

UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/245

Dated: 31.10.2022

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1-13 dated 18.08.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

**ABILITY ENHANCEMENT COURSE (AECs)
UNDER
UGCF-2022
LISTED UNDER APPENDIX-II-A TO THE ORDINANCE V (2-A) OF THE
ORDINANCES OF THE UNIVERSITY
(With effect from Academic Year 2022-23)**

{Environmental Science: Theory to Practical (Course 1) and any chosen Indian Language (Course 1) from AEC Pool shall be studied in flip mode in Semester I and Semester II. Similarly, Environmental Science: Theory to Practical (Course 2) and Course 2 of the Same Language as chosen in First Year shall be studied in flip mode in Semester III and Semester IV}

**FOLLOWING ARE THE SYLLABI OF POOL OF ABILITY ENHANCEMENT
COURSES OFFERED UNDER UGCF-2022 IN FIRST YEAR**

DEPARTMENT OF PUNJABI

ABILITY ENHANCEMENT COURSE -1 - PUNJABI BHASHA DA MUDHLA PADHAR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Punjabi Bhasha da Mudhla Padhar (AEC-1)	2	2	0	0	Class 12 th pass in any subject	NIL
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Credits: 2

L/T/P= 2/0/0

LEARNING OBJECTIVES:

- This Course is designed for the students who couldn't opt Punjabi as a subject at any level in school.
- This Course will help to enhance the ability of the students in speaking, listening, reading and writing Punjabi Language.
- This course will develop the ability of word formation and vocabulary practice amongst students.
- Students will learn meaning of words, phrases and sentences of Punjabi language.
- This course will develop communication skills and understanding of social interaction amongst students of Multi-lingual societies.

LEARNING OUTCOMES:

- After completing this course, the students will be able to read, write, speak and understand the Punjabi language.
- The students will be able to learn basic Punjabi word and sentence formation and practical use of it.
- Students will improve their speaking ability in Punjabi both in terms of fluency and comprehensibility.
- Students will increase their reading speed and comprehension of Punjabi language. They will be able to read News Papers, Magazines and Literature etc.

Unit-I: ਲਿਪੀ ਬੋਧ

(Lipi Bodh) (4 Weeks)

- ਗੁਰਮੁਖੀ ਲਿਪੀ ਨਾਲ ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ
Gurmukhi Lipi naal Mudhli Jaan-Pachhaan
- ਪੈਂਤੀ ਅੱਖਰੀ ਅਤੇ ਪੈਰ ਬਿੰਦੀ ਵਾਲੇ ਵਰਨਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਸੁੰਦਰ ਲਿਖਾਈ ਦਾ ਅਭਿਆਸ
Painti Akhri ate Pair-bindi vale varnada Ucharan ate Sunder Likhai da Abhiyaas
- ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਲਗਾਖਰਾਂ ਦੀ ਵਰਤੋਂ
Lagan-Matravan ate Lgakhraan di Varton

Unit-II: ਸ਼ਬਦ ਬੋਧ

(Shabad Bodh) (4 Weeks)

- ਬਿਨਾ ਲਗ ਵਾਲੇ, ਇਕ ਲਗ ਵਾਲੇ, ਦੋ ਲਗ ਅਤੇ ਦੋ ਤੋਂ ਵੱਧ ਲਗ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Binan Lag Vale, Ik Lag Vale, Do Lag Vale ate Do ton vadh lag Vale Shabadan da Ucharan ate Likhan Abhiyaas
- ਲਿੰਗ ਅਤੇ ਵਚਨ ਦੀ ਵਰਤੋਂ
Ling ate Vachan di Varton
- ਅਗੇਤਰ ਅਤੇ ਪਿਛੇਤਰ ਦੀ ਵਰਤੋਂ
Agetar ate Pichhetar di Varton

Unit III: ਅਰਥ ਬੋਧ

(Arth Bodh) (4 Weeks)

- ਸਮੇਂ, ਦਿਨਾਂ, ਦੇਸੀ ਮਹੀਨਿਆਂ, ਰੁੱਤਾਂ, ਦਿਸ਼ਾਵਾਂ, ਗਿਣਤੀ, ਜਾਨਵਰਾਂ, ਪੰਛੀਆਂ, ਕੀੜੇ-ਮਕੋੜੇ, ਸਰੀਰ ਦੇ ਅੰਗਾਂ, ਸਬਜ਼ੀਆਂ, ਫਲਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samey, Dinan, Desi Mahinian, Ruttan, Dishaavan, Ginti, Janavran, Panchhian, Keerhe-Makaurhe, Sareer de Angaan, Sabziaan, Phalaan naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyaas
- ਘਰ ਦੇ ਕੰਮ-ਧੰਦੇ, ਰਸੋਈ ਦਾ ਸਮਾਨ, ਪਹਿਰਾਵੇ, ਖਾਣ-ਪੀਣ, ਲੋਕ ਕਿੱਤਿਆਂ, ਖੇਤੀ-ਬਾੜੀ, ਤਿੱਥਾਂ-ਤਿਉਹਾਰਾਂ, ਦਰੱਖਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Ghar de Kamm-Dhande, Rasoi da Samaan, Pehraave, Khaan-Peen, Lok Kittean, Kheti-Barhi, Tithaan-Teoharan, Darakhtaan naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyaas
- ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ ਅਤੇ ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samanarthak Shabad, Virodharthak Shabad, Bahuarthak Shabad ate Bahute Shabdan di thaani Shabad da Ucharan ate likhan Abhiyaas

Unit IV: ਵਾਕ ਬੋਧ

(Vaak Bodh) (3 Weeks)

- ਸਧਾਰਨ ਵਾਕ, ਪ੍ਰਸ਼ਨ ਵਾਚਕ ਵਾਕ ਅਤੇ ਨਾਂਹ ਵਾਚਕ ਵਾਕ ਦੀ ਪਛਾਣ ਅਤੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Sadharan Vaak, Prashan Vaachak Vaak ate Nahn Vaachak Vaak di Pachhaan ate Likhan da Abhiyaas
- ਆਮ ਬੋਲ-ਚਾਲ, ਦਫ਼ਤਰੀ ਕੰਮ-ਕਾਜ, ਖਰੀਦੋ-ਫ਼ਰੋਖਤ ਨਾਲ ਸੰਬੰਧਤ ਸੰਵਾਦ ਦਾ ਵਾਕ ਲਿਖਣ ਅਭਿਆਸ
Aam Bol-chal, Daftri Kamm-kaaj, Kharido-Pharokhat naal Sambandhat Sanvaad da Vaak Likhan Abhiyaas
- ਸ਼ੁੱਧ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Shudh Vaak Likhan da Abhiyaas

ESSENTIAL READINGS

- **Adhunik Punjabi Viakaran ate lekh rachna** (2019), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.

- **Punjabi Path Pustak-4** (Dooji Bhasha) (2020), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Teja, Charnjit Singh (Eds.) (2017), **Pehli Kitab**, Sann Santali Publication, Amritsar.

SUGGESTED READINGS:

- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University, Patiala.
- Harkirat Singh te Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Board, Chandigarh.
- Harkirat Singh (1988), **Punjabi Baare**, Punjabi University, Patiala.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

ABILITY ENHANCEMENT COURSE -2 (AEC-2)

PUNJABI BHASHA DA UCHERA PADHAR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Bhasha da Uchera Padhar (AEC-2)	2	2	0	0	Class 12 th pass in any subject	Studied Punjabi up to 10 th Standard or <i>Working knowledge of Punjabi language</i>

LEARNING OBJECTIVES:

- This Course is designed for the students who have qualified Punjabi as a subject in the 10th standard or working knowledge of Punjabi Language.
- This Course will help to enhance the ability of the students in Punjabi language at intermediate level.
- The aim and objective of the course is to help the students to get knowledge of Punjabi Grammar.
- The course will expose students to a research enterprise which seeks to discover what a person's linguistic capacity consists of, how it arises in children, how it functions in speaking and listening.
- The objective of course is to make students familiar with word category, word structure and sentence making in Punjabi language.

LEARNING OUTCOMES:

- The study of Language develops logical mind of students and also enrich their linguistic aptitude. Language ability is helpful to the students to understand other language structure.
- Students will develop a fundamental understanding of the word structure of Punjabi language.
- Students will understand and use methods of logical analysis while analysing the Punjabi Language.
- After completing this course students will get exposed to the knowledge of Punjabi Grammar.
- This course will increase proficiency of students in the field of Punjabi language skills at an intermediate level.

Unit-I ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ

(Shabad Shrenian) (4 Weeks)

- ਨਾਂਵ, ਪੜਨਾਂਵ ਅਤੇ ਵਿਸ਼ੇਸ਼ਣ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Naav, Parhnaav ate Visheshan naal Jaan-Pachhaan
- ਕਿਰਿਆ, ਕਿਰਿਆ-ਵਿਸ਼ੇਸ਼ਣ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Kirya, Kirya-Visheshan naal Jaan-Pachhaan
- ਸੰਬੰਧਕ ਅਤੇ ਯੋਜਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Sambandhak ate Yojak naal Jaan-Pachhaan

Unit-II ਸ਼ਬਦ ਰਚਨਾ

(Shabad Rachna) (4 Weeks)

- ਸਧਾਰਨ ਸ਼ਬਦ (ਕੋਸ਼ੀ ਅਤੇ ਵਿਆਕਰਨਕ ਸ਼ਬਦ) ਅਤੇ ਮਿਸ਼ਰਿਤ ਸ਼ਬਦ (ਧਾਤੂ+ਵਧੇਤਰ)
Sadharan Shabad (Koshi ate Viakarnik Shabad) ate Mishrit Shabad (Dhatu +Vadhatar)
- ਸਮਾਸੀ ਸ਼ਬਦ

Samasi Shabad

- ਸੈਗਾਤੀ ਸ਼ਬਦ (ਤਤਸਮ: ਸੰਸਕ੍ਰਿਤ, ਅਰਬੀ-ਫ਼ਾਰਸੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ, ਤਦਭਵ: ਸੰਸਕ੍ਰਿਤ, ਅਰਬੀ-ਫ਼ਾਰਸੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ)

Sugaati Shabad (Tatsam: Sanskrit, Arbi-Faarsi ate Angrezi, Tadbhav: Sanskrit, Arbi-Faarsi ate Angrezi)

Unit III ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ

(Shabad Jorhaan de Niyam) (4 Weeks)

- ਅੰਤਿਮ ਸਥਿਤੀ ਵਿੱਚ (ਉ, ਅ ਅਤੇ ਏ) ਦੀ ਵਰਤੋਂ
Antim Sathiti vich (Ura, Aira ate Iri) di varton
- (ਨ), (ਣ) ਅਤੇ (ਯ), (ਵ) ਦੀ ਵਰਤੋਂ
(Nanna), (Nana) ate (yayya), (Vava) di varton
- (ਹ, ਰ ਅਤੇ ਵ) ਦੀ ਪੈਰ ਚਿੰਨ੍ਹ ਵਜੋਂ ਵਰਤੋਂ
(Haha, Rara ate Vava) di Pair Chinh Vajon Varton

Unit IV ਵਾਕ ਵਟਾਂਦਰਾ

(Vaak Vatnadra) (3 Weeks)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਾਕ ਪ੍ਰਬੰਧ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ
Punjabi Bhasha da Vaak Parbandh: Mudhli Jaan-Pachhaan
- ਸਧਾਰਨ ਵਾਕ ਤੋਂ ਪ੍ਰਸ਼ਨ ਵਾਚਕ ਅਤੇ ਆਗਿਆਵਾਚਕ ਵਿੱਚ ਵਾਕ ਵਟਾਂਦਰਾ
Sadharan Vaak ton Prashan Vachak ate Aagiavachak vich Vaak Vatandra
- ਸਧਾਰਨ ਵਾਕ ਤੋਂ ਨਾਂਹ ਵਾਚਕ ਅਤੇ ਹਾਂ ਵਾਚਕ ਵਿੱਚ ਵਾਕ ਵਟਾਂਦਰਾ
Sadharan Vaak ton Nahn Vachak ate Haan vachak vich Vaak Vatandra

ESSENTIAL READINGS

- **Adhunik Punjabi Viakaran ate lekh rachna (2019)**, Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.

SUGGESTED READINGS:

- Brar, Boota Singh (2012), **Punjabi Bhasha Sarot te Saroop**, Waris Shah Foundation, Amritsar.
- Brar, Boota Singh (2018), **Punjabi Viakaran Sidhant ate Vihar** (Fourth Edition), Chetna Parkashan, Ludhiana.
- Duni Chandar (1987), **Punjabi Bhasha te Viyakaran**, Panjab University, Chandigarh.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University Patiala.

- Harkirat Singh, Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Borad, Chandigarh.
- Harkirat Singh (1988), **Punjabi Baare**, Punjabi University Patiala.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(Note: Teachers are free to recommend additional related standard resource books, if required so.)

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

ABILITY ENHANCEMENT COURSE -3 (AEC-3)

PUNJABI BHASHA DA UCHTAM PADHAR

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Bhasha da Uchtam Padhar (AEC-3)	2	2	0	0	Class 12 th pass in any subject	Studied Punjabi up to 12 th Standard or Working knowledge of Punjabi language

Credits: 2

L/T/P= 2/0/0

LEARNING OBJECTIVES:

- This Course is designed for the students who have qualified 10+2 class with Punjabi as a subject or working knowledge of Punjabi Language.
- This course will help to enhance the ability of students in Punjabi writing skill and students will also have enriched in Punjabi language vocabulary.
- Students will understand about correct word formation and different types of Punjabi sentences.
- This course will develop basic ability of translation from Hindi to Punjabi, English to Punjabi and vice versa.
- This course will help students to understand about technical terminology of daily uses in different areas of Punjabi society.
- This course will help students to gain ability of various writing skills that are useful in daily life.

LEARNING OUTCOMES:

- Students will be able to enhance competence of various aspects of Punjabi language.
- After completing this course proficiency of students in Punjabi language will be increased at an advance level.
- Students will be able to understand the complex grammatical structures and specialized vocabulary of Punjabi language.
- Students will be able to understand the linguistic skill of Punjabi language at the advanced level
- After completing this course students will have expertise in translation and writing skills in Punjabi Language.

Unit-I ਸ਼ੁੱਧ ਲਿਖਤ ਅਭਿਆਸ

(Shudh Likhath Abhiyaas) (4 Weeks)

- ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ
Shabad Jorhaan de Niyam: Sankhep Jaan-Pachhaan
- ਸ਼ੁੱਧ ਸ਼ਬਦ ਅਤੇ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Shudh Shabad ate Vaak likhan da Abhiyaas
- ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹਾਂ ਦੀ ਵਰਤੋਂ
Vishraam chinhan di Varton

Unit-II ਅਨੁਵਾਦ ਅਭਿਆਸ

(Anuvad Abhiyaas) (4 Weeks)

- ਅਨੁਵਾਦ ਕਲਾ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ
Anuvad Kala Sankhep Jaan-pachhaan
- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਅਨੁਵਾਦ
Hindi/Angrezi ton Punjabi vich Shabadan ate Vaakan da Anuvad
- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਪੈਰੇ ਦਾ ਅਨੁਵਾਦ
Hindi/Angrezi ton Punjabi vich Paire da Anuvad

Unit III ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ

(Takniki Shabadaavli ate Vaak Likhath da Abhiyaas) (4 Weeks)

- ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ
Daftari Shabadaavli
- ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ
Vakh-Vakh Visheyan naal Sambandhat Shabadaavli
- ਬੈਂਕ ਸੇਵਾ, ਰੇਲਵੇ ਸੇਵਾ, ਡਾਕ ਵਿਭਾਗ ਸੇਵਾ ਬਾਰੇ ਤਕਨੀਕੀ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Bank Seva, Railway Seva, Dak Vibhag Seva bare Takniki Vaak Likhath da Abhiyaas

Unit IV ਰਚਨਾਤਮਕ ਅਭਿਆਸ

(Rachnatmak Abhiyaas) (3 Weeks)

- ਇਸ਼ਤਿਹਾਰ ਲੇਖਣ ਅਤੇ ਰਿਪੋਰਟ ਲੇਖਣ
Ishtihar Lekhan ate Report Lekhan
- ਚਿੱਠੀ ਅਤੇ ਬਿਨੈ-ਪੱਤਰ ਲੇਖਣ (ਨਿੱਜੀ, ਸਰਕਾਰੀ ਅਤੇ ਵਪਾਰਕ)
Chitthi ate Binae-Pattar Lekhan (Nijji, Sarkaari ate Vapaarak)
- ਪੈਰਾ ਰਚਨਾ ਅਤੇ ਫੀਚਰ ਲੇਖਣ
Paira Rachna ate Feature Lekhan

ESSENTIAL READINGS

- **Adhunik Punjabi Viakaran ate lekh rachna** (2019), Punjab Sakool Sikkhia Borad, Sahibzada Ajeet Singh Nagar.
- **Lazmi Punjabi** (Giarhavin shrenhi lai) (2021-22), Punjab School Sikkhia Borad, Sahibzada Ajeet Singh Nagar.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.

SUGGESTED READINGS:

- Boota Singh Brar (2014), **Bhasha Vigyan: Sidhant te Vihar**, Lahore Book Shop Ludhiana.
- Brar, Boota Singh (2004), **Punjabi Bhasha: Sarot ate Saroop**, Waris Shah Foundation, Amritsar.
- Brar, Boota Singh (2018), **Punjabi Viyakaran Sidhant ate Vihar (Fourth Edition)**, Chetna Prakashan, Ludhiana.
- Duni Chandar (1987), **Punjabi Bhasha te Viyakaran**, Panjab University, Chandigarh.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University, Patiala.
- Harkirat Singh te Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Board, Chandigarh.
- Harkirat Singh (1988), **Punjabi Baare (Second Edition)**, Punjabi University, Patiala.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>
- <https://sites.google.com/view/ppppjalandhar/11th-gen-punjabi?authuser=0#h.dkh6q9xibqma>

*(Note: Teachers are free to recommend additional related standard resource books, if required so.)

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

ABILITY ENHANCEMENT COURSE (A)
Offered by
DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

ASSAMESE
AEC (A)-I

AEC (A)-I: Translation and Interpretation in Assamese

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		
Translation and Interpretation in Assamese	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

SYLLABUS :

Unit -I

Five weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures

- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Five weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Five weeks

- Practical Translation: Assamese to other languages and vice versa
- Interpretation practice: Assamese to other languages and vice versa

Essential/recommended readings:

Bezborah, Nirajana Mahanta. *Anubad: Tattva aru Prayog*, Dibrugarh: Banalata, 2009.
Kotoky, Prafulla. *Tulanamulak Sahitya aru Anubad Bicar*, Guwahati: Jyoti Prakasan, 1989.
Sarma, Madan. *Anuvad Adhyayan: Tatva aru Prayog*. Guwahati: Bandhav Prakasan, 2019.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

ABILITY ENHANCEMENT COURSE (A) BENGALI AEC (A)-I

AEC (A)-I: Translation and Interpretation in Bengali

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		
Translation and Interpretation in Bengali	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02 Marks: 50

Unit -I

Eight Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary and Non-Literary
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation

Unit -III

Three Weeks

- Practical Translation: Bengali to other languages and vice versa

Essential/recommended readings:

Study material prepared by the Department.

