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MOTILAL NEHRU COLLEGE (Evening)
(UNIVERSITY OF DELHI)
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REF NO./MLN/EVE/2022-23/

Criterion 2: Teaching-Learning and Evaluation

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

This section includes the following annexures

Documents	Year
COs of all courses offered by various Departments	-

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DEPARTMENT OF POLITICAL SCIENCE

<http://www.polscience.du.ac.in/web4/uploads/PDF/2019/CBCS%20Revision%202019%20BA%20Hons.pdf>

<http://www.polscience.du.ac.in/web4/uploads/PDF/2019/BA%20Prog%2015%20May.pdf>

Programme outcome – The Department of Political Science offers both honours and programme courses for the undergraduate students that prepare students for the society at large. In accordance with the *University of Delhi*, the curriculum of political science adopts both the LOCF (LEARNING BASED OUTCOME FRAMEWORK) & CBCS (CHOICE BASED CREDIT SYSTEM) system i.e. ***outcome based and student centric*** in nature that prepares students for academia and employability. Student centric approach encompasses values, ***critical thinking, social justice, sustainability and life-long learning process.***

Course outcome – Studying political science is one of the most sought discipline in social science. The department works in line with the UNIVERSITY OF DELHI SYLLABI exposing students to ***analytical & reflective approaches to develop an aptitude for research. The pedagogy includes theoretical, conceptual, pragmatic and research-orientated approaches*** that focus on national and international politics. It enables students to make informed decisions and inculcate problem solving approaches while gathering ***disciplinary knowledge and developing communication skills*** simultaneously. Students also sharpen their

moral/ethical reasoning (awareness) in the light of ***multicultural competence*** and ***digital literacy*** thereby acknowledging logical ***positivism***.

The ***disciplinary knowledge*** enables students to make a mark in various fields like academics, journalism, civil services, politics, research related projects etc.

Given below are the course - outcomes of the honours and programme papers taught respectively by the Department of Political Science –

- ***Understanding Political Theory*** – The paper will address student theoretical understanding of politics, their different approaches, traditions and the idea of political community.
- ***Constitutional Government and Democracy in India*** – The aim of this paper is to enlighten students with the evolution of constituent assembly and the constitution itself. It will also help in understanding the sharing of powers and functions between different organs of the government and their functionality.
- ***Political Theory; Concepts and Debates*** – The paper develops & enhances the theoretical understanding of various key concepts like equality, freedom, rights, justice and democracy.
- ***Political Process in India*** – It aims to understand the party system and election system in India. Students get an opportunity to address the challenges arising due to the interplay between politics and caste, religion and tribes under the prevailing changing nature of Indian state.
- ***Introduction to Comparative Government and Politics*** – This paper addresses comparative politics and its various approaches with reference to certain states like Brazil, Britain, Nigeria and China functioning under different political systems like capitalism and socialism.
- ***Perspectives on Public Administration*** – Students learn about the historical evolution of the discipline followed with different theories and approaches related to it. They are also made aware of conceptual understanding of public policy relevance, formulation, implementation and evaluation.
- ***Perspectives on International Relations and World History*** – The students will gather a comprehensive understanding of historical and contemporary politics in the International system via theoretical perspectives.
- ***Political Processes and Institutions in Comparative Perspective*** – It will give insights into the evolution and understanding of nation-state in context of west and post-colonial societies. It also gave opportunity to the students to contrast and compare between different forms of political system, party system and electoral system across the globe.
- ***Public Policy and Administration in India*** – Students are introduced to theoretical understanding & meaning of public policy and the interplay with public administration in India specifically. They are also taught about Local Self Government, budgetary process, social welfare policies & are also exposed to grievance redressal mechanisms.

- ***Global Politics*** – In the light of the globalised world, students are addressed to conceptual understanding of globalisation and the debates around it. It also covers the functioning of major financial institutions and contemporary issues like traditional and non-traditional security issues.
- ***Classical Political Philosophy*** – It will help in interpretation of classical text and their meanings, decoding their originality.
- ***Indian Political Thought I*** – After completing this paper, students will be able to analyse and comprehend the various traditions and philosophies prevalent in the ancient and medieval Indian.
- ***Indian Political Thought II*** – At the end of this paper, students will be aware of different traditions and philosophies prevalent in modern India in comparison to western culture.
- ***Modern Political Philosophy*** – Students are exposed to the idea of modernity and its discourse simultaneously addressing diverse socio-economic and political issues with different political philosophies retrospectively.
- ***Human Rights in Comparative Perspective*** – The course familiarise students with historical and conceptual understanding of human rights and issues revolving around it at the international level.
- ***Development Process and Social Movements in Contemporary India*** – After the completion of this paper, students gather knowledge about developmental policies and planning in India in relation to agriculture and the industrial sector since independence. They will also read about the social movements and their demands as a response to the developmental policies.
- ***Colonialism and Nationalism in India*** – Students would be able to comprehend the impact of colonialism on the Indian economy and the counter effect of nationalist movement in India.
- ***India's Foreign Policy in a Globalised World*** – Students will be able to analyse and conceptualise the diplomatic maneuvers in an interest and power seeking globalised world. The paper will suffice the students enquiry about the international relations between India & P5 and regional organisations.
- ***Nationalism in India*** – This paper enlightens with the theoretical perspectives and historical trajectory of nationalism in India in different phases.
- ***Women Power and Politics*** – To understand the history of women's movement and its theoretical analysis with key concepts like patriarchy, feminism, family & state.
- ***Gandhi and the Contemporary World*** – This paper will help students to comprehend and critically analyse the Gandhian philosophy in the era of anti-colonial movement.
- ***Understanding Ambedkar*** – This course is designed to provide the significance of Ambedkar's thought on social justice beyond constitutions like caste, religion and women.
- ***Your Laws and Your Rights*** – Students get aware of democratic values, rights and the structure of the Indian legal system after completing this paper.
- ***Public Opinion and Survey Research*** - This paper contributes in developing the skills to formulate public opinion and conduct survey research while at the same time understanding the relevance in democratic political systems.

- ***Introduction to Political Theory*** – This paper addresses the nature and relevance of political theory in addition to key concepts like liberty, equality, justice and rights.
- ***Indian Government and Politics*** – After completing this paper, students learn various determinants of Indian politics in addition to the Indian constitution and various organs of the government.
- ***Comparative Government and Politics*** – This paper equips students with the nature and scope of comparative politics with special reference to authoritarian and democratic political systems. They also get the opportunity to understand the various party systems and electoral systems prevalent across the globe.
- ***Introduction to International Relations*** – Students learn about major theoretical approaches and history of international relations. They also get in-depth knowledge of new emerging power centres and basic determinants of India's Foreign Policy.
- ***Themes in Comparative Political Theory*** – The paper addressed the distinct feature of comparative political theory and how it is influenced by Indian and western political traditions.
- ***Administration and Public Policy: Concepts and Theories*** – students are exposed to theories of administration and public policies articulation and its execution.
- ***Understanding Globalisation*** - This paper focuses on the theoretical aspect of globalisation and its various determinants. It also includes brief knowledge of global actors (UN, WTO, BRICS etc.) and contemporary issues like terrorism and global warming.
- ***Understanding Gandhi*** – The paper is designed to expose students to different Gandhian philosophy and critically analyse it.
- ***Human Rights Gender and Environment*** – This course will enlighten students with theoretical & conceptual understanding of caste, gender, ethnicity, Human rights etc.
- ***Legislative Support*** – Students will be able to demonstrate knowledge of structure and functions of legislating and law making bodies in India Respectively.
- ***Peace and Conflict Resolution*** – The paper will equip students with theoretical analysis of conflict & war, its sources, conflict resolution and conflict transformation. They will also learn different models adopted for peace resolution.

Department of History

<http://du.ac.in/index.php?page=revised-syllabi-ug>

The Department of History offers Honours and Programme Courses comprising of Core courses, Discipline Specific Elective Course, Generic Elective Course and Skill Enhancement Course in accordance to the syllabus of University of Delhi. While the primary focus remains on the Indian subcontinent, students also study about other parts of the world, both European as well as non-European.

The course is interdisciplinary, giving students a variety of options from which to choose the course of their choice. The Course is designed to help students improve their analytical, intellectual, and job-related skills.

COURSE OUTCOME

Through this course, students will be able to develop skills in critical thinking, rational and scientific inquiry, and to explore the relationship between the past, present, and historiography.

Students would develop the ability to communicate and engage effectively in a multicultural world, as well as appreciate different cultures' beliefs and customs.

Students will have better understanding of environmental history and questions of gender and socioeconomic inequities, as well as historical trajectories of these issues

HISTORY (Hons):-

CORE COURSE

- History of India-I

The students would be trained in the use of multiple sources to reconstruct/interpret the history of mankind's progress—from prehistoric and proto-historic times to the Harappan Civilisation and the Vedic period.

