

Pool of Generic Elective Courses
Offered by Department of Hindi
बी.कॉम. (प्रोग्राम) पाठ्यक्रम
CATEGORY-IV

हिंदी-क (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

हिंदी में रुचि विकसित करना

हिंदी साहित्य एवं प्रमुख साहित्यकारों का परिचय

हिंदी भाषा को समझना और उसके आधुनिक प्रयोग को जानना

Course Learning Outcomes

हिंदी भाषा और साहित्य का परिचय

प्रमुख साहित्यकारों का अध्ययन

इकाई-1

हिंदी भाषा

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) हिंदी की उपभाषाएँ

इकाई-2

हिंदी साहित्य का इतिहास

(क) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) सामान्य परिचय

(ख) हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

इकाई-3

(क) कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, नागरी प्रचारिणी सभा, वाराणसी, 17वाँ संस्करण, सं. 2049 वि.

साखी : गुरुदेव कौ अंग - 11, 12, 13, 14, 15, 16, 17

(ख) भीराबाई की पदावली, संपा. आ. परशुराम चतुर्वेदी; हिंदी साहित्य सम्मेलन, प्रयाग; 14वाँ संस्करण, 1892. सन् 1970 ई.; पद 1, 4, 5, 6

(ग) बिहारी : बिहारी रत्नाकर; संपा. जगन्नाथ दास रत्नाकर बी.ए.; प्रकाशन संस्थान, नई दिल्ली; सं. 2006; दोहा 381, 435, 438, 439, 491

इकाई-4

आधुनिक हिंदी कविता

- मैथिलीशरण गुप्त : भारत भारती (हमारे पूर्वज अंश)

- जयशंकर प्रसाद : हिंमाद्रि तुंग शृंग से

- नागार्जुन : अकाल और उसके बाद

References

1. हिंदी भाषा : धीरेंद्र वर्मा
2. हिंदी भाषा की संरचना : भोलानाथ तिवारी
3. हिंदी साहित्य का इतिहास : आ. रामचंद्र शुक्ल
4. हिंदी साहित्य का इतिहास : सं. डॉ. नगेंद्र

5. हिंदी साहित्य के इतिहास पर कुछ नोट्स : डॉ. रसाल सिंह
6. हिंदी साहित्य का अतीत : विष्णुनाथ प्रसाद मिश्र
7. हिंदी साहित्य : उद्भव और विकास : हजारीप्रसाद द्विवेदी
8. कबीर : हजारीप्रसाद द्विवेदी
9. मीरा का काव्य : विष्णुनाथ त्रिपाठी
10. प्रसाद का काव्य : प्रेमचंद

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-ख’ (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

हिंदी भाषा और साहित्य के इतिहास की समझ विकसित होगी।

प्रमुख कविताओं की आलोचनात्मक समझ विकसित होगी।

Course Learning Outcomes

हिंदी भाषा के विकास और साहित्य के इतिहास की स्पष्ट समझ विकसित होगी।

इकाई-1

हिंदी का उद्भव और विकास

हिंदी की प्रमुख बोलियों का परिचय

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

इकाई-2

(क) कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, नागरी प्रचारिणी सभा, वाराणसी, 17वां संस्करण; सं. 2049 वि.

- पोथी पढ़ि पढ़ि जग मुआ.....
- कस्तूरी कुंडलि बसै
- यह तन विष की बेलरी, गुरु अमृत की खान ____
- सात समुन्दर की मसि करूँ
- साधू ऐसा चाहिए
- सतगुरु हमसुँ रीझकर

(ख) तुलसी : रामचरितमानस - केवट प्रसंग

इकाई-3

(क) बिहारी

- बतरस लालच लाल की
- या अनुरागी चित्त की

(ख) भूषण

– इन्द्र जिमि जंभ पर

– साजि चतरंग सैन

इकाई-4

आधुनिक कविता

– जयशंकर प्रसाद : अरुण यह मधुमय देश हमारा

– हरिवंश राय 'बच्चन' : अग्निपथ

References

1. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
2. कबीर : हजारीप्रसाद द्विवेदी
3. तुलसी काव्य-मीमांसा : उदयभानु सिंह
4. बिहारी की वाग्विभूति : विष्णुनाथ प्रसाद त्रिपाठी
5. निराला की साहित्य साधना : रामविलास शर्मा
6. हिंदी साहित्य का सरल इतिहास : विष्णुनाथ त्रिपाठी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-ग’ (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

- हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।
- राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना।
- विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता-संबंधी समझ विकसित करना।

Course Learning Outcomes

- हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
- विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य

हिंदी भाषा का सामान्य परिचय

हिंदी की प्रमुख बोलियों का सामान्य परिचय

हिंदी साहित्य का इतिहास : आदिकाल और मध्यकाल की सामान्य विशेषताएँ

हिंदी साहित्य का इतिहास : आधुनिककाल की सामान्य विशेषताएँ

इकाई-2

भक्तिकालीन कविता

कबीर

- गुरु गोविन्द दोउ खड़े
- निन्दक नियरे राखिए
- कबीर संगति साधु की
- माला फेरत जुग भया
- पाहन पूजै हरि मिले
- वृच्छ कबहूँ न फल भखें

सूरदास

- मैया मैं नहिं माखन खायो
- उधो मन न भए दस-बीस

इकाई-3

बिहारी

- मेरी भव बाधा हरौं
- कनक कनक ते सौं गुनी
- थोड़े ही गुन रीझते
- कहत नटत रीझत खिझत

घनानंद

- अति सूधो सनेह को मारग
- रावरे रूप की रीति अनूप

इकाई-4

- माखनलाल चतुर्वेदी : पुष्प की अभिलाषा
- धूमिल : रोटी और संसद

References

1. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
2. कबीर : हजारीप्रसाद द्विवेदी
3. बिहारी रत्नाकर : जगन्नाथदास रत्नाकर
4. हिंदी साहित्य के इतिहास पर कुछ नोट्स : डॉ. रसाल सिंह
5. त्रिवेणी : रामचंद्र शुक्ल
6. भक्ति आंदोलन और सूरदास का काव्य : मैनेजर पाण्डेय
7. समकालीन बोध और धूमिल का काव्य : डॉ. हुकुमचंद राजपाल
8. समकालीन साहित्य : एक दृष्टि : इन्द्रनाथ मदान

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

- 1 से 3 सप्ताह : इकाई-1
- 4 से 6 सप्ताह : इकाई-2
- 7 से 9 सप्ताह : इकाई-3
- 10 से 12 सप्ताह : इकाई-4
- 13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

विकास गुप्ता
REGISTRAR

COMMON POOL OF GENERIC ELECTIVES (GE)

OFFERED BY DEPARTMENT OF HINDI

‘हिंदी-क’ (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता-संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

आधुनिक आवश्यकताओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्क भाषा की जानकारी प्राप्त होगी।

इकाई-1

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) राष्ट्रभाषा, राजभाषा और संपर्क-भाषा के रूप में हिंदी

इकाई-2

हिंदी साहित्य का इतिहास

(क) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) सामान्य परिचय

(ख) हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

इकाई-3

(क) संत-काव्य (संग्रह) : परशुराम चतुर्वेदी; किताब महल, इलाहाबाद; 1952

संत रैदासजी

पद : 1, 4, और 19

(ख) भूषण – भूषण ग्रंथावली, सं. आचार्य विष्णुनाथ प्रसादमिश्र, वाणी प्रकाशन, दिल्ली, 1998;

कवित्त संख्या 409, 411, 412

(ग) बिहारी – बिहारी रत्नाकर, सं. जगन्नाथदास रत्नाकर बी.ए., प्रकाशन संस्थान, नई दिल्ली, सं. 2006, दोहा 1, 10, 13, 32

इकाई-4

- आधुनिक हिंदी कविता
- माखनलाल चतुर्वेदी : बेटी की विदाई
- जयशंकर प्रसाद : हिमाद्रि तुंग शृंग से
- नागार्जुन : बादल को घिरते देखा है

References

9. रामचंद्र शुक्ल : हिंदी साहित्य का इतिहास
10. हजारीप्रसाद द्विवेदी : हिंदी साहित्य की भूमिका
11. सं. डॉ. नगेंद्र : हिंदी साहित्य का इतिहास
12. रामस्वरूप चतुर्वेदी : हिंदी साहित्य और संवेदना का विकास
13. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, वीडियो आदि

- 1 से 3 सप्ताह : इकाई-1
- 4 से 6 सप्ताह : इकाई-2
- 7 से 9 सप्ताह : इकाई-3
- 10 से 12 सप्ताह : इकाई-4
- 13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-‘ख’(उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य
हिंदी भाषा का उद्भव और विकास
हिंदी की प्रमुख बोलियों का परिचय
हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)
हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

