

DAULAT RAM COLLEGE

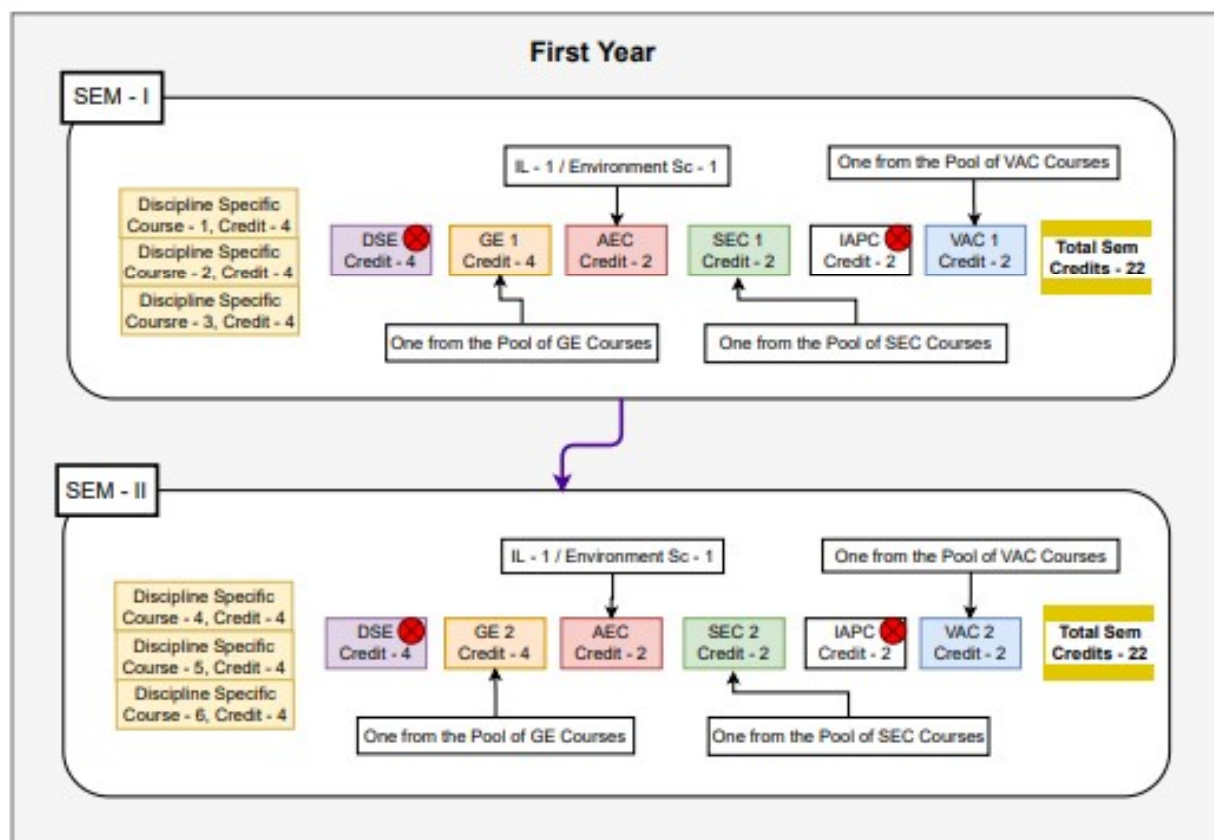
***DAULAT RAM COLLEGE***  
***UNIVERSITY OF DELHI***  
***AEC AND GE ORIENTATION***

***2024-25***

## Structure of UG Single Core Discipline Program

**DSC:** Discipline Specific Course  
**DSE:** Discipline Specific Electives  
**GE:** General Electives  
**AEC:** Ability Enhancement Course  
**IL** - Pool of Indian Languages in the 8th schedule of the Constitution

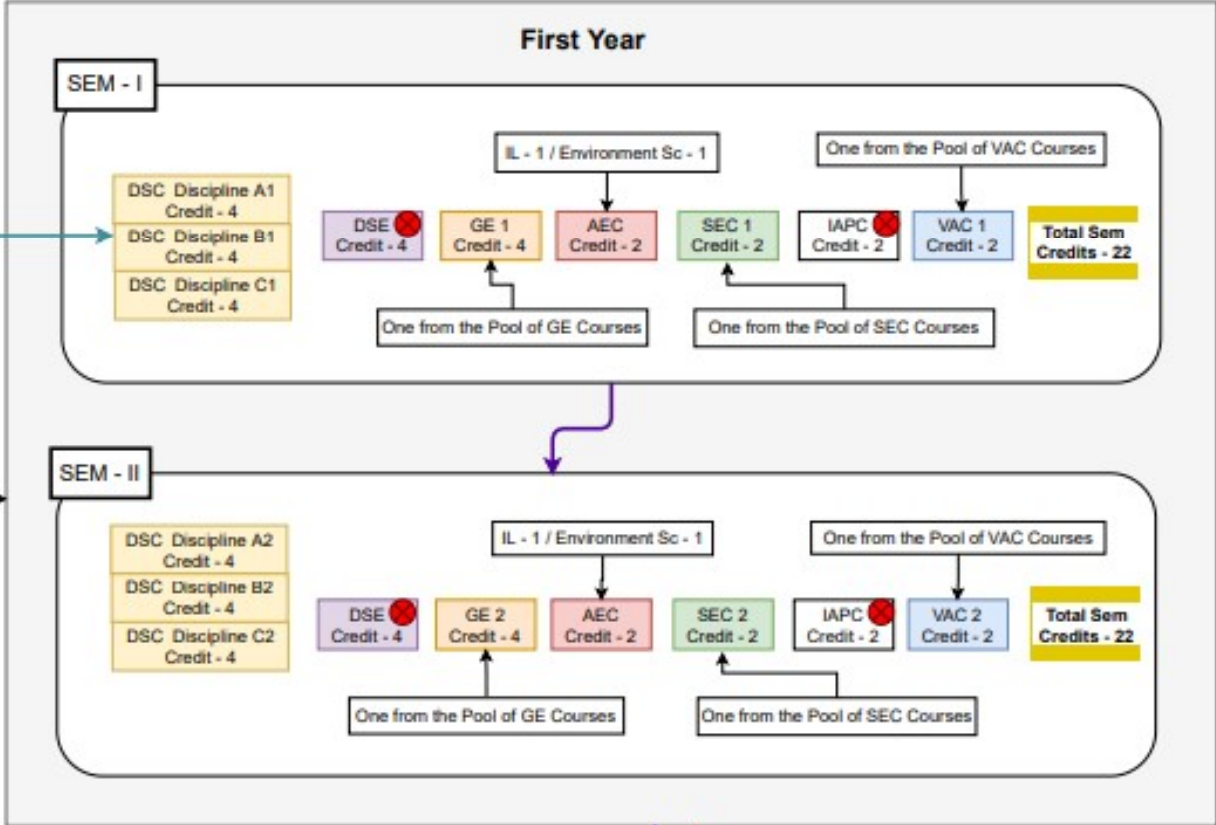
**SEC:** Skill Enhancement Course  
**IAPC:** Internship/Apprenticeship / Project/ Community Outreach  
**VAC:** Value Addition Course  
● : Not Applicable



## Structure of UG Multidisciplinary Program (with Three Core disciplines)

**DSC:** Discipline Specific Course  
**DSE:** Discipline Specific Electives  
**GE:** General Electives  
**AEC:** Ability Enhancement Course  
**IL -** Pool of Indian Languages in the 8th schedule of the Constitution  
**SEC:** Skill Enhancement Course  
**IAPC:** Internship/Apprenticeship / Project/ Community Outreach  
**VAC:** Value Addition Course  
● : Not Applicable

Example: For B.Sc. Life Sciences programme with Botany, Zoology and Chemistry as core disciplines.  
 A student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry.  
 DSC 1 may be of Discipline A (say, Botany),  
 DSC 2 may be of Discipline B (say, Zoology) and  
 DSC 3 may be of Discipline C (say, Chemistry).



## Structure of UG Program Two core Disciplines Applicable to all B.A.(Programs)

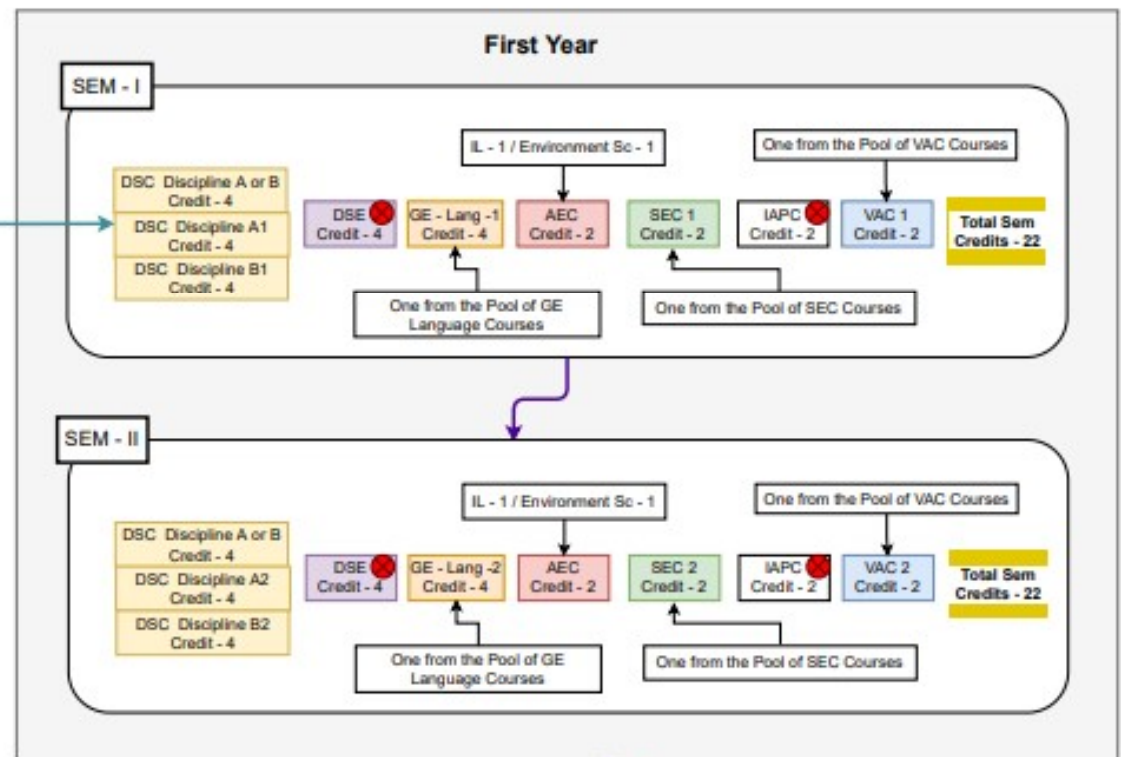
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**AEC:** Ability Enhancement Course  
**IL** - Pool of Indian Languages in the 8th schedule of the Constitution

**SEC:** Skill Enhancement Course  
**IAPC:** Internship/Apprenticeship / Project/ Community Outreach  
**VAC:** Value Addition Course  
● : Not Applicable

Example: For BA (Programme) History + Economics

A student shall study two disciplines, i.e., History and Economics  
 DSC 1 may be of Discipline A or B (say, History / Economics),  
 DSC 2 may be of Discipline A (say, History) and  
 DSC 3 may be of Discipline B (say, Economics).

**GE-1, GE-3 should be of one Language**  
**GE - 2, GE - 4 should be of Language other than studied in GE-1 and GE-3.**  
**At least one of the language should be Indian Language.**



Student can study **Two DSCs** of any of the Two Disciplines of the B.A. (Program) per sem in semesters 1 and II (Example: Two DSCs of discipline A and one DSC of discipline B).

Total Credits = 44  
**Exit After Completing One Year**



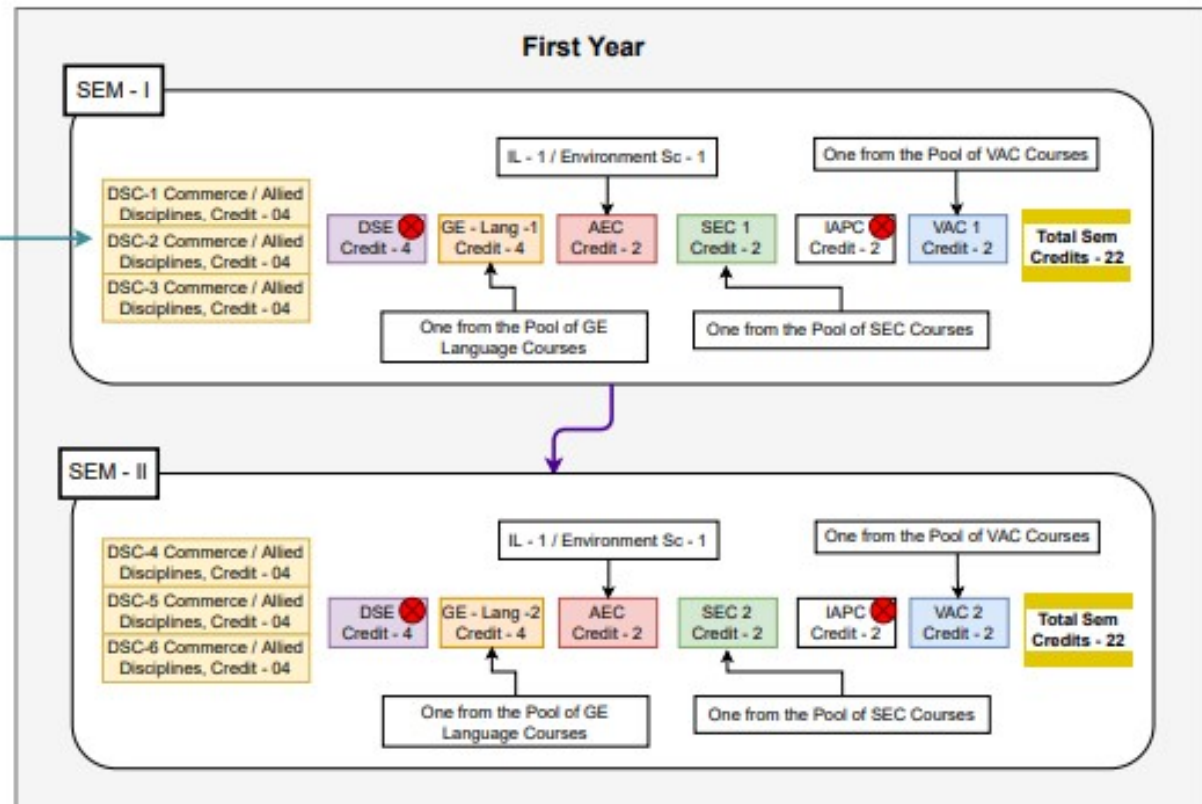
## Structure of B.Com (Program)

**DSC:** Discipline Specific Course  
**DSE:** Discipline Specific Electives  
**GE:** General Electives  
**AEC:** Ability Enhancement Course  
**IL -** Pool of Indian Languages in the 8th schedule of the Constitution

**SEC:** Skill Enhancement Course  
**IAPC:** Internship/Apprenticeship / Project/ Community Outreach  
**VAC:** Value Addition Course  
 ● : Not Applicable

In B.Com students shall study DSCs of Commerce and Allied Disciplines such as Economics, Business Economics, Management etc.

**GE-1, GE-3 should be of one Language**  
**GE - 2, GE - 4 should be of Language other than studied in GE-1 and GE-3.**  
**At least one of the language should be Indian Language.**






### SmartProf DRC Login

Faculty  Student

Username

Password

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Forget Password



Today's Timetable

Weekly Timetable

Attendance Summary

My Classes

My Timetable

My Scores

Optional Paper Selection

Assignment/Study Material

Case Study & Question Bank

Faculty Connect

E-Ntice Board

My Detailed Profile

Progression

Change Password

Logout

***ABILITY ENHANCEMENT  
COURSES (AEC)***



## ABILITY ENHANCEMENT COURSE योग्यता संवर्धन पाठ्यक्रम : AEC - IL

AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

The students will study AEC-Indian Language(IL) in I semester and III semester. The students can choose a language from a pool of 22 Indian languages.

