



**PG Curricular Structure with only Research
offered by the Department of Punjabi**

--2nd Year of PG curricular structures for 2 year PG Programmes (3+2)

&

--One year PG Programme after completion of Four-Year UG Programme (4+1)

Sem: III

Semester	DSC	DSE (Related to identified research field)	Research Methods/ Tools/ Writing (2 Courses)	One intensive problem-based research	Total Credits
Sem. III	1 DSC	1 DSE	(a) Advanced Research Methodology of the core discipline + (b) Tool s for Researc h (2 credits each)	To engage and apply relevant theoretical concepts to literary or cultural texts and practices. To execute the secondary source material and investigate and use such material in the interpretation of literary texts. To investigate and distinguish the local and global contexts and apply those contexts in textual analysis, and utilizing relevant theoretical frameworks.	
Total	4 Credits	4 Credits	2x2=4 Credits	10 Credits	22 credits

Course	Name of the Papers	Theory	Tutorial	Practical	Credits
DSC 7	Punjabi Sahit Alochna	03	01	00	04
Course	Name of the Papers	Theory	Tutorial	Practical	Credits
DSE-7	Bharti Sahit Chintan	03	01	00	04
DSE-8	Bharti Bhasha Chintak	03	01	00	04
Course	Name of the Papers	Theory	Tutorial	Practical	Credits
Research Methods/ Tools/ Writing	(a) Khoj Vidhi	01	01	00	02
	(b) Khoj Jugtan	01	01	00	02

Category I

Discipline Specific Courses (DSC's) offered by the Department of Punjabi for 2 Year/1 Year PG Programme

DSC 7-: Punjabi Sahit Alochna

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DSC-7 Punjabi Sahit Alochna	04	3	1	0	Nil	Nil

Learning Objectives:

- Sophisticated critical engagement with literary and cultural texts, including consideration of the relationship between imaginative expression and the cultural and material circumstances in which that expression takes place and is received.
- Knowledge of literary critical methodologies: close reading, textual analysis, ability to make a disciplinary argument based on disciplinary use of evidence.
- Knowledge of the relationship between criticism and theory in the discipline: major theories that have impacted and are impacting literary and cultural studies, what methods have proceeded from these approaches and how to bring a larger knowledge of concepts to bear in one's own work.
- Knowledge of the historical development of Punjabi literary criticism and the theoretical framework working behind it.

Learning Outcomes:

- Students will have an understanding of major approaches to the study of literature (theology, sociology, social ethics, philosophy, history).
- An understanding of the major methods and interpretive theories in the field of literary studies.
- Students will develop an ability to propose arguments that present, develop, and defend insightful claims about texts through formal analysis, engagement with existing criticism, and when appropriate, engagement with primary and secondary material from the historical period.
- They will develop a feeling of belongingness through the reading of literary theories in the western academics.

Unit I: Sahit Alochna ate Punjabi Sahit Alochna

(12 Hrs.)

- Sahit Alochna: Sidhantak Paripekh
- Punjabi Sahit Alochna te Bharti Kaav Shastar de Prabhav
- Punjabi Sahit Alochna te Pachhami Kaav Shastar de Prabhav

Unit II: Punjabi Sahit Alochna da Nikas te Vikas (11 Hrs.)

- Madhkal vich Punjabi Sahit Alochna de Havale
- Punjabi Sahit Alochna da Mudhla Daur
- Bastivadi Daur vich Punjabi Sahit Alochna di Sathiti ate Model

Unit III: Punjabi Sahit Alochna da Vikas (11 Hrs.)

- Punjabi Kaav Alochna
- Punjabi Galap Alochna
- Punjabi Naat Alochna

Unit IV: Parmukh Punjabi Sahit Alochak (11 Hrs.)

- Sant Singh Sekhon
- Harbhajan Singh
- Atar Singh

Essential Readings:

- Bhatia, H.S. (1988), Punjabi Alochna: Sidhant ate Vihar, Amritsar, Guru Nanak Dev University.
- Bhatia, H.S. (Prof.). (2004), Punjabi Sahit Alochana da Itihaas, Delhi, Punjabi Academy.