- Social Formations and Cultural Patterns of the Ancient World-I

Students can understand that the pace and nature of change differed in different parts of the world by conducting a historical survey of human evolution. A solid foundation in history would be provided, allowing them to engage with issues such as social relations, economics, political formations, religion, and culture from a global perspective.

- History of India- II

Students would be able to trace the evolution of the state system as well as significant developments in social, economic, and cultural fields from the early historical to medieval periods of Indian history through using multiple sources.

- Social Formations and Cultural Patterns of the Ancient and Medieval World-II

The course would give students a better understanding of major developments in various parts of the Ancient and Medieval Worlds. They would be exposed to issues such as restructuring of state and society, the emergence and institutionalisation of social hierarchies, trends in medieval economy, the rise of Islam, the role of religion and other cultural practices in community organisation, and so on.

- History of India- III (c. 750-1200)

The course would enable students to understand the patterns of change and continuity that existed during the "early period" of Indian history. They would gain an understanding of state formation, agrarian expansion, proliferation of caste, and the

dynamics of developments in the cultural sphere, art, and architecture, as well as the emergence of 'regional' languages.

- Rise of the Modern West- I

The course will facilitate the development of an integrated approach to the study of economic, social, political, and cultural developments in various parts of Europe from the late medieval period to 1600. The connections between Europe's state system, trade, and empire would be examined as well.

- History of India- IV (c. 1200–1500)

The course would develop the ability to use a variety of sources as well as a critical approach to study and understand politics, socio-cultural developments and economic trends in India during the period of study.

- Rise of the Modern West- II

The study focused on a thorough assessment of economic, social, political, and intellectual developments in Europe during the 17th and 18th centuries, and also their far-reaching consequences.

- History of India V (c. 1500-1600)

A critical examination of the political, institutional, and cultural processes involved in the establishment, consolidation, and nature of the Mughal state. The paper also focuses on the study of Bhakti and Sufi traditions, as well as the process of state formation in areas beyond the direct control of the Mughal state.

- History of India- VI (c. 1750-1857)

The students will have an understanding of the processes of colonisation of India by the British East India Company and its impact on India and the Indian people. They would also explore the various forms of resistances mounted by the Indian people against the Company Raj.

- History of Modern Europe – I

The paper addresses the French Revolution and its impact in the context of revolutionary and reactionary politics within and outside of France. It also investigates the patterns of industrialisation and how they influenced the political assertions of the new social classes.

- History of India- VII (c. 1600-1750)

The paper examines the social, economic, political, and cultural developments, the dynamics of state-sponsored art and architecture, various religious ideologies, and the significance of the Eighteenth century in Indian history.

- History of India VIII (c.1857 - 1950)

The paper provides a critical analysis of the formation of various types of identities in the 18th and 19th centuries, various trends in India's national movement, the growth of communal politics, and Partition and Independence. The students would also be introduced to the making of the Constitution of India.

- History of Modern Europe- II

A critical understanding of the processes of the formation of new nation-states, as well as the meaning and mechanism of Imperialism would be developed. It also discusses World War One, the nature of socio-economic and political developments during the interwar period, and major trends in the intellectual and art movements.

Discipline Specific Elective (These courses, DSE, are to be revised in accordance to the LOCF-CBCS):-

- History of the USA: Independence to Civil War

The students would examine the evolution of American democracy, capitalism and its limitations, as well as the United States' quest for global dominance.

- History of the USA: Reconstruction to New Age Politics

Students would gain an understanding of the changing political culture in the United States following the Civil War and Reconstruction, as well as the beginnings of the Civil Rights Movement and the Feminist Movement. They would also comprehend the strengthening and consolidation of American capitalism and imperialism, as well as the consequences for the global environment.

- History of Modern China (c. 1840s-1950s)

The paper provides an understanding of the various trajectories of China's political and cultural transition from a late imperial state to the Communist Revolution led by Mao Tse Tung and China's emergence as a major power in world politics.

- History of Modern Japan and Korea (c. 1868-1950s)

The course explains Japan's transition from quasi-feudalism to a modern industrialised capitalist nation. It helps understanding of Japan's emergence as a major non-European power, as well as Japan's trajectory toward ultra-nationalism and militarism. This would also provide insight into Korea's transition from an Old Order, Joseon Korea, to its struggle for independence.

Generic Elective

- Delhi through the Ages: The Making of its Early Modern History

Students will be exposed to a variety of sources in order to have a better awareness of Delhi's history from its beginnings to the 18th century. It also highlights the role of

Sufis, poets and merchants in giving the city its distinct character and resiliency in the face of political instability.

- Delhi through the Ages: From Colonial to Contemporary Times

Understand the significance of 'local' social, ecological, and cultural processes in shaping and reshaping the city. Explain the historical context for Delhi's Issues with the challenges with sustainable urbanisation.

- Making of Post-Colonial India(c1950-1990)

The course would familiarise students with the evolution of the Indian state, politics, and economy, as well as the shaping of the Indian public following the country's independence in 1947.

- Religion and Religiosity

The students would analyse the long-term changes that each religious tradition has experienced in relation to its own history, non-religious aspects of life, and other religious traditions in a complex relationship. They would examine, evaluate, and address issues on how the modern Indian state and constitution should address religious plurality.

Skill Enhancement Course

- Understanding Heritage

The paper would introduce students to the concept of heritage and its various forms. It will explore the contentious nature of heritage and why it should be preserved. Students will also learn about the evolution of heritage legislation as well as the institutional framework that supports it. The paper will be especially useful for those interested in working in the travel industry or studying art and culture.

- Indian Art and Architecture

This course seeks to provide an understanding of Indian art forms from ancient times to the present, facilitating recognition for their diversity and plurality of aesthetic richness. The course examines three important manifestations of Indian art, focusing on transitions in terms of style, material, historical contexts, regional variations, elite/popular art, patronage patterns, gender representation, and the study of iconography in various works of art.

B.A. Programme:-

Core Courses:-

- History of India from the earliest times up to c. 300 CE

This course provides insight into the various stages and processes of Indian history, from prehistoric period to the early historic centuries. The students would examine the historiographical shifts over the issue of "ancient/early" India, and also the processes of assimilation of people and ruling houses from outside the Indian subcontinent into the mainstream.

- History of India, c. 300 to 1200

The students would be analysing the changes in politics and culture, as well as puranic religion, the growth of vernacular languages, and newer forms of art and architecture. They would also examine the evolution and growth of regional temple architecture styles, and the changing role of these temples as centres of socio-economic and political activity.

- History of India, c. 1200-1700

The course would identify the major political, social, and economic developments that took place between the thirteenth and seventeenth centuries. The students would also examine the changes and continuities in the field of culture, particularly in the fields of art, architecture, the bhakti movement, and the Sufi movement.

- History of India, c. 1700-1950

The students would look into the trajectory of colonial expansion, the evolution of colonial economic policies, and the consolidation of colonial state power in India. They will look at the main tendencies in anti-colonial nationalist and cultural movements in colonial and immediate post-colonial settings from the perspective of ideological, institutional, and political formations over time.

Discipline Specific Elective (These courses, DSE, are to be revised in accordance to the LOCF-CBCS)

- Issues in Twentieth Century World History-I (the 20th Century)

Students would examine how the world changed in the first half of the twentieth century, from World Wars to new radical and social movements. The emphasis is on illustrating sociocultural processes and trends through case studies.

- Issues in Twentieth Century World History-II

They would discuss the changing politics, economies, and cultures of the twentieth century, and the interconnectedness of history. Students would gain critical thinking skills as they discussed various social movements and cultural patterns.

Generic Elective (These courses, GE are to be revised in accordance to the LOCF-CBCS)

- Women in Indian History

The course provides an overview of gender as a concept and patriarchy as a historically constituted system of power. The course aims to get students thinking about the specificity of women's issues in different times and contexts. At the same time, it traces deeper continuities from a gender perspective.

- Environmental Issues in India

Within a social-political context, the students will examine environmental issues. They'd also look at the dynamics of resource distribution and inequalities of resource utilization, situating them in particular social contexts, using case studies on water and forest rights as examples.

Skill Enhancement Courses

- Heritage and Tourism

This course will help students in comprehending the social, historic, scientific, aesthetic, and economic values inherent in cultural heritage. Give them a theoretical understanding of heritage and tourism. In order to make a case for sustainable tourism, three distinct socio-ecological spaces are investigated, as well as aspects of heritage site protection.

- History and Archaeology

In this paper, students will learn an integrative approach to archaeology's theoretical perspectives and practise. Case studies and project work in the context of the Indian subcontinent would be the primary pedagogical tools for achieving these objectives.

The following courses for Semester V & VI SEC are to be revised in accordance to the LOCF-CBCS

- Archives and Museum

Examine the two historical repositories, the Archives and the Museum, and contextualise how heritage is preserved and maintained here, as well as the

difficulties faced in the process. This would provide insight into the aspects of employability in these institutions.