Singha, Uday Narayan. *Anubad Tattwer Bhumika*, Kolkata: Bangabidya Granthamala, 2022

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

ABILITY ENHANCEMENT COURSE (A)

BODO AEC (A)-I

AEC (A)-I: Translation and Interpretation in Bodo

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		
Translation and Interpretation in Bodo	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02, Marks: 50
Three Weeks**

Unit -I

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields

Interpretation – Person/group from different profession

Unit -II Four Weeks

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III Eight Weeks

Eight Weeks

- Practical Translation: Bodo to other languages and vice versa
- Interpretation practice: Bodo to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DOGRI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Dogri

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		
Translation and Interpretation in Dogri	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Three Weeks

Unit -I

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Dogri to other languages and vice versa
- Interpretation practice: Dogri to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**GUJARATI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Gujarati

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		
Translation and Interpretation in Gujarati	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Course Learning Objectives : The aim of the course is to give an idea to the students about the practical problems of the translation and its interpretation in Gujarati. It is prepared for bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

This paper contains of three units, namely, translation and interpretation: an introduction, translation theories, methods and problems of translation and practical and machine translation and interpretation practice. The first unit focuses on translator, features of the translator, basic grammar, vocabulary and etc. Unit two emphasizes on different translation theories, methods and problems of translation. The last unit aims problems in the contemporary on practical translation, role of digital tools in translation and its advantages, problems in contemporary era etc.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I Translation and Interpretation: An introduction **Six Weeks**

- advantages of the translation :An art, A craft, A profession, An avenue of career
- Basic requirements: Knowledge of the source language and the target language,
- basic grammar, vocabulary, usages and syntax
- Target groups: Translation - Readers from different fields
- Interpretation –for various purposes and people

Unit -II Translation: types, texts and practical Problems **Six Weeks**

- Translation : technicalities, techniques, transliteration
- Translation and interpretation :building a bridge between
- Challenges and choice in translating a text
- A few case studies :

Unit -III Practical and Machine Translation and Interpretation practice

Three Weeks

- Applied Translation: Gujarati to other languages and vice versa
- Interpretation of ideas: Gujarati to other languages and vice versa

Essential/recommended readings:

Christian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), 2006

Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language Together With a Short Reading Book and Vocabulary*, Forgotten Books 25, 2017

Dwyer, y Rachel Dwyer, *Get Started in Gujarati Absolute Beginner Course: The essential introduction to reading, writing, speaking and understanding a new language*.NTC publishing group,2013

Jhaveri, Krishnalal M., *Milestones in Gujarati Literature*, Manohar Publishers & Distributors, 2021

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KANNADA
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Kannada

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		
Translation and Interpretation in Kannada	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I

Eight Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others

- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Three Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Three Weeks

- Practical Translation: Kannada to other languages and vice versa
- Interpretation practice: Kannada to other languages and vice versa

Essential/recommended readings:

Bhat, Kamalakara. 2022.. Anuvada: Lekhana mattu Udaharanegalu. In *Modern Indian Language - Kannada*, ed. by T. S. Satyanath, Basavaraj Kalgudi and Vikram Visaji, p. 337-75. New Delhi: IGNOU.

Kuntar, Mohan. *Anuvada Sahitya*. Bangalore: Kannada Sahitya Parishattu.

Nagabhushanaswamy, O. L. *Adhunikapurva Kannada Kritigala Inglish Bhashantara*. Gulbarga: Central University of Karnataka.

Usha, M. *Bhashantara Praves hike: Itihasa, Siddhanta mattu Paribhhashegalu*. Hampi: Kannada University.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KASHMIRI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Kashmiri

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		
Translation and Interpretation in Kashmiri	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims at building proficiency of all those bilingual and multilingual students in translation and interpretation who have sufficient knowledge of at least two languages- the source and the target language, and further apply them adequately for all practical purposes. Besides, it is also aimed to help the students develop creativity, critical sense and cross-cultural awareness and enable them to use different skills effectively in preparing themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary and Non-Literary
- Target groups: Translation - Readers from different fields

Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation

Unit -III

Three Weeks

- Practical Translation: Kashmiri to other languages and vice versa

Essential/recommended readings:

Catford,JC, A Linguistic Theory of Translation 1965

Wade, T.R. A Grammar of the Kashmiri Language. Kessinger Publishing(Re-printed)2010

Shauq,Shafi Kashruk Grammar. Ali Mohammad and Sons ,Srinagar 2014

Grierson,G.A.The Standard Manual of the Kashmiri Language(2 Vols) Light and Life Publishers(RE-printed)1973

Koul,O.N.Modern Kashmiri Grammar.Dunwoody Press Springfield 2006

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KONKANI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Konkani

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		
Translation and Interpretation in Konkani	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives: The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Three Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Konkani to other languages and vice versa
- Interpretation practice: Konkani to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

MALAYALAM
AEC (A)-I

AEC (A)-I: : Translation and Interpretation in Malayalam

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		
Translation and Interpretation in Malayalam	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives: The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Three Weeks

Unit -I

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others

- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Odia to other languages and vice versa
- Interpretation practice: Odia to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**MANIPURI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Manipuri

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		
Translation and Interpretation in Manipuri	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I

Three Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures

- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Manipuri to other languages and vice versa
- Interpretation practice: Manipur to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: I
MARATHI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Marathi

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		
Translation and Interpretation in Marathi	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I **Three Weeks**

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II **Four Weeks**

- Methods of Translation and Interpretation
- Review of sample translations
-

Unit -III **Eight Weeks**

- Practical Translation: Odia to other languages and vice versa
- Interpretation practice: Odia to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**MAITHILI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation Maithili

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		
Translation and Interpretation Maithili	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material /texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary and Non-Literary i.e. legal, administrative, technical, business and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit –II

Four Weeks

- Methods of Translation and Interpretation
- Review of translated works: A few case studies

Unit –III

Three Weeks

- Practical Translation: Maithili to other languages and vice versa
- Interpreting the nature of translation: Maithili to other languages and vice versa

Essential/recommended readings:

1. Study material compiled by the Department.
2. Goswami, Krishna Kumar. Anuvad Vigyan Ki Bhumika
3. Jha, Pandit Govind. Kumar, Arvind. Dasgupta, Debabrata. Bangala-Maithili Dwibhasik Abhidhan, 2012
4. Jha, Pandit Govind. ed. Kalyani Kosh, A Maithili-English Dictionary, Kalyani Foundation, Kameshwar Singh Bihar Heritage Series, 1999
5. Jha, Ramdeo. Anuvad O Maithili, Smarika, Bokaro: Mithila Sanskritik Parishad, 1995-96
6. Nathan, Gopi. Anuvad Ki Samasyaein
7. Navin, Bhawna. Smriti Rekha (Shefalika Verma), Tr. From Maithili to Hindi, Delhi: Book Rivers, 2021
8. Prasad, Jayanti. Anuvad Siddhant Evam Vyavhar
9. Sahitya Akademi Translated Works (Vinibandh, Kavita, Kahani, Upanyas, Natak, Bal Sahitya, Sahitya Itihas, Vividh)
10. Samir, Shri Narain. Anuvad Ki Prakriya, Taknik Aur Samasya
11. Sen, Gouri. Maithili Galpa Sankalan- Bengali Translation of Selected Post-Independence Maithili Short Stories, Delhi: Sahitya Akademi, Delhi, 2016
12. Singh, Premshankar. Maithili Lokokti Kosh, Mysore: Central Institute of Indian Languages, 2009
13. Singha, Uday Narayan. Translation as Growth: Towards a theory of Language Development, Longman-Pearson, 2010
14. Singha, Uday Narayan. Iisvarchandra Vidyasaagar (Translated from English into Maithili, from Hiranmay Banerji), New Delhi: Sahitya Akademi, Makers of Indian Literature Series, 1983
15. Thakur, Govardhan. Anuvad Vigyan
16. Thakur, Govardhan. Sahitya Mein Anuvad Ki Bhumika
17. Yadava, Yogendra Prasad. Prajna Maithili-Nepali-English Dictionary, Nepal, Kathmandu: Academyn, 2017
18. Verma, Rajiv Kumar., Verma, Jaya. Naaghaans (Shefalika Verma), Translated From Maithili into English, Delhi: Mithilangana, 2017; Kindle Publication, 2019
19. Verma, Shefalika. Phanishwar Nath Renu, Translated From Hindi into Maithili, Delhi: Sahitya Akademi, 1995

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**NEPALI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Nepali

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		
Translation and Interpretation in Nepali	02	2	0	0	(For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Three Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others

- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Nepali to other languages and vice versa
- Interpretation practice: Nepali to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

ODIA AEC (A)-I

AEC (A)-I: Translation and Interpretation in Odia

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		
Translation and Interpretation in Odia	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Three Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations
-

Unit -III

Eight Weeks

- Practical Translation: Odia to other languages and vice versa
- Interpretation practice: Odia to other languages and vice versa

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**SANTALI
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Santali

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		
Translation and Interpretation in Santali	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Three Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical, and others
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

Eight Weeks

- Practical Translation: Santali to other languages and vice versa
- Interpretation practice: Santali to other languages and vice versa
-

Essential/recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

SINDHI AEC (A)-I

AEC (A)-I: Translation and Interpretation in Sindhi

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		
Translation and Interpretation in Sindhi	02	2	0	0	(for students who have studied the Sindhi language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Translation and Interpretation: Introduction

- Basic requirements: Knowledge of SL and TL, grammar, vocabulary, usages, and sentence structures
- Types: Literary and Non-Literary
- Target groups: Translation - Readers from different fields
Interpretation – Person/group from different profession

Unit -II

Four Weeks

- Methods of Translation and Interpretation

Unit -III

Three Weeks

- Practical Translation: Sindhi to other languages and vice versa

Essential/recommended readings:

Tekchandani Ravi Prakash (Ed.) *Sindhi Anuvad*, Bhartiya Anuvad Parishad, New Delhi
Study material prepared by the SOTST, IGNOU.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

TAMIL
AEC (A)-I

AEC (A)-I: Translation and Interpretation in Tamil

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		
Translation and Interpretation in Tamil	02	2	0	0	(for students who have studied the language up to Class VIII & above)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: : Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally. The course will equip the students with the theories of translation as techniques of translation well as practical aspects of translation.

Allotted classes: 30 hours

Credits: 02
Marks: 50

Unit -I

Five Weeks

Translation and Interpretation: Introduction:

- History of Tamil Translation & Interpretation, qualities of Translator & Interpreter.
- Purpose, Problems & Usages of Translation & Interpretation.
- Basic requirements: Knowledge of Source Language (SL) and Target Language (TL)
- Target groups: Translation - Readers from different fields

- Interpretation - Person/group from different profession

Unit -II

Five Weeks

Methods, Types and Review:

- Methods of Translation and Interpretation
- Types: Literary, Administrative, Legal, Technical, and Knowledge based etc.
- Review of sample translations

Unit -III

Five Weeks

Practical Translation & Interpretation:

- Practical Translation: Tamil to other languages and vice versa
- Interpretation practice: Tamil to other languages and vice versa

Essential/recommended readings:

Aranamuruval & Amarantha, 2005. *Mozhipeyarppu-k-Kalai Intru*, Chennai: Paavai Publications.

Murugesapandian. N. 2016. *Mozhipeyarppiyal*, Chennai : NCBH

Pattabiraman.K. 2012. *Mozhpeyarppu-k-Kalai*, Chennai : NCBH

Sivakami, 2004. *Mozhipeyarppu-th- Thamizh*, Chennai: IITS.

Sherif Mohamed, 1997. *Mozhipeyarppukkalam Vaayppukkalaum*, Neyveli: Verkal Ilakkiya Iyakkaham.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**TELUGU
AEC (A)-I**

AEC (A)-I: Translation and Interpretation in Telugu

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		
Translation and Interpretation in Telugu	02	2	0	0	For students who have studied the language up to Class VIII & above)	NIL

Learning Objectives :

The course aims the students an idea about the practical problems of translation and its interpretation in Telugu. It is prepared for bilingual and multilingual students proficient in translation and interpretation, who have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

This paper contains three units, namely, translation and interpretation: an introduction, translation theories, methods and problems of translation and practical and machine translation and interpretation practice. The first unit focuses on the translator, features of the translator, basic grammar, vocabulary, etc. Unit two emphasises different translation theories, methods and problems of translation. The last unit aims for problems in contemporary practical translation, the role of digital tools in translation and its advantages, problems in the contemporary era etc.

Learning outcomes:

Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

SYLLABUS OF AEC (A)-I: (Marks: 50)

Unit -I Translation and Interpretation: An introduction

Five weeks

- Translator, features of the translator, advantages of the translation
- Basic requirements: Knowledge of source language and target language, basic grammar, vocabulary, usages, and sentence structures
- Types: Literary, administrative, legal, technical and others
- Target groups: Translation - Readers from different fields
- Interpretation – Person/group from different profession

Unit -II Translation Theories, Methods and Problems of translation

Five weeks

- History of translation in Telugu
- Different translation theories
- Methods of translation and interpretation
- Problems with translation
- Review of sample translations

Unit -III Practical and Machine Translation and Interpretation practice

Five weeks

- Practical Translation: Telugu to other languages and vice versa
- Use of digital tools in Translation: Telugu to other languages and vice versa
- Interpretation practice: Telugu to other languages and vice versa

Essential/recommended readings

- Akki Reddy, S. Nirmaladevi, P. Nalini, G. *Anuvada Siddhantalu*. Madras: Samatha Publications, 1989.
- Bhargavi Rao, P. (Ed.) *Sahityanuvadam: Samalochanam*. Hyderabad: Andhra Saraswata Parishat, 2007.
- Bhargavi Rao. *Anuvada Sahityamu: Oka Parisheelana*. Hyderabad. Panchajanya Publications, 1996.
- Gurudatta, Pradhana. *Anuvada Kala*. (Tran. Sadanandam), Kuppam: Dravida Vishwavidyalam, 2009.
- Nirmal, Bheemsen. *Anuvada Shastram*. Hyderabad: Telugu Academy, 2000.
- Ramachandra Reddy, Rachamalla. 1987: *AnuvadaSamasyalu*. Visalandhra Publishing House, Hyderabad.
- Ramarao, V.V.B. *Anuvada Darshini*. New Delhi: Vadapalli Ramani, 2005.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

ABILITY ENHANCEMENT COURSE (B)
(for those students who have not studies the language)

ASSAMESE
AEC (B)-I

AEC (B)-I: Basic Assamese

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		
Basic Assamese	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : Since this course of study is offered to students who don't have prior knowledge of Assamese language hence, to give a basic over view of Assamese language is the main objective of this course. During this course students will be introduced to Assamese sounds and letters and numbering system as well as they will be taught about word formation and framing simple sentences. In this process they will learn how to read, speak, listen and write in that language. Apart from this, this course of study would help the students to learn in multi-lingual background and environment.

Learning outcomes: This course of study will introduce students to a language other than their native language as well as this will increase their multi-lingual abilities. Further this course will lead the learners to study Assamese language in a detailed manner in future which will ultimately help in their professional and technical career.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I Introduction to sounds and letters

Eight Weeks

- Vowels & Vowel signs
- Consonants & Consonant Clusters

- Syllable
- Numerical digits
- Framing words

Unit -II

Parts of Speech & Framing Sentences

Four Weeks

- Introduction to parts of speech
- Framing basic sentences for communication
- Introduction to Punctuation marks

Unit -III

Vocabulary Three Weeks

- Everyday vocabulary
- Reading & writing

Essential/ recommended readings:

Das Gupta, Bindu Bhusan. *Assamese Self-Taught*. Kolkata: Das Gupta Prakashan. 1956.

Dutta Barua, Lohit. *Learning Assamese Language: A Brief Handbook*. Guwahati: Spandan Prakash. 2021

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Assamese-English Dictionary

Deka, Pranav Jyoti. *Jyoti-Dviashik Abhidhan*. Guwahati: Assam Book Dipot. 2011.

<https://dsal.uchicago.edu/dictionaries/candrakanta/>
www.xobdo.org

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**BENGALI
AEC (B)-I**

AEC (B)-I: Basic Bengali

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		
Basic Bengali	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Mahapatra, Tushar Kanti. Bengali for Non Bengalis. Kolkata : Shishu Sahitya sang shod. August 1999.

Mahapatra, Tushar Kanti. Bengali for Beginners Kolkata : Shishu Sahitya sang shod. August 1999.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**BODO
AEC (B)-I**

AEC (B)-I: Basic Bodo

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		
Basic Bodo	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DOGRI
AEC (B)-I

AEC (B)-I: Basic Dogri

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		
Basic Dogri	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**GUJARATI
AEC (B)-I**

AEC (B)-I: Basic Gujarati

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		
Basic Gujarati	02	2	0	0	(for students who have not studied the language)	NIL

Course Learning Objectives : The aim of the course is to teach basic language skills in Gujarati and it intends to facilitate students in acquiring foundational skills of reading, writing and speaking in Gujarati along with synonyms to expand vocabulary. This course is divided into three units and it will cover the basic language structures, the activities and functions normally explored by a beginners' syllabus, i.e. the learning Gujarati syllables, making simple sentence construction and

use the same sentences with fellow students, it goes further, covering situations such as working, studying and including materials focused on the Gujarati media.

Course Learning Outcome: The course will enable the students to obtain the basic skills of reading, writing and speaking in Gujarati along with building up a primary vocabulary. After completing the course, they can read and construct simple Gujarati sentences, figure out words having conjunct character, and can learn functional, everyday conversation in different language usage situations. Students interact with classmates by using simple sentences about their daily routine matters on official and informal occasions.