Suggested Readings:

- Ahluwalia, J.S. (without Date), Punjabi Alochna: Ik Parichaye, Patiala, Punjabi University.
- Arshi, Gurcharan Singh. (1998), Samikhya Darishtian, Delhi, Arsee Publishers.
- Arshi, Gurcharan Singh. (2003), Astitvavaad, Delhi, Arsee Publishers.
- Bhatti, Surjit Singh. (2011), Vishavikaran ate Sahit Chintan, Ludhiana, Chetna Parkashan.
- Parminder Singh. (without date), Punjabi Samalochna: Sidhant ate Saroop. Patiala, Punjabi University.
- Thind, K.S. (Ed.). (2002), Sahit Adhiyan-Parnalian, Amritsar, Guru Nanak Dev University.

Magazines/Journals

- Khoj Patrika, Punjabi Alochak Ank (Ank-69). Patiala, Punjabi University

Category II

Discipline Specific Elective (DSE's) offered by the Department of Punjabi for 2 Year/1 Year PG Programme

DSE 7-: Bharti Sahit Chintan

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DSE 7 Bharti Sahit Chintan	04	3	1	0	Nil	Nil

Course Objectives:

- To provide knowledge about classical literary theories of Indian school of thoughts.
- To develop knowledge about Indian approaches of literature.
- To aware the students about Indian knowledge system.

Course Learning Outcomes:

- The students will understand the Indian traditions of various Indian school of thoughts and will learn the roots of poetics.
- They will learn the classical traditions of Western school of thoughts and gain knowledge in this regard.
- They will enrich by the vocabulary of classical poetics.

Unit I: Bharti Kaav Shastar: Sidhantak Paripekh

(12 Hrs.)

- Kaav di Paribhasha, Saroop ate Paryojan
- Kaav de Bhed: Drish Kaav ate Shravya Kaav
- Parbandh ate Muktak Kaav

(11 Hrs.)

Unit II: Sanskrit Kaav Shastar de School-I

- Ras Sidhant
- Alankaar Sidhant
- Riti Sidhant

Unit II: Sanskrit Kaav Shastar de School-II

(11 Hrs.)

- Dhvani Sidhant
- Vakrokti Sidhant
- Auchitya Sidhant

Unit IV: Bodhi Sahit Chintan**(11 Hrs.)**

- Apoh Sidhant
- Safot Sidhant
- Shunya Sidhant

Essential Readings:

- Narang, Gopi Chand. (2002), Sanrachnavad, Uttar-Sanrachnavad ate Poorbi Kaav Shastar, Jagbir Singh (trans.), New Delhi, Sahitya Akademi.
- Prem Parkash Singh. (1985), Bharati Kaav Shaster, Ludhiana, Lahore Book Shop.

Suggested Readings:

- Choudhary, Satyadev (Dr.). (without date), Hindi Riti-Parampara ke Pramukh Aacharya, Delhi, Hindi Madhyam Karyanvey Nideshalya, Delhi Vishv-Vidyalaya.
- Jaggi, Gursharan Kaur. (2008). Bharti Kaav-Shastar. Delhi, Arsee Publishers.
- Upadhay, Baldev. (1963). Bhartiye Sahitya Shaster, Varanasi, Nandkishor & Sons.
- Vidhaldkaar, Nikpann (Dr.). (2004), Sahitya Darpan (second edition), Meerut, Sahitya Bhandar.

Magazines/Journals

- Khoj Patrika, Sahitak Vaad Ank (Ank-31), Patiala, Punjabi University.
- Khoj Patrika, Sahitak Vaad Ank (Ank-32), Patiala, Punjabi University.