1. Assamese	6. Kashmiri	11. Sanskrit	16. Konkani	21. Maithili
2. Bengali	7. Marathi	12. Tamil	17. Nepali	22. Santhali
3. Gujarati	8. Malayalam	13. Telugu	18. Manipuri	
4. Hindi	9. Oriya	14. Urdu	19. Bodo	
5. Kannada	10. Punjabi	15. Sindhi	20. Dogri	

- The students of the following courses will study AEC-Indian Language(IL) in I semester and III semester:

<b>SEMESTER I</b>	<b>SEMESTER II</b>
B. Com (Hons.)	B.Com (Prog)
B. A. (Hons.) English	B.A. (Prog)
B. A. (Hons.) Hindi	B. A. (Hons.) Economics
B. A. (Hons.) History	B. A. (Hons.) Political Science
B. A. (Hons.) Music	B. A. (Hons.) Mathematics
B. A. (Hons.) Philosophy	B. Sc. (Hons.) Zoology
B. A. (Hons.) Psychology	B.Sc. Life Sciences
B. A. (Hons.) Sanskrit	
B. Sc. (Hons.) Bio-Chemistry	
B. Sc. (Hons.) Botany	
B. Sc. (Hons.) Chemistry	
B. Sc. (Hons.) Physics	

## ABILITY ENHANCEMENT COURSE योग्यता संवर्धन पाठ्यक्रम : AEC - IL

### Important:

- Only **Hindi** and **Sanskrit** languages are being offered by Daulat Ram College. Other Languages will be offered by the **Cluster colleges** and **MIL** department within the North Campus.
- If a student opts any AEC - ILs other than **Hindi** and **Sanskrit**, their classes will be held in any of the cluster colleges of Delhi University.
- A cluster college and AEC language once allotted will **NOT** be changed.
- You need to study only **One AEC - IL** during this semester but are requested to provide two preferences.



## **ABILITY ENHANCEMENT COURSE** **योग्यता संवर्धन पाठ्यक्रम : AEC - IL**

- AEC allotment shall be done on the basis of your preference. In case of high demand and limited availability of seats in an AEC - IL, the CUET score, and class XII percentage will be considered for allotment.
- The time slot of AEC - IL lectures will be on Wednesday **3:00 PM** to **5:00 PM** every week.





ABILITY ENHANCEMENT COURSE  
Offered by  
DEPARTMENT OF HINDI



B.A.HONS.

B.COM.HONS.

B.COM.PROG

AEC  
HINDI

B.SC.HONS.

B.SC.LIFE SC.

B.A.PROG

AEC HINDIA : हिन्दी भाषा: सम्प्रेषण और संचार  
उन विद्यार्थियों के लिए जिन्होंने **बारहवीं कक्षा** तक हिन्दी पढ़ी है ।

इकाई 1

सम्प्रेषण

सामान्य परिचय

- सम्प्रेषण की अवधारणा
- सम्प्रेषण की प्रक्रिया
- सम्प्रेषण के विविध प्रकार

इकाई 2

सम्प्रेषण और संचार के  
विविध रूप

- सम्प्रेषण के प्रकार
- सर्वेक्षण आधारित रिपोर्ट तैयार करना (कोरोना और मानसिक स्वास्थ्य, जागरूकता सम्बन्धी अभियान, कूड़ा निस्तारण योजना)

**AEC HINDI B : हिन्दी औपचारिक लेखन**  
उन विद्यार्थियों के लिए जिन्होंने **दसवीं कक्षा** तक हिन्दी पढ़ी है।

इकाई 1  
लेखन दक्षता  
का विकास

- कार्यालयी हिंदी
- व्यावसायिक हिंदी
- टिप्पण और प्रारूपण
- प्रतिवेदन और विज्ञप्ति का महत्व

इकाई 2  
औपचारिक लेखन  
के प्रकार

- स्ववृत्त लेखन
- सूचना के अधिकार के लिए लेखन
- कार्यालयी और व्यावसायिक पत्र लेखन
- किसी व्यावसायिक कार्यक्रम के संदर्भ में प्रेस विज्ञप्ति तैयार करना

**AEC HINDI C : सोशल मीडिया और ब्लॉग लेखन**  
उन विद्यार्थियों के लिए जिन्होंने **आठवीं तक** हिंदी पढ़ी है ।

इकाई 1  
सोशल मीडिया  
और ब्लॉग

- सोशल मीडिया : अर्थ और परिभाषा
- सोशल मीडिया का प्रभाव और महत्व
- सोशल मीडिया के प्रकार (विकिपीडिया,ब्लॉग,सोशल नेटवर्किंग साइट्स,ट्विटर,यू ट्यूब,इन्स्टाग्राम आदि)

इकाई 2  
सोशल मीडिया का  
व्यवहारिक पक्ष

- किसी सामाजिक अभियान के प्रचार के लिए सोशल मीडिया हेतु विज्ञापन तैयार करना
- अपना निजी ब्लॉग तैयार करने की प्रक्रिया
- सोशल मीडिया से बनने वाली किसी खबर पर रिपोर्ट तैयार करना
- सोशल मीडिया से सम्बन्धित विविध विषयों पर आलेख तैयार करना



**AEC HINDI D : ONLY FOR FOREIGN STUDENTS**  
(केवल **विदेशी** विद्यार्थियों के लिए)

इकाई 1  
लिपि ज्ञान

- वर्णमाला : स्वर,व्यंजन
- संयुक्त व्यंजन
- अनुस्वार एवं अनुनासिक
- विराम चिन्ह
- संज्ञा-सर्वनाम

इकाई 2  
हिंदी की आधारभूत  
शब्दावली

- फल-सब्जियां ,रंग-पर्व उत्सव,सप्ताह के दिन
- ऋतुएं,पर्यटन स्थल,रिश्ते-नाते
- शरीर के अंग,खाने-पीने की चीजें,प्रमुख वस्तुएं

**AEC HINDI E** : उन विद्यार्थियों के लिए जिन्होंने **आठवीं तक हिंदी की परीक्षा उत्तीर्ण नहीं की है** ।

### इकाई 1

- हिंदी वर्णमाला –स्वर, व्यंजन, संयुक्त व्यंजन
- हिंदी संज्ञा शब्द-लिंग, वचन परिवर्तन

### इकाई 2

- हिंदी सर्वनाम
- हिंदी विशेषण
- हिंदी क्रिया



ए ई सी संस्कृत

भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा



# संस्कृत ए ई सी पाठ्यक्रम

संस्कृत ए ई सी पाठ्यक्रम

**संस्कृत में अग्रिम नीति  
साहित्य**

(12वीं तक संस्कृत पढ़ने वालों  
के लिये )

**पाठ्यक्रम में कथाएँ**

कथासरित्सागर  
पञ्चतन्त्र  
हितोपदेश  
चाणक्यनीति

**ए ई सी ख: संस्कृत ख**

**परिचयात्मक उपनिषद् एवं गीता**  
(12वीं तक संस्कृत पढ़ने वालों के लिये)

**ईशावास्योपनिषद् – कर्म, विद्या**  
– अविद्या, सत्य, आत्मन्  
**गीता – ज्ञानयोग, कर्मयोग,**  
**भक्तियोग**

**संस्कृत भाषा का परिचय**

(12वीं तक संस्कृत पढ़ने वालों के लिए  
)

सामान्य संस्कृत वाक्य निर्माण (सक्रिय  
आवाज )

अनुप्रयुक्त संस्कृत, हितोपदेश



## टिप्पणी:

1. शिक्षण का माध्यम – अंग्रेजी/हिन्दी/संस्कृत
2. दैनिक जीवन के करीब, समझने में आसान
3. अवधारणा आधारित विश्लेषण
4. आसान और स्कोरिंग
5. जड़ों से दोबारा जुड़ने का तरीका
6. व्यक्तित्व में भारतीयता जोड़ना
7. विरासत को सुरक्षित रखें
8. संस्कृत को बढ़ावा देने का सबसे सरल तरीका



# संस्कृत - सभी भाषाओं की जननी

- ❑ **संस्कृत और इसकी खासियत**
- ❑ देववाणी, देवभाषा के नाम से जाना जाता है।  
भाषा - ज्ञान का भण्डार ।
- ❑ इसमें मौलिक ध्वनियाँ शामिल हैं - लगभग सभी भाषाओं की जननी ।
- ❑ सबसे बड़ी वैज्ञानिक शब्दावली - सभी विज्ञानों और ज्ञान की अन्य शाखाओं के लिए तकनीकी शब्द ।
- ❑ कंप्यूटर के लिए सर्वोत्तम भाषा ।
- ❑ पूरी दुनिया में सराहा गया और अपनाया गया ।
- ❑ मानसिक और वाणी संबंधी कौशल बढ़ाने के लिए सर्वोत्तम भाषा ।
- ❑ सभी के लिए उपयोगी

## सभी के लिए उपयोगी

- ❖ देववाणी, देवभाषा के नाम से जाना जाता है।  
भाषा - ज्ञान का भण्डार ।
- ❖ इसमें मौलिक ध्वनियाँ शामिल हैं - लगभग सभी भाषाओं की जननी ।
- ❖ सबसे बड़ी वैज्ञानिक शब्दावली - सभी विज्ञानों और ज्ञान की अन्य शाखाओं के लिए तकनीकी शब्द ।
- ❖ कंप्यूटर के लिए सर्वोत्तम भाषा ।
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❖ सभी के लिए उपयोगी

संस्कृत -  
पृथ्वी ग्रह की  
पहली भाषा





**डॉ. शारदा गौतम**

सहायक प्राध्यापक,

संस्कृत विभाग

[sharda@dr.du.ac.in](mailto:sharda@dr.du.ac.in), +91 97112 42244

sharda@dr.du.ac.in, +91 97112 42244



धन्यवाद

<b>AEC Distribution 2024-2025 (I Year)</b>			
Course	No. of students	Semester I	Semester II
BCom (Hons)	139	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) English	78	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) Hindi	115	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) History	58	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) Music	29	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) Philosophy	49	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) Psychology	46	AEC- Indian Language-I	AEC- EVS
B. A. (Hons) Sanskrit	46	AEC- Indian Language-I	AEC- EVS
B. Sc. (Hons) Biochemistry	29	AEC- Indian Language-I	AEC- EVS
B. Sc. (Hons) Botany	58	AEC- Indian Language-I	AEC- EVS
B. Sc. (Hons) Chemistry	29	AEC- Indian Language-I	AEC- EVS
B. Sc. (Hons) Physics	58	AEC- Indian Language-I	AEC- EVS
	734		
Course	No. of students	Semester I	Semester II
BCom (Prog)	96	AEC- EVS	AEC- Indian Language-I
B. A. (Prog)	211	AEC- EVS	AEC- Indian Language-I
B. A. (Hons) Economics	115	AEC- EVS	AEC- Indian Language-I
B. A. (Hons) Political Science	115	AEC- EVS	AEC- Indian Language-I
B. Sc. (Hons) Mathematics	58	AEC- EVS	AEC- Indian Language-I
B. Sc. (Hons) Zoology	58	AEC- EVS	AEC- Indian Language-I
B. Sc. Life Sciences	78	AEC- EVS	AEC- Indian Language-I
	731		



The background features a light-colored grid pattern that transitions from a warm tan at the top to a light grey at the bottom. Scattered throughout are several realistic water droplets of various sizes, some with highlights and shadows, giving them a three-dimensional appearance.

# GE Languages



# GE Languages for B. A. Programme and B. Com. Students

Two papers of **Two** languages as GE languages in the **first four semesters** of their UG Programme  
(one of which shall be an Indian Language)

For example, if a student chooses Language A & B,  
they will study **Language A in the I and III Semester** and **Language B in II and IV Semester**.  
Either Language A or B shall be an Indian Language.

**Semester I** Paper 1 of Language A

Paper 1 of Language B **Semester II**

**Semester III** Paper 2 of Language A

Paper 2 of Language B **Semester IV**

# GE Languages for B. A. Programme and B. Com. Students

The college offers **English, Hindi** and **Sanskrit** as GE Languages.

A student can have the following combinations in the odd and even semesters:

English + Hindi  
/  
Hindi+ English

OR

English + Sanskrit /  
Sanskrit + English

OR

Hindi + Sanskrit /  
Sanskrit + Hindi

A student **cannot** opt for a GE paper offered by their core discipline/s

- X** B. A. Programme **English** + History students **cannot** opt for **English** as GE Language.
- X** B. A. Programme **Hindi**+ Physical Education students **cannot** opt for **Hindi** as GE Language.
- X** B. A. Programme **Sanskrit** + Music students **cannot** opt for **Sanskrit** as GE Language.

## GE Languages for B. A. Programme and B. Com. Students

For an equal distribution of sections, the college follows the following distribution:

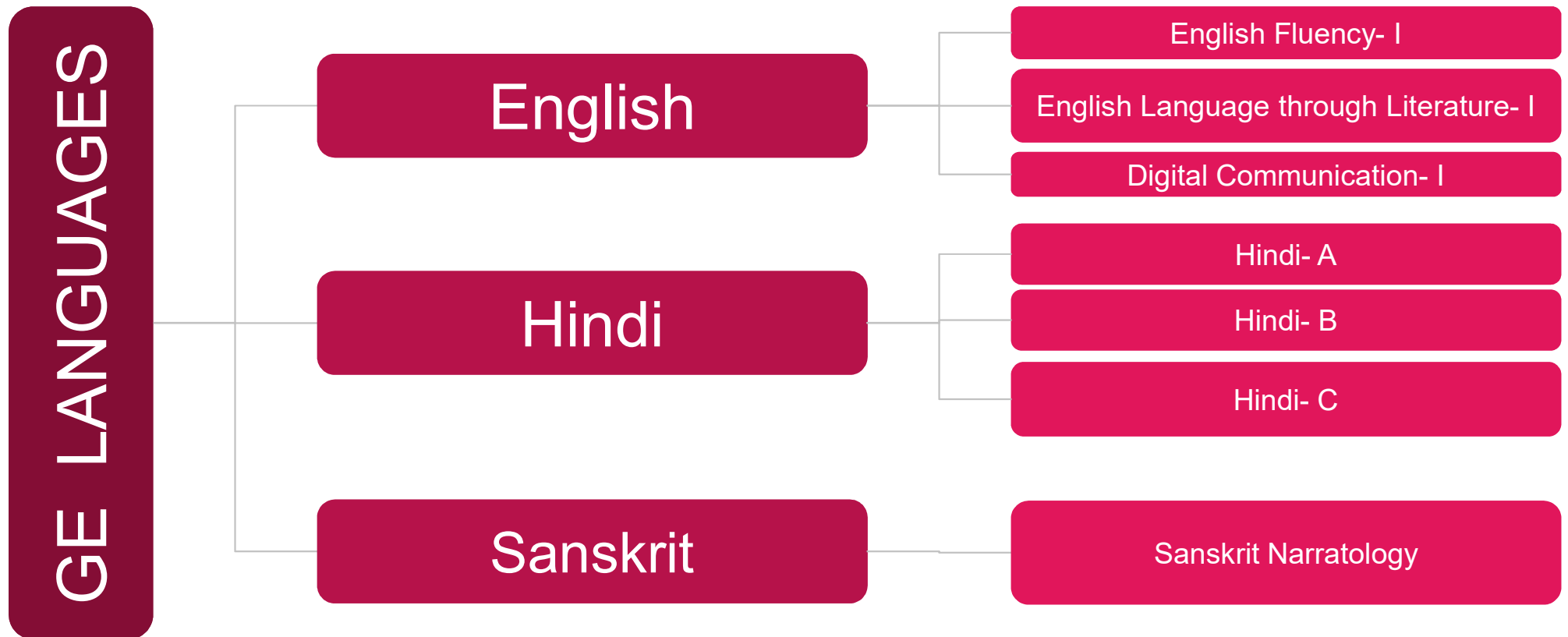
Name of the Course	Odd Semester	Even Semester
<b>B. Com.</b>	<b>English/ Sanskrit</b>	<b>Hindi/ Sanskrit</b>
<b>B. A. Programme (Physical Education + Political Science)</b>	<b>English/ Sanskrit</b>	<b>Hindi/ Sanskrit</b>
<b>B. A. Programme (Economics + Maths)</b>	<b>Hindi/ Sanskrit</b>	<b>English/ Sanskrit</b>
<b>B. A. Programme (History + Political Science)</b>	<b>Hindi/ Sanskrit</b>	<b>English/ Sanskrit</b>
<b>B. A. Programme (Philosophy + Psychology)</b>	<b>Hindi/ Sanskrit</b>	<b>English/ Sanskrit</b>
<b>B. A. Programme (ESB+ NHE)</b>	<b>Hindi/ Sanskrit</b>	<b>English/ Sanskrit</b>
<b>B. A. Programme (Music + NHE)</b>	<b>Hindi/ Sanskrit</b>	<b>English/ Sanskrit</b>
<b>B. A. Programme (English + History)</b>	<b>Hindi/ Sanskrit</b>	<b>Eligible for Discipline GE<sup>#</sup></b>
<b>B. A. Programme (Hindi+ Physical Education)</b>	<b>Sanskrit<sup>*</sup></b>	<b>Eligible for Discipline GE<sup>#</sup></b>
<b>B. A. Programme (Sanskrit + Music)</b>	<b>Hindi<sup>*</sup></b>	<b>Eligible for Discipline GE<sup>#</sup></b>

<sup>\*</sup>To fulfill the Indian Language criterion

<sup>#</sup>Exemption given by the University for students who have language as their core discipline/s

# GE Languages for BA Programme and BCom Students

English and Hindi offer three different papers each and Sanskrit offers one paper.