Allotted classes: 30 hours

Credits: 02

Unit -I

Marks: 50
Five Weeks

Introduction to Gujarati Vowel & Consonant sounds & along with the sound-image

Script introduction

Introduction of Numerals (up to 100)

Unit -II

Five Weeks

Introduction to Gujarati Noun & Pronoun, its Subjunctives

Gujarati qualifiers/adjectives

Gujarati prepositions

Conjunctions and its usage

Introduction to Verb & Time/Tense

Conjugation of different verbs

Unit -III

Four Weeks

Making simple sentences in Gujarati (basic syntactical rules)

Making Negative sentences in Gujarati

Making Interrogative sentences in Gujarati

Essential/ recommended readings:

1. Christian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), 2006
2. Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language Together With a Short Reading Book and Vocabulary*, Forgotten Books 25, 2017
3. Dwyer, y Rachel Dwyer, *Get Started in Gujarati Absolute Beginner Course: The essential introduction to reading, writing, speaking and understanding a new language*. NTC publishing group, 2013
4. Jhaveri, Krishnalal M., *Milestones in Gujarati Literature*, Manohar Publishers & Distributors, 2021

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KANNADA
AEC (B)-I**

AEC (B)-I: Basic Kannada

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		
Basic Kannada	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims

to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit –II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit –III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KASHMIRI
AEC (B)-I**

AEC (B)-I Basic Kashmiri

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		
Basic Kashmiri	02	2	0	0	(for students who have not studied the language)	NIL

Title: Basic Kashmiri

Learning Objectives : The course aims at building proficiency of all those bilingual and multilingual students in translation and interpretation who have sufficient knowledge of at least two languages- the source and the target language, and further apply them adequately for all practical purposes. Besides, it is aimed to help the students develop creativity, critical sense and cross-cultural awareness and enable the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Wade, T.R. A Grammar of the Kashmiri Language. Kessinger Publishing(Re-printed)2010

Shauq, Shafi Kashruk Grammar. Ali Mohammad and Sons ,Srinagar 2014

Grierson,G.A.The Standard Manual of the Kashmiri Language(2 Vols) Light and Life Publishers(RE-printed)1973

Koul,O.N.Modern Kashmiri Grammar.Dunwoody Press Springfield 2006

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**KONKANI
AEC (B)-I**

AEC (B)-I: Basic Konkani

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		
Basic Konkani	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**MALAYALAM
AEC (B)-I**

AEC (B)-I: Basic Malayalam

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		
Basic Malayalam	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation

jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**MANIPURI
AEC (B)-I**

AEC (B)-I: Basic Manipuri

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		
Basic Manipuri	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit –II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

MARATHI
AEC (B)-I: Basic Marathi

AEC (B)-I: Basic Marathi

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		
Basic Marathi	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation

jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**MAITHILI
AEC (B)-I**

AEC (B)-I: Basic Maithili

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Basic Maithili	02	2	0	0	(for students who have not studied the language)	NIL	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

1. Study material compiled by the Department.
2. Chatterji, Suniti Kumar, Misra Babua. Varna-Ratnakara of Jyotirishvar
Kavishekharacharya, Sahitya Akademi
3. Das, Bhola Lal. Maithili Subodh Vyakaran, Patna: Abhinav Granthagar. Bihar Rajya
Pathya Pustak Samiti
4. Grierson, George Abraham. An Introduction To The Maithili Dialect of The Bihari
Language As Spoken In North Bihar-Part I-Grammar Paperback, 2009
5. Jha, Ashok Kumar, Maithili Bhasha: Sarvekshan and Vishlesan
6. Jha, Bhimnath. Parichayika, Patna: Bhawani Prakashan, 1985
7. Jha, Pandit, Deenbandhu, Mithila Bhasha Kosh
8. Jha, Govind. Maithili Parichayika, Shekhar Prakashan, 2015
9. Jha, Pandit Govind. Maithili Bhasha Ka Vikas, Bihar Hindi Granth Akademi, 2008
10. Jha, Rajeshwer. Mithilaksharak Udbhav O Vikas
11. Jha, Vishwanath. Mithilakshar Abhyas Pustak
12. Mithilakshar Shiksha: Maithili Akademi, Patna

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**NEPALI
AEC (B)- I**

AEC (B)-I: Basic Nepali

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		
Basic Nepali	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit -I **Eight Weeks**

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II **Four Weeks**

Introduction to Noun, Pronoun, Prepositions

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**ODIA
AEC (B)-I**

AEC (B)-I: Basic Odia

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		
Basic Odia	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation

jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**SANTALI
AEC (B)-I**

AEC (B)-I: Basic Santali

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		
Basic Santali	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

**Credits: 02
Marks: 50**

Unit –I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Everyday Vocabulary

Essential/ recommended readings:

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**SINDHI
AEC (B)-I**

AEC (B)-I: Basic Sindhi

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		
Basic Sindhi	02	2	0	0	(for students who have not studied the Sindhi language)	NIL

Learning Objectives : This course is aimed to teach the basic language communication skills in Sindhi. It will introduce basic skills of the Sindhi language: its alphabets, essential words and simple sentence construction methods. The course intends to facilitate students acquiring primary skills of reading, writing and speaking Sindhi along with building up an elementary vocabulary.

Learning outcomes: The course will enable the students to obtain the basic skills of communication in Sindhi along with a primary vocabulary. After completing the course they

can read and write simple Sindhi sentences, can figure out words having conjunct character, and can have basic everyday conversation.

Allotted classes: 30 hours

Credits: 02

Marks: 50

Unit -I

Eight Weeks

Introduction to sounds along with sound-images (alphabets and numbers)

Unit -II

Four Weeks

Introduction to Noun, Pronoun, Prepositions

Unit -III

Three Weeks

Everyday Vocabulary, idioms & proverbs

Essential/ recommended readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog*, Sindhi Academy, Delhi

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**TAMIL
AEC (B)-I**

AEC (B)-I: Basic Tamil

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		
Basic Tamil	02	2	0	0	(for students who have not studied the language)	NIL

Learning Objectives : The primary objective of this Course is to facilitate Non-Tamil students to acquire fully well the four skills (speaking, listening, reading & Writing) of the written, spoken & varieties of triglossic Tamil Language for day-to-day conversation and to provide a wider knowledge of Tamil Language, literature and society of Tamil Nadu, India & Abroad.

Allotted classes: 30 hours

Credits: 02

Unit -I

**Marks: 50
Five Weeks**

- Introduction to sounds along with sound –images (Alphabets and Numbers)
- Script introduction
- Introduction of Numerals (up to 100)

Unit -II

Five Weeks

- Introduction to Noun, Pronoun & Prepositions
- Introducing basic simple Tamil sentence formation
e.g.: Noun Phrase- Noun Phrase construction (NP – NP structure)

Essential/ recommended readings:

1. *Arokianathan, S. Spoken Tamil for Foreigners, (Lesson 1-5) A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.*
2. *Tamil Alphabet in Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
3. *Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
4. *Asher, R.E. Colloquial Tamil, Routledge (Lesson 1), London. 2002.*
5. *Karunakaran, K. & Balakrishnan.R. Elementry Tamil (Introductory Course), Sabanayagam Printers, Chidambaram, 2001.*
6. *Rajaram, S. An Intensive Course in Tamil (Unit. 4), CIIL, Mysore, 1987.*
7. *Arangarajan. Maruthur. Thavarinrrith Thamizh Ezhutha, Ainthinaip Pathippagam, Chennai, 2007*

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**TELUGU
AEC (B)-I**

AEC (B)-I: Basic Telugu

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		
Basic Telugu	02	02	0	0	For students who have not studied the language	NIL

Learning Objectives

The course aims to teach basic language skills in Telugu, and it intends to facilitate students in acquiring foundational skills of reading, writing and speaking in Telugu along with synonyms to expand vocabulary. This course is divided into three units, and it will cover the basic language structures, the activities and functions generally explored by a beginners' syllabus, i.e. learning Telugu syllables, making simple sentence construction and using the same sentences with fellow students; it goes further, covering situations such as working, studying and including materials focused on the Telugu media, i.e., cinema, television, the press and advertising. Regarding grammar structures, the exercises are at the primary level only.

Learning outcomes:

The course will enable the students to obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary. After completing the course, they can read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation in different language usage situations. Students interact with classmates by using simple sentences about their daily routine matters on official and informal occasions.

SYLLABUS OF AEC –(B)-I (Marks-50)

Unit -I

Three Weeks

Introduction to Telugu Vowel & Consonant sounds & along with the sound-image

Script introduction

Introduction of Numerals (up to 100)

Unit -II

Seven Weeks

Introduction to Telugu Noun & Pronoun, its Subjunctives

Telugu qualifiers/adjectives

Telugu prepositions

Conjunctions and their usage

Introduction to Verb & Time/Tense

Conjugation of different verbs

Unit -III

Five Weeks

Making simple sentences in Telugu (basic syntactical rules)

Making Negative sentences in Telugu

Making Interrogative sentences in Telugu

Essential/recommended readings:

Arden, A H. *A progressive grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge, 1905.

Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA: Oxford University Press, 1986.

Parandhama Reddy, M. and Venkateswara Shastri, J. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages, 1997.

Ramanarasimham, Parimi. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian Languages, 1985.

Sanjay, D. *Spoken Telugu for Absolute Beginners*. _____: _____, 2019.

Venkatavadhani, Divakarla. *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya academy, 2017.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

ABILITY ENHANCEMENT COURSE
Offered by
DEPARTMENT OF ENVIRONMENTAL SCIENCE

AEC 1: Environmental Science: Theory into Practice – I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
AEC 1: Environmental Science: Theory into Practice – I	02	01	–	01	All UG Courses	All UG Courses	Department of Environmental Studies/Sciences

Learning Objectives

The Ability Enhancement Course on Environmental Science: Theory into Practice (I & II) at Undergraduate level (AEC- I) aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

The Learning Objectives of this course are as follows:

- **Disciplinary knowledge**
Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.
- **Critical thinking**
Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.
- **Moral and ethical awareness/reasoning**
Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

[State the purpose for creating and teaching the course. Describe what the course aims to do from the teacher's perspective.]

Learning outcomes

The Learning Outcomes of this course are as follows.

After the course the students will be empowered and able to:

- Analyse natural processes and resources that sustain life and govern economy.
- Predict the consequences of human actions on the web of life, global economy, and quality of human life.
- Think critically and develop appropriate strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- Demonstrate values and show compassionate attitudes towards complex environmental-economic-social challenges, and participate at national and international levels in solving current environmental problems and preventing the future ones.
- Adopt sustainability as a practice in life, society, and industry.

Teaching Learning process

The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. Some of the theoretical concepts related to practicals/outreach activities, etc. should be covered during practical sessions. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. Forenhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

SYLLABUS OF AEC-1: Environmental Science: Theory into Practice – I

UNIT – I

(1 -2 Weeks)

Introduction to Environmental Studies (1 lectures and 1 practical/ outreach activities)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

UNIT – II

(3-7 Weeks)

Ecosystems (5 lectures and 7 practical/ outreach activities)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

UNIT – III

(8-11 Weeks)

Natural Resources (5 lectures and 6 practical/ outreach activities)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter- state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery River water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

UNIT – IV

(12-15 Weeks)

Environmental Pollution and Control (4 lectures and 6 practical/ outreach activities)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution control measures: Introduction to legal, biological, and physico-chemical methods; Role in sustainability
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

(The total number of weeks should add up to 15 only)

Practical component (if any) –

(15 Weeks)

Unit I

Introduction to Environmental Studies (1 practical/ outreach activity)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Analysis of achievement of Sustainable Development Goals of any country.
- Gain insights of sustainability framework for an industrial activity using activity worksheets
- Use of environmental activity worksheets to understand interdependence and interactions between different environmental components.

Unit 2

Ecosystems (7 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Schematic collection of data for depicting ecological pyramids in the College campus
- Differentiation of natural and managed ecosystems using Google Earth/Google Map
- Field visit to terrestrial and aquatic ecosystems (a) forests, (b) grasslands, (c) wetlands, (d) biodiversity parks, etc.
- Develop a working model of any ecosystem
- Use of worksheets to identify structure and function of different ecosystems.

Unit 3

Natural Resources (6 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities (College may choose as per requirement)

- Visit to a paper recycling unit/rainwater harvesting plant/solar plant/biogas plant in the College campus
- Develop and understand working model of renewable/non-renewable sources of energy
- Mapping of natural resources of a given study area using Google Earth
- Time-series analysis of natural resource consumption of a given country using publicly available data
- Comparison of energy demand and consumption of a particular state over the years using graphical tools
- Assessing the consumption pattern of a natural resource in the dominant industry at local scale and status of natural resource in areas supplying it

Unit 4

Environmental Pollution (6 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Determine water quality of a given location using rapid pollution monitoring kits
- Assess air quality index (AQI) of any location using real-time air quality parameters
- Determine magnitude of solid waste generated in a home/college on a monthly basis
- Develop and maintain compost/vermicompost using biodegradable waste in the College
- Identify suitability of given water samples for various purposes using given kits
- Prepare water audit report of the college/house/locality/colony.
- Map solid and liquid discharge of the college/colony and develop a management plan

(show it using schematic diagram, and photographs.

- Repurpose waste for economic and environmental benefits in your college/near by area/colony (submit a small video).
- Analyze river-society-economy nexus based on primary or secondary data (use quantitative data, and show it using photographs on a poster).

Essential/recommended readings

Unit 1

Introduction to Environmental Studies

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: **1-17**); **Chapter 2** (Pages: **22-23**); **Chapter 3** (Pages: **40, 41**); **Chapter 4** (Pages: **64, 66**).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: **3-28**).

Unit 2

Ecosystems

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: **1-16**); **Chapter 2** (Pages: **18-76**); **Chapter 10** (Pages: **414-458**).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: **38-52**); **Chapter 4** (Pages: **53-62**); **Chapter 5** (Pages: **100-103**); **Chapter 6** (Pages: **106-128**).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: **307-323**); **Chapter 18** (Pages: **420-442**); **Chapter 28** (Pages: **747-769**).

Unit 3

Natural Resources

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: **180-263**); **Chapter 14** (Pages: **272-275**); **Chapter 15** (Pages: **286-289**).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: **623-663**).

Unit 4

Environmental Pollution

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

Suggested readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA.
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA.
3. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Assessment methods

1. Written examinations (Semester exams) [(**Year 1**: 01 credit (1 hour); **Year 2**: 01 credit (1 hour))]
2. Project work and reports related to field visits, outreach activities, case study, project formulation, assignments, presentations and practical learning (Internal practical assessment) [(**Year 1**: 01 credit (2 hour); **Year 2**: 01 credit (2 hour))]
Year 1 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.
= **Total 02 Credits (03 hours)**
Year 2 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.
= **Total 02 Credits (03 hours)**

ABILITY ENHANCEMENT COURSE
Offered by
DEPARTMENT OF HINDI

AEC 1:हिन्दी भाषा: सम्प्रेषण और संचार (हिन्दी क)

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		
हिन्दी भाषा: सम्प्रेषण और संचार	02	2	--	---	हिंदी - क (उन विद्यार्थियों के लिए जिन्होंने 12 वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी - क (उन विद्यार्थियों के लिए जिन्होंने 12 वीं कक्षा तक हिंदी पढ़ी है।)

पाठ्यक्रम का उद्देश्य (Learning Objectives)

- सम्प्रेषण के स्वरूप और सिद्धांतों से विद्यार्थियों को परिचित कराना
- सम्प्रेषण के विभिन्न माध्यमों की जानकारी देना
- प्रभावी सम्प्रेषण का गुण विकसित करना
- विद्यार्थी की भाषाई दक्षता और भाषा कौशल को बढ़ावा देना
- संचार माध्यमों के लिए लेखन कौशल का विकास

पाठ्यक्रम अधिगम प्रतिफल (Learning outcomes)

- सम्प्रेषण की अवधारणा और प्रक्रिया से परिचित हो सकेंगे
- सम्प्रेषण की तकनीक और कार्यशैली की बहुआयामी समझ का विकास
- प्रभावी सम्प्रेषण करना सीखेंगे

- पत्र-लेखन, प्रतिवेदन, अनुच्छेद लेखन की व्यावहारिक जानकारी प्राप्त कर सकेंगे
- मीडिया के विविध रूपों के लिए लेखन करना

SYLLABUS OF AEC-1

इकाई 1: सम्प्रेषण: सामान्य परिचय

(1-7 सप्ताह)

- सम्प्रेषण की अवधारणा
- सम्प्रेषण की प्रक्रिया
- सम्प्रेषण के विविध आयाम
- सम्प्रेषण और संचार

इकाई 2 : सम्प्रेषण और संचार के विविध रूप

(8-15 सप्ताह)

- सम्प्रेषण के प्रकार
- सर्वेक्षण आधारित रिपोर्ट तैयार करना संभावित विषय: (कोरोना और मानसिक स्वास्थ्य, जागरूकता संबंधी अभियान, कूड़ा निस्तारण योजना)
- अनुच्छेद लेखन, संवाद लेखन, डायरी लेखन
- ब्लॉग लेखन, सम्पादकीय लेखन

सहायक पुस्तकें :

1. नए जनसंचार माध्यम और हिन्दी: सुधीश पचौरी, अचला शर्मा
2. सूचना और सम्प्रेषण: तकनीकी की समझ: स्मिता मिश्र
3. सम्प्रेषण: चिन्तन और दक्षता: मंजु मुकुल
4. संवाद पथ पत्रिका: केन्द्रीय हिन्दी संस्थान
5. हिन्दी का सामाजिक सन्दर्भ: रवीन्द्रनाथ श्रीवास्तव
6. सम्प्रेषणपरक व्याकरण: सिद्धांत और स्वरूप: सुरेश कुमार

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक : 50
- लिखित परीक्षा : 38 अंक
- आंतरिक मूल्यांकन: 12 अंक

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

AEC 2:हिंदी औपचारिक लेखन (हिन्दी ख)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
हिंदी औपचारिक लेखन	02	2	--	---	हिंदी - ख (उन विद्यार्थियों के लिए जिन्होंने 10 वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी - ख (उन विद्यार्थियों के लिए जिन्होंने 10 वीं कक्षा तक हिंदी पढ़ी है।)	हिन्दी

पाठ्यक्रम का उद्देश्य (Course Objectives)

- विद्यार्थी की भाषाई दक्षता और लेखन-कौशल को बढ़ावा देना
- कार्यालयी और व्यावसायिक हिंदी की समझ विकसित करना
- हिंदी भाषा दक्षता और तकनीक के अंतः संबंध को रेखांकित करना
- कार्यालयों में व्यावहारिक कार्य के विभिन्न पक्षों से अवगत कराना
- हिन्दी प्रयोग से जुड़े फील्ड वर्क आधारित विश्लेषण और लेखन पर बल

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes)

- विद्यार्थी कार्यालयी और व्यावसायिक हिंदी की विशेषताओं से परिचित होंगे

- कार्यालयों में होने वाले व्यावहारिक कार्य का ज्ञान
- सूचना के अधिकार के लिए लेखन करना सकेंगे
- मार्केट सर्वेक्षण हेतु प्रश्नावली का निर्माण तथा उसका विश्लेषण करना जानेंगे
- विद्यार्थी टिप्पण, प्रारूपण, प्रतिवेदन, विज्ञप्ति तैयार करना सीख सकेंगे

SYLLABUS OF AEC-2

इकाई- 1: लेखन दक्षता का विकास (1-7 सप्ताह)

- कार्यालयी हिंदी
- व्यावसायिक हिंदी
- टिप्पण और प्रारूपण : सामान्य परिचय
- प्रतिवेदन और विज्ञप्ति का महत्व

इकाई- 2: औपचारिक लेखन के प्रकार (8-15 सप्ताह)

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

सहायक पुस्तकें:

1. प्रयोजनमूलक और कार्यालयी हिन्दी: कृष्णकुमार गोस्वामी
2. प्रयोजनमूलक हिन्दी की नई भूमिका: कैलाशचन्द्र पाण्डेय
3. प्रयोजनमूलक हिन्दी: सिद्धांत और प्रयोग: दंगल झाल्टे
4. प्रशासनिक हिन्दी: हरिमोहन, तक्षशिला प्रकाशन
5. राजभाषा हिंदी और उसका विकास: हीरालाल बाछोतिया, किताबघर प्रकाशन

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक : 50
- लिखित परीक्षा : 38 अंक
- आंतरिक मूल्यांकन: 12 अंक

AEC 3 :सोशल मीडिया और ब्लॉग लेखन (हिन्दी ग)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
सोशल मीडिया और ब्लॉग लेखन	02	2	--	---	हिंदी - ग (उन विद्यार्थियों के लिए जिन्होंने 8 वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी - ग (उन विद्यार्थियों के लिए जिन्होंने 8 वीं कक्षा तक हिंदी पढ़ी है।)	हिन्दी

पाठ्यक्रम का उद्देश्य (Course Objectives)

- हिंदी सोशल मीडिया के विभिन्न माध्यमों की जानकारी
- सोशल मीडिया की कार्यशैली की समझ
- सोशल मीडिया के महत्व और प्रभाव से मूल्यांकन
- ब्लॉग बनाना और लेखन
- सोशल मीडिया का व्यावहारिक ज्ञान

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes):

- सोशल मीडिया प्लेटफॉर्म की जानकारी मिलेगी।
- सोशल मीडिया की कार्य-शैली की समझ विकसित होगी।
- ब्लॉग लेखन करने के साथ हिंदी के प्रमुख ब्लॉगों का अध्ययन और विश्लेषण कर सकेंगे।
- सोशल मीडिया के महत्व और उसकी भूमिका को रेखांकित कर सकेंगे।

- विद्यार्थी सोशल मीडिया पर कार्य करना सीख सकेंगे

SYLLABUS OF AEC-3

इकाई 1. सोशल मीडिया और ब्लॉग

- सोशल मीडिया : अर्थ और परिभाषा
- सोशल मीडिया का प्रभाव और महत्व
- सोशल मीडिया के प्रकार (विकीपीडिया, ब्लॉग, सोशल नेटवर्किंग साइट्स, ट्विटर, यूट्यूब, इन्स्टाग्राम आदि)
- ब्लॉग लेखन: सामान्य परिचय

इकाई 2: सोशल मीडिया का व्यावहारिक पक्ष

- किसी सामाजिक अभियान के प्रचार के लिए सोशल मीडिया हेतु एक 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

सहायक पुस्तकें :

1. सामाजिक मीडिया और हम: रवीन्द्र प्रभात, नोशन प्रेस
2. सोशल मीडिया: स्वर्ण सुमन, हार्पर कॉलिन्स पब्लिशर इण्डिया
3. भूमंडलीकरण और मीडिया: कुमुद शर्मा
4. मीडिया और हिन्दी: बदलती प्रवृत्तियाँ: रविन्द्र जाधव, वाणी प्रकाशन
5. रेडियो लेखन, मधुकर गंगाधर, बिहार हिंदी ग्रंथ अकादमी, पटना, प्रथम संस्करण- 1974
6. रेडियो वार्ता शिल्प, सिद्धनाथ कुमार, राधाकृष्ण प्रकाशन, नई दिल्ली, प्रथम प्रकाशन- 1992

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक : 50
- लिखित परीक्षा : 38 अंक
- आंतरिक मूल्यांकन: 12 अंक

ABILITY ENHANCEMENT COURSE
Offered by
DEPARTMENT OF SANSKRIT

AEC 1: Sanskrit A: Advance Neeti Literature in Sanskrit

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		
Sanskrit A: Advance Neeti Literature in Sanskrit	02	02	00	NA	12th Pass with Sanskrit	Nil

Learning Objectives

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

Learning outcomes

- The students will learn the advance form of Sanskrit language
- The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day-to-day life.
- They will be familiar with the rich history of Sanskrit Literature.
- This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.
- This will help them translate and explain the prescribed Sanskrit texts in their native language.