इकाई-2

भक्तिकालीन कविता :
(क) कबीर – कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरीप्रचारिणी सभा, वाराणसी 17वां संस्करण, सं. 2049 वि.
साखी : गुरुदेव कौ अंग – 24, 25, 26, 27, 28, 33, 34

(ख) तुलसी : 'रामचरितमानस' गीताप्रेस, गोरखपुर से 'केवटप्रसंग'

इकाई-3

– मैथिलीषरण गुप्त : नर हो न निराष करो
– सूर्यकांत त्रिपाठी 'निराला' – तोड़ती पत्थर
– केदारनाथ अग्रवाल : धूप

इकाई-4

आधुनिक कविता
– सुभद्रा कुमार चौहान : बालिका का परिचय
– निराला : तोड़ती पत्थर

References

1. रामचंद्र शुक्ल : हिंदी साहित्य का इतिहास
2. हजारीप्रसाद द्विवेदी : हिंदी साहित्य की भूमिका
3. सं. डॉ. नगेंद्र : हिंदी साहित्य का इतिहास
4. रामस्वरूप चतुर्वेदी : हिंदी साहित्य और संवेदना का विकास
5. आ. विष्णुनाथ प्रसाद मिश्र : भूषण ग्रंथावली
6. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

हिंदी-ग (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) हिंदी का भौगोलिक विस्तार

(ग) हिंदी कविता का विकास (आदिकाल, मध्यकाल) : सामान्य विशेषताएँ

(घ) हिंदी कविता का विकास (आधुनिक काल) : सामान्य विशेषताएँ

इकाई-2

भक्तिकालीन हिंदी कविता :

कबीर : कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरीप्रचारिणी सभा, वाराणसी 17वां संस्करण,

सं. 2049 वि.

साखी : गुरुदेव कौ अंग – 19, 20, 21, 22, 23

सूरदास :

- मैया मैं नहिं माखन खायौ
- उधोमन न भए दस-बीस

इकाई-3

रीतिकालीन हिंदी कविता

(क) बिहारी :

- मेरी भव बाधा हरौ
- कनक कनक ते सौंगुनी
- कहत नटत रीझत खिजत

(ख) घनानंद :

- अति सूधो सनेह को मारग
- रावरे रूप की रीति अनूप

इकाई-4

आधुनिक हिंदी कविता

- सुमित्रा नंदन पंत : आह! धरती कितना देती है
- सर्वेष्वर दयाल सक्सेना : लीक पर वे चलें

References

1. कबीर : हजारीप्रसाद द्विवेदी
2. तुलसीकाव्य – मीमांसा : उदयभानु सिंह
3. हिंदी साहित्य का सरल इतिहास : विष्णुनाथ त्रिपाठी
4. बिहारी की वाग्विभूति : विष्णुनाथ प्रसाद मिश्र
5. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
6. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

सीखने की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता को मजबूती प्रदान करना है। कालक्रम के विद्यार्थी युग बोध कोठी से जान सकेंगे। छात्र कविता के माध्यम से उसमें निहित मानवतावादी दृष्टिकोण को बेहतर तरीके से जान सकेंगे। हिंदी भाषा आज तेजी से वैश्वीकृत हो रही है। ऐसे में कविता की भूमिका और भी अधिक महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता ने समय और समाज को प्रभावित किया है और मानवीय आचरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता छात्रों

के दृष्टिकोण को और भी अधिक परिपक्व करेगी। प्रस्तुत पाठ्यक्रम को निम्नांकित सप्ताहों में विभाजित किया जा सकता है :

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Assessment Methods

टेस्ट और असाइनमेंट



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-1
Basic Sanskrit

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves the simple Sanskrit sentences.

[B] Course Learning Outcomes:

- Students will acquire the basic and working knowledge of the Sanskrit language.
- Students will be able to communicate in simple Sanskrit.
- Students will develop an interest in Sanskrit.
- Students will be motivated to study further.

[C] Course Contents

Unit: I Grammar and Composition, Part I:

- Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and other similar simple verbs in present, past and future tenses. Accusative forms of nouns in singular number with the usage of more simple verbs.
- 'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).
- Masculine and Feminine nouns ending in 'ī' and masculine nouns ending in 'u' in various cases in singular number.
- Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neutral genders.
- Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk.
- Neuter nouns ending in consonants – jagat, manas.

