### DISCIPLINE SPECIFIC CORE-COURSE (DSC)

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### ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

#### MIL Communication
(Any One out of following)
- English A/B/C
- Hindi
- Tamil A/B/C
- Urdu A/B/C

#### English (Compulsory Paper)
- English A : English Language Through Literature
- English B : English Fluency
- English C : English Proficiency
1. Economics - Principles of Microeconomics-II

Credit: 6

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

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

Unit 1
Market Structures
Theory of a Monopoly Firm
Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly

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

Unit 2
Consumer and Producer Theory
Consumer and Producer Theory in Action
Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency

Markets and Market Failure
Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism
Unit 3
Income Distribution and Factor pricing

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

Unit 4
International Trade

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

References

Keywords
Imperfect competition, market failures, input demand, comparative advantage, international trade
Course Objectives

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

Learning Outcomes

On completion of this course, learners are expected to:

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

UNIT 1: CONCEPTUALIZING HUMAN DEVELOPMENT

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

UNIT 2: PERSPECTIVES ON HUMAN DEVELOPMENT

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

- Erikson’s theory of psychosocial development
- Kohlberg’s theory of moral development
- Bronfenbrenner’s ecological theory of development
UNIT 3: SITUATING HUMAN DEVELOPMENT IN THE CONTEXT OF DIVERSITY

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

READINGS

ESSENTIAL READINGS

- Woolfolk, A. (2017). *Educational Psychology (13th Ed.)*. New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- कुमार, संदीप (2017) मैतलिक एवं संवेदनशीलक्षौंकाकास मेमीडिया की भममकार, भारीय आधतकुम भशा,एनसीई ,2,37-44
- मकुंदु, कमलावी. (2013)स्कूल मेआजिमन्त्वक्य पछाड, अपराधादु वावायात्मक कुवियाहा, एकलब्य प्रकाशिन (पाठ 4, पष्ठा सं. 73-94)
ADDITIONAL READINGS


AUDIO VISUAL MATERIAL: ACROSS UNITS

- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky.2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

KEY WORDS

Human Development
3. English - Selections from Modern Indian Literature

Course Statement

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

Course Objectives

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

Course Contents

DSC 1B

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

1. Short Stories: 6 Stories
   Premchand, The Holy Panchayat
   R. K. Narayan, The M. C. C
   Basheer, The Cardsharper’s Daughter
   Sadat Hasan Manto, Toba Tek Singh
   Ambai, Squirrel
   Ishmat Chugtai, Lihaf
2. **Poems: 10 Poems**
Muktibodh, (i) ‘The Void’, (ii) ‘So Very Far’
Nissim Ezekiel, (i) ‘Enterprise’, (ii) ‘Goodbye Party for Miss Pushpa’
Sri Sri, ‘Forward March’

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

**Essential Readings**

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

**Suggested Readings**

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

Course Objective(2-3)

विद्यार्थियों को हिन्दी के मध्यकालीन और आधुनिक कवियों से परिचित कराना ।
साहित्य कविताओं के माध्यम से मध्यकालीन साहित्य की जानकारी देना ।

Course Learning Outcomes

कविताओं का अध्ययन-विश्लेषण करने की प्रदूषित तीव्र अर्थकर्मी ।
साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी ।

इकाई 1

कविर — कविर- यान्यालाल । माताप्रसाद गुप्ता । लोकमातृत्व प्रकाशन 1969 ।
कविर — साँच कौं अंग (१) केश यां अंग (५,९,१२,) संबंधित कौं अंग (१२)
सुश्रुद्ध — सुश्रुद्ध संधर्म । धरातल । साहित्य भवन 1990 ।
जोशुता सीला --- पद संख्या 20,26,27,60,
जोशुता तुलसीदास — तुलसी यथायतकल (दूरस्त खण्ड)। संस्था.आचार्य राजचन्द्र शुक्ल (नागरी प्रवाचनी सम-article, काशी )
दोह्याली — छंद संख्या -277,355,401,412,490,

इकाई 2

विन्यारे — विन्यारे संग्रह, जगदीश गुप्ता, संग्रह, कानपुर, 1983 ।
छंद संख्या -9,13,18,21,58,66,67
धनान्द्र — धनान्द्र संग्रह । जगदीश गुप्ता । साहित्य भवन प्राप्ति; इलाहाबाद; प्रभाव संक्षमण ; 1961 ।
छंद संख्या -3,14,16,18,23,24
इकाई 3