- Popular Culture

Students will gain a critical understanding of popular culture and would be able to comprehend various aspects of popular culture, with a particular emphasis on religion, performative rituals, food cultures, and the formation of a "modern public" in terms of cultural consumption patterns in contemporary times.

COURSE IN LIEU OF MIL Offered to students of B.A.Programme and B.Com. Programme

Semester I/II

- Communicating Culture: Tellings, Representations and Leisure
Explore the ways in which narrative techniques and performative actions are used to express society. Recognize that textuality and performance are not diametrically opposed, but rather inextricably linked. Develop the analytical skills required by students of literature, sociology, anthropology, religion, psychology, political science, and South Asian studies.

Semester III/IV

- Histories of Inequalities
The students would investigate how hierarchies and inequalities have shaped their histories and daily lives. Explain the contexts that lead to these inequalities and the significance of social justice

DEPARTMENT OF MATHEMATICS

Course Offered: BA(P) with mathematics as a discipline

Learning outcomes of B.A. Programme:

A student opting for mathematics along with other humanities disciplines is able to construct, modify and analyse mathematical models of problems encountered in disciplines such as psychology, political sciences, economics, and sociology. They are able to assess the models' accuracy and usefulness, and draw contextual conclusions from them. They are also able to use mathematical and computational tools to detect patterns and model performance. They can solve problems using a broad range of significant mathematical techniques, including calculus, algebra, geometry, analysis, numerical methods and differential equations. They have fundamental research design and fundamental mathematical skills needed to understand the acquired discipline specific knowledge.

Core Papers:-

1. Paper_1: Calculus

Calculus is concerned with describing the precise way in which one variable changes relative to the changes in another. Through this course, students can understand the quantitative change in the behaviour of the variables and apply them on the problems related to the environment.

After learning this course students will be able to:

- Understand continuity and differentiability in terms of limits.
- Describe asymptotic behaviour in terms of limits involving infinity.
- Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.

2. Paper_2: Algebra

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.

After learning this course students will be able to:

- Solve higher order algebraic equations and simultaneous linear equations.
- Understand De Moivre's theorem and its applications.
- understand abstract algebra by learning about algebraic structures namely, groups, rings, and vector spaces.

3. Paper_3: Analytic Geometry and Applied Algebra

Along with algebraic skills, studying concepts of vectors, 3-D geometry and geometric properties of various conic sections students will be able to identify curves.

After learning this course students will be able to:

- Handle geometrical problems in two-dimensional geometry.
- Identify and sketch conics: ellipse, parabola and hyperbola.
- Design experiments for various daily life quality checks.
- Solve problem of matching jobs, network reliability, and scheduling of meetings smartly with the help of mathematics

4. Paper_4: Analysis

The aims of the course are to build an understanding of convergence of sequence and series of real numbers and various methods/tools to test their convergence. The course also build an understanding of the theory of Riemann integration.

After learning this course students will be able to:

- Understand basic properties of real numbers.
- Examine continuity and uniform continuity of functions using sequential criteria.
- Test convergence of sequence and series of real numbers.

- Distinguish between the notion of integral as antiderivative and Riemann integral.

5. Paper_5: Differential Equations

The course aims at introducing ordinary and partial differential equations to the students and finding their solutions using various techniques with the tools needed to model complex real-world situations.

After learning this course students will be able to:

- Solve ODE's (Homogeneous and non-homogeneous) and know about Wronskian and its properties.
- Solve total differential equations.
- Solve linear PDE of first order.
- Solve nonlinear first order PDEs using Lagrange and Charpit Methods

6. Paper_6: Numerical Analysis

The goal of this paper is to acquaint students with the study of certain algorithms that use numerical approximation for the problems of solving polynomial equations, transcendental equations, linear system of equations, interpolation, and problems of ordinary differential equations.

After learning this course students will be able to:

- Find the consequences of finite precision and the inherent limits of numerical methods.
- Apply appropriate numerical methods to solve algebraic and transcendental equations.
- Solve ordinary differential equations numerically using Euler Methods.

GENERIC ELECTIVES OFFERED BY DEPARTMENT OF MATHEMATICS TO STUDENTS OF OTHER Honours COURSES

1. GE_1: Calculus

The goal of the course is to learn about applications of derivatives for sketching of curves, conics and to learn about applications of definite integrals for calculating volumes of solids of revolution, length of plane curves and surface areas of revolution. Various notions related to vector-valued functions and functions of several variables are discussed in this course.

After learning this course students will be able to:

- Sketch the curves in Cartesian and polar coordinates.
- Sketch the conics.
- Visualize three dimensional figures and calculate their volumes and surface areas.
- Understand limits, continuity and derivatives of functions of several variable and vector-valued functions.

2. GE_2: Linear Algebra

The objective of the course is to show the importance of linear algebra. So the concept of vector is introduced. The concepts of linear independence and dependence, rank, linear transformations and application of linear transformation in computer graphics has been explained through matrices.

After learning this course students will be:

- Able to visualize the space in terms of vectors and the interrelation of vectors with matrices, and able to apply them to computer graphics.
- Familiarize with concepts in vector spaces: basis, dimension and minimal spanning sets, linear transformations, transition matrix and similarity, orthogonality
- Able to find an approximate solution of an inconsistent system of linear equations.

3. GE_3: Differential Equation

Objective of the course is to introduce different methods to solve ordinary and partial differential equations with basic applications to real life problems. It provides a solid foundation to further study in mathematics, sciences and engineering through mathematical modeling.

After learning this course students will be able to:

- Solve the exact, linear and Bernoulli equations and find orthogonal trajectories.
- Apply the method of variation of parameters to solve linear differential equations.
- Formulate and solve various types of first and second order partial differential equations.

4. GE_4: Numerical Methods

The goal of this paper is to acquaint student various topics in Numerical Analysis such as solutions of nonlinear equations in one variable, interpolation and approximation, numerical differentiation and integration, direct methods for solving linear systems, numerical solution of ordinary differential equations using Computer Algebra System(CAS).

After completion of this course, students will be able to:

- Find the consequences of finite precision and the inherent limits of numerical methods.
- Appropriate numerical methods to solve algebraic and transcendental equations.
- Solve first order initial value problems of ODEs numerically using Euler methods.

Department of Physical Education

Link to syllabus -

http://www.du.ac.in/uploads/Revised_CBCS_18/UG/26102018_Phy_Edu.pdf

Course outcome

In today's scenario the world is facing the problems of non-communicable diseases such as obesity, type II diabetes, stress, hypertension etc., and one of the major reasons that could be attributed to such problems is physical inactivity and poor lifestyle.

In this course the students will be taught to meet the health, physical fitness and positive lifestyle related challenges faced by the members of the society.

The programme has learning of foundation and sports science courses besides being trained in numerous sports.

This course creates strong foundation for all form of teachers training courses in physical

education & sports sciences at various levels.

After successful completion of the course the students are required to have accrued the skills of reasoning, critical thinking, good levels of communication and its implementation in the society for the all-round and harmonious development of the personality of every member of the society.

Given below is a brief description of expected learning outcomes of the various papers taught as a part of this 3 year undergraduate programme.

Semester-1:

Introduction to Physical Education

Introduction

Physical Education- Interdisciplinary Approach

Promotion of Physical Education, Sports and Olympic Movement

Semester-2:

Wellness, Fitness and Nutrition

Physical Activity and Wellness

Fitness

Nutrition

Semester-3:

Health Education and Exercise Physiology

Health Education

Anatomy and Physiology

Training Effects of Anatomical and Physiological Systems

Semester-4:

Posture and Athletic Care

Posture

Athletic

Care

Ergogenic Aids and Rehabilitation

Semester-5: (Old Syllabus)

Sports for All

Introduction, Sports for Fitness, Sports for Fun, Sports for Health, Sports for Challenged Population

Semester-6: (Old Syllabus)

Media and Careers in Physical Education

Use of audio visual aids, Media and careers in physical education, Organisation of physical education and sports events

DEPARTMENT OF COMMERCE

http://du.ac.in/uploads/Revi_syll_19082019/19082019_31_July_Final_B.Com_hons_SYLLABUS.pdf

http://du.ac.in/uploads/Revi_syll_19082019/19082019_31_July_Final_B.Com_SYLLABUS.pdf

[http://du.ac.in/uploads/RevisedSyllabi1/Annexure-94.%20\(B.A_Prog.\).pdf](http://du.ac.in/uploads/RevisedSyllabi1/Annexure-94.%20(B.A_Prog.).pdf)

The department of Commerce at Motilal Nehru College (Evening) has a computer lab well-equipped with internet facility, LCD projector etc. The college library has a well-stocked Commerce section for the enrichment of knowledge of students and faculty. The Department has well-qualified and experienced faculty.

