.youtube.com/watch?v=khRMzxONpLg>

<https://www.youtube.com/watch?v=YaPa4esJx4>

## Isolation of DNA



[https://melscience.com/US-en/articles/home-dnaextraction/?irclickid=2hh2pqRY8xyLTbawUx0Mo3ENUkBWlX3pGQDJSc0&utm\\_source=impact&irpid=2201352&irmpname=Science%20Journal%20for%20Kids&irgwc=1](https://melscience.com/US-en/articles/home-dnaextraction/?irclickid=2hh2pqRY8xyLTbawUx0Mo3ENUkBWlX3pGQDJSc0&utm_source=impact&irpid=2201352&irmpname=Science%20Journal%20for%20Kids&irgwc=1)

#### Transpiration & Photosynthesis

<https://www.youtube.com/watch?v=JQvdXX7hGqI>  
<https://www.youtube.com/watch?v=U4rzLhz4HHk>  
<https://www.youtube.com/watch?v=pFaBpVoQD4E>

#### Online game on blood typing

<https://educationalgames.nobelprize.org/educational/medicine/bloodtypinggame/gamev3/1.html>

#### Determination of pH

[https://www.youtube.com/watch?v=BEz6t\\_e6gpc](https://www.youtube.com/watch?v=BEz6t_e6gpc)

#### Plant behaviour

<https://youtu.be/KyoeCFTIXKk>  
<https://youtu.be/gBGt5OeAQFk>

#### Migratory Birds

<https://www.scienceabc.com/nature/how-migrating-birds-geese-navigate-long-distance-earthmagnetic-field.html>

## VAC 1: SOCIAL AND EMOTIONAL LEARNING

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Social and Emotional Learning	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to develop social and emotional awareness in students and initiate them towards better personal and social well-being.
- To create an awareness towards self, others, the environment and their harmonious coexistence.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to become aware of oneself and the society.
- Make informed lifestyle choices and extend the self in the joy of giving.
- Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society.
- Cultivate sensitivity towards discriminatory practices and explore possible solutions.

### SYLLABUS OF SOCIAL AND EMOTIONAL LEARNING

#### UNIT – I Introduction - Self-Awareness and Happiness (3 Weeks)

- Getting to Know Each Other
- What to Expect from this Course?
- Getting to Know Oneself
- What Makes One Happy/ Unhappy? Outer vs Inner Sources of Happiness, Joy of Giving

**UNIT – II Social Relationships | Mindfulness (4 Weeks)**

- Sharing vs Power: Peers, Family and Society
- Going Beyond Power Relationships Through Open Conversation
- The Value of Silence and Reflection
- Practice of Mindfulness

**UNIT – III Identity, Self-Image, Status, Self-Worth- Digital Identity (4 Weeks)**

- Identity Construction and Expression: Individual and Collective
- Accepting and Valuing Oneself
- Understanding the Gendered World
- Identifying and transcending stereotypes
- Identity Formation and Validation in the Digital World
- Discrimination and its Forms

**UNIT – IV Lifestyle Choices | Stress and Its Management (4 Weeks)**

- What Choices Does One Get To Make?
- Is Choice influenced? Relationships, Career Choices
- Career Pressures, Examinations
- Dealing with Disappointment, Coping Skills, Health and Fitness
- Connect With Nature: Sensitivity Towards Other Sentient Beings

**Practical component (if any) – (15 Weeks)**

**Unit 1**

**Getting to Know Each Other**

In this lecture, the teacher will facilitate social engagement and personal reflection through a round of introductions. This also provides an opportunity for the teacher and students to recognise the deeper meanings that lie underneath routine exercises of introduction. For example, the adjectives that people use to describe themselves are indicative of the image that they wish others to hold of them. But do they hold the same image about themselves?



Teachers may begin the class by introducing themselves. Any introductory exercise that serves as an ice breaker and creates the classroom space as one of vibrant and open discussions, may be used. Teachers should try and ensure participation of all students in this exercise.

#### Activities

##### 1. Who is in your circle?

Students may be asked to draw three concentric circles on their notebooks. The central circle is for the topic, the second for 'Love', and third for 'Like'. The space outside the circles is for 'Don't like'. The class decides on one topic, such as food, movies, web series, books, music, interests, etc. Each topic is taken up in turn and students are asked to write what they love, like, and don't like in the circles and share it with others. The exercise helps students to identify with their peers in commonalities and differences. The teacher may use prompts such as 'Why do you like this show?', 'Why do you dislike this food?' etc.

##### 2. I am...

Students are asked to complete the sentences. The teacher may take turns and ask random students to answer it or the teacher may write these on the board and ask every student to write the answer in their notebooks. Some suggested prompt sentences are:

I am excited about.....

I wish I could.....

I am wondering.....

I am feeling anxious about....

Students can choose to share some of the answers with the class. The purpose of the exercise is to bring most students to speak in class and share their honest feelings and thoughts.

##### 3. Introduce Yourself. Know Yourself

In this exercise, the teacher asks all students to take turns to introduce themselves. It is likely that most students will talk about their names, previous qualifications and hobbies. At the end of the introductions, the teacher can identify



commonalities such as previous courses undertaken, regional identities, age, or similar common factors. The teacher may then use the following prompts to facilitate discussion:

Do these define you? Are you something more? Would you like to change any of these qualifiers?

Is there something about you that you would like to share with us? Do you ever wonder about your identity/ identities?

#### What to Expect from this Course?

In this class, the focus is on understanding the relevance of the course and providing a course overview. Students will be able to explore the various dimensions of their lives and develop insights about themselves and their relationships. By discussing the outline of the course and the suggested activities, the teacher shall bring to the fore the exploratory journey that the students will embark upon. The students' questions relating to the course contents will also be addressed in this lecture.

#### Activities

In this class, the teacher may undertake an overview of the course, discussing each week's themes briefly. The nature of assignments and evaluation can also be detailed out. The teacher may hold a discussion with students on the following:

1. Why is social and emotional learning important?
2. What can the teacher do to make the classroom a more welcoming and open space for you?
3. What would be some of the activities that you would like to undertake during the course? Such as watching movies, reading books, maintaining a reflective journal, engagement in the field, mindfulness exercises, etc.

#### Self Awareness and Happiness

The aim of this module is to help students develop awareness about themselves – who they are, what their strengths and limitations are, and how they can develop themselves. This will help them to learn interlinkages and distinctions between thoughts, emotions and behaviours. This module will make them aware of the differences between happiness and pleasure and help them ponder on sources of happiness.

## Self Awareness

Self-awareness is the experience and understanding of one's own personality – how an individual understands his own feelings, motives, desires, and behaviour, and the triggers for the same. Hence, self-awareness can be considered to be vital for personal development. Students would thereby become more grounded and confident. This lesson will focus on the student's intrapersonal and interpersonal awareness through discussions and activities.

### Activities

1. Students are asked to make a timeline of important events in their life and how each one affected them at that time. Do they see it differently today?
2. SWOT Analysis can be done by each student – Strengths, Weaknesses, Opportunities and Threats.
3. How do they envision their ideal person – What does your ideal person look like? What characteristics do they possess? Identify the gap. How do they plan to fill/reduce the gap?

## Happiness

The term 'happiness' includes pleasant and positive emotions which can range from deep satisfaction and contentment to pleasure and excitement. The focus of this session would be to discuss techniques to develop the long-lasting feelings of contentment rather than momentary and short-lived emotions of excitement and pleasure. This will encourage and foster feelings of wellbeing and life satisfaction. The teacher will use activities in order to inculcate the ways of developing and sustaining happiness.

### Activities

Writing a gratitude Journal – include in it what you are grateful for. Mindfulness exercises and developing a mindful way of doing things.

"As one door closes, another door opens". A discussion based on the three opportunities that they think they lost and consider what it was they gained in the process.

## Unit 2



## Social Relationships

In this module, students will be asked to turn their gaze towards the society in which they are located and where they form social relations. They will be asked to introspect and understand the ways in which they connect with their immediate and extended social surroundings. In this context, peers and family exercise a significant influence on the identities of adolescents and young adults. The students will be asked to assess the nature of their relationship with friends and family and explore these negotiations in the context of sharing versus power.

The teacher will help students broaden their understanding by extending the discussion to include other social relationships, beyond peers and family. They will be encouraged to think about how they are influenced and how they in turn influence the people around them. The class shall explore the importance of open conversation as a means to resolve conflicts and contradictions.

### Sharing vs Power: Peers

Identity formation and development is significantly dependent on the peer group with which the individual interacts. During this class, the students may pose the following question to themselves and to each other- What is the nature of the relationships that they share with their peers? Adolescents and young adults like to conform to peer expectations. Students may explore whether relationships between peers are equal. What forces mediate these relationships? By posing examples from real life, the teacher will encourage the students to closely examine their relationships with their friends and family.

### Activities

Ask the students to describe their close friends with fictitious names. They should then be asked why they are close to them and what is the one quality about their friends that they appreciate.

Divide students into groups of 5 each. This can vary depending on the class size. Each group can discuss how they were influenced by their friends in decision making processes.

The class/ group can share a story from their life about how they made a decision based on peer pressure. They should also share the result. Were they happy or unhappy about it? The findings can be discussed in the class.



### Sharing vs Power: Family

The family is often considered to be a given and stable construct in which one is born or placed. As the relationships of adolescents with people outside the home grow, their interactions with their families evolve and take on a new and sometimes difficult character. Discussions and activities in the class should help the students objectively analyse their family space and the way in which they negotiate with it at different points of time. Through examples from day to day life, the teacher will help the students understand such spaces and the role they play.

#### Activities

Describe the ideal family. The students can think about the nature of the ideal created by them. What is the role played by siblings in your personal development?

Role play can be used to perform the different roles in a family so as to understand the different points of view within it.

### Sharing vs Power: Society

The individuals generally extend the nature of their relationships with the family to the larger social world. In their pursuit to seek autonomy and independence, they may form new kinds of relationships in the larger social context. These relationships may be characterised by imbalances in power. This lecture will try to help the students strike a balance between self and society and stress the role of dialogue, sharing and cooperation.

#### Activities

The teacher can ask the students to describe any one constructive social role performed by them. (Any way in which they helped people around them). They can draw, speak, share a photograph or write a creative piece about it.

In the years to come what kind of role do you see yourself performing in society?

Share any one story about a person that has really influenced you? It can be about a public figure or anyone around you.

### Going Beyond Power Through Open Conversation



In the previous lectures, the discussion has been around family, peer groups and society. In this session, the focus will be on the ways to build a more egalitarian society—one that is more collaborative, inclusive and takes into account different points of view. Open Conversation is suggested as a way by which acceptance, active listening and empathy can be encouraged.

#### Activities

The students can be asked to present a brief performance showing the way in which open conversation can help in conflict resolution.

Movies in line with classroom discussions held in the past few weeks can be shown to the students. Movie screening should be followed by a discussion.

A short story, poem or a play can be used to build on classroom discussions.

#### Mindfulness

This module focuses on the significance of silence, introspection and non-judgmental awareness of the present moment. These mental practices are for understanding and building humane connection with self and others. The students are sometimes unable to spare time for their inner growth. Mindfulness practices aim at self-awareness and self-acceptance for overall well being. Valuing and practicing silence helps in the process of deeper reflection and builds inner strength to face conflicts with calmness. It hones the ability to develop mental equanimity and equipoise.

#### The Value of Silence and Reflection

The students will learn to understand the value of silence in the noise around. The practice of silence helps in self-reflection and connecting the inner and outer worlds. It enables one to experience joy, contentment and peace. Silence is a way of understanding how to enjoy one's own company and not to confuse being alone with loneliness. The students will appreciate that silence and solitude are positive and constructive.

#### Activities

The students can be asked to maintain silence and watch the flow of thoughts and emotions. In the process of silence the students can identify what gives them happiness and what they can do to create happiness for others.

The students can visit natural spaces to understand how silence runs in the sounds of nature which can help them realise peace.

#### Practice of Mindfulness

Through this lesson, the students will understand the significance of mindfulness as a daily practice for understanding that happiness depends on the self-training of mind. The joy of living in the moment with full awareness and steadiness of mind are important for accepting and cherishing all experiences positively and non-judgmentally.

#### Suggested Activities

Mindful walk/trek in the garden/forest/mountains or at a monument. Mindful eating while enjoying all elements of tastes in different types of food can also be done.

The students can be engaged in groups for non-judgmental listening

The class can be divided to discuss what activities of the day they engage with full awareness and where the moments go unnoticed

#### Unit 3

##### Identity, Self-image, Status, Self-worth

The module is designed to help the learners revisit the constructs of identity, self and personhood. It builds on questions such as 'who am I', 'how do others and I see myself', 'does status and self-image affect my sense of self-worth'. Specifically, it deals with how one's identity takes shape and thereon begins to be an integral part of oneself. It encourages the students to think about what factors influence their self-worth, such as achievements and accumulations, wealth, career or popularity. The students learn to accept and appreciate self and others.

##### Identity Construction and Expression: Individual and Collective

This lesson is aimed to help the learners deconstruct their sense of identity and rechart the signifiers/ markers and processes which have played a pivotal role in constructing their sense of identity and self. It unfolds how processes of socialisation within family, school, community and society at large have played a role in making students who they are. How do



these processes shape our notions of self-concept, self-evaluation, and self-esteem? The students will be able to become aware of their individual and collective sense of identity and self.

#### Activities

The teacher may ask the students to imagine one's identity in different contexts that are significant for identity construction. For instance, what does identity of being someone's 'child' entail; likewise what kind of an identity does one expect of oneself as a sibling, student and as a friend.

The teacher may ask the students to read from biographies/autobiographies of people from other cultures and discuss excerpts from the books. The teacher may elaborate the qualities of these people.

The teacher may organise a field visit with the students to different places. Ask the students to survey people from those locales about their experiences.

#### Accepting and Valuing Oneself

This lesson builds on the previous lesson by unpacking how concerns revolving around self- image and status may affect one's sense of self. It aims to make one aware why a challenge to

one's identity may lead to discomfort and conflict. Students will be encouraged to accept their physical appearance and identity and to value self-worth. This lesson invites them to undertake an inward journey.

#### Activities

The teacher may ask students to respond to different characters in a movie where challenges to their identity lead to different kinds of responses.

What will change after 10 years in terms of your identity and what according to you will not change?

The teacher may ask the students to identify an 'open space' and 'sit alone' and write a reflective essay on the theme, 'remember what makes you, you'.

#### Gender Roles

The objective of this module is to enable the students to differentiate between biological and psychological context of gender in order to understand how

their gendered identities are socially constructed. Gender refers to the characteristics of men and women and includes norms, behaviour and roles associated with being man or woman, girl or boy. Further, this will enable the students to become aware that their destiny need not be determined by biology.

### Understanding a Gendered World

The objective of this lecture is to enable the students to understand that gender roles are taught by the process of socialization, beginning with the family. Everyday things that we do like eating, speaking, walking, our gestures and even the professions that we think we choose are all often influenced by societal norms.

#### Activities

The teacher may ask the students to list things associated under the heading; men and women. Once listed, the headings can be interchanged and a discussion may follow.

Ask students to bring an artefact from home, it can be a childhood picture. On the basis of the picture students can share childhood experiences. Through the narrative of their oral history students can share experiences of how they acquired gender.

### Identifying and Transcending Stereotypes

In the previous lecture, students have been made aware that gender stereotypes are socially constructed, that the ways in which we interact with others and with ourselves are shaped by gender. The objective of this lecture is to explain the importance of thinking beyond the stereotypes and to reinforce that biological differences between genders should not lead to social discrimination.

#### Activities

Movie viewing: Students and teachers can choose any movie for discussion.

Quiz cards: On the cards the following can be written and the student can be asked to identify which is socially constructed and which refers to biology.

Men are Breadwinners, Women are homemakers.

Males have XY chromosomes, Females have XX chromosomes. Women give birth to babies, men don't.

Boys don't cry

### Digital Identity

It may be constricting to identify exclusively with ideas like region, ethnicity, language, gender, nationality. For, in this increasingly interconnected world, students find themselves at the intersection of many ideas - evolving and fixed, dominant and marginalised. This rainbow of ideas provides an opportunity to appreciate the diversity in the constitution of an individual's identity. But what happens when one is given a chance to construct a digital identity for oneself? Digital platforms and social networking sites arguably provide an individual the choice to portray oneself the way one likes. Do we choose to present our authentic selves or do we prefer to present highly curated versions of ourselves? Do social media posts reflect self-respect and self-love?

### Identity Formation and Validation in the Digital World

Through this session, students are expected to realise the ways in which they construct themselves digitally and how that construction is a manifestation of conformity, resistance and/or subversion, of the dominant ideologies. Students should be encouraged to reflect on what exactly they are seeking from engaging with social media. They need to think how the joy of sharing ideas may be different from the egoic need for compulsive validation.

### Activities

Think of the digital filters that you use before sharing your photographs with others. Why do you think you need to do that?

We often feel happy about being validated in the form of 'likes' and positive comments on our social media posts. However, do you feel sad when that does not happen? What could be the possible reason for your mind to have this line of thought?

### Digital Identities: Impact on the Self

The students will carry forward the learnings from the previous session and continue their inquiry in the realm of motivations for curating a digital self and its relation to self-esteem. They would be encouraged to engage in a non-judgemental conversation which would motivate them to inquire whether



their digital activities are a result of anxiety which may be emanating from their self-image.

#### Activities

Do you think the use of digital filters is disrespectful to your self? Is not using them a source of anxiety for you? Can this have anything to do with your self-esteem?

Think of situations that make you feel sad on social media. Note them down. Do you think not exposing yourself to such a situation is a solution or do you think you also need to locate the issue within yourself?

Try spending a day without doing any activity on social media like posting anything or surfing other people's accounts for their activities. At the end of the day observe how you feel.

#### Unit IV

##### Lifestyle Choices

How we choose to live and behave influences our social and emotional wellbeing. In this module we analyse our lifestyle choices relating to material and cultural consumption, relationships and career. Students will be encouraged to inquire whether our everyday choices are based on a culture of passive consumption and conformism. We will seek to explore possibilities of alternative forms of living premised on ethical consumption, altruism, simple and sustainable living.

##### What Choices Does One Get to Make?

In this session, the attempt will be to explore the extent to which consumerism impacts our lifestyle choices and the repercussions of these on our natural and social environment. Today we live in an era of mass consumption and consumer culture fostered by advanced technologies and global production systems. Overt materialism, wasteful and conspicuous consumption unmindful of the larger implications are key aspects of this phenomenon. In this lecture, we explore our lifestyle choices such as our physical image, attire, dietary choices, desire for dream homes and destination weddings. This would be the starting point for a re-imagination of a world based upon choices that would lead to simple and sustainable living.



##### Suggested Activities

Students may be asked to work through their consumption history right from their childhood. A discussion may then be initiated by asking the students to reflect on their consumption choices and their motives behind the same.

The teacher may identify a few products like tea, coffee, coca-cola, jeans etc and ask the students to trace product histories and geographies.

The students may be asked to discuss a strong desire to possess an object and then deconstruct that desire. Discussion may emphasise upon why they wanted it?

#### Is Choice Influenced? Relationships, Career Choices

In this lecture, we examine the extent to which lifestyle choices, regarding relationships and career, get influenced and by what factors. Do we really have a choice as regards the career that we intend to pursue? Often factors like family, gender, the need for security and stability influence our choices. Recognizing and mapping the space of freedom and unfreedom with respect to our choices is a necessary life skill that would enable a more self-aware and harmonious living.

#### Activities

Reflect on an instance where you may have inflicted pain on someone and also think of a moment when you felt someone was insensitive in their conduct of a relationship.

The teacher may divide the class into small groups and hold a discussion on what constitutes a successful career.

Reflect on the various career options available in your society and discuss what you would prefer to pursue and why?

#### Discrimination

The module is designed to help the learners understand the origin and nature of discrimination and the effects thereof. Discrimination can be on various grounds such as ethnicity, religion, caste, race, gender, disability, or place of birth. One's discriminatory actions can lead to social fragmentation. The module encourages the learners to introspect their actions and seeks to celebrate diversity.

#### Why and How? Forms of Discrimination





The objective of this lesson is to make learners aware of different forms of discrimination. On the one hand, an individual can be a victim of discrimination, and on the other, the same person

may harbour prejudice or discriminate against others. It is pertinent to understand our own biases and introspect our actions.

#### Activities

The teacher can ask students to count their friends who belong to different backgrounds. They can reflect on what they have learned by interacting with these friends.

Ask students to learn about their neighbourhood and document what groups live there, what has been the nature of their relationships.

An exercise on privilege using nothing but wadded up papers and a trash can.  
Students Learn A Powerful Lesson About Privilege.  
<https://youtu.be/2KlmvmuxzYE>

#### Stress and Its Management

This module is designed to give students an opportunity to articulate the pressures and

challenges that one experiences in life. It gives students a chance to spell out how pressure to perform well can become a source of stress. The module is aimed to equip the learners with ways of dealing with disappointments with regard to the choice of career path and with performance related stress. It brings to fore skills of coping with stress and disappointments. It also highlights the role of physical well-being in keeping oneself mentally healthy.

#### Career Pressures, Examinations

This lesson is designed to help students have a relook at the challenges and pressures they have recently faced or are facing on account of career choices and examinations. It gives them a space to articulate what they might have faced while making these choices. This lesson also gives them an opportunity to highlight the uncertainties and challenges they foresee in their future lives.

#### Activities

The teacher may ask the students to organise themselves in groups of 4-6. Each of the groups have to do a role-play around the themes on career pressures.

Show images of different people and ask the students to quickly jot down impressions. The collective answers serve as a springboard for discussions. Students may learn about their own biases through this activity.

The teacher may ask the students to identify movies where struggles related to career and performance pressure stand out.

The teacher may ask the students to share their experiences about the following:

- First few months into an academic programmes
- 2 months before examinations
- On the day of examination
- 15 days after examinations get over

Dealing with Disappointments, Coping Skills, Health and Fitness

This session aims to equip the learners with coping skills to manage stress and deal with disappointments. Furthermore, it makes them aware of the importance of health and fitness for maintaining mental health.