DSE 8:- Bharti Bhasha Chintak

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DSE 8 Bharati Bhasha Chintak	04	3	1	0	Nil	Nil

Course Objectives:

- Students understand the development of language thought (Bhasha Chintan) in Indian linguistics tradition.
- Students will learn about the life, works, and linguistics contributions of Panini, Patanjali, Bhartrihari, and Prem Prakash Singh.
- Develop an understanding of ancient grammatical systems and their scientific, logical, and philosophical foundations.
- Encourage analytical and comparative thinking by relating traditional Indian linguistic theories to modern linguistic and cognitive frameworks.
- The course aims to build the students ability to understand language structure, word formation, sound patterns, and theories of meaning, in a simple and meaningful way.

Course Learning Outcomes:

- Analyse linguistic patterns and grammatical rules using concepts derived from Panini's system.
- Students will understand Patanjali's linguistic concepts, including Shabad, Suddhikaran, and Vaak Saroop.
- Students will be able to describe Bhartrihari's philosophy and key ideas of Vakyapadiya. language as presented by Bhartrhari, and relate them to modern linguistic or cognitive theories.
- Students will understand Prem Prakash Singh's contribution to Punjabi linguistic thought.
- Develop cultural and linguistic pride by understanding how India's classical linguistic heritage has influenced global thought.
- Appreciate the intellectual rigor, precision, and creativity of ancient Indian scholars in the study of language.

Unit-I: Panini da Bhasha Chintan

(12 Hrs.)

- Jeevan ate Rachna
- Asthadhyayi: Mahesavar Sutar
- Asthadhyayi: Pad Saroop

Unit-II: Patanjali da Bhasha Chintan**(11 Hrs.)**

- Jeevan ate Rachna
- Mahabasya: Shabad Saroop ate Shabad Sudhikran
- Mahabasya: Safot Saroop ate Vaak Saroop

Unit-III: Bhartrihari da Bhasha Chintan**(11 Hrs.)**

- Jeevan ate Rachna
- Vakyapadiya: Shabad Bhraham ate Vaak Saroop
- Vakyapadiya: Safot da Sidhant

Unit-IV: Prem Prakash Singh da Bhasha Chintan**(11 Hrs.)**

- Jeevan ate Rachna
- Roop Viont
- Punjabi Bhasha di Ithaskari

Essential Reading:

- Dhra anand Shastri (2003), Lagu Sidhant komudi, Delhi, Motilal Banarsidas.
- Franz, Kielhorn, (1809-1909), The Vyakarnana-Mahabasya of Patanjali (2nd ed.) Bombay, Government Centre Book depot. In Sanskrit.
- Jigyaso, Sri, P. Brahamdat (2014), Astadhyayi-Bhashaya-Prathamavritti, Sonipat, Ramlal Kapoor, Trust.
- Pathak, P. Indranath (2012), Sphota darshan, Patna, (5th ed.) Bihar, Rastar Bhasha Parishid.
- Prem Prakash Singh (Dr.) (2002), Roop Vigyan ate Punjabi Shabad-Rachna, Patiala, Madaan Publications.
- Tripathi, Sri Ramdev (1977), Bhasha Vigyaan ki Bharatia Prampra Aur Panini, Patna, Bihar, Rastar Bhasha Parishid.

Suggested Readings:

- Arun, V.B. (Prof) (1996), Punjabi Bhasha da Itihas (Punjabi), Patiala, Punjabi University.
- Bedi Kala Singh (1991), Punjabi Bhasha Vigyan, (2nd ed.) Patiala, Bhasha Vibhag, Punjab.
- Brar, Boota Singh (2008), Punjabi Vyakaran: Siddhant ate Vihar, Ludhiana, Chetna Parkashan.
- Brar, Boota Singh (2004), Punjabi Bhasha Srot ate Saroop. Amritsar, Waris Shah Foundation.
- Duni Chand (1964), Punjabi Bhasha da Vyakaran, Chandigarh, Panjab University.
- Kapoor, Kapil (2010), Dimension of Panini Grammar -The Indian Gramrtical System, (2nd ed.) New Delhi, D.K. Printworld (P) Ltd.
- Varma, Satyakam (1971), Vyakarana ki Darsanik Bhumika, New Delhi, Munsiram Manoharlal.
- Prashar Shayam Dev (Dr.) (1990), Sanskrit tha Punjabi ke Sambandh, Hosiharpur, Vishveshvaranand Vedic Research Institute Sadhu Ashram, Punjab.