COURSES OFFERED:-

B.Com(Honors):-

The B.com (hons.) course is one of the enviable courses of University of Delhi as is evident from the spiraling cut-offs. It enables the students to specialize in specific subjects like finance, accounting, law, taxation, management, banking which prepares them for employability, sustainability and lifelong learning. B.Com.(Hons.) Programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations and develop entrepreneurial skills. After completing graduation in commerce one can go for either higher studies such as M.COM, CA, CMA, CS or if one wishes to work can take up some jobs relating to finance, accounting, law, taxation, management, banking etc.

CORE PAPERS

SEM I

PAPER 1-Financial accounting

- To provide conceptual knowledge and theoretical framework of financial accounting and the techniques for preparing accounts in different types of business organisations

PAPER 2 Business laws

- To provide knowledge with case laws of The Indian Contract act, The Sale of Goods Act, Limited Liability Partnership Act and Information Technology Act

SEM II

PAPER 3 Corporate accounting

- To acquire the conceptual knowledge of corporate accounting and accounting for share capital and debentures
- To prepare financial statements of a company

PAPER 4 Company Laws

- Understanding the regulatory aspects, managerial aspect of company as per Companies Act 2013

- comprehend and evaluate working of depositories and their functions in stock markets as per Depositories Act, 1996.

SEM III

PAPER 5 Human resource management

- understand basic nature and importance of human resource management.
- analyze the current theory and practice of recruitment and selection.
- understand role of modern HRM in meeting challenges of changing environment

PAPER 6 Income tax laws and practice

- understand the basic concepts in the law of income tax and determine the residential status of different persons.
- compute income under the head 'Salaries' and 'Income from House Property'. ' Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'.
- develop the ability to file online returns of income.

PAPER 7 Management Principles and Applications

- understand the evolution of management and apprehend its effect on future managers.
- analyze the relationship amongst functions of management i.e. planning, organizing, directing and controlling.
- appreciate the changing dynamics of management practice.

SEM IV

PAPER 8 Cost accounting

- understand thoroughly the conceptual framework of Cost Accounting; identification of differences between different financial and cost accounting; cost concepts and elements of cost; preparation of cost sheet.
- understand the accounting and control of material and labour cost and overhead costs.

PAPER 9 Business Mathematics

- develop proficiency in using different mathematical tools (matrices, calculus, linear programming, and mathematics of finance) in solving daily life problems.
- obtain critical thinking and problem-solving aptitude.
- evaluate the role played by mathematics in the world of business and economy.

PAPER10 Computer applications in business

- to provide students with the knowledge and skills required in the use of software packages in the areas of word, excel, databases and powerpoint

SEM V

PAPER 11 Principles of Marketing

- to provide basic knowledge of concepts, principles, tools and techniques of marketing and to provide knowledge about various developments in the marketing.

PAPER 12 fundamentals of financial management

- explain the nature and scope of financial management as well as time value of money and risk return trade off
- analysing the various financial management decisions like investment decision, financing decision, dividend decision, working capital decision

SEM VI

PAPER 13 Auditing and corporate governance

- To provide knowledge of corporate governance and auditing principles, procedures and techniques in accordance with current legal requirements and professional standards and recognise the essence of ethics in business.

PAPER 14 Goods and service tax and custom laws

- To impart knowledge of principles and provisions of GST and Customs Law, the important legislation dealing with indirect tax system in India; and to enable the students to apply the same practically.

SKILL ENHANCEMENT COURSE (SEM 3 and 4)

SEC 1

(a)E-commerce

- To understand the basics of E-commerce, current and emerging business models
- enhance the students' skills for designing and developing website.
- identify the emerging modes of e-payment.
- understand the importance of security, privacy, ethical and legal issues of e-commerce

(b) Digital marketing

- This course seeks to provide knowledge about the concepts, tools, techniques, and relevance of digital marketing in the present changing scenario. It also enables the student to learn the application of digital marketing tools and acquaint about the ethical and legal aspects involved therein.

SEC 2

(a)E- filing of returns

- To equip students with the practical skills required for filing of returns under Income Tax and GST laws

(b) Cyber crimes and laws

- to create an understanding towards cyber crimes and to familiarize the students with the application of cyber laws in business.

DISCIPLINE SPECIFIC ELECTIVE (SEM 5 and 6)

DSE 1

(a) Management accounting

- to acquire knowledge of concepts, methods and techniques of management accounting for the purpose of managerial planning, control and decision making.

(b) advertising

- To teach the basics of advertising and personal selling as promotional tools in marketing and to develop a customer oriented attitude for designing advertising and personal selling messages.

DSE 2 Organisational Behaviour

- to create an in-depth understanding of the concept of organisational behavior and analyze the complexities of human behavior in an organisation at individual, interpersonal, group and organisational level.

DSE 3 Fundamentals of Investment

- To familiarize the students with different investment alternatives, introduce them to the framework of their analysis, valuation and investor protection.

DSE 4 International business

- to introduce students to the international business, trading and financial environment. Students are also expected to understand the basic features of the foreign exchange market and types of exchange rates. The course also creates awareness about emerging issues such as outsourcing and environmental sustainability in the context of international business.

Generic Elective offered by Department of commerce to non –commerce (Hons.) students: (SEM 1,2,3 and 4)

Semester-1 Business organization and management

Semester-2 Entrepreneurship

Semester-3 Investing in stock markets/ Human resource management/Fundamentals of marketing

Semester-4 Insurance and risk management/ Project management

B.COM (Prog.):-

B.Com offers a deep dive into various facets of commerce and business. The curriculum of this programme provides a carefully selected subject combination of Accounting, Management, Tax, Finance, Marketing and Law. The programme will be able to make the students blend theoretical concepts with practice, furthering students with a better skill set and a fresh perspective.

CORE PAPERS

SEM I

PAPER 1- Financial Accounting

- To provide conceptual knowledge and theoretical framework of financial accounting and the techniques for preparing accounts in different types of business organisations

PAPER 2 Business organisation and management

- to develop an understanding about functions of management and challenges faced by management and organisations with changing dynamics

SEM II

PAPER 3 Business Laws

- To provide knowledge with case laws of The Indian Contract act, The Sale of Goods Act, Limited Liability Partnership Act and Information Technology Act

PAPER 4 Business Mathematics and statistics

- to familiarize students with the applications of Mathematics and Statistical techniques in business decision making

SEM III

PAPER 5 Company Laws

- Understanding the regulatory aspects, managerial aspect of company as per Companies Act 2013
- comprehend and evaluate working of depositories and their functions in stock markets as per Depositories Act, 1996.

PAPER 6 Income tax laws and practices

- understand the basic concepts in the law of income tax and determine the residential status of different persons.
- compute income under the head 'Salaries' and 'Income from House Property'. ' Profits and gains of business or profession', 'Capital gains' and 'Income from other sources'.
- develop the ability to file online returns of income.

SEM IV

PAPER 7 Corporate accounting

- To acquire the conceptual knowledge of corporate accounting and accounting for share capital and debentures
- To prepare financial statements of a company

PAPER 8 Cost accounting

- understand thoroughly the conceptual framework of Cost Accounting; identification of differences between different financial and cost accounting; cost concepts and elements of cost; preparation of cost sheet.
- understand the accounting and control of material and labour cost and overhead costs.

SKILL ENHANCEMENT COURSE (SEM 3-6)

SEC 1

(a) Computer application in business

- to provide students with the knowledge and skills required in the use of software packages in the areas of word, excel, databases and powerpoint

(b) Cybercrimes and laws

- to create an understanding towards the cybercrimes and to familiarize the students with the application of cyber laws in business.

SEC 2

(a) E-commerce

- To understand the basics of E-commerce, current and emerging business models
- enhance the students' skills for designing and developing websites.
- identify the emerging modes of e-payment.
- understand the importance of security, privacy, ethical and legal issues of e-commerce

(b) Investing in stock market

- To provide students basic skills to operate in the stock market and the ways of investing it.

SEC 3

(a) Entrepreneurship development

- to make students aware of the concept, need and relevance of entrepreneurship in the contemporary Indian society and further create a desire among the students towards entrepreneurial orientation and see it as an alternative career options

(b) Personal finance

- to familiarize the students with different aspects of financial planning like savings, investment, taxation, insurance & retirement planning and to develop necessary skills to become a successful financial planner

SEC 4

(a) Advertising , personal selling and salesmanship

- to provide knowledge concerning advertising and personal selling and to equip them with the skill to use these promotion tools.

(b) Collective bargaining and negotiation skills

- To promote understanding of the concept and theories of collective bargaining, and also to provide exposure to the required skills in negotiating a contract.

Discipline Specific Elective (Sem 5 and 6)

DSE 1 Human resource management

- understand basic nature and importance of human resource management.
- analyze the current theory and practice of recruitment and selection.
- understand role of modern HRM in meeting challenges of changing environment

DSE 2 Fundamentals of financial management

- explain the nature and scope of financial management as well as time value of money and risk return trade off
- analysing the various financial management decisions like investment decision, financing decision, dividend decision, working capital decision

DSE 3 Management accounting

- To acquire knowledge of concepts, methods and techniques of management accounting for the purpose of managerial planning, control and decision making.

