

Discipline Specific Core Course- Commerce

DSC-6 : Human Resource Management

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		
Human Resource Management DSC- 2.3	4	3	1	0	Pass in XII	NIL

Learning Objectives

The course aims to acquaint the learners with the techniques and principles to manage human resources of an organisation for better performance and workplace environment.

Learning Outcomes

After the completion of the course, the learners will be able to:

1. Evaluate the importance of contemporary and emerging HR issues.
2. Analyse the concept and sources of recruitment and selection process.
3. Devise employee training and development programs.
4. Design performance appraisal techniques and compensation schemes.
5. Design HR policies for employee engagement and experience; grievance redressal, employee health, safety, welfare, social security, and stress-free work life balance.

SYLLABUS OF DSC-2.3

Unit 1: Introduction to Human Resource Management (9 hours)

Concept and functions; Role, status and competencies of HR manager; HR policies; Evolution of HRM; Emerging challenges of HRM- Workplace diversity, empowerment, downsizing, VRS, work life balance.

Unit 2: Procurement of Human Resource (9 hours)

Human resource planning- Quantitative and qualitative dimensions; Job analysis – Job description and job specification; Recruitment – concept and sources; Selection – concept and process; Test and interview; Placement, induction and socialization; Retention of employees.

Unit 3: Upgrading Employees: Training and Development (9 hours)

A. Concept and significance; Role specific and competency-based training; Training and development methods – Apprenticeship, understudy, job rotation, vestibule training, case study, role playing, hands on, shadowing, e-learning, sensitivity training, In-basket, management games, conferences and seminars, coaching and mentoring, management development programs; Training process outsourcing.

B. Scope of training; On board, soft skills, technical skills, product & service, quality, anti-harassment, legal.

Unit 4: Performance Appraisal and Compensation Management (9 hours)

Performance appraisal- Nature, objectives and process; Performance management; Methods of performance appraisal; Potential appraisal; Employee counselling; Job Transfer and promotion.

Compensation - Concept and policies, Base and supplementary compensation; Individual, group and organisation incentive plans; Fringe benefits; Performance linked compensation; Employee stock option; Pay band compensation system; Job evaluation.

Unit 5: Employee Maintenance, Engagement and Emerging Horizons (9 hours)

Employee health and safety; Employee welfare; Social security (excluding legal provisions);

Employer-employee relations; Grievance handling and redressal; Industrial disputes: Causes and settlement machinery, Stress-free environment, Rejuvenation breaks and leisure activities.

Emerging Horizons; Redundant manpower, e-HRM; Human Resource Information System (HRIS); HR Audit, Emerging job opportunities, Talent management, Employee burnout, Work life balance, Work from Home.

Practical Exercises

The learners are required to:

1. Design a human resource plan with a focus on contemporary and emerging HR issues.
2. Perform a role play and conduct an orientation cum induction programme for new recruits.
3. Design a training and development plan for a hypothetical organisation.
4. Design performance appraisal techniques and compensation schemes for a hypothetical organisation.
5. Design employee welfare scheme for a hypothetical organisation.

Suggested Readings

- Aswathappa, K. & Dash, S. (2021). *Human Resource Management-Text and cases* (9th Ed.), Tata McGraw-Hill.

- Chhabra, T. N. & Chhabra, M. (2020). *Human Resource Management*. New Delhi: Sun India Publications.
- Decenzo, D. A., & Robbins, S. P. (2009). *Fundamental of Human Resource Management*, New Jersey: Wiley.
- Dessler G. & Varrkey B. (2020). *Human Resource Management*, Sixteenth Edition, Pearson Paperback.
- French, W. L. (2006). *Human Resource Management*. Boston: Houghton Mifflin.
- Gupta, C. B. (2018). *Human Resource Management*. New Delhi: Sultan Chand & Sons.
- Pattanayak, B. (2019). *Human Resource Management* (6th ed.). PHI learning
- Prasad, L. M. (2018). *Human Resource Management*. New Delhi: Sultan Chand & Sons
- Rao, V. S. P. (2020). *Human Resource Management* (2nd Ed.). New Delhi: Taxmann Pvt. Ltd.
- Sengupta, A. (2018). *Human Resource Management*, Sage Textbook.

Note: Suggested readings will be updated by the Department of Commerce and uploaded on the Department's website.

GENERIC ELECTIVE (GE)-BBA (FIA)

ESSENTIALS OF FINANCIAL INVESTMENTS

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			
Essentials of Financial Investments (GE-5)	4	3	1	0	Class XII Pass	NA	Department of Finance and Business Economics

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the essential concepts and fundamentals of financial investments.
- The course will enable them to understand and make informed choice about the various available financial investment alternatives.

Learning Outcomes

On successful completion of his course, the students will be able to:

- Understand the fundamentals of financial investments and the investment decision process.
- Able to compute various measures of risk and return, and understand their role for evaluating investments.
- Understand and carry out security analysis using different approaches.
- Learn basic approaches to valuation of securities and carry out portfolio analysis.

SYLLABUS OF GE-5

Unit 1: Investments – An Overview

Concept of Investment, Financial Investment Vs. Real Investment, Investment Vs Speculation, Objectives or Features of Investment, Risk Return Trade Off, Investment Environment – Overview of Securities Market and Different Types of Financial Investment. Investment Decision Process, Direct Investing Vs Indirect Investing, Approaches to Investing – Active Vs Passive. Diversification, Hedging and Arbitrage.

Unit 2: Risk – Return Analysis

Concepts of Return and Risk, Types of Return - their Calculation & Utility: Absolute Return, Average Return, Expected Return, Portfolio Return, Holding Period Return, Effective Annualized

Return, Risk-Adjusted Return. Causes (or Sources) and Types of Risk – Systematic and Unsystematic Risk, Components of Systematic and Unsystematic Risk, Calculation of Total, Systematic and Unsystematic Risk. Impact of Taxes and Inflation on Investment – Computation of Post Tax and Real Returns.

Unit 3: Security Analysis

Approaches to Security Analysis – Fundamental Analysis, Technical Analysis, and Efficient Market Hypothesis (EMH). Fundamental Analysis – EIC Framework, Economic Analysis, Industry Analysis, and Company Analysis. Technical Analysis – Basic Tenets of Technical Analysis, Tool of Technical Analysis – Charts, and Technical Indicators, Limitations of Technical Analysis. Difference between Fundamental Analysis and Technical Analysis. Efficient Market Theory (EMH) – Concept, Forms of Market Efficiency, Weak Form Hypothesis, Semi Strong Form, and Strong Form of Market Efficiency. Implications of EMH.

Unit 4: Fundamentals of Valuation and Portfolio Analysis

Valuation of Equity Shares – Peculiar features of Equity Shares, Dividend Discount Model, Earning Multiplier or Price-Earnings (P/E) Model, and Capital Asset Pricing Model (CAPM). Valuation of Fixed Income Securities – Bond Fundamentals, Types of Bonds, Bond Valuation. Portfolio Analysis – Portfolio Management Process, Portfolio Analysis – Markowitz Model, Portfolio Risk, Portfolio Return.

