

MASTER OF ARTS (COMPARATIVE INDIAN LITERATURE)

**COURSES
FOR
2ND YEAR OF PG FOR TWO-YEAR PG PROGRAMME (3+2)**

**Semester III and IV
for
Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework**



**DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES
FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI-110007**

**W.E.F FROM JULY 2026 AS PER PGCF
BASED ON NEP-2020**

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Students have to take 2 DSCs + 2 DSEs + 1 DSEs or 1 GE + 1 SBC per semester.

Discipline Specific Core Course (DSC)**SEMESTER III**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 301		Contemporary Trends in Comparative Literary Studies	03	01	04
CILDSC 302		Themes and Thematology in Indian Literature	03	01	04
Total			06	02	08

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 401		Post-Colonial Indian Literature: Comparative Approaches	03	01	04
CILDSC 402		Contemporary Literary and Cultural Theories	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)**(Apart from the Language DSE Pool)****SEMESTER III**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
CILDSE 301		Swaraj and Decolonization in Literary and Cultural Studies	03	01	04
CILDSE 302		Women in Indian Literature	03	01	04
CILDSE 303		Indigenous (Tribal) Lore and Literature of India	03	01	04
CILDSE 304		Indian Partition Literature	03	01	04
CILDSE 305		Folklore Across Eras in India- From Oral to Digital Platforms	03	01	04

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSE 401		Narrative Traditions of India	03	01	04
CILDSE 402		Oral Epics of India	03	01	04
CILDSE 403		Bhakti Movements and Indian Literature	03	01	04
CILDSE 404		Print, Publication, and Publics: A History of the Book in Indian Languages	03	01	04

DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL**I to IV Semester**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
CILDSEA 001		Introduction to Assamese Language-I	03	01	04
CILDSEA 002		Introduction to Assamese Language-II	03	01	04
CILDSEA 003		Introduction to Assamese Language-III	03	01	04
CILDSEA 004		Introduction to Assamese Language-IV	03	01	04
CILDSEB 001		Introduction to Bengali Language – I	03	01	04
CILDSEB 002		Introduction to Bengali Language – II	03	01	04
CILDSEB 003		Introduction to Bengali Language – III	03	01	04
CILDSEB 004		Introduction to Bengali Language – IV	03	01	04
CILDSEG 001		Introduction to Gujarati Language – I	03	01	04
CILDSEG 002		Introduction to Gujarati Language – II	03	01	04
CILDSEG 003		Introduction to Gujarati Language – III	03	01	04
CILDSEG 004		Introduction to Gujarati Language – IV	03	01	04
CILDSEK 001		Introduction to Kannada Language – I	03	01	04
CILDSEK 002		Introduction to Kannada Language – II	03	01	04
CILDSEK 003		Introduction to Kannada Language – III	03	01	04
CILDSEK 004		Introduction to Kannada Language – IV	03	01	04
CILDSEMAL 001		Introduction to Malayalam Language – I	03	01	04
CILDSEMAL 002		Introduction to Malayalam Language – II	03	01	04
CILDSEMAL 003		Introduction to Malayalam Language – III	03	01	04
CILDSEMAL 004		Introduction to Malayalam Language – IV	03	01	04
CILDSEMAN 001		Introduction to Manipuri Language – I	03	01	04
CILDSEMAN 002		Introduction to Manipuri Language – II	03	01	04
CILDSEMAN 003		Introduction to Manipuri Language – III	03	01	04
CILDSEMAN 004		Introduction to Manipuri Language – IV	03	01	04
CILDSEMAR 001		Introduction to Marathi Language – I	03	01	04
CILDSEMAR 002		Introduction to Marathi Language – II	03	01	04
CILDSEMAR 003		Introduction to Marathi Language – III	03	01	04
CILDSEMAR 004		Introduction to Marathi Language – IV	03	01	04
CILDSEO 001		Introduction to Odia Language – I	03	01	04
CILDSEO 002		Introduction to Odia Language – II	03	01	04
CILDSEO 003		Introduction to Odia Language – III	03	01	04
CILDSEO 004		Introduction to Odia Language – IV	03	01	04
CILDSES 001		Introduction to Sindhi Language – I	03	01	04
CILDSES 002		Introduction to Sindhi Language – II	03	01	04
CILDSES 003		Introduction to Sindhi Language – III	03	01	04
CILDSES 004		Introduction to Sindhi Language – IV	03	01	04
CILDSETAM 001		Introduction to Tamil Language – I	03	01	04
CILDSETAM 002		Introduction to Tamil Language – II	03	01	04
CILDSETAM 003		Introduction to Tamil Language – III	03	01	04
CILDSETAM 004		Introduction to Tamil Language – IV	03	01	04
CILDSETEL 001		Introduction to Telugu Language – I	03	01	04
CILDSETEL 002		Introduction to Telugu Language – II	03	01	04
CILDSETEL 003		Introduction to Telugu Language – III	03	01	04
CILDSETEL 004		Introduction to Telugu Language – IV	03	01	04

Skill Based Courses (SBC)**SEMESTER III**

Course Code	Paper no	Course Title	Credit Distribution of the Course		
			Lecture	Practical	Total
CILSBC 301		Manuscript Reading	1	1	2
CILSBC 302		Project Work and Methodology	1	1	2

SEMESTER IV

Course Code	Paper no	Course Title	Credit Distribution of the Course		
			Lecture	Practical	Total
CILSBC 401		Digital Tools and AI Applications in Literary Studies	1	1	2
CILSBC 402		Techniques of Translation	1	1	2

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES**UNIVERSITY OF DELHI****SEMESTER III****DISCIPLINE SPECIFIC CORE COURSE – CILDSC 301**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Trends in Comparative Literary Studies Code- CILDSC 301	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the contemporary debates in theory and practice of Comparative Literature among the students.
- To study the current trends and applications of Comparative Literature
- To engage and explore the contemporary and future perspectives of comparative literary studies.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the different paradigms and practices of Comparative Literature from past to present.
- Identify the debates and new domains of comparative literary studies
- Critically engage Comparative Literature with new areas of literary and cultural studies.

UNIT – I Comparative Literature in the 20th and 21st centuries (15 hours)

- Changing trends and trajectories of Comparative Literature
- Comparative Literature and Multiculturalism
- Comparative Literature and Globalization

UNIT – II Major Debates and Perspectives on Comparative Literature (15 hours)

- Disciplines and Debates
- Claims of Crisis and Death of Comparative Literature
- Comparative Literature versus World Literature

UNIT – III Comparative Studies and Interdisciplinarity (5 hours)

- Comparative Literature and Translation Studies
- Comparative Literature and Culture Studies

UNIT – IV Comparative Literature and Future of Literary Studies (10 hours)

- New Horizons of Comparative Literature
- Comparative Literature and Digital Humanities
- New Schools and Centres of Comparative Literature

TUTORIAL (15 hours)

(Background readings of select essays, Mapping the current centres of Comparative Literature institutions, Mapping the Journals of Comparative Literary Studies, Group Discussion)

Essential readings:

Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press. 1995. (Introduction and select chapters)

Saussy, Haun. Ed. *Comparative Literature in the Age of Globalization*. Baltimore: The Johns Hopkins University Press. 2004. (Introduction and select chapters)

Spivak, G. C. *Death of a Discipline*. New York: Columbia University Press. 2003. (1st and 2nd Chapter)

Tötösy de Zepetnek, Steven. "From Comparative Literature Today Toward Comparative Cultural Studies." *CLCWeb: Comparative Literature and Culture* 1.3 1999

Wellek, Rene. *Concepts of Criticism*. New Haven: Yale University Press. 1963 (Select Chapters)

Suggested/Recommended readings:

Ali Behdad, Dominic Thomas Ed. *A Companion to Comparative Literature*. Blackwell Publishing Ltd, 2011.

Damrosch, David and Gayatri Chakravorty Spivak. *Comparative Literature/World Literature. Comparative Literature Studies*. Vol. 48, No. 4, pp. 455-485. 2011.

Damrosch, David. *Comparing the Literatures: Literary Studies in a Global Age*. Princeton University Press. 2020.

Dominguez, C, Saussy, H., and Villanueva, D. Eds. *Introducing Comparative Literature: New Trends and Applications*. London and New York: Routledge. 2015.

Koelb, Clayton, and Susan Noakes, editors: *The Comparative Perspective on Literature: Approaches to Theory and Practice*. Ithaca: Cornell UP, 1988.

Tötösy de Zepetnek, Steven. *Comparative Literature: Theory, Method, Application*. Amsterdam-Atlanta, GA: Rodopi, 1998.

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

DISCIPLINE SPECIFIC CORE COURSE – CILDSC 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Thematology in Indian Literature Code- CILDSC 302	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The course aims to:

- Introduce students to the concept, scope, and disciplinary development of thematology within world and Indian literary studies.
- Familiarize students with key thematic categories — such as theme, motif, topos, archetype, situation, and trope — and their analytical significance.
- Enable students to identify and trace recurring themes, motifs, and topoi across different periods, genres, and linguistic traditions of Indian literature.
- Develop students' ability to analyze how socio-cultural, political, and historical contexts shape thematic evolution in Indian literary production.
- Cultivate comparative analytical skills through close reading of texts across Indian languages (in translation), highlighting thematic continuities and transformations.
- Encourage students to connect classical, medieval, and modern literary expressions through thematic mapping and interpretive practice.
- Prepare students to undertake independent thematic reading projects, supported by theoretical and applied thematological approaches.

Learning outcomes:

After completing the course, students will be able to:

- Demonstrate conceptual clarity in thematology and apply it effectively in literary analysis.
- Conduct thematic comparisons across linguistic, regional, and temporal traditions in Indian literature.
- Critically examine mythic, folkloric, and oral elements as foundations for thematic formations in Indian texts.

- Produce coherent thematic interpretations through analytical essays, presentations, or digital mapping projects.
- Recognize the relevance of thematic study in understanding cultural, ideological, and aesthetic formations in Indian literary traditions.

UNIT – I: Introduction to Thematology**(15 hours)**

- Definition, scope, and evolution of thematology in world and Indian literary studies.
- Key concepts in thematology: Stoff, rohstoff, plot, tale, situation, motif, theme, trait, type, topos, image
- Distinctions and relationships between major thematic categories.
- Overview of theoretical approaches to thematic analysis (structuralist, historicist, cultural, comparative).

UNIT – II: Thematology in History**(15 hours)**

- Thematology as a historical practice: shifts in thematic perception across periods.
- Themes as culturally and temporally situated constructs.
- Colonial, nationalist, and postcolonial reconfigurations of themes.

UNIT – III: Thematology in the Indian Context**(15 hours)**

- Thematic formations in Indian classical, medieval, bhakti, colonial, and modern literatures.
- Mythic, folkloric, and oral traditions as thematic reservoirs.
- Diversity of thematic expressions across Indian languages and literary systems.

UNIT – IV: Thematology in Action**(15 hours)**

- Thematic mapping exercises: tracing topoi such as waiting, blackness, exile, desire, etc., across Indian literature.
- Comparative close reading practice: identifying thematic patterns and variations.

TUTORIAL

(The tutorial component of the course will complement classroom lectures by offering students a space for guided discussion, analytical practice, and collaborative exploration of thematological concepts. Each week, students will engage with selected themes, motifs, and topoi through close reading exercises, comparative textual analysis, and reflective conversation based on assigned readings. Tutorials will focus on clarifying theoretical distinctions — such as theme, motif, situation, and topos — while encouraging students to apply these categories to specific literary examples drawn from different Indian languages. Students will work in small groups to map thematic trajectories across historical periods, share short response papers, and refine their analytical arguments with instructor feedback. The tutorial will also support

the development of independent thematic projects by helping students frame research questions, select appropriate textual examples, and practice methods of thematic mapping and interpretation.)

Essential readings:

Amiya Dev. 'Literary Themes and Comparative Literature'. In *Comparative Literature: Theory and Practice*, edited by Sisir Kumar Das and Amiya Dev. Indian Institute of Advanced studies, Shimla, 1989.

Harry Levin. 'Thematics and Criticism'. In *Disciplines of Criticism: Essays in Literary Theory, Interpretation and History*, edited by Peter Demetz, Thomas Greene, and Lowry Nelson Jr. New Haven: Yale university press, 1968.

Satendra R. Singh. 'Towards the Concept of the Indian Novel: A Thematic Construct'. In *Comparative Literature: Theory and Practice*. Indian Institute of Advanced studies, Shimla, 1989.

Sibaji Bandopadhyay. 'Introduction'. In *Thematology: Literary Studies in India*, edited by Sibaji Bandopadhyay. Jadavpur University, Kolkata, 2004.

Swapan Chakravorty. *Historicizing Thematology*. Edited by Sibaji Bandopadhyay. Jadavpur University press, Kolkata, 2004.

Swapan Mazumdar. 'Thematology in the Indian Context'. In *Thematology: Literary Studies in India*, edited by Sibaji Bandopadhyay. Jadavpur University press, Kolkata, 2004.

Suggested/Recommended readings:

Bandhyopadhyay, Sibaji, ed. *Thematology: Literary Studies in India*. Jadavpur University, 2004.

Das, Sisir Kumar, and Amiya Dev, eds. *Comparative Literature: Theory and Practice*. Indian Institute of Advanced Study, 1989.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton University Press, 1973.

Guillén, Claudio. *The Challenge of Comparative Literature*. Harvard University Press, 1993.

Praver, Siegbert Salomon. *Comparative Literary Studies: An Introduction*. With Internet Archive. Duckworth, 1973.

Rene Wellek and Austin Warren. *Theory of Literature*. With Internet Archive. Harcourt, Brace & World, 1956.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. With Internet Archive. Indiana University Press, 1974.

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

SEMESTER IV**DISCIPLINE SPECIFIC CORE COURSE- CILDSC 401**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Post-colonial Indian Literature: Comparative Approaches Code- CILDSC 401	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To familiarize the students with the concept Indian Literature within the framework of Comparative Literary studies.
- To understand the various models of Comparative Indian Literature and their methodological frameworks.
- To relate Post-Colonial Indian Literature to Comparative Literary Studies by highlighting intersections of culture, language and translation.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the conceptualization of Indian literature and its various facets.
- Trace the historical trajectory of Comparative Literature in India.
- Identify the different models of pedagogical and practices of Comparative Indian Literature
- Engage critically with Post-Colonial Indian literary texts through comparative framework.