Category III

Research Methods/ Tools/ Writing Courses offered by the Department of Punjabi for 2 Year/1 Year PG Programme

Khoj Vidhi

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
Khoj Vidhi	02	01	01	00	Nil	Nil

Learning Objectives:

- To understand basic concepts of research and its methodologies.
- To know about the different Resources and Tools used while conducting research.
- To be aware of the use of appropriate methods and ethics while conducting the research.
- To prepare a project proposal and to undertake a research project.
- To write a research report and dissertation.

Learning Outcomes:

- Students will understand a general definition of research and research methodology.
- They will know about the research already done in Punjabi literature and expand it.
- They will be able to identify the overall process of designing a research study from its inception to its report.
- They will be familiar with ethical issues in educational research.
- Students will be able to identify a research problem related to their study.

Unit I: Khoj de Niyam

(8 Hrs.)

- Khoj da Mahattav ate Alochnatmak Bodh
- Parikalpna da Nirman ate Khoj di Viontbandi
- Khoj Nibandh Tiyaar Karan di Vigyanak Pahunch

Unit II: Khoj lai Online Sarotan di Varton

(7 Hrs.)

- Khoj Nibandh di Chon vich Online Sarotan di Bhumika
- Sahayak Sarotan lai Internet di Varton
- Digital Library naal sambandhit Software di Varton

Essential Readings:

- Piar Singh (Dr.), (2019 Reprint) Khoj Sidhant te Vivhar, Patiala, Publication Bureau, Punjabi University.
- Kesar, Kesar Singh, (1984), Sahit Khoj ate Sahit Alochna, Chandigarh, Raghbir Rachna Parkashan.

Suggested Readings:

- Dharam Singh. (2004), Punjabi Khoj da Itihaas, Delhi, Punjabi Academy.
- Harish Arora (Dr.), (2004), Shodh: Pravidhi aur Prakriya, New Delhi, K.K Publications.
- Kothari, C. R. (2004), Research Methodology Methods and Techniques, New Delhi, New Age International Publishers.
- MLA handbook (Eighth Edition), (2016), New York, The Modern Language Association of America.
- Vidyarthi, Devinder Singh (Dr.), (2011), Punjabi Vich Khoj Sambhavna te Sedh, Dr. Gurmukh Singh (Ed.), Amritsar, Ravi Sahit Parkashan.

Research Journals:

- Parkh, Khoj Vidhi Vishesh Ank, Panjab University, Chandigarh, 1976.
- Punjabi Dunia (Khoj Vidhi Vishesh Ank) Bhasha Vibhag, Punjab June-September, 1983
- Sanvad, Khalsa College, Amritsar, January-June 2016.

Khoj Jugtan

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
Khoj Jugtan	02	01	01	00	Nil	Nil

Learning Objectives:

- To know about the different Resources and Tools used while conducting research.
- To be aware of the use of appropriate methods and ethics while conducting the research.
- To write a research report and dissertation with the help of Research tools.

Learning Outcomes:

- Students will understand a general definition of research tools and their implications.
- They will be able to identify the overall process of designing a research study from its inception to its report.
- They will be familiar with ethical issues related to Research tools.

Unit I. Digital Libraries & Archives

(8 Hrs.)

- Archive.org (Internet Archive) - digitized texts, historical documents, and multimedia.
- Academia.edu/ ResearchGate - platforms for sharing papers and connecting with scholars.
- Plagiarism checker Software
- Citation management software: Tools like End Note, Zotero, or Mendeley

Unit II. Conceptual & Methodological Tools

(7 Hrs.)

- Research design – (qualitative, quantitative, or mixed methods).
- Sampling techniques – Random, Stratified etc.
- Questionnaires & surveys – structured forms to gather data.
- Interviews – structured, semi-structured, or unstructured.