DAULAT RAM COLLEGE  
DEPARTMENT OF ENGLISH

**GE LANGUAGE (ENGLISH)**

FOR

**B. COM./**

**B.A. PROGRAMME**

CREDITS: 4 CREDITS PER COURSE  
(3 THEORY + 1 TUTORIAL)

# FOR YOUR ATTENTION

**BA (P) students cannot opt for GEs of the parent department(s).**

**The Generic Elective courses of a discipline are offered to the students who are not studying the discipline as one of the core courses (DSCs).**

For instance:

## **Combination**

**ENGLISH + HISTORY**  
**HINDI + PHYSICAL EDUCATION**  
**SANSKRIT + MUSIC**

## **You CANNOT Choose**

**×** **ENGLISH AS GE LANGUAGE**  
**×** **HINDI AS GE LANGUAGE**  
**×** **SANSKRIT AS GE LANGUAGE**



# **ENGLISH FLUENCY- I**

**Accessible readings and interesting exercises**

**Preparatory base for competitive environments**

**Interactive sessions for better understanding and assessment**

**Practice sessions for improving oral and written communication**

**3 Lectures for Theory and 1 Tutorial format**





## **ENGLISH FLUENCY- I**

### **Course objectives:**

- 1. This course is intended for students who possess basic grammatical and vocabulary skills**
- 2. The course aims to equip them with skills that will help them interact with people around their personal, institutional and social spaces.**



## ENGLISH FLUENCY- I

**The course will help students to:**

- 1. describe or express their opinions** on topics of personal interest such as their experiences of events, their hopes and ambitions.
- 2. read and understand** information on topical matters **and explain** the advantages and disadvantages of a situation.



## ENGLISH FLUENCY- I

### Students will learn to

1. write **formal letters, personal notes, blogs, reports and texts** on familiar matters.
2. **comprehend and analyse texts in English.**
3. **organise and write paragraphs and short essays** in a variety of rhetorical styles.



# ENGLISH FLUENCY- I

## Readings:

- 1. Morgan, Esther. 'The Lost Word'**
- 2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences***
- 3. Ghose, Premola. *Tales of Historic Delhi***
- 4. Chakrabarti, Narendranath. 'Amalkanti'**
- 5. Anand, S., *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar.***



**Thank you!**



# English Language through Literature-I

## Generic Elective(Language)

Offered by: Department of English  
Faculty Coordinator: Ms. Shilpa Vashisht

# Syllabus

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## UNIT – I (20 Hours)

### UNIT 1: Understanding Everyday Texts.

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

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

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

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

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

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

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

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





**UNIT – II (20 Hours)**

**UNIT 2:** Understanding Drama

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

**UNIT – III (20 Hours)**

**UNIT 3:** Understanding Poetry

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

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

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



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

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

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



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

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

# Learning Outcomes

---

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







### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE LANGUAGE-2

#### UNIT – I (14 weeks-1 hour/week)

##### 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 (14 weeks-1 hour/week)

##### 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 (14 weeks-1 hour/week)

##### 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)

# SYLLABUS



# WHY SHOULD WE STUDY DIGITAL COMMUNICATION?

1. DIGITAL AGE
2. UNDERSTANDING 'SELF' AND CREATION OF 'PERSONA'
3. WAYS OF COMMUNICATION HAVE EVOLVED
4. TO LEARN DIFFERENT FORMS OF EXPRESSION
5. TO BECOME AN AUTHENTIC AND RELATABLE CONTENT CREATOR
6. TO THINK OUT OF THE BOX
7. PERSONALITY BUILDING





# PAPER COMPOSITION:

3 LECTURES + 3 TUTORIALS/ WEEK

IA- 30 MARKS (12 + 12 + 6)

CA- 40 MARKS (35 + 5)

ATTENDANCE MARKS WILL BE GIVEN ONLY ABOVE 65% ATTENDANCE, IN GRADATION.





# हिंदी : भाषा और साहित्य

B.A. (P)

GENERIC ELECTIVES (GE)

SEMESTER- 1st & 2<sup>nd</sup>

Credits- 4

# ‘हिंदी-क’

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

- 1 हिंदी भाषा का उद्भव एवं विकास
- 2 हिंदी साहित्य का इतिहास सामान्य परिचय
- 3 सत-काव्य, भूषण, बिहारी
- 4 आधुनिक हिंदी कविता

# ‘हिंदी-ख’

(उन विद्यार्थियों के लिए  
जिन्होंने 10वीं कक्षा तक  
हिंदी पढ़ी है।)

- 1 हिंदी भाषा और साहित्य
- 2 भक्तिकालीन कविता
- 3 मैथिलीशरण गुप्त
- 4 आधुनिक कविता

# ‘हिंदी-ग’

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

- 1 हिंदी भाषा और साहित्य
- 2 भक्तिकालीन हिंदी कविता
- 3 रीतिकालीन हिंदी कविता
- 4 आधुनिक हिंदी कविता



# *SANSKRIT DEPARTMENT*

Presenter:  
Dr. Shashi Sharma

# ORIENTATION FOR GE COURSES

## ORIENTATION FOR GE

- SANSKRIT AS GENERIC ELECTIVE language
- 2024-25

### Medium of Study

- Sanskrit as Subject and not as medium of study.
- Any medium – English or Hindi.

## Benefits to the Students

- Closer to Main Discipline courses.
- Opportunity to understand concepts in originality.
- No Particular Prescribed Text, Just Concepts and Discursive ideas.
- No pre knowledge of Sanskrit is required.
- Easy and scoring.

# Sanskrit GE Paper

## SANSKRIT NARRATOLOGY

### 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.

## 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.

## Major Topics

- Unit: I Origin and Development of Sanskrit Narratives
- Unit: II Distinctive Features and Functions of Sanskrit Narratology
- Unit: III Art-forms as Medium of Sanskrit Narrative
- Unit: IV Cultural Reception of Pañcatantra



*THANK*

*YOU*

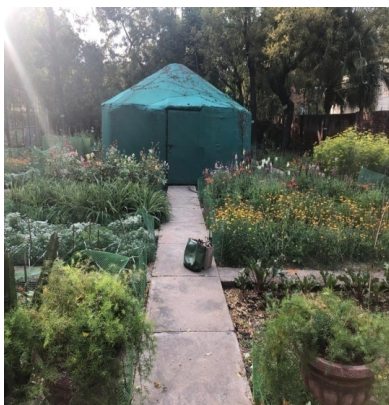
The background features a light-colored grid pattern that transitions from a warm tan at the top to a light grey at the bottom. Several realistic water droplets of various sizes are scattered across the top and bottom edges, adding a fresh, clean aesthetic.

# GE Discipline





# Botany Department Established in 1968 Star Status Awarded by DBT in 2014





# Why study Botany ?

Botany is the broad discipline which deals with the scientific study of plant life. The programme imparts knowledge on various fields of plant biology through teaching, interactions and practical classes.

## Plants: Friends of Human beings

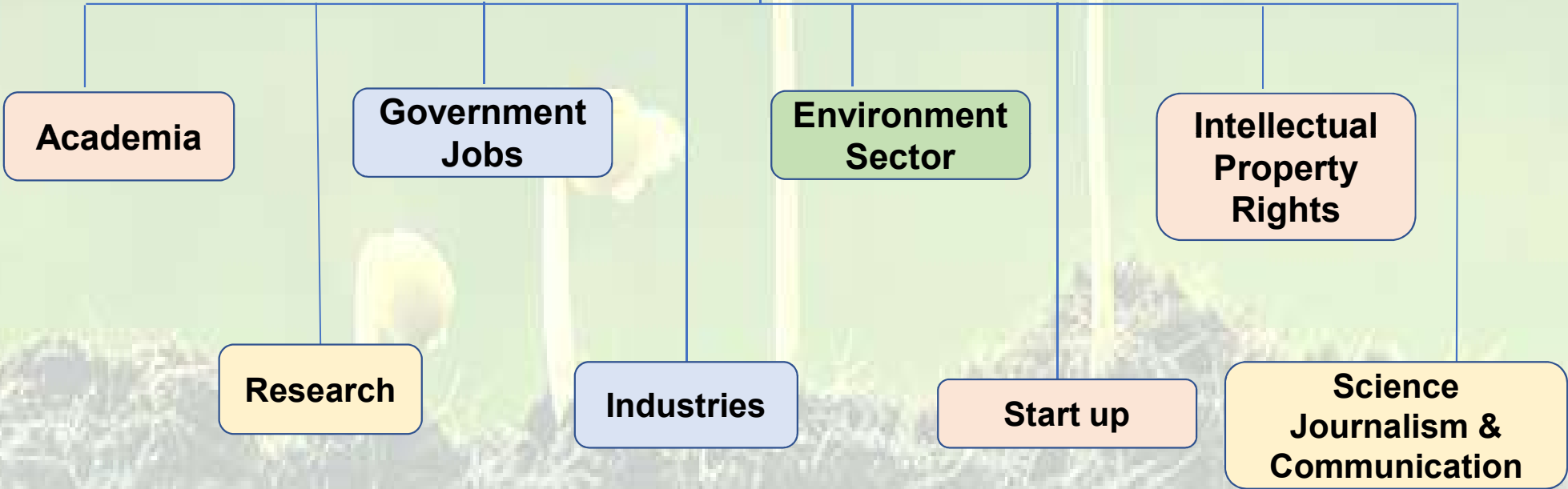
- In day to day life
- Study material for research purpose
- Molecular & Biotechnological use
- Maintain ecological balance
- Ornamental purpose
- Organic food
- Medicinal and herbal use



**As climate change is creating enormous challenges relating to human health and environment, these challenges offer excellent future opportunities to those who study Botany.**



# Potential Career Opportunities



## Private Companies/ Industries/ Pharmaceutical/ Biotech Companies/ Seed Companies

- ❖ Panacea Biotech, Okhla, New Delhi
- ❖ Jubilant Organosys Ltd, Noida
- ❖ Reliance Life Sciences Pvt. Ltd., Mumbai
- ❖ Unilever Industries Private Limited, Mumbai
- ❖ Pepsico India Holding Pvt. Ltd., Bangalore
- ❖ Ranbaxy Laboratories, Gurgaon, Haryana

## Fellowships in India

- ❖ Fast Track
- ❖ CSIR Nehru Fellowship
- ❖ DS Kothari Fellowship
- ❖ DBT CREST Fellowship
- ❖ UGC Women Fellowship

## Job Opportunities in abroad Post Doctoral Research

- ❖ Full Bright Fellowship
- ❖ Plant Fellowship Programme for Postdoc
- ❖ DAAD Fellowship For Academics

## Research Institutes

- National Bureau of Plant Genetic Resources
- National Botanical Research Institute
- Central Institute of Medicinal and Aromatic Plant
- Jawahar Lal Nehru University
- Indian Institute of Technology
- The Energy and Resources Institute
- Forest Research Institute
- Indian Agricultural Research Institute
- Council of Scientific Research
- Central Food Technological Research Institute
- Centre for Science and Environment
- National Dairy Research Institute
- Department of Science and Technology

## Botany Career Websites for Jobs:

[www.naturejobs.com](http://www.naturejobs.com)

[www.jobalerts.com](http://www.jobalerts.com)



**Academic Year 2024-25**  
**List of GE Pool Papers offered by Department of Botany in Odd Semester**

Course Code	Course Title
BOT-GE-1	Plant Diversity and Human Welfare
<b>BOT-GE-2</b>	<b>BIOFERTILIZERS</b>
BOT-GE-3	Protected Agriculture – Hydroponics and Organic Cultivation
BOT-GE-4	Basic Laboratory and Field Skills in Plant Biology and Allied Sciences
<b>BOT-GE-5</b>	<b>GREEN BELT DEVELOPMENT AND URBAN MANAGEMENT FOR SMART CITIES</b>

**Course Distribution, Eligibility and Pre-requisite of the Course**

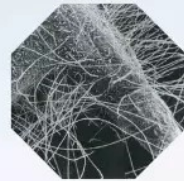
Course Title & Code	Credits	Eligibility Criteria	Pre-requisite of Course	Ideal students for us?
<b>BOT-GE-2</b> <b>Biofertilizers</b>	2 Credits Theory + 2 Credits Practical = <b>Total 4 Credits</b> TT: 6 Classes (2T + 4 P) Per Week	12 <sup>th</sup> Pass	Nil	Any student of all courses except B. Sc. Botany (H) Course; Preferably student having science background
<b>BOT-GE-5</b> <b>Green Belt Development And Urban Management For Smart Cities</b>	2 Credits Theory + 2 Credits Practical = <b>Total 4 Credits</b> TT: 6 Classes (2T + 4 P) Per Week	12 <sup>th</sup> Pass	Nil	Any student of all courses except B. Sc. Botany (H) Course; Preferably student having science background

# BOT-GE-2 Biofertilizers

## BIO FERTILIZERS



Anabaena azollae



Mycorrhizal Fungi



pseudomonas fluorescens



Azospirillum



Rhizobium



Rhizoctonia Solani

DRC BOTANY DEPARTMENT

## Learning Objectives:

- To develop an understanding of biological systems used as **fertilizers and to build skills in handling microbial inoculants**
- To understand the optimum conditions for **growth and multiplication of useful microbes** such as Rhizobium, Cyanobacteria, Mycorrhiza, Azotobacter etc.
- To understand the **role of microbes in mineral cycling and nutrition** of plants
- To gain expertise in various methods of **decomposition of biodegradable waste, conversion into compost**, and apply this knowledge and skills in their daily life

## Learning Outcomes:

- To visualize and **identify different types of microorganisms** with a compound microscope
- To understand the **classification of microorganisms** according to their morphological identification. In addition, **prepare and sterilize different types of culture media**
- **Isolation of microorganisms** from the environmental samples and culture in aseptic conditions



# Eligibility Criteria

Who can opt this



Any 1st year enrolled in Bachelor course



Pre-requisites



No specific pre-requisites

However, Prior knowledge to Plants and chemical handling will be nice



## Highlights of Syllabus

### Theory Component

- Microbial Inoculants
- Chemical fertilizers vs biofertilizers
- Role of Cyanobacteria
- Mycorrhizal Association
- Organic Farming

### Practical Component

- Isolation of tiny microbes such as *Rhizobium*, *Anabaena*, Arbuscular Mycorrhizal fungi etc.
- Various Biocontrol methods
- Compost testing
- Project based on related technology

### Essential Readings

- Reeta Khosla (2017). Biofertilizers and Biocontrol agents for Organic Farming, Kojo Press
- Subha Rao, N. S. (2020). Soil Microbiology, 5<sup>th</sup> edition. New Delhi, Delhi: Oxford & IBH Publishers.
- Sathe, T. V. (2004). Vermiculture and Organic Farming. New Delhi, Delhi: Daya Publishers.
- Kumaresan, V. (2005). Biotechnology, New Delhi, Delhi: Saras Publication.

## Advantages of studying Botany GE - Biofertilizers

The future scope of this field is very bright !

- Exposure to a new discipline/ subject
- Scientific reasoning, critical thinking & Lifelong learning
- Platform for interdisciplinary research
- Capacity building for competitive examinations such as NEET, Masters in basic and applied sciences, UPSC
- Provide training to people
- Provides basic information to have start ups in agriculture, horticulture, floriculture, organic farming etc.



