

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))]
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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)**

AEC 1: Environmental Science: Theory into Practice –II

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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.

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Assessment methods

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= 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

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/342

Dated: 14.12.2022

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NOTIFICATION

Sub: Amendments to Ordinance V

[vide E.C Resolution No. 38-1-15 dated 08.12.2022]

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-IIA to the Ordinance V (2-A) of the Ordinances of the University

(With effect from academic year 2022-23)

FOLLOWING IS THE SYLLABUS OF ABILITY ENHANCEMENT COURSE (AEC) OFFERED UNDER UGCF-2022 IN FIRST SEMESTER FOR FOREIGN STUDENTS

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	2	2	—	—		

Learning Objectives

1. विद्यार्थी की भाषाई दक्षता और भाषा-कौशल को बढ़ावा देना
2. व्यावहारिक कार्य को प्रोत्साहन देना

Learning outcomes

1. भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, औपचारिक लेखन से अवगत कराना
2. अभिव्यक्ति कौशल का विकास

सेमेस्टर 1:

इकाई 1: लिपि ज्ञान

- वर्ण माला : स्वर, व्यंजन

- संयुक्त व्यंजन
- अनुस्वार एवं अनुनासिक
- विराम चिह्न
- संज्ञा-सर्वनाम

इकाई 2: हिंदी की आधारभूत शब्दावली (हिंदी एवं अंग्रेजी)

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

संदर्भ ग्रंथ :

1. देवनागरी लिपि एवं हिंदी वर्तनी का मानकीकरण, केंद्रीय हिंदी निदेशालय, शिक्षा विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली
2. Basic Hindi Course for Foreigners, Central Hindi Institute, Agra, U.P Basic Hindi Vocabulary, Ministry of Education, Govt. of India.
3. English-Hindi Conversational Guide & Hindi-English Conversational Guide, Central Hindi Directorate, New Delhi
4. Fairbanks, G & Mishra, S.G. Spoken and written Hindi Cornell University Press, NewYork
5. Fairbanks, G & Pandit, P.B.: A Spoken approach, Deccan College, Pune
6. McGregor, R.S. Exercises in spoken Hindi, Oxford University Press, Oxford, England.
7. Verma, Vimlesh Kanti: Learner's Hindi-English Dictionary, Dreamland Publication, New Delhi
8. हिंदी व्याकरण: कामताप्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
9. हिंदी : शब्द, अर्थ, प्रयोग: हरदेव बाहरी, अभिव्यक्ति प्रकाशन, दिल्ली
10. हिंदी का समसामयिक व्याकरण: यमुना काचरू, मैकमिलन, नई दिल्ली


REGISTRAR

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

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
- लिखित परीक्षा: 60 अंक
- आंतरिक मूल्यांकन: 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 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

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
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