SYLLABUS OF AEC-1 (Sanskrit A)

Unit: I

Weeks: 08

Course Content/Prescribed Books

Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti.

Unit: II**Weeks: 07****Course Content/Prescribed Books**

Pancatantra, First Story, Verses: 1-35
(Translation, Explanation and Grammar)

Essential/recommended readings

- Pancatantra, Subodh Publications, ISBN: 9788170780403, 8170780403, 2017
- Pancatantra, Prashant Acharya, Notion Press Media Pvt Ltd., ISBN: 9798885915229
- Pancatantra,

Suggested readings

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली
6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

AEC 1: Sanskrit B: Introductory Upanishad and Geeta
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		
Sanskrit B: Introductory Upanishad and Geeta	02	02	00	NA	Class X Pass with Sanskrit	-

Learning Objectives

This course aims at making

- the students acquainted with general outline of Sanskrit literature.
- the learners be familiar with the tradition of Indian Philosophical literature
- with some focus on individual contributors of Sanskrit prose writing.

Learning outcomes

The students will learn

- the teachings of Upanisads and Gita
- three major knowledge systems of Traditional Indian Philosophy
- the mantras and verses, prescribed in the course, will help the learners to develop an understanding of the moral and ethical values that will be useful in their day-to-day life.
- They will be familiar with the rich history of Sanskrit Literature.
- This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language also.
- This will help them translate and explain the prescribed Sanskrit texts in their native language.

SYLLABUS OF AEC-1

Unit: I

Weeks: 08

Course Content/Prescribed Books

General Introduction to Upanisads

Text Introduction to Ishavasyopanishad- Karma, Vidya-Avidya, Satya, Atman

Unit: II

Weeks : 07

Course Content/Prescribed Books

Introduction to Geeta: Background, Purpose,

Gyanyoga

Karmayoga

Bhaktiyoga

Essential/recommended readings

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री
4. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
5. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
6. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997

Suggested readings

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrīmadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

AEC 1: Sanskrit C: Introduction to Sanskrit Language

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		
Sanskrit C: Introduction to Sanskrit Language	02	02	00	NA	12 th Pass students who never studied Sanskrit OR Studied it upto Class VIII only.	Nil

Learning Objectives

This course aims at making the students acquainted with general outline of Sanskrit Grammar and Composition. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.

Learning outcomes

- The students will learn the basic Sanskrit language.
- They will learn to create and understand this Language independently.
- This course will enhance the ability to understand classical Sanskrit texts.
- Through the practice of this prescribed syllabus, students will be able to enhance their knowledge of structural patterns of Sanskrit.

SYLLABUS OF AEC-1

Unit: I

Weeks: 08

Basic Sanskrit Sentence Formation (Active Voice) using the following:

कारक एवं विभक्ति: कर्ता, कर्म एवं करण

वचन एवं लिङ्गः

शब्दरूपः राम, बालक, लता, अस्मद्, युष्मद्, तत्, इदम्, किम्, सर्व, हरि, मति, जल, फल,
पुष्प, ज्ञान, भोजन, धन, गुरु

क्रियारूपः निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में रूपः

भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ्), हस्, वद्, पा (पिब्), अस्, गै (गाय), भ्रम्,
स्था (तिष्ठ्), दृश् (पश्य्), पच्, वर्ष्, दा (यच्छ्)

शब्दकोशः संस्कृत सामान्य शब्दों के लिए शब्दकोश

यत्र, तत्र, कुत्र, श्व, अद्य, कथम्, यथा, तथा, च, अथवा

Unit: II

Weeks: 07

व्यावहारिक वाक्य संरचना

Essential/recommended readings

- पाण्डेय, राधामोहनः संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधरः बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

ABILITY ENHANCEMENT COURSE
Offered by
DEPARTMENT OF URDU

ABILITY ENHANCEMENT COURSE (AEC) 1: URDU-A

**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		
Urdu-A, Ability Enhancement Course (AEC)	02	2	-	N. A.	12 th Pass with URDU	

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Poetry.
- To give a glimpse of modern literature with special reference to Urdu Poetry.

Learning outcomes

The learning outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

SYLLABUS OF AEC-1

UNIT-I- (8-Hours) Hissa-e-Nasr

1. Ghalib key Khotut (Ghalib)
2. AikKhutba-e-Sadarat (MaulanaAbulKalam Azad)
3. Poos kiRaaf (Parem Chand)

UNIT-II- (8-Hours) Hissa-e-Nazm (Gazaliyat)

1. Mir Taqi Mir

- HastiApniHababkisi hai
- Chal te ho to chamankochaliyesuntey hain kibaharaan hai

2. Mirza Asadullah Khan Ghalib

- Aahkochahiyeekumrasar hone tak
- Nokta chin haigham-e-diluskosunayenabaney

3. Momin Khan Momin

- Agar ghaflat se bazaayajafaki
- Asaruskozranahihota

UNIT-III- (7-Hours) Hissa-e-Nazm (Manzoomat)

1. Banjara Nama (NazeerAkbarabadi)
2. Murgh-e-Aseerkinasihat (Daya Shankar Nasim)
3. Taraqqikirahein (MaulanAltaf Husain Hali)

UNIT-IV- (7-Hours) Qawaa-e-d

- Tashbih, Isteaarah, Sanaat-e-Tazaad, Sanaat-e-Talmeeh, Sanaat-e-Husn-e-Taalil, Sanaat-e-Moraat-un-Nazeer, Sanaat-e-Tajnees, Sanaat-e-Laff-o-Nashr

Practical component (if any) –

(15 Weeks)

Essential/recommended readings

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

ABILITY ENHANCEMENT COURSE (AEC) 1: URDU-B

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		
Urdu-B, Ability Enhancement Course (AEC)	02	2	-	N. A.	10 th Pass with URDU	

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

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

SYLLABUS OF AEC-1

Unit 1

Hissa Nasar:

1. Sware jo Kal Aankh Meri Khuli (Patras Bukhari)
2. Lajwanti (Rajinder Singh Bedi)

Unit 2

3. Naya Kanoon (Saadat Hasan Manto)

Unit 3

Hissa Nazam:

Ghazaliyat

1. Fani Badayuni Ek Muamma hai samjhne ka na samjhane ka
Aqal se Kaam bhi le Isq pe Iman bhi la

2. Hasrat Mohani Apna Shauq Auron Mein Layen Kahan se Hum
Main Hoon Kya Meri Muhabbat Ki Haqiqat Kya hai
3. Majrooh Sultan Puri Jab ho Irfan to Ghum Ara Jaan Banta Gaya
Hum ko Janoo kya sikhlate ho hum the pareshan tum se ziyada

Unit 4

Manzoomat :

1. Haqiqat-e-Husn (Allama Iqbal)
2. Tuta hua Sitara (sardar Jaafri)
3. Chaand Taroon Ka Ban, (Makhdoom Mahi Uddin)

Unit 5

Quaid :

Ghazal aur Inshayee Ki tareef

References

Nisabi Kitab

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Fani, Hasrat, Majrooh Sultanpuri

Practical component (if any) –

(15 Weeks)

Essential/recommended readings

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

ABILITY ENHANCEMENT COURSE (AEC) II: URDU-C

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Urdu-C, Ability Enhancement Course (AEC)	02	2	-	N. A.	Beginners		-

Learning Objectives

- To give a simple taste of Urdu poetry and literature.
- To make them Understand the poetry of Urdu Including Ghazals and Nazm.

Learning outcomes

To give a simple taste of Urdu poetry and literature and to make them Understand the poetry of Urdu Including Ghazals and Nazm.

SYLLABUS OF AEC-II

Unit 1

Reading of following text

- Sari Duniya Ke Malik by Hali)
- Naani Pujaran By Majaz
- Bhai Bhulakkar by Haqqi
- Darya Kinare Chandni By Akhtar Sheerani
- Sitare By Raja Mehdi Ali khan

Unit 2

- Dil-e-Nadan Tujhe Hua Kiya Hai by Mirza Ghalib)
- FAQqerana AAye Sada KAr Chale By Meer Taqi Meer
- Aadmi NAMA By Nazeer
- Wo Jo Hum Mein Tum Mein By Momin
- Aye Sharif Insano By Sahir

Unit 3

- Hazaron Saal Lambi Raat by Ratan Singh
- Ek Poorani KAHani By Qurrat ul Ain
- Kamraniyon KA Raaz Bu Maulana Azad
- Guzra Hua Zamana BY Sir Syed

References

:Prescribed Books

URDU KI NAI KITAB PART-1
(Published by Educational Publishing House, Delhi)

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords

Urdu Alphabets, simple urdu words, composition in urdu, Urdu Poetry

Practical component (if any) –

(15 Weeks)

Essential/recommended readings

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



REGISTRAR

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/56

Dated: 01.09.2023

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 27-1/ (27-1-6/-) dated 25.08.2023]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

**Syllabi of Semester-III/IV of the following Ability Enhancement Course –
Language based on Undergraduate Curriculum Framework -2022
implemented from the Academic Year 2022-23.**

1. Department of MIL&LS – AEC-A and AEC-B
2. BA (Prog.) Bengali
3. Department of Punjabi
4. Department of Hindi
5. Department of Sanskrit – AEC 1 and AEC 2
6. Department of Urdu
7. AEC-1 Environmental Science : Theory into Practice -II

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
ASSAMESE
AEC (A) - II**

AEC (A)-II: Journalistic Writing in Assamese

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical / Practice			
Journalistic Writing in Assamese	02	02	0	0	(For students who have studied the language up to Class VIII & above	students who have already opted AEC (A)-I in Assamese in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Assamese for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

- Unit -I **10 hours**
- Journalistic writing and reporting from the field
 - Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
 - Analysis of the good/bad samples of writing

- Unit -II **10 hours**
- Elements and stages of journalistic writing and art of news story writing
 - Analysis of both bad and good samples of writing for the media,
 - Conducting Interview and debate with demonstration

- Unit -III **10 hours**
- Freelancing: scope and worthwhileness of the topic
 - Editing and Proof-reading
 - Laws and ethics in Journalistic writings
 - Writing and reporting: Practical components

Essential/recommended readings:

Baruah, Santanu Kausik & Sankab Kausik Baruah. *Lekhok-Sambadikor Guide*, 2nd ed., Guwahati: Sanjiwan Prakasan, 2016.

Bhagawati, Radhikamohan. *Sambad Sambadpatra Aru Sambadikata*, 2nd ed., Guwahati: Publication Board Assam, 2019

Chaudhary, Utpal jyoti & Joyjit Deka. *Ganasanjog Aru Sangbadikata*, Guwahati: Aank-Baak, 2012.

Dutta, Ankuran. *Ganamadhyam Aru Samprasar Sanbadikata*, 2nd ed., Guwahati: Publication Board Assam, 2019

Kasyap, Samudra Gupta. *Songbadmadhyam aru Ahi Thoka Sangbadikotar Dhara*, Guwahati: Assam Publishing Company. 2020

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
BENGALI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Bengali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Bengali	02	02	0	0	(for students who have studied the language up to Class VIII & above	students who have already opted AEC (A)-I in Bengali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Bengali for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I	6 hours
- Journalistic writings: Definition and elements	
Unit -II	8 hours
- Journalism: Definition and types	
Unit -III	16 hours
- Mediums of Journalistic writings: Print, Online, Multi-medial	

Essential/recommended readings:

Adhikari, Anupam. *Sangbadikata Byboharik Prayog*, Kolkata: Alpana Enterprize, 2012.

Bhattacharya, Kaushik. *Jarrnalijmer Sahaj Path*, Kolkata: Parul Prakashani, 2004.

Chattopadhyay, Partha. *Ganajnapan: Tattwe O Prayoge*, Kolkata: Dey's, 2018.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
BODO
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Bodo

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Bodo	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Bodo in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Bodo for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
DOGRI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Dogri

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Dogri	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Dogri in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Dogri for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
GUJARATI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Gujarati

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Gujarati	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Gujarati in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

This paper consists of three units, namely, A brief history of Journalism in Gujarati, Journalistic writing and reporting and Journalistic writing Practical components. The first unit attempt to introduce the early Gujarati journals, well known Gujarati editors and Print, Electronic and New Media and News, News collection and different writing methods. Second unit would give

an idea how to report from the field and conduct interview and debate with people. The last unit focuses on Journalistic writing and practical components.

Learning outcomes: After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Gujarati for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

Reporting and representing: brief history of Journalism in Gujarati

16 hours

- From British Bombay to Bhavnagar
- Print, Electronic and cyber Media
- Elements and stages of journalistic writing and art of news story writing

Unit -II Journalistic writing and reporting

6 hours

- Journalistic writing and filed reporting
- Editorial writing
- News and stories of human interest

Unit -III Journalistic writing and Practical components

8 hours

- Freelancing: freedom and fieldwork
- Editing and Proof-reading
- Writing and reporting: Practical components

Essential/recommended readings:

Marshal Ratan, '*Gujarati Patrakaratvano Itihas*', Navbharat, 2009, Ahmedabad

Dalal Yasin, *Mashyam Vichar*, Pub. Self, 2015

Mehta Chandrakant, *Sanchar madhyam sanshodhan*, book pratha Global, 2013

Desai, Dinesh, *Electronic media*, Navbharat, 2019.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
KANNADA
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Kannada

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Kannada	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Kannada in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Kannada for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Essential/recommended readings:

Aroli, Ramesh. Samvahana Kannada. In *Modern Indian Language - Kannada*, ed. by T. S. Satyanath, Basavaraj Kalgudi and Vikram Visaji, p. 402-21. New Delhi: IGNOU.

Gurumurthy, B. N. *Radio, Television: Bhasha Samvahana*. Hampi: Kannada University.

Purnima, T. C. *Adhunika Samvahana Madhyamagalu mattu Kannada Abhivridhi*. Hampi: Kannada University.

Ranganatharao, G. N. *Patrikodyama: Varadigarike mattu Suddiparishkarana*. Bangalore: Kamadhenu Pustaka.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
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**ABILITY ENHANCEMENT COURSE
Under UGCF – 2022 in the line of NEP – 2020**

Semester: III/ IV

KASHMIRI

AEC (A)-II

(for students who have studied the language up to Class VIII & above)

AEC (A)-II: Journalistic Writing in Kashmiri

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Kashmiri	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Kashmiri in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Bengali for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I	6 hours
- Journalistic writings: Definition and Elements	
Unit -II	8 hours
- Journalism: Definition and types	
Unit –III	16 hours
- Mediums of Journalistic writings: Print, Online, Multi-medial	

Essential/recommended readings:

Rudin, Richard & Ibbotson, Trevor. An Introduction to Journalism Taylor & Francis Ltd.

Kamath, M.V. Professional Journalism. Vikas Publishing House Pvt Ltd 1980

Keval J. Kumar. Mass Communication in India (4th Edition) Jaico Publishing House 2000

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
KONKANI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Konkani

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Konkani	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Konkani in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Konkani for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
MALAYALAM
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Malayalam

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Malayalam	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Malayalam in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Malayalam for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
MANIPURI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Manipuri

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Manipuri	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Manipuri in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Manipuri for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
UNIVERSITY OF DELHI, DELHI – 110007**

**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
MARATHI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Marathi

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Marathi	02	02	0	0	(For students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Marathi in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Marathi for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
MAITHILI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Maithili

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Maithili	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Maithili in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Maithili for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writings: Definition and Types: investigative, news, reviews, columns and feature-writing

Unit -II

8 hours

- Journalism: Definition and Types: Education, Sports, Business, Political, Arts, Crime, Investigative and others

Unit –III

16 hours

- Mediums of Journalistic writings: Print, Online, Multi-media
- Maithili Patra-Patrika

Essential/recommended readings:

1. Study material compiled by the Department.
2. Amar, Chandranath Mishra, Maithili Patrakaritik Itihas
3. Bhardvaj, Mohan. Maithili Patra-Patrika, Delhi: Sahitya Akademi, 2007
4. Chaoudhary, Shardindu. Maithili Patrakariak Dasha O Disha
5. Chaoudhary, Shardindu. Sakshatkarak: Darpan Mein Sudhanshu Shekhar Choudhary, Shekhar Prakashan
6. Maithili-Hindi Conversation Guide, Central Directorate, Department of Higher Education, Ministry of Education, Government of India, 2021
7. Jha, Sudhir Kumar. Paramarsh

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
NEPALI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Nepali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Nepali	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Nepali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Nepali for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
ODIA
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Odia

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Odia	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Odia in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Odia for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews

and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Essential/recommended readings:

Chatterjee, Mrinal. *Shabda, chhabi, akshyara*, Dhenkanal: Shephali Communication, 2002.