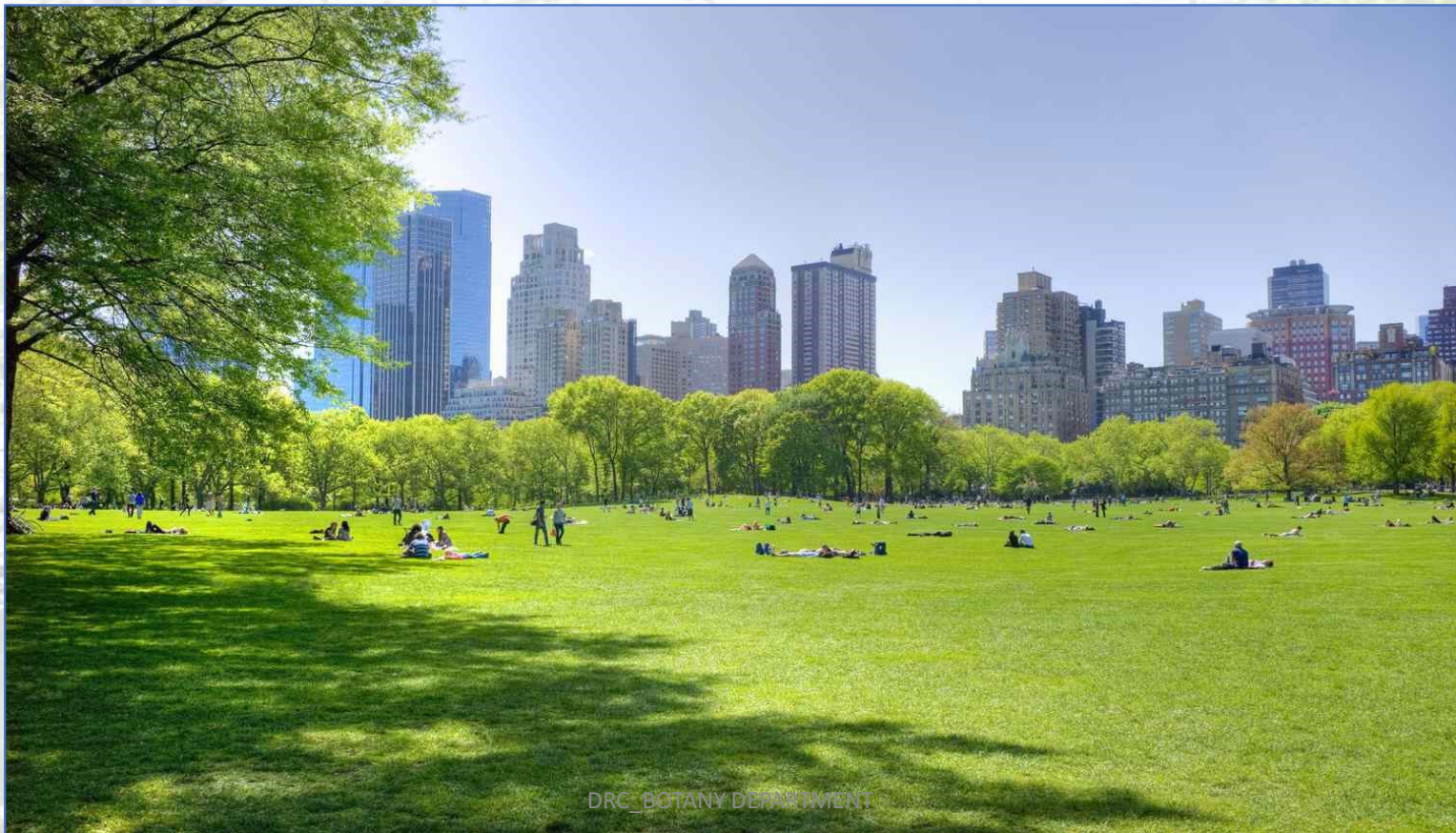
Why Wait ? Enroll Now

!





# BOT-GE-5 Green Belt Development And Urban Management For Smart Cities



8/17/2024

DRC\_BOTANY DEPARTMENT

75



### Learning Objectives:

- To make students aware about **Green Belt Development**, which is a major step in the development of a **sustainable ecosystem**, particularly under the **Smart Cities Program** for **urban development**.
- To introduce students with **challenges and possible solutions** of **Green Belt Development in cities**.
- To acquaint students with various **methods and techniques** used in **development of green infrastructure for smart cities**

### Learning Outcomes:

After completion of this course, students will:

- become familiar with **green skills** that contribute to **preserving or restoring the environment** for a **sustainable future** that protect ecosystems and biodiversity, reduce energy and minimize waste and pollution.
- understand the role of **green belt in capturing the transient emissions**, prevent soil erosion and degradation, containing water run- offs and recharging ground water, attenuate noise generated and improve the aesthetics.

## Highlights of Syllabus

### Theory Component

- Plant-Pollutant Interaction.
- Structural & Functional Aspects of Green Belt.
- Green Belt for Mitigating Climate change.

### Essential Readings

- Vesilind, P. A., Peirce, J. J., Weiner, R., (1998). Environmental Pollution and Control Netherlands: Elsevier Science.
- Burnwal, K., Jagwani, D. (2013). Air Pollution Abatement through Trees & GreenBelt Development. LAP Lambert Academic Publishing.
- CPCB (2000). Guidelines for Green Belt development, CPCB, MoEF, Gol, NewDelhi.
- Acar, S., Yeldan, A.E. (2019). Handbook of Green Economics Netherlands: Elsevier Science.

### Practical Component

- Methods of vegetation sampling and estimation of green cover of an area.
- Selecting plants according to pollutant load.
- Mapping GPS points and cover map generation using software.
- Measurement of DO, BOD, TDS of treated water.



## Advantages of studying Botany GE - Green Belt Development And Urban Management For Smart Cities

The future scope of this field is immense!

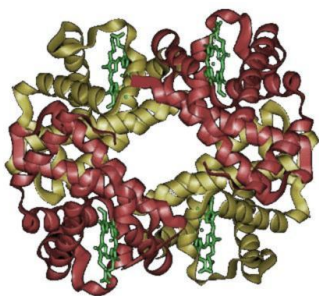
- Exposure to a new discipline/ subject
- Scientific reasoning, critical thinking & Lifelong learning
- Platform for interdisciplinary research
- Capacity building for competitive examinations, Masters in basic and applied sciences
- Provide real-time hands-on training in creating urban green spaces
- Provides basic information to have start ups in urban planning, green architecture, horticulture, floriculture, etc.



**Lets Go Green  
Enroll Now !**

DRC BOTANY DEPARTMENT



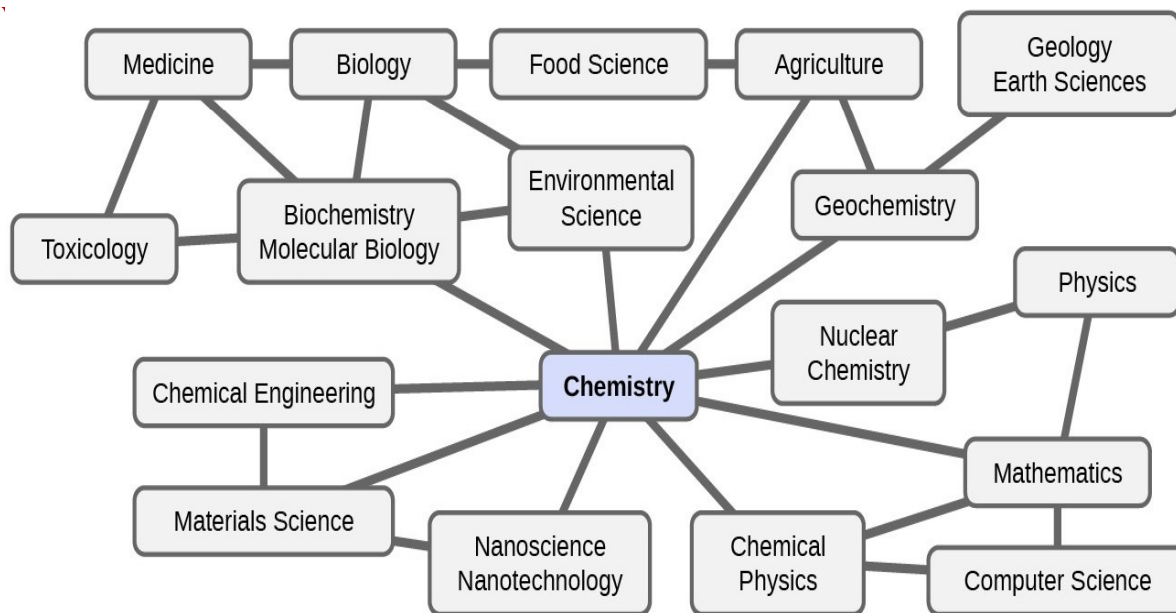


# BUILD YOUR FUTURE WITH CHEMISTRY



## WHY STUDY CHEMISTRY ?

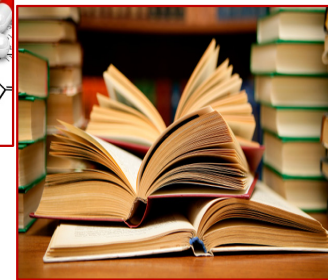
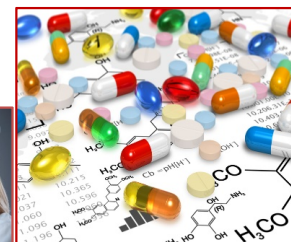
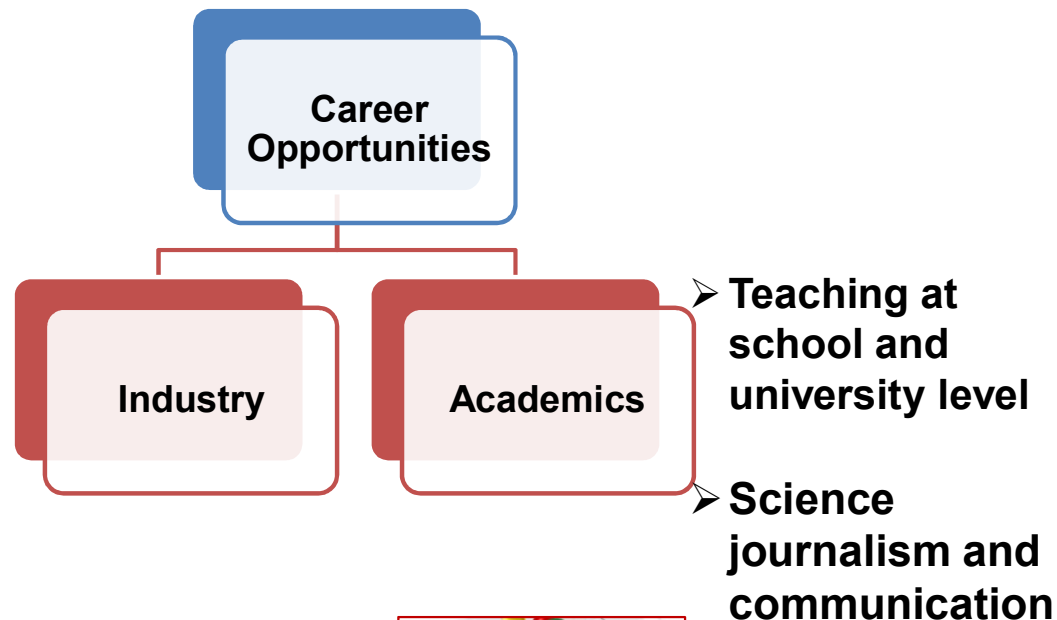
- Chemistry is known as *Central Science* because it plays a vital role in nearly every area of modern science and technology.
- It provides a foundation for fields such as biochemistry, chemical engineering, food science, materials science, geology, nanotechnology and pharmacology and many more .
- Chemistry students develop skills such as critical and analytical thinking, numerical problem solving, instrumentation and data analysis. With the right qualifications and experience, studying chemistry can lead to job opportunities in





# JOB OPPORTUNITIES IN CHEMISTRY

- FORENSIC SCIENCES
- MATERIAL SCIENCES
- PHARMACEUTICAL INDUSTRY
- CHEMICAL INDUSTRY
- PAINTS AND COATINGS
- FOOD AND BEVERAGES INDUSTRY
- AGROCHEMICAL SECTOR
- TEXTILE AND TANNING INDUSTRY
- OIL AND NATURAL GAS
- ENVIRONMENT SECTOR
- TRADEMARK AGENCIES
- COSMETICS & PERSONAL CARE PRODUCTS
- COPYRIGHT AND PATENT LAW
- WASTE MANAGEMENT
- METALLURGICAL SECTOR
- PLASTICS AND POLYMER S
- SCIENTIFIC RESEARCH ORGANIZATIONS AND AGENCIES
- HEALTH AND MEDICAL ORGANIZATIONS



## ROLE OF CHEMISTRY IN HIGHER EDUCATION

Chemistry is compulsory for various post-graduate courses such as M.Sc. Botany, Zoology, Biochemistry, biomedical sciences , Physics in various universities as under.

M.Sc.	University
Forensic	All Guru Ghasidas Vishwavidyalaya, Chattisgarh, Banaras Hindu University, Apex University, Rajasthan
Plant Biology & Biotechnology	University of Hyderabad
Biochemistry	University of Hyderabad, Central University Kerala, Manipur University, Banaras Hindu University
Life Sciences	Central University Karnataka
Biotechnology	Central University South Bihar
Microbiology	Hemvati Nandan Bahuguna Garhwal University, Srinagar
Plant Molecular Biology	North-Eastern Hill University
Chemistry	All central universities under CUET
Pharmaceutical Chemistry	Hemvati Nandan Bahuguna Garhwal University, Srinagar
Industrial Chemistry	Central University Gujarat
Chemistry (Specialization in Applied Chemistry) Chemistry (Theoretical and Computational Chemistry) Chemical Sciences (Medicinal Chemistry)	Central University Punjab
Chemistry (With Medicinal Chemistry as Specialization)	Central Tribal University Andhra Pradesh
Physics	Pondicherry University, Apex University, Rajasthan
Food Science & Technology	Babasaheb Bhimrao Ambedkar University
Environmental Sciences	Central University Jammu, DU
zoology	Central University Kerala, DU
Applied Microbiology	Banaras Hindu University

M.Sc **Chemistry**,  
 Central university of Haryana,  
 University of Hyderabad,  
 Central University Karnataka,  
 Central University Kashmir,  
 Central University Punjab,  
 Central University Rajasthan,  
 Tezpur University,  
 Manipur University ,  
 Aligarh Muslim University ,  
 Banaras Hindu University ,  
 Vishva Bharti University ,  
 Jadavpur university , JNU , BHU ,  
 Central university of Jharkhand and  
 etc



# DELHI UNIVERSITY CRITERIA

## ( from PG admission Info Bulletin 2024 )

### M.Sc. CHEMISTRY

For admission to M.Sc. Chemistry, the candidates must fulfil the Program Specific Eligibility and appear in the respective CUET paper. Refer to [pgcuet.samarth.ac.in](http://pgcuet.samarth.ac.in) for the syllabus of the CUET paper.

Category	Program Specific Eligibility	CUET Paper Code
1A	Bachelor's Degree in Chemistry from a recognized University with at least two paper of Mathematics. Candidates must have passed 10+2 (Senior Secondary) or equivalent examination recognized by the University of Delhi with Mathematics as one of the regular subjects.	SCQP08
1B	Bachelor's Degree in Physical Sciences with at least two (02) Courses (major/three years) in Mathematics from a recognized University	
2A	B.Sc. (Hons.) Chemistry with at least two (02) Courses of Mathematics from University of Delhi.	

### M.Sc. ENVIRONMENTAL STUDIES

For admission to M.Sc. Environmental Studies, the candidates must fulfil the Program Specific Eligibility and appear in the respective CUET paper. Refer to [pgcuet.samarth.ac.in](http://pgcuet.samarth.ac.in) for the syllabus of the CUET paper.

Category	Program Specific Eligibility	CUET Paper Code
1A	Bachelor's Degree with at least two (02) Courses from the following: Physics, Chemistry, Biology, Maths, Geography, Economics from a recognized University.	SCQP11
1B	B.Tech./ B.E. Degree from any University/ Institution recognized by UGC/ AICTE from a recognized University	
2A	B.Sc. (Hons.) Environmental Studies from University of Delhi .	

### M.Sc. GEOLOGY

For admission to M.Sc. Geology, the candidates must fulfil the Program Specific Eligibility and appear in the respective CUET paper. Refer to [pgcuet.samarth.ac.in](http://pgcuet.samarth.ac.in) for the syllabus of the CUET paper.

Category	Program Specific Eligibility	CUET Paper Code
1A	Bachelor's Degree with Geology and any two subjects of the following: Physics, Chemistry, Mathematics, Botany, Zoology, Environmental Science, Geography, Computer Science	SCQP14
2A	B.Sc. (Hons.) Geology from University of Delhi	

## DELHI UNIVERSITY CRITERIA ( from PG admission Info Bulletin 2024 )

### M.Sc. FORENSIC SCIENCE

For admission to M.Sc. Forensic Science, the candidates must fulfil the Program Specific Eligibility and appear in the respective CUET paper. Refer to [pgcuetsamarth.ac.in](http://pgcuetsamarth.ac.in) for the syllabus of the CUET paper.

Category	Program Specific Eligibility	CUET Paper Code
1A	Bachelor's Degree in Sciences from a recognized University.	SCQP13

### M.Sc. ZOOLOGY

For admission to M.Sc. Zoology, the candidates must fulfil the Program Specific Eligibility and appear in the respective CUET paper. Refer to [pgcuetsamarth.ac.in](http://pgcuetsamarth.ac.in) for the syllabus of the CUET paper.