Unit: II Grammar and Composition, Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - kṛ, śrū
 Special Verb forms – in parasmaipada –past, present, future and imperative - jñā
 Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā
 Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: III Sandhis and Pratyayas



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

Ac Sandhis:

yaṇ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

Hal sandhis:

scutva, stutva, anunāsikatva, chhatva and jaṣṭva

Visarga sandhis:

satva and rutva

Unit: IV Pratyayas–

śaṭṛ, śānac, ktavatu, kta

ktvā, lyap, tumun

Active – passive structures only in laṭ lakāra

[D] References:

Compulsory Readings:

1. Mishra, Dr. Yadunandan, Anuvada Chandrika, Chaukhambha Orientaliya, Delhi, 2021.
2. Apte, Vaman Shivram, Students Guide to Sanskrit Composition, The Standard Publishing Company, Girgaon, Bombay, 1925.
3. Tripathi, Dr. Brahmananda, Rupa Chandrika, Chaukhamba Surbharati Prakashan, Varanasi, 2008.
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:

1. Teachers will introduce the prescribed components of grammar with several examples.
2. Teachers will make students produce and practise with more examples.
3. Teachers will put words in phrases and sentences and repeat them in several variations.
4. Students will construct Sanskrit sentences in the class singly and collectively and exhibit them in spoken as well as written forms.
5. Teachers will provide practice sheets to the students for each section, which they will solve either in class or at home.
6. Teachers will from the very beginning, encourage students to make short and simple Sanskrit sentences and speak in Sanskrit.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4

[G] Assessment Methods:



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

I. Final Examination 75

i.	Word formation and Forms from Unit 1	20
ii.	Word formation and Forms from Unit 2	20
iii.	Word formation and Forms from Unit 3	20
iv.	Word formation and Forms from Unit 3	15

II. Internal Assessment 25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[H] Keywords:

Sanskrit language, grammar, composition etc.



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE 2

Indian Aesthetics

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

Aesthetics is a potent and important field of literary criticism. It has acquired the status and recognition of an independent academic discipline today, Aesthetics deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of all fine art forms. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Art forms. The principal objective of this course is to give the students an overview of the major trends of Indian Aesthetics.

[B] Course Learning Outcomes:

This course will enable students to identify the real essence behind all ideas of Beauty as propounded by Indian rhetoricians. After the completion of the course, the learner will be able to understand the Indian deliberations on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic modes of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

[C] Course Contents:

Unit: I

Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vāya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II

The process of Aesthetic experience (Rasa)

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

(causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness),

Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).

- Number of rasas according to Bharat.
- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayatā, alaukikatā)

Unit: III

Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting and Music.
- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV

Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhara, Abhinavagupta, Maṇḍana, Viśvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of Abhijñānaśākuntalam.

[D] References:

Compulsory Reading:

1. Singh, Satyavrata, Sāhityadarpaṇa of Viśvanātha, Chaukhamba Vidyabhavan, Varanasi, 1957.
2. Kane P.V., *History of Sanskrit Poetics* pp.352-391, Motilal Banarasidas



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

Publishers Private Limited, Delhi, 2002.

3. Pandey, Dr. Kantichandra: *Comparative Aesthetics*, vol.1
Chowkhamba Sanskrit series office Varanasi, 1972.
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60
6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625, चौखम्बा प्रकाशन, 1978
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:

1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi, 1956
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्बा संस्कृत सीरीज, वाराणसी 1967, 1978



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

[E] Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical wherein all relevant elements will be analyzed. The students will know the salient features of Aesthetic based on Sanskrit literature on the Subject.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 7 – Unit 4

[G] Assessment:

I. Final Examination

Total marks - 75

4 long questions	4x 15 = 60 marks
2 notes	2x 7.5 marks= 15

II. Internal Assessment

25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[H] Keywords:

Aesthetics, Saundaryaśāstra, vāya,rūpa, vacana, hāva, ramaṇīyatā, ,
lāvaṇya, cārutā, kānti, tti, madhuratā, manohāritā, suṣmā, abhirāmtā
Aesthetic experience, Rasa, Sāhityadarpaṇa, ānandamayātā, alaukikatā,
bhāva, vibhāva, anubhāva, sāttvika bhāva, vyabhicāri bhāva,
sthāyibhāva, sahr̥daya, anukārya, anukartā, sādharmaṇīkaraṇa, Rasa,
alaṅkāra, rīti, dhvani,vakrokti & aucitya, Bharata, Bhāmaha, Vāmana,
Ānandavardhana, Rajśekhara, Abhinavagupta, Mammaṭa,Vishvanātha,
Rūpagoswamī and Paṇḍitarāja Jagannātha



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-3
Basic Principles of Āyurveda

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

The primary objective of this course is to offer the students an opportunity of learning about Ancient Indian Medical practices. Students will be familiar with the basic principles of the Science of Ayurveda.