UNIT – I Concept and Formulation of Indian Literature**(5 hours)**

- The Idea of an Indian Literature
- Basic Unity of Indian Literature

UNIT – II Comparative Literary Studies in India: Models and Methods**(15 hours)**

- Comparative Literature in a Multilingual Society
- Indian Schools of Comparative Literature: Jadavpur, University of Delhi and others
- Comparative Indian Literature: Pedagogical Perspectives

UNIT – III Comparative studies in Post- colonial Indian Literature: Challenges and Perspectives (15 hours)

- Examining the canon of Post-colonial Indian Literature
- Grounds of Comparison among Post-colonial Indian literatures
- Issues of Languages and Translations

UNIT – IV Modes of Reading Post-colonial Indian Literature in Comparative Framework (10 hours)

- Indian Literature as Comparative Literature
- Literary Historical and Contextual Readings
- The Native Theoretical Approaches

TUTORIAL

(Background readings of select essays, Know the Indian Comparatists, Group Discussions, Presentations on Regional Literatures, and Comparative Reading Exercises)

Essential readings:

Dev, Amiya. *The Idea of Comparative Indian Literature*. Kolkata: Papyrus, 1984. (Select Chapters)

Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. Shimla: Indian Institute of Advanced Study, 1989. (Select Chapters)

Das, Bijay Kumar. *Comparative Literature: Theory and Practice*. New Delhi: Atlantic, 2000. (Select Chapters)

Paniker, K. Ayyappa. *Indian and Comparative Literature: Some Perspectives*. New Delhi: Sahitya Akademi, 1991. (Select Chapters)

Suggested/Recommended readings:

Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. Shimla: Indian Institute of Advanced Study, 1989.

Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Hyderabad: Orient Longman, 1992.

George, K.M. (ed.). *Comparative Indian Literature, Vol. 1 & 2*. New Delhi: Macmillan, 1984.

Mani, Preetha. *The idea of Indian literature: Gender, Genre, and Comparative Method*. Evanston: Northwestern University Press, 2022.

Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Kolkata: Papyrus. 1987.

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

DISCIPLINE SPECIFIC CORE COURSE- CILDSC 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Literary and Cultural Theories Code- CILDSC 402	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- to give a general understanding of Theory.
- to familiarize students with the basic concepts and schools of contemporary literary and cultural theories.
- To provide an introduction to the condition of theoretical engagement of contemporary India.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the major schools of contemporary literary and cultural theories.
- Develop an understanding of the concepts of literary and cultural theories.
- Engage critically with contemporary trends in literary and cultural theories in the Indian context.

UNIT– I. Understanding ‘Theory’ as a category (5 hours)

Poetics, Literary Criticism, and Literary Theory; The ‘Theoretical Turn’.

UNIT– II. Major concepts in contemporary literary and cultural theories (15 hours)

Concepts based on Subjectivity, Power, Ideology, Text, Intertextuality, Reading, Reception.

UNIT– III. Understanding the Post-colonial situation (15 hours)

Colonialism, Orientalism, Subaltern Studies, Intellectual Dependency, Circulation of Western theories, Decoloniality, Swaraj

UNIT– IV. Search for ‘Indian’ theories in contemporary academia (10 hours)

Rethinking classical poetics, Nativism, Dalit Aesthetics.

TUTORIAL (15 hours)

(Background readings of select essays, Know the Theorist, Group Discussions, Presentations, Comparative Reading Exercises)

Suggested/Recommended readings:

Ahmed, Aijaz. (1992). *In Theory: Classes, Nations, Literatures*. Oxford: Oxford University Press. (Select Chapters)

Barry, Peter. (2017). *Beginning Theory: An Introduction to Literary and Cultural Theory*, UK: OUP. (Select Chapters)

Culler, Jonathan, (2004) *.Literary Theory: A Very Short Introduction*, OUP: Oxford. (Select Chapters)

Devy, G. N. (1992). *After Amnesia: Tradition and Change in Literary Criticism*. Delhi: Orient Longman. (Select Chapters)

Ferro, Marc. (1997). *Colonization: A Global History*. London: Routledge. (Select Chapters)

Kapoor, Kapil. & Singh, Awadhesh Kumar. (Eds.). (2005). *Indian Knowledge System*, Vol: I and II, Delhi: D. K. Printworld Ltd. (Select Chapters)

Paranjape, Makarand. (1997). Ed. *Nativism: Essays in Criticism*. New Delhi: SahityaAkademi.

Waugh, Patricia. (2006). *Literary Theory and Criticism*, OUP: Oxford.

Widdowson, Peter. (2004). *Literature*, Routledge: London.

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

DISCIPLINE SPECIFIC ELECTIVE COURSES**SEMESTER III****(Apart from the Language DSE Pool)****DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 301**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Swaraj and Decolonization in Literary and Cultural Studies Code- CILDSE 301	4	4	1	0

Course objectives:

- This course will offer students a foundational understanding of the concepts of academic dependence, and literary, cultural, and academic movements towards decolonizing mind; taking the Decolonial Studies, and the Swaraj Studies paradigms as the central themes.
- The course will introduce the intricacies of the process of the colonization and decolonization attempts at literary, cultural, and theoretical formulations.

Learning outcomes:

After learning this course, the students will be able to:

- Understand the changes in the definition of Coloniality of Mind, Decoloniality as a Concept, and Swaraj as concepts.
- Draw Historical outline of the development of this journey across continents
- Comprehend the knowledge of the terms used, and battled around this journey.

UNIT – I**(10 hrs)**

Changing definitions of Swaraj

UNIT – II**(10 hrs)**

Changing definitions of Decoloniality

UNIT – III**(20 hrs)**

Academic movements towards Swaraj and Decoloniality

UNIT – IV**(20 hrs)**

Literary and Cultural movements towards Swaraj and Decoloniality

TUTORIAL**(15 hrs)**

(Background readings of select essays, Know the Swarajists, Group Discussions, Presentations on selected thinkers and movements.)

Essential readings:

D, Le Sueur James, ed. *The decolonization reader*. Routledge, 2003.

Shah, Ghanshyam (Editor). *Re-reading Hind Swaraj: Modernity and Subalterns*. Routledge. 2012.

Thiong'o, Ngũgĩ wa. *Decolonising the Mind*. James Currey. 1986

Suggested Readings:

Khader, S. J. *Decolonizing Universalism*, New York, Oxford University Press, 2019.

D, Hargreaves John. *Decolonization in Africa*. Longman, 1990.

Duara, P. *Decolonization*. Taylor & Francis Group Plc, 2004.

Ramanathan, V. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*, Clevedon, Buffalo, Multilingual Matters, 2005

Sandoval, C. *Methodology of the oppressed*, Minneapolis, Minnesota, University of Minnesota Press, 2000.

Springhall, John. *Decolonization since 1945*. Macmillan Education UK, 2001.

Wilson, Henry S. *African decolonization*. E. Arnold, 1994.

Wood, D. A. *Epistemic Decolonization*. Springer International Publishing, 2020.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Women in Indian Literature		Lecture	Tutorial	Practical/ Practice		
CILDSE 302	4	3	1	NIL	Graduation	NIL

Learning Objectives:

This course aims:

- to introduce students to women's writings across diverse Indian languages genres, and historical phases.
- to critically examine how caste, gender, class, religion, and region intersect and influence women's literary production and representation.
- to explore key themes, motifs, and narrative strategies employed by Indian women writers while engaging with different linguistic and socio-cultural contexts through a comparative framework,
- to analyze women's participation in oral traditions, folklore, and digital storytelling to understand how women negotiate voice, agency, identity, and resistance in both traditional and contemporary spaces.
- to develop ability to read and critique texts from a feminist and interdisciplinary perspective by studying feminist literary movements and their impact on women's writings.

Learning Outcomes:

By the end of this course, students will be able

- to critically understand Indian culture, history, and society from women's perspectives and recognize how gender politics shapes language, customs, and community identity.
- to analyze how patriarchy, caste discrimination, and social reform are negotiated differently by women writers across regions and languages.
- to apply feminist, subaltern, and intersectional theories to interpret women's texts and evaluate how women construct self, identity, and agency through literature.

- to compare women's writings across Indian languages and traditions, connecting oral narratives, folk expressions, and contemporary digital storytelling as evolving forms of women's creative expression.

Unit I: Feminism and Gender Discourses in India**(10 hours)**

Introduction to Feminism, Feminist Theories in the Indian context, Women's Studies, Gender Studies, and Women in Literature. Comparative understanding of Feminism in India vs. Western Feminism Overview of key concepts: patriarchy, gender roles, women's agency, and literary representation.

Unit II: Women's Presence and Voice in Literature**(15 hours)**

Reasons for women's presence in literature; marginalization, devaluation, silencing, and erasure of women's voices in literary history. Themes of women's self, language, identity, diaspora, and cultural construction. Introduction to intersectionality and caste-gender

Unit III: Historical Survey of Women in Indian Literary Representations (15 hours)

Vedic literature, post-Vedic literature

Puranic literature, Buddhist literature, Jaina literature Bhakti literature, Literature of courtesans, nuns, shamaness and priestess. Therigatha and Sangam Women poets Bhakti women poets: Tamil, Kannada, Marathi and Hindi Courtesan poets

Unit IV: Women in Indigenous, Oral, and Literary Traditions**(10 hours)**

Women's creative presence in traditional and oral cultures: Therikatha, Women in vedic tradition Sangam women poets, Bhakti women poets, and women's lore in oral traditions. Understanding oral narratives as women's alternative literary space. Linking oral traditions to emerging digital narratives as evolving forms of women's expression. Lullabies, ritual songs, wedding songs

Prescribed Texts:

Staging Resistance: Plays by Women in Translation – Tutun Mukherjee (Ed).

The Appeasement of Radhika: Radhika - Sandhya Mulchandani. (Trans.)

Tharu, Susie, and K. Lalitha, editors. Women Writing in India. 2 vols., Oxford UP, 1991–93

“Can the Subaltern Speak?”- Gayatri Chakravorty Spivak

Suggested Readings:

Bhanavi Kumkum. (Ed). Futures. New Delhi: Zubaan. 2006.

Chakravarti Uma. Gendering Caste. Kolkata: Street Publication. 2006

Chaudhuri Maitrayee. Feminism in India. New Delhi: Kali for Women. 2004

Handoo Latita. Folklore and Gender. Mysore: Zoomi Publications. 1999

Indira, K. R. Sthraina Kamasutram (Women's Kamasutra) Kerala: D C Books. 2018

Manda Khandge, Shubhangi Raykar, Neelima Gundi, Vidya Deothar, Nishikant Mirajkar. Eds. Women's Literature in India. Vol I&II. Pune: Sahityapremi Bhagini Mandal. 2010.

Tarrant, Shira. Men and Feminism. California: Seal Press 2009

Altekar, A. S. The Position of Women in Hindu Civilization. 1938.

Ramanujan, A.K. On Women Saints. In The Divine Consort: Radha and Other Minor Goddesses, ed. by Reynold et. al. Berkeley: University of California Press. 1988.

Ramanujan, A.K., Velceru Narayana Rao and David Shulman. Eds. 2004.

When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others. Delhi: Oxford University Press.

Ramusack. 1990. From Symbol To Diversity: the Historical Literature On Women in India. South Asia Research, 10: 139-157.

Sangari, Kumkum and Sudesh Vaid..(ed.) Recasting Women: Essays in Colonial History. New Delhi: Kali for Women.1989

S&F Online: The Scholar and Feminist XXX: Past Controversies, Present Challenges and Future Feminisms. 3.3-4.1, Fall 2005

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 303

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Indigenous (Tribal) Lore and Literature of India		Lecture	Tutorial	Practical/ Practice		
CILDSE 303	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To provide the scope to have an overall clear idea about the geo-cultural and literary scenario of India where the tribes of India are an integral part.

- To examine the impact of migration, colonization and modernization on the tribal communities of India and on their literature as well.
- To have a proper understanding of the different genres of indigenous literary expressions
- To study and analyse the select texts belonging to Indian indigenous literature

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this paper, students will be able to gain a thorough understanding of diversity and the geo-cultural structure of India where tribes and non-tribes co-exist.
- Students will be able to understand the concept of 'tribe' and its cultural and political connotation.
- Students will be able to think of literature beyond the documented literature only and the basic confusion of amalgamating the oral and written literature will be cleared.
- After completing the course, the students will be able to comprehend the basic concepts of Indigenous Literature in Indian context.
- Students will have knowledge of both the classical and the contemporary Indian tribal literature.
- The basic fabric of Indian tribal-lore and an over all idea about the tribal culture and literature of India will be understood by the end of the course.

UNIT – I The concept of 'tribe and its definitional issues, indigenous lore and life (hours)

UNIT – II Various forms and genres of Indigenous literature (hours)

UNIT – III Indigenous(tribal) literature in Indian context (with special reference to Northeast India) (hours)

UNIT – IV Critical Readings of select texts from Indian Indigenous (tribal) literature (hours)

TUTORIAL

Essential readings:

Dorson, Richard M. Ed, *Folklore and Folklife: An Introduction*. New York: UCP, 1972.

Elwin, Verrier. *The Tribal World*. New Delhi: OUP, 1964.

Kire, Esterine. *Sky is My Father*. (2nd ed.) New Delhi: Speaking Tiger, 2018.

Mann, R.S., and K. Mann. *Tribal Cultures and Change*. New Delhi: Mittal Publications, 1989.

Thankamma, Catherine, trans. *Kocharerthi the Araya Woman* by Narayan. 25th Impr. New Delhi : Oxford University Press (Oxford India Paperbacks), 2021.

Tripathy, S. N. Ed. *Tribals in India: the Changing Scenario*. New Delhi: Discovery Publishing House. 1998.

Vidyarthi, L.P. and Binay Kumar Rai. *The Tribal Culture of India*. New Delhi: Concept Publishing Company, 1977.

Suggested/Recommended readings

Behera, M.C. *Tribal Religion: Change and Continuity*. New Delhi: Commonwealth Publishers, 2000.

Dan Ben-Amos. "Toward a Definition of Folklore in Context", in Americo Paredes and Richard Bauman, eds. *Toward New Perspectives in Folklore*. Austin: University of Texas Press for the American Folklore Society, 1972.

Das, B. K., trans. *Paraja* by Gopinath Mohanty. Delhi: Oxford University Press, 1987.

Dennis, Phillip A. *Literature and Anthropology* (Studies in Comparative Indian Literature No. 2). Texas: Texas University Press, 1989.

Frazer, James, and Ruth Benedict. Ed. *Between Anthropology and Literature: Interdisciplinary Discourse*. London: Routledge, 2002.

Majumdar, D. N., and T. N. Madan. *Races and Cultures of India*. Allahabad: Kitabistan, 1945

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

DISCIPLINE SPECIFIC Elective COURSE – CILDSE 304

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Partition Literature Code- CILDSE 304	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students towards a new area of investigation where literature comes out as the source of the historical, social, and political situations of the country during and after the partition of India.
- To study the narratives of partition and their reflections in Indian literature and culture.
- To provide scope for interdisciplinary studies and fostering a deeper understanding of its impact on society, culture, politics, and identity.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the historical, social and political context of Indian Partition literature
- Evaluate the multifaceted narratives surrounding the Partition of the Indian subcontinent.
- Critically analyse Partition literature and its impact on society, culture, politics, and identity.

UNIT – I Historical and political background of partition. (5 hours)

Ambedkar, Dr. B.R. (2013). Pakistan or The Partition of India. Samayak Prakashan; First Edition.