#### Activities

The teacher can ask the students to write how they come to know they are stressed and what they do when they are stressed? The teacher may engage them in a discussion on coping skills and channelize students' energies into positive ways of resolutions of conflict and stress.

The teacher may ask the students to discuss the lives of high achievers and low achievers and

how performance pressures drive their lives. Can they draw similarities and differences in the sources of stresses and how they deal with these stresses?

Ask each of the students to share their daily regime to keep themselves physically fit. The students may also share how each one mentally 'feels/experiences' when one is engaged in physical exercises.

#### Connect with Nature

This module is designed to strengthen bonds with nature while understanding its intrinsic value as opposed to its instrumental value. Issues of global warming

and environmental degradation are the consequences of a disconnect between humans and nature. The aim is to cultivate environmental awareness through virtues of altruistic responsibility, empathy, cohesiveness, and mutual sustainability between nature, flora-fauna, animals and humans. The students may be engaged in activities to build bridges between the inner environment (one's self) and external environment (nature). In this way, they can celebrate oneness with nature and perceive nature not as a means but an end in itself.

#### **Sensitivity Towards Other Sentient Beings**

The students, in this session, would participate in group based environmental activities as a way of building social responsibility towards all sentient beings. Any action against even a part of nature impacts the whole. Thus, it is the responsibility of all, to create a safe environment for all sentient beings to live in harmony.

#### **Activities**

Students can be encouraged for Nature walks, nature drives, treks and hikes, nature photography, adopting natural spaces in local areas, plantation drives, visiting biodiversity parks, adopting spaces for greening etc.

Visits to animal shelters can be organised to sensitise the students.

Films can be screened on environmental sustainability, environmental consciousness etc

- Any other Practical/Practice as decided from time to time

#### **Suggested Readings**

- Black, Donna Lord(2022). Essentials of Social and Emotional Learning (SEL). NJ : Wiley.
- Goleman, Daniel (2005). Emotional Intelligence. USA: Bantam.
- Swami Vivekanand. (2016). The complete works of Swami Vivekanand. Advaita Ashrama. (<https://www.ramakrishnavivekanand.info/vivekanand/complete-works.html>)

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: SPORTS FOR LIFE - I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sports for Life - I	02	0	0	2	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of this course are

- To imbibe the significance of sports to promote health, fitness and wellness in life.
- To understand the values of teamwork, tolerance, goal-setting and decision making.
- To learn the strategies and tactical moves while playing a sport.
- To understand the importance of physical activity in reference to 3S: strength, speed and suppleness.

### Learning outcomes

The learning Outcomes of this course are

- Acquire values of cooperation, team spirit, determination, and endurance.
- Acquire good health and psychological well-being through sports participation.
- Apply the decision making-ability and goal-setting skills acquired through sports participation in everyday life.
- Acquire skills for engaging in moderate or vigorous physical activity and sports participation.
- Reduce exposure to screen time on electronic gadgets and channelising energy through sports participation.

**SYLLABUS OF SPORTS LIFE 1**  
**ONLY PRACTICAL**

**UNIT – I: Rules and Techniques**

**(4 Weeks)**

**Concept**

- Rules of the Sport
- Techniques / skills in the sport/ Aerobic Skills

**Practical**

- Marking of the court / field
- Outdoor Adventure Activity
- Skills learning in sports
- Group Games / Relays
- Participation in Intramural competitions

**UNIT – II: Components of Fitness**

**(4 Weeks)**

**Concepts**

- Meaning and Development of Strength, Speed,
- Endurance, Flexibility and Coordinative Abilities.

**Practical**

- Skills learning and Participation in sports
- Group Games / Relays / Minor games
- Participation in Intramural competitions

**UNIT – III: Benefits of sports and physical activity**

**(4 Weeks)**

**Concepts**

- Effect of exercise on the body
- Organizing of a sports competition
- Balanced Diet

**Practical**

- Skills learning and participation in sports
- Group Games, / Relays /Step Aerobics
- Participation in Intramural competitions

**UNIT – IV Sports in Contemporary Times**

**(3 Weeks)**

**Concepts**

- Honours and Awards associated with sports and sportspersons

**Practical**

- Skills learning and Participation in sports
- Participation in Intramural competitions

**Practical component : 30x2 (15 weeks)**

The concepts are to be dealt with during the practical/practice classes: Aerobics and Physical Activity, Athletics, Archery, Badminton, Basketball, Boxing, Chess, Carrom, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho, Swimming, Shooting, Squash, Table-Tennis, Tennis, Taekwando, Volleyball, Wushu, Wrestling etc.

**Suggestive readings**

- James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.
- Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)
- Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
- Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: SWACHH BHARAT

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Swachh Bharat	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

The Learning Objectives of the Course are:

- To understand the developmental challenges with reference to sanitation infrastructure and practices.
- To build values of cleanliness, hygiene and waste management in diverse socio-economic contexts.
- To understand planning of social policy and programmes.
- To use waste management techniques at community level.
- To instil a sense of service towards society and the Nation.

### Learning Outcomes

The Learning Outcomes of the course are:

- Understanding the significance of the Swachh Bharat Abhiyan.
- Ability to analyse and predict the sanitation challenges of India
- Determine the link between sanitation and development.
- Contribute to the Swachh Bharat Abhiyan through real time projects/fieldwork.

### SYLLABUS OF SWACHH BHARAT

#### UNIT – I Introduction to Swachh Bharat Abhiyan

(4 Weeks)

- Gandhian philosophy of Cleanliness
- Swachh Bharat Abhiyan (SBA)
- Hygiene, Sanitation & Sustainable Waste Management
- Agencies and nodal Ministries for SBA



- Different phases of the SBA and its evaluation
- Citizens' Responsibilities: Role of Swacchagrahi

## **UNIT – II Swachh Bharat: Rural and Urban Facets**

**(8 Weeks)**

- Indicators for Swachh Bharat
- Rural
  - i. Sanitation coverage across households (2014 vs. 2022)
  - ii. Open Defecation Free (ODF) Villages: Parameters
  - iii. ODF plus model: Key indicators
- Urban
  - i. Sustainable sanitation
  - ii. Waste/water and solid waste management
  - iii. Garbage Free Cities

## **UNIT – III Prospects and Challenges**

**(3 Weeks)**

- Attitudes and Perceptions
- Operational and Financial issues
- Monitoring & Supervision
- Community Mobilization

## **Practical component (if any) –**

**(15 Weeks)**

Suggested Activities: List of activities to be undertaken:

- Identify plastic and e-waste in and around the institution and suggest innovative technologies to minimize wastage.
- Identify events/fests that generate maximum waste and ways to minimize it.
- Visit canteen/shops and track the lifecycle of wet/dry waste in and around the institution and document the findings in the form of a Project Report.
- Conduct interviews of stakeholders to understand the level of awareness.
- Conduct a Clean Audit of the Institution and identify areas for action.
- Conduct cleanliness drives.
- Organise Swachhata Pakhwada meetings, rallies, and mobilization camps within the identified communities.
- Students may participate in the Swachh Bharat Internship programme.
- If required students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time



### Essential Readings

- "Swachh Bharat Mission - Gramin, Department of Drinking Water and Sanitation, Ministry of Jal Shakti"
- India 2021, Ministry of Information & Broadcasting
- <http://swachhbharatmission.gov.in/SBMCMS/swachhta-pakhwada.htm>
- <https://swachhbharatmission.gov.in/SBMCMS/about-us.htm>
- [https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/ODF\\_verification\\_checklist.pdf](https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/ODF_verification_checklist.pdf)
- <https://sbm.gov.in/phase2dashboard/PhaseII/NationDashboard.aspx>
- <https://www.niti.gov.in/sites/default/files/2019-08/Report%20of%20Sub-Group%20of%20Chief%20Ministers%20on%20Swachh%20Bharat%20Anhiyaan.pdf>

### Suggested Readings

- <https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/Greywatermanagement.pdf>
- [https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/PWMB5\\_28th\\_June.pdf](https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/PWMB5_28th_June.pdf)
- GoI (2020). Swachh Bharat Mission (Gramin) Phase 2: Operational guidelines. Department of Drinking Water and Sanitation, Ministry of Jalshakti.
- MoHUA (2017). Guidelines for Swachh Bharat Mission - Urban (PDF). Ministry of Housing and Urban Affairs, Government of India.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## VAC 1: THE ART OF BEING HAPPY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
The Art of Being Happy	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

### Learning Objectives

- To synthesize the insights developed by Human Development experts, Psychologists, Anthropologists on one hand, and the intellectual traditions of Vedantic Philosophy and Indology on the other towards the experience of happiness.
- To illustrate various factors that determine the subjective experience of happiness in a cross cultural context.

### Learning outcomes

- The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context.
- They will be able to develop healthy interpersonal relationships and wellbeing cherishing the values of Indian culture and philosophy.
- They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet.
- They will be able to apply the experience of *Aananda* at a personal level.

### SYLLABUS OF THE ART OF BEING HAPPY

#### UNIT – I Human Ecology and Happiness Lectures

(3 Weeks)

- Definitions/Factors of Happiness: Environmental and Social

- Physical, emotional and psychological well-being for happiness
- Physiological and hormonal basis of happiness
- Coping with Stress: A life saving skill

#### **UNIT – II Indological Theories of Happiness**

**(4 Weeks)**

- *Panch Kosh* Theory & Idea of Well-Being
- Idea of Self and other
- Hierarchy and stages of happiness

#### **UNIT – III Happiness: Cross-cultural Contexts**

**(4 Weeks)**

- Culture and Happiness
- Interpersonal Relationship: Comparative Perspective
- Towards Self-Actualization

#### **UNIT – IV Local and Global Perspective of Happiness**

**(4 Weeks)**

- Measuring happiness: Key indicators
- Happiness Index
- India in Global Happiness Indices

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

**(15 Weeks)**

The course will be based on students' identification and operationalization of the concept of happiness and well-being. Students will explore the indicators and actualization of these concepts in everyday life.

- Community surveys on the facilities promoting positive mental health practices such as Yoga and Meditation Centres, Recreation clubs, and Parks for youth and senior citizens shall be carried out by the students.
- Extending help and social service by visiting old age homes/ hospitals/slum areas or any other disadvantaged groups.
- Students can undertake a field work / project independently or work as an Intern with NGOs working in the area of happiness and well-being.
- Critical appreciation of a documentary/ film based on Happiness and Well-being can be undertaken by the students.
- Workshops/ Sessions for the actualization of innate creative potential- (Music, Drawing, Calligraphy, Dramatics)



- Hands-on Happiness: Gardening, Cleaning, Washing, Cooking, etc.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of Audio-video presentations of 15-20 minutes.
- Any other Practical/Practice as decided from time to time

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

- Banavathy, Vinayachandra & Choudry, Anuradha. (2013). Understanding Happiness: A Vedantic Perspective. Psychological Studies. 59. 141-152. 10.1007/s12646-013-0230-x.
- Leontiev, Dmitry. (2012). Anthropology of Happiness: the state of Well-Being and the way of Joy, In Social Science, Vol 43. No 2 P93-104.
- Snyder, C.R. S.J. Lopez & J.T. Pedrotti. (2015). Positive Psychology (The Scientific and Practical Explorations of Human Strengths): Sage Publication. (Chapter 5: Subjective Well-being: The Science of Happiness and Life Satisfaction, Page 63 to 73)
- World Development Indicators 2016. (2016). United States: World Bank Publications.
- Zelenski, John. (2019) Positive Psychology: The Science of Well-Being, Carleton University, Ottawa, Canada, Sage Publications Chapter 3: Happiness; page (77 to 110)

#### **Suggestive readings**

- Baumgardner, S. & Crothers, M. (2014). Positive Psychology. New Delhi: Pearson Education, India.
- Goleman, D. (2007). Social Intelligence: The new science of human relationships, RHUK
- Mathews, Gordon and Carolina Izquierdo (eds). (2010). Pursuits of Happiness: Well being in Anthropological Perspective. Berghan Books
- Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment. New York: Free Press.
- Sri Aurobindo, The Synthesis of Yoga, Part Three: The Yoga of Divine Love, Chapter 7, The Ananda Brahman, pp. 569-570

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

## VAC 1: VEDIC MATHEMATICS - I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Vedic Mathematics - I	02	1	0	1	12 <sup>TH</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of the course are:

- Foster love for maths and remove its fear through Vedic Mathematics
- Enhance computation skills in students through Vedic Mathematics
- Develop logical and analytical thinking
- Promote joyful learning of mathematics
- Discuss the rich heritage of mathematical temper of Ancient India

### Learning outcomes

The Learning Outcomes of the course are

- Overcome the fear of maths
- Improved critical thinking
- Familiarity with the mathematical underpinnings and techniques
- Ability to do basic maths faster and with ease.
- Appreciate the Mathematical advancements of Ancient India.

### SYLLABUS OF VEDIC MATHEMATICS - I

#### UNIT – I Vedic Maths- High Speed Addition and Subtraction Sessions/Lectures (5 Weeks)

- Vedic Maths: History of Vedic Maths and its Features
- Vedic Maths formulae: Sutras and Upsutras
- Addition in Vedic Maths: Without carrying, Dot Method

- Subtraction in Vedic Maths: Nikhilam Navatashcaramam Dashatah (All from 9 last from 10)
- Fraction –Addition and Subtraction

#### **UNIT – II Vedic Maths- Miracle Multiplication and Excellent Division (4 Weeks)**

- Multiplication in Vedic Maths: Base Method (any two numbers upto three digits)
- Multiplication by Urdhva Tiryak Sutra
- Miracle multiplication: Any three-digit number by series of 1's and 9's
- Division by Urdhva Tiryak Sutra (Vinculum method)

#### **UNIT – III Vedic Maths-Lightening Squares and Rapid Cubes (3 Weeks)**

- Squares of any two-digit numbers: Base method
- Square of numbers ending in 5: Ekadhikena Purvena Sutra
- Easy square roots: Dwandwa Yoga (duplex) Sutra
- Square root of 2: Baudhayana Shulbasutra
- Cubing: Yavadunam Sutra

#### **UNIT – IV Vedic Maths-Enlighten Algebra and Geometry (3 Weeks)**

- Factoring Quadratic equation: Anurupyena, Adyamadyenantyamanty Sutra
- Concept of Baudhayana (Pythagoras) Theorem
- Circling a square: Baudhayana Shulbasutra
- Concept of pi: Baudhayana Shulbasutra
- Concept angle ( $\theta$ ) 0o, 30o, 45o, 60o and 90o: Baudhayana number

#### **Practical component : (If any) (15 Weeks)**

The students are expected to demonstrate the application of Vedic Maths: Sutra and Upsutra

- Conduct workshops under the supervision of the course teacher to spread awareness on the utility of Vedic Mathematics.
- Students are required to visit nearby retail shops/local vendors to purchase stationery/vegetables/bread and butter and use tricks of Vedic maths of addition and subtraction to calculate the amount to pay and receive the difference.
- Students may share their experience with the class teacher in the form of audio-video presentations of 15 minutes.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

**Essential Readings**

- The Essential of Vedic Mathematics, Rajesh Kumar Thakur, Rupa Publications, New Delhi 2019.
- Vedic Mathematics Made Easy, Dahaval Bathia, Jaico Publishing, New Delhi 2011
- Vedic Mathematics: Sixteen Simple Mathematical formulae from the Vedas, Jagadguru Swami Sri Bharati Krishna Trithaji, Motilal Banarasidas, New Delhi 2015.
- Learn Vedic Speed Mathematics Systematically, Chaitnaya A. Patil 2018.

**Suggested Readings**

- A Modern Introduction to Ancient Indian Mathematics, T S Bhanumurthy, Wiley Eastern Limited, New Delhi.
- Enjoy Vedic Mathematics, S M Chauthaiwale, R Kollaru, The Art of Living, Bangalore.
- Magical World of Mathematics, VG Unkalkar, Vandana publishers, Bangalore.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**



## VAC 1: Yoga: PHILOSOPHY AND PRACTICE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Yoga: Philosophy and Practice	02	1	0	1	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of the course are:

- To learn the fundamentals of Yoga for harmonising the body, mind and emotions.
- To demonstrate the value and the practice of holistic living.
- To value the heritage of Yoga for self and society.

### Learning outcomes

The Learning Outcomes of the course are:

- Understanding ways to harmonise the body and mind through Yoga.
- Disciplining the mind through practicing Yoga.
- Understanding of consciousness through practical training.

### SYLLABUS OF YOGA: PHILOSOPHY AND PRACTICE

#### UNIT – I Yoga: *Asana, Prāṇāyāma and Dhyana*

(5 Weeks)

- History of Yoga
- Significance of Asana
- Effect of Prāṇāyāma
- Importance of Dhyana



## **UNIT – II Patanjali's *Yogasūtra* and *Chakra***

**(6 Weeks)**

- Patanjali's *Yogasūtra*: a summary
- First sutra
- Second sutra
- Chakras (psychic centres)

## **UNIT – III Understanding *Asana* and *Pranayama***

**(4 Weeks)**

- Asana: the basics
- Surya Namaskara
- Nadishodhana Pranayama

## **Practical component (if any)**

**(15 Weeks)**

- Surya Namaskar
- Selected Asana
- Pranayama
- Relaxation exercises for the eyes (7 steps) neck (4 steps)
- Concentration on Bhramadhy
- Project Work (effect of everyday concentration on breath for 15 minutes: reflections to be compiled in the form of a Project report.
- Any other Practical/Practice as decided from time to time

## **Essential Readings**

- *Āsanas, Prāṇāyāma and Mudra Bandh*, Swami Satyananda Saraswati, Yoga Publications Trust, Munger, Bihar, India, 2004.
- *Patanjali Yogasutras*, Commentary by Swami Vivekanand, Rajyoga

## **Suggested Reading**

- *Patanjal Yog Pradeep*- Swami Omanand Saraswati, Gita Press, Gorakhpur, 2013.
- *Science of Pranayama*-Swami Sivananda, Edition by David De Angellis, 2019, All Rights Reserved.
- Udayveer Shastri Granthavali, 4, Patanjali- Yoga Darshanam, Udayavir Shastri, Govindram Hasanand, Delhi 6.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

**VAC 1: भारतीय भक्ति परंपरा और मानव मूल्य**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
भारतीय भक्ति परंपरा और मानव मूल्य	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- भारतीय भक्ति की महान परंपरा, प्राचीनता और इसके अखिल भारतीय स्वरूप से छात्रों का परिचय कराना
- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को जगाकर उनका चरित्रिक विकास करना और एक अच्छे मनुष्य का निर्माण करना।
- छात्रों को भारतीय नैतिक, सांस्कृतिक और सामाजिक मूल्यों के प्रति जागरूक करना।
- भारतीय भक्ति परंपरा के माध्यम से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत करना।

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को विकास होगा और वे एक अच्छे और चरित्रवान मनुष्य बन सकेंगे।
- भारतीय भक्ति परंपरा के सांस्कृतिक और सामाजिक पक्षों की जानकारी हो सकेगी।
- भक्ति की प्राचीनता और अखिल भारतीय स्वरूप की जानकारी से राष्ट्रीयता और अखिल

भारतीयता की भावना जागृत और मजबूत होगी।

- प्रमुख भक्त कवियों का परिचय और उनके विचारों की जानकारी हो सकेगी।

#### SYLLABUS OF परंपरा और मानव मूल्य

##### UNIT – I भारतीय भक्ति परंपरा

(5 Weeks)

- भक्ति : अर्थ और अवधारणा
- भक्ति के विभिन्न संप्रदाय और सिद्धांत
- भारत की सांस्कृतिक एकता और भक्ति
- भक्ति का अखिल भारतीय स्वरूप

##### UNIT – II भारत के कुछ प्रमुख भक्त और उनके विचार

(5 Weeks)

संतति रुक्मिणी, आण्डाल, अक्कमहादेवी, ललदयद, मीराबाई, तुलसीदास, कबीरदास, रैदास, गुरु नानक, सूरदास, जायसी, तकुाराम, नामदेव, नरसिंह मेहता, वेमना, कंचन, नम्बियार, चतैन्य महाप्रभु, चंडीदास, सारला दास, शंकरदेव

##### UNIT – III मानव मूल्य और भक्ति

(5 Weeks)

मानव मूल्य का अर्थ

चयनित भक्त कवियों की जीवन मूल्यपरक कविताएँ

##### Practical component (if any) –

(15 Weeks)

- पाठ्यक्रम में उल्लिखित कवियों में से किसी एक कवि की रचनाओं में विभिन्न मानव मूल्यों के आधार पर प्रोजेक्ट
- वर्तमान समय में भक्ति की प्रासंगिकता को समझना; सर्वे और साक्षात्कार पद्धति के आधार पर.
- जीवन में मानव मूल्यों के प्रति पालन पर सर्वे और साक्षात्कार के आधार पर एक रिपोर्ट बनाना.