मैथिलीकथन गुम - रईसो के सपूत (भारतभाषाती, परंपरानु बाण;साहित्य सदन झैंसी)
पद संख्या ----123 से 128
नवरंगक प्रसाद - बीती विभावी जाग री !(तहर, नौकोदार फ़ैशन 2000)
हिमालय के ऑनल में ...........(रक्तनगुल: भारती भार्दवाह, इलाहाबाद, 1973)

इकाई 4

हरिवंश रच 'वचन' - जो बीत गयी ............ (हरिवंश रच वचन :प्रतिलिपि कविता राजकमल पेपरबैक्स, संपा. - नोहल गुप्ता) 2009
कामाजुल -उनके प्रणाली (कामाजुल : प्रतिलिपि कविताएं, संपा.जामचर सिंह, राजकमल, पेपरबैक्स, 2009)
भारतीय प्रसाद शिशु - गीता - फरोश (दुधरा सत्य, भारतीय जानकारी प्रकाशन; दूसरी संपर्क 1970 ई.)

References

कबीर - हजारी प्रसाद द्विवेदी
तुलसी काव्य भोजलाल - उदयभाऊ सिंह
बिहारी की याथिपूर्वीकृति-विश्वात्म प्रसाद जीता
सुरदास -प्रजेघर शर्मा
सुरदास - रामचन्द्र शुक्ल
गोरखभांजी तुलसीदास - रामचन्द्र शुक्ल
घनानंद और स्वचचंद काव्याधारा - मनोहर लाल गोड
मैथिलीकथन गुम : त्यक्ति और काव्य - कमलकौंत पाठक प्रसाद, पंत और मैथिलीकथन - रामधारी सिंह दिनकर प्रसाद के काव्य - प्रेम शंकर

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Additional Resources:

जयशंकर प्रसाद – मंदुलारे वाजपेयी
हरिवंशराय वर्धन – संपा.पुप्पा भारती
आधुनिक हिंदी कविता – विश्वनाथ प्रसाद तिवारी

Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि
5. History - History of India, c. 300 to 1200

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

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

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

Course Content:

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

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

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

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


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

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


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

- शा, श्री. एन. एचमके. एम. कृषिमाली. (2000). प्राचीनभारतकालित्वम. दिल्ली: हिन्दीमाध्यमकार्यविभागीलेखालय, दिल्लीविश्वविद्यालय, पुस्तकालय.

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

- हां, श्री. एन. एचमके. एम. कृषिमाली. (2000). प्राचीनभारतकालित्वम. दिल्ली: हिन्दीमाध्यमकार्यविभागीलेखालय, दिल्लीविश्वविद्यालय, पुस्तकालय.

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

- सिंह, उपिंदर. (2016). प्राचीनभारतपूर्वशताब्दीकालकालित्वम, सेपाशास्त्रकाल 12शताब्दीतक. दिल्लीविश्वविद्यालय विश्वविद्यालय.
Keywords: Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange.

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

Suggested Readings:


Keywords:
Gupta age, early medieval, tripartite struggle, Rajputs, Cholas, Arabs, Ghaznavids, transregional exchange.
6. Mathematics - Algebra

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

Course Learning Outcomes: The course will enable the students to understand:
   i) Solving higher order algebraic equations.
   ii) Become aware of De Moivre’s theorem and its applications.
   iii) Solving simultaneous linear equations with at most four unknowns.
   iv) Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.

Unit 1: Theory of Equations and Expansions of Trigonometric Functions
Fundamental Theorem of Algebra, Relation between roots and coefficients of nth degree equation, Remainder and factor theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given, Symmetric functions of the roots for cubic and biquadratic; De Moivre’s theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre’s theorem, Expansion for \( \cos nx, \sin nx \) in terms of powers of \( \cos x, \sin x, \text{and} \cos^n x, \sin^n x \) in terms of cosine and sine of multiples of \( x \).

Unit 2: Matrices
Matrices, Types of matrices, Rank of a matrix, Invariance of rank under elementary transformations, Reduction to normal form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four; Cayley–Hamilton theorem, Characteristic roots and vectors.