Category	Program Specific Eligibility	CUET Paper Code
1A	Bachelor's Degree in Zoology/ Biological Science/ B.Sc. Life Science from a recognized University	
1B	Bachelor's Degree in Sciences with at least one (01) Course each from Zoology and Chemistry from a recognized University	SCQP17
2A	BSc. (Hons) Zoology from University of Delhi	

## BHU CRITERIA ( from PG admission Info Bulletin 2024 )

### M.Sc. in Biochemistry CUET Paper Code - SCQP05

- B.Sc. (Hons.) in Biochemistry/ B.Sc. under 10+2+3 pattern with Biochemistry as a subject in all the three years of graduation course, securing a minimum of 50% marks in the aggregate in Science subjects (considering all the three years of B.Sc. Course),  
OR
- B.Sc. (Hons.) in Chemistry/ Botany/ Zoology or B.Sc. (Life Science/Bioscience) under 10+2+3 pattern **with Chemistry as a subject studied for at least One year (Two Semesters) of B.Sc. course securing a minimum of 50% marks in the aggregate in science subjects (considering all the three years of B.Sc. course).**
- For admission to M.Sc. in Botany/ Zoology, a candidate must also have offered Chemistry as one of the subjects at the Graduate level.*

# IIT JAM ELIGIBILITY CRITERIA

## M.Sc. (TECH) IN APPLIED GEOPHYSICS

1. B.Sc. Degree with physics as main subject .
2. Maths as a subsidiary subject for two years / 4 semesters
3. Another subsidiary subject from CHEMISTRY , geology , electronics , statistics for 1 year or two semesters .

## JOINT M.Sc. Ph.D IN GEOPHYSICS

1. Geology or physics as major subject for three years or six semesters
2. And , any two subjects among maths , physics and CHEMISTRY .

## JOINT M.Sc. Ph.D IN MOLECULAR MEDICAL MICROBIOLOGY

1. B.Sc. Degree (three year ) with biology /Biotech/Botany/LS/Physiology /zoology/ microbiology /Biochem/Genetics and molecular biology as main subject
2. And , any one of CHEMISTRY / physics / maths as one of the compulsory subsidiary subject for at least one year (2 semesters )

## JOINT M.Sc. Ph.D IN MEDICAL PHYSICS

1. B.Sc. Degree (three year ) with Physics as main subject
2. Maths as compulsory subsidiary subject
3. And , any one of CHEMISTRY / biology as another subsidiary subject for at least two years ( 4 semesters )

## JOINT M.Sc. Ph.D IN ATMOSPHERE AND OCEAN SCIENCES

1. Maths and physics with any one of the subjects among CHEMISTRY , computer science , computer applications , geology and statistics

## Recruitment as TGT in School Teaching

If you are applying for TGT under *Delhi subordinate service selection board (DSSSB), Kendriya Vidyalayas (KV), Jawahar Navodaya, Army schools, studying chemistry is important.*

### DSSSB eligibility

• For the post of TGT (Science):

1. The candidate should have studied Botany, Zoology and Chemistry in all the years of graduation with atleast 50% marks in each subject.
2. The candidates with Honours Degree in Botany/ Zoology/ Chemistry with atleast 50% marks in B.Sc should have studied other two subjects with atleast 50% marks in each of them at graduation level.

### Other state boards such as Haryana, Rajasthan, etc ELIGIBILITY

**2) TGT Science**

- i) B.Sc. and 2-year Diploma in Elementary Education; OR  
B.Sc. with at least 50% marks and 2-year Bachelor in Education (B.Ed.) in accordance with the NCTE (Recognition Norms and Procedure) Regulations, 2007 notified on 31 August, 2009.; OR  
B.Sc. with at least 45% marks and 2-year Bachelor in Education (B.Ed.), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard; OR  
Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor in Elementary Education (B. El. Ed.); OR  
Senior Secondary (or its equivalent) with at least 50% marks and 4 year B.Sc. Ed.; OR  
B.Sc. with at least 50% marks and 1-year B.Ed. (Special Education);  
AND

ii) In case of B.Sc., a combination of at least three subjects out of the following:-  
(1) Physics (2) Chemistry (3) Botany (4) Zoology (5) Mathematics.

- Note:** In the case of Hons. Degree, in any of the above mentioned subjects, the candidate must have studied other two subjects in the first and second year of course.  
iii) In case of B.Ed., Science as a teaching subject from a recognized university;  
iv) Matric with Hindi/ Sanskrit or 10+2/ B.A/ M.A with Hindi as one of the subject.

### Kendriya Vidyalayas eligibility

2	Trained Graduate Teacher (TGT) Hindi/ English/ Sanskrit/ Maths/ Science/ Social Science	<b>Essential:</b>		
		i) Four years' Integrated degree course of Regional College of Education of NCERT in the concerned subject with at least 50% marks in aggregate ;		
		OR		
		Bachelor's Degree with at least 50% marks in the concerned subjects/combination of subject and in aggregate. The electives subject and languages in the combination of subjects are as under:		
		Sl. No.	Post (Subject)	Subject(s)
		1.	TGT (English)	English as a subject in all the three years
		2.	TGT (Hindi)	Hindi as a subject in all the three years.
3.	TGT (S.St.)	Any two of the following: History, Geography, Economics and Pol. Science of which one must be either History of Geography.		
4.	<u>TGT (Science)</u>	<u>Botany, Zoology and Chemistry</u>		
5.	TGT (Sanskrit)	Sanskrit as a subject in all the three years.		
6.	<u>TGT (Maths)</u>	Bachelor Degree in Maths with any two of the following subjects: - Physics, <u>Chemistry</u> , Electronics, Computer Science, Statistics		



**JOB OPPORTUNITIES IN GOVT. SECTOR**

- National Institute of Immunology (NII)
- Defence Research and Development Organisation (DRDO, Ministry of Defence, Government of India)

- Archaeological Survey of India (ASI), Government of India.
- National Chemical Laboratory (NCL)

- Geological Survey of India (GSI, Ministry of Mines, Government of India)

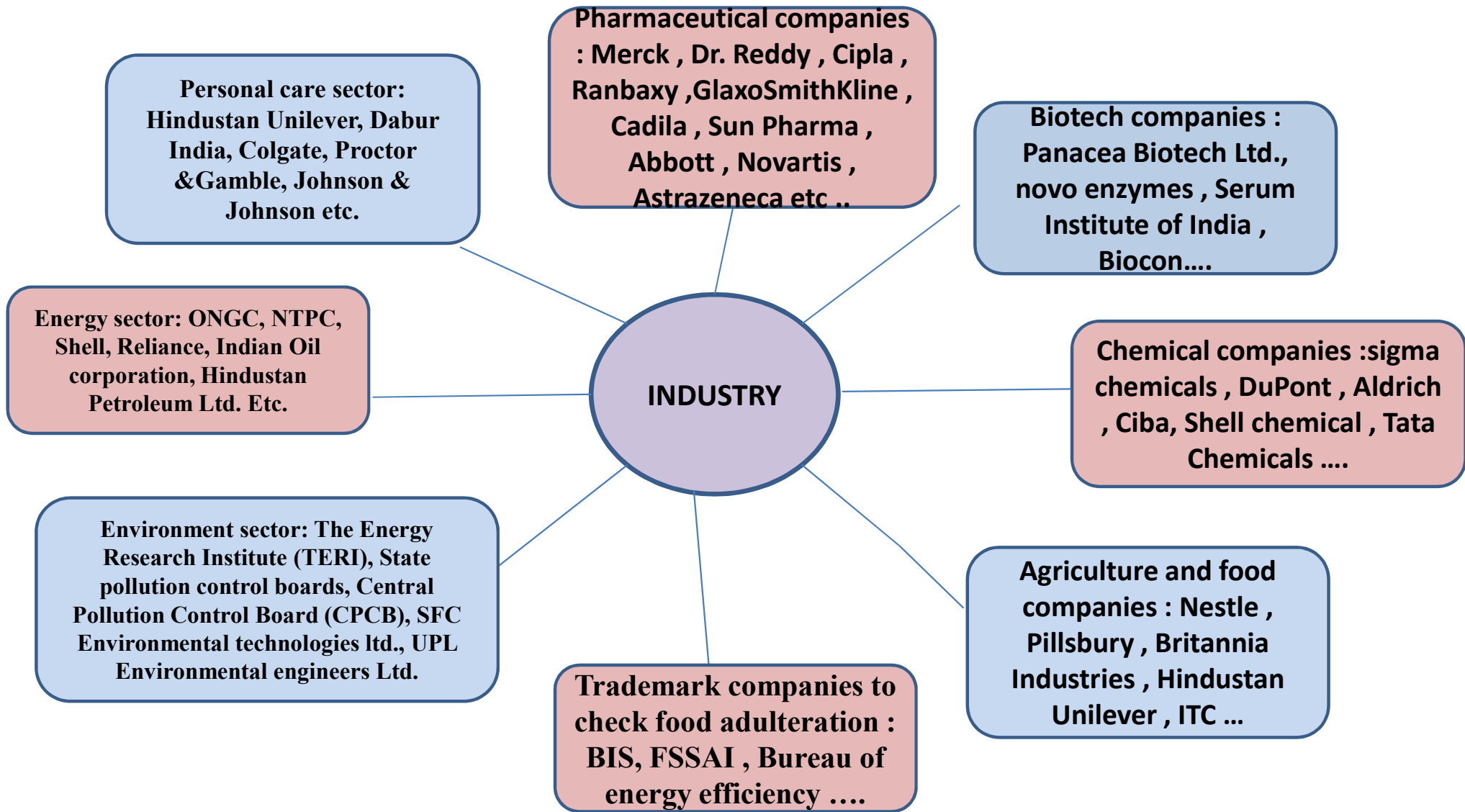
- Central Drug Research Institute (CDRI, Council of Scientific and Industrial Research)
- Department of Biotechnology (DBT, Ministry of Science and Technology)

- India Meteorological Department (Ministry of Earth Sciences, Government of India)

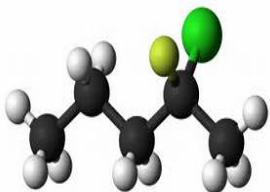
- Bureau of Indian standards (BIS), Food Safety and Standards Authority of India (FSSAI)
- Central Pollution Control Board (CPCB)

- Ministry of Textiles
- Bhabha Atomic Research Centre (BARC, Government of India)

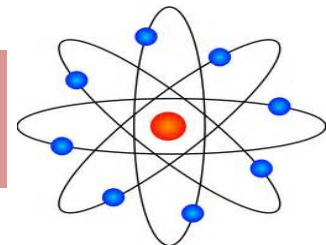
- Indian Agricultural Research Institute (IARI, Department of Agricultural Research and Education, Ministry of Agriculture, Government of India)







## GENERIC ELECTIVE (GE) PAPER OFFERED BY CHEMISTRY DEPARTMENT



### UPC : 2174001001 : GE 1: ATOMIC STRUCTURE AND CHEMICAL BONDING

FOR B.Sc.(H) IN BOTANY, ZOOLOGY, BIOCHEMISTRY ,MATHEMATICS AND OTHER COURSES (FIRST SEMESTER )

Eligibility criteria : Basic knowledge of chemistry , Total Credits : 4 , T=2 , P=2

Learning objectives	Learning outcomes
❖ The course reviews about the structure of an atom which is a prerequisite in understanding the nature of chemical bonding in compounds.	✓ Solve the questions using the knowledge gained by studying quantum mechanical model of an atom, quantum numbers , electronic configuration , Radial and angular nodes , radial and angular distribution curves for different orbitals and shapes of s , p d and f orbitals.
❖ Basic knowledge about of covalent and ionic bonding and its numerous applications .	✓ Understand the concept of solvation energy and lattice energy w.r.t. stability and solubility of the ionic compounds, Born Haber cycle , Born Lande equation and its applications.
	✓ Draw the structures , shapes and geometries of different molecules using VSEPR , hybridization and Molecular orbital theory

**Note : Department has a right to change the GE option**

We welcome you to the Chemistry Department



# GENERIC ELECTIVE

**BCH 1.1**

**OFFERED BY**

**DEPARTMENT OF COMMERCE**

**Title : BUSINESS ORGANISATION**

**CREDIT : 4**

# OBJECTIVES

## Understanding Business Fundamentals:

- Gaining insights into the basic principles, structures, and operations of businesses.

## Building a Foundation for Entrepreneurship:

- Learning the essential elements for starting and running a successful business.

## Developing Business Skills:

- Acquiring practical skills such as decision-making,
  - problem-solving, and leadership.

## Career Opportunities:

- Preparing for a wide range of careers in business, management, and entrepreneurship.

# Forms of

Business  
Organisation



**SOLE  
PROPRIETOR  
SHIP**



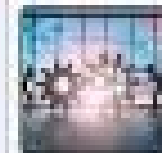
**CO-  
OPERATIVE  
SOCIETY**



**HINDU-  
UNDIVIDED  
FAMILY**



**PARTNER  
SHIP**



**JOINT  
STOCK  
COMPANY**



# LEARNING OUT COMES



**The Learning Outcomes of this course are as follows:**

1. Examine the dynamics of the most suitable form of business organisation in different situations.
2. Evaluate the various elements affecting the business environment.
3. Analyse business models for different organisations.
4. Record and report emerging issues and challenges of business organisations.
5. Evaluate changes in the working pattern of modern organisations

# EXAMPLES



# SCOPE

- Organizational Design and Structure: Learn how to effectively structure a business to optimize efficiency, communication, and decision-making.
- Strategic Development and Implementation: Gain insights into crafting and executing strategies that align with business goals and adapt to changing market conditions.
- Operational Efficiency: Explore methods to streamline operations, reduce costs, and enhance the quality of products or services.
- Resource Management: Understand how to allocate and manage resources like finances, personnel, and technology to maximize business potential.
- Change Management and Innovation: Learn how to lead organizational change and foster innovation to keep the business competitive in a dynamic environment.

# EXAMPLE:

## RELIANCE IND.

- Objective: To be a leading player in various industries, providing innovative products and services to customers worldwide.
- Type: Conglomerate
- Scope: Reliance operates across multiple sectors, including:
  1. Retail
  2. Telecommunications.
  3. Petroleum and Petrochemicals
  4. Textiles
  5. Technology
- Importance: Reliance Industries Limited is a major force in India's economy, driving growth through its diverse businesses and innovative approach, while contributing to social and environmental development.

By studying business organizations, you can gain a deeper understanding of how businesses operate, make informed decisions, and contribute to the economic and social well-being of society

# EVALUATION CRITERIA

1. EXTERNAL EXAM (90 MARKS)
  - a) Internal Assessment (30 Marks)
  - b) Continuous Assessment (40 Marks)
  
2. INTERNAL EXAM (70 MARKS)





THANK  
YOU  
Dr. Anjali Bennet

Assistant Professor  
Department of Commerce  
Daulat Ram College  
University of Delhi



# General Elective

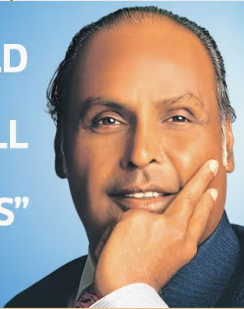
## Entrepreneurship Essentials - 1 Credits-4

Lectures-2

Practical/Practice-2

**“IF YOU DON'T BUILD  
YOUR DREAM,  
SOMEONE ELSE WILL  
HIRE YOU TO HELP  
THEM BUILD THEIRS”**

-Dhirubhai Ambani



**Presented By:-**

Mr. Surjit Kumar

Assistant Professor, Department of Commerce.



# Course Description

This course will equip students with the knowledge and skills required to identify opportunities, develop innovative business models, and launch successful ventures.

The course combines theoretical lectures with practical session, enabling students to gain hands-on experience in developing their entrepreneurial projects.



### Key Topics:

#### **Unit 1: Introduction to Entrepreneurship:**

- Define entrepreneurship and discuss its importance in the modern economy.

#### **Unit 2: Entrepreneurial Mindset:**

- Explore the characteristics and behaviours of successful entrepreneurs.

#### **Unit 3: Opportunity Identification:**

- Discuss methods for identifying business opportunities and market gaps.

#### **Unit 4: Market Analysis & Customer Research:**

- Explain how to conduct market research and understand customer needs.

### **LEARNING OUTCOMES**

Understanding entrepreneurial concepts & mindsets

Identifying & evaluating business opportunities

Apply entrepreneurial thinking and skills to identify and evaluate business opportunities.

Evaluate financial data and projections to make informed financial decisions and manage cash flow effectively.

Develop effective marketing and sales strategies by combining knowledge of customer analysis, branding, and positioning



# Pedagogy and Course Operations

## Teaching Methods:

- **Classroom Sessions:**

- Traditional lectures and interactive classroom sessions.

- **Practical Sessions:**

- Hands-on practical sessions to apply theoretical knowledge.

- **Case Studies:**

- Analysis of real-world case studies to understand practical applications.

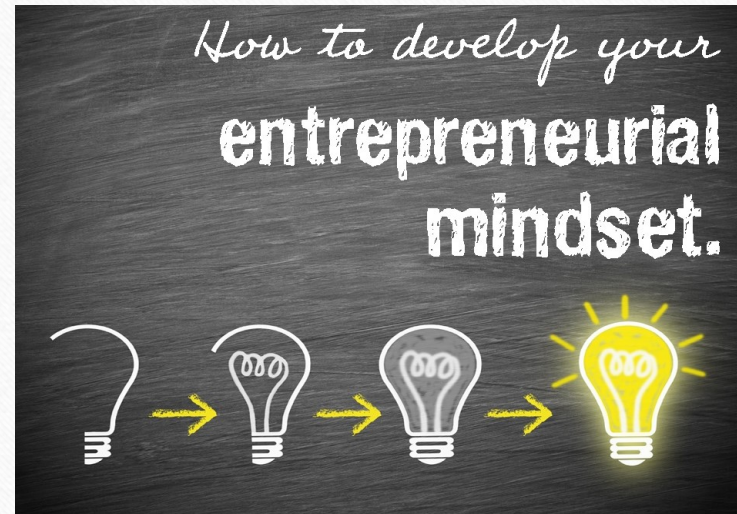
- **Guest Lectures and Field Trips:**

- Inviting industry experts for guest lectures and organizing field trips for practical exposure.