Practical component (if any) - NIL

Essential/Recommended Readings:

1. Tripathi, Vanita: Security Analysis and Portfolio Management. Taxmann Publications.
2. Chandra, Prasanna: Investment Analysis and Portfolio Management. McGraw Hill Education.

Suggestive Readings:

1. Rustagi, R.P., Investment Management. Sultan Chand Publications.
2. Reilly, F. K. & Brown, K.C. Analysis of Investments and Management of Portfolios, Cengage India Pvt. Ltd.

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

GENERIC ELECTIVE (GE)-BBA (FIA)

FUNDAMENTALS OF ECONOMETRICS

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
FUNDAMENTALS OF ECONOMETRICS (GE-4)	4	3	0	1	Class XII Pass	NA	Department of Finance and Business Economics

Learning Objectives

The Learning Objectives of this course are as follows:

- This course provides a comprehensive introduction to basic econometric concepts and techniques.
- It covers estimation and diagnostic testing of simple, multiple regression models, panel data models, and dummy variable regression with qualitative response regression models.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understanding of basic econometrics and its assumptions and the impact of violations of classical assumptions.
- Interpretation of functional forms of regression model.
- Understanding of models using dummy variables and Qualitative Response Regression Models.

SYLLABUS OF GE-4

Unit 1

Introduction to Econometrics and an overview of its applications; Simple Regression with Classical Assumptions; Least Square Estimation and BLUE, Properties of estimators, Multiple Regression Model and Hypothesis Testing Related to Parameters – Simple and Joint. Functional forms of regression models.

Unit 2

Violations of Classical Assumptions: multicollinearity, heteroscedasticity, autocorrelation, and model specification errors, their identification, their impact on parameters; tests related to

parameters and impact on the reliability and the validity of inferences in case of violations of Assumptions; methods to take care of violations of assumptions.

Unit 3

Understanding the impact of change in scale of variables on output. Understanding and calculation of information criteria for model selection: AIC, BIC, and HQC. Understanding and calculation of R Square and adjusted R Square. Understanding of outliers and their impact on the model's output.

Unit 4

Dummy variables: Intercept dummy variables, slope dummy variables, Interactive dummy variables, Use of Dummy Variables to model qualitative/Binary/Structural changes, Other Functional Forms, Qualitative Response Regression Models or Regression Models with Limited Dependent Variables - Use of Logit, and Probit Models.

Practical component (if any) – *Recommendation Computer Package to be Used: Use of softwares like E-Views, R, and STATA to solve real-life problems and check assumptions, taking care of assumption violations, and test goodness of fit, and for estimation of Logit, and Probit Models is recommended.*

Essential/Recommended Readings:

1. Christopher Dougherty. Introductory Econometrics. Oxford University Press.
2. Gujarati, N. Damodar. Basic Econometrics. New Delhi: McGraw Hill.
3. Gujarati, N. Damodar. Econometrics by Examples. New Delhi: McGraw Hill.

Suggestive Readings:

1. Pindyck, Robert S. and Daniel L. Rubinfeld Econometric Models and Economic Forecasts. Singapore: McGraw Hill.
2. Ramanathan, Ramu (2002). Introductory Econometrics with Applications (5th ed.). Thomson South-Western.

GENERIC ELECTIVE (GE)-BMS

ETHICS AND GOVERNANCE IN BUSINESS

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			
Ethics and Governance in Business (GE 12)	4	3	1	NIL	CLASS XII PASS	NIL	Department of Finance and Business Economics

Learning Objectives

The Learning Objectives of this course are as follows:

- The objective of this paper is to develop skills for recognizing and analyzing ethical issues in business and to equip students with moral reasoning for ethical decision making.
- The course aims to acquaint the students with basic concept and standards of corporate governance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Determining ethical dilemmas in common business situation and finding ways to solve it.
- Examine the role of ethics in different functional areas of business.
- Understand the importance of corporate governance in ensuring fairness, accountability and transparency in the organization.

SYLLABUS OF GE-12

Unit -1: Business Ethics

Introduction, meaning of ethics, moral and ethics, types of business ethical issues, why ethical problems occur in business, ethical dilemmas in business; Normative theories – Egoism, Utilitarianism, Ethics of duty, Ethics of rights and justice, Virtue ethics and ethics of care; Gandhian Ethics and its relationship with normative theories.

Unit -2: Ethical Issues in Functional Areas of Business

Finance: ethical issues in accounting, finance, banking, takeovers; Whistle blowing: kinds of whistle blowing, whistle blowing as morally prohibited, permitted and required, corporate disclosure; Insider trading.

HRM: Discrimination, affirmative action and reverse discrimination; Inclusion and preferential hiring; Sexual harassment.

Marketing: Green marketing; Product recalls; Ethics and Advertising.

Production: Safety and acceptable risk; Product safety and corporate liability; Green production..

Information technology : Cyber-crime; Privacy and internet ethics

Unit -3: Corporate Governance

Concept, need to improve corporate governance standards, pillars of good governance; Role played by the Government as a regulator to improve corporate governance with reference to provisions introduced in the Companies Act. 2013; Board of Directors and their role in governance; Duties and responsibilities of auditors; Rights and privileges of shareholders, investor's problem and protection; Corporate governance rating process and parameters.

Unit -3: Corporate Governance Models and Committees

Models of corporate governance; Committees on Corporate Governance: UK scenario (Cadbury Committee), US scenario (Sarbanes Oxley Act), OECD principles; Indian experience: An overview of recommendations of corporate governance committees in India - CII Code of Best Practices, Kumar Mangalam Birla Committee, Naresh Chandra Committee, Narayan Murthy Committee, Kotak Committee, SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015 with reference to composition and role of Board of Directors, and Role of independent directors

Practical component (if any) - NIL

Essential/recommended readings

1. Fernando, A.C., "Business Ethics and Corporate Governance", Pearson Education India. (Chapter 1, 2)
2. Velasquez, Manuel G., "Business Ethics- Concepts and Cases", PHI. (Chapter 1, 2)
3. Fernando, A.C., "Business Ethics – An Indian Perspective", Pearson. (Chapter 1 to, 4; 9 to 12, 14,15,18))
4. Crane, Andrew and Matten, Dirk., "Business Ethics", Oxford. (Chapter 1, 7, 8)
5. Ghosh, B N., "Business Ethics and Corporate Governance," Mc Graw Hill. (Chapter 8, 9, 11)
6. De George, Richard T., "Business Ethics", Pearson. (Chapter 3, 4, 13 to 16)
7. Sharma, J. P., "Corporate Governance, Business Ethics and CSR", Ane Books. (Chapter 12)
8. Stanwick, Peter and Stanwick, Sarah, " Understanding Business Ethics", Sage Publications. (Chapter 10)
9. Arnold, Denis G., Beauchamp, Tom L., and Bowie, Norman E., " Ethical Theory and Business", Pearson Education (Chapter 7)

Suggestive readings

1. Fernando, A.C.- Business Ethics, Prentice Hall, Latest Edition.
2. Crane, Andrew and Matten, Dirk - Business Ethics, Oxford Publications.