- उल्लिखित कवियों में से किसी एक कवि से संबंधित किसी मठ, आश्रम या मंदिर आदि, अथवा कोई फिल्म/ डॉक्यूमेंट्री के आधार पर रिपोर्ट बनाना.
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time

#### Essential/recommended readings

- 'भक्ति का उद्भव और विकास तथा वैष्णव भक्ति के विविधरूप, भारतीय साहित्य का समेकित इतिहास, संपादक- डॉ नगेंद्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, पृष्ठ संख्या 215-250
- कुछ प्रमुख कवियों के चयनित पद
- 'भक्ति आंदोलन और भक्ति काव्य', शिव कुमार मिश्र, अभिव्यक्ति प्रकाशन, इलाहाबाद, 1994
- 'मानव मूल्य और साहित्य, डॉ धर्मवीर भारती, भारतीय ज्ञानपीठ, नई दिल्ली, 1999

#### Suggested readings

- 'भक्ति के आयाम', डॉ. पी. जयरामन, वाणी प्रकाशन, नई दिल्ली
- 'हिंदी साहित्य का इतिहास, आचार्य रामचंद्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद
- 'मध्यकालीन हिंदी काव्य का स्त्री पक्ष', डॉ. पूनम कुमारी, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
- 'मध्यकालीन हिंदी भक्ति काव्य: पुनर्मूल्यांकन के आयाम', डॉ. पूनम कुमारी, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली

**Examination scheme and mode:** Subject to directions from the Examination Branch/University of Delhi from time to time



Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
साहित्य संस्कृति और सिनेमा	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- साहित्य, संस्कृति और सिनेमा के माध्यम से छात्रों का सर्वांगीण विकास करना
- छात्रों को नैतिक, सांस्कृतिक और संवैधानिक मूल्यों के प्रति जागरूक करना
- भारतीय ज्ञान परंपरा, वैज्ञानिक दृष्टिकोण और तार्किक क्षमता को प्रोत्साहित करना
- साहित्य, संस्कृति और सिनेमा के माध्यम से राष्ट्र प्रेम की भावना जागृत करना
- सामूहिक कार्यों के माध्यम से सम्प्रेषण, प्रस्तुतीकरण एवं कौशल दक्षता विकसित करना

Learning outcomes

The Learning Outcomes of this course are as follows:

- साहित्य, संस्कृति और सिनेमा के माध्यम से नैतिक, सांस्कृतिक और संवैधानिक मूल्यों की समझ विकसित होगी
- भारतीय ज्ञान परंपरा और नैतिक मूल्यों के प्रति सकारात्मक दृष्टिकोण बनेगा
- वैचारिक समझ एवं तार्किक क्षमता का विकास होगा
- परियोजना के माध्यम से सम्प्रेषण एवं प्रस्तुति करण दक्षता का विकास होगा
- छात्रों के व्यक्तित्व का सर्वांगीण विकास होगा

## SYLLABUS OF साहित्य संस्कृति और सिनेमा

### UNIT – I साहित्य, संस्कृति और सिनेमा का सामान्य परिचय (2 Weeks)

- साहित्य, संस्कृति और सिनेमा : परिभाषा और स्वरूप
- साहित्य , संस्कृति और सिनेमा का अंतःसंबंध

### UNIT – II साहित्यिक कृतियों पर आधारित सिनेमा (6 Weeks)

- साहित्यिक कृतियों पर आधारित सिनेमा में परिकल्पना
- साहित्यिक कृतियों पर आधारित सिनेमा की प्रासंगिकता
- साहित्यिक कृतियों पर आधारित सिनेमा- आनंदमठ 1952, तीसरी कसम 1966, रजनीगंधा 1974, पद्मावत 2016

### UNIT – III हिन्दी सिनेमा में सामाजिक-सांस्कृतिक मूल्यों की अभिव्यक्ति (7 Weeks)

- सामाजिक - सांस्कृतिक मूल्य
- सामाजिक - सांस्कृतिक मूल्य के शक्तिशाली उपकरण के रूप में सिनेमा
- हिन्दी सिनेमा में अंतर्निहित सामाजिक-सांस्कृतिक मूल्य – मदर इंडिया 1957, बंदिनी 1963, पूरब और पश्चिम 1970, हम आपके हैं कौन 1994, टॉयलेट: एक प्रेमकथा 2017

### Practical component (if any) – (15 Weeks)

- भारतीय सांस्कृतिक मूल्यों पर आधारित लघु फिल्म हेतु पटकथा लेखन (8-10 मि नट )
- साहित्यिक रचनाओं का फिल्मांतरण (8-10 मि नट ); यह सामूहिक क्रियाकलाप होगा
- राष्ट्रप्रेम, कुटुंब, शांति , पर्यावरण, जल-संरक्षण, स्वच्छता, मित्रता, सत्यनिष्ठा, कर्मनिष्ठा, समरसता में से किसी एक विषय पर मूक फिल्म निर्माण (8-10 मि नट)
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time

#### Essential/Recommended readings

- 'संस्कृति क्या है (निबंध) ससंस्कृति ,भाषा और राष्ट्र, रामधारी सिंह दिनकर, लोक भारती प्रकाशन,2008,पृष्ठ संख्या 60-64.
- साहित्य का उद्देश्य(निबंध) ,प्रेमचंद ,एस. के.पब्लिशर्स,नई दि ल्ली,1988,पृष्ठसंख्या 7-18.
- भारतीय संस्कृति के स्वर,महादेवी वर्मा , राजपाल एंड संस प्रकाशन 2017 .
- हि ंदी सिनेमा ; भाषा ,समाज और संस्कृति (लेख), पृष्ठ संख्या 11-18 भाषा ,साहित्य ,समाज और संस्कृति खंड 6,प्रो. लालचंद राम, अक्षर पब्लिशर्स एंड डिस्ट्रीब्यूटर्स,2020
- सिनेमा और साहित्य का अंतःसंबंध (लेख) पृष्ठ संख्या 30-34,साहित्य और सिनेमा, परशुतम कंु दे (संपा.) साहित्य ससंथान,2014
- साहित्यिक रचनाओं का फिल्मांतरण (लेख) पृष्ठ संख्या 206-212,लोकप्रिय सिनेमा और सामाजिक यथार्थ ,जवरीमल पारख, अनामि का पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्रा.लि., 2019

#### Suggested readings

- सिनेमा और संस्कृति ,राही मासूम रजा, वाणी प्रकाशन, प्रकाशन वर्ष, 2018.
- जीवन को गढ़ती फिल्में, प्रयाग शुक्ल
- सिनेमा और संसार, उदयन वाजपेयी
- साहित्य,संस्कृति और समाज परिवर्तन की प्रक्रि या(नि बंध)अजेय, संपा०कृष्णदत्तपालीवाल, सस्ता साहित्य मंडल,नई दि ल्ली, 2010, पृष्ठसंख्या 25-41
- सिनेमा समकालीन सिनेमा ,अजय ब्रह्मात्मज,वाणी प्रकाशन,2006
- कल्चर इन्डस्ट्री रिकन्सि डर्ड: पृष्ठसंख्या- 98-106 कल्चरइन्डस्ट्री:थ्योडोरएडोर्नो , राउटलेज (भारतीयसंस्करण )
- दि सिग्निफिकेन्स ऑफ कल्चर इन अन्डस्टैंडिंग ऑफ सोशल चेंज इन कन्टेम्पररि इंडिया: पृष्ठसंख्या- 25-39.
- कल्चर चेंज इन इंडिया:आइडन्टिटी एंड ग्लोबलाइजेशन: योगेन्द्र सिंह .रावत पब्लिकेशन, जयपुर,भारत.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

**VAC 1: सृजनात्मक लेखन के आयाम****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
सृजनात्मक लेखन के आयाम	02	1	0	1	Pass in Class 12 <sup>th</sup>	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- सृजनात्मकता और भाषायी कौशल का संक्षिप्त परिचय कराना
- विचारों का प्रभावी प्रस्तुति करण करना
- सृजनात्मक चिंतन और लेखन क्षमता को विकसित करना
- मीडिया लेखन की समझ विकसित करना

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- सृजनात्मक चिंतन और लेखन क्षमता का विकास हो सकेगा
- लेखन और मौखिक अभिव्यक्ति की प्रभावी क्षमता विकसित हो सकेगी
- मीडिया लेखन की समझ विकसित होगी
- विद्यार्थी में अपने परिवेश, समाज तथा राष्ट्र के प्रति संवेदनशीलता का विकास होगा

**SYLLABUS OF सृजनात्मक लेखन के आयाम****UNIT – I सृजनात्मक लेखन****(5 Weeks)**

- सृजनात्मक लेखन : अर्थ, स्वरूप और बोध



- सृजनात्मक लेखन और परिवेश
- सृजनात्मक लेखन और व्यक्तित्व निर्माण

#### UNIT – II सृजनात्मक लेखन : भाषिक संदर्भ

(5 Weeks)

- भाव और विचार का भाषा में रूपान्तरण
- साहित्यिक भाषा की विभिन्न छवि यों
- प्रिंट तथा इलेक्ट्रॉनिक माध्यमों की भाषा का अंतर

#### UNIT – III सृजनात्मकता लेखन – विविध आयाम

(5 Weeks)

- कविता, गीत, लघु कथा
- हास्य - व्यंग्य लेखन,
- पल्लवन, संक्षेपण, अनुच्छेद

#### Practical component (if any) –

(15 Weeks)

- कक्षा में प्रत्येक विद्यार्थी द्वारा 'मेरी पहली रचना' शीर्षक से किसी भी विधा में लेखन
  - किसी भी साहित्यिक रचना का भाषा की दृष्टि से विश्लेषण
  - इकाई- 3 में उल्लिखित विधाओं में विद्यार्थी यों द्वारा लेखन एवं सामूहिक चर्चा
  - प्रत्येक इकाई से संबंधित त परि योजना कार्य:
- i. समसामयिक विषयों पर किसी भी विधा में लेखन – बदलते जीवन मूल्य, महामारी, राष्ट्र निर्माण में छात्र की भूमि का, युवाओं के कर्तव्य, पर्यावरण संरक्षण, लोकतन्त्र में मीडिया की भूमि का, ऑनलाइन शॉपिंग अथवा अन्य समसामयिक विषय
  - ii. किसी उत्सव, मेला, प्रदर्शनी, संग्रहालय और किसी दर्शनीय स्थल का भ्रमण तथा उस पर परियोजना कार्य
- प्रिंट माध्यम के खेल, राजनीति, आर्थिक और फिल्म जगत आदि से जुड़ी सामग्री का भाषा की दृष्टि से विवेचन
  - इलेक्ट्रॉनिक माध्यम के समाचार, धारावाहिक, विज्ञापन आदि का भाषा की दृष्टि से विवेचन
  - आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें

- Any other Practical/Practice as decided from time to time

#### Essential/recommended readings

- लेखन एक प्रयास, हरीश चन्द्र काण्डपाल
- रचनात्मक लेखन, सं. रमेश गौतम
- साहित्य – चिंतन: रचनात्मक आयाम, रघुश

#### Suggested readings

- अग्नि की उड़ान, अबुल कलाम आज़ाद
- टेलीविजन की भाषा - हरीश चन्द्र वर्णवाल, राधाकृष्ण प्रकाशन, नई दिल्ली
- छोटे पर्दे का लेखन, हरीश नवल
- काव्यभाषा : रचनात्मक सरोकार, प्रो. राजमणि शर्मा
- कविता रचना प्रक्रिया, कुमार विमल

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time**

विकास गुप्ता  
16/9/22  
REGISTRAR

# UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/198

Dated: 06.09.2022

## NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1-21 dated 18.08.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

**SKILL ENHANCEMENT COURSES (SECS)  
UNDER  
UGCF-2022  
LISTED UNDER APPENDIX-II-A TO THE ORDINANCE V (2-A) OF THE  
ORDINANCES OF THE UNIVERSITY  
(With effect from Academic Year 2022-23)**

The NEP 2020 envisages imparting life skills as well as technical and professional skills as part of holistic education. University of Delhi has prepared various Skill Enhancement Courses in different domains to provide kinds of skills to the students, such as Communication Skills, Computer related skills, Coding skills, financial management skills, etc. with higher degree of hands on learning so as to equip them with the skills of their choice suitable to the academic path they choose.

A student who pursues any undergraduate programme in the University and its Colleges is offered a pool of Skill Enhancement Courses, from which he has to choose one to study in the first Semester. A list of such courses as passed by the Executive Council in its meeting dated 18.08.2022 is as below:

SL.NO.	COURSE TITLE	TOTAL CREDITS: 2
1	Advanced Spreadsheets Tools	
2	Analytics/ Computing With Python	
3	APP Development using Flutter	
4	Back-End Web Development	
5	Basic IT Tools	

6	Big Data Analytics
7	Beginners Course to Calligraphy
8	Business Communication
9	Business Intelligence and Data Visualisation
10	CAD for Fashion
11	Communication in Everyday Life
12	Communication in Professional Life
13	Creative Writing
14	Cyber Sphere and Security : Global Concern
15	Developing sustainability plans for a business
16	Digital Film Production
17	Digital Marketing
18	Essentials of Python
19	E-Tourism
20	Finance for Everyone
21	Financial Database and Analysis Software
22	Front End Web Design and Development
23	Graphics Design & Animation
24	Harmonium
25	Introduction to Arabic Calligraphy
26	Introduction to Blockchain
27	Introduction to Cloud Computing (AWS)
28	Negotiations and Leadership
29	Personal Financial Planning
30	Personality Development and Communication
31	Political Leadership and Communication
32	Programing with Python
33	Prospecting E-Waste for Sustainability
34	Public Speaking in English Language and Leadership
35	Statistical Software Package
36	Statistics with 'R'
37	Sustainable Ecotourism and Entrepreneurship
38	Visual Communication and Photography
39	पटकथा लेखन
40	रंगमंच
41	रचनात्मक लेखन





## ADVANCED SPREADSHEETS TOOLS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Advanced Spreadsheets Tools	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable the students to use Excel for advanced data analysis
- To equip the students to with automation skills on excel
- To enable the students to use excel for informed decision making.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables.
- By studying this course, students will be able to draw analysis on data using spreadsheets and use interpretation to make decisions.
- By studying this course, students will be able to generate word documents with appropriate formatting, layout, proofing.
- By studying this course, students will be able to manage data for generating queries, forms and reports in a database.

### SYLLABUS

#### Unit 1: Excel Advanced Techniques

(3 Weeks)

Templates, Efficiency, and Risk (Standard Deviation, Variance, and Coefficient of Variation), Data Validation; \*Functions and Power functions, Array Formulae (Frequency Distribution, mode.mult, mode.sngl), Tables, Advanced Range Names, What-if-analysis: Goal-seek, Data tables, and Scenario Manager; Data analysis ToolPak: Descriptive Statistics, Moving averages, Histogram, Covariance, correlation, and Regression analysis (only for projection); solver add-

in. Problem Solving using Solver (optimal product mix, workforce scheduling, transportation, capital budgeting, financial planning), Integrating excel with other tools: MS word, outlook, PowerPoint, Access, Power BI.

#### **Unit 2: Excel Interactivity and Automation**

**(4 Weeks)**

Index and Match, Offset, Dynamic Charting, Database functions, Text functions, and Error functions: IfError, IsError, Aggregate, Circular Reference, Formula Auditing, Floating-Point Errors, Form Controls (Button, Combo, Check box, Spinner, List, Option), Visual Basic (only basic). Recording Macros, Absolute and relative macros, editing macros, Use of spinner buttons and command buttons; Sub Procedure, Function Procedure (creating New Functions); Working with Loops: Do\_while loop, For\_Next loop; Creating User Forms: Message Box, Input Box; If\_Then\_Else.

#### **Unit 3: Introduction to VBA**

**(4 Weeks)**

Conditional Formatting, Charts that Inspire (Waterfall, Column, Line, Combo, Thermometer, Scatter, Histogram) Slicers, Sparklines, Graphics Tricks and Techniques, Worksheet Automation using Macros: Absolute and relative macros, editing macros, Creating new functions using macros, Use of spinner buttons and command buttons.

#### **Unit 4: Data Analysis and Decision-Making**

**(4 Weeks)**

Working with External Data, Advanced Uses of PivotTables, PowerPivot, Reporting with PowerPivot, Power query, Dashboard, Creating a spreadsheet in the area of: Loan and Lease statement; Ratio Analysis; Payroll Accounting; Capital Budgeting (NPV & IRR), Portfolio Management, Breakeven analysis, and Sensitivity analysis; Operations Management: Constraint, Forecasting & Trend Analysis optimization, Assignment Problems; Depreciation Accounting (Single Method); Graphical representation of data; Frequency distribution and its statistical parameters; Correlation and Regression Analysis

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

- Excel 2016 Power Programming with VBA, Michael Alexander, Dick Kusleika, Wiley.
- Financial Analysis and Modelling Using Excel and VBA, Chandan Sengupta, Second Edition, Wiley Student Edition.
- MS Excel 2016, Data Analysis & Business Modelling, Wayne Winston, PHI.

#### **Suggestive readings**

- Microsoft Excel 2016 - Data Analysis and Business Modelling Paperback – 1 May 2017 Wayne L. Winston, Microsoft Press.
- Microsoft Excel Practical Formulae: From Basic Data Analysis to Advanced Formulae
- Manipulation Diane Griffiths.



**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 Marks

Practical Exam (Internal): 25 Marks

End Semester University Exam: 50 Marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## ANALYTICS / COMPUTING WITH PYTHON

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Analytics/computing with Python</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce machine learning techniques to students using Python programming
- To enable students to use various tools and packages for advanced data analysis

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to learn about Python's main features and how they make Python a great tool for financial analysts.
- After studying this course, students will be able to get familiarized with Anaconda and Jupyter Notebook.
- After studying this course, students will be able to learn basics of Machine learning.
- After studying this course, students will be able to apply these techniques on data.

### SYLLABUS

#### Unit I

**(5 weeks)**

Python: General overview, Python vs. Excel, Anaconda and Jupyter notebook: Interface overview, Data types in Python, Python basic syntax: Assignment statements, creating variables, indentation, conditionals, and loops, writing user defined functions. Working with libraries: Pandas, NumPy, Matplotlib, and Seaborn. Python SQL Database Access: Introduction, Installation, DB Connection, Creating DB Table.

#### Unit II

**(5 weeks)**

Pandas: Working with Data Frame, Importing from Excel or .csv files, Powerful filters and indexes. Numpy: Selecting data with loc and iloc, Using NumPy for speed, Trade-offs between arrays and lists, Array functions. Data cleansing and normalization: Libraries for data visualization, Types of charts/graphs and how to build them.



### Unit III

(5 weeks)

Machine learning: Introduction, Definitions, Supervised, unsupervised, python libraries for machine learning: Sci-kit learn, Regression: Linear regression, logistic regression, over-fitting and regularization.

#### Essential/recommended readings

- Pilgrim, M. (2004). Dive Into Python. Apress. Ch. 1,2,4
- S Raschka, Python Machine Learning, V Mirjalili (2020), Ch 3
- Mitchell, T. M. (1997). Machine Learning. New York: McGraw-Hill.

#### Suggested Readings

- Liu, Y. (2019). Python machine learning by example: Implement machine learning algorithms and techniques to build intelligent systems (Second edition.). Packt Publishing.
- Boschetti, A. (2016). Regression Analysis with Python (1st ed.). Packt Publishing. Retrieved from <https://www.perlego.com/book/4457/regression-analysis-with-python-pdf> (Original work published 2016)
- Sivanandam, S.N., & Deepa, S.N. (2011). Principles of soft computing.

#### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## APP Development using Flutter

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
APP development using Flutter	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable the students for developing simple mobile applications that can run on Android, IOS and Web.
- To learn the fundamentals of Flutter platform.
- To enable the students to write cross-platform applications.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to Install and use flutter
- After studying this course, students will be able to use DART language
- After studying this course, students will be able to build a cross-platform APP
- After studying this course, students will be able to deploy application with single codebase.

### SYLLABUS

**Unit 1** **(3 weeks)**  
Introduction to Flutter, Flutter – installation, Widgets, Gestures (Title, Body, Layouts, Columns, Row, Run app)

**Unit 2** **(4 weeks)**  
State Management, Flutter – Introduction To Package, Build method, Dart packages, app bar, text widgets, Scaffold, Containers, Structuring flutter apps, Using GitHub repos of flutter.

**Unit 3** **(4 weeks)**

Flutter – Accessing Rest API, Database Concepts, Testing (Widget Testing).

#### **Unit 4**

**(4 weeks)**

Deployment (Android Application On Play Store, IOS Application On APP Store)

#### **Practical Exercises**

**(15 weeks)**

- Build a simple quiz app in flutter for android, ios, and web.
- Build a cross-platform app based on your own idea. Use as many features of flutter as you can.

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

- <https://docs.flutter.dev/>
- <https://github.com/flutter>

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Back-End Web Development

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Back-End Web Development	2	0	0	2	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objective of this course is as follows:

- To introduce the basic concepts and techniques of server side web programming.
- To enable the students to apply the basic concepts and techniques of server side web programming.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to build interactive and dynamic websites.
- After studying this course, students will be able to write the server side programming techniques with Django for accessing the contents to/from the server
- After studying this course, students will be able to learn to validate server-side/backend data
- After studying this course, students will be able to use GET and POST methods for sending data within client and server.

### SYLLABUS

#### Unit 1

(7 weeks)

Installation of Django ,Introduction to Django;;Model-view-controller(MVC) model; Django structure; HTML templates; URL dispatcher ,Django Template System, Interacting with a Database



**Unit 2****(8 weeks)**

The Django Administration Site , Wrapper Functions, Custom Views GET and POST methods ;Deployment of Django; Automating tasks with Django; Building Web APIs using Django REST

**Project work****(15 weeks)**

Build a website for student admission in a college/university.

**Essential/recommended readings**

- <https://docs.djangoproject.com/>

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Basic IT Tools

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic IT Tools	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable students develop IT skills that are a pre-requisite in today's work environment.
- To equip them with basic computing skills that will enhance their employability in general.
- To enable the student to analyse and present information in a meaningful manner.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to use word-processor to generate documents with appropriate formatting, layout, review and referencing.
- By studying this course, students will be able to manage data in worksheets and workbooks and analyze it using spreadsheet functions and inbuilt formulas.
- By studying this course, students will be able to draw analysis on data using spreadsheets to make decisions.
- By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables.
- By studying this course, students will be able to manage data in database tables and use the same for generating queries, forms and reports.



## SYLLABUS

### Course Contents:

#### Unit 1: Introduction to Spreadsheets

(4 Weeks)

Spreadsheets: Concept of worksheets and workbooks, creating, opening, closing and saving workbooks, moving, copying, inserting, deleting and renaming worksheets, working with multiple worksheets and multiple workbooks, controlling worksheet views, naming cells using name box, name create and name define; Exchanging data using clipboard, object linking and

embedding; Printing and Protecting worksheets: Adjusting margins, creating headers and footers, setting page breaks, changing orientation, creating portable documents and printing data and formulae; Implementing file level security and protecting data within the worksheet; Understanding absolute, relative and mixed referencing in formulas, referencing cells in other worksheets and workbooks, correcting common formula errors, working with inbuilt function categories like mathematical, statistical, text, lookup, information, logical, database, date and time and basic financial functions.