DSE 4 Fundamentals of investment

- To familiarize the students with different investment alternatives, introduce them to the framework of their analysis, valuation and investor protection.

Generic Elective offered by Department of Commerce to Non –Commerce (B.A. Prog.) students:-

SEM 5 Human resource management/Fundamentals of marketing/ basics of accounting

SEM 6 Entrepreneurship development/ training and development

Department of Economics

<http://du.ac.in/index.php?page=revised-syllabi-ug>

The BA (Economics) program offers a rigorous basis for much of the advanced thinking in the economics discipline. It provides the student with the logical paradigm for conceptualizing and interpreting the behavior interactions of households, firms and government institutions. It helps the students in applying the economic theories and concepts to contemporary social issues as well as formulation and analysis of policy. The course helps the students in understanding the real economic issues and problems facing the country and world. The brief description of the various papers taught under the three year undergraduate program is as follows:

- Principles of Microeconomic-I

The course introduces the students to the first course in economics from the perspective of individual decision making as consumers and producers. The students learn some basic principles of microeconomics, interactions of supply and demand, and characteristics of perfect markets.

- Principles of Microeconomics-II
This course helps the students to understand the efficiency of markets and the environment where the standard market mechanism fails to generate the desirable outcomes. The issues Market imperfection and market failures are important building blocks of this course. The students get to learn about various imperfect market structures.
- Principles of Macroeconomics-I
Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment.
- Principles of Macroeconomics-II
This course discusses concepts like money, inflation, and the balance of payments. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for determination of equilibrium output.
- Economic Development policy of India-I
At the end of the course, a student should be able to understand the development paradigm adopted in India since independence and evaluate its impact on economic as well as social indicators of progress and well-being.
- Economic Development policy of India-II
At the end of the course, a student should be able to understand the role of economic policies in shaping and improving economic performance in agriculture, manufacturing and services.

GENERIC ELECTIVE COURSES

- Introductory Microeconomics
This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyse real-life situations.
- Introductory Macroeconomics
This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation, and the balance of payments. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for determination of equilibrium output. This course will allow

students to understand the basic functioning of the macro economy.

- Indian Economy-I

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period. This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyse current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making. The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.

- Indian Economy-II

The course seeks to equip students with sector-specific knowledge and skills to analyze key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context. Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.

SKILL ENHANCEMENT COURSE

- Data Analysis

This is a skill enhancement course for data analysis. The students will be given hands-on training on using statistical and computing software to better visualise and understand data concepts. The course is designed to be delivered through 2 classroom lectures and 4 computer lab classes per week. The course will use data simulations and publicly available data sources to help students learn about data types, their organisation and visual representation. They will learn how to compute summary statistics and do some basic statistical inference.

- Research Methodology

The course begins with the formulation of a research problem and covers the issues concerning the generation of primary sample data. In this regard the designing of a questionnaire, the methods of design of a sample and its size, the modes of data collection from direct interview to online surveys, the appreciation of possible sources of errors, and the cleaning of data forms the bulk of the classroom instruction. The course imparts skills to undertake data based research. The student enrolling in this course would develop competency in executing sample surveys and would have reasonable exposure to a variety of secondary data sources.

Department of English

The English Department is one of the largest departments in the college with all the faculty members actively contributing to the academic and cultural life of the institution. The department not only offers honors courses but also engages students from other departments offering them discipline and generic courses. Students from diverse English competences are offered Ability enhancement courses and Skill enhancement courses to facilitate their ability to cope with the new knowledge requirement of the changing economy.

The faculty members of the department combine a rich diversity of research and teaching expertise gained through their exposure to reputed national and international institutions. Building on that diversity of expertise, the department has been able to convert the interdisciplinary vision of the CBCS program into a rewarding learning experience in the classroom. This spirit has seamlessly inspired the academic activities of the department beyond the classroom where students play a central role in organising cultural events and programs, while teachers support them as mentors. The Covid pandemic might have made it expedient for institutions to explore online means of conducting business, the department was using online resources and platforms to supplement classroom teaching much before the pandemic driven emergency. Enabling students by supplementing classroom teaching with online resources is a natural, cost effective progression of education in the technological age and the Department has adopted it without belittling the importance of either.

Link to Syllabus:-

CBCS:

http://www.du.ac.in/du/uploads/12102017_English.pdfLOCF:

[https://www.du.ac.in/du/uploads/RevisedSyllabi1/03092019/03092019-ENG-Final%20consolidated%20Syllabus%20of%20BA\(H\)%20Eng.%20Sem%201%200draft%20syllabus-%20Post%20Oversight%20Committee%20_23%20August,%202019_.pdf](https://www.du.ac.in/du/uploads/RevisedSyllabi1/03092019/03092019-ENG-Final%20consolidated%20Syllabus%20of%20BA(H)%20Eng.%20Sem%201%200draft%20syllabus-%20Post%20Oversight%20Committee%20_23%20August,%202019_.pdf)



Course Outcome: B.A (Hons.) English:-

Core Papers:

Sem I

PAPER 1- INDIAN CLASSICAL LITERATURE:

- To help students explore the central concerns of Sanskrit drama, the interplay of Tamil poetics, appreciate the interconnections between theory and practice in theatre.
- To examine different texts to determine conceptualisation and representation of class, caste, gender, and disability.

PAPER 2- EUROPEAN CLASSICAL LITERATURE:

- To enable students to explore the historical, cultural, and philosophical origins of tragedy and comedy, and engage with both genres in their distinctive form, style, and characterization.
- To allow students to study gendered explorations of human relations in classical literature in multiple genres.

Sem II

PAPER 3- INDIAN WRITING IN ENGLISH:

- To introduce students to Indian English Literature and its major movements, figures through selected literary texts and enables them to place these texts within the discourse of post-coloniality, neo-colonialism, nationalism and globalization; and
- To allow the students to situate this corpus within its various historical and ideological contexts

PAPER 4- BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES:

- To introduce students to traditions of English Literature from the Medieval till the Renaissance
- To explore the key writers and texts within the historical contexts and offer a perspective on the history of ideas and its varied meanings within this period.

Sem III

PAPER 5- AMERICAN LITERATURE:

- To acquaint students with varied American literature written by writers of European descent reflecting the complex nature of the society that emerged in America in the 17th, 19th and 20th century.
- To introduce students to the African American experience both ante-bellum and postbellum reflected in the diversity of literary texts (narratives of slavery, political speeches by Martin Luther King Jr. and works of contemporary black womanwriters).

PAPER 6- POPULAR LITERATURE:

- To enable students to trace the rise of print culture with the emergence of genre fiction and bestsellers.
- To familiarize students about delineation of culture (high and low culture); and help them engage with debates about the canonical and non-canonical, and investigate the category of literary and non-literary fiction.

PAPER 7- BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES:

- To help students explore varied literary texts in a range of political, philosophical and cultural material from the end of the Renaissance through the English Civil War and Restoration in the seventeenth century.

- To examine the turmoil about succession and questions on monarchy, and explore the newness of this century in the works of famous literary figures.

Sem IV

PAPER 8- BRITISH LITERATURE: 18TH CENTURY:

- To examine the eighteenth century as a period for non-fictional forms of writing, and encourage extended discussions on the meanings of disability in the early modern period.
- To raise questions about satire as a mode, examine a Comedy of Manners, show the continuities and contrasts from the age of satire to the age of sensibility.

PAPER 9- BRITISH ROMANTIC LITERATURE:

- To introduce students to the Romantic period in English literature serving as a critical link between the Enlightenment and Modernist Literature.
- To offer a selection of canonical texts, introduce marginal voices historically excluded from the canon of British Romantic writers, and provide an introduction to important French and German philosophers who influenced Romantic writers.

PAPER 10- BRITISH LITERATURE: 19TH CENTURY:

- To introduce students to the Victorian Age (a large historical span from 1814 to 1900) through texts focusing on the central formal and thematic concerns of the period.
- To focus on novels, a major genre of the nineteenth century, and show diverse transactions of the socio-historic developments of the period.

Sem V

PAPER 11- WOMEN'S WRITING:

- To help students understand the social construction of women by patriarchy, feminism's concerns of equality with men, and examine the structural oppression of women.
- To facilitate an understanding of women's writing as an act of resistance and grasping agency, and help students engage with the heterogeneity of the oppression of women around the world.

PAPER 12- BRITISH LITERATURE: THE EARLY 20TH CENTURY:

- To help students develop an understanding of the various forms of critique of modernity in the course of the 20th century, and comprehend the path-breaking and avant-garde forms of literary expression.
- To facilitate an understanding of the impact of the two world wars, and create an awareness of new disciplines/areas of inquiry in European art and literature in the 20th century.