3. Davies, Adrain – Best Practices in Corporate Governance (Gower), Latest Edition.
4. Fernando, A.C. – Corporate Governance :Principles, Policies, and Practices (Pearson Education).

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

GENERIC ELECTIVE (GE)-BMS

FAMILY BUSINESS AND MANAGEMENT

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			
Family Business and Management (GE 7)	4	3	1	NIL	CLASS XII PASS	NIL	Department of Finance and Business Economics

Learning Objectives

The Learning Objectives of this course are as follows:

- Students will develop an understanding of the dynamics of joining a family firm
- Explore and secure values and opportunities within the family business.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the various concepts of family business.
- Plan the growth and sustainability of family business.
- Describe the government support available for business.

SYLLABUS OF GE-7

Unit - 1: Family-Owned Business

Define family-owned business, nature, importance, and uniqueness of family business. Classic systems of a family enterprise (the family system, the ownership system, the enterprise system). Governance systems (enterprise governance, family governance - family council, owner governance - ownership form); creating a governance structure. Systems approach to family interaction (triangle, scapegoat, homeostasis, boundaries). Great families in business: building trust and commitment.

Unit -2: Diagnosing Family Entanglements

Family genogram. Developing Business family's genogram, the role of genograms and family messages to understand the family system. Using the Genogram to identify family scripts and themes. Family emotional intelligence - The ECI-U Model. Circumplex model of marriage and family systems (understanding family cohesion and family flexibility), Application of circumplex model, clinical rating scale and developing circumplex model.

Unit - 3: Family-Owned Business and Readiness

Personal Readiness (Identity, Change in Capacity, Temperament, Health), System Readiness – Family (Spouse, Children, Extended Family), System Readiness – Business (Enterprise Itself, Owners, Successors), System Readiness – Social and Cultural Context (Community and Cultural Norms).

Unit - 4: Succession Planning in Family-Owned Business

Succession Planning. Advice to successes and successor. Moores and Barrett's 4L framework of family business leadership. the future of family business: new leaders of the evolution - three states of evolution - continuity and culture - changing the culture - commitment planning - organic competencies and business's future - thriving through competition - institutionalizing the change.

Practical component (if any) - NIL

Essential/recommended readings

1. Leach, P.: Family Business: The Essentials, Profile Books Ltd.
2. Sudipt Dutta, Family Business in India, Sage Publications, 1997.

Suggestive readings

1. DeVries, M. F. K., & Carlock, R. S. (2010). Family Business on the Couch: A Psychological Perspective. John Wiley & Sons.
2. Hall, A. (2012). Family business dynamics: a role and identity-based perspective. Edward Elgar Publishing.
3. Gimeno, A., Bualenas, G. and Coma-Cros, J., Family Business Models.
4. De Pontet, S. B. (2017). Transitioning from the Top: Personal Continuity Planning for the Retiring Family Business Leader. Springer.
5. Liebowitz, B. (2011). The family in business: The dynamics of the family-owned firm. Business Expert Press.

GENERIC ELECTIVE (GE):

Economics : Principles of Macroeconomics 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
		Lecture	Tutorial	Practical/ Practice		
Principles of Macroeconomics I ECON026	4	3	1	0	Class XII pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the basic concepts in Macroeconomics both in closed and open economy. It deals with the behaviour and characteristics of aggregate economy. This course introduces the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories and approaches of determining GDP.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will learn the broad understanding of macroeconomic variables and their measurement issues like GDP, inflation, money supply, interest rate and their inter-linkages. It will also allow them to critically evaluate various macroeconomic policies and their effects on output and interest rate in the economy.

SYLLABUS OF GE-4

UNIT – I: Introduction (05 Hours)

What is macroeconomics? Macroeconomic issues in an economy

UNIT – II: National Income Accounting (10 Hours)

Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept

UNIT – III: Determination of GDP (10 Hours)

Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier

UNIT – IV: National Income Determination in an Open Economy with Government (10 Hours)
Income determination; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

UNIT – V: Money in a Modern Economy (10 Hours)

Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy.

Practical component (if any) - NIL

Essential/recommended readings

- Andrew Abel, Ben Bernanke and Dean Croushore (2011). *Macroeconomics* (7th edition). Pearson
- Richard T. Froyen (2013). *Macroeconomics: Theories and Policies* (10th ed.), Pearson.
- Blanchard, O. (2018). *Macroeconomics* (7th edition). Pearson
- Blanchard, O. (2006). *Macroeconomics* (6th edition). Pearson
- Dornbusch, R., and S. Fischer. (1994). *Macroeconomics* (6th edition). McGraw- Hill
- R. Dornbusch, S. Fischer and R. Startz. (2018). *Macroeconomics* (12th edition). McGraw-Hill

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

GENERIC ELECTIVE (GE)

English : The Individual and Society

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		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

SYLLABUS OF GE- 16

UNIT – I (15 Hours)

UNIT I: Caste and Class

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – II (15 Hours)

UNIT II: Violence and War

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

UNIT – III (15 Hours)

UNIT III: Living in a Globalized World

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Bêteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

GENERIC ELECTIVE (GE)

History : Delhi through the Ages: From Colonial to Contemporary Times

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		
Delhi through the Ages: From Colonial to Contemporary Times	4	3	1	0	12 th Pass	Should have studied Delhi through the Ages: The Making of its Early Modern History

Learning Objectives

This course examines the physical and social transformation of Delhi from colonial to contemporary times. Focusing on the echoes of political developments on urban form and social experience, it aims to explore the historical antecedents of some of the capital's contemporary dilemmas.

Learning outcomes

Upon completion of this course the student shall be able to:

- Analyse the political developments and their legacy for the shaping of the city.
- Discern the importance of 'local' social, ecological and cultural processes that shape and reshape the city
- Explain the historical roots of the problems of sustainable urbanization with regard to Delhi.

SYLLABUS OF GE-1

Unit I: Delhi in the 19th Century - Mughal Court, Company Raj, 1857 and its Aftermath (16 Hours)

Unit II: Building New Delhi - Imperial Ideology and Urban Morphology (12 Hours)

Unit III: Delhi in 1947- Partition and its Aftermath (16 Hours)

Unit IV: Making of Contemporary Delhi – Spaces, Politics and Socialites (16 Hours)

Essential Readings

Unit I. This unit should familiarise students with the city in light of the colonial past and the present. It will also help them locate the political developments for shaping of the city. The unit examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced its evolution.