Essential Readings:

- Correa, Delia Da Sousa & Owens, W. R (2010), The Handbook to Literary Research. Routledge, New York & London.
- Sinha, M. P. (2019), Research Methods in English, Atlantic Publishers, New Delhi.

Suggested Readings:

- Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America.
- Kothari C.R. (2004), Research Methodology: Methods and Techniques, New Age International.
- MLA handbook (Eighth Edition), The Modern Language Association of America, New York, 2016.
- Piar Singh (Dr.), (2019 Reprint) Khoj Sidhant te Vivhar, Publication Bureau, Punjabi University, Patiala.

Semester	DSC	DSE (Related to identified research field)	Research Methods/ Tools/ Writing (2 Courses)	One intensive problem- based research	Total Credits
Sem. IV		1 DSE	Research Methods/ Tools/ Writing	To engage and apply relevant theoretical concepts to literary or cultural texts and practices. To execute the secondary source material and investigate and use such material in the interpretation of literary texts. To investigate and distinguish the local and global contexts and apply those contexts in textual analysis, and utilizing relevant theoretical frameworks.	
Total	-----	4 Credits	2 Credits	16 Credits	22 credits

Course	Name of the Papers	Theory	Tutorial	Practical	Credits
DSE 9	Pachhami Sahit Chintan	03	01	00	04
DSE 10	Pachhami Bhasha Chintak	03	01	00	04
Course	Name of the Papers	Theory	Tutorial	Practical	Credits
Research Methods/ Tools/ Writing	Khoj Nibandh Lekhan di Takneek	01	01	00	02

DSE 9: Pachhmi Sahit Chintan

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DSE 9 Pachhami Sahit Chintan	04	3	1	0	Nil	Nil

Learning Objectives:

- To impart knowledge of literary critical methodologies: close reading, textual analysis, ability to make a disciplinary argument based on disciplinary use of evidence.
- To share the relationship between criticism and theory in the discipline: major theories that have impacted and are impacting literary and cultural study, what methods have proceeded from these approaches and how to bring a larger knowledge of concepts to bear in one's own work.

Learning Outcomes:

- Students will have an understanding of major approaches to the study of literature (theology, sociology, social ethics, philosophy, history).
- An understanding of the major methods and interpretive theories in the field of literary studies.
- Students will develop an ability to propose arguments that present, develop, and defend insightful claims about texts through formal analysis, engagement with existing criticism, and, when appropriate, engagement with primary and secondary material from the historical period.
- They will develop a feeling of belongingness through the reading of literary theories in the western academics.

Unit I: Pachhami Sahit Sidhant da Pichhokar

(12 Hrs.)

- Pachhami Kaav Shastar: Mudhli Jaan Pachhaan
- Arastu da kaav Shastar
- Longinus da Kaav Shastar

Unit II: Adhunik Pachhami Sahit Sidhant-1

(11 Hrs.)

- Astitavvaad
- Yatharthvaad
- Marxvaad

Unit III: Adhunik Pachhami Sahit Sidhant-2**(11 Hrs.)**

- Roopvaad
- Sanrachnavaad
- Uttar-Sanrachnavaad

Unit IV: Adhunik Pachhami Sahit Sidhant-3**(11 Hrs.)**

- Narivaad
- Manovishleshan Sidhant
- Uttaradhunikvaad

Essential Readings:

- Narang, Gopi Chand. (2002), Sanrachnavaad, Uttar-Sanrachnavaad ate Poorbi Kaav Shastar, Jagbir Singh (Trans.), New Delhi, Sahitya Academy.
- Thind, K.S. (Ed.). (2002). Sahit Adhiyan-Parnalian, Amritsar, Guru Nanak Dev University.