Sem VI

PAPER 13- MODERN EUROPEAN DRAMA:

- To provide students with an overview of how modernity was introduced in the 20th century through drama and understand the dynamic relationship between actors and audience.
- To look at ideas of alienation in epic theatre; and sensitise students about feminist interventions in the European theatrical tradition.

PAPER 14- POSTCOLONIAL LITERATURES:

- To introduce the students to postcolonial theorisations and texts from Africa, Latin America and South Asia, and demonstrate an awareness of the postcolonial situation.
- To inculcate knowledge of the importance of gender, class, and caste issues in postcolonial literatures through various genres: the novel, drama, short stories, prose writings, critical essays and poetry.

Discipline Specific Electives (Sem 5-6):

- LITERATURE OF THE INDIAN DIASPORA:
 - To introduce the history of the Indian Diaspora through the literary works of the writers of the “Old” and the “New” Diaspora. To introduce contemporary theories in this area of study.
 - To introduce key concepts like Nostalgia, Alienation, New Medium, Hybridity, among others.
- PARTITION LITERATURE:
 - To introduce prominent Partition Writing in English and in translation.
 - To discuss areas like Colonialism, Nationalism, and the Partition; Communalism and Violence; Homelessness and Exile; and Women in Partition.
- LITERARY CRITICISM:
 - To introduce key writings in the field of Literary criticism.
 - To discuss topics like Summarizing and Critiquing; Point of View; Reading and Interpreting; Media Criticism; Plot and Setting, and Citing from Critics Interpretation.
- LITERARY THEORY:
 - To introduce literary theories like Marxism, Feminism, Poststructuralism, Postcolonial Studies through seminal writers and readings.
 - To aid application of these theories and develop an understanding towards key areas like ‘The East and the West’, ‘Questions of Alterity’, ‘Power, Language and Representation’ and ‘The State and the Culture’.

Course Outcome: Papers offered by the English department to Students of other courses (B.A/B.Com. Programme and B.A (H):-

Core Papers (Sem 1/2 & 3/4):

- ENGLISH - A (ENGLISH LANGUAGE THROUGH LITERATURE):- To enable students to identify and examine social contexts and ethical frameworks in various texts they encounter; to recognize sources, distinguish facts from opinions between various writing styles; to help them articulate their views through language skills by producing objective versus subjective pieces.
- ENGLISH - B (ENGLISH FLUENCY):- To encourage reading and understanding on topical matters, express their opinions on topics of personal interest, comprehend and analyse texts in English language and produce formal letters, blogs, reports in a variety of rhetorical styles.

AECC English (Sem 1 & 2):-To help students imbibe the skill of effective communication with the help of persuasive speaking and writing, portraying a clarity of thought and contextual understanding. To introduce them to the established principles of reading and writing, and develop critical thinking skills through the art of listening, reading and analyzing by doing practical exercises on these skills in the classroom.

Discipline English (Sem 1-6):

- DSC 1A:- To introduce students to significant contemporary ideas and issues like Caste, Race, Gender, War and Globalization in an increasingly complex world.
- DSC 1B:- To familiarise students with the writings of Modern Indian literature through canonical and translated literary texts.
- DSC 1C:- To introduce students to the European Renaissance, and give them an understanding of the courtly love, humanism and the sonnet tradition through literary texts of various genres in an anthology of poetry and prose.
- DSC 1D:-To acquaint students with the Victorian period of British Literature by drawing upon issues such as the subaltern, race and colonialism.
- DSC 1E:- To introduce students to the writings of the West and the Asian subcontinent through different movements like Expressionism and Naturalism in the rhetorics of theatre in the classification of genres like Popular Literature, Detective Literature and Modern Drama.
- DSC 1F:- To familiarize them with the canonical and empirical issues like myth, pedagogical and moral tales, history, race and gender representation in various texts from around the world through Children's Literature and Postcolonial Literature.

Generic Elective Papers (Sem 1-4):

- MEDIA AND COMMUNICATION SKILLS:-To familiarize students with the basic theories on various aspects of media and the role of media today- India and globally; and impart training in basic writing skills required in the profession through interactive discussions.
- INDIAN ENGLISH LITERATURES:-To introduce students to Indian English literature and its oeuvre through various texts within the discourse of colonialism, neo-colonialism, nationalism and globalization.
- LANGUAGE, LITERATURE AND CULTURE:-To introduce students to the basic concepts of language, its characteristics, structure and functions; and to familiarize them with how language is influenced by the socio-political-economic-cultural realities of society to establish a relation between language and culture.
- MARGINALITIES IN INDIAN WRITING:-To enable students to approach literature through the lens of varied identity positions and explore various forms of literary representations of marginalization and evolve an alternative conception of corporeal and subjective difference.

Skill Enhancement Papers (Sem 3-6):

- MODES OF CREATIVE WRITING – POETRY, FICTION, AND DRAMA:- To introduce the students to a variety of tropes and figures of speech, various forms of poetry, fiction and drama and the genres within them; and sensitize them to the texture of literary language. Students are also encouraged to revise their work critically and inculcate the skills of editing and publishing, and are made aware of the range of career opportunities that exist within the field.
- ENGLISH LANGUAGE TEACHING:- To enable students to recognize the role of affect in language learning, the importance of planning in ELT and develop lessons according to a strategy adapted to learners' levels; and be aware of the significant and current approaches in the fields of cognition and language pedagogy.

- **TRANSLATION STUDIES:**-To help students develop the ability to translate literary and non-literary texts, interpret from one language to another, discern the difference in language systems, understand the processes of translation in mass media, especially news reporting, advertising and films.
- **CREATIVE WRITING:**-To introduce students to the idea of complex and varied phenomena of creativity, familiarize students with language varieties and the nuances of language usage, and encourage students to revise their work critically and inculcate the skills of proofreading.
- **BUSINESS COMMUNICATION:**-To make students understand the various aspects of formal communication through the demonstration of the research tools, minutes of a meeting, e-correspondence to develop the ability to write and present business reports with the language.

हद2-तवभाग

हिंदी-विभाग

कोस' पारणामः-हद2-तवभाग,मोतीलालनेह'कॉलेज(सांख्य)नेअपनी'थापनाके समयसेह2
हद2कीसम'ध'औरबहुआयामी'वषयके'पम' मा'यता'दानकहै।हद2-तवभागम' (व'श'पट
'पसेहद2भाषा,सा'हि'य'औरमी'डयाके'व'भ'न'4'े'एम' 'बु'ध,यो'#य'औरअनुभवीसंकायहै।
हद2-तवभागम' छहएसो'सएट'ो'फेसरतथाछहतदथ' आ'स'ट'ट'ो'फेसरकायर' तह।
हद2भाषाऔरसा'हि'यकेइ'तहासक'एकह'ज़ारवष' ध'सा'हि'यक
सेभीअ'ध'कक'सम\

परंपराहै।भारतीय'व'त'व'दोला'नम' हद2भाषानेरा'प'2य'एक'करणम' मह'व'पण' भ'त'ूम'का
'न'भाईहै।'व'त'व'दोला'के'प'9'चा'त'स'त'व'धानम' हद2भाषाकोभारतकेगणरा'ज'य'क'आ'ध'का'र'क'भाषा
केभाषाकेतौर'पर'मा'य'ता'ध'ा'त'हुई।हमकहसकतेह'क'हद2रा'प'2य'न'मा'ण'क'भाषाहै।
हद2-तवभाग'व'ारा'वी'कृत'बी.ए'(ऑनस)'हद2,बी.ए'(ो'ड'ाम)/बी.कॉम'(ो'ड'ाम)'पा'ए'य'म'म' द2
जानेवाल'2'त'श'4'ा',हद2भाषाऔरसा'हि'य'क'व'ष'य'के'प'म' इ'या'व'हा'र'क'ए'वं'सै'धा'त'क'1/2'ान'का
सह'2'त'म'4'ण'है।इन'पा'ए'य'म'EM' \ना'त'क'त'व'या'त'थ'य'को सरकार'2'ए'वं'गै'र'-सर'कार'2 सं'थान'EM'
अनुवादक,राजभाषा'त'ध'कार'2,भाषा-त'व'शेष'1/2,पट'क'थालेखक,संपादक,एंकर,रे'ड'यो'जॉ'क'त',र'पो'ट'र,
फ'त'च'र'लेखकआ'द'के'प'म' भारतह'2'न'ह'2'अ'त'प'तु'स'b'प'ण' त'व'9' म' रोजगारक'त'व'शेष'यो'#य'ता
'ा'त'हो'ती'है'इ'स'के'अ'त'र'इ'त'उ'च'-t'श'4'ण'सं'थान'EM' t'श'4'क',शोधकता' तथा
'व'भ'न'4'त'यो'गी'पर'2'4'ा'ऑ'म' सफलहोकर'त'व'या'थ'Y'अ'प'ना'भ'त'व'प'य'उ'ज'व'ल'ब'ना'स'क'ते'ह'।