Seshadri, HV. (2018). The Tragic Story of Partition: A documented chronicle of events leading to Partition of India. Bengaluru: Sahitya Sindhu Prakashan,

UNIT – II Violence, trauma and displacement due to partition. (10 hours)

Islam, Shamsul. (2016) Muslims Against Partition — Revisiting the legacy of Allah Bakhsh and other patriotic Muslims. New Delhi: Pharos Media & Publishing Pvt Ltd.

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2023). Eds. Revisiting Partition Tales of Displacement, Horror, Negotiation and Reconciliation. New Delhi: IGNCA.

UNIT – III Cultural memories and representation of Partition: Novel, Autobiography and Short Stories (20 hours)**Novels:**

Ajho- Hari Motwani

Autobiography:

The Pages of My Life – Popati Hiranandani

Select short stories:

Bhalla, Alok. (1994). Stories about the Partition of India. 3 vols. New Delhi: Harper Collins. (*Three short stories to be selected*)

UNIT – IV Cultural memories and representation of Partition: Travelogue and Film. (10 hours)**Travelogue:**

Saryu Se Sindhu – Ravi Prakash Tekchandani National Book Trust (1 January 2019); National Book Trust

Film:

Pinjar- Amrita Pritam (Directed by Chandraprakash Dwivedi, 2003)

TUTORIAL

(Background readings of select texts, Film discussions, Documenting oral experiences, Group Discussion, Presentation)

Suggested/Recommended readings

Aggarwal, Saaz (2021). Sindhi Tapestry: An Anthology of Reflections on the Sindhi Identity, black-and-white fountain

Ahmad, Aijaz. (1997). "Tryst with destiny" -- free but divided". India (15 August 1997), Special Number, pp. 21-28.

Ambedkar, Dr. B.R. (2013). Pakistan or The Partition of India. Samayak Prakashan; First Edition.

Azad, Maulana. (1988) India Wins Freedom. India: Orient Black Swan

Bhalla, Alok. (1994). Stories about the Partition of India. 3 vols. New Delhi: HarperCollins.

Chatterji, Joya. (1994). Bengal Divided: Hindu Communalism and Partition, 1932-1947, Cambridge: Cambridge University Press.

Cowasjee, S. and Duggal, K. S., (1995). Eds. Orphans of the Storm: Stories on the Partition of India. New Delhi: UBS Publishers.

Das, Veena and Nandy, Ashis. (1986). "Violence, Victimhood and the Language of Silence" in Veena Das (ed), The Word and the World: Fantasy, Symbol and Record. New Delhi: Sage Publications.

Hasan, Murhirul, Ed. (1995). India Partitioned: The Other Face of Freedom. 2 vols. New Delhi: Roli Books.

Hasan, Mushirul, (2000). Ed. Inventing Boundaries: Gender, Politics and the Partition of India. Delhi: Oxford University Press.

Islam, Shamsul. (2016) Muslims Against Partition — Revisiting the legacy of Allah Bakhsh and other patriotic Muslims. New Delhi: Pharos Media & Publishing Pvt Ltd..

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2023). Eds. Revisiting Partition Tales of Displacement, Horror, Negotiation and Reconciliation. New Delhi: IGNCA

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2025). Eds. As They Saw It: Partition of India 1947', New Delhi: IGNCA.

Madav, Ram. (2022). Partitioned Freedom. New Delhi: Prabhat Prakashan Pvt. Ltd.

Nandy, Ashis. (1999). The Invisible Holocaust and the Journey as an Exodus. Postcolonial Studies 2, no. 3.

Ravikant and Tarun K. Saint.(2001). Eds. Translating Partition. New Delhi: Katha.

Seshadri, HV. (2018). The Tragic Story of Partition: A documented chronicle of events leading to Partition of India. Bengaluru: Sahitya Sindhu Prakashan,

Talbot, Ian and Gurharpal Singh, (1999). Eds. Region and Partition: Bengal, Punjab and the Partition of the Subcontinent. Karachi: Oxford University Press.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 305

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Folklore Across Eras in India- From Oral to Digital Platforms		Lecture	Tutorial	Practical/ Practice		
CILDSE 305	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore the evolution of folklore from oral traditions to digital platforms, tracing its transformation across different historical and technological contexts.
- To examine the cultural, social, and political influences that have shaped folklore over time, highlighting its dynamic role in preserving and transmitting collective knowledge.
- To study emerging forms such as fake lore and digital folklore, analyzing their impact on contemporary society and their role in shaping public perceptions of history, culture, and tradition.

Course Outcomes:

After completing this course the students will

- gain an understanding of folklore's evolution, its cultural significance, and its role in shaping identity and tradition.
- develop critical insights into oral, written, and digital folklore, including the impact of fake lore in contemporary society.

Unit 1: Foundations of Folklore Studies

Introduction to Folklore: Definitions, Scope, and Importance

Types of Folklore: Oral Narratives, Folk Songs, Folk Rituals, Proverbs, Myths, and Legends

Relationship Between Folklore and Culture

Unit 2: Folklore in Print and Cinema

The Impact of Printing Press and Written Documentation on Folk Traditions

Folklore in Literature and Nationalism: Case Studies from India and Beyond

Representation of Folklore in Cinema: Adaptations, Folk Epics, and Cultural Identity

Unit 3: Fake Lore, Politics, and Cultural Appropriation

Fake Lore vs. Authentic Folklore: Understanding the Distinctions

Political Uses of Fake Lore in Nationalist Discourses

The Role of Digital Platforms in Constructing and Spreading Fake Lore

Unit 4: Digital Folklore and Emerging Narratives

Introduction to Digital Folklore: Definition, types and Characteristics

Memes, Creepy pastas, and Social Media as New Folk Forms

Role of Folklore in Digital Identity,

No more folklore Intangible culture

Essential readings:

Dorson, Richard. *Folklore and folklife, An introduction*. Chicago; University of Chicago Press, 1972.

Dorson, Richard M. *Folklore and fakelore: Essays toward a discipline of folk studies*. Cambridge, Mass.: Harvard University Press, 1976.

Dundes, Alan (ed.). *International Folkloristics*, New York: Rowman and Little field Publishers, 1999.

Gupta, Sankar Sen. *Folklore and Folklife in India; An Objective Study in Indian Perspective* Calcutta; Indian Publications, 1975.

Handoo, Jawaharlal. *Current Trends in Folklore* Institute of Kannada Studies, University of Mysore, 1978.

Handoo Jawaharlal *Folklore in the Changing World* Central Institute of Indian Language, 2000.

Jeremy Hunsinger et al “Digital Folklore: Four Perspectives.” Second International Handbook of Internet Research “Springer Nature, 2020, pp. 167-186.

Blank, Trevor J. *Folklore and the Internet: Vernacular Expression in a Digital World*. Utah State; University Press, 2009.

Suggested readings:

Blackburn, Stuart H, and Ramanujan A.K., (Ed): 1986: *Another Harmony – New Essays on the Folklore of India*, Oxford University Press.

Blank, Trevor J., (ed) *Folk Culture in the Digital Age: The Emergent Dynamics of Human Interaction* Utah: State University Press, 2012.

Asimos, Vivian. *Digital Mythology and the Internet’s Monster: The Slender Man* Bloomsbury Academic, 2021.

Dundes, Alan. *Interpreting folklore*. Bloomington: Indiana University Press 1980

Handoo Jawaharlal *Folklore in Modern India*. Mysore: Central Institute of Indian Languages, 2012

Pavoorchatram Rajagopal Subramanian *An Introduction to the Study of Indian Folklor* Volume 1 of Folklore series 1972

Gupta, Sankar Sen *Folklore Research in India* Calcutta.; All India Folklore Conference, 1963

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

DISCIPLINE-SPECIFIC ELECTIVE COURSE**SEMESTER IV****DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 401**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Narrative Traditions of India		Lecture	Tutorial	Practical/ Practice		
CILDSE 401	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore Indian narratives, that are not, or may not be ‘written’.
- To develop a clear and systematic understanding of the different forms and genres of narrative traditions.
- To examine the impact of migration, colonization and modernization on the folk narrative traditions of India.
- To study and analyse representative samples drawn from diverse narrative traditions from different parts of India.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- Students will be able to understand the concept of ‘narrative’ in general and ‘narratives in Indian context’ in particular.
- By studying this paper, students will be able to attain a thorough understanding of the various narrative traditions of India across classical, regional and folk forms.
- Students will be able to think and appreciate art, culture, traditions and literatures beyond the ‘standard’ documented literature only.
- After completing the course, the students will be able to comprehend the plurality of the great Indian epics as well the folk epics.
- Students will acquire both foundational and advanced knowledge of both the classical and the folk Indian narratives.
- At the end of the course, students will be able to study, analyse and present methodologically the representative samples drawn from diverse narrative traditions from different parts of India.

UNIT – I The concept of narrative and narrative tradition (**hours**)

UNIT – II Scriptural narratives in India (**hours**)

UNIT – III Performance based and oral Narrative traditions in India **(hours)**

UNIT – IV Pictural narratives and other visual narrative traditions in India **(hours)**

TUTORIAL

Essential readings:

Paniker, Ayyappa. K. *Indian Narratology*. New Delhi: Sterling Publishers, 2003.

Rajagopalachari, C. *Mahabharata*. New Delhi: Bharatiya Vidya Bhavan. 2013.

_____. *Ramayana*. New Delhi: Bharatiya Vidya Bhavan. 2018.

Mahalakshmi, R. (Ed.) *Art and History*. New Delhi: Bloomsbury academic India, 2019.

Richman, Paula. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. Oxford University Press, 1997.

Sharma, Lokesh Chandra. *A Brief History of Indian Painting*. 23rd ed. UP: Krishna Prakashan Media (P) Ltd, 2015.

Suggested/Recommended readings

Agrawal, S. B. and J. Agrawal. *History of Indian Painting* (Part-1). Delhi: Prakhar Goonj Publication, 2022.

_____. *History of Indian painting* (Part II). Delhi: Prakhar Goonj Publication, 2022.

Mukherjee, Tutun and Bharati Harishankar. *Epic in India*. Orient Blackswan PVT. Ltd. 2014.

Nagpal, J. C. *Mural Paintings in India*. New Delhi: Gyan. 2018.

Sabnani, Nina. *Kaavad Tradition of Rajasthan*. New Delhi: Niyogi Books, 2014.

Tharuvana, Azeez. *Living Ramayanas*. Hyderabad: Eka. 2021.

Raghavan, V. *The Ramayan Tradition in Asia*. New Delhi: Sahitya Akademi, 2017.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Oral Epics of India Code- CILDSE 402	4	3	1	NIL	Graduation	NIL

Learning Objectives:

This course

- introduces the rich tradition of oral epics in India, exploring their performance, transmission, regional variations, ritual contexts, and cultural significance.
- examines how oral epics function as repositories of collective memory, expressing identity, history, gender dynamics, power structures, and social ethics.
- analyze case studies from various Indian regions Tamil Nadu, Karnataka, Rajasthan, Bengal, Manipur, and tribal belts alongside theoretical readings on folklore, performance studies, and oral narrative traditions.

Course Learning Outcomes:

By the end of the course, students will :

- understand the concepts of oral tradition, epic narration, performance, and collective memory, and will be able to analyze how community identity, caste, gender, and religion shape the formation and transmission of epic narratives.
- learn to compare regional oral epics across India in terms of structure, themes, motifs, and performance styles, and evaluate how oral epics transition from ritual and performance spaces to print and digital documentation.
- engage, to recognize the relationships between orality, memory, and history.
- students will apply folklore and performance theory to critically interpret oral narratives using the analytical tools gained in the course through a detailed study of selected oral epic traditions as both text and performance.

Unit I – Introduction to Oral Epics

This unit introduces oral tradition as a dynamic process shaped by performance, memory, audience, and transmission. This unit examines how orality relates to history and cultural memory, and explores various types of oral epic traditions in India. The unit also focuses on dominant ideological themes within oral epics, such as heroism, fate, sacrifice, divinity, death, and the cultural process of deification.

Unit II – Regional Oral Epics of India

Study of selected Indian oral epics Elder Brother story Annanmar Kathai (Tamil Nadu) Pabuji and Devnarayan (Rajasthan) Alha and Uday (U.P), Malua (Bengal)

Unit III – Oral Epics: Gender, Caste, and Subaltern Perspectives

Representations of Women in Epics: Martial, Sacrificial and Romantic Women-centered oral epics Kannagi in folk retellings, Tulu Siri, Draupadi cult traditions Alli Representation of marginalized identities Dalit and tribal epic narratives as counter-narratives to dominant/classical texts Oral epics as resistance literature (subaltern historiography) Community performers (e.g., bards, velan, ganakan, bhopa)

Unit IV – Theoretical perspective of oral epics

This unit discusses key folklore theories including the Oral-Formulaic Theory of Milman Parry and Albert Lord, and Performance Theory by Richard Bauman, along with methodological concerns involved in studying oral epics. Oral Epics as Performances Situating Performers Performance as Narration, Performance as Ritual Performance as Discourse Performance as Art.

Essential readings:

Brenda E.F. Beck Three Twins: Telling of a South Indian Folk Epic Indiana University Press 1982

Mahendra Kumar Mishra.Oral Epics of Kalahandi.Chennai:National Folklore Support Centre, 2007.

Sen Dinesh Chandra. The Ballads of Bengal. Delhi: Mittal publications,1988

Vanamamalai, N . Studies In Tamil Folk Literature. Chennai:New Century Book House ,1969

William Waterfield. The Lay of Alha. Humphrey Milford: Oxford University press,1923

Parry, Milman The making of Homeric verse : The collected papers of Milman Parry. New York: Oxford University Press, (987.

Bauman, R. Verbal Art as Performance. Waveland Press.

Richard Schechner Performance Studies An Introduction Routledge Publication, 2020.

Suggested readings:

Aida Vidan. Embroidered with Gold, Strung with Pearls: The Traditional Ballads of Bosnian Women, Harvard University Press, 2003

Lord, Albert B. The Singer of Tales. Cambridge: Harvard University Press, 1960
 Magoun, Francis P., Jr. "Oral-Formulaic Character of Anglo-Saxon Narrative Poetry", Speculum, 28 (1953): 446–67.

Milman Parry. "Studies in the Epic Technique of Oral Verse-Making. I. Homer and Homeric Style" Harvard Studies in Classical Philology, Vol. 41 (1930), pp. 73-147

Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. I: Homer and Homeric Style." Harvard Studies in Classical Philology Vol. 41 (1930), 73–143.

Bauman, Richard, and Charles L Briggs. "Poetics and Performances as Critical Perspectives on Language and Social Life", Annual Review of Anthropology, vol. 19 (1990), pp. 59–88.

Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. II: The Homeric Language as the Language of an Oral Poetry." Harvard Studies in Classical Philology Vol. 43 (1932), 1–50.

Stuart H. Blackburn. Singing of Birth and Death: Texts in Performance the University of Pennsylvania Press, 2015.