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: OUP, pp. 1-20
- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*, Delhi: Primus Books, pp.106-133, (chap. 6: "The Palace and the City")
- Farooqui, Mahmod. (2006). *Ghadar. Sarai Reader*, 2006, pp. 254-270
- C. M. Naim. (2004). 'Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors,' in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*, Delhi: Permanent Black, pp. 250-279.
- Gail Minault. (2003). "Master Ramchandra of Delhi College: Teacher, Journalist, and Cultural Intermediary," *Annual of Urdu Studies*, Vol. 18, pp. 95-104
- --- ; (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66
- Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife,' *World Archaeology*, vol. 35, no.1, pp. 35-60 .
- Dalrymple, William, (2006). *The Last Mughal: The Fall of a Dynasty*, Delhi: Penguin/Viking, pp. 193-229, 346-392. (Chap 6 "The Day of Ruin and Riot" and Chap. 10 "To Shoot Every Soul".
- Verma, Pavan K. (2008). *Ghalib: The Man, the Times*, Penguin India.

Unit II. This segment enquires into the historical antecedents of some of the capital's contemporary issues. The section should apprise the students of the historical roots of the problems of sustainable urbanization with regard to Delhi.

- Metcalf, Thomas. (1989). *Imperial Visions*. Delhi: Oxford University Press, pp. 211-239, (Ch. 7 'New Delhi: The Beginning of the End').
- Johnson, David A. (2015). *New Delhi: The Last Imperial City*. Basingstoke: Palgrave 2015. (Chap. 8, "Land Acquisition, Landlessness and the Building of New Delhi").
- Johnson, David. A (2008). *A British Empire for the Twentieth century: The inauguration of New Delhi, 1931*. *Urban History* 35, 3, Cambridge University Press, U.K.
- Mann, Michael. (2007). "Delhi's Belly: On the Management of Water, Sewage and Excreta in a Changing Urban Environment during the Nineteenth Century," *Studies in History*, Vol. 23:1, pp. 1-30
- Liddle, Swapna (2017). *Chandni Chowk: The Mughal City of Old Delhi*, Speaking Tree Publications, Pvt. LTD. pp. 25-121.

Unit III. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times.

- Pandey, Gyan. (2001). *Remembering Partition*, Cambridge: Cambridge University Press. (Chapter 6: Folding the National into the Local: Delhi 1947-1948, pp. 121-151)
- Datta, V N. (1986). "Punjabi Refugees and the Urban Development of Greater Delhi,' in Robert Frykenberg(ed), *Delhi Through the Ages: Essays in Urban History Culture and Society*. Delhi: OUP, pp 442-462.

- Kaur, Ravinder (2008). Narrative absence: An 'Untouchable' account of Partition Migration. In *Contribution to Indian Sociology* (no.) 42, 2: Sage Publications, pp. 281-306.
- Tan, Tai Yong and Gyanesh Kudaisya. (2000). *The Aftermath of Partition in South Asia*. New York: Routledge, pp 193-200, (Chap. 7, "Capitol Landscapes")

Unit IV. The unit examines and locate 'local' social, ecological and cultural processes that shape and reshape the city.

- Emma. Tarlo. (2000). "Welcome to History: A Resettlement Colony in the Making," in Veronique Dupont et al ed. *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94
- Soni, Anita. (2000). "Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims", in Veronique Dupont et al (Ed.). *Delhi: Urban Spaces and Human Destinies*, Delhi: Manohar, pp. 75-94
- Ghosh, Amitav. (1985)., 'The Ghosts of Mrs Gandhi,' *The New Yorker*, (Available online: <https://www.amitavghosh.com/essays/ghost.html>)
- Beg, Mirza Farhatullah. (2012). *Bahadur Shah and the Festival of Flower-Sellers*, tr., Mohammed Zakir, Hyderabad: Orient Blackswan.
- Basu, Aparna. (1986). "The Foundations and Early History of Delhi University," in Robert Frykenberg ed, *Delhi Through the Ages: Essays in Urban History Culture and Society*, Delhi: Oxford University Press, pp 401-430
- Gupta, Narayani. (1994). 'From Kingsway to Rajpath-the Democratization of Lutyens' New Delhi,' in C. Asher and T.R. Metcalf, eds. *Perceptions of South Asia's Visual Past*. Delhi: Oxford University Press
- Sharma, Ravikant. (2016). "Architecture of intellectual sociality: Tea and coffeehouses in post-colonial Delhi," *City, Culture and Society*, vol.7, 275-28

Suggestive readings

- Farooqui, Mahmood. (2013). *Besieged: Voices from Delhi, 1857*. Delhi: Penguin. (Dateline pp. xix-xxvii; In the Name of the Sarkar, pp 407-432.)
- Mann, Michael and Samiksha Sehrawat. (2009). "A City with a View: The Afforestation of the Delhi Ridge, 1883-1913", *Modern Asian Studies*, Vol. 43, No. 2, pp. 543-570
- Mann, Michael. (2005). 'Turbulent Delhi: Religious Strife, Social Tension and Political Conflicts, 1803-1857,' *South Asia: Journal of South Asian Studies*, vol.28, no.1, pp. 5-34
- Pilar, Maria Guerrieri, (2017). 'The Megacity of Delhi: Colonies, Hybridisation and Old New Paradigms,' in *Rethinking, Reinterpreting and Restructuring Composite Cities* edited by GülsünSağlam, Meltem Aksoy, Fatima Erkök, Cambridge: Cambridge Scholars Publishing, pp. 18-33
- Russell, Ralph. (1998). "Ghalib: A Self Portrait", in Ralph Russell, *Ghalib: The Poet and His Age*. Delhi: OUP. Also available at: http://www.columbia.edu/itc/mea/ac/pritchett/00ghalib/texts/txt_ralphrussell_1972.pdf
- Vazira, Fazila Yacoobali Zamindar. (2007). *The Long Partition and the Making of South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press. (Chapter I: Muslim Exodus from Delhi.)

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

GENERIC ELECTIVE (GE)

Mathematics : Introduction to Linear Algebra

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		
Introduction to Linear Algebra	4	3	1	0	Class XII pass with Mathematics	NIL

Learning Objectives: The objective of the course is:

- To introduce the concept of vectors in R^n .
- Understand the nature of solution of system of linear equations.
- To view the $m \times n$ matrices as a linear function from R^n to R^m and vice versa.
- To introduce the concepts of linear independence and dependence, rank and linear transformations has been explained through matrices.

Learning Outcomes: This course will enable the students to:

- Visualize the space R^n in terms of vectors and the interrelation of vectors with matrices.
- Understand important uses of eigenvalues and eigenvectors in the diagonalization of matrices.
- Familiarize with concepts of bases, dimension and minimal spanning sets in vector spaces.
- Learn about linear transformation and its corresponding matrix.