Chatterjee, Mrinal. *Ganamaadhyama o saambaadikataa*, Dhenkanal: Shephali Communication, 2015.

Mohapatra, Chandra Shekhar. *Sambada o saambaadikataa*, Bhubaneswar: State Text Book Production Centre, 2021.

Shastri, D. G. *Saambaadikataa prabeshikaa*, Bhubaneswar: State Text Book Production Centre, 2021

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
SANTALI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Santali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Santali	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Santali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Santali for the media houses, electronic and print.

The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interview and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
SINDHI
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Sindhi

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Sindhi	02	02	0	0	(for students who have studied the Sindhi language up to Class VIII & above)	students who have already opted AEC (A)-I in Sindhi in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Sindhi for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted class: 30 hours

Unit -I

6 hours

- Journalistic writings: Definition and elements

Unit -II

8 hours

- Journalism: Definition and types

Unit -III

16 hours

- Mediums of Journalistic writings: Print, Online, Multi-medial

Essential/recommended readings:

Golani Roshan, *Sindhi Adibi Akhbaar Navisi*, Ahmedabad

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
TAMIL
AEC (A)-II**

AEC (A)-II: Journalistic Writing in Tamil

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Tamil	02	02	0	0	(for students who have studied the language up to Class VIII & above)	students who have already opted AEC (A)-I in Tamil in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes: : After completing the course, the students are expected to start preparing news items, reporting, taking interviews in Tamil for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting

interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted classes: 30 hours

Unit -I

10 hours

Introduction of Tamil Journalism and Report Writing:

- Brief History of Tamil Journalism
- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

10 hours

Method, Usages & Issues of Interview:

- Elements and stages of journalistic writing and art of news story writing
- Methods of Conducting Interview and debate with demonstration.
- Usages of Interview.
- Issues in Interviewing with Personalities.
- Interview with different persons of various social strata.

Unit -III

10 hours

Editing, Editorial, Proof- Reading and Ethics:

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Editorial writing.
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Essential/recommended readings:

Radha, V, 2004, Vaniha-t-Tagaval Thodarbu, Chennai, Prasanna Publication

Raja.Ki, 2006, Makkal Takaval Thodarbiyal: Arimukam, Chennai, NCBH.

Savarimuthu. S, 2004, Idhaliyal Makkal Thagavaliyal, Chennai, Muthu Pathippagam.

Gurusamy.M.P. *Ithazhiyal Kalai*, Chennai: Kurunthemozhi Pathippakam.

Vinayaga Moorthy, *Pathippu Paarvaikal*, Madurai: Balamurugan Pathippakam.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (A)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
TELUGU
AEC (A)-II**

Credit distribution, Eligibility and Pre-requisites of the Course

AEC (A)-II: Journalistic Writing in Telugu

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Journalistic Writing in Telugu	02	02	0	0	For students who have studied the language up to Class VIII & above	students who have already opted AEC (A)-I in Telugu in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives: The course aims to teach and train students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

This paper consists of three units: A brief history of Journalism in Telugu, Journalistic writing and reporting and Journalistic writing Practical components. The first unit attempted to introduce the early Telugu journals, well-known Telugu editors and Print, Electronic and New Media and News, News collection and different writing methods. The second unit would give an idea of how to report from the field and conduct interviews and debates with people. The last unit focuses on Journalistic writing and practical components.

Course Learning Outcomes: After completing the course, the students are expected to start preparing news items, reporting, and taking interviews in Telugu for the media houses, both electronic and print. The study shall provide sufficient training in writing and reporting (oral),

conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Allotted classes: 30 hours

Unit -I A brief history of Journalism in Telugu

10 hours

- Beginnings of Communication Era, Early Telugu Journals and Editors
- Print, Electronic and New Media
- Editor and Editorial department, Journalist
- News, News collection and writing, Lead, Body, Column writing and Feature writing, Editor and Editorial, Interview and Reporting, investigation, news covering, editing and giving suitable titles
- Elements and stages of journalistic writing and art of news story writing

Unit -II Journalistic writing and reporting

10 hours

- Journalistic writing and reporting from the field
- Conducting Interviews and debates with a demonstration
- Analysis of both evil and sound samples of writing for the media

Unit -III Journalistic writing and Practical components

10 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Reading list:

Anand Bhaskar, *Rapolu. Journalism Charitra-vyavastha*. Hyderabad: Udyama Publications, 1988.

Krishna Rao, Bendaalam. *Vaarthalu Ela Raayaali?* Vijayawada: Rushi Prachu-ranal, 2006.

Mallesham, Chilla. *Tappulu- Tippalu*. Hyderabad: Telangana Rashtra Media Academy, 2018.

Mallesham, Chilla. *Vartha Kathanalu*. Hyderabad: Telangana Rashtra Media Academy, 2018.

Radha Krishna, Budaraju. *Journalism Avagaahana – Aacharana*. Madras: S.I.J.F., 1995.

Radha Krishna, Budaraju. *Manci Jarnalistu Kaavanlante*. Hyderabad: Media House Publications, 2000.

Ramamohana Rao, Nanduri. *Telugu Patrikala Bhasha Konni Soochanalu*. Hyderabad: Andhra Pradesh Press Academy, 2004.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

**DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES
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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020**

**Semester: III/ IV
ASSAMESE
AEC (B)-II**

AEC (B)-II: Intermediate Assamese

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Assamese	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Assamese in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The students who have acquired a basic idea about Assamese language in the previous semester will be taught about Assamese language grammar and technicalities through course in this semester. Students will be introduced to verbs and various kinds of it, tenses, concepts of persons, genders, grammatical numbers etc. in Assamese language and in the semester, they will learn about the rules to frame compound and complex sentences in Assamese keeping in mind that they have already learnt about the formation of simple sentences in the previous semester. During the course of learning it will be emphasised to teach the students about the grammatical rules in Assamese which are essential to frame various kinds of sentences such as affirmative, negative, interrogative sentences, exclamatory sentences etc.

Learning outcomes: After completing the course the students are expected to have working knowledge about Assamese language and its grammar, which will eventually lead them to produce oral and written contents in Assamese language correctly. This will help them in their professional and technical careers provided those careers are related to Assam and Assamese language in some way such as a job in Assam or a job in translation area etc.

Allotted classes: 30 hours

Unit -I

10 hours

Verb Formation, Tense and Person

- Verb formations and Classification of verbs
- Tense
- Person

Unit -II

10 hours

Gender, Number and Person

- Gender, types of gender and methods to change gender of words in Assamese language
- Grammatical number and rules to change numbers in Assamese language

Unit -III (Class - 10)

10 hours

Sentence

- Framing different types of sentence (Simple sentences, Compound sentences, Complex sentence, Affirmative Sentence, Negative sentences, Interrogative sentences, Exclamatory sentences etc.)
- Phrases and proverbs

Essential/ recommended readings:

Baruah, Tultul (ed). *Asamiya Rachana Sankalan*, Guwahati: Students Stores. 2013

Das Gupta, Bindu Bhusan. *Assamese Self-Taught*. Kolkata: Das Gupta Prakashan. 1956.

Dutta Barua, Lohit. *Learninh Assamese Language: A Brief Handbook*. Guwahati: Spandan Prakash. 2021

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Neog, Dr Maheswar. *Nika Asamiya Bhasa*, Guwahati: Layers' Book Stall. 1994

Assamese-English Dictionary

Deka, Pranav Jyoti. *Jyoti-Dviashik Abhidhan*. Guwahati: Assam Book Dipot. **2011**.

<https://dsal.uchicago.edu/dictionaries/candrakanta/>

www.xobdo.org

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
BENGALI
AEC (B)-II**

AEC (B)-II: Intermediate Bengali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Bengali	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Bengali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I

10 hours

Rules of Verb Formation

Unit -II

10 hours

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III

10 hours

Vocabulary

Essential/ recommended readings:

Mahapatra, Tushar Kanti. Bengali for Non Bengalis. Kolkata: Shishu Sahitya sang shod. August 1999.

Mahapatra, Tushar Kanti. Bengali for Beginners Kolkata : Shishu Sahitya sang shod. August 1999.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
BODO
AEC (B)-II**

AEC (B)-II: Intermediate Bodo

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Bodo	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Bodo in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives: The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III (Class - 06) **10hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
DOGRI
AEC (B)-II**

AEC (B)-II: Intermediate Dogri

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		
Intermediate Dogri	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Dogri in either Semester I or II (alternative semester)

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I

10 hours

Rules of Verb Formation

Unit -II

10 hours

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III

10 hours

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
GUJARATI
AEC (B)-II**

AEC (B)-II: Intermediate Gujarati

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Gujarati	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Gujarati in either Semester I or II (alternative semester)	MIL&LS

Course Learning Objectives : This course has been designed for students who have the primary knowledge of the Gujarati language and can make as well as to figure out simple sentences. The course enables students to construct compound and complex sentences in Gujarati. Furthermore, the course empowers the students to acquire skills to comprehend small passages, writing short paragraphs, and having better conversational skills and teach them the basic rules of translation as well. The course offers a wide range of exercises from the book and challenging activities can be given to students i.e. vocabulary-based activity or a grammar drill, a language manipulation exercise or an up-to-date reading comprehension. A unit focuses

on particular topic and also to those students who want to practice the language through additional independent study and open-ended exercises will be included to encourage learners to communicate more spontaneously and to allow some autonomy and encourage creativity. Additional materials and support will be given to the students.

Course Learning Outcome: The course will enable students to understand the distinctions of the language by empowering them with better reading, writing and conversational skills. Students will try to capture radio and TV advertisements, news, advertisements and other programs broadcast. They will read short paragraphs in a language related to books, newspapers, magazines, notice boards, posters, personal and other types of letters, etc., as well as the use of dictionaries and reference texts. They will also try to write a short portion on select topics and write personal and other types of letters, directly on familiar and simple topics, and write independent articles. Students will be able to translate any prose words from Gujarati to English and vice versa with the help of a dictionary or through online sources.

Allotted classes: 30 hours

Unit -I

10 hours

Compound verbs

Transitive and intransitive verbs

Making compound sentences in Gujarati using conjunction

Making complex sentences in Gujarati

Unit II

10 hours

Reading comprehension

Paragraph and letter Writing

Conversation writing

Unit III

10 hours

Translation from English to Gujarati

Translation from Gujarati to English

Essential/ recommended readings:

1. Christian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), 2006
2. Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language Together With a Short Reading Book and Vocabulary*, Forgotten Books 25, 2017
3. Dwyer, y Rachel Dwyer, *Get Started in Gujarati Absolute Beginner Course: The essential introduction to reading, writing, speaking and understanding a new language*. NTC publishing group, 2013
4. Jhaveri, Krishnalal M., *Milestones in Gujarati Literature*, Manohar Publishers & Distributors, 2021
5. Madhu K. Sampat, *Advanced Course Reader in Gujarati*, CIIL, 2009
6. Nayar, Usha, *Intermediate Courses in Gujarati*, CIIL, 2009
7. Nayar, Usha, *Gujarati Bhasha Saurabh*, CIIL, 2009
8. Subaiah P., *Tests of Language Proficiency: Gujarati*. CIIL, 2009

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
KANNADA
AEC (B)-II**

AEC (B)-II: Intermediate Kannada

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Kannada	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Kannada in either Semester I or II (alternative semester)	MIL&LS

Title: Intermediate Kannada

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various

fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III **10 hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
KASHMIRI
AEC (B)-II**

AEC (B)-II: Intermediate Kashmiri

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Kashmiri	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Kashmiri in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims at building proficiency of all those bilingual and multilingual students in translation and interpretation who have sufficient knowledge of at least two languages- the source and the target language, and further apply them adequately for all practical purposes. Besides, it is also aimed to help the students to develop their creativity, and critical sense and cross-cultural awareness and enable the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, exclamatory sentences

Unit -III **10 hours**

Vocabulary

Essential/ recommended readings:

Wade, T.R. A Grammar of the Kashmiri Language. Kessinger Publishing(Re-printed)2010

Shauq, Shafi Kashruk Grammar. Ali Mohammad and Sons,Srinagar 2014

Grierson,G.A.The Standard Manual of the Kashmiri Language(2 Vols) Light and Life Publishers(RE-printed)1973

Koul,O.N.Modern Kashmiri Grammar.Dunwoody Press Springfield 2006

Bhat,Roop Krishan.A Descriptive Study in Kashmiri.Amar Prakashan Delhi 1987

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
KONKANI
AEC (B)-II**

AEC (B)-II: Intermediate Konkani

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Konkani	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Konkani in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I

10hours

Rules of Verb Formation

Unit -II

10 hours

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III

10 hours

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
MALAYALAM
AEC (B)-II**

AEC (B)-II: Intermediate Malayalam

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Malayalam	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Malayalam in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III **10 hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
MANIPURI
AEC (B)-II: Intermediate Manipuri**

AEC (B)-II: Intermediate Manipuri

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Manipuri	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Manipuri in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit –II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit-III **10 hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
MARATHI
AEC (B)-II**

AEC (B)-II: Intermediate Marathi

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Marathi	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Marathi in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I

10 hours

Rules of Verb Formation

Unit -II

10 hours

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III

10 hours

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
MAITHILI
AEC (B)- II:**

AEC (B)-II: Intermediate Maithili

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Maithili	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Maithili in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit –III **10 hours**

Vocabulary

Essential/ recommended readings:

1. Reading Material compiled by the Department.
2. Grierson, George Abraham. Seven Grammars of the Dialects and Sub dialects of the Bihari Language: South Maithili-Magadhi Dialect, South Maithili-Bangali Dialect, Kalpaz Publications, 2005
3. Jha, Pandit Govind. Uchchata Maithili Vyakaran, Patna: Maithili Akademi, 1992
4. Jha, Rajeshwar, Tirhuta Lipik Vikas
5. Jha, Subhadra, Formation of the Maithili Language, Luzac, 1958
6. Jha, Sunil Kumar. Maithili: Some Aspects of Its Phonetics and Phonology, Delhi: Motilal Banarsidass Publishers, 2001
7. Jha, Virendra. ed., Maithili Bhashiki: Maithili Bhashak Prakriti and Prakarya
8. Mishra, Dharendra Nath. Maithili Bhasha Shastra
9. Mishra, Navin Chandra. Thakur Shivkant. Maithili Bhasha Vigyan
10. Yadav, Ramawatar. A Reference Grammar of Maithili: Trends in Linguistic Documentation, 1996

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
NEPALI
AEC (B)- II**

AEC (B)-II: Intermediate Nepali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Nepali	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I Nepali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I (Class - 12) **10 hours**

Rules of Verb Formation

Unit -II (Class – 12) **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III (Class - 06) **10 hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
ODIA
AEC(B)-II**

AEC (B)-II: Intermediate Odia

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Odia	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Odia in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I

10 hours

Rules of Verb Formation

Unit-II

10 hours

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III

10 hours

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
SANTALI
AEC(B)-II**

AEC (B)-II: Intermediate Santali

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Santali	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Santali in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives: The course aims to prepare bilingual and multilingual students proficient in translation and interpretation, have sufficient knowledge of at least two languages, the source and the target language, and apply them adequately for all practical purposes. Besides, it also aims to build cross-cultural communications and enables the students to use different skills effectively to prepare themselves to take jobs in translation and interpretation.

Learning outcomes: Students will be able to build various professional, technical, and linguistic skills to take the job of translation and interpretation. Their knowledge in various fields in both the source and the target languages will help them translate in multiple areas and

take interpretation jobs for the different target groups; the translator works with the written material/texts; the interpreter will mediate between languages orally.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III **10 hours**

Vocabulary

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
SINDHI
AEC (B)- II**

AEC (B)-II: Intermediate Sindhi

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Sindhi	02	2	0	0	(for students who have not studied Sindhi language)	students who have already opted AEC (B)- I in Sindhi in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : This course is aimed to teach intermediate language communication skills in Sindhi. It will introduce intermediate skills of Sindhi language: its alphabets, essential words and complex sentence construction methods. The course intends to facilitate students acquiring skill of Sindhi language communication. This course will introduce letter writing and dialogue writing.

Learning outcomes: The course will enable students to learn features of various types of language communication like letter, public speech, dialogue writing and to develop the ability of reading and comprehension in Sindhi. After completing the course they can read and write Sindhi sentences, can figure out words having conjunct character, and can have basic everyday conversation.

Allotted classes: 30 hours

Unit -I **10 hours**

Rules of Verb Formation

Unit -II **10 hours**

Making Simple sentences, Negative sentences, Interrogative sentences, Exclamatory sentences

Unit -III **10 hours**

Vocabulary

Essential/ recommended readings:

Lekhwani K.P, *An intensive course in Sindhi*, Central Institute of Indian Languages, Mysore

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
TAMIL
AEC (B)-II**

AEC (B)-II: Intermediate Tamil

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Tamil	02	2	0	0	(for students who have not studied the language)	students who have already opted AEC (B)-I in Tamil in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives : This semester course aims at creating an awareness of Dynamics of Tamil words and introducing classification weak & strong verbs- Infinitive forms of Verbs Auxiliaries and Tamil script learning.

Allotted classes: 30 hours

Unit –I

10 hours

Rules of Verb formation

- **Subject, Object, Verb construction (SOV structure)**

Unit –II

10 hours

Making simple sentences, Interrogative sentences & exclamatory sentences.

Unit -III

10 hours

Technical Terms

Essential/ recommended readings:

1. *Asher, R.E. Colloquial Tamil, Routledge (Lesson 1), London. 2002.*
2. *Rajaram, S. An Intensive Course in Tamil (Unit. 4), CIIL, Mysore, 1987.*
3. *Arokianathan, S. Spoken Tamil for Foreigners, (Lesson 1-5) A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.*
4. *Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
5. *Karunakaran, K. & Balakrishnan.R. Elementry Tamil (Introductory Course), Sabanayagam Printers, Chidambaram, 2001.*
6. *Nuhman, M.A, 2010, Adippadait Tamil Ilakkanam, Puthanatham, Adaiyalam Publications.*
7. *Thamizhannal, 1989, Ungal Tamizhai Therinthu kollungal, Madurai, Meenakshi Puththaka Nilayam.*

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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**ABILITY ENHANCEMENT COURSE (B)
Under UGCF – 2022 in the line of NEP – 2020
Semester: III/ IV
TELUGU
AEC (B)-II**

AEC (B)-II: Intermediate Telugu

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Telugu	02	2	0	0	(For students who have not studied the language)	students who have already opted AEC (B)-I in Telugu in either Semester I or II (alternative semester)	MIL&LS

Learning Objectives :

This course has been designed for students with primary knowledge of the Telugu language who can make and figure out simple sentences. The course enables students to construct compound and complex sentences in Telugu. Furthermore, the course empowers the students to acquire skills to comprehend small passages, write short paragraphs, have better conversational skills and teach them the basic rules of translation. The course offers a wide range of exercises from the book, and challenging activities can be given to students, i.e. vocabulary-based activity or a grammar drill, a language manipulation exercise or ap-to-date reading comprehension. A unit that focuses s on particular topics and students who want to practice the language through additional independent study, and open-ended exercises will be included to encourage learners to communicate more spontaneously and to allow some autonomy and creativity. Additional materials and support will be given to the students.