#### Unit 2: Data Analysis in Spreadsheets

(4 Weeks)

Consolidating worksheets and workbooks using formulae and data consolidate command; Choosing a chart type, understanding data points and data series, editing and formatting chart elements, and creating sparkline graphics, Analysing data using pivot tables: Creating, formatting and modifying a pivot table, sorting, filtering and grouping items, creating calculated field and calculated item, creating pivot table charts, producing a report with pivot tables. Introduction to recording and execution of macros.

#### Unit 3: Word Processing

(3 Weeks)

Introduction: Creating and saving your document, displaying different views, working with styles and character formatting, working with paragraph formatting techniques using indents, tabs, alignment, spacing, bullets and numbering and creating borders; Page setup and sections: Setting page margins, orientation, headers and footers, end notes and foot notes, creating section breaks and page borders; Working with tables: Creating tables, modifying table layout and design, sorting, inserting graphics in a table, table math, converting text to table and vice versa; Create newspaper columns, indexes and table of contents, Spell check your document using inbuilt and custom dictionaries, checking grammar and style, using thesaurus and finding and replacing text; Create bookmarks, captions and cross referencing, adding hyperlinks, adding sources and compiling and bibliography; Mail merge: Creating and editing your main document and data source, sorting and filtering merged documents and using merge instructions like ask, fill-in and if-then-else; Linking and embedding to keep things together.



#### **Unit 4: Databases**

**(4 Weeks)**

Introduction to Database Development: Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, using field validation and record validation rules, Indexing, working with multiple tables, Relationships & Integrity Rules, Join Properties, Record manipulation, Sorting & Filtering; Select data with queries: Creating Query by design & by wizard (Select, Make Table, Append, Delete, Cross Tab, Update, Parameterized Query, Find Duplicate and Find Unmatched), Creating multi table queries, creating & working with table joins. Using operators & expressions: Creating simple & advance criteria; Working with forms: Creating Basic forms, working with bound, unbound and calculated controls, understanding property sheet, Working with Data on Forms: Changing Layout, creating Sub Forms, creating list box, combo box and option groups; Working with Reports: Creating Basic Reports, Creating Header & Footer, Placing Controls on reports, sorting & grouping, Creating Sub reports.

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

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

#### **Suggestive readings**

- Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 Marks Practical

Exam (Internal): 25 Marks

End Semester University Exam: 50 Marks

The Internal Assessment for the course may include Class participation, Assignments, Classtests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Big Data Analytics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Big Data Analytics</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To Understand the Big Data Platform and its Uses
- Provide an overview of Apache Hadoop
- Provide HDFS Concepts and Interfacing with HDFS.
- Provide hands on Hadoop Eco System
- To understand spark framework

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to identify Big Data and its Business Implications.
- After studying this course, students will be able to list the components of Hadoop and Hadoop Eco-System.
- After studying this course, students will be able to access and process data on distributed file system,
- After studying this course, students will be able to manage job execution in Hadoop environment.
- After studying this course, students will be able to develop Big Data Solutions using Hadoop Eco System.



## SYLLABUS

### **Unit 1: Fundamentals of Big Data Analysis (3 weeks)**

Data Storage and Analysis, Characteristics of Big Data, Big Data Analytics, Typical Analytical Architecture, Requirement for new analytical architecture, Challenges in Big Data Analytics – Need of big data frameworks

### **Unit 2: Hadoop Framework (4 weeks)**

Hadoop, Requirement of Hadoop Framework, Design principle of Hadoop –Comparison with other system, Hadoop Components – Hadoop 1 vs Hadoop 2, Hadoop Daemon's – HDFS Commands, Map Reduce Programming: I/O formats, Map side join, Reduce Side Join, Secondary sorting, Pipelining Map Reduce jobs

### **Unit 3: HDFS (Hadoop Distributed File System) (4weeks)**

The Design of HDFS, HDFS Concepts, Command Line Interface, Hadoop file system interfaces, Data flow, Data Ingest with Flume and Scoop and Hadoop archives, Hadoop I/O: Compression, Serialization, Avro and File-Based Data structures.

### **Unit 4: Spark Framework and Data Analysis with Spark Shell (4 weeks)**

Introduction to GPU Computing, CUDA Programming Model, CUDA API, Simple Matrix, Multiplication in CUDA, CUDA Memory Model, Shared Memory Matrix Multiplication, Additional CUDA API Features. Writing Spark Application - Spark Programming in Scala, Python, R, Java - Application Execution.

### **Practical Exercises (15 weeks)**

- Downloading and installing Hadoop.
- Understanding different Hadoop modes. Startup scripts, Configuration files.
- Hadoop Implementation of file management tasks, such as Adding files and directories, retrieving files and Deleting files.
- Run a basic word count Map reduce program to understand map reduce paradigm: To count words in a given file, to view the output file, and to calculate the execution time.
- Map Reduce Program to analyse time-temperature statistics and generate report with max/min temperature.
- Implement of Matrix Multiplication with Hadoop Map Reduce.
- Implementation of K-means clustering using Map Reduce.
- To study and implement basic functions and commands in R programming.
- To build Word cloud, a text mining method using R for easy to understand and visualization than a table data.
- To implement clustering program using R programming



**Essential/recommended readings**

- Seema Acharya, Subhasini Chellappan, "Big Data Analytics" Wiley 2015.
- Mike Frampton, "Mastering Apache Spark", Packt Publishing, 2015.
- Tom White, "Hadoop: The Definitive Guide", O'Reilly, 4th Edition, 2015.
- Nick Pentreath, Machine Learning with Spark, Packt Publishing, 2015.
- Mohammed Guller, Big Data Analytics with Spark, Apress, 2015.
- Donald Miner, Adam Shook, "Map Reduce Design Pattern", O'Reilly, 2012

**Examination scheme and mode:**

Total Marks: 100


Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Beginners Course to Calligraphy

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Beginners course to Calligraphy</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To teach students the art of Calligraphy.
- To make students better at handwriting and embellish the scripts.
- To help the students communicate with creativity.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be skilled in calligraphy scripts.
- Learning flourishing will help to develop good writing.
- Practice sessions will further a project at the end of semester.
- Will induce skills to set up a business, too.

### SYLLABUS

#### Unit 1: Introduction to Calligraphy

(3 Weeks)

- Definition, History of calligraphy, Calligraphy at the Global level, Types of Calligraphy: Classical Calligraphy & Modern Calligraphy
- Practice Sessions: Introducing students to Calligraphy and its types through images, videos and animations.

#### Unit 2: Introduction to the Writing tools

(5 Weeks)

- Tool Kit, Different Types of Pens, Different Types of Nibs, Different Types of Brushes, Different Types of Inks
- Practice Sessions: Display of Writing items, Discussion on the usage of different types of pens, nibs and brushes through hands-on activities

**Unit 3: Foundation to Calligraphy****(7 Weeks)**

- How to write letters?, Majuscules, Miniscules, Numbers, Learning Strokes, Sans Serif B-point, Celtic, Italian Script, Roman Script, Gothic Script
- Practice Sessions: Learning and practicing strokes- Upstroke, Downstroke, Overturn, Underturn, Compound curve, Oval, Ascending loop
- Hands-on activities and Assessment on Sans Serif B-point, Celtic, Italian Script, Roman Script, Gothic Script, Flourishing

**Essential/recommended readings**

- Suepsuan, P. A. (2021). Start Calligraphy The Right way to write: Learn Calligraphy The Complete Book - Modern Calligraphy Pen For Beginners, Learning Resources Step By Step Number Line, Mastering Modern Calligraphy. Independently published.
- C., & Co., T. P. (2020). Modern Calligraphy Set for Beginners: A Creative Craft Kit for Adults featuring Hand Lettering 101 Book, Brush Pens, Calligraphy Pens, and More. Paige Tate & Co.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Business Communication

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Business Communication</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To train students to enhance written as well as oral communication in the corporate world.
- To help students in understanding the principles and techniques of business communication.
- To understand the use of electronic media for communication.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to explain the need for communication in management.
- After studying this course, students will be able to appreciate the need of effective writing for communication.
- After studying this course, students will be able to demonstrate the skill of effective report writing and summarizing annual reports.
- After studying this course, students will be able to analyse business correspondence and e-correspondence.
- After studying this course, students will be able to appreciate oral presentations.

#### SYLLABUS

##### **Unit 1: Introduction to the essentials of Business Communication (3 weeks)**

Meaning, process and functions. Need and importance. Medium: verbal & non-verbal communication. Channels: formal & informal. Levels of communication. Direction of communication: downward, upward, lateral, & diagonal. Effective communication: difficulties/barriers and solutions. Interactive and non-interactive techniques of communication. Listening as a tool of communication, Guidelines for effective listening.

##### **Unit 2: Effective Writing (3 weeks)**

Guidelines for clear writing. References, bibliographical research tools. Citing methods, footnotes, discussion footnotes. Use of library and internet for collection, classification and interpretation of data and information.



**Unit 3: Report Writing****(3 weeks)**

Types of reports. Formal report: components and purpose. Organising information: outlining & numbering sections, section headings, sub-headings, & presentation. Writing reports on field work/visits to industries, business concerns. Summarising annual reports of companies: purpose, structure and principles. Drafting minutes.

**Unit 4: Business Correspondence and E-Correspondence****(3 weeks)**

Need and importance of business letters. Office memorandum, office circulars, notices and orders. Technology for communication. Effective IT communication tools. Electronic mail: advantages, safety and smartness in email. E-mail etiquettes.

**Unit 5: Spoken English and Oral Presentation****(3 weeks)**

Effective negotiation: elements, process and general guidelines. Telephonic conversation. Conducting & facing interviews. Conducting & participating in group decisions. Making presentations: content and organising. Features of a good presentation. Delivering a presentation.

**Practical Exercises:****(15 weeks)**

The learners are required to:

- learn how to summarise annual reports of companies.
- prepare presentations using power-point.
- participate in Group discussions and mock interviews.
- smartly draft business emails.

**Essential/recommended readings**

- C.B.Gupta (2019). Essentials of Business Communication, Sultan Chand & Sons.
- Kaul, A. Effective Business Communication, 2nd ed. PHI learning
- Lesikar, R.V. & Flatley, M.E. (2001). Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.(1992). The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.
- Meyer C,Dev(2021). Communicating for Results,Oxford University Press
- Quintanilla, Kelly M, (2021), Business and Professional Communication, 4e, Sage Textbook
- R. C. Bhatia (2008), Business Communication, Ane Books Pvt Ltd, New Delhi.
- Raman and Singh(2012). Business Communication. Oxford University Press
- Scot, O., Contemporary Business Communication. Biztantra, New Delhi.

**Note: Learners are advised to use the latest edition of readings.**

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Business Intelligence and Data Visualisation

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Business Intelligence and Data Visualisation</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- ☐ To understand data and generate insights from it is by visualising it using a range of data visualization tools available.
- ☐ To understand large volume of data, discover trends, communicate effectively with all stakeholders and influence decisions.
- ☐ To develop Business Analytics skillset about how to create effective charts and interactive dashboards is extremely useful.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- ☐ After studying this course, students will be able to understand and describe the main concepts of data visualization.
- ☐ After studying this course, students will be able to determine the right type of graph for different types of data available or provided through hands on experience with handling real data sets.
- ☐ After studying this course, students will be able to read reports, charts, graphs, figures, maps and derive meaning from them.
- ☐ After studying this course, students will be able to create reports, data visualizations, and dashboards using Power BI and Tableau.
- ☐ After studying this course, students will be able to understand how to automate tasks, perform ETL, create data models, perform computations, and present insights using data visualization and dashboards.

#### SYLLABUS

##### Unit-1 (POWER BI)

(5 weeks)

**DATA PREPARATION-** Connecting to different data sets, Basic data prep and model on Power Query, Drill down and Tooltip, AI visuals (Q&A, Analyze, Decomposition)

**DATA VISUALIZATION AND DASHBOARDS-** Inbuilt visuals, Custom visuals, Learn from existing reports, Visualization as a Tooltip, Final dashboard – putting it together Filter, slicer, bookmarks, buttons



**Unit-2 (POWER BI)****(6 weeks)**

**PERFORMING COMPUTATIONS** - Combine multiple files and folders, Merge and append, Custom calculations Conditional columns, Column from examples, Advanced Editor.

**DAX** - Introduction to Measures, Calculated Columns vs Quick Measures, Creating a Date Table, Time Intelligence Functions

**POWER BI SERVICE** - Publishing to Power BI Service, Power BI dataflows, Dashboards and Cross-Reporting

**Unit-3 (TABLEAU)****(4 weeks)**

**VISUALIZATIONS**- Introduction to Dimensions and Measures, Bar Chart, Line Chart, Table, Heat Map, Treemap, Packed Bubble, Tooltip

**CALCULATIONS**- Calculated Fields, Parameters, Introduction to Level of Detail (LOD)

**FINAL DASHBOARD**- Animations, Tooltips, Dashboard and Stories

**Essential/recommended readings**

- ☐ The Definitive Guide to DAX – 2nd Edition  
Marco Russo Alberto Ferrari
- ☐ M Is for (Data) Monkey: A Guide to the M Language in Excel Power Query  
Ken Puls & Miguel Escobar
- ☐ Tableau Your Data! Fast and Easy Visual Analysis with Tableau Software by Daniel G. Murray. 1st Edition, WILEY.
- ☐ Steve Wexler, Jeffrey Shaffer, Andy Cotgreave: The Big Book of Dashboards – visualizing your data using real world business scenarios; Wiley
- ☐ Ryan Sleeper: Practical Tableau
- ☐ Cole Nussabaumer Knaflitz : Storytelling with data- a data visualization guide for business professionals ; Wiley
- ☐ Visualize This: The Flowing Data Guide to Design, Visualization, and Statistics by Nathan Yau. 1st Edition

**Useful Weblinks**

- <https://docs.microsoft.com/en-us/power-bi/>
- <https://powerbi.microsoft.com/en-us/customer-showcase/>
- <https://powerquery.microsoft.com/en-us/>
- <https://www.sqlbi.com/>

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## CAD FOR FASHION

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>CAD for Fashion</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the concept of fashion sketching and fabric rendering
- To learn different softwares for fashion designing and rendering

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the basics of garmentsketching and fabric rendering manually.
- After studying this course, students will be able to gain the knowledge about variouscomputer design softwares – Adobe Photoshop, CorelDraw, Adobe Illustrator and Open source
- After studying this course, students will be able to learn the application of selectedcomputer design softwares for fashion sketching.
- After studying this course, students will be able to develop proficiency in CAD forthe creation of fabric textures and colour schemes.
- After studying this course, students will be able to Design a theme-based fashion collection using computer design software.

### SYLLABUS

#### Unit I: Fashion sketching

(7 weeks)

Unit Description: Fashion sketching plays an important role in designing to preview and visualize designs before sewing actual clothing. Thus, this unit aims to help students develop the skills in designing apparel through flat sketching of garment components both manually and digitally.

Topics: Flat sketching of garment components by hand – necklines, collars, sleeves, skirts, tops, and trousers, Introduction to vector-based drawing softwares – CorelDraw, Adobe Illustrator and open-source software like Inkscape, Introduction to features and tools of CorelDraw/Illustrator/Inkscape, Project - Application of software tools for drawing technicalflats on any vector-based computer design software

## Unit II: Fabric rendering

(8 weeks)

**Unit Description:** This unit will help students to develop skills to render the fabrics and silhouettes used in the garment. Students will be taught to imitate fabric textures in their drawing both manually and through computer aided design softwares. In addition, they will also learn to develop their own textile prints and their colour ways.

**Topics:** Learning to simulate textures of various fabrics manually - cotton, silk, fur, net, leather, velvet, denim, corduroy, georgette, chiffon, knit, crochet, lace, embroidery and prints. Understanding the basics of design repeat and how to create seamless prints manually.

Introduction to raster -based editing softwares –Adobe Photoshop and open-source software like GIMP, Photopea etc.

Introduction to features and tools of Photoshop/Photopea/GIMP Application of software tools for creating seamless patterns.

**Project -** Application of software tools for designing various textile products with different fabric textures in three different colour schemes

*All the above work will be collated as a digital portfolio.*

### Essential Readings

- Abing, B., (2019). Fashion Sketchbook, Bloomsbury Publication, UK
- Aldrich, W., (1994). CAD in Clothing and Textiles, 2nd Edition, Wiley-Blackwell Publishing, USA
- Jain, S. & Geetha M. (2018). CorelDraw Training Guide, BPB Publications, India
- Lazear, M. Susan, (2007). Adobe Photoshop for Fashion Design, Pearson Publishing
- Callender, J. (2011). 2000 Pattern Collection, Anova Books Company Limited, London.

### Suggested Readings

- CorelDraw tutorial: <https://www.youtube.com/watch?v=89VZfov7p8Q>
- Photoshop tutorial: <https://helpx.adobe.com/in/photoshop/tutorials.html>
- Shuffle Botham, R., 2014, Photoshop cc, In Easy Steps Limited, UK

### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst

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

## Communication in Everyday Life

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Communication in Everyday Life</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil.</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve mediation skills.
- After studying this course, students will be able to building human relationships.
- After studying this course, students will be able to foster societal understanding & develop an independent perspective.
- After studying this course, students will be able to enhance social communicationskills of students.

### SYLLABUS

#### UNIT 1

(2 Weeks)

##### Theory of Communication

- Meaning, Features, Uses, Cycle, Feedback, Advantages
- Barriers
- 7 C's of Communication

#### UNIT 2

(3 Weeks)

##### Listening Skills

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

#### UNIT 3

(4 Weeks)

##### Speaking Skills

- Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions
- Group Discussion- Culture & History, Current Affairs, Society-related
- Public Speaking- Public Speech, Extempore
- Interview- Personal, Conversational, Public



#### **UNIT 4**

**(2 Weeks)**

##### **Reading Skills**

- Close Reading
- Skimming
- Scanning

#### **UNIT 5**

**(4 Weeks)**

##### **Writing Skills**

- Summarising
- Paraphrasing
- Note-making
- Essays- Expository Essay, Descriptive Essay, Narrative Essay
- Letter Writing- Formal Letter, Informal Letter
- Reports- Incidence, Newspaper, Organisational Report
- Analysis & Interpretation- Textual
- Intra & Inter-personal Skills - Monologue, Dialogue

#### **Suggested Readings**

- Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only LessHappy". Tehelka: The People's Paper, 18 February 2006.
- Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26March 2006.
- Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.
- Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Communication in Professional Life

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Communication in Professional Life	2	0	0	2	12th Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To prepare the students for their upcoming professional fields.
- To inculcate the fundamentals of professional and business communication.
- To learn aspects of global communication.
- To enhance employability skills of the learners by enabling them to write effective resumes and face interviews with confidence

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve presentation skills to be learnt by effective use of verbal and non-verbal communication for the professional field.
- After studying this course, students will be able to acquire practical employability skills to be disseminated through focused sessions on practical employable knowledge.
- After studying this course, students will be able to enhance professional communication.
- After studying this course, students will be able to improve persuasion and negotiation skills which will be useful for the professional field.

## SYLLABUS

### UNIT 1

(2 Weeks)

- Theory of Business Communication
- Introduction
- What is Business Communication?
- Language of Business Communication
- Cultural Components – Cross-Cultural Communication, Cultural Shock, Stereotyping, Ethnocentrism
- Miscommunication & Effective Communication

### UNIT 2

(3 Weeks)

#### Listening Skills

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

### UNIT 3

(5 Weeks)

#### Speaking Skills

- Presentation Skills- Oral Presentation, Ppt. Preparation, Ppt. Presentation
- Group Discussion
- Talks- Domain-specific, Ted-Talks, Business Meets, Motivational Talks
- Telephonic Skills
- Persuasion Skills
- Meeting & Negotiation
- Interview- Promotion Interview, Job Interview, Business Interview
- Functions and activities of PR

### UNIT 4

(5 Weeks)

#### Writing Skills

- Summarising & Paraphrasing
- Job-Oriented Skills- CV, Resume & Bio- Data, Job Application Letter
- Documentation
- Advertisements & Invitation
- Letter Writing- Applications, Business Letters
- Report- Analytical Report, Project Report
- Digital Communication in Social Space- Social Media Posts (Twitter, Facebook), Blog Writing, Review Writing
- Advertisement/Invitation/Poster Designing- Canva/MS Word/Coral
- Memo, Office Order, Minutes
- Making Online Academic/Work Profile- LinkedIn

### **Suggested Readings**

- Kaushik, J.C. and K.K. Sinha eds., English for Students of Commerce, Oxford University Press, New Delhi.
- Sethi, Anjana & Bhavana Adhikari, Business Communication, Tata McGraw Hill.
- Anjana Neira Dev, et.al, eds. Business English, Department of English, University of Delhi, 2011, Pearson Publications, New Delhi.

### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25  
marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Creative Writing

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Creative Writing</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To build creative writing skills of students in the main modes of creative writing viz poetry, fiction (novel, short stories), non-fiction (life narratives, autobiographies and biographies) and drama.
- To inculcate practical skills in students by mapping their creative talent which be beneficial for employability too.
- To perform hands-on-activities to students to develop their creative skills through practical sessions.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to be sensitive to the texture of literary language.
- After studying this course, students will be able to develop craft in creative writing.
- After studying this course, students will be able to develop sense of expressing themselves through poetry/short story/biography.
- After studying this course, students will be able to induce an understanding of the relationship between an individual and society.
- After studying this course, students will be able to get into different fields and pursue versatile career opportunities.
- After studying this course, students will be able to develop an understanding of theatre and performance through drama will also help them to develop observational and behavioural skills.
- After studying this course, students will be able to develop a critical thought process and a knack in putting it in words. Students may also utilise the learnings of proofreading and editing for their academic and professional growth.
- After studying this course, students will be able to go for publishing their own work.
- After studying this course, students will be able to write a book and submit to professional bodies & academic organisations.