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

References:
Additional Readings:


Facilitating the Achievement of Course Learning Outcomes

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<th>Unit No.</th>
<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
<th>Assessment Tasks</th>
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<tr>
<td>1.</td>
<td>Solving higher order algebraic equations. Become aware of De Moivre’s theorem and its applications.</td>
<td>(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.</td>
<td>• Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.</td>
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<tr>
<td>2.</td>
<td>Solving simultaneous linear equations with at most four unknowns.</td>
<td>(iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.</td>
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<tr>
<td>3.</td>
<td>Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.</td>
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Keywords: Basis and dimension of vector space, Cayley–Hamilton theorem, Characteristic roots and vectors, Fundamental theorem of algebra, Linear dependence and independence, Lagrange’s theorem, Permutations, Rank of a matrix.
7.  NHE - Nutrition for the Family

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

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

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

UNIT I : Basic Concepts of Meal Planning.

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


UNIT II: Nutrition during Adult Years
Physiological changes, RDA, nutritional guidelines, nutritional concerns and healthy food choices for:
• Adult man and woman
• Pregnant woman
• Lactating mother
• Elderly


UNIT III: Nutrition during Childhood
Growth and development, growth reference/ standards, RDA, nutritional guidelines, nutritional concerns and healthy food choices for:
• Infants
• Preschool children
• School going children
• Adolescents
PRACTICAL:
• Introduction to meal planning
• Use of food exchange lists in planning and preparation of diets and dishes for:
  - Adults
  - Pregnant and lactating women
  - Preschool child
  - School age child and adolescent
  - Elderly

COMPULSORY READING:
• Khanna K et al. (2013). *Textbook of nutrition and dietetics*. Delhi: Elite Publishing House (P) Ltd.

ADDITIONAL RESOURCES:

KEY WORDS:
• Department of Home Science
• Food exchange list
• Dietary guidelines
• RDA
• Balanced diet
8. Political Science - Indian Government and Politics

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

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

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

Unit 1
Approaches to the Study of Indian Politics and Nature of the State in India: Liberal, Marxist and Gandhian

Unit 2
Indian Constitution: basic features, debates on Fundamental Rights and Directive Principles

Unit 3
Institutional Functioning: Prime Minister, Parliament and Judiciary

Unit 4
Power Structure in India: Caste, class and patriarchy

Unit 5
Religion and Politics: debates on secularism and communalism
**Unit 6**
Parties and Party systems in India

**Unit 7**
Strategies of Development in India since Independence: Planned Economy and Neo-liberalism

**Unit 8**
Social Movements: Workers, Peasants, Environmental and Women’s Movement

**Keywords**
Approaches, Constitution, Development, Institutions, Secularism, Social Movements
[A] Course Objectives:

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

[B] Course Learning Outcomes:

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

[C] Contents

Unit: I
Śukanāsopadeśa:
   Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा जायें चपला शीघ्रते, समासपर्यन्त (up to the end of the text.)

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

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

Unit: IV
Śivarājavijayam, NihŚwāsa-I
   From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

Unit: V
Survey of Sanskrit Literature: Prose:
   Origin and development of prose and important prose romances. Subandhu, Bāna, Daṇḍin, Ambikādatta Vyāsa.
Unit: VI
Survey of Sanskrit Literature: Prose:
Pañcatantra, Hitopadesa, Vetalapāñcavīrṇsattikā, Simhāsanadvātrimśikā and Purūṣaparīkṣā.

[D] References:

Compulsory Reading:

1. भानुक्रमसिंह, शुक्लासोपाध्याय. संस्कृत दीक्षा तथा हिन्दी शास्त्र व अनुवाद साहित्य।
2. प्रहलाद कुमार (स्था.), शुक्लासोपाध्याय, मेहरबन्द लक्षमनदास, दिल्ली, 1974।
3. रामनाथ शर्मा सुमन (स्था.), शुक्लासोपाध्याय, साहित्य चंद्र, दिल्ली, 1968।
4. शिवराजविजय – अबिश्वकवित्व, व्या – रमाशंकर सिंह, चीतम्बरा गुरुगंगा प्रकाशन, बाराणसी।
5. उमांशंकर शर्मा श्रीम. संस्कृत साहित्य का इतिहास, चीतम्बरा भारती अकादमी, बाराणसी।
6. A.B. Keith, History of Sanskrit Literature, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, 
मंगलदेव शर्मा, मोतीलाल बनर्जीपीडियस, दिल्ली)।