SYLLABUS OF GE-2(ii)

UNIT – I: Vectors and Matrices (18 hours)

Fundamental operations and properties of vectors in R^n , Linear combinations of vectors, Dot product and their properties, Cauchy-Schwarz and triangle inequality, Orthogonal and parallel vectors; Solving system of linear equations using Gaussian elimination, and Gauss-Jordan row reduction, Reduced row echelon form; Equivalent systems, Rank and row space of a matrix; Eigenvalues, eigenvectors and characteristic polynomial of a square matrix; Diagonalization.

UNIT – II: Vector Spaces (12 hours)

Definition, examples and some elementary properties of vector spaces; Subspaces, Span, Linear independence and dependence; Basis and dimension of a vector space; Diagonalization and bases.

UNIT – III: Linear Transformations (15 hours)

Definition, examples and elementary properties of linear transformations; The matrix of a linear transformation; Kernel and range of a linear transformation, The dimension theorem, one-to-one and onto linear transformations.

Essential Reading

1. Andrilli, S., & Hecker, D. (2016). *Elementary Linear Algebra* (5th ed.). Elsevier India.

Suggestive Reading

- Kolman, Bernard, & Hill, David R. (2001). *Introductory Linear Algebra with Applications* (7th ed.). Pearson Education, Delhi. First Indian Reprint 2003.

GENERIC ELECTIVE (GE)

Political Science : Introduction to the Indian Constitution

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		
Introduction to the Indian Constitution GE-2	4	3	1	0	12 th Pass	NIL

Learning Objectives

The course aims to introduce the students to the foundational text of constitutional democracy in India - the Indian Constitution. By providing an overview of the socio-political context of its origin and its basic tenets, which provide the organizing framework for democracy in India, the course expects to bring historical insights in making the constitutional text comprehensible. The course traces the history of the Constitution both in the colonial legislations and in the declaration and reports produced in the course of the Indian National Movement. It focuses on the creation and the working of the Constituent Assembly as part of a transformative vision for independent India. The basic features of the Constitution form the core themes of the course introducing students to the philosophy behind them and the final form in which they were adopted in the Indian Constitution to make it a document for social revolution. The course aims at providing students with both a textual and a contextual introduction to the Indian Constitution.

Learning outcomes

On successful completion of the course, the students will demonstrate

- Knowledge of the origin and contents of the Indian Constitution
- Awareness of the rights and duties of the citizens and the obligations of the state
- Familiarity with the functioning of constitutional governance in India and the division of power between different tiers of the government.

SYLLABUS OF GE-2

UNIT – I (8 Hours)

Constitutional antecedents and the making of the Constitution of India

UNIT – II (7 Hours)

Basic features of the Indian Constitution

UNIT – III (8 Hours)

Fundamental Rights

UNIT – IV (7 Hours)

Obligations of State and Duties of Citizens

UNIT – V (8 Hours)

UNIT – VI (7 Hours)

Centre-State Relations and Decentralization

Essential/recommended readings

Readings:

1. Constitutional antecedents and the making of the Constitution of India

(a) Constitutional antecedents

Shibani Kinkar Chaube, 2010, Pre History, in *The Making and Working of the Indian Constitution*, NBT, India.

Arun Thiruvengadam, 2018, Origin and Crafting of the Constitution (pp. 11 to 26), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

D D Basu, 2011, The Historical background, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

(b) Making of the Constitution of India

Shibani Kinkar Chaube, 2000, Birth of the Constituent Assembly, in *Constituent Assembly of India: Springboard of Revolution*, Manohar.

Granville Austin, 1966, The Constituent Assembly- Microcosm in Action, in *Indian Constitution, Cornerstone of a Nation*, OUP.

Subhash Kashyap, 1994, Making of the Constitution, in *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT, India.

2. Basic Features of the Indian Constitution

B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.

D D Basu, 2011, Outstanding Feature of Our Constitution, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

3. Fundamental Rights

Primary text: Article 14- 32, Part III, The Constitution of India

Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP

Shibani Kinkar Chaube, 2010, Rights of Indians, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.

4. Obligations of State and Duties of Citizens

Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India

Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

D D Basu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.

Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry, *et al*, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP

Ivor Jennings, 1953, Directives of Social Policy, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

5. Organs of Constitutional Governance- Legislature, Executive and Judiciary

Primary Text: Part V, The Constitution of India

S.K. Chaube, Union Government- 1: The Executive, in *The Making and Working of Indian Constitution*, NBT, India

S.K. Chaube, Union Government 2: The Legislature, in *The Making and Working of Indian Constitution*, NBT, India

Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.

Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing

M.R. Madhavan, 2017, Parliament, in D. Kapur, P.B. Mehta and M Vaishnav (eds.), *Rethinking Public Institutions in India*, Oxford University Press

D.D. Basu, 2011, The Judicature (pp. 299- 313), in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.

Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.

6. Centre-State Relations and Decentralization

D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.

M.P. Singh and Rekha Saxena, 2013, Asymmetrical Federalism, in *Federalising India in the Age of Globalisation*, Primus

Ivor Jennings, 1953, Indian Federalism, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.

S.K. Chaube, Local Government, in *The Making and Working of Indian Constitution*, NBT, India.

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

ABILITY ENHANCEMENT COURSE (A) - ASSAMESE

(For students who have studied the language upto class VIII and above)

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

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

- Methods of Translation and Interpretation
- Review of sample translations

Unit -III

- 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 (B) - ASSAMESE
(for those students who have not studies the language)

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

- Vowels & Vowel signs
- Consonants & Consonant Clusters

- Syllable
- Numerical digits
- Framing words

Unit -II

Parts of Speech & Framing Sentences

- 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.

ABILITY ENHANCEMENT COURSE (A) - BENGALI
(For students who have studied the language upto class VIII and above)

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

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

- Methods of Translation and Interpretation

Unit -III

- 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 - BENGALI

(for students who have not studied the language)

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

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

Unit -II

Introduction to Noun, Pronoun, Prepositions

Unit -III

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.

ABILITY ENHANCEMENT COURSE -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

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

इकाई 2 : सम्प्रेषण और संचार के विविध रूप

- सम्प्रेषण के परकार
- सर्वेक्षण आधारित रिपोटर तैयार करना संभावित विषय: (कोरोना और मानसिक सवास्थ्य, जागरूकता संबंधी अभियान, कूड़ा निसतारण योजना)
- अनुच्छेद लेखन, संवाद लेखन, डायरी लेखन
- बलांग लेखन, समपादकीय लेखन

सहायक पुस्तकें :

1. नए जनसंचार माध्यम और हिन्दी: सुधीश पचौरी, अचला शर्मा
2. सूचना और सम्प्रेषण: तकनीकी की समझ: सिमता मिशर
3. सम्प्रेषण: चिन्तन और दक्षता: मंजु मुकुल
4. संवाद पथ पत्रिका: केन्द्रीय हिन्दी संस्थान
5. हिन्दी का सामाजिक सन्दर्भ: रवीन्द्रनाथ शरीवासतव
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 (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			
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

AEC 3 : सोशल मीडिया और ब्लॉग लेखन (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			
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

ABILITY ENHANCEMENT COURSE -PUNJABI

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

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-ਮਕੈੜੇ, 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 thaan ik 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, ਖ਼ਰੀਦੋ-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 - 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

Course Content/Prescribed Books

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

Unit: II

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****Course Content/Prescribed Books**

General Introduction to Upanisads

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

Unit: II

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	12th 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.