Course Learning Outcome: The course will enable students to understand the distinctions of the language by empowering them with better reading, writing and conversational skills. Students will try to capture radio and TV advertisements, news advertisements and other broadcast programs. They will read short paragraphs in a language related to books, newspapers, magazines, notice boards, posters, personal and other types of letters, etc., and use dictionaries and reference texts. They will also try to write a short portion on select topics, write personal and other types of letters directly on familiar and simple topics, and write independent articles. Students will be able to translate any prose words from Telugu to English and vice versa with the help of a dictionary or through online sources.

Allotted classes: 30 hours

Unit -I

12 hours

Compound verbs

Transitive and intransitive verbs

Making compound sentences in Telugu using conjunction

Making complex sentences in Telugu

Unit II

10 hours

Reading comprehension

Paragraph and letter Writing

Conversation writing

Unit III

8 hours

Translation from English to Telugu

Translation from Telugu to English

Essential/recommended readings:

Arden, A H. *A progressive grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge, 1905.

Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA: Oxford University Press, 1986.

Parandhama Reddy, M. and Venkateswara Shastri, J. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages, 1997.

Ramanarasimham, Parimi. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian Languages, 1985.

Ramanarasimham, Parimi. *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages, 1974.

Reddy G.N. and Matson D.M. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare, 1966.

Sanjay, D. *Spoken Telugu for Absolute Beginners*. _____: _____, 2019.

Venkataramana Rao, Y. *Telugu Velugu -IV*. Mysore: Central Institute of Indian Languages, 1976.

Venkatavadhani, Divakarla. *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya academy, 2017.

Proposed Bengali AEC Courses for III Semester B.A. Programme Bengali

COMMON POOL OF BENGALI ABILITY ENHANCEMENT COURSES(AEC)

DEPARTMENT OF BENGALI

ABILITY ENHANCEMENT COURSE- A- II (AEC-A-II): GANAGYAPAN O SANGBADIKATA

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
GANAGYAPAN O SANGBADIKATA	2	2	0	0	For students who have studied the language up to class VIII & above	NIL	BENGALI

Course Objectives: To introduce the basic features of Mass Communication, various forms of Mass Communications, basic features of News and Newspaper, definition of Journalism and Journalistic writings, aspects of editing, aspects and types of interviewing.

Course Learning Outcomes: This course will enable students to understand the basic features of Mass Communication, News, News Paper, News Writing, Editing and Interviewing.

Unit I (8 Hours)

জ্ঞাপন – একান্ত জ্ঞাপন – গগজ্ঞাপনঃ সংজ্ঞা, পার্থক্য, প্রকারভেদ, কাজ

Unit II (10 Hours)

সংবাদঃ সংজ্ঞা, উপাদান, শ্রেণীবিভাগ, মাধ্যম(সংবাদপত্র)

Unit III (10 Hours)

সাংবাদিকতাঃ সংজ্ঞা, শ্রেণীবিভাগ, মাধ্যম

প্রতিবেদন রচনা

Compulsory Readings:

Study materials prepared by the department

অনুপম অধিকারী, ২০১২, সাংবাদিকতা ব্যবহারিক প্রয়োগ, আলপনা এন্টারপ্রাইজ, কলকাতা

পার্থ চট্টোপাধ্যায়, ২০১৮, গণজ্ঞাপনঃ তত্ত্ব ও প্রয়োগে, দে'জ পাবলিশিং, কলকাতা

Additional Resources:

কৌশিক ভট্টাচার্য, ২০০৪, জার্নালিজমের সহজ পাঠ, পারুল প্রকাশনী, কলকাতা

ABILITY ENHANCEMENT COURSE- B -II (AEC-B -II): BASIC BENGALI - 2**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
BASIC BENGALI - 2	2	2	0	0	(For students who have not studied the language)	NIL	BENGALI

Course Objectives: This course is aimed to teach the basic language skills in Bengali. It will introduce basic skills of the Bengali Language: it's simple sentence construction methods. The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

Course Learning Outcome: The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary. After completing the course they can read and write simple Bengali sentences, can figure out words having conjunct character, and can have basic everyday conversations.

Unit I (8 Hours)

Introduction to Bengali qualifiers/adjectives

Conjunctions and its usage

Unit II (10 Hours)

Introduction to Verb and Time/Tense

Conjugation of different verbs

Unit III (10 Hours)

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

Making Complex sentences in Bengali

Essential/ recommended readings:

Mahapatra, Tushar Kanti. Bengali for Non Bengalis. Kolkata : Shishu Sahitya sangshod. August 1999.

Mahapatra, Tushar Kanti. Bengali for Beginners Kolkata : Shishu Sahitya sang shod. August 1999.

Examination scheme and mode: Subject to directions from the Examination

Branch/University of Delhi from time to time

COMMON POOL OF ABILITY ENHANCEMENT (AEC) COURSES

(For all the Ability Enhancement Courses offered by Department of Punjabi in Semester III/IV)

ABILITY ENHANCEMENT COURSE (AEC-4)

PUNJABI BHASHA ATE MEDIA

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUNJABI BHASHA ATE MEDIA	2	2	0	0	Class pass in any subject	Studied Punjabi up to 8 th Standard or <i>Working knowledge of Punjabi language</i>

LEARNING OBJECTIVES:

- To impart knowledge of the Punjabi language and media.
- To educate the students in understanding Social and Political concerns of Punjabi society, as reflected in contemporary Punjabi media.
- To address the demands of Punjabi Print and Electronic media.
- To enable students to learn about practical aspects of electronic and print media.

LEARNING OUTCOMES:

- Students will demonstrate an understanding of terms, themes, strategies and issues of Punjabi media.
- They can express their understanding of the relationship between Punjabi print and electronic media.
- They will be able to write and upload their views on social media platforms.
- They will be able to get recognition at National and International level through

their Blogs and YouTube Channels.

Unit I ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਮੀਡੀਆ (Punjabi Bhasha ate Media) (8 Hrs.)

- ਭਾਸ਼ਾ ਅਤੇ ਮੀਡੀਆ: ਅੰਤਰ-ਸੰਵਾਦ
Bhasha ate Media: Antar-Sanvad
- ਪੰਜਾਬੀ ਮੀਡੀਆ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ
Punjabi Media: Sankhep Jaan-Pachhan
- ਪੰਜਾਬੀ ਮੀਡੀਆ ਦੇ ਰੂਪ (ਪ੍ਰਿੰਟ ਅਤੇ ਇਲੈਕਟ੍ਰੋਨਿਕ ਮੀਡੀਆ)
Punjabi Media de Roop (Print ate Electronic Media)

Unit II ਅਖਬਾਰ ਅਤੇ ਇਲੈਕਟ੍ਰੋਨਿਕ ਮੀਡੀਆ (Akhbar ate Electronic Media) (8 Hrs.)

- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਅਖਬਾਰਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Punjabi de Parmukh Akhbaran naal Jaan-Pachhan
- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਚੈਨਲਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Punjabi de Parmukh Channels naal Jaan-Pachhan
- ਪੰਜਾਬੀ ਦੀਆਂ ਸਾਹਿਤਕ ਅਤੇ ਸਭਿਆਚਾਰਕ ਵੈਬਸਾਈਟਸ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Punjabi dian Sahitak ate Sabhiyacharak Websites naal Jaan-Pachhan

Unit III ਅਖਬਾਰ: ਵਿਹਾਰਕ ਪੱਖ (Akhbar: Viharak Pakh) (7 Hrs.)

- ਪ੍ਰੈਸ ਨੋਟ ਅਤੇ ਖ਼ਬਰ ਤਿਆਰ ਕਰਨਾ
Press Note ate Khabar Tiyaar Karna
- ਫੀਚਰ ਲੇਖਣ
Feature Lekhan
- ਸੰਪਾਦਕੀ ਖ਼ਤ
Sampadaki Khat

Unit IV ਇਲੈਕਟ੍ਰੋਨਿਕ ਮੀਡੀਆ: ਵਿਹਾਰਕ ਪੱਖ (Electronic Media: Viharak Pakh)

(7 Hrs.)

- ਪੰਜਾਬੀ ਸਾਹਿਤਕ/ਸਭਿਆਚਾਰਕ ਯੂ-ਟਿਊਬ ਚੈਨਲ ਦਾ ਰਿਵਿਊ
Punjabi Sahitak/Sabhiyacharak YouTube Channel da Review
- ਬਲਾਗ ਲੇਖਣ
Blog Lekhan
- ਇੰਟਰਵਿਊ ਕਰਨਾ
Interview Karna

ESSENTIAL READING:

- Bhajan Singh (Ed.) (1987), **Punjabi Patarkari Vichar Parvah**, Punjabi Academy, Delhi.
- Megha Singh (Dr.) (2019), **Punjabi Patarkari ate Pustak Reviewkari**, Saptrishi Publication, Chandigarh.
- Walia, Harjinder Singh and Parul Raizada (2014), **Patarkar, Patarkari ate Jan Sanchar**, Madan Publishing House, Patiala.

SUGGESTED READINGS:

- Bhullar, Gian, Harmeet Kaur (Dr.) (2015), **E-Lokdhara**, Unistar Books, Chandigarh.
- Gautam, Roop Chand (2003), **Electronic Media ke Sidhant**, Sh. Navraj Parkashan, Delhi.
- Kalia, Sanjiv (Dr.) (Ed.) (2012), **Cinema ate Samajik Tabdeeli**, Zohra Publication, Patiala.
- Rawail Singh (Dr.) (2017), **Media: Viharak Adhiyan**, Gracious, Patiala.
- Waraich, Amarjit Singh (2010), **Hun Tusi Khabran Suno**, Punjabi University, Patiala.
- Thapar, Prithvi Raj (Dr.) (2011), **Punjabi Media**, Manpreet Parkashan, Delhi.
- Thapar, Prithvi Raj (Dr.) (2012), **Sanchar, Takneek te Multimedia**, Manpreet Parkashan, Delhi.

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

ABILITY ENHANCEMENT COURSE (AEC-5)

PUNJABI BHASHA ATE COMPUTER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Bhasha ate Computer	2	2	0	0	Class 12 th pass in any subject	Studied Punjabi up to 8 th Standard or <i>Working knowledge of Punjabi language</i>

LEARNING OBJECTIVES:

- To enable students to learn about basic concepts of Computer and Punjabi Language.
- To provide knowledge about computer fundamentals, Punjabi Language and tools, applications, software and different models of Computational Linguistics.

LEARNING OUTCOMES:

- The students will understand how Computer can help in advancement of Punjabi Language.
- They will be able to understand the Typing system, Unicode System and Punjabi Fonts
- They will understand the concept of Computational Linguistics.

Unit I ਕੰਪਿਊਟਰ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ (Computer ate Punjabi Bhasha)

(8 Hrs.)

- ਕੰਪਿਊਟਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ
Computer: Mudhli Jaan-Pachhan
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਕੰਪਿਊਟਰੀਕਰਨ
Punjabi Bhasha da Computerikaran
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸਾਫਟਵੇਅਰ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Punjabi Bhasha de Software naal Jaan-Pachhan

Unit II ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਐੱਮ.ਐੱਸ ਆਫਿਸ (Punjabi Bhasha ate MS office) (8 Hrs.)

- ਐੱਮ.ਐੱਸ ਵਰਡ
MS Word
- ਪਾਵਰ ਪੁਆਇੰਟ ਪੇਸ਼ਕਾਰੀ
Power Point Peshkari
- ਐਕਸਲ ਸ਼ੀਟ
Excel Sheet

Unit III ਫੋਂਟ ਅਤੇ ਪੰਜਾਬੀ ਫੋਂਟ (Font ate Punjabi Fonts) (7 Hrs.)

- ਰਮਿੰਗਟਨ ਫੋਂਟ
Remington Fonts
- ਫੋਨੈਟਿਕ ਫੋਂਟ
Phonetic Fonts
- ਯੂਨੀਕੋਡ ਫੋਂਟ
Unicode Fonts

Unit IV ਕੰਪਿਊਟਰ ਅਤੇ ਪੰਜਾਬੀ ਦੇ ਸਾਫਟਵੇਅਰ (Computer and Punjabi de Software) (7 Hrs.)

- ਅੱਖਰ
Akhar
- ਗੂਗਲ ਇਨਪੁੱਟ ਟੂਲਜ਼
Google Input Tools
- ਫੋਂਟ ਕਨਵਰਟਰ
Font Convertor

Essential Readings:

- Jalwanna, Amandeep Kaur, Raj, Harminder Singh. (2013), **Daftari Varton lai Computer Kiven Sikhiye**, Tarakbharti Parkashan, Barnala.
- Kamboj, C.P. (2010), **Computer ate Punjabi Bhasha**, Lokgeet Parakashan, Chandigarh.

Suggested Readings:

- Juneja, Jagmohan Singh (2008), **Computer: Muddhli Jankari ate Upyog**, Punjabi University, Patiala.
- Kamboj, C.P. (2010), **Cyber Sansar ate Punjabi Bhasha**, Lokgeet Parkashan, Chandigarh.
- Kamboj, C.P. (2012), **Computer Vigyan**, Punjabi University, Patiala.
- Pawan Kumar (2007), **Computer Jaan-Pachhaan**, Lokgeet Parkashan, Chandigarh.
- Rajiv Khanna (2007), **Computer Application**, New Age International Private Ltd, New Delhi.

Internet Resources:

www.akhariwp.com

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

ABILITY ENHANCEMENT COURSE-6 (AEC-6)

PUNJABI BHASHA ATE ANUVAD

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Bhasha Ate Anuvad	2	2	0	0	Class 12 th pass in any subject	Studied Punjabi up to 8 th Standard or <i>Working knowledge of Punjabi language</i>

LEARNING OBJECTIVES:

- The purpose of this course is to enhance student's Language and translation skills.
- The study of this course will help the students to develop their skills in Punjabi Language and their translation aptitude.
- The course will provide them a broad perspective of translation and Punjabi Language.

LEARNING OUTCOMES:

- The students will be able to enhance their writing skills in Punjabi language through translation.
- They will be able to do translation from English/Hindi to Punjabi language.
- The students will be able to understand Translation through online resources and also technical terminology.

UNIT 1: ਭਾਸ਼ਾ ਅਤੇ ਅਨੁਵਾਦ: ਅੰਤਰ-ਸੰਵਾਦ (Bhasha ate Anuvad: Antar-Sanvad) (7 Hrs.)

- ਬਹੁ-ਭਾਸ਼ਾਈ ਅੰਤਰ-ਸੰਵਾਦ
Bahu-Bhashai Antar- Sanvad
- ਮਾਨਵੀ ਅਨੁਵਾਦ
Manvi Anuvad
- ਮਸ਼ੀਨੀ ਅਨੁਵਾਦ
Machini Anuvad

UNIT 2: ਅਨੁਵਾਦ ਅਭਿਆਸ (Anuvad Abhiyas) (7 Hrs.)

- ਅਨੁਵਾਦ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ
Anuvad bare Sankhep Jaan-Pachhan
- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਸ਼ਬਦਾਂ ਦਾ ਅਨੁਵਾਦ
Hindi/Angrezi ton Punjabi vich Shabadan da Anuvad
- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਵਿਚ ਵਾਕਾਂ ਦਾ ਅਨੁਵਾਦ
Hindi/Angrezi ton Punjabi vich Vaakan da Anuvad

UNIT 3: ਰਚਨਾਤਮਕ ਅਨੁਵਾਦ (Rachnatamak Anuvad) (8 Hrs.)

- ਪੈਰਾ ਅਨੁਵਾਦ (ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ)
Para Anuvad (Hindi/Angrezi ton Punjabi)
- ਵਿਗਿਆਪਨ ਅਨੁਵਾਦ (ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ)
Vigyapan Anuvad (Hindi/Angrezi ton Punjabi)
- ਖ਼ਬਰ ਅਨੁਵਾਦ (ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ)
Khabar Anuvad (Hindi/Angrezi ton Punjabi)

UNIT 4: ਤਕਨੀਕੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ (Takniki Shabadvali da Punjabi Anuvad) (8 Hrs.)

- ਦਫ਼ਤਰੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ
Dafatri Shabadavali da Punjabi Anuvad
- ਬੈਂਕ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ
Bank naal Sambandhat Shabadavali da Punjabi Anuvad
- ਰੇਲਵੇ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ
Railway naal Sambandhat Shabadavali da Punjabi Anuvad

ESSENTIAL READINGS:

- Jaspal Kaur (Dr.) (2013), **Anuvad te Maukhik Anuvad Kala**, Manpreet Parkashan, Delhi.
- **Lazmi Punjabi-11** (11vi Shreni Layi) (2016), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Reddy, Ra. Ramachandra (2020), **Anuvad de Siddhant: Samasiyavan ate Hal**, Tr. Ranju Bala, Sahitya Akedemi, Delhi.

SUGGESTED READINGS:

- Bholanath Tiwari (2018), **Anuvad Vigyan**, Kitabghar Prakashan, Delhi.
- Harkirat Singh, (1988), **Punjabi Baare**, Punjabi University, Patiala.
- Sushil Kumar (2003), **Anuvad da Samvaad**, Udaan Publication, Mansa.

*(Note: Teachers are free to recommend additional related standard resource books, if required so.)