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शाश्वत निकेतन, बाराणसी।
2. प्रीतिप्रभा गोयल, संस्कृत साहित्य का इतिहास, राजस्थानी प्रेस, जोधपुर।

[H] Keywords:
Sanskrit Literature, Gadyakavya, Śukanāsopadeśa, Śivārajavijayam, Prose, romances, Subandhu, 
Bāna, Daṇḍin, Ambikādatta Vyāsa, Pañcatantra, Hitopadesa, Vetalapāñcavīrṇsattikā, 
Simhāsanadvātrimśikā and Purūṣaparīkṣā.
Course Objectives

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

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

Learning Outcomes

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

Facilitating the Achievement of Course Learning Outcomes

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<th>Course Learning Outcomes</th>
<th>Teaching and Learning Activity</th>
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<td>Reading material together in small groups initiating discussion topics participation in discussions</td>
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<td>Demonstrating conceptual and textual understanding in tests and exams</td>
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**Course Content**

**Unit 1**

Introduction

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

**Unit 2**

Language of Communication

Verbal and non-verbal, spoken and written

Personal communication

Social communication

Business communication

Barriers and Strategies

Intra-personal Communication

Inter-personal Communication

Group communication

**Unit 3**

Speaking Skills

Monologue

Dialogue

Group Discussion

Effective Communication

Mis-Communication

Interview

Public Speech
Unit 4
Reading and Understanding
Close Reading
Comprehension
Summary
Paraphrasing
Analysis
Interpretation
Translation from Indian languages to English and vice versa
Literary/Knowledge, Texts

Unit 5
Writing Skills
Documenting
Report writing
Making notes
Letter writing

Keywords
Critical reading
Comprehension
Summary
Paraphrase
Translation
Context
Argumentation
Perspective
Reception
Audience
Evaluation
Synthesis
Verbal communication
Non-verbal communication
Personal communication
Social communication
Barriers to communication
Intra-personal communication
Inter-personal communication
Group discussion
Miscommunication
Public speech
Literary knowledge
Writing skills
Documentation
Report writing
Note taking
Letter writing
हिंदी भाषा और संप्रेषण (BAPAEC01)(AECC)

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

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

इकाई—1  भाषिक संप्रेषण : स्वरूप और सिद्धांत
1. संप्रेषण की अवधारणा और महत्व
2. संप्रेषण की प्रक्रिया
3. संप्रेषण के विभिन्न मूढ़ल
4. अभाषिक संप्रेषण

इकाई—2 संप्रेषण के प्रकार
1. मौखिक और लिखित
2. वैज्ञानिक, सामाजिक और व्यवसायिक
3. भाषक संप्रेषण (miscommunication) और प्रभावी संप्रेषण में अंतर
4. संप्रेषण में चुनौतियाँ एवं समाधान

इकाई—3 संप्रेषण के माध्यम
1. एकावली
2. संवाद
3. सामूहिक चर्चा
4. जन संबंध माध्यमों पर संप्रेषण : कंप्यूटर—इंटरनेट, ई—मेल, ब्लॉग, वेबसाइट

इकाई—4 व्यक्तित्व और प्रभावी भाषिक संप्रेषण
1. व्यक्तित्व और भाषिक अभिव्यक्ति—आयु, विंग, वर्ग, शिक्षा
2. प्रभावी संप्रेषण के गुण—सुदृढ़ उच्चारण, भाषिक संरचना की समझ, भाषा व्यवहार, शब्द सामाध्य, शैली—सूर—लहर, अनुवाद, बलादात
3. प्रभावी व्यक्तित्व के निर्माण में संप्रेषण की भूमिका

29
References

- हिन्दी का सामाजिक संदर्भ—रवीन्द्रनाथ श्रीवास्तव
- संग्रहण—परक व्याकरण: सिंद्हुत और स्वरूप—सुरेंद्र कुमार
- प्रयोग और प्रयोग — वी.आर.जगन्नाथ
- भारतीय भाषा चित्तन की पीठिका—विद्यानिवास मिश्र