Stuart Blackburn – Oral Epics of India

Lauri Honko – Textualization of Oral Epics

Vanamamalai, N., Interpretation of Tamil Folk Creations Trivandrum : Dravidian Linguistics Association, 1981;

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 403

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Bhakti Movements and Indian Literature Code- CILDSE 403	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- Provides a complete overview of the Bhakti movements in India.
- Cover the history, its regional variations, and social impact. The course examines the pivotal role of saint-poets in disseminating the core concepts of Bhakti.

- Investigate their philosophies and teachings as recorded in Indian literature from the 6th to the 18th century.
- To present Bhakti literature as a diverse source of knowledge, expressed through various forms, including writing, music, and performance.

Learning Outcomes

After completing this course, you will be able to:

- Identify the main themes of Bhakti across India's diverse languages and cultures.
- Explain the origins, development, and evolution of the Bhakti movements.
- Utilise comparative methods to analyse Bhakti literature from diverse regions.

Unit I: Bhakti: Basic concepts

Defining the concept of 'Bhakti' (devotion).

A brief overview of key Bhakti texts.

Exploring Bhakti as a 'path of many views' (a way of knowing that embraces different perspectives).

The Origins and Growth of the Bhakti Movements in India.

Key characteristics shared by all Bhakti movements.

Understanding the historical, regional, and social forces that shaped them.

Unit II: The Many Faces of Devotion

An understanding of different Bhakti groups and their philosophies.

The course will focus on major traditions, including:

Shaivism, Vaishnavism, Shaktism, Sufism

Unit III: Exploring the different forms of Bhakti expression

Poems and songs, music, dance, plays, art and statues

Reading and discussing key works, Hymns from the Nayanmars (Shaivite) and Alvars (Vaishnavite), Poems from the Siddhas, Vacanas from the Virasaivites, Poems from the Varkaris

Vakhs (sayings) of Lalded (Lalleswari), Parts of the Adi Granth

Unit IV: The Bhakti Saints

Understanding the hagiography tradition,

Women Bhakti Saints: Andal, Karaikkal Ammaiyar, Akka Mahadevi, Mira Bai, Janabai, Lal Ded,

Bhakti Saints: A study of the life of major saint-poets.

Prescribed Texts:

Hymns for the Drowning: Poems for Vishnu - Nammalvar and A.K. Ramanujan, (tr.)

Speaking of Siva - A.K. Ramanujan (Trans.)

Slaves of the Lord: The Path of the Tamil Saints – Vidya Dehejia.

The Guru Granth Sahib - (Pashaura Singh, Trans.)

Lal Ded: The Great Kashmiri Saint-Poetess - (S.S. Toshkhani, Trans)

The Oxford Anthology of Bhakti Literature – Andrew Schelling (Ed.)

Selected saints' hagiographies from Makers of Indian Literature, Sahitya Akademi

Suggested Readings:

Chatterjee, A.N. (1983). *Srikrishna Caitanya: A Historical Study of Gaudiya Vaisnavism*.

New Delhi: Associated Publishing Company.

Ganapathy, T.N. (2004). *The Philosophy of the Tamil Siddhas*. (2nd Ed). New Delhi:

Indian Council of Philosophical Research.

Jnaneshvar. (1987). *Jnaneshvari* (V.G. Pradhan, Trans.). Albany: State University of New York Press.

Mishra, Kamalakar. (1999). *Kashmir Saivism*. Delhi: Sri Satguru Publications.

Nandimath, S.C. (1979). *A Handbook of Virasaivism*. Delhi: Motilal Banarsidass Publishers Private Ltd.

Sharma, Krishna. (1987). *Bhakti and Bhakti Movement: A New Perspective*. Delhi:

Munshiram Manoharlal Publishers Private Ltd.

Singh, Daljeet and Khark Singh. (Eds.). (1996). *Sikhism: Its Philosophy and History*.

Chandigarh: Institute of Sikh Studies.

Tukaram. (1991). *Says Tuka* (Dilip Chitre, Trans.). New Delhi: Penguin Books India (P) Ltd.

Further Readings:

Bhattacharya, N.N. (1989). Ed. *Medieval Bhakti Movements in India*. New Delhi:

Munshiram Manoharlal Publishers Private Ltd.

Eaton, Richard M. (2015). *Sufis of Bijapur, 1300-1700: Social Roles of Sufis in*

Medieval India. Princeton: Princeton University Press.

Hawley, John Stratton (and Mark Juergensmeyer). (2019). Songs of the Saints of India. New York: Oxford University Press.

Lorenzen, David N. (2023). Ed. Bhakti Religion in North India: Community Identity and Political Action. Albany: State University of New York Press.

Miller, Barbara Stoler. (1984). Ed. & Trans. The Gita Govinda of Jayadeva. Delhi: Motilal Banarsidass Publishers Private Ltd.

Peterson, Indira Viswanathan. (1991). Poems to Siva. Delhi: Motilal Banarsidass Publishers Private Ltd.

Ramanujan, A. K. (1993). Trans. Hymns for the Drowning: Poems for Visnu by Nammalvar. New Delhi: Penguin Books.

_____ (1973). Trans. Speaking of Siva. New Delhi: Penguin Books.

_____. (Ed.). (1994). Eds. When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others. Delhi: Oxford University Press.

Ramaswamy, Vijaya. (2007). Walking Naked: Women, Society, Spirituality in South India. Shimla: Indian Institute of Advanced Study.

Tharu, Susie (and K. Lalita). (1991). Eds. Women Writing in India: 600 B.C. to the Present, Volume I: 600 B.C. to the Early Twentieth Century. New York: The Feminist Press.

Tulsidas. (1994). Ramcarit Manasa: Complete Works of Goswami Tulsidas (S.P. Bahadur, Trans.). New Delhi: Munshiram Manoharlal Publishers Private Ltd.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 404

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Print, Publication, and Publics: A History of the Book in Indian Languages CILDSE 404	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- Trace the transition from manuscript to print cultures in Indian languages.
- Understand the material, technological, and cultural shifts shaping the history of the book.
- Examine the role of colonial presses, vernacular typographies, and regional print networks.
- Explore how print fostered new publics, institutions, and social movements.
- Reflect on the impact of digitization and the redefinition of the “book” in the digital age.

Learning outcomes:

- Gain an informed understanding of the evolution of print culture in India.
- Analyze the relationship between print, language reform, and literary modernity.
- Evaluate the role of publishing, censorship, and alternative publics in shaping discourse.
- Engage critically with archival and digital sources related to book history.
- Reflect on the continuities between manuscript, print, and digital textual practices.

Unit I – From Manuscript to Print: Technologies and Transitions (15 hours)

- The transition from palm-leaf, birch-bark, and handwritten texts to early printed books.
- Colonial presses and the emergence of vernacular typographies.
- Early Indian printers and the regional trajectories of print in Bengali, Tamil, Marathi, Urdu, and other languages.
- The idea of the “book” in pre-print cultures.

Unit II – Institutions, Markets, and the Public Sphere (15 hours)

- The rise of presses, publishers, and reading publics.
- Circulation, censorship, copyright, and the economics of print.
- Periodicals, pamphlets, and nationalist print culture.
- Alternative publics.

Unit III – Language, Literature, and Print Modernity (15 hours)

- Print and the shaping of modern Indian literatures.
- Print as mediation of language reform, grammar, and standardization.
- The creation of literary canons through anthologies, textbooks, and literary societies.
- The relationship between oral, performative, and print cultures.

Unit IV – Archives, Digital Humanities, and the Future of the Book (15 hours)

- Preservation, digitization, and the making of digital archives.
- Book history in the digital humanities framework.
- Reading digital texts in Indian languages: encoding, metadata, and access.
- Rethinking “the book” in the networked age: from print to platform.

TUTORIAL

(The tutorial component will complement the lecture sessions through focused discussion, close reading, and collaborative analysis of primary and secondary materials. Students will engage with selected readings from the core and recommended texts, explore digitized archives of early Indian print, and undertake short exercises on book history and material culture. Activities will include guided discussions, group presentations on regional print traditions, examination of facsimiles or digital reproductions of early printed works, and reflection on the relationship between print and the formation of reading publics. The tutorial will culminate in a brief research presentation or reflective essay that connects theoretical debates to specific examples of print cultures in Indian languages.)

Essential readings:

Chakraborty, Swapan, and Abhijit Gupta, eds. *Fount of Knowledge: Book History in India*, Vol. 3. Hyderabad: Orient BlackSwan, 2016.

Chakraborty, Swapan, and Abhijit Gupta, eds. *Moveable Types: Book History in India*, Vol. 2. Delhi: Permanent Black, 2008.

Chakraborty, Swapan, and Abhijit Gupta, eds. *New Word Order*. New Delhi: Worldview Publications, 2011.

Chakraborty, Swapan, and Abhijit Gupta, eds. *Print Areas: Book History in India*, Vol. 1. Delhi: Permanent Black, 2004.

Priolkar, Anant Kakba. *The Printing Press in India*. Bombay: Marathi Samshodhana Mandala, 1958.

Suggested/Recommended readings

Bose, P. N. *A Hundred Years of Bengali Press*. Calcutta, 1920.

British Museum. *Catalogue of Bengali Printed Books in the Library of the British Museum* (1886); *Supplementary Catalogue* (1910).

British Museum. Dept. of Oriental Printed Books and Manuscripts. *Various Catalogues*.

Dhingra, Kanupriya. *Old Delhi's Parallel Book Bazaar*. Cambridge University Press, 2024.

Feather, John. *A Dictionary of Book History*. London: Routledge, 1986.

Ghosh, Anindita. *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778–1905*. Delhi: Oxford University Press, 2006.

Gupta, Abhijeet. *The Spread of Print in Colonial India into the Hinterland*. Cambridge University Press, 2021.

Joshi, P. N. *A Hundred Years of Bengali Press*. Calcutta, 1920. [Archive.org link].

Joshi, Priti. *Empire News: The Anglo-Indian Press Writes India*. Albany: SUNY Press, 2021.

Joshi, P. R. *In Another Country: Colonialism, Culture and the English Novel in India*. New York: Columbia University Press, 2002.

Koegler, Caroline, and Corinna Norrick-Ruhl. *Are Books Still "Different"? Literature as Culture and Commodity in a Digital Age*. Cambridge University Press, 2023.

Mitra, Samarpita. *Periodicals, Readers and the Making of a Modern Literary Culture: Bengal at the Turn of the Twentieth Century*. Leiden: Brill, 2020.

Orsini, Francesca, ed. *The History of the Book in South Asia*. London: Routledge, 2013.

Roy, Tapti. *Print and Publishing in Colonial Bengal: The Journey of Bidyasundar*. New York: Routledge, 2019.

Sebastian, Pradeep. *The Book Beautiful: A Memoir of Collecting Rare and Fine Books*. New Delhi: Hachette India, 2023.

Shaw, Graham. *Printing in Calcutta to 1800: A Description and Checklist of Printing in Late 18th Century Calcutta*. London: The Bibliographical Society, 1981.

Stark, Ulrike. *The Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India*. Ranikhet: Permanent Black, 2007.

Venkatachalapathy, A. R. *The Province of the Book: Scholars, Scribes and Scribblers in Colonial Tamilnadu*. Delhi: Permanent Black, 2012.

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

DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL**DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 001**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language – I Code- CILDSEA 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Assamese, one of the Modern Indian languages. Since this course of study is offered to students who don't have prior knowledge of Assamese language hence, to give a basic overview of Assamese language is the main objective of this course.
- To introduce students to the letters and sounds of Assamese language.
- To teach students to frame Assamese words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Assamese language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Assamese language (9 hours)

- Origin of Assamese language
- Different stages of development of Modern Assamese language

UNIT – II Introduction to sounds and letters, Framing words and sentences (12 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech

- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences**(12 hour)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Vocabulary and reading an Assamese Dictionary, Basic conversation in Assamese language, Speaking practice, Journaling in Assamese language)

Essential 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

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Suggestive readings/recommended:**Dictionary**

Deka, Pranav Jyoti. *Jyoti-Divashik Abhidhan*. Guwahati: Assam Book Depot. 2011.

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese Dictionary*. Guwahati: Jyoti Prakashan. 2008

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language- II Code- CILDSEA 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Assamese language in the previous semester.
- To focus on the salient features and grammatical rules of the Assamese language as well as give a brief understanding on writing skills and developing contents in Assamese languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Assamese language and its grammar, which will eventually lead them to produce oral and written contents in Assamese language correctly.
- Engage in professional and technical fields related to Assam or Assamese language.

UNIT – I**(9 hours)**

Assamese Phrases and Proverbs

UNIT – II Assamese Grammar**(12 hours)**

- Number
- Gender
- Salient features of Assamese language

UNIT – III Writing skills and Content development**(12 hour)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV**(12 hours)**

Comprehension and Paragraph writing

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read an Assamese book of choice, Role play, Journaling, Group discussion in Assamese language on a specific topic)

Suggested/Recommended readings:

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

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

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

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

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

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

Dictionary

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

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese Dictionary*. Guwahati: Jyoti Prakashan. 2008

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language – III Code- CILDSEA 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To equip learners with a solid foundation in Assamese language and literature.
- To enable the learners to understand and use grammatical structures.
- To engage in everyday conversation.
- To get an overall idea on oral literary tradition.
- To analyse the themes of selected poems.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Engage in comparative discussions linking Assamese oral literature to similar traditions in other Indian languages.
- Analyse and explain the themes and cultural context of the selected Assamese poems.

UNIT – I**(10 hours)**

Grammar

- Use of synonyms and antonyms
- Use of prefix and suffix

UNIT – II (10 hours)

Daily conversation in Assamese

UNIT – III (15 hours)

Assamese Oral literature: Folk songs, Folktales, Riddles etc.

UNIT – IV (10 hours)

Selected Assamese Poems

TUTORIAL (15 hours)

(Telling a tale in Assamese language, Role plays that reflect real-life situations, Journaling, Group discussion on folksongs and riddles sung in Assamese and other Indian languages, Compose an Assamese poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Assamese and other Indian languages poem, Reading a Dictionary)

Suggestive readings:

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

Bezbarua, Lakshminath. *Burhi Aair Sadhu*. Guwahati, Bhawani Print and Publication, 2009

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

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

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Gogoi, Leela, *Asamiya Loka-Sahityar Ruprekha*, Dibrugarh, Students Emporium. 1992

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

Sarma, Hemantakumar. *Asamiya Lokageeti Sanchayan*. Guwahati, Bina Library, 2000.

Dictionary

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

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese Dictionary*. Guwahati: Jyoti Prakashan. 2008

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

www.xobdo.org

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DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language- IV Code- CILDSEA 004	4	3	1	Nil	Graduation	Nil

Learning Objectives:

The aim of this course is to develop students' competence in handling Assamese language texts across a range of academic and literary tasks. By the end of the course learners will be able to:

- Summarise complex written passages accurately, capturing main ideas and supporting details in a concise form.
- Translate between English, Assamese and Hindi, demonstrating awareness of lexical, syntactic and cultural nuances.
- Trace the evolution of Assamese literature, identifying key periods, movements and major authors.
- Analyse literary texts; such as essays and novels by exploring themes, structures and socio-historical contexts.