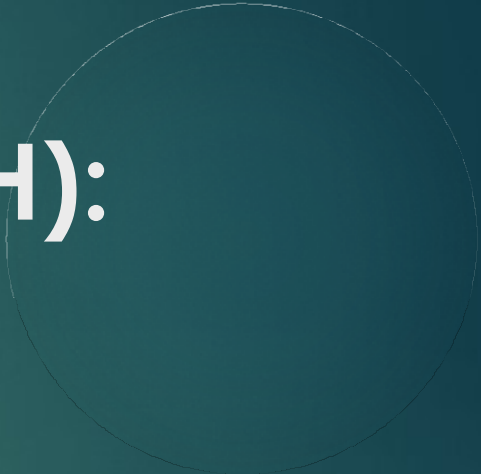



**Assessment Methods**  
**Written Exams**  
**Projects**  
**Practical**



---

Thanks



# Generic Elective (GE) Course for BA(H)/BSc(H)/Bcom(H):

PRINCIPLES OF MICROECONOMICS 1  
(SEMESTER 1)

COURSE CODE : ECON025

UNIQUE PAPER CODE: 2274001003

COURSE ABBREVIATION : PMIC1

# Why should you study economics?

- To navigate everyday life problems like taxes, interest rates, wealth, and inflation.
- To develop critical thinking skills regarding various economic issues like poverty, unemployment, and inequality.
- To analyse and compare government policies to understand their effects on society.



# Career prospects after studying Economics

- ❖ Academics, teaching and research
- ❖ Banking, management, consultancy, journalism
- ❖ Civil services, other government services
- ❖ Economic writing/editing
- ❖ Finance/budget analysis
- ❖ Decision making for entrepreneurship

# Course Objective & Learning Outcome

- ❖ 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 analyze real-life situations.
- ❖ 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 and imperfect markets.





*Thank you*

# Generic Elective (GE) - GENRE FICTION

*Credits (4) - 3 Lecture 1 Tutorial*

*Assessment Pattern - CA (40 marks), IA ( 30 Marks), End Sem Exam (90 Marks)*

*Evaluation Pattern - For IA (12 marks) HomeAssignment + (12 marks) Class Test + (6 marks)*

*Attendance*

*For CA (35 marks) Interactive and interesting activities including Class Presentations (10 marks), Book Review (10 marks) and Group Discussions (15 marks) + Attendance (5 marks)*

Presented by : Nishtha Kishore  
Assistant Professor, Department of English  
Daulat Ram College, University of Delhi

# Learning Objectives

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

# Learning Outcomes

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



# Syllabus

## UNIT 1

(1) Arthur Conan Doyle:  
*The Sign of Four*

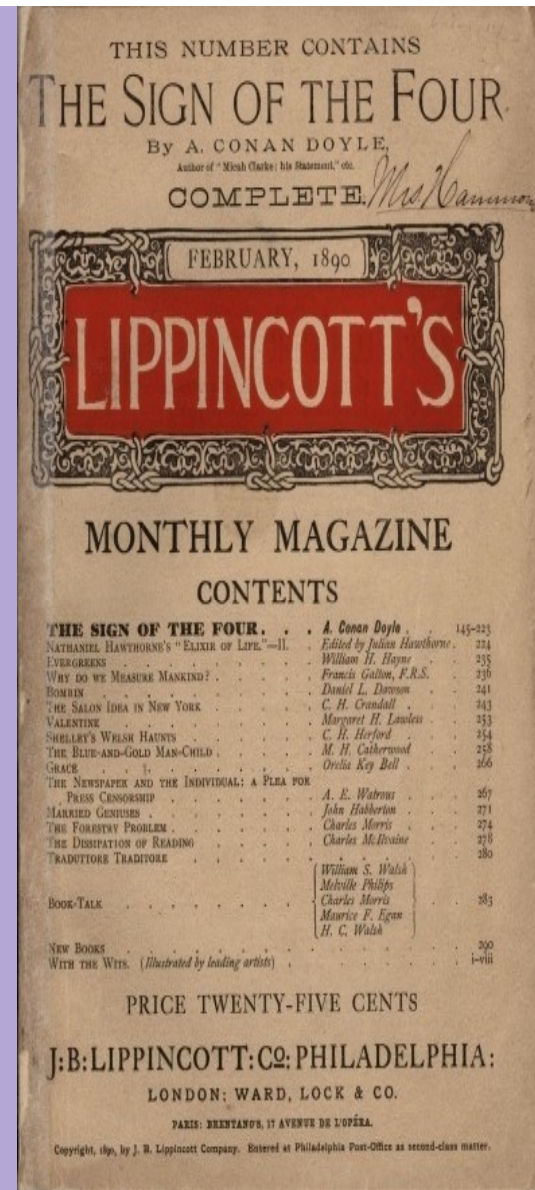
## UNIT 2

(2) Kashigo Ishiguro:  
*Never Let Me Go*

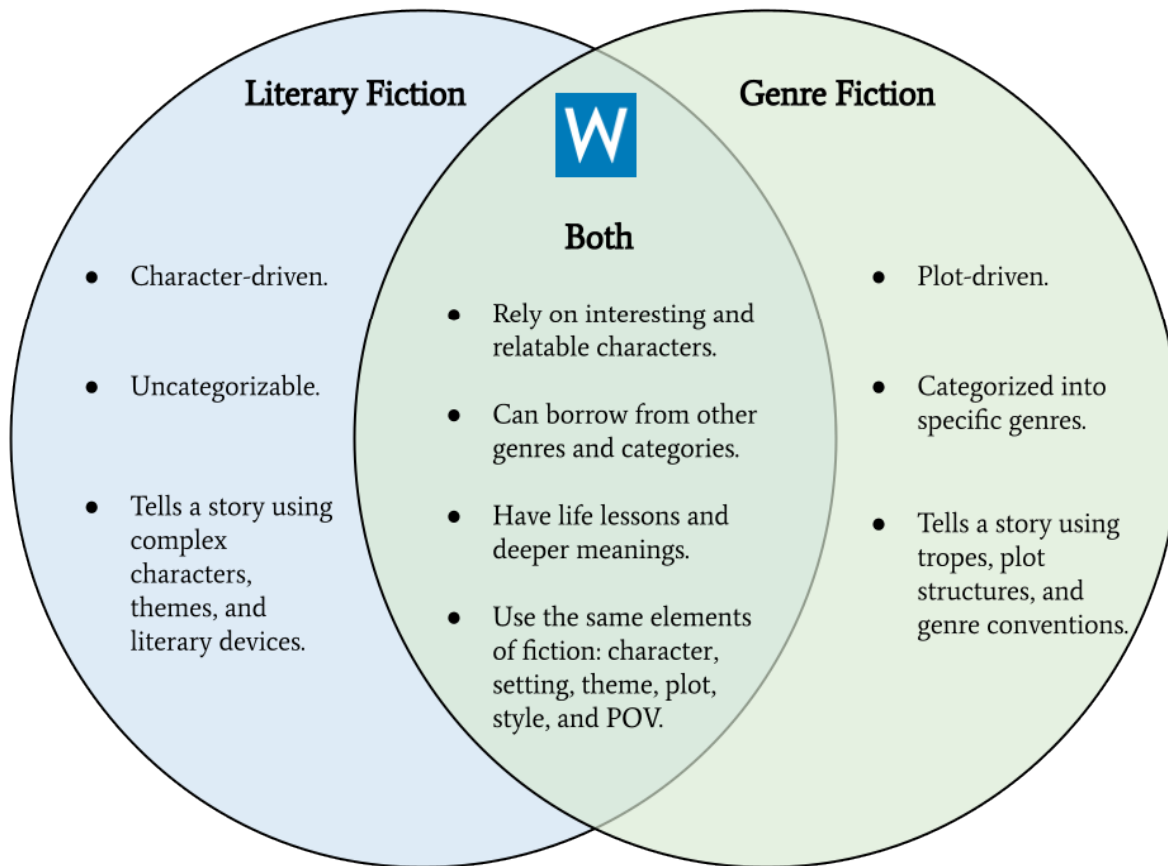
## UNIT 3

(3) Ibn-e-Safi: *House of Fear*

(4) Madhulika Liddle:  
*Crimson City*



# WHAT IS GENRE FICTION? HOW IS IT DIFFERENT ?



## Examples for Literary & Genre Fiction

### LITERARY FICTION

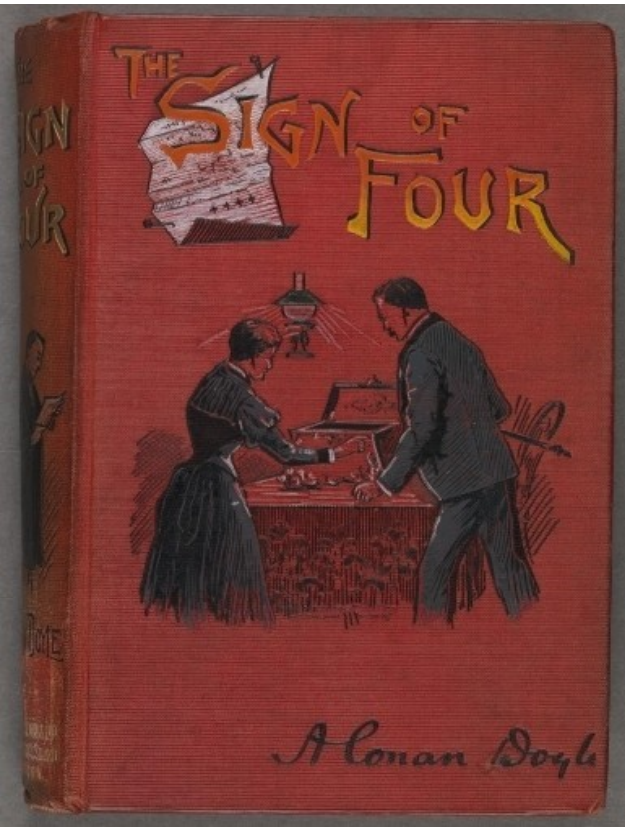
- "To kill a mockingbird" by Harper Lee
- "The Great Gatsby" by F. Scott
- "A Tale of Two Cities" by Charles Dickens



### GENRE FICTION

- "IT" by Stephen King
- "Pride and Prejudice" by Jane Austen
- "Harry Potter" book series by J.K. Rowling





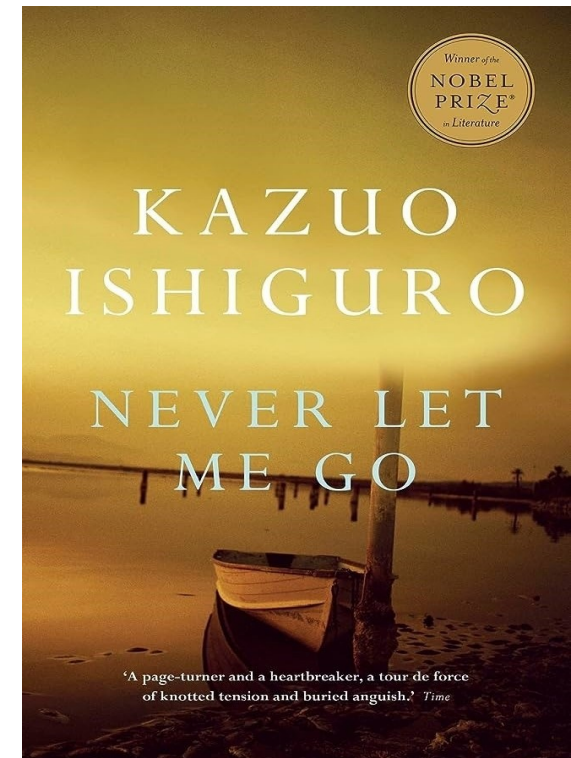
## **The Sign of Four (1890) - Detective**

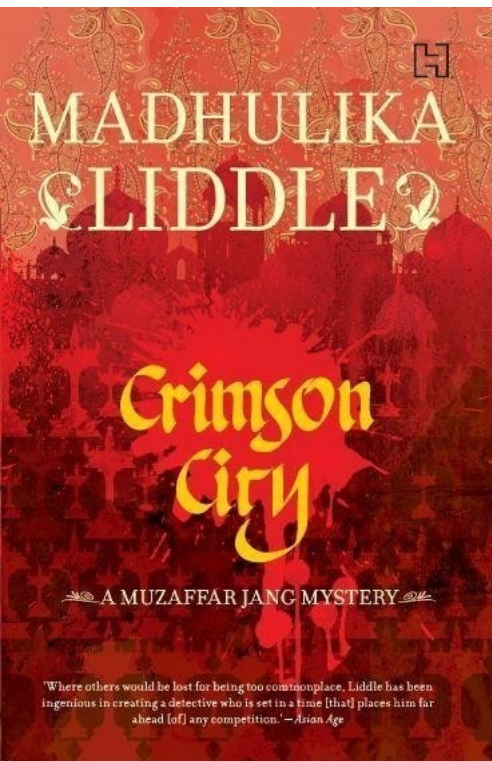
### **Fiction**

*In the story, Sherlock Holmes and the smitten Dr. John Watson unravel a mystery of hidden treasure and murder. Miss Mary Morstan arrives at 221B, Baker Street to request help with the mystery of her missing father, her anonymous gifts of pearls and a letter requesting her to meet an unknown person that evening.*

## **Never Let Me Go (2005) - Speculative, Psychological Science Fiction**

*Never Let Me Go takes place in a dystopian version of late 1990s England, where the lives of ordinary citizens are prolonged through a state-sanctioned program of human cloning. The clones, referred to as students, grow up in special institutions away from the outside world.*





## Crimson City (2015) - Murder Mystery

Madhulika Liddle, an Indian author, publishes her first book in the Muzaffar Jang series called, *Crimson City*, that narrates the investigation, done by Muzaffar, of a series of murders occurring in Dilli, along with his brother-in-law, Muzaffar, must try to find and put an end to the killing spree of the serial murderer missing

## The House of Fear (1955) - Crime Fiction

*The House of Fear* is the first English translation of the Ibne Safi's much celebrated Urdu novel *Khaufnaak Imaraat* that was first published in 1955. It revolves around the mystery of deadbodies, with identical dagger marks exactly 5 inches apart, in an abandoned house.



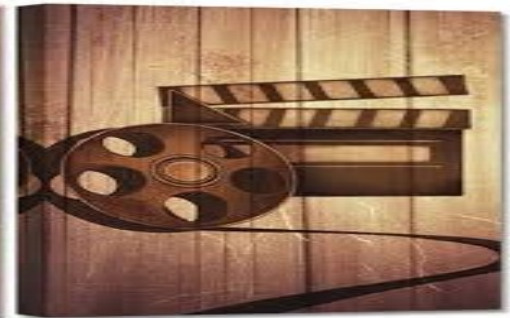
# ADVANTAGES

- *Reading Genre fictions improves empathy by exposing us to imaginary situations*
- *Providing significant insight into the character's and narrator's ways of thinking*
- *Provides a much needed escape from reality*
- *Learning strategies, dictating the success behind specific genre fictions*
- *Helps us to be more open minded*
- *Improves emotional intelligence*
- *Helps us cope better with real life*
- *Teaches us to think outside the box*

*Thank You!*

# हिंदी सिनेमा और उसका अध्ययन

**GENERIC ELECTIVE –(GE)/LANGUAGE**  
**CORE COURSE- (GE) CREDIT: 4**









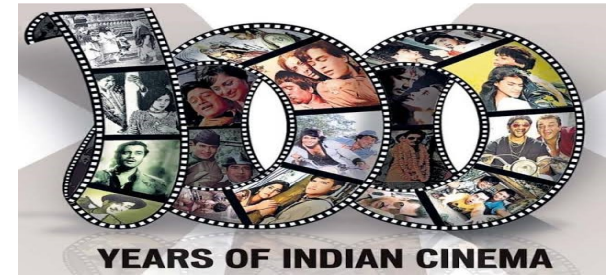
## Course Learning Outcomes

- हिंदी सिनेमा, समाज और संस्कृति की समझ
- सिनेमा निर्माण, प्रसार कैमरे की भूमिका आदि की व्यावहारिक समझ



## पाठ्यक्रम का संक्षिप्त परिचय

- Unit 1: सिनेमा का सामान्य परिचय
- Unit 2: सिनेमा अध्ययन
- Unit 3: सिनेमा अंतर्वस्तु और तकनीक
- Unit 4: सिनेमा अध्ययन की दिशाएं



# Delhi Through the Ages: The Making of Its Early Modern History

Embark on an exciting journey through the rich and diverse history of Delhi, as we explore its political, social, and cultural evolution from an early modern perspective. This course, presented by Dr. Rajesh Prasad, Assistant Professor at the Department of History, Daulat Ram College, University of Delhi, offers a comprehensive understanding of the significant events and transformations that have shaped the city over time.



by **Rajesh Prasad**



[dreamstime.com](https://dreamstime.com)

ID 31004025 © Dmitry Rukhlenko



# Introduction to the Course

## 1 Why Study Delhi's History?

Discover the importance of understanding the early modern history of Delhi and how it can broaden your historical perspective.