Suggested Readings:

- Arshi, Gurcharan Singh (Trans.) (1971), Longinus de Kavya-Sidhant, Delhi, National Book Shop.
- Arshi, Gurcharan Singh. (1998), Samikhya Darishtian, Delhi, Arsee Publishers.
- Arshi, Gurcharan Singh. (2003), Astitvavaad, Delhi, Arsee Publishers.
- Barry, Peter. (2010), Beginning Theory, New Delhi, Viva Books.
- Bertens, Hans, (2014), Literary Theory: The Basics, London and New York, Routledge.
- Bhatti, Surjit Singh. (2010), Vaad-Chintan, Ludhiana, Chetna Parkashan.
- Bhim Inder Singh (Tran. & Ed.), (2002), Samkali Marxi-Chintan. Jalandhar, Kuknoos Parkashan. Eagleton, Terry. (1983), Literary Theory: An Introduction, Basil, Blackwell.
- Gurbachan. (1994), Sanrachnavaad de Aar-Paar, Delhi, Arsee Publishers.
- Gurbachan. (2017), Sanrachna, Birtaant ate Marxvaad, Delhi/Punjab, Avis Publications.
- Harbhajan Singh (Trans.). (2016), Udaat Bare (Second edition), Patiala, Punjabi University.
- Harbhajan Singh. (2002), Rachna-Sanrachna, Amritsar, Guru Nanak Dev University.
- Harbhajan Singh. (2002), Sahit-Vigian, Amritsar, Guru Nanak Dev University.
- Kanwar, T.S. (1985), Path te Parsang, Delhi, Arsee Publishers.
- Kanwar, T.S. (1986), Sanchar-Sabhiyachar, Ludhiana, Lahore Book Shop.
- Noor, S.S. & Rawail Singh (Eds.) (2002), Samkali Pachhmi Chintan, Delhi, Punjabi Academy.

Research Journals:

- Khoj Patrika, Sahitak Vaad Ank (Ank-31), Patiala, Punjabi University.
- Khoj Patrika, Sahitak Vaad Ank (Ank-32). Patiala, Punjabi University.

Websites:

- <https://www.marxists.org/>
- <https://web.mst.edu/~psyworld/structuralism.htm>
- <https://owl.english.purdue.edu/owl/resource/722/04/>

DSE 10: Pachhami Bhasha Chintak

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
DSE-10 Pachhami Bhasha Chintak	04	3	1	0	Nil	Nil

Course Objectives:

- To introduce students to the foundational ideas of modern linguistics through the theories of Saussure, Bloomfield, Greimas, and Chomsky.
- To develop students' ability to analyze language using concepts like structuralism, semiotics, narrative grammar, and generative grammar.
- To enable students to compare and differentiate between the linguistic approaches of European structuralists, American structuralists, semioticians, and transformational-generative linguists.
- To build critical thinking by encouraging students to study how meaning, sound, sentence structure, and narrative patterns are formed in language.
- To strengthen learners' ability to apply linguistic theories to real language examples, texts, and narratives.

Course Learning Outcomes:

- Students will be able to explain Saussure's life, work, and key concepts like parole–langue and sign, signifier, signified.
- Students will understand Bloomfield's linguistic thought and apply basic structural analysis methods.
- Students will be able to describe A. J. Greimas's contributions, including the semiotic square and actantial model.
- Students will understand Chomsky's major ideas such as transformation, generative grammar, competence, performance, surface structure, and deep structure.
- Students will compare the linguistic theories of Saussure, Bloomfield, Greimas, and Chomsky in simple terms.

Unit-I: Saussure da Bhasha Chintan**(12 Hrs.)**

- Jeevan ate Rachna
- Langue- Parole, Kadidaar-Ladidaar, kalk ate dukalk
- Chin, Chenak ate Chenat

Unit-II: Leonard Bloomfield da Bhasha Chintan**(11 Hrs.)**

- Jeevan ate Rachna
- Bhasha Chintan
- Nikat Ang Vishleshan Vidhi

Unit-III: Algirdas Julien Greimas**(11 Hrs.)**

- Jeevan ate Rachna
- Semiotic Square (Arthan da Snrachna Chitar)
- Actantial Model (Khani da Adhar), Narrative Grammar (Ktha Vigyaan)