Learning Outcomes:

- The course is expected to produce a clear, coherent summary that retains the original meaning within a prescribed length.
- To have basic knowledge of translation between English/ Hindi and Assamese language.
- To get an overview of the major chronological phases of Assamese literature from its early beginnings to the contemporary period.
- Critically read selected essays and novels.
- It is expected that the objectives together equip students with the linguistic proficiency, cultural insight and critical skills needed for advanced study and professional use of Assamese. It will help the students in the future in professional and technical fields related to Assam or Assamese language and literature.

UNIT – I**(5 hours)**

Summary Writing

UNIT – II**(10 hours)**

Translation

- From English to Assamese
- From Assamese to English/ Hindi

UNIT – III**(15 hours)**

History of Assamese Literature

UNIT – IV**(15 hours)**

Text

- Essay
- Novel

TUTORIAL**(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Assamese language, Journaling, Group discussion in Assamese literature on specific topic, Discussion on similar theme based Assamese and other Indian languages essays and novel, Read a dictionary)

Suggestive readings:

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

Barua, Hem. *Assamese Literature*. New Delhi, National Book Trust, 1959.

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

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

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

Sarma, Satyendranath. *Asamiya Sahityar Samikkhatmak Itibritta*. Guwahati: Saumar Prakash, 2006.

Essential readings:

Borgohain, Homen. *Kishor Sarathi*, Guwahati: Students Stores. 2010

Saikia, Bhabendranath, *Maramar Deuta*, Guwahati: Safura Sahitya Sadan. 1992

Dictionary

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

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese Dictionary*. Guwahati: Jyoti Prakashan. 2008

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – CILDSEB 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – I Code- CILDSEB 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Aimed at teaching basic language skills in Bengali.
- To introduce the student to the basic skills of the Bengali Language: its alphabet, essential words and simple sentence construction method along with the history of its origin and development.
- To facilitate students acquiring primary skills of reading, writing and speaking Bengali alongside building up an elementary vocabulary.

Learning Outcome:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary.
- Read and write simple Bengali sentences, can figure out words having conjunct characters, and can have a basic everyday conversation.

UNIT – I**(5 hours)**

Introduction to Bengali language

UNIT – II**(15 hours)**

Introduction to Bengali Vowel and Consonant sounds along with the sound-images

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

UNIT – III**(10 hours)**

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & subjunctive

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

UNIT – IV**(10 hours)**

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

TUTORIAL

(Vocabulary and reading a Bengali Dictionary, Basic conversation in Bengali language, Speaking practice, Journaling in Bengali language)

Essential 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.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEB 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – II Code- CILDSEB 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Aimed at enabling students who have prior knowledge of the Bengali language to figure out and construct compound and complex sentences in Bengali.
- To enable the students to achieve skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To introduce them to the basic history of the Bengali literary culture and the basic rules of translation as well.

Learning Outcomes:

After taking this course, the students would be able to:

- To understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- To translate from Bengali to English and vice versa.

UNIT – I**(12 hours)**

Compound verbs

Transitive and intransitive verbs

Making compound sentences in Bengali using conjunction

Making complex sentences in Bengali

UNIT – II**(9 hours)**

Reading comprehension

UNIT – III**(12 hours)**

Writing Skills and Content Development

UNIT – IV**(12 hours)**

Translation from another language to Bengali

Translation from Bengali to another language

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read a Bengali book of choice, Role play, Journaling, Group discussion in Bengali language on a specific topic)

Suggested/recommended readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

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.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – III Code- CILDSEB 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Bengali vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Bengali words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Bengali and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building (10 hours)

Names of everyday objects, common words and phrases in Bengali Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills (15 hours)

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills (10 hours)

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools (10 hours)

Composing in Bengali using various tools. Using AI tools to create Bengali content. Using tools to translate to and from Bengali.

TUTORIAL (15 hours)

(Watching Bengali movies with non-Bengali subtitles, Telling a tale in Bengali language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Bengali culture and festivals, compose a Bengali poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Bengali and other Indian languages productions.)

Suggested/Recommended Readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

Dimock, Edward. Somdev Bhattacharji. Suhas Chatterjee. *Introduction to Bengali, Part 1: A Basic Course in Spoken Bengali, with Emphasis Upon Speaking and Understanding the Language*. Manohar. 2005

Mahapatra, Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya Sangshod. August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners* Kolkata: Shishu Sahitya Sangshod. August 1999.

Radice, William. *Teach Yourself Bengali* (Complete Course Package: Book + 2CDs). McGraw-Hill. 2003

_____ *Complete Bengali Beginner to Intermediate Course*. Teach Yourself. 2010

Thompson, Hanne-Ruth. *Bengali: A Comprehensive Grammar*. Routledge. 2020

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – IV Code- CILDSEB 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Bengali in everyday life.
- To prepare them to use Bengali in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Bengali language.
- To develop a sense of language based on understanding the relationship between Bengali culture and language.
- To motivate them to write and communicate confidently in the Bengali language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Bengali texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Bengali festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Bengali confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Bengali culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Bengali Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL**(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Bengali Language, Journaling, Group discussion on Bengali Folklore. Discussion on similar theme based productions in Bengali and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

Dimock, Edward. Somdev Bhattacharji. Suhas Chatterjee. *Introduction to Bengali, Part 1: A Basic Course in Spoken Bengali, with Emphasis Upon Speaking and Understanding the Language*. Manohar. 2005

Mahapatra, Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya Sangshod. August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners* Kolkata: Shishu Sahitya Sangshod. August 1999.

Radice, William. *Teach Yourself Bengali* (Complete Course Package: Book + 2CDs). McGraw-Hill. 2003

_____ *Complete Bengali Beginner to Intermediate Course*. Teach Yourself. 2010

Thompson, Hanne-Ruth. *Bengali: A Comprehensive Grammar*. Routledge. 2020

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – I Code- CILDSEG 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Gujarati Language, one of the Modern Indian languages.
- To give a basic overview of Gujarati Language to students who don't have prior knowledge of Gujarati Language.
- To introduce students to the letters and sounds of Gujarati Language.
- To teach students to frame words and simple sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Gujarati Language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I**(5 hours)**

Gujarati language and its silent features.

UNIT – II**(15 hours)**

Sounds and letters, Framing the words and sentences

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences
- Pre and Post-positions, Verb adjuncts

UNIT – III**(15 hours)**

Basic Grammar

- Parts of speech
- Verb
- Types of sentences

UNIT – IV**(10 hours)**

Writing skills and content development

Writing for different platforms/media

TUTORIAL

(Blog, articles, reviews, reports, speeches, advertisements and copy writing, Reports, scripts, etc.)

Essential/recommended readingsChristian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), hippocrene book, new york, 2006Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language together With a Short Reading Book and Vocabulary*, Forgotten Books and kegun paul, London, 2017**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.****DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 002**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language - II Code- CILDSEG 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Language in the previous semester.
- To focus on the salient features and grammatical rules of the Language as well as give a brief understanding of translation between Indian languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Language and its grammar, which will eventually lead them to produce oral and written contents in Language correctly.
- Engage in professional and technical fields related to the Language.

UNIT – I (5 hours)

Gujarati Language: Phrases, Proverbs, idioms, dialect etc.

UNIT – II Gujarati Grammar (10 hours)

- Numbers
- Gender
- Types of verbs: dative, experiencer, transitive, intransitive etc.

UNIT – III Writing skills and content development (15 hours)

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

UNIT – IV (15 hours)

Comprehension

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read a Gujarati book of choice, Role play, Journaling, Group discussion in Gujarati language on a specific topic)

Suggested/recommended readings:

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

Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors, 2021 Open source file: A Brief Outline of Gujarati Parts-of-Speech by Babu Suthar

Pub. By South Asia Regional Studies, University of Pennsylvania, Philadelphia PA 19104

<http://ccat.sas.upenn.edu/plc/gujarati/gujaratiwords.pdf>

<https://studylib.net/doc/8688007/a-brief-outline-of-gujarati-parts-of-speech>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – III Code- CILDSEG 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Gujarati vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Gujarati words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Gujarati and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building**(10 hours)**

Names of everyday objects, common words and phrases in Gujarati Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills (15 hours)

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills (10 hours)

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools (10 hours)

Composing in Gujarati using various tools. Using AI tools to create Gujarati content. Using tools to translate to and from Gujarati.

TUTORIAL (15 hours)

(Watching Gujarati movies with non-Gujarati subtitles, Telling a tale in Gujarati language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Gujarati culture and festivals, compose a Gujarati poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Gujarati and other Indian languages productions.)

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006
 2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a Short Reading Book and Vocabulary, Forgotten Books 25, 2017
 3. Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential Introduction to reading, writing, speaking and understanding a new language. NTC publishing Group, 2013
 4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors, 2021
- Any other customised/designed material e.g. PPT/audio-visual content developed By the concerned course teacher as per the requirement of the course and the Students/ learners time to time

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – IV Code- CILDSEG 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Gujarati in everyday life.
- To prepare them to use Gujarati in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Gujarati language.
- To develop a sense of language based on understanding the relationship between Gujarati culture and language.
- To motivate them to write and communicate confidently in the Gujarati language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Gujarati texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Gujarati festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Gujarati confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Gujarati culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Gujarati Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL**(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Gujarati Language, Journaling, Group discussion on Gujarati Folklore. Discussion on similar theme based productions in Gujarati and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006
 2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a Short Reading Book and Vocabulary, Forgotten Books 25, 2017
 3. Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential Introduction to reading, writing, speaking and understanding a new language.NTC publishing group, 2013
 4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors, 2021
- Any other customised/designed material e.g. PPT/audio-visual content developed by the concerned course teacher as per the requirement of the course and the Students/ learners time to time

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – I Code- CILDSEK 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Kannada, one of the Classical Indian languages.
- To give a basic overview of Kannada language to students who don't have prior knowledge of Kannada language.
- To introduce students to the letters and sounds of Kannada language.
- To teach students to frame Kannada words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Kannada language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Kannada language**(12 hours)**

- Origin of Kannada language
- Different stages of development of Kannada language

UNIT – II Introduction to sounds and letters, Framing words and sentences (11 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar**(11 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences**(11 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Activities: Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Picking the Pluck Card, Visiting Archaeological Survey of India)

Suggested/recommended Readings:

Linga Devaru Halemane, M.N. Leelavathi, *An Intensive Course in Kannada*, Central Institute of Indian Languages, Manasagangotri, Mysore, 1995,

Chidananda Murthy. M, *Bashavijnanada moola tatvagalu*, D. V. K. Moorthy, Mysore, 2013

Sangamesha Savadatti Matta, *Kannada Bhasha Swaroopa*, Abhinava Prakashana, Bangalore, 2013

Marulayya Sa. Shi, *Kannada bhasheya charitre*, Aravinda India, Bangalore, 2015

Shankara Bhat. D. N, *Kannadadalle Hosa Padagalannu Kattuva Bage*, Easha Prakashana, Sagara, 2013

T. S. Gopal, *Kannada oodu Barahada samanya Tatvagalu*, Navakarnataka Publication, Bangalore, 2019

Prashanta Madta (edt), *Padanidi*, Kannada Sangha, St. Joseph evening college, Bangalore 2023

Dictionary

Venkata Subbiah, *Kannada - Kannada - English*, I B M Publication, Bangalore, 2012

Sheshagiri Rao, *Kannada - Kannada - English*, Subhash Publications, 2001

Nagaraj M. V, *Vidyartigalige Shabdaarthakosha*, Vasanta publication, 2014

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEK 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – II Code- CILDSEK 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Kannada language in the previous semester.
- To focus on the salient features and grammatical rules of the Kannada language as well as give a brief understanding on writing skills and developing contents in Kannada languages.

Learning Outcomes:

After taking this course, the students would be able to:

- To add working knowledge about Kannada language and its grammar, which will eventually lead them to produce oral and written contents in Kannada language correctly.
- Engage in professional and technical fields related to Karnataka or Kannada language.

UNIT – I**(12 hours)**

Kannada Phrases and Proverbs

UNIT – II Kannada Grammar**(11 hours)**

- Number
- Gender
- Salient features of Kannada language

UNIT – III Writing skills and Content development**(11 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV

(11 hours)

Comprehension and Paragraph writing

TUTORIAL

(Activities: Use of Dictionaries, Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Translation activity)

Suggested/Recommended Readings:

Linga Devaru Halemane, M.N. Leelavathi, *An Intensive Course in Kannada*, Central Institute of Indian Languages, Manasagangotri, Mysore, 1995,

Narasimhachar D L, *Shabdamani Darpana*, Bandara Prakashana, Maski, 2013

Angadi S. S, *Sarala Shabdamani Darpana*, Prasara, Hampi, 2004

Bilagi H. M, *Pratiphalana*, Samaja Pustakalaya, Daravada, 2013

Rajappa Dalavai, *Kannada Saahitya Kosha*, Dalavai Publication Bangalore, 2018

Dictionary

Sheshagiri Rao L. S, *Kannada - Kannada _ English Dictionary*, Subhash Publication, 2001

Venkata Subbiah, *Kannada - Kannada - English*, I B H Publisher, 2012

M. V Nagaraj Rao, *Vidyaartigaligaagi Shabdartakosha*, Vasanta publisher, 2014

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – III Code- CILDSEK 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Kannada vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formate basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

Students can understand and use 200-300 basic Kannada words in daily conversations.

- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Kannada and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building (10 hours)

Names of everyday objects, common words and phrases in Kannada Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills (10 hours)

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills (15 hours)

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application (15 Hours)

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL (15 hours)

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Halemane, L., & Leelavathi, M. N. (1995). *An intensive course in Kannada*. Central Institute of Indian Languages, Ministry of HRD, Department of Education, Government of India.

Kumari, S. K. (2021). *NuDi kannada*. Diganta Mudrana.

Suggested/recommended readings:

Spencer, H., & Perston, W. (1950). *A Kanarese grammar with graduated exercises* (Rev. ed.). Wesley Press.

Kittel, F. (1903). *A grammar of the Kannada language: In English*. Basel Mission Book and Tract Depository.

Hodson, T. (1858). *An elementary grammar of the Kannada, or Canarese language*. Wesleyan Mission Press.

Sridhar, S. N. (2007). *Modern Kannada grammar* (U.K. ed.). Kumaran Press.

Hiremath, R. C. (Various years). *A manual of modern Kannada*. Karnataka University.

Zydenbos, R. J. (n.d.). *Manual of modern Kannada*. (Publication details unavailable; provide publisher and year if known.)

Krishnamurthy, N. D., & Upadhyaya, U. P. (n.d.). *Conversational Kannada*. (Add publisher and year when available.)