## 2 Overview of the Rich and Diverse History

Explore the rich and diverse history of Delhi, from its political, social, and cultural evolution.

## 3 Importance of Understanding Early Modern Delhi

Gain insights into the significance of studying the early modern history of Delhi and its impact on the city's development.

# Course Objectives

## Explore

The political, social, and cultural evolution of Delhi.

## Understand

The transformation of Delhi from a historical and architectural standpoint.

## Analyze

The significant events that shaped early modern Delhi.



# Key Themes Covered

## Political History

The rise and fall of empires and dynasties.

## Cultural Development

Art, architecture, and literature in early modern Delhi.

## Social Structure

The everyday lives of people and their interactions.



# Course Structure

1

## **Unit 1: Delhi Sultanate - Foundations of Power**

Explore the rise and establishment of the Delhi Sultanate and its impact on the city's political and cultural landscape.

2

## **Unit 2: Mughal Delhi - The Pinnacle of Urban Culture**

Delve into the Mughal era, a period of unparalleled artistic and architectural achievements that transformed Delhi into a thriving urban center.

3

## **Unit 3: Colonial Encounters - The Shift in Power Dynamics**

Examine the colonial era and the changing power dynamics that shaped Delhi's history during this pivotal period.

4

## **Unit 4: Transition to Modernity - Delhi in the 19th Century**

Explore the transformation of Delhi as it navigated the transition to modernity in the 19th century.



# Unique Learning Experiences



## Interactive Sessions

Engage in discussions on historical sites and monuments to deepen your understanding.



## Field Visits

Explore the historical sites of Delhi firsthand to gain a deeper appreciation for the city's past.



## Guest Lectures

Gain insights from renowned historians and archaeologists to enrich your learning experience.





# Why This Course Stands Out?

1

## **Relevance**

Discover the direct connections between contemporary Delhi and its historical significance.

2

## **Engagement**

Experience a mix of traditional lectures, discussions, and hands-on learning to keep you engaged.

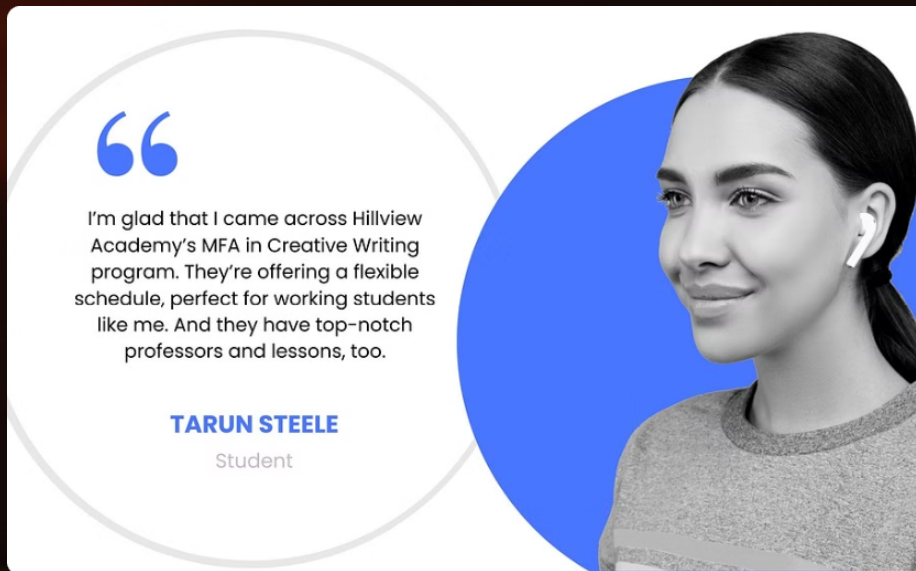
3

## **Skill Development**

Hone your critical thinking, historical analysis, and research skills through this course.



# Student Testimonials



“

I'm glad that I came across Hillview Academy's MFA in Creative Writing program. They're offering a flexible schedule, perfect for working students like me. And they have top-notch professors and lessons, too.

**TARUN STEELE**  
Student

## Insightful and Engaging

Quotes from past students who found the course insightful and engaging, and how it has influenced their academic and career choices.



# Join Us!

## Call to Action

Discover why you should choose this course and embark on an exciting journey through the history of Delhi.

## Inspiration

Gain a glimpse into the fascinating world of history and its relevance to shaping the future.

## Final Thought

"Understanding the past is the key to shaping the future."



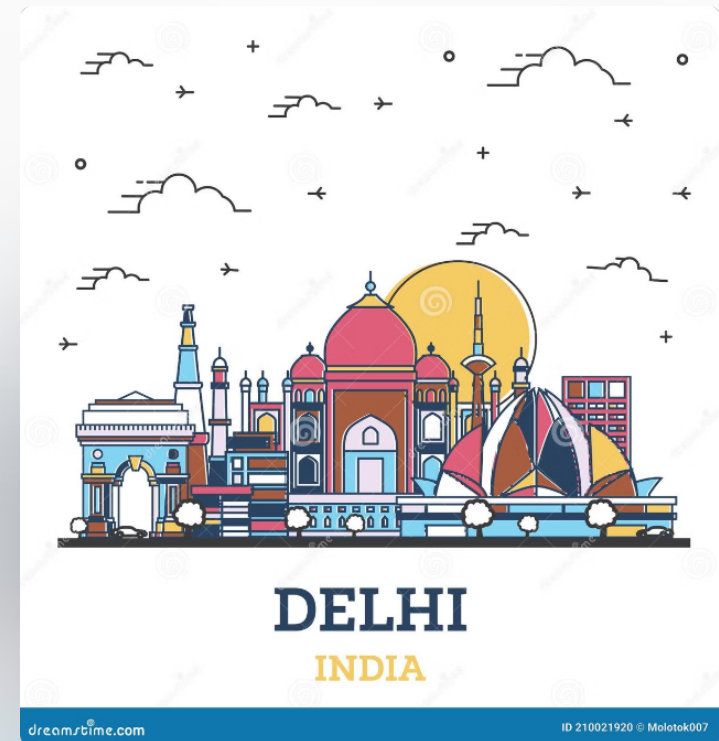
# Q&A and Closing Remarks

## 1 Interactive Session

Encourage students to ask questions and engage in a lively discussion.

## 2 Closing

Recap the course benefits and extend a warm welcome to the students.



# Thank You

We appreciate your interest in our course on the early modern history of Delhi. Your participation and enthusiasm are essential to making this an engaging and enriching learning experience.



# Generic Electives(GE) for Honours Course

**DATE: 30-AUGUST-2024**

**Dr. Umesh Kumari**

Assistant Professor

Department of Mathematics

Daulat Ram College, University of Delhi

[umesh@dr.du.ac.in](mailto:umesh@dr.du.ac.in)

# Why Mathematics ?

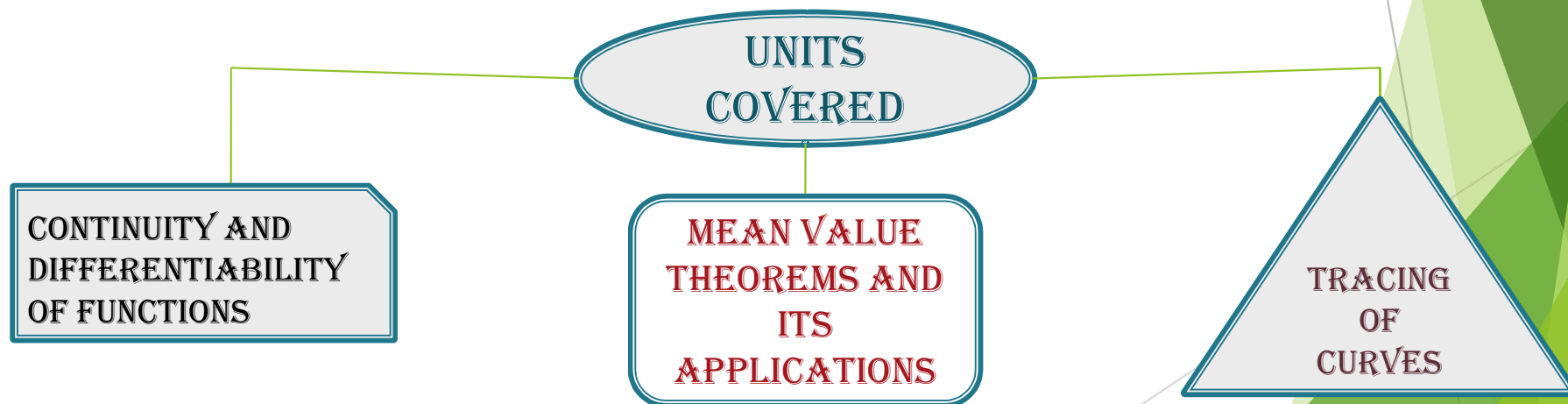
- **Mathematics is everywhere.**
- **Scientific Applications**
- **Mathematics Enhances Life Skills**
- **Higher Education Opportunities**
- **Career Opportunities**



# Generic Elective : Fundamentals of Calculus

Course Title	Total Credits	Components		Total Marks		Prerequisite
		Lecture	Tutorial	Theory	Internal	
Fundamentals of Calculus	4	3	1	90	70	12th with Mathematics

## CALCULUS : MATHEMATICS OF CHANGE



## OBJECTIVES:

Understand the quantitative change in the behavior of the variables and apply them on the problems related to the environment.

## LEARNING OUTCOMES:

- ↑ CONTINUITY AND DIFFERENTIABILITY IN TERMS OF LIMITS
- ↑ IMPORTANCE OF MEAN VALUE THEOREMS AND ITS APPLICATIONS.
- ↑ USE DERIVATIVES TO EXPLORE THE BEHAVIOR OF A GIVEN FUNCTION, LOCATING AND CLASSIFYING ITS EXTREMA, AND GRAPHING THE POLYNOMIAL AND RATIONAL FUNCTIONS.
- ↑ SERIES EXPANSION OF ELEMENTARY FUNCTIONS

# SYLLABUS

Link:

[http://www.du.ac.in/index.php?page=3\\_appendix-iii-syllabi-ec-meeting-minutes-dated-18.08.2022](http://www.du.ac.in/index.php?page=3_appendix-iii-syllabi-ec-meeting-minutes-dated-18.08.2022)

**ANNEXURE: LXXX**



Thank  
you



DAULAT RAM COLLEGE

DAULAT RAM COLLEGE  
UNIVERSITY OF DELHI  
GE ORIENTATION 2024

Prepared By  
Dr. SAPNA KACHROO



**B.A. –  
HINDUSTANI  
MUSIC**

**DEPARTMENT  
OF MUSIC  
UNIVERSITY  
OF DELHI**

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# COURSE OBJECTIVE



The Course has been carefully structured and aims at rendering the know - how of the technical terminologies and definitions.



General discussions on various genres of music.



A view on the Vedic music.



Extensive knowledge of prescribed Ragas.



Writing notations of the various layas of the suggested Talas.



Making a project on the life and contributions of a distinguished musician of Indian Music.

# COURSE LEARNING OUTCOME (CLO)

---

By learning the technical terminologies, the students become aware of the basic and most commonly used terms in Indian music.

The general discussion on the classical, semi-classical and light music gives them the knowledge of the prevalent streams of Indian music and their content.

The learning of the Vedic Music teaches them the importance of inheritance and origination.

The study of Ragas and Talas helps in understanding the fundamentals of music for the students.

Through the project report, they not only learn the process of research but also get inspired by the lives of famous musicians.

# CONTENT

## Unit 1

Technical Terminology – Nada, Shruti, Swara (Shuddha & Vikrit), Alankar, Saptak, Raga, Aroha, Avroha, Pakad, Tala.

## Unit 2

Definition of Sangeet.

## Unit 3

General discussion about Classical, Semi Classical and Light music.

## Unit 4

Brief Introduction of Music in Vedic period.

## Unit 5

Detailed study of prescribed Ragas – Alahiya Bilawal & Bhupali.

## Unit 6

Ability to write Thaah, dugun & chaugun in prescribed talas – Teentaala, Jhaptaala, Kaharwa.

## Unit 7

Project work of any one reputed classical musician – Hindustani/Karnatak.



**THANK YOU!**





# DEPARTMENT OF PHILOSOPHY DAULAT RAM COLLEGE

## ETHICS IN THE PUBLIC DOMAIN

Generic Elective (G.E.)

Semester I

Presented By:  
Dr. Shyamalima Borgohain



### Credit Distribution

Lecture: 3

Tutorial: 1

Credit=4

Eligibility: 12<sup>th</sup> pass



Bilingual Teaching

Reading materials available  
in English and Hindi

# Objectives

Develop an ethical perspective on socio-political and even economic issues.

Introduce students to different perspectives of ethical debates in theory and practice.

Generates ethical awareness/sensitivity necessary for overall well-being

Inspires to contribute voluntarily to the society as a responsible member

Help to analyze and interpret issues in the most Rational manner.

Help students to achieve Clarity & have a Creative approach in a given situation.

Graduates can also go for teaching jobs, higher research, administrative and civil services, corporate jobs, editors, journalists, writers.



## UNIT 1

### Introduction to Ethics

- \*What is the nature and meaning of morality?
- \*Whether morality is objective or relative'

## SYLLABUS

## UNIT 2

### Structures of Inequality

- \*Dr. B.R. Ambedkar on causes and subsistence of Caste system in India.
- \*Feminist perspective of different gender roles.
- \*Subordination and oppression of women in patriarchal system.

## UNIT 3

### Freedom and Morality

- \*The issue of Poverty raised from the perspective of Amartya Sen
- \*The vital role of social media in shaping the society.
- \*Emphasis on the arguments raised on effects of the Internet

## UNIT 4

### Animal Ethics

- \*Are all animals equal?
- \*Principle of equality
- \*Equal consideration of the interests of human beings and non-human

# Learning Outcomes

Large awareness of public issues and **empathy** with marginalized issues in society.

Develop **ethical responsibilities** to handle socio-political and economic challenges

A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical discussions are a part of this course.

Ethics is taught in **Engineering, Medical, Management & Law Colleges** so that one can get job opportunity in these fields.

Ethics enables one to be a good **Orator, Writer, Blogger and Debater**

Studying this paper will broaden the scope of dealing on several platforms namely **Business Ethics, Professional Ethics, Medical Ethics, Legal Ethics, etc.**

Those students who are aiming to pursue administrative services have the edge as Ethics is also a paper in the most reputed **UPSC Examination.**

Students will have an understanding of basic Ethical Theories, which will enhance their **Decision Making Capabilities.**

**Ethics is a scoring paper as it is easy to understand and comprehend.**

*Thank you!*



# Orientation Program

Department Of Physical Education

Dr. Kaushambi Tyagi (TIC)

Dr. Azadvir Singh

**GE (SEM-I)**  
**For BA/B.Com/BSc(Hons.)**

Paper Name- **FITNESS & WELLNESS**

# Credit Distribution of the Course

Credits	Lecture	Tutorial	Practical/Practice	Remarks
4	3	0	1	

# Learning Objective:

- ❖ The objective of this course is to provide understanding through practical knowledge and practices regarding fitness and wellness

# Learning Outcomes:

- ❖ Learner can evaluate the application strategies for the development of fitness and wellness
- ❖ Students will develop competency in many movement activities.
- ❖ Students will understand how and why they move in a variety of situations and use this information to enhance their own skills.
- ❖ Students will achieve and maintain a health-enhancing level of physical fitness.
- ❖ Students will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.
- ❖ Students will demonstrate responsible personal behavior while participating in movement activities.



# UNIT – I

## INTRODUCTION TO FITNESS AND WELLNESS

- 1.1 Definition, meaning, and concept of fitness and wellness
- 1.2 Components of fitness and their description
- 1.3 Components of wellness and their description
- 1.4 Significance of fitness and wellness in the present scenario

# UNIT – II

## DEVELOPMENT AND MAINTENANCE OF FITNESS

- 2.1 Types of Fitness: Health-related Fitness and Skill-Related Fitness
- 2.2 Principles of Physical Fitness
- 2.3 Development and Maintenance of Fitness

# UNIT – III

## DEVELOPMENT AND MAINTENANCE OF WELLNESS

- 3.1 Factors influencing wellness
- 3.2 Wellness and Lifestyle
- 3.3 Development and maintenance of wellness

# UNIT – IV

## LIFESTYLE MODIFICATION

- 4.1 Barriers to change
- 4.2 Process of change (6 stages) SMART
- 4.3 Hazards of inactivity
- 4.4 Overcoming Barriers through Physical Activity

The Question arises is it Practical subject?