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

AEC - Hindi D
विदेशी विद्यार्थियों के लिए पाठ्यक्रम

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
AEC - Hindi D (विदेशी विद्यार्थियों के लिए पाठ्यक्रम)	2	2	--	--	विदेशी विद्यार्थियों के लिए	विदेशी विद्यार्थियों के लिए

पाठ्यक्रम का उद्देश्य (Learning Objectives):

1. विद्यार्थी की भाषाई दक्षता और भाषा-कौशल को बढ़ावा देना
2. हिंदी भाषा में व्यावहारिक कार्य को प्रोत्साहन देना

पाठ्यक्रम अधिगम प्रतिफल (Learning outcomes):

1. भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, अनौपचारिक/औपचारिक लेखन का अभ्यास कराना
2. हिंदी भाषा में अभिव्यक्ति कौशल का विकास

सेमेस्टर III

इकाई 1: भारतीय संस्कृति एवं जन-जीवन (सामान्य परिचय)

- भारत के महत्वपूर्ण दर्शनीय स्थल (कोई पांच)
- भारतीय भोजन

- भारतीय पर्व, उत्सव और मेले
- पारंपरिक भारतीय वेशभूषा

इकाई 2: हिंदी लेखन अभ्यास

- संवाद लेखन (किसी नाटक अथवा फिल्म के माध्यम से)
- किसी घटना, दृश्य अथवा स्थल का वर्णन
- पत्र-लेखन (अनौपचारिक)
- अपठित गद्यांश

संदर्भ ग्रंथ:

1. स्वयं हिंदी सीखें : वी. आर. जगन्नाथन
2. हिंदी व्याकरण - कामता प्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
3. हिंदी : शब्द, अर्थ, प्रयोग - हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
4. हिंदी का समसामयिक व्याकरण - यमुना काचरू, मैकमिलन, नई दिल्ली
5. Basic Hindi Course for Foreigners, Central Hindi Institute, Agra, UP Basic Hindi Vocabulary, Ministry of Education, Govt. of India.
6. English-Hindi Conversational Guide & Hindi-English Conversational Guide, Central Hindi Directorate, New Delhi
7. Fairbanks, G & Mishra, 8.G. Spoken and written Hindi Cornell University Press, New York
8. Fairbanks, G & Pandit, P.B.: A Spoken approach, Deccan College, Pune
9. McGregor, R.S. Exercises in spoken Hindi, Oxford University Press, Oxford, England
10. Verma, Vimlesh Kanti: Learner's Hindi-English Dictionary, Dreamland Publication, New Delhi

AEC - Hindi E

अनिवार्य हिंदी पाठ्यक्रम - 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
AEC-Hindi E (अनिवार्य हिंदी पाठ्यक्रम - 2)	2	2	--	--	उन भारतीय विद्यार्थियों के लिए जिन्होंने 8वीं तक हिंदी की परीक्षा उत्तीर्ण नहीं की है ।	उन भारतीय विद्यार्थियों के लिए जिन्होंने 8वीं तक हिंदी की परीक्षा उत्तीर्ण नहीं की है ।

पाठ्यक्रम का उद्देश्य (Learning Objectives):

1. हिंदी भाषा-कौशल का संवर्धन
2. व्यावहारिक जीवन में हिंदी भाषा का सफलतापूर्वक प्रयोग

पाठ्यक्रम अधिगम प्रतिफल (Learning outcomes):

1. भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, अनौपचारिक/औपचारिक लेखन का अभ्यास कराना
2. हिंदी भाषा में अभिव्यक्ति-कौशल का विकास

सेमेस्टर IV/III

इकाई 1: देवनागरी लिपि का व्यावहारिक ज्ञान

(1-7 सप्ताह)

- अनुस्वार (बिंदु) और अनुनासिक (चंद्र बिंदु) के प्रयोग के नियम
- विदेशी ध्वनियों का देवनागरी लिप्यंतरण
- हिंदी विराम चिह्न

सेमेस्टर III व IV

AEC 2: व्यावहारिक हिंदी (हिंदी क)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
व्यावहारिक हिंदी	02	2	--	---	हिंदी क (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी क (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी

पाठ्यक्रम का उद्देश्य (Course Objectives):

- विद्यार्थी की भाषाई दक्षता और भाषा-कौशल को बढ़ावा देना
- भाषा प्रयोगशाला के माध्यम से प्रायोगिक कार्य को प्रोत्साहन देना
- रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना
- विभिन्न क्षेत्रों में हिंदी के प्रयोग की जानकारी
- हिंदी प्रयोग से जुड़े फील्ड वर्क पर आधारित विश्लेषण और लेखन पर बल देना

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes):

- भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, औपचारिक लेखन तथा तकनीकी शब्दों से विद्यार्थी अवगत हो सकेगा।
- स्नातक स्तर के विद्यार्थी को भाषायी सम्प्रेषण की समझ और संभाषण से सम्बन्धित विभिन्न पक्षों से अवगत हो सकेगा।
- वार्तालाप, भाषण, संवाद, समूह चर्चा, अनुवाद के माध्यम से विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा।
- समूह चर्चा, परियोजना के द्वारा विद्यार्थी में आलोचनात्मक क्षमता का विकास हो सकेगा।

SYLLABUS OF AEC-2 (Semester – III/IV)

इकाई 1 : व्यावहारिक हिंदी

(1-7 सप्ताह)

- व्यावहारिक हिंदी के विविध रूप (सामान्य परिचय)
- बैंको में प्रयोग होने वाली हिंदी
- संपर्क भाषा के रूप में हिंदी का महत्त्व
- बम्बईया हिंदी, कलकतिया हिंदी, हैदराबादी हिंदी

इकाई 2 : संपर्क भाषा के रूप में हिंदी के विविध रूप

(8-15 सप्ताह)

- सार्वजनिक स्थानों पर हिंदी का प्रयोग (अस्पताल, बाज़ार, मॉल, मंडी)

- बैकों में प्रचलित पारिभाषिक शब्दावली
- कार्यालयों में प्रचलित हिंदी की पारिभाषिक शब्दावली
- बाज़ार / दर्शनीय स्थल / क्रिकेट मैच का अनुभव-लेखन

सहायक पुस्तकें:

1. हिंदी भाषा – हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
2. प्रयोजनमूलक हिंदी: सिद्धांत और प्रयोग – दंगल झालटे, वाणी प्रकाशन, दिल्ली संस्करण 2010
3. मानक हिंदी का स्वरूप – भोलानाथ तिवारी, प्रभात प्रकाशन, दिल्ली संस्करण 2008
4. व्यावहारिक हिंदी एवं प्रयोग – डॉ. ओम प्रकाश, राजपाल एंड संस, संस्करण 2003
5. प्रायोगिक हिंदी – (सं) रमेश गौतम, ओरिएंट ब्लैकस्वान, प्रकाशन संस्करण 2013

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक: 80
- लिखत परीक्षा: 60 अंक
- आंतरिक मू. ांकन: 20 अंक

AEC 2 : जनसंचार और रचनात्मक लेखन (हिंदी ख)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
जनसंचार और रचनात्मक लेखन	02	2	--	--	हिंदी ख (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी ख (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी

पाठ्यक्रम का उद्देश्य (Course Objective):

- विद्यार्थियों के अभिव्यक्ति कौशल को विकसित करना।
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन कार्य की समझ विकसित करना
- हिंदी भाषा में रचनात्मक लेखन की ओर प्रेरित करना।
- विद्यार्थियों में कल्पनाशीलता और रचनात्मक लेखन का विकास करना।
- रचनात्मक लेखन के विविध क्षेत्रों की कार्यशैली का अध्ययन।

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes):

- विद्यार्थियों के मौखिक और लेखन कौशल को बढ़ाया जा सकेगा।
- विद्यार्थियों को प्रिंट एवं इलेक्ट्रॉनिक लेखन की ओर अग्रसर किया जा सकेगा।
- आज शिक्षा का व्यवसाय से भी संबंध है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल स्थापित हो सकेगा।
- विद्यार्थियों को साहित्य लेखन की जानकारी का ज्ञान विकसित होगा।
- रचनात्मक लेखन के सैद्धांतिक और व्यावहारिक पक्षों से परिचित हो सकेंगे।

SYLLABUS OF AEC-2 (Semester – III/IV)

इकाई 1 : रचनात्मक लेखन का स्वरूप

(1-7 सप्ताह)

- रचनात्मक लेखन का अर्थ और महत्व
- रचनात्मक लेखन के विविध रूप
- जनसंचार माध्यमों के लिए रचनात्मक लेखन
- जनसंचार माध्यमों में हिंदी भाषा

इकाई 2: विविध माध्यमों के लिए रचनात्मक लेखन

(8-15 सप्ताह)

- प्रिंट माध्यम के लिए लेखन (साक्षात्कार, यात्रा अनुभव लेखन)
- इलेक्ट्रॉनिक माध्यमों के लिए लेखन (संवाद लेखन और गीत)
- विज्ञापन लेखन

सहायक पुस्तकें:

1. रचनात्मक लेखन – प्रो. रमेश गौतम, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली, संस्करण 2016
2. कथा पटकथा – मन्नू भंडारी, वाणी प्रकाशन, नई दिल्ली, संस्करण 2006
3. पटकथा लेखन: एक परिचय – मनोहर श्याम जोशी, राजकमल प्रकाशन, नई दिल्ली, 2000
4. जनसंचार माध्यम: सम्प्रेषण और विकास – देवेन्द्र इस्सर, इन्द्रप्रस्थ प्रकाशन, दिल्ली
5. जनसंचार माध्यमों का सामाजिक चरित्र – जवरीमल्ल पारिख, अनामिका प्रकाशन, दिल्ली

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक: 80
- लिखित परीक्षा: 60 अंक
- आंतरिक मू. ांकन: 20 अंक

AEC 2 : हिन्दी भाषा और तकनीक (हिंदी ग)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
हिंदी भाषा और तकनीक	02	2	--	--	हिंदी ग (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी ग (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)	हिंदी

पाठ्यक्रम का उद्देश्य (Course Objectives):

- विद्यार्थी की भाषाई दक्षता और भाषा-कौशल को बढ़ावा देना
- भाषा प्रयोगशाला के माध्यम से प्रायोगिक कार्य को प्रोत्साहन देना
- हिंदी भाषा दक्षता और तकनीक के अंतः संबंध को रेखांकित करना
- प्रभावी सम्प्रेषण का महत्त्व
- भाषिक सम्प्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
- विभिन्न माध्यमों की जानकारी

पाठ्यक्रम अधिगम प्रतिफल (Course Learning Outcomes):

- भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, औपचारिक लेखन तथा तकनीकी शब्दों से अवगत कराना
- स्नातक स्तर के विद्यार्थी को भाषाई सम्प्रेषण की समझ और संभाषण से सम्बन्धित विभिन्न पक्षों से अवगत कराना

SYLLABUS OF AEC-2 (Semester – III/IV)

इकाई 1 : हिंदी भाषा और प्रौद्योगिकी

(1-7 सप्ताह)

- ई-गवर्नेंस में हिंदी का प्रयोग
- राजभाषा के प्रचार-प्रसार में कम्प्यूटर की भूमिका
- हिंदी और वेब डिजाइनिंग
- हिंदी के संदर्भ में यूनिकोड का प्रयोग

इकाई 2 : तकनीक और हिंदी भाषा

(8-15 सप्ताह)

- इंटरनेट पर हिंदी की प्रमुख पत्रिकाओं की सूची बनाना
- हिंदी की किसी एक प्रमुख वेबसाइट की भाषा का विश्लेषण करना

- कम्प्यूटर पर हिंदी में स्ववृत्त ,एस.एम.एस. और संदेश लेखन
- मशीनी अनुवाद से संबंधित प्रमुख सॉफ्टवेयर की सूची बनाना

सहायक पुस्तकें:

1. सृजनात्मक साहित्य – रवींद्रनाथ श्रीवास्तव, वाणी प्रकाशन, दिल्ली
2. व्यवहारिक हिंदी शुद्ध प्रयोग – ओमप्रकाश, राजपाल एंड संस, दिल्ली
3. हिंदी भाषा का आधुनिकीकरण एवं मानकीकरण – डॉ. त्रिभुवननाथ शुक्ल, वाणी प्रकाशन, दिल्ली
4. रचनात्मक लेखन – (सं.) प्रो. रमेश गौतम, भारतीय ज्ञानपीठ प्रकाशन, दिल्ली
5. तकनीकी सुलझाने – बालेंदु शर्मा दधीचि, ईप्रकाशकडॉटकॉम
6. <https://balendu.com/>

मूल्यांकन पद्धति: (Assessment Method)

- कुल अंक: 80
- लिखित परीक्षा: 60 अंक
- आंतरिक मू. ांकन: 20 अंक

- हिंदी की वाक्य संरचना के सामान्य नियम

इकाई 2: हिंदी में लेखन अभ्यास

(8-15 सप्ताह)

- कहानी, निबंध लेखन
- यात्रा, दृश्य, घटना का वर्णन
- संवाद लेखन (किसी नाटक अथवा फिल्म के माध्यम से)
- अपठित गद्यांश

संदर्भ ग्रंथ:

1. स्वयं हिंदी सीखें : वी. आर. जगन्नाथन
2. हिंदी व्याकरण - कामताप्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
3. हिंदी : शब्द, अर्थ, प्रयोग - हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
4. हिंदी का समसामयिक व्याकरण - यमुना काचरू, मैकमिलन, नई दिल्ली
5. सामान्य हिंदी - डॉ. पृथ्वीनाथ पांडेय, नालंदा पब्लिशिंग हाउस, इलाहाबाद
6. मानक हिंदी व्याकरण - डॉ. नरेश मिश्र, राधाकृष्ण प्रकाशन, नयी दिल्ली
7. रचनात्मक लेखन - प्रो. रमेश गौतम, ओरिएंट ब्लैक स्वान पब्लिकेशन, दिल्ली
8. Basic Hindi Course for Foreigners, Central Hindi Institute, Agra, UP Basic Hindi Vocabulary, Ministry of Education, Govt. of India.
9. English-Hindi Conversational Guide & Hindi-English Conversational Guide, Central Hindi Directorate, New Delhi
10. Fairbanks, G & Mishra, 8.G. Spoken and written Hindi Cornell University Press, New York
11. Fairbanks, G & Pandit, P.B.: A Spoken approach, Deccan College, Pune
12. McGregor, R.S. Exercises in spoken Hindi, Oxford University Press, Oxford, England
13. Verma, Vimlesh Kanti: Learner's Hindi-English Dictionary, Dreamland Publication, New Delhi

AEC 1: Sanskrit A: Advance Neeti Literature in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00	NA	12th Pass	Nil	Sanskrit

Learning Objectives

This course aims at making the students acquainted with general outline of Sanskrit literature. This course will help the learners be familiar with the tradition of Prose literature with some focus on individual contributors of Sanskrit prose writing.

Learning outcomes

- The students will learn the advance form of Sanskrit language
- The stories and verses prescribed in the course will help the learners develop an understanding of the moral and ethical values that will be useful in their day-to-day life.
- They will be familiar with the rich history of Sanskrit Literature.
- This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.
- This will help them translate and explain the prescribed Sanskrit texts in their native language.

SYLLABUS OF AEC-1 (Sanskrit A)

Unit: I

Credits: 01

Course Content/Prescribed Books

Origin and development of Nītikāvya: Kathāsaritsāgara, Pañcatantra, Hitopadeśa, Cāṇakyanīti.

Unit: II

Credits: 01

Course Content/Prescribed Books

Pancatantra, First Story, Verses: 1-35

(Translation, Explanation and Grammar)

Essential/recommended readings

- Pancatantra, Subodh Publications, ISBN: 9788170780403, 8170780403, 2017
- Pancatantra, Prashant Acharya, Notion Press Media Pvt Ltd., ISBN: 9798885915229
- Pancatantra,

Suggested readings

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली
6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks		75
Long Answer from each unit (2+2= 4)	04 x 12	= 48
Short Answer from each unit (2+2=4)	05x 04	= 20
Short Notes 2	02x3.5	= 07
Internal Assessment (Project/Discussion/Assignment/paper presentation/ Periodic tests etc.)		25
Total Marks: (I+II)	(75+25)	= 100

AEC 1: Sanskrit B: Introductory Upanishad and Geeta

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00	NA	NA	Open to All	Sanskrit

Learning Objectives

This course aims at making

- the students acquainted with general outline of Sanskrit literature.
- the learners be familiar with the tradition of Indian Philosophical literature
- with some focus on individual contributors of Sanskrit prose writing.

Learning outcomes

The students will learn

- the teachings of Upanisads and Gita
- three major knowledge systems of Traditional Indian Philosophy
- the mantras and verses, prescribed in the course, will help the learners to develop an understanding of the moral and ethical values that will be useful in their day-to-day life.
- They will be familiar with the rich history of Sanskrit Literature.
- This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language also.
- This will help them translate and explain the prescribed Sanskrit texts in their native language.

SYLLABUS OF AEC-1

Unit: I

Credits: 01

Course Content/Prescribed Books

General Introduction to Upanisads

Text Introduction to Ishavasyopanishad- Karma, Vidya-Avidya, Satya, Atman

Unit: II

Credits: 01

Course Content/Prescribed Books

Introduction to Geeta: Background, Purpose,
Gyanyoga
Karmayoga
Bhaktiyoga

Essential/recommended readings

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री
4. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
5. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
6. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997

Suggested readings

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrīmadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks		75
i.	Long Answer from each unit (2+2= 4)	04 x 12 = 48
ii.	Short Answer (from each unit (2+2=4)	05x 04 = 20
iii.	Short Notes 2	02x3.5=7
II	Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
Total Marks: (I+II)		(75+25) = 100

AEC 1: Sanskrit C: Introductory Introduction to Sanskrit Language

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00	NA	12 th Pass	Nil	Sanskrit

Learning Objectives

This course aims at making the students acquainted with general outline of Sanskrit Grammar and Composition. This course will enhance their skills of chaste Sanskrit pronunciation as well as competence and performance of the language.

Learning outcomes

- The students will learn the basic Sanskrit language.
- They will learn to create and understand this Language independently.
- This course will enhance the ability to understand classical Sanskrit texts.
- Through the practice of this prescribed syllabus, students will be able to enhance their knowledge of structural patterns of Sanskrit.

SYLLABUS OF AEC-1 (Intermediate)

Unit: II

Credits: 01

Basic Sanskrit Sentence Formation (Active Voice) using the following:

कारक एवं विभक्ति: कर्ता, कर्म एवं करण

वचन एवं लिङ्ग:

शब्दरूप: राम, बालक, लता, अस्मद्, युष्मद्, तत्, इदम्, किम्, सर्व, हरि, मति, जल, फल, पुष्प, ज्ञान, भोजन, धन, गुरु

क्रियारूप: निम्नलिखित धातुओं का केवल लट्, लृट् एवं लङ् लकार में रूपः

भू, पठ्, लिख्, खाद्, चल्, गम् (गच्छ्), हस्, वद्, पा (पिब्), अस्, गै (गाय),
भ्रम्,
स्था (तिष्ठ्), दृश् (पश्य्), पच्, वर्ष्, दा (यच्छ्)
शब्दकोश: संस्कृत सामान्य शब्दों के लिए शब्दकोश
यत्र, तत्र, कुत्र, श्व, अद्य, कथम्, यथा, तथा, च, अथवा

Unit: II

Credits: 01

व्यावहारिक वाक्य संरचना

Essential/recommended readings

- पाण्डेय, राधामोहन: संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks	75
Long Answer from each unit (2+2= 4)	04 x 12 = 48
Short Answer (from each unit (2+2=4)	05x 04 = 20
Short Notes 2	02x3.5 = 07
Internal Assessment (Project/Discussion/Assignment/ paper presentation/ Periodic tests etc.)	25
Total Marks: (I+II)	(75+25) = 100

AEC 2: Course A: Advance Ancient Indian Economy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00		12 th Pass	Nil	Sanskrit

Learning Objectives

The aim of this course is to make the students acquainted with various aspects of economic thought and Indian economy as propounded in the ancient Sanskrit texts from Vedic Samhita to later texts in the Dharmasāstra and Arthasāstra traditions.

Learning outcomes

This course will enable the students to appreciate the fundamental concepts of Indian economic thoughts discussed in ancient Sanskrit texts such as Vedic Samhita, Kauṭilya's Arthasāstra, Manusmṛiti etc. This session deals with the economic model of ancient India and financial growth of the state's thought through Sanskrit literature. Students will be able to understand various aspects of the taxation model in ancient India and they should be able to compare ancient and contemporary models.

SYLLABUS OF AEC-2 Course A

Unit: 1

Introduction to Ancient Indian Economy

Credit: 1

Early and Later Vedic Period
Buddhist Period
Centralized Economy of Mauryan Period
Post Mauryan Period
Gupta and Post Gupta Period

Unit: 2

Readings in Indian Economy:

Credit: 1

Manusmṛiti- Chapter 7, Verse No- 123-138, Arthaśāstra- Second Adhikaraṇa,
Sannidhātṛnicayakarma and Samāhrtṛsamudayaprasthāpanam

Essential/recommended readings

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. P. Olivelle (ed. & trans), Manu code of law: A Critical Edition & translation of the Manava- Dharmasastra, UUP, New Delhi, 2006
3. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011
5. कपिलदेव द्विवेदी, वैदिक साहित्य एवं संस्कृति, वाराणसी, विश्वविद्यालय प्रकाशन, षष्ठ संस्करण, 2015
6. शर्मा, उमाशंकर ऋषि, संस्कृत साहित्य का इतिहास, चौखम्भा भारती अकादमी, वाराणसी

Suggested readings

1. कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
2. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
3. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks

Questions - 03 (from Unit 1)	03 x 15 = 45
Explanations 03 (from unit-2)	03 x 08 = 24
Short Notes 02	02x3 = 06
Total Marks: (I+II)	75

AEC 2: Course B: Intermediate Administrative Structure in Kauṭilya's Arthaśāstra**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00	NA	12 th Pass	Nil	Sanskrit

Learning Objectives

The government policies mentioned in Arthaśāstra indicate that the ruler of the kingdom or the country should follow the duties assigned to him for the welfare of the people. The aim of this course is to make the students acquainted with various aspects of Administrative parts and his responsibilities mentioned in Kauṭilya's Arthaśāstra.