Venkatasubbiah, G., Seshagiri Rao, L. S., & Ramachandra Murthy, H. K. (Eds.). (n.d.). *IBH Kannada–Kannada–English dictionary*. IBH.

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KaGram1.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.2.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.3.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.4.pdf>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILSEK 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – IV Code- CILSEK 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Kannada in everyday life.
- To prepare them to use Kannada in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Kannada language.
- To develop a sense of language based on understanding the relationship between Karnataka culture, Tradition and language.
- To motivate them to write and communicate confidently in the Kannada language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Kannada texts and explain their central idea.

- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Karnataka's festivals celebration's, traditions , and use simple proverbs and idioms in short creative writing.
- Students can speak Kannada confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Kannada culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Kannada Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen & Complete the Story.)

Essential readings:

Halemane, L., & Leelavathi, M. N. (1995). *An intensive course in Kannada*. Central Institute of Indian Languages, Ministry of HRD, Department of Education, Government of India.

Kumari, S. K. (2021). *NuDi kannaDa*. Diganta Mudrana.

Suggested/recommended readings:

Spencer, H., & Perston, W. (1950). *A Kanarese grammar with graduated exercises* (Rev. ed.). Wesley Press.

Kittel, F. (1903). *A grammar of the Kannada language: In English*. Basel Mission Book and Tract Depository.

Hodson, T. (1858). *An elementary grammar of the Kannada, or Canarese language*. Wesleyan Mission Press.

Sridhar, S. N. (2007). *Modern Kannada grammar* (U.K. ed.). Kumaran Press.

Hiremath, R. C. (Various years). *A manual of modern Kannada*. Karnataka University.

Zydenbos, R. J. (n.d.). *Manual of modern Kannada*. (Publication details unavailable; provide publisher and year if known.)

Krishnamurthy, N. D., & Upadhyaya, U. P. (n.d.). *Conversational Kannada*. (Add publisher and year when available.)

Venkatasubbiah, G., Seshagiri Rao, L. S., & Ramachandra Murthy, H. K. (Eds.). (n.d.). *IBH Kannada–Kannada–English dictionary*. IBH.

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KaGram1.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.2.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.3.pdf>

<https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.4.pdf>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – I Code- CILDSEMAL 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Malayalam, one of the Classical Indian languages.
- To give a basic overview of Malayalam language to students who don't have prior knowledge of Malayalam language hence,
- To introduce students to the letters and sounds of Malayalam language.
- To teach students to frame Malayalam words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Malayalam language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Malayalam language (12 hours)

- Origin of Malayalam language
- Different stages of development of Malayalam language

UNIT – II Introduction to sounds and letters, Framing words and sentences (11 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (11 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (11 hours)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Storytelling, Pick and Speech, Pick and Act, Listen and Identify, Picking the Pluck Card, Visiting Archaeological Survey of India)

Suggested/recommended readings

Andranove M S (Trans: Dr V R Prabodhachandran, P E Damodaran Namboothiri), *Dravida Bashakal*, Kerala Bhasha Institute, Thiruvananthapuram, 1976

Gundert Herman, *Malayala Bhasha Vyakaranam*, D C Books, Kottayam, 1991

Kunjan Pillai Sooranad (Ed), *Leelathilakam*, Kerala Bhasha Institute, Thiruvananthapuram, 1996

Rajaraja Varma A R, *Kerala Panineeyam*, D C Books, Kottayam, 2003

Robert Karldwel (Trans: Dr S K Nair), *Dravida Bhasha Vaykaranam*, Vol 2, Kerala Bhasha Institute, Thiruvananthapuram, 1994

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannathapuram, 1923

<https://stv.sayahna.org/stv-aa.html#cx>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – II Code- CILDSEMAL 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Malayalam language in the previous semester.
- To introduce the salient features and grammatical rules of the Malayalam language.
- To give a brief understanding on writing skills and developing contents in Malayalam languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Malayalam language and its grammar, which will eventually lead them to produce oral and written contents in Malayalam language correctly.
- Engage in professional and technical fields related to Kerala or Malayalam language.

UNIT – I**(12 hours)**

Malayalam Phrases and Proverbs

UNIT – II Malayalam Grammar

(11 hours)

- Number
- Gender
- Salient features of Malayalam language

UNIT – III Writing skills and Content development

(11 hours)

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV

(11 hours)

Comprehension and Paragraph writing

TUTORIAL

(Use Dictionaries, Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Translation Activity)

Suggested/recommended Readings:

Narayana Pillai K S. *Adhunika Malayala Vyakaranam*, Kerala Bahsha Institute, Thiruvananthapuram, 1995

Rajaraja Varma A R. *Kerala Panineeyam*, National Book Stall, Kottayam, 2000

Sheshagiri Prabhu, *Vyakarana Mithram*, Kerala Bahsha Institute, Thiruvananthapuram, 2003

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannanthapuram, 1923

<https://stv.sayahna.org/stv-aa.html#cx>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – III Code- CILDSEMAL 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Malayalam vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formulate basic questions for that.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening to audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- After completing this course, students will be able to:
- Students can understand and use 200-300 basic Malayalam words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words and simple grammar.
- They can read short stories in Malayalam and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building**(10 hours)**

Names of everyday objects, common words and phrases in Malayalam, Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills**(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (where? when? why? how many?)

UNIT – III Description Skills**(15 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application (15 Hours)
Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL (15 hours)
(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Shyamala Kumari B: An Intensive Course in Malayalam, Central Institute of Indian Languages, Mysore, 1996.

Shyamala Kumari B: An Intermediate course in Malayalam, Central Institute of Indian Languages, Mysore, 2012

Suggested/recommended readings:

Achyutha Warriar S. Proff: Vyakarana Padhanam, Malooban Publication, Thiruvananthapuram, 1995.

Andrews Kutty A P. Dr. Bhasha Shastram Sindhanthavum Prayogavum Malayalathil, Kerala Bahsha Institute, Thiruvananthapuram, 2004.

George Mattan. Rev: Malayazhmayude Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 2000

Namboothiri E V N. Dr. Vakya Khadana, Kerala Bahsha Institute, Thiruvananthapuram, 1997.

Namboothiri E V N. Dr. Kerala Bahsha Vayakaranam, D C Books, Kottayam, 2005.

Naryana Pillai K S. Adhunik Malayala Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Naryana Pillai P K. (Sahithya Panjananan), Lakhu Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Prabahakara Warriar K M. Dr. Bhashavalokanam, Vallathol Vidya peedham, Shukapuram, 1999.

Rajaraja Varma A R. Kerala Panineeyam, National Book Stall, Kottayam, 2000.

Rajaraja Varma A R. Shabda Shodhini, Sahitya Pravarthaka Sahakarana Samgham, National Book Stall, Kottayam, 1988.

Sheshagiri prabhu, Vyakarana Mithram, Kerala Bahsha Institute, Thiruvananthapuram, 2003.

Somashekharan Nair P. Dr. Bhashabahda Vijnjanam, National Book Stall, Kottayam

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannanthapuram, 1923

<https://stv.saahna.org/stv-aa.html#cx>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – IV Code- CILDSEMAL 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Malayalam in everyday life.
- To prepare them to use Malayalam in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Malayalam language.
- To develop a sense of language based on understanding the relationship between Kerala culture and language.
- To motivate them to write and communicate confidently in the Malayalam language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Malayalam texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Kerala festivals and use simple proverbs and idioms in short creative writing.
- Students can speak Malayalam confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Kerala culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Malayalam Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen & Complete the Story.)

Essential readings:

Shyamala Kumari B: An Intensive Course in Malayalam, Central Institute of Indian Languages, Mysore, 1996.

Shyamala Kumari B: An Intermediate course in Malayalam, Central Institute of Indian Languages, Mysore, 2012

Suggested/recommended readings:

Achyutha Warriar S. Proff: Vyakarana Padhanam, Malooban Publication, Thiruvananthapuram, 1995.

Andrews Kutty A P. Dr. Bhasha Shastram Sindhanthavum Prayogavum Malayalathil, Kerala Bahsha Institute, Thiruvananthapuram, 2004.

George Mattan. Rev: Malayazhmayude Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 2000

Namboothiri E V N. Dr. Vakya Khadana, Kerala Bahsha Institute, Thiruvananthapuram, 1997.

Namboothiri E V N. Dr. Kerala Bahsha Vayakaranam, D C Books, Kottayam, 2005.

Naryana Pillai K S. Adhunik Malayala Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Naryana Pillai P K. (Sahithya Panjananan), Lakhu Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Prabahakara Warriar K M. Dr. Bhashavalokanam, Vallathol Vidya peedham, Shukapuram, 1999.

Rajaraja Varma A R. Kerala Panineeyam, National Book Stall, Kottayam, 2000.

Rajaraja Varma A R. Shabda Shodhini, Sahitya Pravarthaka Sahakarana Samgham, National Book Stall, Kottayam, 1988.

Sheshagiri prabhu, Vyakarana Mithram, Kerala Bahsha Institute, Thiruvananthapuram, 2003.

Somashekharan Nair P. Dr. Bhashabahda Vijnanam, National Book Stall, Kottayam

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannanthapuram, 1923

<https://stv.sayahna.org/stv-aa.html#cx>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Manipuri Language – I Code- CILDSEMAN 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Manipuri, one of the Modern Indian languages.
- To give a basic overview of Manipuri language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Manipuri language.
- To teach students to frame Manipuri words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Manipuri language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Manipuri language**(10 hours)**

- Origin of Manipuri language
- Different stages of development of Modern Manipuri language

UNIT – II Introduction to sounds and letters, Framing words and sentences (15 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar**(10 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences**(10 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Script Introduction and Tracing, for Vocabulary Building doing thematic word lists, Dialogue Drills, Read-Aloud and Comprehension Questions, Guided Paragraph Writing, Manipuri Crossword / Word Match, Memorize and Recite the selected topic)

Suggested/recommended readings:

Ningomba, M.S. *Meitei Lonmit*. Imphal: Saraswati Book House. 1992.

Singh, Ch. Yashawanta. *Manipuri Grammar*. New Delhi: Rajesh Publication. 2000

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co. 1996.

Tomchou, W. *A Study of Meitei Phonology*. Imphal: The Students Store. 1998

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*, 2nd Edition, Imphal: 2004.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAN 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Manipuri Language – II Code- CILDSEMAN 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Manipuri language in the previous semester.
- To focus on the salient features and grammatical rules of the Manipuri language
- To give a brief understanding on writing skills and developing contents in Manipuri languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Manipuri language and its grammar, which will eventually lead them to produce oral and written contents in Manipuri language correctly.
- Engage in professional and technical fields related to Manipur or Manipuri language.

UNIT – I**(10 hours)**

Manipuri Phrases and Proverbs

UNIT – II Manipuri Grammar**(15 hours)**

- Number
- Gender
- Salient features of Manipuri language

UNIT – III Writing skills and Content development**(10 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV**(10 hours)**

Comprehension and Paragraph writing

TUTORIAL

(Matching Meaning proverbs to their meanings in other languages, Gender Sorting Game, Feature Identification Chart for Manipuri Language, Vocabulary Journals, Dictionary Use (Manipuri-English / English-Manipuri), Translate and Compare, Translate a short paragraph or proverb into English to Manipuri, Manipuri to English.)

Suggested/recommended readings:

Birjita, Loitongbam. *Manipuri Paorou Neinaba*. Imphal: Dr. Ningthoujam Bino Singh. 2007

Grierson, GA. *Lingustic Survey of India*, Vol.I. Pt. i. Delhi: Motilal Banarasidas. 1903

Grierson, GA. *Lingustic Survey of India*, Vol.III. Pt. iii. Delhi: Motilal Banarasidas. 1903

Hodson, TC. *The Meitheis*. Delhi, 1981.

Ibomcha, Soibam. *Handokpagi Neinarol*. Imphal: Soibam Publication Private Limited. 2009

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi. 2003.

Nabachandra, Polem. *Sahityagi Mahousha amashung Atei Warengshing*, Imphal: Durgamohon Polem, 2000

Primrose, A.J. *A Manipuri Grammar, Vocabulary and Phrase Book*. Shillong. 1988.

Sharma, Nandalal. *Meiteilon*, Imphal. 1969

Singh, Ch. Yashawanta. *Manipuri Grammar*. New Delhi: Rajesh Publication.2000

Singh, N. Khelchandra (Ed.). *Ariba Manipuri Longei*. Imphal:1978

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co. 1996.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*. Imphal: Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014

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DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 003

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introduction to Manipuri Language- III Code- CILDSEMAN 003	4	3	1	Nil

Learning Objectives:

- To equip learners with a solid foundation in Manipuri Language and Culture,
- To enable the learners to understand and use grammatical structures,
- To engage in everyday conversation
- To develop a sense of language based on understanding the relationship between Manipuri Culture and Language.
- To analyse the themes of selected poems.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Can talk about Manipuri festivals, food and traditions.
- Analyse and explain the themes and cultural context of the selected Manipuri poems.

UNIT – I**(10 hours)**

Grammar

- Use of synonyms and antonyms
- Use of prefix and suffix

UNIT – II**(10 hours)**

Daily conversation in Manipuri

UNIT – III**(15 hours)**

Culture and Communicative Fluency

UNIT – IV**(10 hours)**

Selected Manipuri Poems

TUTORIAL**(15 hours)**

(Telling a tale in Manipuri language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Manipuri culture and festivals, compose a Manipuri poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Manipuri and other Indian languages poem, Reading a Dictionary)

Essential readings:

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co., 1996.

Yogendra Singh, Thokchom, *Manipuri Sheireng*. 4th Edition, Imphal: Manipuri Sahitya Parishad, 1991.

Suggestive readings:

Devi, P. Modhubala. *Manipuri Phonology*. Imphal: Potsangbam Bhuvan Singh Trust Imphal, 2002.

Hodson, T.C., *The Meitheis*. Delhi, 1981.

Kumari, B.S & Pramodini, N (ed.). *An Intensive Course in Manipuri*. Mysore: CIIL, 2011.

Primrose, A.J. *A Manipuri Grammar, Vocabulary and Phrase Book*. Shillong, 1988.

Sharma, Nanda Lal, *Manipuri Grammar*, Imphal: RK Book Agency, ndt.

Singh, Ch. Yasawanta, *Manipuri Grammar*. Rajesh, 2001.

Singh, M.Kirti, *Folk Culture of Manipur*. Manas Publication, 2013

Singh, M.Kirti, *Religion and Culture of Manipur*. Manas Publication, 1995.

Yaiphaba Meitei, et al. (ed). *The Cultural Heritage of Manipur*. New York: Routledge, 2021.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*. Imphal, Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014.

Singh, N. Khelchandra (ed.). *Ariba Manipuri Longei*. Imphal: 1978

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DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSMAN 004

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introduction Manipuri Language- IV Code- CILDSEMAN 004	4	3	1	Nil

Learning Objectives:

The aim of this course is to develop students' competence in handling Manipuri language texts across a range of academic and literary tasks. By the end of the course learners will be able to:

- Summarise complex written passages accurately, capturing main ideas and supporting details in a concise form.
- Translate between English, Manipuri and Hindi, demonstrating awareness of lexical, syntactic and cultural nuances.
- To get an overall idea on oral literary tradition
- Analyse literary texts, such as essays and novels by exploring themes, structures and socio-historical contexts.