Additional Resources:

- कुछ पूर्वग्रह—अशोक वाजपेयी
- भाषाई अर्थमता और हिन्दी—रवीन्द्रनाथ श्रीवास्तव
- रचना का सरोकार—विश्वनाथ प्रसाद तिवारी
- संग्रहण: चित्तन और दक्षता—डॉ. मंजु मुकुल
Course objectives:
The course is designed to bring to the students the joy of learning Tamil language with utmost ease and productivity. The carefully selected lessons lead them step by step, giving such information only as is positively required, at the stage at which they have arrived. It presents English speaking students with a few lessons in which they may commence Tamil, and gradually acquire a thorough knowledge of the colloquial dialect, and afterwards an introductory knowledge of the grammatical dialect. The aim of the course is to enable the students to improve their communication skills in various practical day-today life situations and in their interactions with others.

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

Units of the Course:

1. Theory of Communication:
   Sender/ Receiver and modes of Communication

2. Types of Communication:

3. Language Communication:
   - Personal, Social and Business letters
   - Interview
   - Public Speech

4. Modes of Communication:
   - Dialogue
   - Group Discussion

5. Reading and Understanding:
   - Comprehension
   - Summary/ Paraphrasing
   - Translation (English to Tamil and vice versa)
References:

Compulsory Readings:


Additional Resources:


Keywords: Language Communication - Group Discussion - Comprehension - Communication skills

Note:
- For Student’s who have studied Tamil in class VIII or Above.
- For Student’s who have not studied Tamil in any-level/Non-Tamil students.
Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

1. فک کے خطوط
2. ایک خطیدہ جبلیہر
3. پوس کی رات
4. لیک سگلی (سماگل مسیت)
5. میر کل کی گوایی (اندام سانڈی)

Unit 2

1. میر تی میر
2. مرسا اسد اللحم علیہ
3. مونم خان مونم

وہ جو پہ مونم ثم مین قرار تھیا تمہیں یاد بھ کہ نہ یاد ہو
Unit 4

Grammar

1. تَنْعَبْ خَيْرَهُمْ، صَنَّعَهُمْ، صَنَّعَهُمْ مِنْ نَفْسِهِ، صَنَّعَهُمْ مِنْ نَفْسِهِنِ

2. تَنْعَبْ خَيْرَهُمْ، صَنَّعَهُمْ، صَنَّعَهُمْ مِنْ نَفْسِهِ، صَنَّعَهُمْ مِنْ نَفْسِهِنِ

References

ناشئ: شهيد أردوغي بورورمي

Keywords

Urdu Khutoot Nigari, Urdu Afsaney
Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

Unit 2

Unit 3
Unit 4

منطوقات
1. جاند اور تازی، حقیقت حسن (علامہ اقبال)

2. توفیقاں پرو سنتار، اردو (سردار حضرتی)

3. جاند میں کا بین، انتظار (محقق محي اڈن)

Unit 5

قواعد
عزت، نظم اور افشاری کی تعریف

References

نصاب کتاب
1. جدید اوردو نصاب حسین نوم (مانزرمی بیم) سیف اوردو، دبی بیوتورشی

Keywords

Fani, Hasrat, Majrooh Sultanpuri
Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

1. کاپیلی
   سرمد لحمد خان
2. میں میرے نوئون سے بھاڑ سخا تغریب لکھر
   جھ جانگ
3. اب کسی کوئی بھی
   امیر پرواز

Unit 2

1. میں موایی
2. جھار رماپڑی
3. فراق گورکھپوری

Unit 3

1. چکو لئی
2. اب کر ایشی
3. دنگرا سیح سرور
4. ممان کر
5. نیا ٹول
6. محمد قاسی
Unit 4

Founud
حرف کی تعریف اور اس کی قسمی، اسم کی تعریف اور اس کی قسمی، فعل کی تعریف اور اس کی قسمی، صفت اور اس کی قسمی

References

نمونہ کتاب
انی درمی کتاب، کتابی دوا، لیني نان

Keywords

Urdu Afsana, Nazm aur Ghazal
Course Objectives

This course aims to

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

COURSE CONTENT FOR SEMESTERS I / II

Unit 1

Understanding Everyday Texts

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

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

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

Speaking: Make short presentations, 2-3 minutes long, showcasing their understanding of any topical issues.
**Listening** and responding to short presentations