Answer- yes

So you have 30 marks for IA, 40 marks for Practical  
and 90 marks for TH

70+90



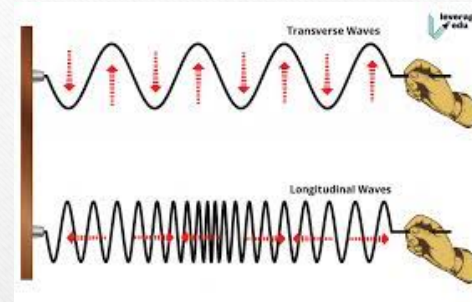
THANK YOU  
&  
WELCOME

# Physics Department, DRC

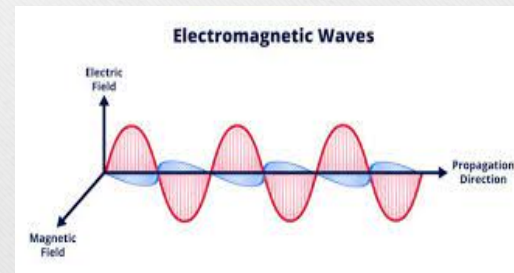
**GE1-Waves and Optics**

**(Credit-4(3T+1P))**

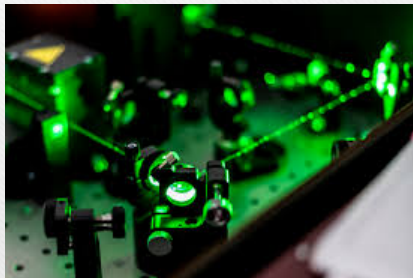
- Simple harmonic motion,
- Superposition principle and its application to find the resultant of superposition of harmonic oscillations.



- Concepts of vibrations in strings.
- Understand travelling and standing waves, stretched strings



- Interference as superposition of waves from coherent sources.
  - Basic concepts of Diffraction: Fraunhofer and Fresnel Diffraction.
  - Elementary concepts of the polarization of light.
- 







# Ideas in Indian Political Thought

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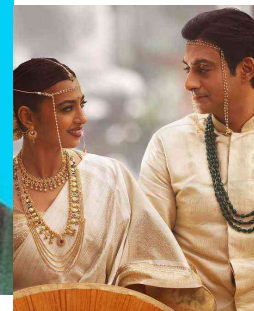
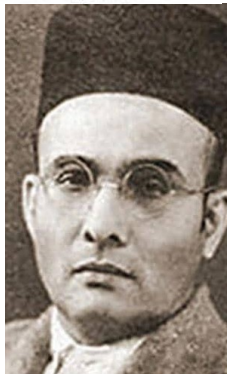
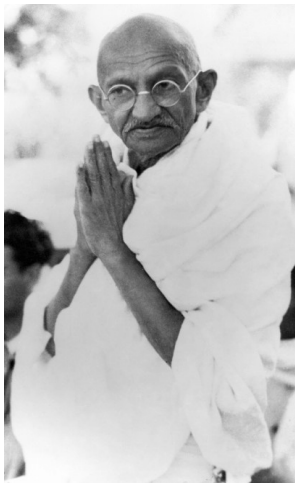
INTRODUCTION TO THE PAPER



# What is it about?

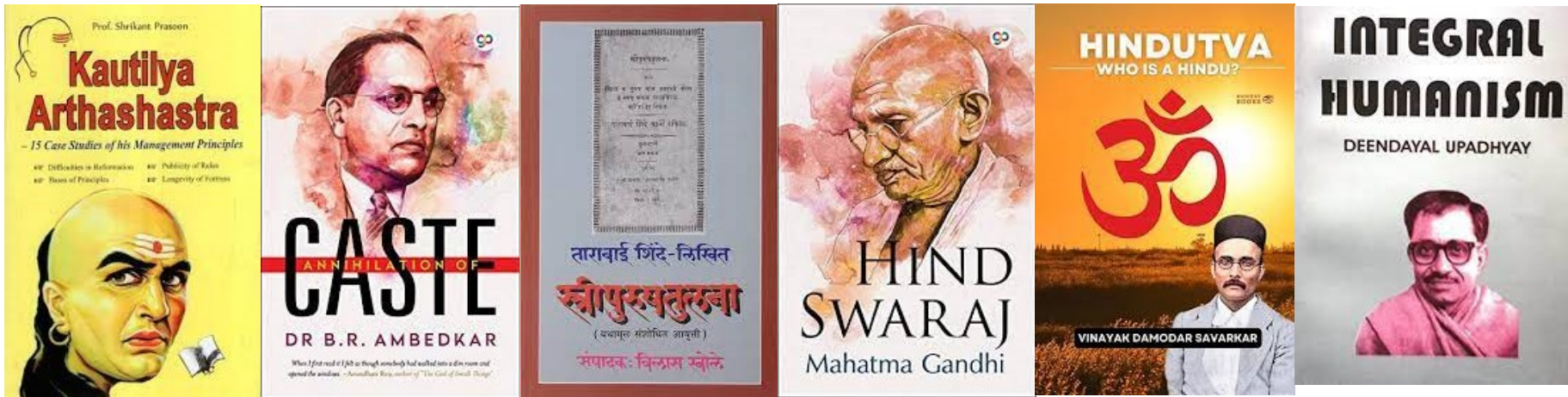
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Get a basic understanding of various themes/concepts that has shaped Indian society and politics.



# What is it about?

The key concepts are basics on original texts which would help the students to critically engage with the ideas.



# Syllabus

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Unit I- Dharma and Danda (Kautilya)

Unit II- Gender (Tarabai Shinde)

Unit III- Culture and Nationalism (Swami Vivekananda)

Unit IV- Swaraj (Mahatma Gandhi)

Unit V- Nyaya (Dr. Bhim Rao Ambedkar)

Unit VI- Hindutva (Vinayak Damodar Savarkar)

Unit VII- Integral Humanism (Deendayal Upadhyay)

# Learning Outcomes

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Understand the society

Understand Contemporary Indian Politics and Economics

Help in solving contemporary socio-political problems with pioneer approach

Help in career progression: Journalism, Bureaucracy, Legal field, Inclusive Policy making.

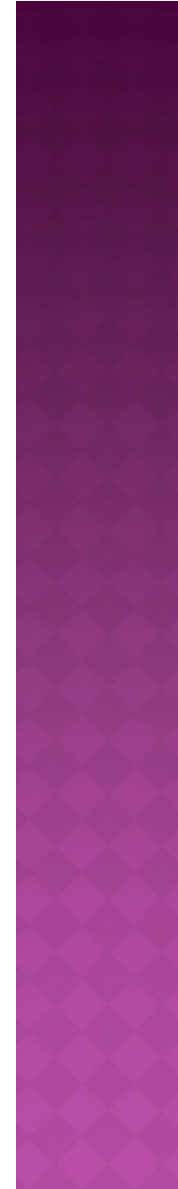


# NATIONALISM IN INDIA

- ◉ Paper Offered by Department of Political Science.
- ◉ Semester 1- **Generic Elective (G.E.)**.
- ◉ Paper taught by - Dr. Chandra Prakash  
Assistant Professor  
Daulat Ram College  
Political Science Department

## OBJECTIVE OF THE PAPER

- ◉ The course aim to help students the national movement in India.
- ◉ The course begins by looking at the Indian responses to colonial dominance in the 19<sup>th</sup> century, and traces the development of the anti- colonial struggle up to the mid 20<sup>th</sup> century.
- ◉ In the process, the course also tries to focus on the various tensions and debates within nationalism in India as it engaged with the questions of communalism, class struggle, caste and gender.



# SYLLABUS

- ◉ **Unit 1**

Approaches to the Study of Nationalism in India- (a) Nationalist, (b) Imperialist, (c) Marxist, and (d) Subaltern.

- **Unit 2**

Reformism and Anti- Reformism in the 19<sup>th</sup> Century - Major Social and Religious Movements in 19<sup>th</sup> century.

- **Unit 3**

Nationalist Politics and Expansion of its Social Base

(a) Phases of Nationalist Movement : Liberal Constitutionalist, Swadeshi and the Radicals ; Beginning of Constitutionalism in India.

(b) Gandhi and Mass Mobilisation : Non - Cooperation Movement, Civil Disobedience Movement, and Quit India Movement.

(c) Revolutionaries, Socialists, and Communists.

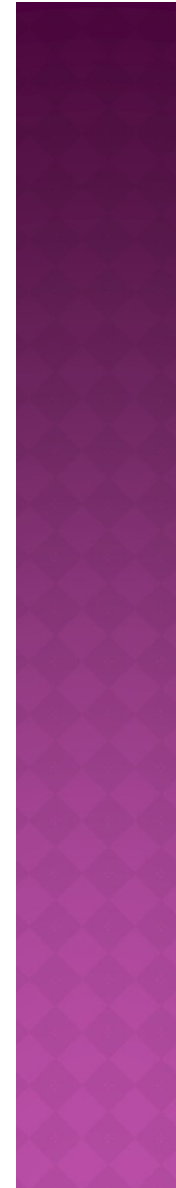
# SYLLABUS

- **Unit 4**

Social Movements - Peasants, Tribals, Workers, Women and anti - caste movements.

- **Unit 5**

Partition, Independence and Integration of states  
- Communalism in Indian Politics, The Two-Nation Theory and Partition, Independence and Integration of Indian States.



## ESSENTIAL READINGS

- ◉ S. Bandopadhyay - From Plaasey to Partition : A History of Modern India.
- ◉ S. Sarkar - Modern India (1885 - 1947).
- ◉ A. Nandy - Rashtravavad Banam Deshbhakti.
- ◉ P. Chatterjee - The Nation and its Fragments.
- ◉ R. Pradhan - Raj to Swaraj.
- ◉ The study material is also in hindi.

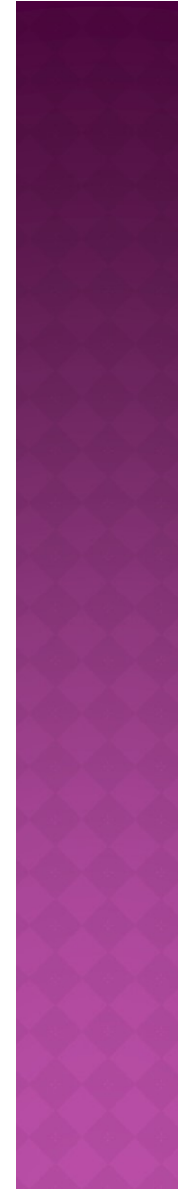


# IMPORTANCE OF THE PAPER FOR FUTURE PROSPECTS

- ◉ This paper will help students for Civil Services.
- ◉ Journalism / Mass Media.
- ◉ Further academic research.
- ◉ This paper will also help students to understand impact of British rule.
- ◉ Essential for G.S. paper, Law entrance and various entrances .



Thank You





# DEPARTMENT OF \_\_\_\_\_ PSYCHOLOGY

SEMESTER -I:  
GENERIC  
ELECTIVE:

“FOUNDATIONS  
OF  
PSYCHOLOGY”

## TARGET AUDIENCE & CRITERIA

UNDERGRADUATE NON-PSYCHOLOGY STUDENTS STUDYING AT DAULAT RAM COLLEGE.

ALL STREAMS ( B.A . / B.SC. / B.COM HONS. ) ARE ELIGIBLE FOR OPTING PSYCHOLOGY AS GENERIC ELECTIVE ( GE ) PAPER.

PSYCHOLOGY HONS. STUDENTS CAN NOT OPT THIS PAPER.



# LEARNING OBJECTIVES:

1.To introduce the core concepts of Psychology with an emphasis on applications of psychology to everyday life.

2.To help students develop an insight into their own and other's behaviour and underlying mental processes.

3.To understand and be able to interweave the fundamental psychological concepts of learning , memory and emotion.

4.To understand the theoretical perspectives and research findings that have shaped some of the most important areas of contemporary psychology.



# THINGS TO BE TAUGHT:

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1.OVERVIEW OF PSYCHOLOGY : PSYCHOLOGY AS SCIENCE,MAJOR SCHOOLS OF PSYCHOLOGY, EVOLUTION OF PSYCHOLOGY IN INDIA & APPLICATIONS OF PSYCHOLOGY.



2. MIND AS INFORMATION PROCESSOR: LEARNING & MEMORY OF INFORMATION.



3.SELF & PERSONALITY : UNDERSTANDING SELF & OTHERS USING DIFFERENT PSYCHOLOGICAL TESTS AND PROJECTIVETECHNIQUES.



4.INTELLIGENCE & CREATIVITY : ITS NATURE & PERSPECTIVE.



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# LEARNING OUTCOMES:

01

1. Students will get the overview of psychology and understand its application in everyday life.

02

2. Students will be able to understand themselves and others in a clear & better way.

03

3. Students will be able to learn different mental processes involved in learning & memory.

04

4. Students will get to know the types & perspectives of Intelligence .



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THANK YOU

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+

# *SANSKRIT DEPARTMENT*

Presenter:  
Dr. Kamna Vimal

# ORIENTATION FOR GE COURSES

## SANSKRIT AS GENERIC ELECTIVE COURSE

(Interdisciplinary Courses)

For Students of B. A. (Honours) I Year

(Students from other Honours Courses can opt for I Semester)

2024-25

## Who can study Sanskrit?

- B. A.(Honours) I semester students of any course/discipline.
- Especially beneficial to students of the following disciplines:
- Hindi
- History
- Music
- Political Science
- Philosophy



# Medium of Study

- Sanskrit as Subject and not as medium of study.
- Any medium – English or Hindi.

## Benefits to the Students

- Closer to Main Discipline courses.
- Opportunity to understand concepts in originality.
- No Particular Prescribed Text, Just Concepts and Discursive ideas.
- No pre knowledge of Sanskrit is required.
- Easy and scoring.

## Sanskrit GE Paper

# Basic Principles of Ayurveda

### COURSE OBJECTIVES

- Ayurveda is the most ancient but alive traditional healthcare system in India.
- This course will introduce students to the theory of Āyurveda.
- The major objective is to make them understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda .

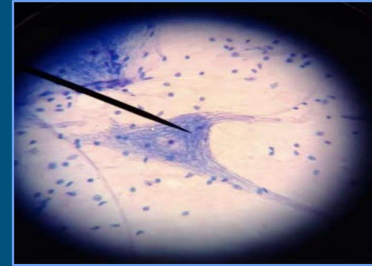
## Major Topics

- **Introduction to Indian Medicine System: Ayurveda**
- **Basic Principles of Ayurveda**
- **Dietetics, Nutrition and Treatment in Ayurveda**
- **Important Medicinal Plants in Ayurveda**

*THANK*

*YOU*

# Human Physiology Generic Elective-1 (GE-1)



Offered by Zoology Department  
Teachers: Dr. Meenakshi Thakur  
& Dr. Jyotsna Singh





**Physiology is the science of life.**

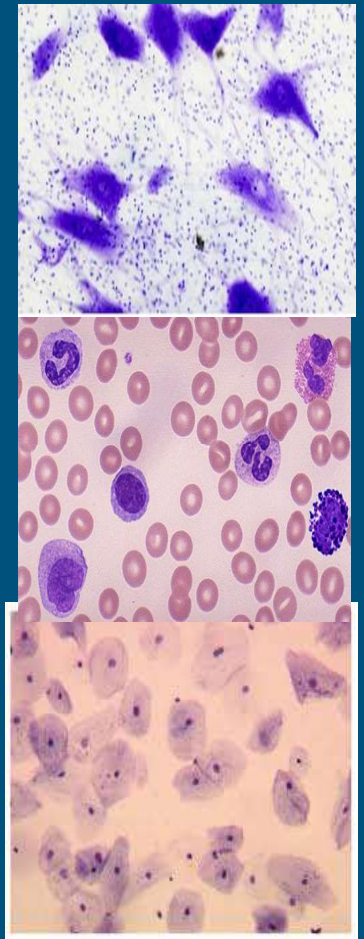
Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Human Physiology</b>	<b>4</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>	<b>Zoology</b>

Aims to understand the mechanisms of living things, from the basis of cell function at the ionic and molecular level to the integrated behaviour of the whole body and the influence of the external environment.



# Course Outcomes

- Offers an overview of the concepts of normal biological functions in the human body.
- Hand-on on various procedures like slide preparations for blood smear, neurons, ABO blood testing, hemoglobin estimation, etc
- Upon completion of the course, students will be able to:
  - Understand the principles of normal biological function in the human body.



- Outline basic human physiology and correlate it with histological structures.
- Understand the homeostasis in animals in response to changes in their external environment.