Learning Outcomes:

- The course is expected to produce a clear, coherent summary that retains the original meaning within a prescribed length.
- To have basic knowledge of translation between English/ Hindi and Manipuri language.
- Engage in comparative discussions linking Manipuri oral literature to similar traditions in other Indian languages.
- Critically read selected Essays and Short Stories.
- It is expected that the objectives together equip students with the linguistic proficiency, cultural insight and critical skills needed for advanced study and professional use of Manipuri. It will help the students in the future in professional and technical fields related to Manipur, Manipuri Folklore or Manipuri language and literature.

UNIT – I**(5 hours)**

Summary Writing

UNIT – II**(10 hours)**

Translation

- From English to Manipuri
- From Manipuri to English/ Hindi

UNIT – III**(15 hours)**

Manipuri Folklore: Myth, Legend, Folktale, Proverb and Riddle

UNIT – IV**(15 hours)**

Text

- Essay
- Short Stories

TUTORIAL**(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Manipuri Language, Journaling, Group discussion on Manipuri Folklore. Discussion on similar theme based Manipuri and other Indian languages essays and novel, Read a dictionary)

Suggestive readings:

Bhargava, Gopal, ed. *Encyclopaedia of Art and Culture in India (Manipur)*. Delhi: Isha Books, 2003.

Bhogeshwar, O. *Manipuri Lok Sahitya*, Imphal: Manipur State Kala Akademi, 1985.

Bihari, Huirem and others (Ed.), *Kanchi Warimacha*, Imphal: Manipur University, 1996.

Birjita, Loitongbam. *Manipuri Paorou Neinaba*. Dr. Ningthoujam Bino Singh, Imphal, 2007.

Kumari, B.S & Pramodini, N (ed.). *An Intensive Course in Manipuri*. Mysore: CIIL, 2011.

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi, 2003.

Subadani, Ksh, *Illustrated Folk Tales of Manipur*. Imphal: Linthoingambi Publication, 2010.

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co., 1996.

Essential readings:

Ibochouba Singh, Oinam, *Folklore Bigyan*. Imphal: Institute of Manipuri Folklore, 2001.

Ibocha, Soibam, *Handokpagi Neinarol*. Imphal: Soibam Publications Private Ltd., 2009.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*. Imphal, Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014.

Singh, N. Khelchandra (ed.). *Ariba Manipuri Longei*. Imphal: 1978

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – I Code-CILDSEMAR 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Marathi, one of the Modern Indian languages.
- To give a basic overview of Marathi language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Marathi language.
- To teach students to frame Marathi words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Marathi language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Marathi language**(10 hours)**

- Origin of Marathi language
- Different stages of development of Modern Marathi language

UNIT – II Introduction to sounds and letters, Framing words and sentences (10 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (10 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (15 hours)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Group Discussion, Writing on a Specific Topic, Listen and Write as Spoken, Communicate with each other.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay (Shabd, Vyakaran Evam Rachana)*, Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi Thesaurus*, Pune, Nitin prakashan, 2012.

Thakar V. S.: *Marathi-Marathi-Engraji*, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: *Navneet Marathi English dictionary*, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: *Comprehensive Dictionary, English and Marathi*, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

<https://rmvs.marathi.gov.in/>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – II Code- CILDSEMAR 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Marathi language in the previous semester.
- To focus on the salient features and grammatical rules of the Marathi language.
- To give a brief understanding on writing skills and developing contents in Marathi languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Marathi language and its grammar, which will eventually lead them to produce oral and written contents in Marathi language correctly.
- Engage in professional and technical fields related to Maharashtra or Marathi language.

UNIT – I**(10 hours)**

Marathi Phrases and Proverbs

UNIT – II Marathi Grammar**(10 hours)**

- Number
- Gender
- Salient features of Marathi language

UNIT – III Writing skills and Content development**(10 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV**(15 hours)**

Comprehension and Paragraph writing

TUTORIAL

(Writing skills and content development, Writing on a specific topic, listening and writing as spoken, and communicating with each other, using dictionaries, translating text,)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana, Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi thesaurus*, Pune, Nitin prakashan, 2012.

Thakar V. S.: *Marathi-Marathi-Engraji*, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: *Navneet Marathi English dictionary*, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: *Comprehensive Dictionary, English and Marathi*, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

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DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – III Code- CILDSEMAR 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Marathi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formulate basic questions for that.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening to audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Marathi words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words and simple grammar.
- They can read short stories in Marathi and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building**(10 hours)**

Names of everyday objects, common words and phrases in Marathi, Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills**(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (where? when? why? how many?)

UNIT – III Description Skills**(15 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application**(15 Hours)**

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: Oxford English - *Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: English - Marathi Thesaurus, Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

<https://rmvs.marathi.gov.in/>

<https://www.german-mu.com/communicative-marathi>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Marathi Language – IV Code- CILDSEMAR 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Marathi in everyday life.
- To prepare them to use Marathi in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Marathi language.
- To develop a sense of language based on understanding the relationship between Marathi culture and language.
- To motivate them to write and communicate confidently in the Marathi language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Marathi texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Marathi festivals and use simple proverbs and idioms in short creative writing.
- Students can speak Marathi confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Marathi culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Marathi Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Complete the Story.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi Thesaurus*, Pune, Nitin prakashan, 2012.

Thakar V. S.: *Marathi-Marathi-Engraji*, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: *Navneet Marathi English dictionary*, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: *Comprehensive Dictionary, English and Marathi*, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

<https://rmvs.marathi.gov.in/>

<https://www.german-mu.com/communicative-marathi>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – I Code- CILDSEO 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Odia, one of the Classical Indian languages.
- To give a basic overview of Odia language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Odia language.
- To teach students to frame Odia words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Odia language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Odia language (9 hours)

- Origin of Odia language
- Different stages of development of Modern Odia language

UNIT – II Introduction to sounds and letters, Framing words and sentences (12 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (12 hours)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL

(Vocabulary and reading an Odia Dictionary, Basic conversation in Odia language, Speaking practice, Journaling in Odia language)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEO 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – II Code- CILDSEO 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Odia language in the previous semester.
- To focus on the salient features and grammatical rules of the Odia language.
- To give a brief understanding on writing skills and developing contents in Odia languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Odia language and its grammar, which will eventually lead them to produce oral and written contents in Odia language correctly.
- Engage in professional and technical fields related to Orissa or Odia language.

UNIT – I**(9 hours)**

Odia Phrases and Proverbs

UNIT – II Odia Grammar**(12 hours)**

- Number
- Gender
- Salient features of Odia language

UNIT – III Writing skills and Content development**(12 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV**(12 hours)**

Comprehension and Paragraph writing

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read a Odia book of choice, Role play, Journaling, Group discussion in Odia language on a specific topic)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – III Code- CILDSEO 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Odia vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.

- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Odia words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Odia and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building (10 hours)

Names of everyday objects, common words and phrases in Odia Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills (15 hours)

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills (10 hours)

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools (10 hours)

Composing in Odia using various tools. Using AI tools to create Odia content. Using tools to translate to and from Odia.

TUTORIAL (15 hours)

(Watching Odia movies with non-Odia subtitles, Telling a tale in Odia language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the

right situation related with Odia culture and festivals, compose a Odia poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Odia and other Indian languages productions.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – IV Code- CILDSEO 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Odia in everyday life.
- To prepare them to use Odia in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Odia language.
- To develop a sense of language based on understanding the relationship between Odia culture and language.
- To motivate them to write and communicate confidently in the Odia language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Odia texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Odia festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Odia confidently in small groups.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language**(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency**(15 hours)**

Introduction to Odia culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Odia Literature and Expressive Reading**(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL**(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Odia Language, Journaling, Group discussion on Odia Folklore. Discussion on similar theme based productions in Odia and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSES 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – I Code- CILDSES 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Sindhi primary language speaking skills.
- To introduce basic Sindhi language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Sindhi, along with synonyms to expand vocabulary.

Learning Outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Sindhi, along with building a primary vocabulary.
- Read and construct simple Sindhi sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT -I A brief introduction to the Sindhi language (9 hours)**UNIT- II Introduction to sounds and letters, Framing the words and sentences (12 hours)**

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (12 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL

(Vocabulary and reading a Sindhi Dictionary, Basic conversation in Sindhi language, Speaking practice, Journaling in Sindhi language)

Suggested Readings:Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog*, Sindhi Academy, DelhiLekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.****DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSSES 002**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – II Code- CILDSSES 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Sindhi language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Sindhi.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach the basic rules of translation.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Sindhi to English and vice versa.

UNIT – I (9 hours)

Language: Phrases, Proverbs, idioms etc.

UNIT – II Language: Grammar (12 hours)

- Number
- Gender
- Salient features of Sindhi Language

UNIT – III Writing skills and content development (12 hours)

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

UNIT – IV (12 hours)

Comprehension

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read a Sindhi book of choice, Role play, Journaling, Group discussion in Sindhi language on a specific topic)

Suggested/Recommended Readings:

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSSES 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- III Code- CILDSSES 003	4	3	1	Nil	Graduation	Nil

Learning Objectives:

- To enable the learners to understand and use grammatical structures.
- To teach basic Sindhi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to frame basic questions.
- To analyse select poems and short stories.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Students can understand and use basic Sindhi words in daily conversations.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Analyse and explain the themes and cultural context of the selected Sindhi poems and short stories.

UNIT – I Elementary Grammar**(5 hours)**

- Use of synonyms and antonyms
- Use of prefix and suffix

Essential Reading-

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

UNIT – II Vocabulary Building**(15 hours)**

Names of everyday objects, common words and phrases in Sindhi Words for emotions (happy, sad, angry), Simple synonyms and antonyms

Essential reading-

Pandit Kishanchand Jetley. *Sindhi Shabd Mehran*

UNIT – III Daily Conversation Skills**(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what?where? when? why?who? how?)

Essential Reading-

Sindhi-Hindi Vartala Pratika by Central Hindi Division, Govt. of India.

UNIT – IV**(10 hours)**

Reading and Analysis Select Sindhi Literary Texts

- Poems
- Short Stories

Essential Readings-

Selected Poems from *Freedom and Fissures: An Anthology of Sindhi Partition Poetry*. Translated by Anuj Mukhija and et.al. New Delhi, Sahitya Akademi, 1998.

Selected Short Stories from *Vivhajan ki Kahaniya*. Edited by Sachidananda Joshi and Ravi Prakash Tekchandani, New Delhi: Yash Prakasahan. 2024

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays that reflect real-life situations, writing on a Specific Topic, Listen and Write as Spoken Telling a tale in Assamese language.)

Suggestive readings:

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

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

Dictionary

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSSES 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- IV Code- CILDSSES 004	4	3	1	Nil	Graduation	Nil

Learning Objectives:

The learning objectives of this course is:

- To develop the ability of students to speak Sindhi in everyday life.
- To translate between Sindhi, Hindi and English, demonstrating awareness of lexical, syntactic and cultural nuances.
- Trace the evolution of Sindhi literature, identifying key periods, movements and major authors.
- Analyse literary texts; Autobiography and Travelogue

Learning Outcomes:

- Students can express their thought in 6-7 consecutive sentences in Sindhi and read aloud with appropriate expression.
- To have basic knowledge of translation between English/ Hindi and Sindhi language.
- To get an overview of the major chronological phases of Sindhi literature from its early beginnings to the contemporary period.
- Read and understand selected literary texts.

UNIT - I Functional Language**(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests. Etc.

Essential Readings-

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

UNIT – II**(10 hours)**

Translation

- From Hindi/English to Sindhi
- From Sindhi to English/ Hindi

Essential Readings-

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

UNIT – III**(15 hours)**

History of Sindhi Literature

Essential Readings-

Ajwani, L J. *A History of Sindhi Literature*. Sahitya Akademi, 1965.

UNIT – IV**(15 hours)**

Reading and Analysis of select Sindhi texts

- Autobiography
- Travelogue

Essential Readings-

L.K. Advani, *My Country My Life*. New Delhi: Rupa Publication. 2008

Ravi Prakash Tekchandani, *Saryu Se Sindhu*. New Delhi: National Book Trust, 2019

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays, Read and compare translated texts with source texts writing on a Specific Topic, Listen & Complete the Story.)

Suggestive readings:

Aggarwal, Saaz. *Sindhi Tapestry: An Anthology of Reflections on the Sindhi Identity*, Black-and-White Fountain. 2021.

Hiranandani, Popati R. *History of Sindhi Literature*. Mumbai. 1984.

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

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

Thakur, U.T., *Sindhi Culture*. New Delhi: Sindhi Akademi, 1997.

Dictionary:

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Tamil Language - I Code- CILDSETAM 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce Tamil – a distinctive language of India which is also a classical language of the world – to students of other lingua franca, who don't have prior knowledge of the said language.
- To introduce vowels, consonants, vowel consonants and their phonology, phonemes, morphology, morphemes, syntax, etc., to students.
- To make the students familiar with nouns, pronouns, verbs, adverbs, adjectives, etc., and their meanings, besides making them familiar with the construction of Tamil sentences and some proverbs, idioms and phrases in passages.

Learning Outcomes:

After taking this course, the students would be able to:

- This course will enable non-Tamil students to know the alphabet and its categories, sounds and pronunciations.
- Get familiar with important nouns, basic verbs, kinds of verbs and tenses, adverbs, adjectives, and their meanings, and style of sentence construction in Tamil language.
- Know certain proverbs, idioms and phrases and their contextual meanings in given passages.
- Enhance the language proficiency of speaking, writing, and reading Tamil which may be helpful for their academic and professional life.

UNIT- I Brief history of Tamil language and literature and its literary genres (12 hours)**UNIT- II. (11 hours)**

- Introduction of vowels, consonants, vowel consonants, nouns, pronouns, verbs, adverbs, adjectives and construction of sentences and idioms and phrases.

- Vowels, consonants, vowel consonants and their morphology, phonology, phonemes and morphemes.
- Kinds of Words – Nouns, Pronouns, Adverbs and Adjectives.
- Kinds of Verbs – Past tense, Present tense, Future tense, and Continuous tense of past, present and future.
- Construction of simple and combined sentences.

UNIT- III Elucidation of the basic grammar of Tamil language**(11 hours)**

- Parts of Speech
- Kinds of nouns
- Kinds of Verbs
- Kinds of Tenses
- Types of Sentences

UNIT- IV Writing skill and content development**(11 hours)**

(For Cyber and Print Media, Blogs, Advertisements, Reports, Scripts, etc.)

TUTORIAL

(Vocabulary and reading a Tamil Dictionary, Basic conversation in Tamil language, Speaking practice, Journaling in Tamil language)

Suggested Readings:

Sankaranarayanan, G. *A Programmed Course in Tamil*. Mysore: Central Institute of Indian Languages, 2012.