तीन-वष'य'ना'त'क'पा'ए'य'म'EM'के'व'ष'य'का'सं'4'त'व'वरण'मानुसारहै:-

उपलब्ध पाठ्यक्रम:

उपल'ोध'पा'ए'य'म':

- ❖ बी.ए (ऑनर्स) हिंदी
बी.ए(ऑनर्स) हद2
- ❖ बी.ए (प्रोग्राम) / बी.कॉम (प्रोग्राम) के लिए हिंदी
बी.ए(ऑनर्स) / बी.कॉम(प्रोग्राम)केलिएहिंदी
- ❖ हिंदी में अनिवार्य शिक्षा (C.T.H) (C.T.H)

❖ बीए (ऑनर्स) हिंदी

संशोधन

[http://www.sru.ac.in/uploads/Docs/Rev_L_Syll_19082019/20082019_B.A.%20\(Hons.\)%20Hindi.pdf](http://www.sru.ac.in/uploads/Docs/Rev_L_Syll_19082019/20082019_B.A.%20(Hons.)%20Hindi.pdf)

कन्द

सेमेस्टर-1

- 1.1 हिंदी भाषा और उसका इतिहास:- इस 9 नपेकाउ दे 9 या हिंदी भाषा एव उसका इतिहास के बारे में "जानकार 2 देना है, एवं हिंदी भाषा के 400 वीं वतार और देवनागरी लिपि के विभिन्न आयाम से विधाथय को अवगत कराना है।
- 1.2 हिंदी कविता (आदि काल 2 न और भिऽत काल 2 न काऽय):- इस 9 नपेके माध्यम से विधाथय को हिंदी कविता के आदि काल 2 न और भिऽत काल 2 न काऽय का अध्ययन कराया जाता है जिसके माध्यम से काल 2 न साहित्यिक-सांस्कृतिक, राजनीतिक, सामाजिक और धार्मिक परिधाय को "पपट" पसे समझाया जाता है।
- 1.3 हिंदी भाषा और संश्लेषण (AECC):- इस 9 नपेकाउ दे 9 या विधाथय एम" संश्लेषण कला का विकास करना है, इस कार भाषाई कौशल, श्यावसायिक, शैक्षणिक, सामाजिक और राजनीतिक काय "कुशलताम" हिंदी भाषा और संश्लेषण से संबंधित जानकार 2 दे 2 जाती है।
- 1.4 लोकयसाहय (generic) :- यह पेपर विधाथय को लोकयसाहय का अवधारणा से परिचय कराता है। लोकयसाहय का वसुभमेलन और लोकय कविता का अध्ययन कराया जाता है।

सेमेस्टर - 2

- 2.1 हिंदी साहित्य का इतिहास (आदि काल आरंभऽत काल):- इस 9 नपेक" विधाथय को हिंदी साहित्य के इतिहास (आदि काल 2 न और भिऽत काल 2 न) साहित्यिक-सांस्कृतिक, राजनीतिक, सामाजिक और धार्मिक का पारिधाय एवं वाच्य को "पपट" पसे समझाया
- 2.2 हिंदी कविता (रति काल 2 न काऽय):- इस 9 नपेके माध्यम से विधाथय को रति काल 2 न काऽय का "मुखवाच्य और कविता की रचनाओं का उपलिधय को "पपट" पसे समझाया जाता है। E म" पटकथालेखन
- 2.3 पटकथा संवाद लेखन (generic):- इस 9 नपेकाउ दे 9 या विधाथय तथा संवाद लेखन कला एवं शिप को वक्तव्य सत करना है।

सेमेस्टर-3

- 3.1 हिंदी साहित्य का इतिहास (आधुनिक काल):- इस 9 नपेक" विधाथय को हिंदी साहित्य के आधुनिक काल के इतिहास और नवजात युग को समझाना और हिंदी साहित्य के उभयविकास का परेखा से अवगत कराना है।
- 3.2 हिंदी कविता (आधुनिक काल छायावाद तक):- इस 9 नपेकाउ दे 9 या विधाथय का छायावाद कविता की रचनाओं में गौरवशाल 2 अतीत, रापऽय-चेतना तथा शिप एवं शैल 2 गत वैशिऽय से परिचय कराना है। E को महान कवानीकार को जानना,
- 3.3 हिंदी कहानी:- इस पेपर का मुय उ दे 9 या विधाथय कहानी कला एवं परिचय कराना है। होते अनेक सामाजिक मुद को कहानी के माध्यम से अवगत
- 3.4 भाषा और समाज (generic):- इस पेपर का उ दे 9 या विधाथय को भाषा और समाज की बीच अंतसंबंध एवं भाषा और समाज के एक-दूसरे के परकहय समझाना है। E को कंयटर और
- 3.5 कंयटर और हिंदी भाषा (SEC):- इस 9 नपेकाउ दे 9 या विधाथय

हंदभाषा केडिजटलयुगऔरसज

नकार23\यमशीलताकसंभावनासेअवगतकराना

सेमेस्टर - 4

- 4.1 भारतीयकाऽयशा\E:- इस⁹नप\का\उ\दे9य\व\या\थयEकोभारतीयकाऽयशा\Eको
स\धांतEकोसम\धपरंपरा एवंउसका\मांयताओंसेपरिचयकरानाहै।कवेभारतीय
काऽयशा\Eऔरसाह\यकोबेहतरतर2केसेसमझसके।
- 4.2 हद2क\वता(छायावादकेबाद):- इस⁹नप\का\उ\दे9य\व\या\थयEकोमहानआधुनिक
हद2क\वयEकोरचनाओंकेमा\यमसेसमसामा\यकसमाजक\सम\याओंकोसमझाना
औरउनकेसमाधानदूढ़नेकेलए\ेरतकरनाहैइसकेसाथ-साथछायावादो\रक\वयEको
क\वताओंको व\ततअथ' म" भीसमझानाहै।
- 4.3 ह\द2उप\यास:- इस⁹नप\का\उ\दे9य\व\या\थयEको\ेमचंद, जैन" कुमार, यशपाल
एवंम\नूभंडार2औरभगवतीचरणवमा' जैसेमहानहद2उप\यासकारEकोउप\यासकला
एवंपरिव\ततहोतेअनेकसामाजिकमु\दसेअवगतकरानाहै।
- 4.4 हद2कावि9वकपर79य(generic):- इस⁹नप\का\उ\दे9य\व\या\थयEकोसमझाना
है।कआजकेवि9वकफलकपरहद2\वयकोएकसंपक' भाषा, "चारभाषाएंराजभाषा
केसाथ-साथवि9वकभाषाके"पम" \वयको\था\पतकरतीजारह2है।कवेहद2कवि9वकपर79य
कोबेहतरतर2केसेसमझसके।
- 4.5 काया\लयी हद2(SEC):- इस⁹नप\का\उ\दे9य\का\उ\दे9य\व\या\थयEकोयह
समझानाहै।ककाया\लयम" योगहोनेवाल2हद2कस\कार\लखीजातीहैतथाउसका
ऽया मह\व है। काया\लयी हद2 के मा\यम से व\या\थयEकोऔपचारिकतथा
अनौपचारिकहद2भाषाकेअंतरकोभीसमझायाजाताहै।

सेमेस्टर - 5

- 5.1 पा9चा\य काऽयशा\E:- यह ⁹न प\का\उ\दे9य\व\या\थयEकोयह
व\या\थयअवधारणाओंएवंस\धांतEकोसमझानाएवं
हदं
करानाहै।स\धपा9चा\यकाऽयशा\EयE, दश\नकE, व\चारकEऔरलेखकEकेसाह\यकमा\यमसेउन
केवैचारिक7Pटकोणकोसमझानाहै।
- 5.2 हद2नाटकएवंएकांक\कः-
यह⁹नप\का\उ\दे9य\व\या\थयEकोयह
एवंऽयवहारकसमझपैदाकरनेकेसाथह2
व\या\थयमह\वक\जानकार2देताहै।
- 5.3 अि9मतामलक\वमश' औरहद2साह\य(SEC):- यहएक
व\या\थयE कोव\भ\नसमकाल2न\वमश\जैसेद\लत, मह\ला, आ\दवासीऔर\लगऔर
हद2साह\यआ\दम" उनकाउपि\थ\तकापरिचयकराताहै।
- 5.4 हद2भाषाकाऽयावहारक\याकरण(DISCIPLINE):- इस⁹नप\का\उ\दे9य\व\या\थयE
कोहद2भाषाऽयाकरणऔरउसकाउपयो\गताकोसमझानाहै।यEक\बनाऽयाकरण
प\रPकृतएवंमानकभाषाका\ानअसंभवहै।
व\यार्थ\भाषाकेशु\ध "पसेपरिचयहोतेह।