## SYLLABUS

### UNIT 1

(5 Weeks)

- Introduction to Creative Writing- Meaning, Importance
- Imagination & Writing- Peer-interaction, Activities on Imagination
- Tropes, Motifs and Figures- Learning tropes, motifs and figures through videos, Discussion on the findings
- Craft of Writing- Figure of Speech, Word Play, Character Creation
- Character Creation- Dialogue Enaction, Learning Characters through discussion on famous writings, Character Analysis, Writing activities on creating different types of characters (gender/social background/ethnicity etc.)

### UNIT 2

(5 Weeks)

- Close Reading
- Analysis and Interpretation- Reading different works in Literature, Discussion in small groups, Practice Writing Session
- Proofreading & Editing- Practice sessions on Proofreading & Editing of different types of writing

### UNIT 3

(5 Weeks)

- Steps of Creative Writing- Pre-Writing, Writing, Post-Writing/Final Draft
- Types of Creative Writing- Poetry, Fiction, Non-Fiction (Life Narratives), Drama
- Creative Writing & Media- Film Review, Book Review, Other Writings in Media, Submission, Publication
- Learning to write Poetry- Reading & understanding Poetry; Practising tone, rhyme, metre, verses; Writing sessions
- Learning to write Fiction- Reading & understanding Fiction; Practicing different elements of fiction (Short story, Novella, Novel); Writing sessions
- Learning to write Non-Fiction- Reading & understanding Non-Fiction (Biographies & Autobiographies); Practicing different elements of non-fiction; Writing sessions
- Learning to write Drama- Reading & understanding Drama; Practicing different elements (plot, character, climax, verbal & non-verbal cues) of Drama; Writing sessions
- Submission & Publication (in Print & Digital) - Discussions over how & where to submit and publish (online/offline), Hands-on activities

### Suggested Readings

- *Creative Writing: A Beginners' Manual* by Anjana Neira Dev et al. for The Department of English, University of Delhi (New Delhi: Pearson, 2008).

### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Cyber Sphere and Security: Global Concerns

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cyber Sphere and Security: Global Concerns	2	1	0	1	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objective of this course is as follows:

- To spread awareness and enlightening visions of the indiscriminate and diversified students to ensure their immediate and basic cyber safety and prevent loss due to sheer ignorance.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to apprehend key terms of cyber domain and identify cyber threats.
- After studying this course, students will be able to understand cyber law concepts, intellectual property and Digital Rights Management.
- After studying this course, students will be able to diagnose and examine basic security loopholes, anomalous behavior in internet.
- After studying this course, students will be able to understand principles of web security.
- After studying this course, students will be able to secure and protect personal data with safe Internet usage.
- After studying this course, students will be able to assimilate approaches for incident analysis and response, risk management and best cyber security practices.

## SYLLABUS

### **Unit I: Introducing Cyber 'Sphere' and 'Security'** (3 Weeks)

- Cyber Terminologies: Cyber Sphere, Cyber Security, Cyber Crime, Cyber Attack, Cyber Espionage, Cyber Warfare, Cybernetics
- Cyber Security and Paradigms
- Cyber Security: Objectives and Roles

### **Unit II: Cyber Crime: Insight, Mitigation and Control** (3 Weeks)

- Cyber Crime and Cyber Activism: An Overview
- Typologies of Cyber Crimes: Generic Cyber Crimes, Advanced Persistent Threats (APTs), Cyber Threat in Mobile Technology, Cloud Computing and BYOD
- Cyber Crime Identification, Risk Assessment, Management and Control

### **Unit III: Cyber Policies and Cyber Law** (3 Weeks)

- Cyber Policies and Cyber Law: Dimensions, Determinants, Dilemmas
- Existing Cyber Policies and Must Follow Up Actions
- Grey Areas in Cyber Laws

### **Unit IV: Security Tools and Usage** (3 Weeks)

- Knowledge and Identification of Security Tools
- Cyber Security Aspects
- Cyber Security Toolkits

### **Unit V: Cyber Security: Case Studies** (3 Weeks)

- Government Institutions
- Banks and Financial Institutions, Commercial Websites, Point of Sale issues and Online Payment
- Real Time Cases

### **Essential Readings:**

- Bertrand Venard (2019). 'Cyber Security: The New Art of War', Lecture delivered at Developing Countries Research Centre [dcrc], University of Delhi, 1 April 2019.
- Bertrand Venard (2019). 'The Determinants of Cybersecurity Behaviours: Qualitative Research Among French Students' in C. Onwubiko, X. Bellekens, A. Erola, M. Jaatun and C. Nogueira (eds.), Proceedings of the Cyber Science 2019: Cyber Situational Awareness for Predictive Insight and Deep Learning. UK: University of Oxford.
- Bertrand Venard (2019). Cybersecurity Among students. UK: Wolfson College, University of Oxford.
- Bertrand Venard (2019). Cyber Aggressions in the XXIst Century: Equation of a Crisis. UK: University of Oxford.
- Cristopher Hadnagy (2018). Social Engineering: The Science of Human Hacking, 2nd Edition. New York: Wiley.



- John Erickson (2008). The Art of Exploitation (2nd Edition). San Francisco: No Starch Press.
- Kevin Mitnick and Robert Vamosi (2017). The Art of Invincibility. Boston: Little, Brown and Company.
- Kevin Mitnick (2012). The Ghost in the Wires: My Adventures as the World's Most Wanted Hacker. New York: Back Bay Books.
- Yogesh Atal and Sunil K Choudhary (2013). Combating Corruption: The Indian Case. Hyderabad and New Delhi: Orient Blackswan.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## DEVELOPING SUSTAINABILITY PLANS FOR A BUSINESS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Developing sustainability plans for a business</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To assess the status of integration of social and ecological values into business practices
- To determine strengths and weaknesses in linkages between people, planet, and profit during business practices
- To correlate the changes in ecological footprint with growth in corporate responsibility
- To recommend strategies to improve current CSR practices for environmental conservation and enhance the return on investment of the organization

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to develop CSR plans to balance ecological security with economic success.
- After studying this course, students will be able to evolve methods for the financial stability of different organizations/companies
- After studying this course, students will be able to develop a framework to reduce energy consumption, adopt renewable resources and integrate waste management strategies among employees
- After studying this course, students will be able to design sustainable business plans having major positive impacts on plant and next-generation business setting



## SYLLABUS

### Practical/Hands-on Exercises

(15 weeks)

- Determine strategies to reduce carbon footprint and improve supply chain efficiency of an organization
- Assess the current status of renewable energy use and investment and develop strategies to become carbon negative in the next decade
- Identify opportunities for sustainable alternatives for an environmental cause that aligns well with the organizational goal and areas of philanthropic investments
- Analyze material use at different stages of organizational process based on a set of sustainable principles and suggest environment-friendly alternatives to reduce waste
- Calculate the water footprint of the organization and develop methods for mindful water consumption to improve human health and reduce the economic cost
- Examine the current status of infrastructure with respect to the energy-efficient lighting system and evolve strategies for shifting to 100% renewable energy
- Determine the ecological impact of current infrastructure using guiding principles of LEED (Leadership in Energy and Environmental Design) Certification and identify areas for biophilic design, green spaces, and work conditions
- Optimize to reduce waste by improved methods of handling and disposing of waste
- Develop guidelines for eco-friendly transportation to reduce fuel usage and maximize route efficiency
- Eco-innovation in developing energy alternatives and providing solutions to complex environmental challenges
- Document the biological wealth (especially plants, insects, and birds) of an organization and develop the green design to maintain and enrich the biological wealth

### Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including (a) laboratory practicals; (b) field-work exercises; (c) customized exercises based on available data; (d) survey analyses; and (e) developing case studies; (f) demonstration and critical analyses; and (h) experiential learning individually and collectively.

Prospective sector(s):

(a) Environmental Consultancies, (b) Sustainability Advisors, (c) All Multi-National Large-Scale Industries, and (d) Environmental NGOs



**Suggested readings**

- Calkins, M., 2012. The Sustainable Sites Handbook: A Complete Guide to the Principles, Strategies, and Best Practices for Sustainable Landscapes (Vol. 39). John Wiley & Sons.
- Daniels, T., 2017. The Environmental Planning Handbook: For Sustainable Communities and Regions. Routledge.
- Davoudi, S., Cowell, R., White, I. and Blanco, H. eds., 2019. The Routledge Companion to Environmental Planning. Routledge.
- Quaddus, M.A. and Siddique, M.A.B. eds., 2013. Handbook of Sustainable Development Planning: Studies in Modelling and Decision Support. Edward Elgar Publishing.
- USEPA, 2012. Planning for Sustainability: A Handbook for Water and Wastewater Utilities.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Digital Film Production

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Digital Film Production	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to the art of digital video making and editing
- To learn about the tools required for video making and editing
- To learn about the various aspects in pre and post production of videos.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of various aspects of audio-video production
- After studying this course, students will be able to prepare an effective layout for making an effective video.
- After studying this course, students will be able to apply the tools required for video production and editing.

### SYLLABUS

#### **Unit 1: Introduction, Financial Planning and Budgeting (3 weeks)**

**Audio Production:** Concept of Sound, Types of sound, Audio range, Know your equipment's (Acoustic, Microphone, Recorder, Audio Mixer, Cables & connectors), Process of recording, Mixing, Sound processing, Recording level, Audio Editing, Dubbing & voiceover (Process, steps)

**Unit 2:** (4 weeks)  
**Video Production (Pre-Production):** Concept, What is pre-production, Concept/visualization, R & D, Screen play writing, Storyboard making, Shooting script writing, Peoples involved in pre-production, Set making, Copyright , Music making, Budgeting, Production Design, Location hunting, Hiring of equipment & crew members

**Unit 3:** (4 weeks)  
**Video Production (Production):** Know your equipment, Camera & accessories, Lights & Camera support, Clapboard, Sound equipment, Field Monitor, Blocking, Rehearsal, Lighting, Shooting

**Unit 4:** (4 weeks)  
**Video Production (Post Production):** Compiling the concept and Shooting material to final stage, Peoples involved in Post-production, Know your equipment, Editing, Color grading, Publicity, Transmission, Distribution and Rating

**Practical Exercises and Projects** (15 weeks)

- Recording & Mixing of multi-track audio
- Budget Making & Script writing 05 minutes program
- Shooting for 05 minutes program (News / Music Video / Documentary / Feature / Chat show / Discussion etc.)
- Editing of 05 minutes video program

**Audio Production (Project)**

- Knowing the audio equipment's & software
- Recording process
- Mixing & Editing of various sound
- Exporting sound in various audio formats & project

**Video Production (Project)**

- Story writing, Storyboard making, Shooting script writing
- Location hunting, Breakdown making, Budget making
- Set making, Lighting, Shooting
- Editing, BGM posting, Color grading, Publicity, Exhibition & Transmission

**Suggested Readings:**

- Digital Filmmaking for Beginners A Practical Guide to Video Production (ELECTRONICS) by Michael K. Hughes, McGraw Hill TAB.
- Digital Filmmaking for Beginners A Practical Guide to Video Production, McGraw Hill TAB
- The Digital Filmmaking Handbook, Mark Brindle
- Video Production, Vasuvi Belavdi, Oxford Higher Education

- Editing Digital Video: The Complete Creative and Technical guide, Robert Goodman and Patrick McGrath, McGraw Hill Education TAB
- Digital Video Camerawork, Peter Ward, Routledge.
- Digital Video Hacks: Tips & Tools for Shooting, Editing, and Sharing, Joshua Paul, O'Reilly Media.

**Note: Learners are advised to use the latest edition of readings.**

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Digital Marketing

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Digital Marketing</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- ☐ To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.
- ☐ To familiarize the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the concept of digital marketing and its integration with traditional marketing.
- After studying this course, students will be able to understand customer value journey in digital context and behaviour of online consumers.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns.
- After studying this course, students will be able to examine various tactics for enhancing a website's position and ranking with search engines.
- After studying this course, students will be able to leverage the digital strategies to gain competitive advantage for business and career.



## SYLLABUS

### Unit 1: Marketing in the Digital World

(3 weeks)

Digital marketing: Concept, Features, Difference between traditional and digital marketing, Moving from traditional to digital Marketing; e

Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based- Display Advertising; Community Based- Social Media Marketing; Others- Affiliate, Email, Content, Mobile.

Customer Value Journey: 5As Framework; The Ozone O3 Concept Key; Traits of online consumer

### Unit 2: Content and Email Marketing

(2 weeks)

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

### Unit 3: Social Media Marketing and Display Marketing

(5 weeks)

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies)

Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process; Define- Customer, Publisher, Objectives; Format- Budget, Media, Ad Formats, Ad Copy.

### Unit 4 Search Engine Marketing

(5 weeks)

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMI's 5P Customer Search Insights Model.

Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects- Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques

Search Advertising: Overview of PPC Process; Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension

### Essential/recommended readings

- Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.



### **Suggested Readings**

- ☐ Moutusy Maity: Internet Marketing: A practical approach in the Indian Context: Oxford Publishing
- ☐ Seema Gupta: Digital Marketing: Mcgraw Hill
- ☐ Ultimate guide to digital Marketing by Digital Marketer

### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Essentials of Python	2	0	0	2	12 <sup>th</sup> Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce programming concepts using python
- To use python programming to solve problems of different domains

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the basics of programming language
- After studying this course, students will be able to develop, document and debug modular python programs
- After studying this course, students will be able to apply suitable programming constructs and built in data structures to solve a problem

SYLLABUS

**Unit I**

**(3 weeks)**

**Introduction**

What can Python do? Why Python? Python Syntax compared to other programming languages, Python Installation.

The print statement, Comments, Python Data Structures & Data Types, String Operations in Python, Simple Input & Output, Simple Output Formatting, Operators in python

**Python Program Flow**

Indentation, The If statement and its' related statement, An example with if and it's related statement, The while loop, The for loop, The range statement, Break &Continue, Assert, Examples for looping





## **Functions& Modules**

Create your own functions, Functions Parameters, Variable Arguments, Scope of a Function, Function Documentations, Lambda Functions& map, n Exercise with functions, Create a Module, Standard Modules

## **Unit 2**

**(4 weeks)**

### **Exceptions Handling**

Errors, Exception handling with try, handling Multiple Exceptions, Writing your own Exception

### **File Handling**

File handling Modes, Reading Files, Writing& Appending to Files, Handling File Exceptions, The with statement

### **Classes In Python**

New Style Classes, Creating Classes, Instance Methods, Inheritance, Polymorphism, Exception Classes & Custom Exceptions

### **Generators and iterators**

Iterators, Generators, The Functions any and all, With Statement, Data Compression

## **Unit 3**

**(4 weeks)**

### **Data Structures**

List Comprehensions, Nested List Comprehensions, Dictionary Comprehensions. Functions, Default Parameters, Variable Arguments, Specialized Sorts

### **Collections**

namedtuple(), deque, ChainMap, Counter, OrderedDict, defaultdict, UserDict, UserList, UserString

### **Writing GUIs in Python (Tkinter)**

Introduction, Components and Events, An Example GUI, The root Component, Adding a Button, Entry Widgets, Text Widgets, Check buttons

### **Python SQL Database Access**

Introduction, Installation, DB Connection, Creating DB Table, INSERT, READ, UPDATE, DELETE operations, COMMIT & ROLLBACK operation, handling Errors

### **Network Programming**

Introduction, A Daytime Server, Clients and Servers, The Client Program, The Server Program

### **Date and Time**

Sleep, Program execution time, more methods on date/time



## Unit 4

(4 weeks)

Filter, Map, Reduce, Decorators, Frozen set, Collections

### Regular Expression

Split, Working with special characters, date, emails, Quantifiers, Match and find all, character sequence and substitute, Search method

### Threads ESSENTIAL

Class and threads, Multi-threading, Synchronization, Treads Life cycle, use cases

### Accessing API ESSENTIAL

Introduction, Facebook Messenger, Openweather

### DJANGO

Django Overview, Django Installation, Creating a Project, Usage of Project in depth Discussion, Creating an Application, Understanding Folder Structure, Creating a Hello WorldPage, Database and Views, Static Files and Forms, API and Security

### Essential/recommended readings

- "Starting Out with Python plus My Programming Lab with Pearson eText -- AccessCard Package (3rd Edition) Tony Gaddis ISBN-13: 978-0133862256".
- Python Crash Course: A Hands-On, Project-Based Introduction to Programming(2nd Edition).
- Head-First Python: A Brain-Friendly Guide (2nd Edition) by Paul Barry.
- Learn Python the Hard Way: 3rd Edition by Zed A. Shaw.
- Python Programming: An Introduction to Computer Science (3rd Edition) by John M. Zelle.
- Python Cookbook: Recipes for Mastering Python 3 (3rd Edition) by Brian Jones andDavid Beazley
- <https://docs.djangoproject.com/>
- Introduction to Programming using Python by Y. Daniel Liang. Publisher Pearson
- Taneja, S., Kumar, N. Python Programming- A modular Approach, PearsonEducation India, 2018.
- Balaguruswamy E., Introduction to Computing and Problem Solving using Python, 2nd edition, McGraw Hill Education, 2018

### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## E-Tourism

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
E-Tourism	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn about the application of e-business in tourism sector with understanding of contemporary issues of the use of electronic technology in the tourism business.
- To learn about e-business strategies and how to apply it to help them comprehend a variety of basic e-business ideas and theories.
- To teach fundamental concept of what e-business is and how to conduct e-business successfully in the tourism sector.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to gain insight into concept of e-tourism, travel intermediaries and travel websites.
- After studying this course, students will be able to learn and explain the emerging ICT tools and its impact in the industry.
- After studying this course, students will be able to understand and implement the use of social media platforms/artificial intelligence in e-tourism.

### SYLLABUS

#### Unit-I

(5 Weeks)

Introduction to E-tourism, stages of ICT revolution, ICTS and new business tools, Strategic and Operational use of IT in Tourism, The Internet and tourism – a powerful combination. Networks for intermediaries: Travel trade intermediaries-Features of a travel trade web site, implementing a travel trade website, online travel intermediaries.



**Unit– II****(5 Weeks)**

E-business for Destination Management Organizations: Principles and concepts – Positioning DMOs in value net, destination e-business system model, e-Business Partnerships for DMOs, Case Studies of Red Apple DMC, OYO Rooms, OLX, Zoom Car, Ofo Cycles etc.

**Unit– III****(5 Weeks)**

Social Media Marketing in Tourism - Facebook, Twitter, YouTube, WhatsApp - Travel Blogs –Usage of Artificial Intelligence- Virtual Reality - Challenges for conventional business models and Competitive strategies.

**Essential/Recommended Readings**

- Reynolds, Jonathan. (2012). E-Business: A management Perspective. OxfordUniversity Press.
- Kulkarni, P, Jahirabadkar, S & Chande, P. (2012). E-Business. Oxford UniversityPress.
- World Tourism Organization. (2001). E-business for tourism: Practical guidelines for tourism, Destinations and businesses. World Tourism Organization.
- D. Buhalis: e-Tourism, Information Technology for Strategic Management
- Buhalis & Costa: Tourism Business Frontiers
- Poon: Tourism, Technology and Competitive Strategies Harish Bhatt & Badan:Impact of ICT in Tourism

**Suggested Reading:**

- Stiakakis, E. & Georgiadis C. K. (2009). Drivers of a tourism e-business strategy: the impact of information and communication technologies. Oper Res Int J. DOI 10.1007/s12351-009-0046-6.
- European Commission (2004). Electronic Business in Tourism: Key issues, case studies, conclusions. European Commission. Enterprise publications. Sector Report: No. 07-II, August 2004.
- Šimunić, M, Pilepić L., Šimunić M. (2013). Tourism and e-business: the semanticparadigm as a precondition for success. Informatol. 46, 2013., 1, 1–7.
- Buhalis, D., & Hyun Jun S. (2011). E-Tourism. Contemporary Tourism Reviews: Series. Goodfellow Publishers Limited, Woodeaton, Oxford, OX3 9TJ.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Finance for Everyone</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer an integrated approach to the understanding of concepts and applications of financial planning.
- To help the students in their financial planning.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of financial literacy and the institutions providing financial services.
- After studying this course, students will be able to prepare a financial plan, budget and manage personal finances.
- After studying this course, students will be able to open, avail and manage services offered by banks.
- After studying this course, students will be able to open, avail and manage services offered by post offices.
- After studying this course, students will be able to plan for life insurance and property insurance.
- After studying this course, students will be able to choose instruments for investment in shares.



## SYLLABUS

### **Unit 1: Introduction, Financial Planning and Budgeting**

**(3 weeks)**

Meaning, importance and scope of financial literacy; Prerequisites of financial literacy – level of education, numerical and communication ability; Various financial institutions – banks, insurance companies, post offices, mobile app based services. Need of availing of financial services from banks, insurance companies and postal services. Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal budget, family budget, business budget and national budget; Procedure for financial planning and preparing a budget; Budget surplus and budget deficit, Avenues for savings from surplus, Sources for meeting the deficit.

### **Unit 2: Banking Services**

**(3 weeks)**

Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – savings bank account, term deposit, current account, recurring deposit; pan card, address proof, KYC norm; Various types of loans – education loan, consumer durable loan, vehicle loan, housing loan, short term, medium term, long term, microfinance, bank overdraft, cash credit, mortgage, reverse mortgage, hypothecation, pledge, Agricultural and related interest rates offered by various nationalized banks; Cashless banking, e-banking, check counterfeit currency; CIBIL, ATM, net banking, RTGS, NEFT, IMPS, electronic clearance services (ECS), debit and credit card, app based payment system, bank draft and pay order; banking complaints and ombudsman.

### **Unit 3: Financial Services from India Post Office**

**(3 weeks)**

Post office savings schemes: savings bank, recurring deposit, term deposit, monthly income scheme, kisan vikas patra, NSC, PPF, senior citizen savings scheme, sukanya samridhi yojana; india post payments bank. money transfer: money order, e-money order. instant money order, collaboration with the western union financial services; mo videsh, international money transfer service, money gram international money transfer, indian postal order.