[B] Course Learning Outcomes:

This course will enable the students to get a fair understanding of the Science of Ayurveda (Medical Science). The course will make the learner capable of analyzing the classification and elements of Indian herbs. The course is supposed to create among the students an awareness of ancient medical practices.

[C] Course Contents:

Unit: I

Introduction to Āyurveda

Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.

History of Āyurveda

Introduction to Major Texts (Suśrut Saṁhitā and Caraka Saṁhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II

Basic Principles of Āyurveda

1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.
5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣa (faeces), Mūtra (urine) and Sveda (sweat).



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

Unit: III

Aṣṭāṅga Āyurveda:

1. Kāyçikitsā (General Medicine)
2. Kaumārabhr̥tya (Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vajīkaraṇa (Aphrodisiac).

Unit: IV

Important Medicinal Plants and their bases on Āyurveda

Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghṛta Kumārī,
Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhaba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, Chaukhamba Orientalia, 2012
10. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. Priya Vrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, Chowkhamba Sanskrit Pratishtanam, Delhi., 2011.
14. Shantha Godagama, The Handbook of Āyurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba Sanskrit Series.



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayam Vols. 1 and 2. Varanasi, India: Krishnadas Academy.
18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

1. Teachers will explain the relevant texts in lecture method.
2. Teachers will make the students visit to and experience themselves the medicinal plants.
3. Teachers will instruct the students to prepare reports on their understanding of the plants.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 2
Week 4 – Unit 2
Week 5 – Unit 3
Week 6 – Unit 3
Week 7 – Unit 4
Week 8 – Unit 4
Week 9 – Unit 5
Week 10 – Unit 5
Week 11 – Unit 6
Week 12 – Unit 6

[G] Assessment Methods:

I. Final Examination

I. Basic Structure of Question Paper & Division of Marks

75



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

Four long questions from Units I to IV 15x4=60
Three short notes (with options) from Units I to IV 5x3=15

II. Internal Assessment 25
(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)
Total Marks: (I+II) (75+25) = 100

[H] Keywords:

bhujaṅgaprayāta, sragviṇī, toṭaka, harigītikā, vidyunmālā, anuṣṭup, āryā, mālinī,
śikhariṇī, vasantatilakā, mandākrāntā, sragdharā and nyuśārdūlvikrīḍita.



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

GE-4
Sanskrit Narratology

Max. Marks: (75+25= 100)

Total Credits: 04

[A] Course Objectives:

This course aims at acquainting the students with various aspects of Sanskrit Narratology. These aspects cover origin and development of Sanskrit narratives, its distinctive features, functions, forms and cross-cultural reception.

[B] Course Learning Outcomes:

Students will acquire the basic understanding of Sanskrit Narratives. They will be able to appreciate the essence of Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and will be motivated to study the subject further.

[C] Course Contents:

Unit: I Origin and Development of Sanskrit Narratives

- A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśaṁsī, Upniṣadic ākhyāna
- B. Itihāsa-purāna tradition
- C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā ślokaṁgrha, Kathāśartitsāgara, Bṛhatkathāmañjarī
- D. Origin and Development of Sanskrit Fables – Pañcatantra, Hitopadeśa, Vetālapañcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology

(i) Distinctive Features of Sanskrit Narratology

- 1. Interiorization 2. Serialisation 3. Fantasisation 4. Cyclicalisation 5. Allegorisation
- 6. Anonymisation 7. Elasticisation of Time 8. Spatilisation 9. Stylisation
- 10. Improvisation

(ii) Institution and Function of Story-telling

- 1. Ritualistic, spiritualistic, recreational and pedagogical thrust



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III Art-forms as Medium of Sanskrit Narrative

Kathāsātra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV Cultural Reception of Pañcatantra

Adaptation, Re-casting and Re-telling of Pañcatantra across cultures and nations.