सेमेस्टर - 6

- 6.1 तहद2अलोचना:-यह9नपएतवयाथय Eकोहद2आलोचनाकाउपतएऔरतकाससे
परतचतकराताहैसाथह2 2 साहयम”
तहद2आलोचककेवभन7PटकोणEऔरतहद
उनकेयोगदानकेबारेम भीबताताहै।
- 6.2 तहद2तनबंधऔरअयगयवधाएँ:-यह9नपएतहद2तनबंधऔरगयके अय
साहियक”पEपरआधातरतहैजैसेआमकथा,रपोता ांत, इयंय, रेखाचE,
ज,याएवसंमरणआद।
- 6.3 लोकनाय(SEC):- यह9नपएतवयाथयE कोभारतकेवभन%4ेEE कलोकनाय
परंपराऔंएवंअयखाूबयEसेसेपरतचतकराताहै।
- 6.4 अवधारणामलकसाहियकपद (SEC) :- यह 9नपE सामाजक-राजनीतकअवधारणाओ
औरशाेीयसाहियकपदऔरआधुनकतहद2कवतादोनEम” इसकेचएणसेसंबंधत
है।अवधारणामलकसाहियम” भारतीयएवंपि9चमीसाहियक आलोचनाके तवशPट
पारभाषकशोदEकासामायपरचयतुत तकयाजाताहैजसकेवारातवयाथयEको
साहियक अवधारणामलकपदEसेपरतचतकरायाजाताहै।

❖ हिंदी बीए (प्रोग्राम)

❖ तहद2बीए(ोाम)

सलेबससे तलककर”:

http://www.du.ac.in/uploads/Revi_syll_19082019/22082019_B.A.%20Programme%20Hindi.pdf

❖ बी.कॉम (प्रोग्राम) के लिए हिंदी

❖ बी.कॉम(ोाम)केलएतहद2

http://www.du.ac.in/uploads/Revi_syll_19082019/22082019_B.Com.%20Programme%20Hindi.pdf

सेसेस्टर=1/2

1 तहद2भाषावसाहयतहद2-(क):-इस9नपएकाउदे9यउनावयाथय Eकोह
द2भाषाएवंसाहयका1/2ानदानकरनाहैजहEने12वीक3/4ातकतहद2भाषाकाअययन तकयाहै
।

तहद2भाषावसाहयतहद2-(ख):-इस9नपएकाउदे9यउनावयाथय Eकोह
द2भाषाएवंसाहयसेअवगतकरनाहैजहEने10वीकतहद2भाषाकाअययनकयाहै।

2. तहद2भाषाऔरसंषण(AECC):-इस9नपएकाउद9यवयाथयEम” संषणककला
कावकासकरनाहै,इसकारभाषाईकौशल,इयावसायक,शैणक,सामाजकऔर
राजनीतककाय कुशलताम” तहद2भाषाऔरसंषणसेसंबंधतजानकारद2जातीहै।
3. तहद2भाषाऔरसाहयकाइतहास(DISCIPLINE-1):-इस9नपएकाउदे9य
वयाथयEकोतहद2भाषाऔरसाहयकेइतहासकतमुखवृेयEतथा तहद2भाषा
क उपयोगतासेपरतचतकरानाह।
4. तहद2कवता: मयकालऔरआधुनककाल (Discipline-2):-इस9नपएकेमायमसे
वयाथयEकोकायकतमुखवृेयEऔरकवयEकरचनाओंकउपलिोधयEकोपपट
”पसेसमझायाजाताहै।

1/2 ान दान करना है जे ह E ने 12 वीं क 3/4 ात क हद 2 भाषा का अंययन कया है।
E को

हद 2 गायकाउ भव और विकास हद 2-(ख):- इस 9 नपकाउ दे 9 यउन व या थय

अवगत कराना है जे ह E ने 10 वीं त क हद 2 भाषा का अंययन कया है

3.2 रचना क लेखन (SEC):- इस 9 नपकाउ दे 9 यकाउ दे 9 य रचना क लेखन के मह व और
उसक उपयो गता को समझाना है,

3.3 हद 2 कथा सा ह य (DISCIPLINE):- इस पे पर कामु यउ दे 9 य व या थय E को महान
हद 2 के उपयासकार E क उपयासक ला ए वं कहानी कार E का अंययन कराया जाता है।

सेमेटेर - 4

E को

4.1 हद 2 गायकाउ भव और विकास हद 2-(क):- इस 9 नपकाउ दे 9
यउन व या थय

दान कया जाता है जे ह E ने 12 वीं क 3/4 ात क हद 2 भाषा का अंययन कया है।

हद 2 गायकाउ भव और विकास हद 2-(ख):- इस 9 नपकाउ दे 9 यउन व या थय E
को दान कया जाता है जे ह E ने 10 वीं त क हद 2 भाषा का अंययन कया है।

4.2 अंयग य व धाएं (DISCIPLINE):- इस 9 नपकाउ दे 9 य व या थय E को हद 2
सा ह य क व भं ग य व धा ओं से पर चत कराना त E को
थाउन के व प से व या थय अवगत कराना है।

E को कं यटर और

4.3 कं यटर और हद 2 भाषा
(SEC):- इस 9 नपकाउ दे 9 य व या थय

हद 2 भाषा के डिजिटल युग और सजन कार 2 उ य मशीलता क संभावना से अवगत कराना
है। समाज म हद 2 क गत शीलता को कं यटर के वारा समझाया जाता है जसके वारा
व या थय E को हद 2 भाषा से कं यटर तक के न ए-न ए आयाम से भी अवगत कराना है।

सेमेटेर - 5

5.1 हद 2 भाषा का ऽयावहार क ऽयाकरण (DISCIPLINE):- यह 9 नपकाउ हद 2 भाषा के ऽयाकरण
क ऽयावहार क जान कार 2 पर कं त है। यह है उ च त र का ऽयाकरण 9 नपकाउ है जो
अु ये क भाषा के व या थय E के सम त ध भाषा 1/2 ान के त ल ए त आव 9 य क है जसके वारा
उं ह अवगत कराया जाता है।

5.2 अनुवादः ऽयवहार और त स धांत (generic):- आज के वै 1/2 ान क युग म अनुवाद बहुत
मह ऽवपण है। व 1/2 ान के 3/4 ं ए म तथा सामाजिक ए वं सां कृत क 3/4 ं ए म हुं गत क
जान कार 2 का होना अु यं त आव 9 य क है ऽय E क
यह अनुवाद के मांय म से ह 2 त म ल स क ती है। संचार-मांय म E म
गत शीलता अनुवाद वारा ह 2 स b भव है और भाषा-त व 1/2 ान से अनुवाद
का संबं ध म ल तः अनुवाद त स धांत से था त प त होता है।

5.3 काया लयी हद 2 (SEC):- इस 9 नपकाउ दे 9 यकाउ दे 9 य व या थय E को यह
समझाना है। क काया लय म योग होने वाल 2 हद 2 क स कार त ल खी जाती है तथा उसका
ऽया मह व है। काया लयी हद 2 के मांय म से व या थय E को औ प चा र क तथा
अनौ प चा र क हद 2 भाषा के अंतर को भी समझाया जाता है।

इस अंश पर का उद्देश्य E को इनबदलाव और मुख्य वृत्तय
व्याथय पर चतकराना है।

- 6.2 वंशपन और हद 2भाषा (SEC):- इस अंश पर का उद्देश्य व्याथय E को वंशपन मथय
अनुसृत हद है। 2भाषा का बार 2 कय E, वृत्तय E तथा 2 भाषा का उपयोग से पर चतकराना
हद

- 6.3 साहय चतन (DISCIPLINE):- यह अंश पर हद 2 साहय चतन जानकार पर कृत
है। इस अंश पर के माध्यम से व्याथय E को साहय चतन का मुख वृत्तय E और
उपलब्धय E को पट से समझाया जाता है।

❖ **सेमेस्टर - 1, 3 और 5**

सेमेस्टर-1, 3 और 5

हद 2 म आनवाय पर 2/4 (C.T.H)

सलेबस से लक कर: <http://www.du.ac.in/du/uploads/Syllabus2016/CTestHindi.pdf>

यह गैर-हद 2 भाषी व्याथय E के लए एक आनवाय पेपर है, जिह E ने कसी भी क्म
हद 2 भाषा का अध्ययन नह 2 कया है। इस अंश पर के वारा 2 का
व्याथय E को हद

सामान्य वंश तथा दैनिक जीवन म हद 2 के योग म स 4 म बनाना है।

❖ **सेमेस्टर - 2, 4 और 6**

❖ सेमेस्टर-2, 4 और 6

हद 2 म आनवाय पर 2/4 (C.T.H)

सलेबस से लक कर: <http://www.du.ac.in/du/uploads/Syllabus2016/CTestHindi.pdf>

यह गैर-हद 2 भाषी व्याथय E के लए एक आनवाय पेपर है, जिह E ने क्म आठ म हद 2
का पेपर नह 2 दया है। इस अंश पर का उद्देश्य व्याथय E को हद 2 म कुशल बनाना है
ताक वे अपने दैनिक जीवन म इस भाषा का उपयोग कर सक ।