### **Unit 4: Insurance Services**

**(3 weeks)**

Life insurance policies: life insurance, term life insurance, endowment policies, pension policies, ULIP, health insurance plans, comparison of policies offered by various life insurance companies, comparison of policies offered by various health insurance companies. Property insurance policies. Post office life insurance schemes: postal life insurance and rural postal life insurance.

### **Unit 5: Stock Markets – Some Basic Concepts**

**(3 weeks)**

Terms used in stock markets: SENSEX, NIFTY, primary markets, secondary markets, initial public offering(IPO), follow-on public offering (FPO), offer for sale (OFS), block deal, equity shares, preference shares, debentures, bonus shares, stock split, dividend, buyback, DEMAT



account, trading account, delivery instruction slip (DI Slips), blue chips, defensive stocks, face value, market value, market capitalisation, pre-opening session, trading session, opening price, closing price, business days, bull, bear, bull market, bear market, risk, stop loss, derivatives, call option, put option, hedge, holding period; Tax on short term capital gains and long-term capital gains, Mutual Fund and its various schemes.

**Practical Exercises:**

**(15 weeks)**

The learners are required to:

- Visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure for availing of these services.
- Carry out the comparative analysis of different types of life insurance policies.
- Carry out the comparative analysis of different types of health insurance policies.
- Prepare a personal and family budget for one/six/ twelve months on imaginary figures.

**Suggested Readings:**

- Avadhani, V. A. "Investment Management" Himalaya Publishing House Pvt. Ltd., Mumbai.
- Batra, J.K., Accounting and Finance for Non-finance Managers, Sage Textbook
- Chandra, P. "Investment Game: How to Win" Tata McGraw Hill Education, New Delhi.
- Kothari, R. "Financial Services in India-Concept and Application" Sage Publications India Pvt. Ltd., New Delhi.
- Milling, B. E. "The Basics of Finance: Financial Tools for Non-Financial Managers" Universe Company, Indiana,
- Mitra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. "Financial Planning" Sage Publications India Pvt. Ltd., New Delhi.
- Zokaityte, A. "Financial Literacy Education" Palgrave Macmillan, London.

**Note: Learners are advised to use the latest edition of readings.**

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## FINANCIAL DATABASE AND ANALYSIS SOFTWARE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Financial Database and analysis software	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable students to obtain data from financial database.
- To enable to use R language for statistical & econometric data analysis.
- To develop skills that can help in solving your research problems.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the utility of a financial database
- After studying this course, students will be extract data from financial database (Prowess IQ)
- After studying this course, students will be perform data analysis using R
- After studying this course, students will be apply 'R' and Prowess IQ in financial analysis and research.

#### SYLLABUS

##### Unit I (Financial Database)

(3 weeks)

An Introduction to financial database Prowess IQ from CMIE: Creating company set-, creating spreadsheets, use of elements in Ribbons – Company address and identity indicators, business segments and products, Ownership structure and governance indicators, Financial Statements, Stock prices and capital changes, Capex and M&A, indices and index number. Formulating queries and advance queries Student is expected to be able to extract different types of data for an index, an industry and company data Selection of company/s, period to be studied. Data extraction from balance sheet, profit & loss statement and cash flow statements

Stock market data- price and volume, BSE/NSE, adjusted prices Saving and exporting data to a spreadsheet for further analysis.

## **Unit II (Fundamentals of R)**

**(4 weeks)**

Overview of the R language, Input and output of data in R, Help command and Directory in R, In-built functions in R, Operators in R; Assignment, Arithmetic, logical, and Relational operators, Using R studio, Scripts, Text editors for R, Graphical User Interfaces (GUIs) for R, installing packages and libraries, Variable classes (numeric, character, logical, complex, missing), Data Types in R; Vectors, Matrices, Arrays, Lists, Factors, and Data Frames, Important operations of these Data Types, Using data from external files- reading & writing data to external files, Creating and storing R workspaces.

## **Unit III (Descriptive Analysis and Data Visualizations)**

**(4 weeks)**

Data preparation; Data cleaning and Missing value treatment, Data Exploration and Manipulation, Data Visualization; Bar chart, pie chart, Histogram, Frequency curve, Scatter plot, Box & Whisker plot etc., Important R functions for Describing a data; Mean, Median, Range, Standard deviation, Variance, Five number summary, Correlation coefficients for a bivariate data.

## **Unit III (Predictive Analysis)**

**(4 weeks)**

Simple and Multiple Regression using R, Estimating Regression Equation by Ordinary Least Squares in R, Violations of Classical Assumptions: multicollinearity, heteroscedasticity, autocorrelation and model specification errors, their identification, their impact on parameters; tests related to parameters and impact on the reliability and the validity of inferences in case of violations of Assumptions; methods to take care of violations of assumptions, goodness of fit. Time Series Analysis using R (Basic idea only).

### **Essential/recommended readings**

- Gardener, M., *Beginning R: The Statistical Programming Language*, Wiley & Sons, 2018
- Wickham, H., et al. *R for Data Science: Import, Tidy, Transform, Visualize, and Model Data*, O'Reilly, 2017
- Motwani, B., *Data Analytics with R*, Wiley & Sons, Indian edition 2021
- Chang, R *Graphics Cookbook- Practical Recipes for Visualizing Data*; O' Reilly Media
- Gujarati, D.N. et al. *Basic Econometrics*, McGraw Hill India, 5e, 2018

### **Useful web links**

- <https://prowessiq.cmie.com>
- CRAN website: <https://cran.r-project.org/> <https://rstudio.com/products/rstudio/download/> (R studio)
- <http://r-statistics.co>

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks Practical

Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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





## Front End Web Design and Development

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Front End Web Design and Development	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the basic concepts and techniques of client-side web programming.
- To enable the students to develop simple, interactive, and stylish websites using HTML, CSS and JavaScript.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to build websites using the elements of HTML.
- After studying this course, students will be able to build interactive and stylish websites using the client side programming techniques with CSS and Javascript.
- After studying this course, students will be able to learn to validate client-side data.
- After studying this course, students will be able to define the structure and content of the website using different features of CSS.

### SYLLABUS

#### Unit 1 (3 weeks)

**Introduction:** Introduction to internet and web design. Basic concepts of web architecture.

#### Unit 2 (4 weeks)

**HTML:** Introduction to hypertext mark-up language (html), creating web pages, lists, hyperlinks, tables, web forms, inserting images, frames.



### Unit 3

(4 weeks)

**Cascading style sheet (CSS):** Concept of CSS, creating style sheet, Importing style sheets, CSS properties, CSS styling (background, text format, controlling fonts), CSS rules, Style Types, CSS Selectors, CSS cascade, working with block elements and objects, working with lists and tables, CSS id and class, box model (introduction, border properties, padding properties, margin properties).

### Unit 4

(4 weeks)

**Basics of Javascript:** Document object model, data types and variables, functions, methods and events, controlling program flow, built-in objects and operators, validations.

### Practical Exercises

(15 weeks)

#### HTML

- ☐ Create an HTML document with following formatting – Bold, Italics, Underline, Colors, Headings, Title, Font and Font Width, Background, Paragraph, Line Brakes, Horizontal Line, Blinking text as well as marquee text.
- ☐ Create an HTML document with Ordered and Unordered lists, Inserting Images, Internal and External linking
- ☐ Create an HTML document for displaying the current semester's timetable.
- ☐ Create a website with horizontal and vertical frames. Top horizontal frame needs to show your college's name and logo. Bottom horizontal frame is to be split into two vertical frames. The left frame has hyperlinks to pages related to faculty, courses, student activities, etc. The right frame shows the corresponding webpage based on the link clicked on the left frame.
- ☐ Create a student registration form using HTML which has the following controls and make an interactive content presentation using CSS.:
  - I. Text Box      II. Dropdown box      III. Option/radio buttons
  - IV. Check boxes      V. Reset and Submit button
- ☐ Create a webpage for your department with a drop-down navigation menu for faculty, courses, activities, etc.. Implement the webpage using styles, rules, selectors etc. learned in CSS
- ☐ Write event-driven programs in JavaScript for the following:
  - Enter a number and on click of a button print its multiplication table.
  - Print the largest of three numbers entered by the user.
  - Find the factorial of a number entered by the user.
  - Enter a list of positive numbers using the prompt terminated by a zero. Find the sum and average of these numbers.
- ☐ Create a student registration form using text, radio button, check box, drop down box, text field and all other required HTML elements. Customize the CSS and javascript to input and validate all data. Create functions to perform validation of each element, example:
  - a. Roll number is a 7-digit numeric value
  - b. Name should be an alphabetical value (String)
  - c. Non-empty and valid fields like DOB

**Essential/recommended readings**

- Nixon, R., Learning PHP, MySQL & JavaScript with jQuery, CSS and HTML5, O'Reilly, 2018.
- Powell, T.A. HTML & CSS: The Complete Reference, 5th edition, TataMcGrawHill, 2017.
- Duckett, J., JavaScript and JQuery: Interactive Front-End Web Development, Wiley, 2014.

**Suggested Readings**

- Boehm, A., & Ruvalcaba, Z., Murach's HTML5 and CCS, 4th edition, Mike Murach & Associates, 2018.
- Ivan Bayross, Web Enabled Commercial Application Development Using Html, Dhtml, Javascript, Perl CGI, BPB Publications, 2010.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Graphics Design & Animation

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Graphics Design & Animation	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to the skill of animation.
- To learn about the application of 2D and 3D animation.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of animation and graphics design
- After studying this course, students will be able to learn graphics design in 2D and 3D animation.
- After studying this course, students will be able to learn the application of graphics design in 2D and 3D animation in advertising and other areas.

### SYLLABUS

#### Unit 1:2D Animation

(7 weeks)

**Introduction to 2D Animation:** Introduction to 2D Animation, Drawing concept, Colour theory & basics, Incorporating sound into 2D animation

**Layout & Designing:** Basic of sketching, still life and assignment of basic drawing, Composition of basic elements, Work in different media, such as drawing, collage, and painting, Explore the relationship between elements and principal, Pixel and resolution: Vector and Bitmap Graphics



### **Graphics and advertising (Practical)**

- Creating Digital Layout
- Professional image editing (PHOTOSHOP)
- Advertising and relevant case , Graphics and illustration (Corel Draw, Paint)
- Vector Composition , 2D animation (Macromedia Flash)

### **Broadcast Design (Practical)**

- Working with visual images
- Story Boarding
- Titles and Credit Making
- Stop motion animation

### **Production / Post-Production (Practical)**

- Paint & animate (scanning, tracing, ink & Paint)
- Understanding Background composition
- Basic Understanding of 2D animation and technique
- Animation with flash, Portfolio Making

## **Unit 2: 3D Animation**

**(8 weeks)**

**3D Modeling:** Introduction to 3D space in Blender, Introduction to Modeling Techniques, In-organic Modeling, Organic Modeling

**3D Shading:** Use of Materials & Shader, Shader and Texture Editing, Shading Organic Model, Shading In-Organic Models

### **3D Animation and Rigging (Practical)**

- Introduction to 3D Animation
- Create, Edit and working with Animation Graph, Rigging using Blender
- Setting up controllers for joints
- Simple Skeleton structure with proper joint orientation

### **3D Lighting and Rendering (Practical)**

- Understanding Lighting in Cycles
- Direct and Indirect Lighting
- Light Linking, Final Composition
- Creating composition and Light with the Shaded Models

### **3D Dynamics (Practical)**

- Introduction to Dynamics, Active and Passive Bodies
- Creating basic Simulation and collision using Rigid body
- Cloth Simulation, Simulation of Brick wall collision
- Introduction to Fluid Effects, Creating fluid simulation



## **Project**

### **(Digital Imaging)**

- Design Print advertisement for Service
- Design Print advertisement for Product
- Design Print advertisement an Event
- Design Print advertisement on Social Awareness
- Design a collage with a social message

### **2D Animation**

- Drawing fundamentals using lines
- Sketching of cartoon characters
- 2D Logo designing
- Storyboarding of a 30 seconds film
- Portfolio making of an organization

### **3D Animation**

- Exploring the Interface of 3D application & Basic Modeling
- Create different types of Materials and create a Shading
- Create a simple walk cycle using the character rigs
- Create a composition and Light set up
- Create a Fluid simulation & rendering

### **Suggested Readings:**

- The Illusion of Life: Disney Animation, Ollie Johnston and Frank Thomas, Disney Editions.
- Blender Production Creating Short Animations from Start to Finish, Roland Hess, Routledge.
- Animating with Blender: Creating Short Animations from Start to Finish, Roland Hess, Focal Press
- Simplified Drawing for Planning Animation, Wayne Gilbert, Anamie Entertainment Ltd.
- Getting Started in 3D with Maya, Adam Watkins, Routledge.
- Creating Characters with Personality: For Film, TV, Animation, Video Games, and Graphic Novels, Tom Bancroft, Watson-Guption
- Force: Dynamic Life Drawing for Animators, Mike Mattesi, Focal Press

**Note: Learners are advised to use the latest edition of readings.**

### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Harmonium

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Harmonium	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To initiate the students to a very popular instrument of Indian music through a general discussion on the role of Harmonium in accompanying various singing forms
- To throw light on the various types of musical instruments that are played in Hindustani music
- To discuss the features of various types of wind instruments
- To teach the student the fundamentals of playing the Harmonium, such as the correct placement of the fingers on the instrument, the right posture for sitting etc.
- To demonstrate tonal exercises, such as palta-s and alankar-s, vital for playing.
- To initiate his training in the realm of playing the instrument with the basic ragas, like Alhaiya, Bilawal and Yaman

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to learn the origin, development and classification of musical instruments.
- After studying this course, students will be able to learn the importance of wind instruments.
- After studying this course, students will be able to learn gat and dhun in prescribed ragas.
- After studying this course, students will be able to demonstrate the various talas and their layakarics.
- After studying this course, students will become well-versed with the techniques of Playing Harmonium
- After studying this course, students will be able to achieve dexterity of the hand, through regular practice of the playing exercises at home.
- After studying this course, students will be able to read and learn new compositions in the prescribed ragas.
- After studying this course, students will be able to grasp the various grammatical aspects of the prescribed ragas, like how they arise, what are the respective rules that govern these ragas, how do the notes move in the ragas, what are the performing times of the ragas etc.
- After studying this course, students will be able to learn the art of playing a raga, especially with regard to having the Tabla as an accompanying instrument.



## SYLLABUS

**Unit I** (2 weeks)  
Origin and Development of Musical Instruments

**Unit II** (2 weeks)  
Classification of instruments

**Unit III** (2 weeks)  
Study of Wind Instruments

**Unit IV** (3 weeks)  
Writing notation of compositions in prescribed ragas

**Unit V** (3 weeks)  
Writing notation of Talas with Thah, Dugun, Tigun and Chaugun in Kaharva

**Unit VI** (3 weeks)  
Theoretical knowledge of the prescribed ragas

### Recommended Books:

- Sangeet Bodh – Sharadchandra Shridhar. Paranjape:-Madhye Pradesh Hindi Granth Academy, Bhopal, 1st Edition: 1972
- Samvadini – Jayant Bhalodkar :- Kanishka Publication, New Delhi, 1st Edition: 2006
- Dhvani Aur Sangeet - Lalit Kishore Singh:- Bhartiye Gyanpeeth, Lodi Road, New Delhi, 1st Edition: 1954
- Kramik Pustak Malika – Part- II :- V.N. Bhatkhande, Sangeet Karyalaya, Hathras, Editor: Laxminarayan Garg, January: 2008
- Sangeet Shastra Vigyan - Dr. Pannalal Madan:- Rajasthan Hindi Granth Academy, Jaipur, 2nd Edition: 1991, Abhishek Publication
- Tal Parichay Part III, Girishchandra Srivastava, Rubi Prakashan, Allahabad, 2nd

Edition: June: 2002

**(Practical - 1): Stage Performance & Viva-Voce:**

**(15 weeks)**

**Prescribed Ragas:**

Alhaiya Bilawal  
Yaman  
Khamaj

**Unit I**

Ability to play five alankars in the prescribed ragas.

**Unit II**

One Sargam Geet to be played each in the prescribed ragas

**Unit III**

One Lakshan Geet each to be played in the prescribed ragas

**Unit IV**

Two Drut Khyals with elaborations in any of the prescribed ragas

**Unit V**

Ability to play a Dhun in raga Khamaj

**Unit VI**

In-depth knowledge of the prescribed ragas

**Unit VII**

Knowledge and demonstration of the following tala with dugun, tigun and chaugun -Kaharva

**Unit VIII**

Basic knowledge of Harmonium and its various parts

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks Practical Exam

(Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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## Introduction to Arabic Calligraphy

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Arabic Calligraphy</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil.</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To make the learners familiar with Arabic Calligraphy.
- To make them aware of different Arabic scripts.

#### Learning outcomes

After completion of the course the student will be able to:

- Know about the history of Arabic Calligraphy.
- Read and write Arabic letters and text.
- Recognize different Arabic scripts/fonts.
- Write in two Arabic scripts: Naskh and Ruq'ah.

## SYLLABUS

### UNIT 1

(5 Weeks)

- Calligraphy
- Arabic Calligraphy
- Origin and Development of Arabic Calligraphy
- Lesson on Arabic Alphabet
- Introduction to Arabic script Ruq'ah
- Introduction to Arabic script Naskh

### UNIT 2

(5 Weeks)

- Importance and Characteristics of the Arabic Script Ruq'ah in modern time.
- Importance and Characteristics of the Arabic Script Naskh in modern time.
- Familiarity with different Arabic scripts.
- Al-Aqlaam Al-Sittah
- Pioneers of the Arabic scripts/calligraphy.
  - ✓ Ibn Muqlah
  - ✓ Ibn Al-Bawwab

### UNIT 3

(5 Weeks)

- Benefits of Good handwriting
- Famous Arabic fonts of computer
- Practice of the Arabic scripts: Naskh and Ruq'ah



### Essential Readings

1. M. Ziauddin: Muslim Calligraphy, Kitab Bhawan, Delhi
2. مولانا نور عالم خلیل حمید : خط رفیع کیوں اور کس سبب کیوں؟، دیوبند
3. د. عادل الدلو، S: الخط العری فی نشأته وتطوره، القاهرة.
4. د. إبراهیم سلیمان شیخ العبد، الخط العری حضارة ومهارة، مكتبة سد ، منصور، غزة، فلسطين .

### Suggested Resources:

1. Muhammad Sohail: Administrative and Cultural History of Islam, New Delhi.
2. مركز الملك فيصل للبحوث والدراسات الإسلامية : الخط العری من خلال المخطوطات، المملكة العربية السعودية.

### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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## Introduction to Blockchain

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Blockchain	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to the basic concept of blockchain.
- To make the students learn and implement blockchain technology.
- To learn about the distributed organizations and distributed ledger.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand how Ethereum transactions are validated by miners.
- After studying this course, students will be able to understand Ethereum Blockchain.
- After studying this course, students will be able to learn Solidity programming language to develop Smart Contracts.
- After studying this course, students will be able to understand the key concepts like cryptography and public , private blockchain.
- After studying this course, students will be able to gain a deep insight into Ethereum, Hyperledger and its network.



## SYLLABUS

### **Unit 1** (7 weeks)

**Blockchain: Basics And Applications:** Node Fundamentals,Blockchain Basics, Blockchain Features, Ethereum Fundamentals, Smart Contract Development In Ethereum, Dapp Development In Ethereum.

### **Unit 2** (8 weeks)

**Building A Distributed Application On Hyperledger Fabric:**

HyperledgerFundamentals, Fabric Network Setup, Chaincode Development ,DAPP Development.

### **CAPSTONE PROJECT** (15 weeks)

- **Assignment/Project**

Suggested Web links

- <https://ethereum.org>
- <https://www.hyperledger.org/>

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Introduction to Cloud Computing (AWS)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Cloud Computing (AWS)	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn about cloud computing through Amazon Web Services (AWS) platform.
- To learn about AWS cloud concepts, services, security and architecture to build an application.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to Understanding cloud computing platform
- After studying this course, students will be able to differentiate between on-premises, hybrid-cloud, and all-in cloud
- After studying this course, students will be able to describe the basic global infrastructure of the AWS Cloud
- After studying this course, students will be able to understanding the core AWS services, including compute, network, databases, and storage



## SYLLABUS

### **Unit 1** (5 weeks)

Introduction to cloud computing, Creating AWS account, AWS Management Console, AWS Documentation overview, Availability Zones, AWS Global Infrastructure.

### **Unit 2** (5 weeks)

Compute in the Cloud :- Amazon EC2, instance types.

### **Unit 3** (5 weeks)

Storage and Databases: - Amazon Simple Storage Service (Amazon S3), Amazon Relational Database Service (Amazon RDS), Amazon DynamoDB.

### **Project** (15 weeks)

Create an AWS account and implement AWS cloud for deploying any application.

#### Suggested Sources

- Any free platform can be used, for example Amazon, Google, Azure etc.

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Negotiation and Leadership

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Negotiation and Leadership	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to the importance of negotiation skills
- To expose the students to diverse contexts and situations that require negotiation skills
- To learn about the management of critical and crisis situations
- To evolve relationship building skills

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to apply negotiation skills to obtain desired results
- After studying this course, students will be able to understand the various aspects of a crisis situation for appropriate management.
- After studying this course, students will be able to learn how to manage complex negotiation situations.
- After studying this course, students will be able to understand the process of relationship building.
- After studying this course, students will be able to test and judge the legitimacy of the terms of negotiation





## SYLLABUS

### Unit 1

(3 weeks)

**Negotiation Fundamentals** Key concepts and core vocabulary of negotiation process, deal-making and dispute resolution, Assumptions and biases that are barriers to effective negotiation, Collaborative approaches, risk & opportunities to achieve win-win outcomes

**Negotiation Canvas** Introduction of a framework for negotiation preparation and how to use it, Elements of negotiation canvas i.e. relationship, alternatives, legitimacy, options, interests among others, Difference between position and interests

### Unit 2

(4 weeks)

#### **Managing critical moments**

Types of negotiation approaches used by negotiators Critical moments that can make or break the deal How to identify these critical moments, Strategies to manage critical moments in the negotiation

#### **Effective Communication and Relationship Building**

Role of communication and relationship in negotiation, Understanding the other party's psychology to understand their interests, build trust and improve the scope of the negotiation, Unconditionally constructive behaviours, Methods of building trust, and empathy, Overcoming communication barriers, difficult behaviours and information asymmetry

### Unit 3

(4 weeks)

Discovering, creating and claiming value

Methods of value discovery during negotiation, How is value divided and claimed between the negotiating parties?, What are the tradeoffs, mutual gains and contingencies?, Concept of distributive bargaining, equitable solutions, and ZOPA (zone of possible agreement), Biases and enemies of value creation

#### **Complex Negotiations**

Strategies for negotiations are not straightforward, involve several issues, include multiple stakeholders, and /or involve powerful parties, Hofstede's Culture dimensions, Dealing with people with difficult behaviours

### Unit 4

(4 weeks)

#### **Managing Alternatives**

Concept of BATNA (Best Alternative to Negotiated Agreement), Methods to evaluate alternative options/offers, Management of one's alternatives and other party's alternatives during negotiation.