Unit: I

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

कारक एवं विभक्तिः 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

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 - TAMIL
(For students who have studied the language upto class VIII and above)

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

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

Methods, Types and Review:

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

Unit -III

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. *Mozhipeyarppukkalum Vaayppukkalaum*, Neyveli: Verkal Ilakkiya Iyakkaham.

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

ABILITY ENHANCEMENT COURSE - TAMIL
(For students who have not studied the language)

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

Marks: 50

Unit -I

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

Unit -II

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

Unit –III

Everyday Vocabulary:

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.

ABILITY ENHANCEMENT COURSE - TELUGU
(For students who have studied the language upto class VIII and above)

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

- 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

- 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

- 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: *Anuvada Samasyalu*. 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 - TELUGU
(For students who have not studied the language)

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

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

Script introduction

Introduction of Numerals (up to 100)

Unit -II

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

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 -URDU

(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 kiRaati (Pareen Chan)

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-Aseerkinasihah (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-Taail, Sanaat-e-Moraat-un-Nazeer, Sanaat-e-Tajnees, Sanaat-e-Laff-o-Nashr

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

(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

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

Skill Enhancement Course (SEC)

Commerce - Finance for Everyone

Credits: 2

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer an integrated approach to the understanding of concepts and applications of financial planning.
- To help the students in their financial planning.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of financial literacy and the institutions providing financial services.
- After studying this course, students will be able to prepare a financial plan, budget and manage personal finances.
- After studying this course, students will be able to open, avail and manage services offered by banks.
- After studying this course, students will be able to open, avail and manage services offered by post offices.
- After studying this course, students will be able to plan for life insurance and property insurance.
- After studying this course, students will be able to choose instruments for investment in shares.

Unit 1: Introduction, Financial Planning and Budgeting

Meaning, importance and scope of financial literacy; Prerequisites of financial literacy – level of education, numerical and communication ability; Various financial institutions – banks, insurance companies, post offices, mobile app based services. Need of availing of financial services from banks, insurance companies and postal services. Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal budget, family budget, business budget and national budget; Procedure for financial planning and preparing a budget; Budget surplus and budget deficit, Avenues for savings from surplus, Sources for meeting the deficit.

Unit 2: Banking Services

Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – savings bank account, term deposit, current account, recurring deposit; pan card, address proof, KYC norm; Various types of loans – education loan, consumer durable loan, vehicle loan, housing loan, short term, medium term, long term, microfinance, bank overdraft, cash credit, mortgage, reverse mortgage, hypothecation, pledge, Agricultural and related interest rates offered by various nationalized banks; Cashless banking, e-banking, check counterfeit currency; CIBIL, ATM, net banking, RTGS, NEFT, IMPS, electronic clearance services (ECS), debit and credit card, app based payment system, bank draft and pay order; banking complaints and ombudsman.

Unit 3: Financial Services from India Post Office

Post office savings schemes: savings bank, recurring deposit, term deposit, monthly income scheme, kisan vikas patra, NSC, PPF, senior citizen savings scheme, sukanya samriddhi yojana; india post payments bank. money transfer: money order, e-money order. instant money order, collaboration with the western union financial services; mo videsh, international money transfer service, money gram international money transfer, indian postal order.

Unit 4: Insurance Services

Life insurance policies: life insurance, term life insurance, endowment policies, pension policies, ULIP, health insurance plans, comparison of policies offered by various life insurance companies, comparison of policies offered by various health insurance companies. Property insurance policies. Post office life insurance schemes: postal life insurance and rural postal life insurance.

Unit 5: Stock Markets – Some Basic Concepts

Terms used in stock markets: SENSEX, NIFTY, primary markets, secondary markets, initial public offering(IPO), follow-on public offering (FPO), offer for sale (OFS), block deal, equity shares, preference shares, debentures, bonus shares, stock split, dividend, buyback, DEMAT

account, trading account, delivery instruction slip (DI Slips), blue chips, defensive stocks, face value, market value, market capitalisation, pre-opening session, trading session, opening price, closing price, business days, bull, bear, bull market, bear market, risk, stop loss, derivatives, call option, put option, hedge, holding period; Tax on short term capital gains and long-term capital gains, Mutual Fund and its various schemes.

Practical Exercises:

The learners are required to:

- visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure for availing of these services.
- carry out the comparative analysis of different types of life insurance policies.
- carry out the comparative analysis of different types of health insurance policies.
- prepare a personal and family budget for one/six/ twelve months on imaginary figures.

Suggested Readings:

- Avadhani, V. A. “Investment Management” Himalaya Publishing House Pvt. Ltd., Mumbai.
- Batra, J.K., Accounting and Finance for Non-finance Managers, Sage Textbook
- Chandra, P. “Investment Game: How to Win” Tata McGraw Hill Education, New Delhi.
- Kothari, R. “Financial Services in India-Concept and Application” Sage Publications India Pvt. Ltd., New Delhi.
- Milling, B. E. “The Basics of Finance: Financial Tools for Non-Financial Managers” Universe Company, Indiana,
- Mittra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. “Financial Planning” Sage Publications India Pvt. Ltd., New Delhi.
- Zokaityte, A. “Financial Literacy Education” Palgrave Macmillan, London.

Note: Learners are advised to use the latest edition of readings.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Skill Enhancement Course (SEC)

English : Communication in Everyday Life

Credits: 2

Learning Objectives

The Learning Objectives of this course are as follows:

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve mediation skills.
- After studying this course, students will be able to building human relationships.
- After studying this course, students will be able to foster societal understanding & develop an independent perspective.
- After studying this course, students will be able to enhance social communication skills of students.

SYLLABUS OF SEC-1

THEORY

UNIT 1

Theory of Communication

- Meaning, Features, Uses, Cycle, Feedback, Advantages
- Barriers
- 7 C's of Communication

UNIT 2

Reading Skills

- Close Reading
- Skimming
- Scanning

UNIT 3

Writing Skills

- Summarising
- Paraphrasing
- Note-making
- Essays- Expository Essay, Descriptive Essay, Narrative Essay
- Letter Writing- Formal Letter, Informal Letter

PRACTICE SESSIONS

Speaking Skills

- Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions (3 hrs.)
- Group Discussion- Culture & History, Current Affairs, Society-related (3 hrs.)
- Public Speaking- Public Speech, Extempore (3 hrs.)
- Interview- Personal, Conversational, Public (3 hrs.)

Listening Skills

- Netiquettes (1 hr.)
- Audio-book Listening & Discussions (3 hrs.)
- Note-taking (1 hr.)