Unit IV: Chomsky da Bhasha Chintan**(11 Hrs.)**

- Jiwan ate Rachna
- Bunayadi Sankalp: Roopantran (Transformation), Sirjnatmak (Generative) Bhashai Samratha ate Bhashai Pragta (Competence & Performance), Bahari Bantar ate Bhaav Bantar (Surface Structure & Deep Structure)
- Bhasha ate Viyakaran, Roopantari Sirjnatmak Viyakarn da Vikas

Essential Reading:

- A.j. Greimas (original Author) Daniele McDowell, Ronald Schleifer and Alan Velie (Trans.) (1984), Structural Semantics an Attempt at a Method, London, University of Nebraska Press.
- Bloomfield, L. (1933), Language, New York, Henry Holt.
- Chomsky, N. (1957), Syntactic Structures, Mouton.
- Chomsky, N. (1965), Aspects of the Theory of Syntax, MIT Press.
- Saussure, F. de. (1959), Course in general linguistics (C.Bally & A. Sechehaye, Eds.; W. Baskin (Trans.)), New York, Philosophical Library.

Suggested Readings:

- Barthes, R. (1964), Elements of semiology, A. Lavers & C. Smith (1968) (Trans.), Hill and Wang.
- Brar, Boota Singh (2014), Bhasha Vigiyaan: Siddhant ate Vihar, Ludhiana, Lahore Book Shop.
- Chandler, D. (2017), Semiotics: The basics (3rd ed.), Routledge.
- Chomsky, N. (1975), Reflections on language, Pantheon Books.
- Joseph, J. E. (2012), Saussure, Oxford University Press.
- Pinker, S. (1994), The language instinct: How the mind Creates language, New York, W. Morrow and Co.
- Radford, A. (1988), Transformational grammar: A first course, Cambridge University Press.
- Smith, N. (2016), Chomsky: Ideas and ideals (3rd ed.), Cambridge University Press.

Khoj Nibandh Likhan di Takneek

Credit Distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical		
Khoj Nibandh Likhan di Takneek	02	01	01	00	Nil	Nil

Learning Objectives:

- To familiarize students with some basic computing technologies and applications;
- to provide a basis for making informed choices in the use of digital resources in the field of humanities.
- To explore those areas where access, manipulation and analysis of digital resources can benefit research and teaching in the field of humanities, and in the wider cultural and heritage sector.

Learning Outcomes:

- Students will get an insight into the genesis of Digital Humanities; -
- They will become familiar with current trends and issues in Digital Humanities; - gain hands-on experience with tools and techniques used by scholars in the field of humanities; -
- They would be able to use several digital tools and related methods that can be useful for literary scholars and linguists.

Unit I: Khoj Nibandh Likhan di Vidhi ate Takneek

(8 Hrs.)

- Aagman te Nigman Vidhi
- Synopsis ate Notes Tyar Karna
- Pustak Suchi, Anukramika, Footnote ate Hawale

Unit II: Khoj Nibandh lai Data Ikattarikan

(7 Hrs.)

- Prashnavali te Sarvey rahi data ikattarikan
- Interview Vidhian rahi data ikattarikan
- Vishe naal Sambandhit Khoj Kaarjan da Sarvekhan ate Mulankan

Essential Readings:

- Correa, Delia Da Sousa & Owens, W. R (2010), *The Handbook to Literary Research*. Routledge, New York & London.
- Sinha, M. P. (2019), *Research Methods in English*, Atlantic Publishers, New Delhi.

Suggested Readings:

- Harner, James L. (2002), *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*, New York: MLA of America.
- Kothari C.R. (2004), *Research Methodology: Methods and Techniques*, New Age International.
- *MLA handbook (Eighth Edition)*, (2016), New York, The Modern Language Association of America,
- Piar Singh (Dr.), (2019 Reprint) *Khoj Sidhant te Vivhar*, Publication Bureau, Punjabi University, Patiala