#### **Legitimacy and Building Commitment**

When to say yes to agreed terms, and when to walk away, Criteria for decision-making on negotiated terms, Assessment of the legitimacy of negotiated terms, Leading all parties to commit to the negotiated agreement, Steps from plan to execution

### **Essential/Recommended Readings**

- Getting to Yes: Negotiating Agreement Without Giving in by Roger Fisher, William L. Ury, and Bruce Patton. Penguin Books
- Difficult Conversations: How to Discuss What Matters Most by Douglas Stone, Bruce Patton, Sheila Heen. Penguin Books
- Value Negotiation: How to Finally Get the Win-Win Right by Horacio Falcão. Pearson Education

#### **Articles**

- The Seven Myths of Win-Win Negotiations, by Horacio Falcão
- Control the Negotiation before it begins by Deepak Malhotra

### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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## Personal Financial Planning

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Personal Financial Planning</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with different aspects of personal financial planning like savings, investment, taxation, insurance, and retirement planning
- To develop the necessary knowledge and skills for effective financial planning.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the meaning and appreciate the relevance of financial planning.
- After studying this course, students will be able to understand the concept of investment planning and its methods.
- After studying this course, students will be able to examine the scope and ways of personal tax planning.
- After studying this course, students will be able to analyse insurance planning and its relevance.
- After studying this course, students will be able to develop insight into retirement planning and its relevance.



## SYLLABUS

### **Unit 1: Introduction to Financial Planning: (3 weeks)**

Financial goals, steps in financial planning, budgeting incomes and payments, time value of money. Introduction to savings, benefits of savings, management of spending & financial discipline, Setting alerts and maintaining sufficient funds for fixed commitments.

### **Unit 2: Investment Planning: (3 weeks)**

Process and objectives of investment, concept and measurement of return & risk for various asset classes, measurement of portfolio risk and return, diversification & portfolio formation. Gold bond; Real estate; Investment in greenfield and brownfield Projects; Investment in fixed income instruments, financial derivatives & commodity market in India. Mutual fund schemes; International investment avenues. Currency derivatives and digital currency.

### **Unit 3: Personal Tax Planning: (3 weeks)**

Tax structure in India for personal taxation, Scope of personal tax planning, exemptions and deductions available to individuals under different heads of income and gross total income. Comparison of benefits - Special provision u/s 115 BAC vis-à-vis General provisions of the Income-tax Act, 1961, tax avoidance versus tax evasion.

### **Unit 4: Insurance Planning: (3 weeks)**

Need for insurance. Life insurance, health insurance, property insurance, credit life insurance and professional liability insurance.

### **Unit 5: Retirement Benefits Planning: (3 weeks)**

Retirement planning goals, process of retirement planning, Pension plans available in India, Reverse mortgage, Estate planning.

### **Practical Exercises: (15 Weeks)**

The learners are required to:

- Perform electronic fund transfers through net banking and UPI.
- Identify certain recent Ponzi schemes in the market.
- Prepare tax planning for a hypothetical individual.

### **Suggested Readings:**

- Halan, M. "Let's Talk Money: You've Worked Hard for It, Now Make It Work for You" Harper Collins Publishers, New York.
- Indian Institute of Banking & Finance. "Introduction to Financial Planning" Taxmann Publication, New Delhi.
- Keown A.J. "Personal Finance" Pearson, New York.
- Madura, J. "Personal Finance", Pearson
- Pandit, A. "The Only Financial Planning Book that You Will Ever Need" Network 18 Publications Ltd., Mumbai.
- Sinha, M. "Financial Planning: A Ready Reckoner" McGraw Hill Education, New York.
- Tripathi, V. "Fundamentals of Investment" Taxmann Publication, New Delhi.

**Note: Learners are advised to use the latest edition of readings.**

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty

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



## PERSONALITY DEVELOPMENT AND COMMUNICATION

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Personality Development	2	1	0	1	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop inter personal and effective communication skills.
- To develop problem solving skills and understand its influence on behaviour and attitudes of individuals.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of oral and written communication in day-to-day working of the organisation.
- After studying this course, students will be able to develop inter personal skills and problem-solving skills.
- After studying this course, students will be able to understand the role of body language in effective communication.

### SYLLABUS

#### Unit 1

(4 Weeks)

Introduction, need for Communication, Process of Communication, Written and Verbal Communication, Visual communication, Signs, Signals and Symbols, Silence as a Mode of Communication, Inter-cultural, Intra-cultural, Cross-cultural and International communication, Communication through Questionnaires, Business Letter Writing, Electronic Communication.

#### Unit 2

(4 Weeks)

Business Cases and Presentations, Letters within the Organizations, Letters from Top Management, Circulars and Memos, Business Presentations to Customers and other stakeholders, presenting a Positive Image through Verbal and Non-verbal Cues, Preparing and Delivering the Presentations, Use of Audio-visual Aids, Report Writing.



**Unit 3****(4 Weeks)**

Barriers to Communication, Improving Communication Skills, Preparation of Promotional Material, Non-verbal communication, Body language, Postures and gestures, Value of time, Organizational body language, Importance of Listening, Emotional Intelligence. Working individually and in a team, Leadership skills, Leadership Lessons, Team work and Team building, Feedback, Feed forward Interpersonal skills – Delegation, Humour, Trust, Expectations, Values, Status, Compatibility and their role in building team – work Conflict Management – Types of conflicts, how to cope with conflict.

**Unit 4****(3 Weeks)**

Negotiation Skills, Types of Negotiation, Negotiation Strategies, Selling skills – Selling to customers, Selling to Superiors Selling to peer groups, team mates and subordinates, Conceptual selling, Strategic selling, Selling skills – Body language.

**Essential/recommended readings**

- Kushal Jin – Business Communication, VK India.
- Krishnamacharyulu, C. S. G, Ramakrishnan Lalitha – Personality Development, Interpersonal Skills and Career Management, Himalaya Publishing.
- Corvete Budjac – Conflict Management: A Practical Guide to Developing Negotiation Strategies, Pearson.

**Suggestive Readings**

- Mitra, B. K., Personality Development and Soft Skills, Oxford University Press.
- Kumar Sanjay and Pushplata, Communication Skills, Oxford University Press.
- Mandal S. K., Effective Communication and Public Speaking, Jaico Publishing.

**Note:** Latest edition of the readings may be used

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## Political Leadership and Communication

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Political Leadership and Communication	2	1	0	1	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the cross-cutting multi-disciplinary linkage of the subject.
- To gain a basic understanding of specific concepts and critical review of political communication and election campaign studies.
- To be able to construct a linkage between political communication and leadership.
- To learn conceptual frameworks and qualitative research skills for the analysis of modes and techniques of political communication and leadership.

#### Learning outcomes

The Learning Outcome of this course is as follows:

- After studying this course, students will be able to have a professional/career-oriented insight by facilitating their journey as Media managers, policy makers, political analysts, Journalists, Public relations officers in government agencies, political parties and higher education.



## SYLLABUS

### **Unit I: Explaining Political Communication** (3 weeks)

- Meaning, Nature and Scope
- Evolution and Transformation

### **Unit II: Exploring Leadership** (3 weeks)

- Themes, Theories and Typologies
- Participation and Performance


### **Unit III: Expanding Political Communication and Leadership: Orientation and Action** (3 weeks)

- Developing Communication and Leadership through Research
- Strengthening Techniques of Communication and Leadership

### **Unit IV: Extending Political Communication and Leadership: Research Issues and Challenges** (3 weeks)

- Researching Communication and Leadership through Survey: Opinion Poll, Exit Poll
- Examining Contemporary Issues and Challenges in Communication and Leadership

### **Unit V: Executing Political Communication and Leadership: Empirical and Professional Implications** (3 weeks)

- 
- Psephology as an Art and Vocation
  - Exploring Career Options

**Essential/recommended Readings:**

- Pole (2009). *Blogging the Political: Politics and Participation in a networked Society*. New York: Routledge.
- D. A. Graber (2005). 'Political Communication Faces the 21st Century', *Journal of Communication*, September: 479-507.
- Frank Esser and Barbara Pfetsh (eds.). (2004). *Comparing Political Communication-Theories, Cases and Challenges*. Cambridge: Cambridge University Press.
- G. Gerbner, L. Gross, M. Morgan and N. Signorielli (1982). 'Charting the Mainstream: Television's Contribution to Political Orientations', *Journal of Communication*, 32(2): 100-27.
- H. A. Semetko and M. Scammell (eds.) (2012). *The SAGE Handbook of Political Communication*. London: Sage.
- John C Maxwell (2008). *Developing the Leader Within You*. New Delhi: Harper Collins.
- Kiran Prasad (ed.) (2003). *Political Communication: The Indian Experience*. New Delhi: B.R. Publishers.
- Max Depree (2004). *Leadership is an Art*. RHUS Publications.
- Yogesh Atal (2014). 'Matdataoin Ka Sansar', *Pratiman*, Vol.2, No.1.
- Yogesh Atal (2018). 'Chunav Shastra Aur Rajniti', *Pratiman*, No.11.

**Web Source**

- <http://www.politicalcommunication.org/history.html>

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Programming using Python

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Programming with Python	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- ☐ To provide exposure to basic problem-solving techniques with computers
- ☐ To develop logical thinking abilities and to propose novel solutions for real world problems through programming language constructs.
- ☐ To deepen the empirical knowledge on applying programming on business domains.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- ☐ After studying this course, students will be able to interpret the basic representation of the data structures and sequential programming
- ☐ After studying this course, students will be able to gain knowledge of, and ability to use control framework terminologies.
- ☐ After studying this course, students will be able to work out using the core data structures as lists, dictionaries, tuples, and sets.
- ☐ After studying this course, students will be able to choose appropriate programming paradigms, interrupt and handle data using files to propose solutions through reusable modules.
- ☐ After studying this course, students will be able to propose possible error-handling constructs for unanticipated states/inputs .
- ☐ After studying this course, students will be able to implements exemplary applications on real-world problems.

## SYLLABUS

### Unit-1: Introduction

(3 weeks)

Relationship between computers and programs, Basic principles of computers, File systems, Using the Python interpreter, Introduction to binary computation, Input / Output

### Unit-2: Data types and control structures

(4 weeks)

Operators (unary, arithmetic, etc.), Data types, variables, expressions, and statements, Assignment statements, Strings and string operations, Control Structures: loops and decision

### Unit-3: Modularization and Classes

(4 weeks)

Standard modules, Packages, Defining Classes, Defining functions, Functions and arguments(signature)

### Unit-4: Data structures and Object-oriented design

(4 weeks)

Data Structures (array, List, Dictionary), Error processing, Exception Raising and Handling Programming types, Object Oriented Programming, Object Oriented Design, Inheritance and Polymorphism

## Practical Exercises

(15 weeks)

- ☐ Running instructions in Interactive interpreter and a Python Script
- ☐ Write a program to purposefully raise Indentation Error and Correct it
- ☐ Write a program to compute distance between two points taking input from the user. (Pythagorean Theorem)
- ☐ Write a program add.py that takes 2 numbers as command line arguments and prints its sum.
- ☐ Write a Program for checking whether the given number is an even number or not.
- ☐ Using a for loop, write a program that prints out the decimal equivalents of 1/2, 1/3, 1/4, 1/10
- ☐ Write a program using a for loop that loops over a sequence. What is the sequence?
- ☐ Write a program using a while loop that asks the user for a number, and prints a countdown from that number to zero.
- ☐ Find the sum of all the primes below two million. Each new term in the Fibonacci sequence is generated by adding the previous two terms. By starting with 1 and 2, the first 10 terms will be: 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, ...
- ☐ By considering the terms in the Fibonacci sequence whose values do not exceed four million, find the sum of the even-valued terms.
- ☐ Write a program to count the numbers of characters in the string and store them in a dictionary data structure.
- ☐ Write a program to use split and join methods in the string and trace a birthday with a dictionary data structure.
- ☐ Write a program combining lists that combines these lists into a dictionary.
- ☐ Write a program to count the frequency of characters in a given file. Can you use



character frequency to tell whether the given file is a Python program file, C program file or a text file?

- ☐ Write a program to print each line of a file in reverse order.
- ☐ Write a program to compute the number of characters, words and lines in a file.
- ☐ Write a function ball collide that takes two balls as parameters and computes if they are colliding. Your function should return a Boolean representing whether or not the balls are colliding. Hint: Represent a ball on a plane as a tuple of (x, y, r), r being the radius. If (distance between two balls centers)  $\leq$  (sum of their radii) then (they are colliding)
- ☐ Find mean, median, mode for the given set of numbers in a list.
- ☐ Write a function nearly equal to test whether two strings are nearly equal. Two strings a and b are nearly equal when a can be generated by a single mutation on b.
- ☐ Write a function dups to find all duplicates in the list.

#### Essential/recommended readings

- ☐ "Starting Out with Python plus My Programming Lab with Pearson eText --Access Card Package (3rd Edition) Tony Gaddis ISBN-13: 978-0133862256".
- ☐ Python Crash Course: A Hands-On, Project-Based Introduction to Programming (2nd Edition).
- ☐ Head-First Python: A Brain-Friendly Guide (2nd Edition) by Paul Barry.
- ☐ Learn Python the Hard Way: 3rd Edition by Zed A. Shaw.
- ☐ Python Programming: An Introduction to Computer Science (3rd Edition) by John M. Zelle.
- ☐ Python Cookbook: Recipes for Mastering Python 3 (3rd Edition) by Brian Jones and David Beazley.

#### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## PROSPECTING E-WASTE FOR SUSTAINABILITY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Prospecting E-waste for Sustainability	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To provide in-depth knowledge on the effective mechanisms to regulate the generation, collection, and storage of e-waste
- To gain insights into the internationally/nationally acceptable methods of transport, import, and export of e-waste within and between countries
- To develop a holistic view on recycling, treatment, and disposal of e-waste and related legislative rules.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to holistically analyze the environmental impacts of e-waste
- After studying this course, students will be able to apply the skills and various concepts for sustainable management of e-waste
- After studying this course, students will be able to decipher the role of various national and international regulations for e-waste management
- After studying this course, students will be able to provide specific recommendations for improved methods for handling e-waste at different stages such as generation, collection, storage, transport, and recycling





## SYLLABUS

### Practical/Hands-on Exercises

(15 weeks)

- Identification of e-waste and its types
- Composition of e-waste and segregation- from the material provided
- Dismantling of e-waste and handling process
- Visit a nearby e-waste handling facility
- Environmental protection laws and producer's responsibility for e-waste management
- Build an understanding of how regulatory mechanisms can be utilized in the management of e-waste in educational institutions.
- Discussion on plausible ways and implementation of e-waste reduction at the source
- Evaluation of the status of e-waste handling at your institution. Suggest potential solutions as per the existing norms of E-Waste (Management) Rules, 2016 and beyond.
- Estimate how recycling of e-waste in metro cities will go in sync with the circular economy
- Develop an understanding and itinerary of the process for procuring e-waste import permissions.
- Inventory of the e-waste disposal mechanisms.
- Study the evolution of e-waste management rules and its implementation- Hazardous Waste Rules, 2008, E-waste (Management and Handling) Rules, 2011; and E-Waste (Management) Rules, 2016
- Study the international laws on e-waste management- the international legislations: The Basel Convention; The Bamako Convention; The Rotterdam Convention;
- Waste Electrical and Electronic Equipment (WEEE) Directive in the European Union; Restrictions of Hazardous Substances (RoHS) Directive

### Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including (a) laboratory practicals; (b) field-work exercises; (c) customized exercises based on available data; (d) survey analyses; and (e) developing case studies; (f) demonstration and critical analyses; and (h) experiential learning individually and collectively.

### Prospective sector(s):

- Electric and electronic industries,
- E-waste Recycling Unites,
- Private entrepreneurs,
- Environmental consultancies,
- Pollution Boards, and
- Environmental NGOs

### Suggested Readings:

- Hester, R.E. and Harrison, R.M., 2009. Electronic Waste Management: Design, Analysis and Application. Royal Society of Chemistry Publishing. Cambridge, UK.
- Fowler, B.A., 2017. Electronic Waste: Toxicology and Public Health Issues. Academic Press.



- Gaidajis, G., Angelakoglou, K. and Aktsoglou, D., 2010. E-waste: environmental problems and current management. *Journal of Engineering Science and Technology Review*, 3(1), pp.193-199.
- Janyasuthiwong, S., 2020. *Metal Removal and Recovery from Mining Wastewater and E-waste Leachate*. CRC Press.



**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## Public Speaking in English Language and Leadership

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Public Speaking in English Language and Leadership	2	0	0	2	12 <sup>th</sup> pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To impart leadership skills to students along with adequate communication skills to create strong leaders in the emerging social, political and corporate world.
- To create leaders with ethics and resilience in industry-based fields as well as social fields.
- To allow students to realise their leadership skills and curate them through a hand-on practical approach which will be helpful in generating employable skills for them.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to learn effective communication through Public Speaking will instill leadership development among students.
- After studying this course, students will be able to lead in different fields at the undergraduate level, be responsible citizens and employ leadership skills in their future endeavours, too.
- After studying this course, students will be able to strengthen their critical mindset, help them being assertive and put forward constructive viewpoints employing the skills learnt in the practice sessions.

## SYLLABUS

### UNIT 1

(2 Weeks)

- Introduction to Effective Communication- Features, Advantages & Disadvantages
- Importance of Listening
- Oral communication- Meaning, Features & Importance
- Reading Public Speech- Reading documented speeches delivered in the past; Understanding the art of word play, vocabulary and putting thoughts into words

### UNIT 2

(5 Weeks)

- Public Speaking-
  - ✓ What is Speech?, Overcoming Fear of Public Speaking, Language of Public Speech
  - ✓ Drafting a Public Speech (Reading, research, writing, Fact check, Re-writing, Delivery)
  - ✓ 3P's of Public Speaking (Preparation, Practice, Performance)
  - ✓ Rhetoric Skills, Art of Informative & Persuasive speaking, Concluding Speech with Power
- Types of Public Speaking-
  - ✓ Physical & Online
  - ✓ Political, Organisational, Educational & Motivational
  - ✓ Ted Talks, Public Speaking in Media
- Listening in groups and Discussion- Listening famous speeches (from history & everyday life); Analysis of its elements & classroom discussion
- Writing Public speech- Classroom Practice Sessions

### UNIT 3

(5 Weeks)

- Leadership Skills- (2 hrs.)
  - ✓ Meaning, Features & Importance
  - ✓ Historical Overview
  - ✓ Leadership in Academic Life, Corporate Space, Public Life, Social Leadership and Political Leadership
- Leadership & Innovations- (2 hrs.)
  - ✓ Audience analysis
  - ✓ Audience Engagement & Leadership
  - ✓ Influencing through Leadership
- Execution & Delivery of Public Speech- Learning rhetorics through speeches in the form of Audio/ Video; Learning Body Language & Paralanguage through ICT
- Developing leadership competence through Public Speaking- Intra-class Speech Competitions; Extempore; Group Discussion

### UNIT 4

(3 Weeks)

- Importance of Public Speaking in developing Leadership Skills
- Ethics in Public Speaking & Leadership
- Mock Parliament/MUNs
- Workshop



**Suggested Readings:**

- ✓ Beebe, S. A., & Beebe, S. J. (2012). Public speaking: An audience-centred approach. (8th ed.). Boston: Pearson.
- ✓ Cardon, P. (2014). Business communication: Developing leaders for a networked world. (international ed.). New York: McGraw-Hill.
- ✓ Jaffe, C. I. (2013). Public speaking: Concepts & skills for a diverse society. (7th ed.). Boston: Cengage Learning.

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## STATISTICAL SOFTWARE PACKAGE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Statistical Software Package	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with data analysis using a statistical software package like SPSS or any other equivalent.
- To provide skills for research analysis and increase employability.
- To lay a foundation for advance data analysis work and higher education.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand basic functions of statistical software package for managing variables and generate descriptive statistics to describe the data and analyze data through graphs and charts.
- After studying this course, students will be able to test differences in sample means.
- After studying this course, students will be able to identify relationships between variables and develop models for predicting dependent variables on the basis of independent variables.
- After studying this course, students will be able to understand data structures and identify clusters in data.
- After studying this course, students will be able to identify principal components that are relevant from a host of variables.

## SYLLABUS

### Unit 1: Getting started with the Software

(4 Weeks)

Introduction: Data Entry, Storing and Retrieving Files, Generating New Variables; Managing Data – Listing cases, replacing missing values, computing new variables, recoding variables, selecting cases, sorting cases, merging files, Graphs – Creating and editing graphs and charts; Descriptive Statistics Procedures: Frequencies, Descriptive, Explore, Cross Tabulation.

### Unit 2: Hypothesis Testing for Means

(3 Weeks)

T-tests: One sample test, Independent samples and paired samples t-test; ANOVA – One-way analysis of variance with post hoc analysis, Two-way analysis of variance.