Writing Skills

- Reports- Incidence, Newspaper, Organisational Report (3 hrs.)
- Analysis & Interpretation- Textual (2 hrs.)
- Intra & Inter-personal Skills - Monologue, Dialogue (2 hrs.)

Total Hours for Theory= 8

Total Hours for Practice Sessions= 24

Total Hours of classes= 32

Suggested Readings

- Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only Less Happy". Tehelka: The People's Paper, 18 February 2006.
- Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26 March 2006.
- Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.
- Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

Examination scheme and mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Course Objective:

- हिन्दी रंगमंच का सामान्य परिचय कराना ।
- नाट्य-प्रस्तुति की प्रक्रिया की जानकारी देना ।
- अभिनय के विभिन्न पक्षों से अवगत कराना ।
- रंगमंच के खेलों और गतिविधियों से अवगत कराना ।

Course Learning Outcomes:

- नाट्य-प्रस्तुति की प्रक्रिया से विद्यार्थी अवगत हो सकेगा ।
- रंगमंच की सामान्य जानकारी मिलने के उपरान्त इस क्षेत्र में विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी ।
- रंगमंचीय गतिविधियों से विद्यार्थी के व्यक्तित्व का विकास हो सकेगा ।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा ।

यूनिट 1

- भरत मुनि कृत नाट्यशास्त्र (संक्षिप्त परिचय)
- हिन्दी का पारंपरिक रंगमंच (संक्षिप्त परिचय)

यूनिट 2

प्रस्तुति-प्रक्रिया: आलेख का चयन, अभिनेताओं का चयन, दृश्य-परिकल्पना (ध्वनि-संगीत-नृत्य-प्रकाश), पूर्वाभ्यास

यूनिट 3

अभिनय की तैयारी: वाचिक, आंगिक, आहार्य, सात्विक

यूनिट 4

आशु अभिनय, थिएटर गेम्स, संवाद-वाचन, शारीरिक अभ्यास, सीन वर्क

यूनिट 5

मंच प्रबंधन: सेट, रंग-सामग्री, प्रचार-प्रसार, ब्रोशर-निर्माण

सन्दर्भ पुस्तकें :

- संक्षिप्त नाट्यशास्त्रम् - राधावल्लभ त्रिपाठी, वाणी प्रकाशन, दिल्ली, 2009
- रंग स्थापत्य: कुछ टिप्पणियाँ - एच. वी. शर्मा राष्ट्रीय नाट्य विद्यालय प्रकाशन, दिल्ली, 2004
- पारंपरिक भारतीय: रंगमंच अनंतधाराएँ - कपिला वात्स्यायन, अनुवाद - बदी उज़ममा, नेशनल बुक ट्रस्ट, दिल्ली, 1995
- हिंदी रंगमंच का लोकपक्ष, सं प्रो. रमेश गौतम, स्वराज प्रकाशन, दिल्ली 2020
- मंच आलोकन - जी. एन. दासगुप्ता, अनुवाद - अजय मलकानी, नेशनल बुक ट्रस्ट, दिल्ली, 2006
- रंगमंच के सिद्धांत - सं महेश आनंद, देवेन्द्र राज अंकुर, राजकमल प्रकाशन, दिल्ली 2008

Examination Scheme & Mode:

Total Marks: 100

Internal Assessment: 25 marks

Practical Exam (Internal): 25 marks

End Semester University Exam: 50 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

Value Addition Course (VAC)

English : Reading Indian Fiction in English

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Reading Indian Fiction in English	02	1	0	1	Pass in Class 12th	NIL

Course Objectives

- Acquaint students with Indian Fiction in English.
- Familiarise students with Indian ethos and values through Indian fiction.
- Analyze novels critically and in the context of their own lived situations.

Learning Outcomes

- Understanding of Indian ethos and values through Indian fiction.
- Develop creative thinking through reading of fiction..
- Realise the potential of fiction in bringing out social and cultural change.

UNIT:I

- How to Read a Novel
- Novel as Reflection of Society

UNIT II:

- Bankim Chandra Chatterjee: *Anandamath* (English translation by Sri Aurobindo and Barindra K Ghosh)

Points of Discussion:

- Patriotism and Nationalism
- The song *Bande Mataram*
- Elements of History and Romance
- Issues of Gender

- Natural calamity
- Genre of Text and Feature Film

UNIT III:

- Chaman Nahal: *Azadi*. Houghton Mifflin publication, 1975.

Points of Discussion:

- The Story of Partition
- Violence and Trauma
- Autobiographical voices in the novel
- Elements of history, politics and art
- Personal and Political

Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

- Students may be asked to do a dramatic recitation of selected parts of a novel.
- Students may be asked to organize the major events of the plot of a novel through different methods: graphically, making a plot outline or sketching a storyboard.
- Students may be asked to classify each instance of figurative language (simile, metaphor, etc.) and explain its effect on that section of the text.
- Students may share their understanding of any particular aspect of the novels through a brief write up.
- Discuss the portrayal of any major characters of the novel with reference to the central theme of the text.
- Think about and discuss Indian fiction in relation to cultural and critical contexts.
- Any other Practical/Practice as decided from time to time

ESSENTIAL READINGS:

- Bankim Chandra Chatterjee: *Anandamath* (English translation by Sri Aurobindo and Barindra K Ghosh)
- Chaman Nahal: *Azadi*. Houghton Mifflin publication, 1975
- E. M. Forster: *Aspects of the Novel*

SUGGESTED READINGS:

1. Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.

Assessment Methods*

Internal Assessment: 25%

End Semester Theory Exam: 25%

Practical: 50%

*Subject to directions from the Examination Branch/University of Delhi from time to time

Value Addition Course (VAC)

भारतीय भक्ति परंपरा और मानव मूल्य

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
भारतीय भक्ति परंपरा और मानव मूल्य	02	1	0	1	Pass in Class 12th	NIL

COURSE OBJECTIVES

- भारतीय भक्ति की महान परंपरा, प्राचीनता और इसके अखिल भारतीय स्वरूप से छात्रों का परिचय कराना
- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को जगाकर उनका चारित्रिक विकास करना और एक अच्छे मनुष्य का निर्माण करना ।
- छात्रों को भारतीय नैतिक, सांस्कृतिक और सामाजिक मूल्यों के प्रति जागरूक करना ।
- भारतीय भक्ति परंपरा के माध्यम से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत करना।

LEARNING OUTCOMES

- भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को विकास होगा और वे एक अच्छे और चरित्रवान मनुष्य बन सकेंगे ।
- भारतीय भक्ति परंपरा के सांस्कृतिक और सामाजिक पक्षों की जानकारी हो सकेगी।
- भक्ति की प्राचीनता और अखिल भारतीय स्वरूप की जानकारी से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत और मजबूत होगी।
- प्रमुख भक्त कवियों का परिचय और उनके विचारों की जानकारी हो सकेगी।