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

**Suggested Readings:**


Jadhav, Radheshyam ‘Groom wanted: Trader peon…anyone but a farmer’ *Times News Network*


Knapton, Sarah ‘Selfitis’ -- the obsessive need to post selfies-- is a genuine mental Disorder say psychologists’ *The Telegraph* 15 December 2017


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

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

**Unit 2**

**Understanding Drama**

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

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

**Writing:** Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays

**Speaking:** Learning to use one’s voice and body to perform/enact a character

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

**Grammar/Vocabulary:** Observing and learning the us of the first person/second person/third person address
Suggested Readings:


**Unit 3**

**Understanding Poetry**

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

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

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

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

**Listening** to others’ poetry and preparing responses.

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

Suggested Readings:

- Ezekiel Nissim ‘Goodbye Party For Miss Pushpa TS’ *Collected Poems* New Delhi: Oxford University Press 2005
- Okara Gabriel ‘Once Upon a Time’ *Gabriel Okara: Collected Poems* Nebraska: University of Nebraska 2016
Unit 4
Understanding Fiction

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

Reading: a short story to identify themes, plot, structure, characterisation and narrative voice
Rewriting: the story from another perspective to redevelop plot and characters
Speaking: discussing the formal elements of a piece of fiction of their choice
Listening: to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

Grammar/Vocabulary: Imperatives Conditional Clauses Transitions

Suggested Readings:

Kumar E Santhosh ‘Three Blind Men describe an Elephant’ Indian Review

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

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

Unit 5
Creating Your Own Voice

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

Reading: Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines
Writing: Examine the process of writing; drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays
Speaking: about thematically similar content to different audiences to help students understand how the listener affects form and content
Listening: Students’ presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme
**Grammar/Vocabulary**: Register tone word choice

**Suggested Readings:**


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


**Keywords**

- Language through literature
- Verbal and written texts
- Social and ethical frameworks
- Listening and reading comprehension
- Argumentative descriptive and narrative writing styles
- Confident self-expression
Course Objectives
This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal institutional and social spaces. The course will help students to:

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

COURSE CONTENTS FOR SEMESTERS I / II

Unit 1
In the University
Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles
- Introduce yourselves as individuals and as groups -- group discussion exercise
  Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

Suggested Readings:
Tales of Historic Delhi by Premola Ghose Zubaan. 2011

Unit 2
In the domestic sphere
Diary/ Blog writing

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

Suggested Readings:
‘The Lost Word’ by Esther Morgan From New Writing, ed. Penelope Lively and George
Szirtes, Picador India, New Delhi, 2001.


**Unit 3**

**In public places**

CV Job applications Tenses and concord

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

**Suggested Readings:**


**Unit 4**

**In the State**

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

Active & Passive voice; idioms

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

**Suggested Readings:**


tionline.gov.in/index.php

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

**Unit 5**

**Interface with Technology**

Book/film reviews Punctuation

- Write a review of a text you have read in class
Record a collaborative spoken-word review of the latest film your group have all seen

**Suggested Readings:**


**Keywords**

Effective communication
Listening
Speaking
Reading and writing
Communicative tasks and activities
Familiar contexts
Professional contexts
Social contexts
Course Objectives

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

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

COURSE CONTENTS FOR SEMESTER I / II

Unit 1

Reading and Comprehension - I

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

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

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

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

Unit 2

Learning about words

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

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

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

Suggested Readings:

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

Unit 3

Basic Grammar Rules - I

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

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

Suggested Readings:

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

Unit 4

Writing Skills - I

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. These skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs,
expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc.

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

**Suggested Readings:**

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

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

**Unit 5 Conversing- I**

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

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

**Suggested Readings:**

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

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

**References**

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


*Everyday English*, Delhi: Pearson, 2005

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

**Additional Resources:**

*English at the Workplace*, Delhi: Macmillan, 2006
- Reading Comprehension - 25 marks
- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

Keywords
English proficiency Reading

Writing Speaking Listening Pronunciation Comprehension Vocabulary Syntax Grammar Composition Conversation