### Unit 3: Testing for Association between Variables

(4 Weeks)

Chi-square Test of Independence; Bivariate Correlation Analysis: Simple Scatter Plot; Correlation Coefficient: Pearson, Spearman Rho and Kendall Tau Coefficient. Factor analysis.

### Unit 4: Regression Analysis

(4 Weeks)

Linear Regression: Simple Linear Regression, Multiple regression analysis with matrix scatterplot, Multiple Regression: Standard (Enter) and Stepwise Method. Binary Logistic Regression.

### Essential/recommended readings

- ☐ Performing Data Analysis using IBM SPSS, Lawrence S. Meyers, Glenn C. Gamst, A. J. Guarino, Wiley Publication
- ☐ SPSS for Windows Step by Step A Simple Guide and Reference, Darren George and Paul Malley
- ☐ SPSS in Simple Steps, Kiran Pandya, Smruti Bulsari, Sanjay Sinha, Dreamtech Press

### Suggestive Readings

- Using SPSS in Research, Dr. Radha Mohan, Neelkamal.

### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks Practical

Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Statistics with R	2	0	0	2	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To enable students to handle data in the R software thereby helping them to understand meaningful statistical analysis performed on the data.
- To enable students to extract data, and perform basic statistical operations entailing
- Data analysis such as – data cleaning, data visualisation, data summarisation, and regression amongst others.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to extract and Read data into R, manipulate, and analyse it
- After studying this course, students will be able to debug, organize, and comment R code
- After studying this course, students will be able to understand the R environment for downloading, installing, and using packages
- After studying this course, students will be able to do basic programming to write own functions
- After studying this course, students will be able to use loops
- After studying this course, students will be able to create standard and customized graphics
- After studying this course, students will be able to perform basic statistical operations and regression.

**SYLLABUS**

**Unit 1: Data Extraction and Spread Sheet Exploration**

**(3 Weeks)**

Extraction of economics and financial data from Prowessiq, RBI, IMF, World bank or an equivalent financial/economic database. The students should be able to save and export the data to 'R-environment' for further analysis.



## **Unit 2: Basics of R-language**

**(7 Weeks)**

Overview of the R language: Installing R and R Studio : Using R studio, Scripts, Text editors for R, Graphical User Interfaces (GUIs) for R, Creating and storing R workspaces, installing packages and libraries, Mathematical operations,

Data Types in R – Numeric, Integer, Character, Logical, Complex and missing data. Data Structures in R.

- Vectors – Creation, Arithmetic operations of Vectors, Vector Sub setting, Sorting and Sequencing functions.
- Matrix and Arrays – Creation, Arithmetic Operations of matrix, Sub setting, Use of Drop Function.
- Factors – Converting a vector into factor, assigning levels and labels, ordered Factor.
- List – Creating a list, accessing elements from a list, adding a new element and eliminating an existing element from the list, converting list to vectors.
- Data Frames – Creation of Data Frame, adding new columns, rows and removing columns, accessing column using the \$ sign, importing a data set (important file formats such as csv, txt and spreadsheet), aggregate function and subsetting of dataframes, tapply function, manipulation using dplyr package (select, filter, arrange, mutate and group by function, pipe operator).

Programming Fundamentals: Logical operators, conditional statements (if, else, else if statements in R), While loops, For loops, repeat loops. Creating functions in R.

Reading data in R (file formats such as csv, txt, and xlsx), Writing data to external files (file formats such as csv, txt, and xlsx), writing a table to a file, print function.

## **Unit 3: Basic Statistics and Regression**

**(5 Weeks)**

Summarizing and exploring data: Descriptive statistics (mean, median, mode, variance, skewness, five-point summary), dealing with missing data in R, Data cleaning (dplyr package, tidyr package and pipe operator), Exploratory Data Analysis; data visualization using inbuilt functions and ggplot2 package (pie chart, bar chart, line chart, histogram, box plot, scatter plot, Normal QQ plot).

Regression analysis using R: Regression vs Correlation, Simple and multiple regression, Ordinary least square, Assumptions of classical normal linear regression model (CNLRM), corplot package, car package, lmtest package, scatter plot (using plot function and ggplot2 package) to understand the relationship between variables, lm, abline, predict, resid function, interpreting 'summary table' of the regression model, normality of residuals (qqnorm and qqPlot functions), multicollinearity (correlation matrix, corplot and vif function), autocorrelation (acf plot and Durbin Watson test),



heteroscedasticity (graphically, bptest, ncvtTest), impact on estimates and inferences in case of violations of assumptions of CNLRM, methods to take care of violations.

Time series data, components of a time series data, additive and multiplicative time series model, ts function, diff function, plot of a time series data, time series data with linear trend; regression analysis using 'lm' function, stationarity in time series (concept only).

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

- Gardener, M. (2018), Beginning R: The Statistical Programming Language, Wiley & Sons.
- Sekhar, S.R.M., et al. (2017), Programming with R, Cengage Learning India.
- Wickham, H., et al. (2017), R for Data Science: Import, Tidy, Transform, Visualize, and Model Data, O'Reilly'.
- Field, A., Miles, J and Field (2012), Z. Discovering Statistics using R (Indian Reprint 2022), SAGE
- SimpleR - Using R for Introductory Statistics: John Verzani.
- The R Guide.
- Analysis of Epidemiological Data Using R and Epicalc: Virasakdi Chongsuvivatwong.
- Statistics Using R with Biological Examples: Kim Seefeld and Ernst Linder.
- An Introduction to R: Software for Statistical Modeling & Computing: Petra Kuhnert and Bill Venables.
- Gujarati, D.N. et al (2018), Basic Econometrics, McGraw Hill India, 5th Ed.
- CRAN website: <https://cran.r-project.org/>
- <https://prowessiq.cmie.com>,
- <https://data.worldbank.org/indicator>,
- [https://rstudio.com/products/rstudio/download/\(Rstudio\)](https://rstudio.com/products/rstudio/download/(Rstudio))
- <http://r-statistics.co>

#### **Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## SUSTAINABLE ECOTOURISM AND ENTREPRENEURSHIP

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sustainable Ecotourism and Entrepreneurship	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To train students in concepts and principles of sustainable ecotourism leading to a new generation of entrepreneurs
- To inculcate field-based practical skills in translating ecological systems into wealth generation while conserving natural resources
- To transform local biological wealth into a hub of global attraction and generate a scientific basis of Indian traditional knowledge

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to develop next-generation ecological entrepreneurs
- After studying this course, students will be able to evolve eco-literate society by integrating market-based instruments with eco-cultural knowledge of traditional societies
- After studying this course, students will be able to practice ecological knowledge for wealth generation, environmental conservation, and popularization of Indian traditional knowledge



## SYLLABUS

### Practical/Hands-on Exercise

(15 weeks)

- Assess the current state of ecotourism in little-known/explored areas and examine ecotourism potential
- Field surveys to identify the existing locations having ecological, wildlife, scenic, and ethnic potential for ecotourism and analyze existing prevalent eco-practices having the potential to integrate with ecotourism programme
- Identify ten plant species having ecological, economic, and cultural significance as ecotourist attraction
- Develop stories on the selected wild habitats to attract ecotourists from within and outside the country
- Identify suitable track and prepare a checklist of birds and animals with their stories for a diverse group of ecotourists
- Examine the current state of natural resources and develop suitable messages and appropriate media for educating different target groups
- Survey and identify the target group for ecotourism based on their age, education, economic and other criteria and evaluate their psychological barriers to ecotourism
- Conduct inventory of facility and analyze a preliminary competitive advantage over ecological attractions in the nearby area
- Analyze tourist spending patterns and track preferences for ecotourism attractions in nearby areas and add value to ecological, wildlife, and cultural attractions
- Survey attitude and perception of residents regarding ecotourism plan and analyze costs and benefits of the sustainable ecotourism development programme using a demand-driven marketing approach
- Develop messages, stories, and pictures to attract tourists and promote ecotourism in the target area
- Analyze basic elements of ecotourism, the special needs of ecotourists, develop trips and travel packages offering an array of experiences and predict the market trends
- Develop ecotourist activities for individuals, families, and groups and craft social media campaigns for the proposed ecotourism business
- Develop a plan for strategic alliances and partnerships with other projects/groups/organizations for public-private partnership in the proposed ecotourism programme

### Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including

- (a) laboratory practicals;
- (b) field-work exercises;
- (c) customized exercises based on available data;
- (d) survey analyses;
- (e) developing case studies;
- (f) demonstration and critical analyses;
- (h) experiential learning individually and collectively.

**Prospective sector(s):**

- Forest Departments
- Tourism industry
- World Bank
- UNDP
- WWF
- Environmental NGOs

**Suggested Reading:**

- Ballantyne, R. and Packer, J., 2013. International Handbook on Ecotourism. Edward Elgar Publishing Limited, UK
- Blumstein, D.T., Geffroy, B., Samia, D.S. and Bessa, E., 2017. Ecotourism's promise and
- Peril. A Biological Evaluation. Springer Int. Publ. (Chapters 10–11)
- Fennell, D.A., 2014. Ecotourism. An Introduction. Routledge, London, UK.
- Fletcher, R., 2014. Romancing the wild. In Romancing the Wild. Duke University Press.
- Tanguay, G.A., and Rajaonson, J., (2015). Evaluating Sustainable Tourism Using Indicators:
- Problems and Solutions. In: Brophy, S.C., (Ed), Ecotourism: Practices, Benefits and
  - Environmental Impacts. Nova Science Publishers, pp. 119 – 134.
- Wearing, S. and Schweinsberg, S., 2019. Ecotourism: Transitioning to the 22nd century. Routledge

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## VISUAL COMMUNICATION AND PHOTOGRAPHY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Visual Communication and Photography</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To synthesize a comprehensive view of principles involved in Visual Communication.
- To appreciate and express the cultural significance of photography as visual art and understand its evolution and purposes.
- To develop an awareness of compositional and organizational strategies for the effective deployment of formal elements of visual art.
- To read visual texts with a deep knowledge of visual history and theory.
- To create an ability of situating the content and form of the visual representation of thematic context.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to acquire knowledge of the cultural and historical importance of the visual medium.
- After studying this course, students will be able to explore the fundamentals and underlying theories of Visual Communication.
- After studying this course, students will be able to develop a thorough knowledge of concepts, and skills in creating photographs.
- After studying this course, students will be able to learn to identify and analyze semiotics in photographs.
- After studying this course, students will be able to develop a craftsmanship in creating aesthetically pleasing photographs





## SYLLABUS

### **Unit I: Historical Background and Basics of Visual Communication (3 Weeks)**

**Unit Description:** The Unit I will give a brief history of the visual arts from the caveman to modern man. Skills of artistic schools of thought and Intertextuality in art in relation to culture.

**Topics-** Concept and History of Visual Communication, Human Eye and Visual Process, Visual culture and Information Education Communication, Theories of visual communication - Gestalt Theory of visual communication, Perceptual theory of Visual communication, Semiotics and cognitive approach in visuals

### **Unit II: Theories of Visual Communication (4 Weeks)**

**Unit Description:** This unit will put emphasis on theories, semiotics and the study of signs. Through semiotic theories improve critical thinking skills, and learn to use semiotics to think logically and to analyze visual media in context of culture.

**Topics:** Fundamentals of Design: Definition. Approaches to Design, Centrality of Design, Elements of Design, Principles of Visual and other Sensory Perceptions. Colour psychology and theory (some aspects), Definition, Optical / Visual Illusions, etc., Various stages of design process, Learning skills to read signs and signifier in visuals for social messaging

### **Unit III: Photography as Visual Communication (4 Weeks)**

**Unit Description:** This unit will provide skills to learn camera and lighting techniques.

**Topics:** Introduction to photography, Camera – structure and function of camera , Characteristics of light, Sources of Light – Nature, Artificial and Available, Lighting techniques – three-point lighting, Exposure – focusing, aperture, shutter speed, Depth of field. , Kinds of light indoor and outdoor – Electronic flash and artificial lights, Light meters

### **Unit IV: Camera Compositions and Accessories (4 Weeks)**

**Unit Description:** This unit will provide skills about camera accessories and designing aesthetically rich compositions.

**Topics:** Camera lenses and accessories, Basic shots, angle, and view, Composition, Role of photographic image in visual communication, Basics of photojournalism, photo-features, photo - essays, writing captions, visual storytelling.

### **Essential Readings**

- Barnes, Susan B. An Introduction to Visual Communication: From Cave Art to Second Life, Peter Lang Pub, 2011.
- Berger, Arthur Asa, Seeing is Believing: An Introduction to Visual Communication, McGraw-Hill Education, 2012.
- Lester, Paul Martin, Visual Communication: Images with Messages (6ed), Cengage Learning, 2013.
- Photography: A Critical Introduction - edited by Liz Wells London, Routledge, Oxon, 2015.
- Farrell, I. Complete Guide to Digital Photography, Quercus Publishing, UK, 2014.



**Suggested Readings**

- Mandav, Pradeep, Visual Media Communication, Authors Press, 2001.
- Williams, Rich, Visual Communication: Integrating Media, Art, and Science, Routledge, 2007

**Examination scheme and mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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



## पटकथा लेखन

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
पटकथा लेखन	2	0	0	2	12 <sup>th</sup> Pass	NIL

#### Course Objective:

- पटकथा लेखन का परिचय कराना।
- विद्यार्थी की लेखन-क्षमता और भाषा-कौशल को बढ़ावा देना।
- विद्यार्थी को लेखन में रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना।

#### Course Learning Outcomes:

- पटकथा लेखन तथा उसके तकनीकी शब्दों से विद्यार्थी अवगत हो सकेगा।
- पटकथा लेखन की जानकारी मिलने के उपरान्त विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी।
- विद्यार्थी भाषायी सम्प्रेषण को समझते हुए लेखन से सम्बन्धित विभिन्न पक्षों से अवगत हो सकेगा।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा।

#### SYLLABUS

##### यूनिट 1

(4 सप्ताह)

- पटकथा लेखन: परिचय
- पटकथा के तत्व
- पटकथा के प्रकार
- पटकथा की शब्दावली

##### यूनिट 2

(4 सप्ताह)

- पटकथा लेखन में शोध का महत्व
- चरित्र की निर्मिति और विकास
- एक दृश्य का लिखा जाना
- तीन अंक (थ्री एक्ट) और पाँच अंक (फाइव एक्ट) को समझना



### यूनिट 3

(4 सप्ताह)

- वेबसीरीज के लिए पटकथा लेखन
- लघु फिल्म के लिए पटकथा लेखन
- वृत्तचित्र के लिए पटकथा लेखन
- विज्ञापन फिल्म के लिए पटकथा लेखन

### यूनिट 4

(3 सप्ताह)

- पटकथा का पाठ और विश्लेषण
- किसी आईडिया को स्क्रीन प्ले के तौर पर विकसित करना

### सन्दर्भ पुस्तकें:

- पटकथा कैसे लिखें: राजेंद्र पांडेय - वाणी प्रकाशन, दिल्ली, संस्करण 2015
- पटकथा लेखन : एक परिचय - मनोहर श्याम जोशी - राजकमल प्रकाशन, दिल्ली संस्करण 2000
- कथा-पटकथा: मन्नु भंडारी - वाणी प्रकाशन, दिल्ली, संस्करण 2014
- व्यावहारिक निर्देशिका: पटकथा लेखन: असगर वज़ाहत - राजकमल प्रकाशन, दिल्ली संस्करण 2011
- आईडिया से परदे तक: रामकुमार सिंह - राजकमल प्रकाशन, दिल्ली संस्करण 2021

### Examination Scheme & Mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## रंगमंच

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
रंगमंच	2	0	0	2	12 <sup>th</sup> pass	NIL

#### Course Objective:

- हिन्दी रंगमंच का सामान्य परिचय कराना ।
- नाट्य-प्रस्तुति की प्रक्रिया की जानकारी देना ।
- अभिनय के विभिन्न पक्षों से अवगत कराना ।
- रंगमंच के खेलों और गतिविधियों से अवगत कराना ।

#### Course Learning Outcomes:

- नाट्य-प्रस्तुति की प्रक्रिया से विद्यार्थी अवगत हो सकेगा ।
- रंगमंच की सामान्य जानकारी मिलने के उपरान्त इस क्षेत्र में विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी ।
- रंगमंचीय गतिविधियों से विद्यार्थी के व्यक्तित्व का विकास हो सकेगा ।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा ।

### SYLLABUS

#### यूनिट 1

(4 सप्ताह)

- भरत मुनि कृत नाट्यशास्त्र (संक्षिप्त परिचय)
- हिन्दी का पारंपरिक रंगमंच (संक्षिप्त परिचय)

#### यूनिट 2

(4 सप्ताह)

प्रस्तुति-प्रक्रिया: आलेख का चयन, अभिनेताओं का चयन, दृश्य-परिकल्पना (ध्वनि-संगीत-नृत्य-प्रकाश), पूर्वाभ्यास

**यूनिट 3****(4 सप्ताह)**

अभिनय की तैयारी: वाचिक, आंगिक, आहार्य, सात्विक

**यूनिट 4****(2 सप्ताह)**

आशु अभिनय, थिएटर गेम्स, संवाद-वाचन, शारीरिक अभ्यास, सीन वर्क

**यूनिट 5****(1 सप्ताह)**

मंच प्रबंधन: सेट, रंग-सामग्री, प्रचार-प्रसार, ब्रोशर-निर्माण

**सन्दर्भ पुस्तकें:**

- संक्षिप्त नाट्यशास्त्रम् - राधावल्लभ त्रिपाठी, वाणी प्रकाशन, दिल्ली, 2009
- रंग स्थापत्य: कुछ टिप्पणियाँ - एच. वी. शर्मा राष्ट्रीय नाट्य विद्यालय प्रकाशन, दिल्ली, 2004
- पारंपरिक भारतीय: रंगमंच अनंतधाराएँ - कपिला वात्स्यायन, अनुवाद - बदी उज्जम्मा, नेशनल बुक ट्रस्ट, दिल्ली, 1995
- हिंदी रंगमंच का लोकपक्ष, सं प्रो. रमेश गौतम, स्वराज प्रकाशन, दिल्ली 2020
- मंच आलोकन - जी. एन. दासगुप्ता, अनुवाद - अजय मलकानी, नेशनल बुक ट्रस्ट, दिल्ली, 2006
- रंगमंच के सिद्धांत - सं महेश आनंद, देवेन्द्र राज अंकुर, राजकमल प्रकाशन, दिल्ली 2008

**Examination Scheme & Mode:**

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

## रचनात्मक लेखन

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
रचनात्मक लेखन	2	0	0	2	12th Pass	NIL

#### Learning Objectives

- विद्यार्थियों के मौखिक और लिखित अभिव्यक्ति कौशल को विकसित करना।
- उनमें कल्पनाशीलता और रचनात्मकता का विकास करना।
- साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय कराते हुए लेखन की ओर प्रेरित करना।
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की प्रवृत्ति को विकसित करना।

#### Learning outcomes

The Learning Outcomes of this course are as follows:



इस पाठ्यक्रम के अध्ययन के पश्चात् विद्यार्थियों में:

- मौखिक और लिखित अभिव्यक्ति कौशल को विकसित होने में मदद मिलेगी।
  - उसमें कल्पनाशीलता और रचनात्मकता का विकास हो सकेगा।
  - साहित्य की विविध विधाओं और उनकी रचनात्मकता शैली का परिचय होगा जिससे वे स्वयं भी इन विधाओं में लेखन की अग्रसर हो सकेंगे।
- 
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की ओर भी ये अग्रसर होंगे।



## SYLLABUS

### इकाई 1

(5 सप्ताह)

रचनात्मक लेखन: अवधारणा: स्वरूप आधार एवं विश्लेषण

- भाव एवं विचार की रचना में अभिव्यक्ति की प्रक्रिया
- अभिव्यक्ति के विविध क्षेत्र: साहित्य पत्रकारिता, विज्ञापन, भाषण
- लेखन के विविध रूप: मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर
- अर्थ निर्मिति के आधार: शब्द और अर्थ की मीमांसा शब्द के पुराने-नए प्रयोग, शब्द की व्याकरणिक कोटि

### इकाई 2

भाषा भंगिमा और साहित्य लेखन

(5 सप्ताह)

- भाषा की भंगिमाएँ: औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक भाषिक संदर्भ: क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष
- रचना-सौष्ठव: शब्दशक्ति, प्रतीक, बिम्ब, अलंकारवक्रता
- कविता: संवेदना, भाषिक सौष्ठव, छंदबद्ध-छंदमुक्त, लय, गति, तुक
- कथा-साहित्य: वस्तु, पात्र, परिवेश, कथ्य और भाषा

### Unit III

(5 weeks)

विविध विधाओं एवं सूचना माध्यमों के लिए लेखन

- नाट्य-साहित्य: वस्तु, पात्र, परिवेश, कथ्य, रंगमंच और नाट्य-भाषा
- विविध गद्य विधाएँ: निबंध, संस्मरण, आत्मकथा, व्यंग्य, रिपोर्टाज, यात्रा-वृत्तांत
- प्रिंट माध्यम के लिए लेखन: फीचर, यात्रा-वृत्तांत, साक्षात्कार, विज्ञापन



- इलेक्ट्रानिक माध्यम के लिए लेखन: विज्ञापन, पटकथा, संवाद

Practical Exercises if any:

नोट: उपर्युक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए।

#### References and suggested Readings

1. साहित्य चिंतन: रचनात्मक आयाम: रघुवंश
2. शैली: रामचंद्र मिश्र
3. रचनात्मक लेखन: सं. रमेश गौतम
4. कविता क्या है: विश्वनाथ प्रसाद तिवारी
5. कथा-पटकथा: मन्नू भंडारी
6. पटकथा लेखन: मनोहर श्याम जोशी
7. कला की जरूरत: अर्नेस्ट किशर: अनुवादक: रमेश उपाध्याय
8. साहित्य का सौंदर्यशास्त्र: रवींद्रनाथ श्रीवास्तव
9. कविता: रचना-प्रक्रिया: कुमार विमल

#### Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

  
16/9/22  
REGISTRAR