SYLLABUS

Unit I: भारतीय भक्ति परंपरा

भक्ति: अर्थ और अवधारणा

भक्ति के विभिन्न संप्रदाय और सिद्धांत

भारत की सांस्कृतिक एकता और भक्ति

भक्ति का अखिल भारतीय स्वरूप

Unit II: भारत के कुछ प्रमुख भक्त और उनके विचार

संत तिरुवल्लुवर, आपण्डाल, अक्कमहादेवी, ललदय्यद, मीराबाई, तुलसीदास, कबीरदास, रैदास, गुरु नानक, सूरदास, जायसी, तुकाराम, नामदेव, नरसिंह मेहता, वेमना, कुंचन, नम्बियार, चैतन्य महाप्रभु, चंडीदास, सारला दास, शंकरदेव

Unit III: मानव मूल्य और भक्ति

मानव मूल्य का अर्थ

चयनित भक्त कवियों की जीवन मूल्यपरक कविताएँ

Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

- पाठ्य म में उल्लिखित कवियों में से किसी एक कवि की रचनाओं में विभिन्न मानव मूल्यों के आधार पर प्रोजेक्ट
- वर्तमान समय में भक्ति की प्रासंगिकता को समझना; संव और साक्षात्कार पद्धति के आधार पर.
- जीवन में मानव मूल्यों के प्रतिपालन पर संव और साक्षात्कार के आधार पर एक रिपोर्ट बनाना.
- उल्लिखित कवियों में से किसी एक कवि से संबंधित किसी मठ, आ म या मंदिर आदि, अथवा कोई फिल्म/ डॉक्यूमें ी के आधार पर रिपोर्ट बनाना.
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time

Essential Readings

- ‘भक्ति का उद्भव और विकास तथा वैष्णव भक्ति के विविध रूप’, भारतीय साहित्य का समेकित इतिहास, संपादक- डॉ नगेंद्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, पृष्ठ संख्या 215-250
- कुछ प्रमुख कवियों के चयनित पद
- ‘भक्ति आंदोलन और भक्ति काव्य’, शिव कुमार मि , अभिव्यक्ति प्रकाशन, इलाहाबाद, 1994
- ‘मानव मूल्य और साहित्य’, डॉ धर्मवीर भारती, भारतीय ज्ञानपीठ, नई दिल्ली, 1999

Suggested Readings:

- 'भक्ति के आयाम', डॉ. पी. जयरामन, वाणी प्रकाशन, नई दिल्ली
- 'हिंदी साहित्य का इतिहास', आचार्य रामचंद्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद
- 'मध्यकालीन हिंदी काव्य का स्त्री पक्ष', डॉ. पूनम कुमारी, अनामिका पब्लिशस एंड डिस्ट्रिब्यूटर्स, नई दिल्ली
- 'मध्यकालीन हिंदी भक्ति काव्य: पुनर्मूल्यांकन के आयाम', डॉ. पूनम कुमारी, अनामिका पब्लिशस एंड डिस्ट्रिब्यूटर्स, नई दिल्ली

Assessment Methods*

Internal Assessment: 25%

End Semester Theory Exam: 25%

Practical: 50%

*Subject to directions from the Examination Branch/University of Delhi from time to time

Value Addition Course (VAC)

Political Science: Constitutional Values and Fundamental Duties

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Constitutional Values and Fundamental Duties	02	1	0	1	Pass in Class 12th	NIL

COURSE OBJECTIVES:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

LEARNING OUTCOMES:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

Syllabus of *Constitutional Values and Fundamental Duties*

Unit I: The Constitution of India – an Introduction

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and *Sarva Dharma Sama Bhava*

Unit II: Constitutional Values

- **Justice:** Social, Political, Economic
- **Liberty:** Thought, Expression, Belief, Faith, Worship
- **Equality :** Equality before law & equal application of laws
- **Fraternity:** Dignity, Unity and Integrity

Unit III: Fundamental Duties

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Fundamental Duties- Article 51A [(a) – (k)]
- Legal status of Fundamental Duties - Judicial approach

Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

ESSENTIAL READINGS

- *Preamble* to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 19, 21.
- The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

SUGGESTED READINGS

- Durga Das Basu, *et al.*, *Introduction to the Constitution of India* (LexisNexis, 26th edn, 2022).
- Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
- B.R. Ambedkar *Selected Speeches*, (Prasar Bharati, New Delhi, 2019) *available at*: https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

Assessment Methods*

Internal Assessment: 25%

End Semester Theory Exam: 25%

Practical: 50%

*Subject to directions from the Examination Branch/University of Delhi from time to time

Value Addition Course (VAC)

Sanskrit - Yoga: Philosophy and Practice

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/Practice		
Yoga: Philosophy and Practice	02	1	0	1	Pass in Class 12th	NIL

Course Objectives

- To learn the fundamentals of Yoga for harmonising the body, mind and emotions.
- To demonstrate the value and the practice of holistic living.
- To value the heritage of Yoga for self and society.

Learning Outcomes

- Understanding ways to harmonise the body and mind through Yoga.
- Disciplining the mind through practicing Yoga.
- Understanding of consciousness through practical training.

Syllabus of *Yoga: Philosophy and Practice*

Unit I: *Yoga: Asana, Prāṇāyāma and Dhyana*

- History of Yoga
- Significance of Asana
- Effect of Prāṇāyāma
- Importance of *Dhyana*

Unit II: *Patanjali's Yogasūtra and Chakra*

- Patanjali's Yogasūtra: a summary
- First sutra
- Second sutra
- *Chakras* (psychic centres)

Unit III: Understanding *Asana* and *Pranayama*

- Asana: the basics
- *Surya Namaskara*
- *Nadishodhana Pranayama*

Practical/ Practice Component

(15 sessions of 2 hours each= 30 hours)

- Surya Namaskar
- Selected Asana
- *Pranayama*
- Relaxation exercises for the eyes (7 steps) neck (4 steps)
- Concentration on *Bhramadhy*
- Project Work (effect of everyday concentration on breath for 15 minutes: reflections to be compiled in the form of a Project report.
- Any other Practical/Practice as decided from time to time

Essential Readings

- *Āsanas, Prāṇāyāma and Mudra Bandh*, Swami Satyananda Saraswati, Yoga Publications Trust, Munger, Bihar, India, 2004.
- *Patanjali Yogasutras*, Commentary by Swami Vivekanand, Rajyoga

Suggested Readings

- *Patanjal Yog Pradeep*- Swami Omanand Saraswati, Gita Press, Gorakhpur, 2013.
- *Science of Pranayama*-Swami Sivananda, Edition by David De Angellis, 2019, All Rights Reserved.
- *Udayveer Shastri Granthavali*, 4, Patanjali- Yoga Darshanam, Udayavir Shastri, Govindram Hasanand, Delhi 6.

Assessment Methods*

Internal Assessment: 25%

End Semester Theory Exam: 25%

Practical: 50%

*Subject to directions from

the Examination Branch/University of Delhi from time to time