Learning outcomes

After going through this course, students will know the most important aspect of Arthaśāstra was public welfare even in an autocratic agrarian state. In addition, they will know King was the head and the main function of him was military judicial legislative and executive which in the present is the function of the president.

SYLLABUS OF AEC-1**Unit: 1****Credit: 1**

Introduction to Kauṭilya's Arthaśāstra: Author, Structure of the Text, Editions and Translations, Introduction to all Adhikaraṇas.

Unit: 2**Credit: 1**

Saptāṅga Theory
Concept of Welfare State
Samāharta
Sannidhātā
Dharmasthīya
Kaṇṭakaśodhana
Sitādhyakṣa

Essential/recommended readings

1. R.P Kangle (ed.) Arthaśāstra of Kauṭilya, Motilal Banarsidas, Delhi, 1965
2. उदयवीर शास्त्री (अनुवाद) कौटिल्य अर्थशास्त्र, मेहरचंद्र लक्ष्मणदास, दिल्ली, 1968
3. कैलाशचन्द्र जैन, प्राचीन भारतीय समाजिक और आर्थिक संस्थाएं, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1976
4. A. S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi, 2011
5. वाचस्पति गैरोला, कौटिलीयम् अर्थशास्त्रम् (हिन्दीव्याख्योपेतम्), वारणसी, चौखम्भा विद्याभवन, संस्करण 2015

Suggested readings

1. Kautilya Arthshastra, translated by R Shyamshastri, Delhi, Choukhamba Sanskrit Pratisthan.
2. R. S. Sharma, Aspects of Political Ideas & Institutions in Ancient India, Delhi, 1996
3. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013
4. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1956.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks		75
Questions 03 (from Unit 1)	03 x 10 = 30	
Questions 02 (from Unit 2)	03 x 10 = 30	
Short Notes (from Unit 2)	03 x 05 = 15	
Total Marks: (I+II)		75

AEC 2: Course C: (Introductory) Culture and Society संस्कृति: समाजश्च**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
	02	02	00	NA	12 th Pass	Nil	Sanskrit

Learning Objectives

To provide the fundamentals of Indian culture and society in Sanskrit Literature. This course is envisioning to help students learn the various aspects of Indian Culture and Society as depicted in Sanskrit Literature.

Learning outcomes

Students will learn and evaluate institution of marriage, status of women and Indian Social Institutions. They will be equipped with the primary resources to understand the essence of Indian Perspective of Sociology. They will be able to conduct independent research in the abovementioned areas. This course will also allow them to understand the society that framed India.

SYLLABUS OF AEC-1**Unit: I****Credit: 01****Essence of Indian Culture-****Spirituality-** Ishavasyopnishad (1st Mantra); Sthitapragya- Srimadbhagwadgita (2/ 54-59)**Life Style -**Satya, Ahimsa, Asteya, Santosh, Tapas, Swadhayaya, Ishvara pranidhan (with special reference to Yogasutra);**Social Conduct and Harmony-** Rigveda, SanjnanaSukta, 10. 191 (2-4)**Unit: II****Credit: 01****Indian Social Thinkers- Fundamental thoughts of the following:**

Manu, Gautam Buddha, Kautilya, Swami Vivekananda, Swami Dayanand Sarasvati, Mahatma Gandhi

Essential/recommended readings

1. Ishavasyopnishad- Geeta Press, Gorakhpur, 1992
2. Ishavasyopnishad- Swami Sharvananda, Shri RamKrishna Math, Mylapur, Madras, 1943
3. Ishavasyopnishad, Dr. Shashi Tiwari, Bhartiya Vidya Prakashan, Delhi, 1997
4. Kautilya Arthashastra, Vachaspati Gairola, Chaukhamba Vidya Bhawan, Varanasi, 2017
5. Kautilya Arthashastra, R.P. Kangle, Motillal Banarasidas publishers, Delhi, 1997
6. Manu's Code of law- (Ed. & Trans.) Olivelle, P. (A Critical Edition and Translation of the Manava- Dharmashastra, OUP, New Delhi, 2006.
7. Rigveda Samhita, (6 Vols)- Eng. Tr. H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946
8. Vivekananda Sahitya, Vol.1-10, Advaita Ashram, 2014
9. ऋग्वेद संहिता, सायणाचार्य कृत भाष्य एवं हिन्दी व्याख्या सहित, राम गोविंद त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली
10. पातंजल योगदर्शन, व्याख्या – स्वामी श्री ब्रह्मलीन मुनि, चौखम्बा प्रकाशन, वाराणसी, 2007
11. पातंजल योगदर्शन, डॉ सुरेशचंद्र श्रीवास्तव, चौखम्बा सुरभारती प्रकाशन वाराणसी, 2016
12. बौद्ध दर्शन, राहुल सांकृत्यायन, किताब महल, इलाहाबाद, 1944
13. श्रीमद्भगवद्गीता, जयदयाल गोयन्दका, गीताप्रेस गोरखपुर, संवत् 2067
14. भगवद्गीता, डॉ सर्वपल्ली राधाकृष्णन्, हिन्दू पॉकेट बुक्स, नई दिल्ली, 2011
15. कौटिल्य अर्थशास्त्र, उदयवीर शास्त्री, मेहरचंद लक्ष्मणदास, दिल्ली, 1969-1970
16. गाँधी, महात्मा- सत्य के प्रयोग, सस्ता साहित्य मण्डल, नई दिल्ली, 1994
17. सरस्वती, दयानंद- सत्यार्थप्रकाश , राष्ट्रीय आर्य निर्मात्री सभा, रोहतक, हरियाणा, 2014
18. महाभारत (1-6 भाग)- हिन्दी अनुवाद सहित, (अनु) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर।
19. मनुस्मृति (1-13 भाग)- (संपादित एवं व्याख्या)- उर्मिला रुस्तगी, जे. पी. पब्लिशिंग हाउस, दिल्ली, 2005

Suggested readings

1. Prabhu, P.H.- Hindu Social Organization, Popular Publication, Mumbai, 1998
2. The Rigvedic People, B.B. Lal, Aryan Books International, India, 2015
3. जैन, कैलाशचंद्र - प्राचीन भारतीय सामाजिक और आर्थिक संस्थाएँ, मध्य प्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1976
4. टंडन, किरण- भारतीय संस्कृति, ईस्टर्न बुक लिंक्स, दिल्ली, 2017
5. पाण्डेय, राजबली – हिन्दू संस्कार (सामाजिक तथा धार्मिक अध्ययन), चौखम्बा विद्या भवन वाराणसी, 1957
6. सहाय, शिवस्वरूप, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली , 2014
7. काणे, पी. वी. – धर्मशास्त्र का इतिहास (1-4 भाग), अनुवाद अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966-73

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Basic Structure of Question Paper & Division of Marks	75
Long Questions 03 (from unit-1 and 2)	03 x 12 = 36
Short Answer Type Questions 3 (Unit 1 to 2)	03 x 08 = 24
Short Notes 03 (from 1-4 Units)	03 x 05 = 15
Total Marks : (I+II)	75

AEC-2 URDU A FOR III/IV SEM

ABILITY ENHANCEMENT COURSE-2 (AEC-2): URDU-A

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical / Practice			
Urdu-A, Ability Enhancement Course (AEC)	02	2	0	0	12 th Pass	Studied AEC-1 Urdu A	URDU

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Prose and Poetry.
- To give a glimpse of classical literature with special reference to Urdu Prose and Poetry.

Learning outcomes

The learning outcomes of this course are as follows:

- Knowledge of contemporary society of India through Urdu Prose and Poetry
- Understand classical literature with special reference to Urdu Prose and Poetry
- Explain and analyze the different text in Urdu.

SYLLABUS OF AEC-4

UNIT-I- (18-Hours) Hissa-e-Nasr

1. Toba Tek Singh (Manto) *(Matn ki Tadrees)*
2. Karman (Qurratul-ain-Haider) *(Matn ki Tadrees)*
3. Akhiri Koshish (Hayatullah Ansari) *(Matn ki Tadrees)*

UNIT-II- (8-Hours) Hissa-e-Shairi (Gazaliyaat)

4. Jigar Muradabadi

- Dil ko Sukoon Rooh ko Aaraam aa gaya *(Matn ki Tadrees)*
- Kabhi Shakh-o-Sabza-o-Barg par *(Matn ki Tadrees)*

5. Firaq Gorakhpuri

- Narm Fiza ki Karwatein Dil ko Dukhake Rah Gayin *(Matn ki Tadrees)*
- Bahut Pahle se Un Kadmon ki Aahat Jaan Lete Hain *(Matn ki Tadrees)*

6. Faiz Ahmad Faiz

- Rang Pairahan Ka, Khushboo Zulf Lehrane Ka Naam *(Matn ki Tadrees)*
- Dil Mein Ab Yun Tere Bhoole Hue Gham Aate Hain *(Matn ki Tadrees)*

UNIT-III- (4-Hours) Hissa-e-Shairi (Manzoomat)

7. Lab-e-Saahil Aur Mauj (Akbar) *(Matn ki Tadrees)*

(The total number of hours should add up to 15 only)

Practical component (if any) -

Essential/recommended readings

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

ABILITY ENHANCEMENT COURSE-2 (AEC-2): URDU-B

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical / Practice			
Urdu-B, Ability Enhancement Course (AEC)	02	2	0	0	10 th Pass	Studied AEC-1 Urdu B	URDU

Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Prose and Poetry.
- To give a glimpse of modern literature with special reference to Urdu Prose and Poetry.

Learning outcomes

The learning outcomes of this course are as follows

- Understand the text and can explain and analyse the text.
- Appreciate the nuances behind the texts especially Urdu Ghazal.
- Express understanding, knowledge and critical thinking through writings.

SYLLABUS OF AEC-5

UNIT-I- (18-Hours) Hissa-e-Nasr

- | | | |
|-----------------------|------------------------|--------------------------|
| 1.Qaul-e-Faisal | (Abul Kalam Azad) | <i>(Matn ki Tadrees)</i> |
| 2.Diya Salai | (Khwaja Hasan Nizami) | <i>(Matn ki Tadrees)</i> |
| 3.Nazara Darmiya Hain | (Qurrat-ul Ain Haider) | <i>(Matn ki Tadrees)</i> |

UNIT-II- (8-Hours) Hissa-e-Shairi (Ghazaliyaat)

9. Dagh

- Khatir Se Ya Lihaz Se Main Maan To Gaya *(Matn ki Tadrees)*

10. Shaad

- Tamannaon Mein Uljhaya Gaya Hoon *(Matn ki Tadrees)*

11. Firaq

- Sar Mein Sauda Bhi Nahi *(Matn ki Tadrees)*

UNIT-III- (4-Hours) Hissa-e-Shairi (Manzoomat)

7. Mujh Se Pehli Si Muhabbat Mere Mehboob Na Maang (Faiz) *(Matn ki Tadrees)*

8. Akhiri Mulaqaat (Jaan Nisar Akhtar) *(Matn ki Tadrees)*

9. Parchhaiyan (SahirLudhyanvi) *(Matn ki Tadrees)*

Teaching Learning Process

Classroom Teaching, Lecture Method

Assessment Methods

Assignment, Internal Test

Keywords- Dagh, Shaad, Firaq, Faiz, Jaan Nisar, Sahir

Practical component (if any) -

Essential/recommended readings

Suggested readings

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

ABILITY ENHANCEMENT COURSE-2 (AEC-2): URDU-C

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical / Practice			
Urdu-C, Ability Enhancement Course (AEC)	02	2	0	0	Basic Knowledge of Urdu	Studied AEC-1 Urdu C	URDU

Learning Objectives:

- To give a simple taste of Urdu Poetry and Literature.
- To make them appreciate and understand the poetry of Urdu.

Learning Outcomes:

- Students read and understand the poetry of Urdu.
- Students express the meaning of couplets and stories in their own words.

SYLLABUS OF AEC-6

Unit-I(18 Hours)Hissa-e-Nasr

- Sawere Jo Kal Ankh Meri Khuli (Pitras) *(Matn ki Tadrees)*
- Ji Aaya Sahab (Manto) *(Matn ki Tadrees)*
- Ghalib KeKhutoot (Ghalib) *(Matn ki Tadrees)*

Unit-II (8 Hours)Hissa-e-Shairi

4. Ye Na ThiHamariQismatKeWisal-e-YaarHota (Ghalib) (*Matn ki Tadrees*)
5. Sitaron Se Aage Jahan Aur Bhi Hain (Iqbal) (*Matn ki Tadrees*)
6. Gulon Mein Rang Bhare (Faiz) (*Matn ki Tadrees*)

Unit-III (4 Hours)

8. Ramayan Ka Ek Scene (Chakbast) (*Matn ki Tadrees*)
9. Sheeshe Ka Aadmi (Akhtar-ul-Iman)(*Matn ki Tadrees*)

Teaching Learning Process

Classroom Teaching, Lecture Method Assessment Methods

Assignment, Internal Test Keywords-

Practical component (if any) -

Essential/recommended readings:

1. Urdu Ki Nai Kitaab Part-II (Published by Educational Publishing House, New Delhi)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

AEC 1: Environmental Science: Theory into Practice –II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
AEC 1: Environmental Science: Theory into Practice – II	02	01	–	01	All UG Courses	All UG Courses	Department of Environmental Studies/Sciences

Learning Objectives

The Ability Enhancement Course on Environmental Science: Theory into Practice (I & II) at Undergraduate level (AEC- I) aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

The Learning Objectives of this course are as follows:

- **Disciplinary knowledge**
Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.
- **Critical thinking**
Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.
- **Moral and ethical awareness/reasoning**
Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

Learning outcomes

The Learning Outcomes of this course are as follows.

After the course the students will be empowered and able to:

- Analyse natural processes and resources that sustain life and govern economy.
- Predict the consequences of human actions on the web of life, global economy, and quality of human life.
- Think critically and develop appropriate strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- Demonstrate values and show compassionate attitudes towards complex environmental-economic-social challenges, and participate at national and international levels in solving current environmental problems and preventing the future ones.
- Adopt sustainability as a practice in life, society, and industry.

Teaching Learning process

The teaching-learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. Some of the theoretical concepts related to practicals/outreach activities, etc. should be covered during practical sessions. The various approaches to teaching-learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity Parks, Protected areas, Wetlands, Sewage treatment plants, etc.

SYLLABUS OF AEC-1: Environmental Science: Theory into Practice – II (Year 2)

Unit V

Global Environmental Issues and Policies (5 lectures 8 practical/ outreach activities)

- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture
- International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity (CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc.
- Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Unit VI

Biodiversity and Conservation (6 lectures and 7 practical/ outreach activities)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples
- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
- *Case studies*: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Unit VII

Human Communities and the Environment (4 lectures and 5 practical/ outreach activities)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

(The total number of weeks should add up to 15 only)

Practical component–

(15 Weeks)

Unit V

Global Environmental Issues and Policies (8 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Depict temperature/precipitation trend of a given study area using online data
- Formulate questionnaire/online surveys for assessment of the impact of climate change on people
- Assess Nationally Determined Contributions (NDCs) of developed and developing countries
- Development and simulation of Model UNFCCC for inoculating negotiation skills at climate change summits
- Development and simulation of Moot Court for Mock Trials in Negotiation Green Tribunal
- Identify carbon footprint of your college/home/locality (refer wwf@envis.nic.in).
- Analyze the status of at least 3 sustainable development goals in your neighbourhood and write a proposal to help achieve them at global standard (identify environmental problems and its social and economic impact, define objectives, explain methodology, budgetary requirements, and suggest the expected outcomes). A PowerPoint presentation to be made based on the project proposal.

Unit VI

Biodiversity and Conservation (7 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Acquaintance with open-source databases of biodiversity
- Determine species location in a given study area
- Depict distribution of biodiversity across latitude and altitude
- Show species distribution across space and time
- Quantify species loss across different time periods
- Sampling of plant and animal biodiversity of the College campus
- Identification of the floral diversity of Delhi and other states.
 - Documentation of the plants by clicking pictures, finding out the scientific names/ local names through literature or mobile applications, identification of their conservation status (IUCN red book list), medicinal properties, water consumption status, and socio-economic-environmental importance. A short report to be submitted)
- Exercise to understand the socio-economic-environmental impact of wildlife conservation.

(Students can choose any global animal species and identify the relevance of the species for the ecosystem/ society/ culture/ local economy, historic or present range of the species, emerging threats due to human activities, identification of documented events of natural disasters/ conflicts/ poaching of the species in the present range, conservation status (IUCN red book list), identification of protected areas/ programs of the government/ international organisation, and their opinion to further improve the conservations of the species. A short report to be submitted.

Unit 7

Human Communities and the Environment (5 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

(College may choose as per requirement)

- Assessment of carbon foot-print of different countries using online databases and mathematical tools
- Visit to marginalized localities and students for environmental education and environmental awareness
- Formulation of questionnaire/online surveys for assessment of the impact of environmental education
- Visit to any developmental project affected locality for assessing the impacts of economic development on human lives
- Correlation analysis of human population growth and impacts on the environment and human health

Essential/recommended readings

Unit V

Global Environmental Issues and Policies (5 lectures 8 practical/ outreach activities)

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 2** (Pages: 23-39); **Chapter 3** (Pages: 41-86).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 370-376); **Chapter 20** (Pages: 385-399).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 23** (Pages: 555-598); **Chapter 30** (Pages: 801-807).

Unit VI

Biodiversity and Conservation (6 lectures and 7 practical/ outreach activities)

1. Primack, R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA. Page.1-536.
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 5** (Pages: 97-99); **Chapter 16** (Pages: 299-318).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 24** (Pages: 599-690); **Chapter 26** (Pages: 664-714).

Unit VII

Human Communities and the Environment (4 lectures and 5 practical/ outreach activities)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Suggested readings

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA.
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA.
4. van Wormer, K. and Besthorn, F. (2017). *Human Behavior and the Social Environment*, Macro Level Groups, Communities, and Organizations, Third Edition, Oxford University Press.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Assessment methods

1. Written examinations (Semester exams) [(**Year 1**: 01 credit (1 hour); **Year 2**: 01 credit (1 hour))]
2. Project work and reports related to field visits, outreach activities, case study, project formulation, assignments, presentations and practical learning (Internal practical assessment) [(**Year 1**: 01 credit (2 hour); **Year 2**: 01 credit (2 hour))]

Year 1 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.

= Total 02 Credits (03 hours)

Year 2 (Sem-I/Sem-II): 01 Credit Theory+ 01 Credit practical exercises, etc.

= Total 02 Credits (03 hours)



REGISTRAR