[D] References:

1. Sadhale, Nalini, *Katha in Sanskrit Poetics*, Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR, 1987
5. Mahulikar, Gauri, *Effect of Ramayana on Various Cultures and Civilizations*, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed. *The Rāmāyana Tradition in Asia*,
8. Dr. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka*, and dated 1199 A.D., of the Jaina monk
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*, *Artibus Asiae*, Vol. 35, No.3, pp. 241-268 (28 pages). Artibus Asiae Publishers, 1973.
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

[E] Teaching Learning Process:

1. Teachers will introduce the elements of Sanskrit Narratology.



Department of Sanskrit
University of Delhi
Under Graduate Course for Sanskrit
B.A. (Hons.)
Under UGCF-22

2. Teachers will explain and clarify the fundamental concepts and issues of Narratology in the class.
3. Teachers will suggest the students to visit the blogs, articles and other digital and non – digital sources in the subjects.
4. Teachers will make the students understand the preventive approach of Sanskrit Narratology.

[F] Weekly Plan

Week 1 – Unit 1
Week 2 – Unit 1
Week 3 – Unit 1
Week 4 – Unit 1
Week 5 – Unit 2
Week 6 – Unit 2
Week 7 – Unit 2
Week 8 – Unit 2
Week 9 – Unit 3
Week 10 – Unit 3
Week 11 – Unit 4
Week 12 – Unit 4

[G] Assessment Method:

I. Final Examination

75

Basic Structure of Question Paper & Division of Marks

- | | | |
|------|---------------------------------------|---------|
| i. | Long Questions (from unit I, III, IV) | 3x15=45 |
| ii. | Short Questions (from unit II) | 2x8=16 |
| iii. | Short Notes (from unit I) | 2x7=14 |

II. Internal Assessment

25

(Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)

Total Marks: (I+II) (75+25) = 100

[H] Key-Words



Department of Sanskrit
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B.A. (Hons.)
Under UGCF-22

Sanskrit Narrative, Narratology, Ākhyāna, Kathā, Ākhyāyikā , Gāthā Nārāśaṁsī , Itihāsa-
purāṇa, Rāmāyaṇa, Mahābhārata , Pañcatantra, Hitopadeśa, Bṛhatkathā, Kathāśartitsāgara,
Bṛhatkathāmañjarī.

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Head of the Department

DEPARTMENT OF ENGLISH
ADITI MAHAVIDYALAYA (UNIVERSITY OF DELHI)
GE Language Course for B.A./B.Com. Programme

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)

Course name: Language Course for B.A./B.Com. Programme

GE LANGUAGES (ENGLISH) FOR B.A./B. COM. PROGRAMME

Credits: 4 credits per course (3 Theory+ 1 Tutorial)

Student has to select any one Option.

English Language Through Literature-I & II, English Fluency I & II, Developing English Language Skills I & II, are being offered by the college.

In case any student opts for Digital Communication I & II the student will have to go to a cluster college/online mode as per guidelines issued by the University for the same.

GE Language Course: ENGLISH LANGUAGE THROUGH LITERATURE- I

Course Content:

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 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 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.

GE Language Course: ENGLISH LANGUAGE THROUGH LITERATURE- II

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course Content:

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-bye-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 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-winover-broken-spine/> Accessed 13th June 2022

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-truesymbol-of-our-era> Accessed 1st June 2022

7. Latest editions of the MLA and APA style sheets

GE Language Course: ENGLISH FLUENCY- I

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

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: 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:

3. Ghose, Premola. Tales of Historic Delhi. Zubaan, 2011.

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:

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

GE Language Course: ENGLISH FLUENCY- II

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

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 disbursement 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
4. www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

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 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-buttellyou-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

GE Language Course: DEVELOPING ENGLISH LANGUAGE SKILLS- I

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

UNIT 1: Reading & Vocabulary–I

- ☐ Strategies for language learning;
- ☐ various ways of reading;
- ☐ 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, reordering 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 2: Writing & Grammar–I

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

Readings:

6. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993.

pp 119–125

7. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
8. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
9. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
10. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

UNIT 3: Speaking & Listening–I

- ☐ Learning to use language according to situation: the difference between formal and informal language
- ☐ ways of socializing and showing politeness;
- ☐ 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:

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

GE Language Course: DEVELOPING ENGLISH LANGUAGE SKILLS – II

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

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 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 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

In case any student opts for Digital Communication I & II the student will have to go to a cluster college/online mode as per guidelines issued by the University for the same.

GE Language Course: DIGITAL COMMUNICATIONS- I

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

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: 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: 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)

GE Language Course 4: DIGITAL COMMUNICATIONS- II

Credit: 4 (3 Theory+1 Tutorial/Internal Assessment)

Course content:

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: 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: 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)