Text Book Committee, *Tamil Text Books (First-Second-Third Standards)*. Chennai: Tamil Nadu Text Book Society, 2010.

Rajaram, S. *An Intensive Course in Tamil*. Mysore: Central Institute of Indian Languages, 1979.

Vidya Mohan and Rajiv Ranjan, *Basic Tamil*. Michigan: Michigan State University, 2024.

Tamil Grammar in easy English / Thamil Paadanool (Draft Version). 2004. Elango Cheran.

Source: <http://www.unc.edu.echeran/paadanool>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – II Code- CILDSETAM 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the Tamil language to students of other lingua franca, who gained essential knowledge of the said language in the previous semester.
- To deliberate elaborately in detail about the phonology, morphology and syntax of the Tamil language, its basic grammatical rules, kinds of tenses and a standard spoken language.
- To give the students a clear understanding of the construction of Tamil sentences, and a basic knowledge of the art of translation between Indian languages.

Learning outcomes:

After taking this course, the students would be able to:

- Acquire the essential knowledge of the Tamil language and its grammatical rules.
- Gain the required language skill to speak with common Tamils and produce literary content in Tamil.
- To have the desired aptitude of the art of translation, a forte for their professional or career-oriented life.

UNIT – I**(10 hours)**

Language: Proverbs, Idioms, Phrases, etc.

UNIT – II Language: Grammar**(15 hours)**

- Numbers
- Genders
- Tenses
- Other features of the Tamil language

UNIT – III Writing skill of contents**(10 hours)**

- Gaining Tamil vocabulary
- Using Dictionary and Lexicons
- Acquiring Tamil Technical glossaries

UNIT – IV**(10 hours)**

Comprehension

TUTORIAL

(Watch movie with subtitles and analysing the movie, Read a Tamil book of choice, Role play, Journaling, Group discussion in Tamil language on a specific topic)

Suggested/Recommended Readings:

An Intensive Course in Tamil. 2000. S. Rajaram. Mysore: Central Institute of Indian Languages.

Colloquial Tamil. 2002. R.E. Asher and E. Annamalai. London: Routledge.

Tamil Text Books (Fourth-Fifth-Sixth Standards). 2010. Text Book Committee. Chennai: Tamil Nadu Text Book Society.

Winslow's English – Tamil Dictionary. 1996. C. Appasamy Pillai. New Delhi: Asian Educational Services.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETAM 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – III Code- CILDSETAM 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- The Tamil course aims to provide learners with a strong foundation in Tamil language skills by developing basic to advanced competence in reading, writing, speaking, and comprehension.
- The course seeks to familiarize students with Tamil script, grammar, vocabulary, and functional communication while introducing them to the cultural, literary, and social contexts of Tamil society.
- It also intends to build practical language proficiency for everyday use and academic engagement, along with an appreciation of Tamil literature, traditions, and heritage.

Course Learning Outcomes:

- On successful completion of the course, students will be able to read and write Tamil script with clarity, construct grammatically accurate sentences, and communicate effectively in spoken and written Tamil.
- They will demonstrate improved comprehension of simple to complex texts, apply essential grammatical structures in real-life situations, and express ideas coherently.
- Learners will also gain a foundational understanding of Tamil literature and cultural practices, enabling them to interpret Tamil texts and interact confidently in diverse linguistic and cultural contexts.

UNIT - I**(10 hours)**

- Tamil Greetings
- Days of the Week, Months & Seasons
- Numbers (1-1000)
- Talking about oneself and family
- Family tree
- Listening to a Conversation

Essential readings:

Vidya Mohan and Rajiv Ranjan, Basic Tamil. Michigan: Michigan State University, 2024

UNIT - II**(10 hours)**

- Question Words, Wh-questions
- Finding a Restaurant
- States, Places and Languages
- Describing Weather

Essential readings:

Sankaranarayanan, G. A Programmed Course in Tamil. Mysore: Central Institute of Indian Languages, 2012.

UNIT - III**(10 hours)**

- Reading a passage
- Discussing a picture
- Simple reading exercise
- Listening to a Conversation
- Talking about own state
- Talking to a co-passenger

Essential readings:

Text Book Committee, Tamil Text Books (First-Second-Third Standards). Chennai: Tamil Nadu Text Book Society, 2010.

UNIT - IV**(15 hours)**

- Reading and Comprehension
- Vocabulary review cases
- Using conjunctions
- Making simple descriptions
- Spelling practice
- Conversation practice
- Translating a passage

Essential readings:

Rajaram, S. An Intensive Course in Tamil. Mysore: Central Institute of Indian Languages, 1979.

Tutorial:**(15 hours)**

This tutorial focuses on building essential Tamil skills in reading, writing, speaking, and comprehension. Students practice Tamil script, grammar, vocabulary, and functional communication for real-life use. Activities include sentence construction, conversation exercises, and text interpretation with cultural context. By the end, learners gain confidence to understand and express ideas in Tamil across academic and everyday situations.

Suggested readings:

Textbook committee, Tamil Text Books (First, Second, Third standards), Tamilnadu Textbook Society, 2010.

Vidya Mohan and Rajiv Ranjan, Basic Tamil, Michigan, Michigan State University, 2024.

Elango Cheran, Tamil grammar in easy English/Thamil Paadanool(Draft version), 2004.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Tamil Language and Literature IV Code- CILDSE 412	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore major Tamil festivals and their social and cultural relevance.
- To analyse Tamil proverbs as carriers of cultural values and life lessons.
- To study the historical and cultural significance of prominent locations in Tamil Nadu.
- To understand the global presence and spread of the Tamil language and culture.

Course Learning Outcomes:

- Students will identify major Tamil festivals and explain their cultural symbolism.
- They will interpret Tamil proverbs and apply them to gain a deeper understanding of the context.
- Learners will gain knowledge of culturally significant places in Tamil Nadu.
- They will recognise the influence of the Tamil language and culture across the world.

UNIT - I**(10 hours)**

- A concise introduction to the history and development of Tamil literature.
- Study of Sangam literature and an outline of major phases in Tamil literary history.
- Reading and discussion of essays on significant Tamil literary works and authors.
- Overview of contemporary Tamil literature and its thematic and stylistic features.

Essential readings:

Agesthalingom. S A Concise History of the Tamil Language, International Institute of Tamil Studies (IITS), 2013.

Mu. Varadarajan, History of Tamil Literature, New Delhi: Sahitya Akademi, 1987.

UNIT - II

- Study of major Tamil festivals and their cultural significance. Understanding Tamil proverbs and their reflections of life values and wisdom.
- Essays and discussions on important cultural, literary, and historical places of Tamil Nadu.
- Exploration of the presence and growth of the Tamil language and culture across other countries.
- Contemporary Tamil literature.

Essential readings:

SivaThiagarajah, *Culture and Heritage of the Tamils*, Annam Publications “(London), 2022

Kothandaraman, P. A Course in Modern Standard Tamil – Texts and Exercises, Chennai: International Institute of Tamil Studies, 1975.

UNIT – III**(15hours)**

- Study of the origin of the Tamil language through historical and narrative sources.
- Tracing the evolution of Tamil scripts from early inscriptions to modern writing.
- Introduction to the Dravidian language family and Tamil’s linguistic position within it.
- Exploration of the Tamil language as a reflection of cultural life and social identity.

Essential readings:

Indrapala. K, *Tamil Script: Origin and Development*, Kumaran Book House, 2015.

Iravatham Mahadevan, *Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D.* Harvard University Press, 2003.

UNIT- IV

- Study of *Muthumakkal Thaali* and the Keeladi excavations as evidence of early Tamil civilisation.
- Archaeological findings demonstrate the antiquity and development of the Tamil language.
- Material evidence highlighting Tamil literary traditions and the lifestyle of ancient communities.
- Insights into ancient Tamil trade networks and advanced water-management systems practised by the Tamil people.

Essential readings:

Rajan. K, *Early Tamil Society: Material Culture and Institutions*, Manonmaniam Sundaranar University Publication, 2017.

Amarnath Ramakrishna, *Keeladi: The Journey of Tamil Civilization*, Kalachuvadu Publications, 2021.

TUTORIAL**(15 hours)**

Group activity on describing major Tamil festivals and traditions. Listing and interpreting Tamil proverbs with practical examples. Short assignments on important cultural places of Tamil Nadu. Presentation on Tamil-speaking communities and culture in foreign countries.

Suggested Readings:

Thangappa, M.L. (Tr.), Love Stands Alone – Selected Poems from Sangam Literature, New Delhi: Penguin. Reference Materials, 2008.

Kailasapathy. K, Language and Civilisation in Tamil Society, Cre-A Publishers, 2010.

Rajan. K, Early Tamil Society: Material Culture and Institutions, Manonmaniam Sundaranar University Publication, 2017.

Amarnath Ramakrishna, Keeladi: The Journey of Tamil Civilization, Kalachuvadu Publications, 2021.

Sivanantham. R, Keeladi: An Urban Civilization of Sangam Age, Tamil Nadu State Department of Archaeology, 2020.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETEL 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – I Code- CILDSETEL 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Telugu primary language speaking skills.
- To introduce basic Telugu language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Telugu, along with synonyms to expand vocabulary.

Learning outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary.
- Read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT – I A brief introduction to the Telugu language**(5 hours)****UNIT – II Introduction to sounds and letters, Framing the words and sentences (15 hours)**

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar**(15 hours)**

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development**(10 hours)**

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL

(Basic Conversation Practice, Flashcards for Vocabulary Building, Role-Playing Everyday Situations, Cultural Exploration Activities)

Suggested/Recommended Readings:

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – II Code- CILDSETEL 002	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Telugu language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Telugu.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach them the basic rules of translation as well.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Telugu to English and vice versa.

UNIT – I**(5 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT –II. Language: Grammar**(10 hours)**

- Numbers
- Genders
- Salient features of the Telugu language

UNIT – III Writing skills and content development**(10 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

Unit – IV**(15 hours)**

Comprehension

TUTORIAL

(Storytelling Sessions, Role-Playing Conversations, Vocabulary Challenges, Debate or Discussion in Telugu, Telugu Movies analysis)

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

Ramanarasimham, Parimi. 1974 *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages,

Reddy G.N. and Matson D.M. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare, 1966.

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – III Code- CILDSETEL 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach students the most useful Telugu vocabulary for daily life, focusing on words they will actually hear on the street and at home.

- To help them start simple conversations—how to say hello, introduce themselves, talk about their family, and ask basic questions like ‘Where?’ or ‘How much?’.
- To teach them how to describe the world around them—colours, numbers, the weather, their mood, and their daily routine—in simple sentences.
- To get them comfortable with the sound of the language by listening to audio clips and reading very short, easy stories.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand and use about 200-300 essential Telugu words for everyday survival.
- Speak in short, clear sentences about who they are, what they like, and what their family does.
- Look at a picture or a place and describe it using the right adjectives and simple grammar.
- Read basic Telugu stories and answer simple questions about them (Listening and Reading comprehension).

UNIT - I Vocabulary Building

(10 hours)

Learning the names of everyday objects (Chair, Table, Book, Phone). Common verbs (Go, Come, Eat, Sleep). Words for emotions (Happy-Santhosham, Sad-Baadha, Angry-Kopam). Learning pairs of opposites (Big/Small, Hot/Cold).

UNIT – II Daily Conversation Skills

(10 hours)

How to greet elders vs. friends (Namaskaram vs. Hi). Introducing oneself. Talking about family members. Expressing Likes (Ishtam) and Dislikes (Ayishtam). Telling the time, days of the week, and dates. Answering the ‘Wh-’ questions: What (Em), Where (Ekkada), When (Eppudu), Why (Enduku), Who (Evaru).

UNIT – III Description Skills

(15 hours)

Learning names of Colors, Shapes, and Sizes. How to describe a Daily Routine (Dinacharya). Describing how one feels. Describing the Weather (Enda-Sunny, Vana-Rain). Describing places (My Room, My College) and people.

UNIT – IV Unicode Typing and its application

(15 Hours)

Learning to type in Telugu using standard tools (Google Input Tools/Lekhini). How to send a Telugu email, chat on WhatsApp in Telugu, and search for Telugu content on Google.

TUTORIAL**(15 hours)**

(Group Discussion, Pair conversations, Role Plays like ‘Meeting a new friend,’ Writing a short paragraph about ‘My Family,’ Listening to a simple audio clip and writing down what was said.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. Central Institute of Indian Languages, Mysore. (The standard book for learners).
- *Telugu Vachakam* (State Government Textbooks - Class 2,3, & 4) – Excellent for simple vocabulary.

Suggested/Recommended Readings:

- Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras: Society
- for promoting Christian knowledge.
- Krishnamurti, B. and Gwynn, J. P. L. 1986, A Grammar of Modern Telugu. USA: Oxford
- University Press.
- Parandhama Reddy, M. and Venkateswara Shastri, J. 1997. Telugu Velugu- I. Mysore: Central Institute of Indian Languages.
- Ramanarasimham, Parimi. 1985, An Intensive Course in Telugu. Institute of Indian Languages. Mysore: Central
- Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.
- Venkatavadhani, Divakarla. 2017, Telugu in Thirty Days. Hyderabad. Andhra Pradesh
- Sahitya Academy,
- **Websites:**
 - *Lekhini.org* (For typing practice).
 - *LearningTelugu.org* (For basic grammar and audio).

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – IV Code- CILDSETEL 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To give students the confidence to speak Telugu in real-world situations outside the classroom.
- To prepare them to use Telugu for practical tasks—like going to a bank, a hospital, or a government office.
- To improve their pronunciation so they sound natural and can read with the right feeling.
- To introduce the rich culture of Telugu people—their festivals, food, and traditions—so students understand the context behind the words.
- To motivate them to write short notes, messages, and creative descriptions confidently.

Learning Outcomes:

After taking this course, the students would be able to:

- Read short Telugu texts and explain the main idea in their own words.
- Speak 6-7 connected sentences on a topic without stopping.
- Talk about major festivals like *Sankranti* or *Ugadi*, and use common Telugu proverbs (*Samethalu*) in conversation.
- Speak confidently in small groups or role-play scenarios.

UNIT - I Functional Language**(10 hours)**

Real-life scenarios:

- At a Hotel/Restaurant: Ordering food (*Bhojanam*), asking for water, asking for the bill.
- At a Doctor's Clinic: Explaining a headache or fever.
- At a Bus Stop/Station: Asking 'Does this bus go to...?' or 'What is the ticket price?'
- General: Making small requests or polite complaints at an office.

UNIT – II Academic and Formal Language (10 hours)

How to structure a short speech (Welcome/Thank you). Reading and understanding movie posters, public notices (Prakatanalu), and advertisements. Writing simple reports or ‘Lost and Found’ notices.

UNIT – III Culture and Communicative Fluency (15 hours)

Introduction to Telugu culture.

- Festivals: *Sankranti* (Harvest), *Ugadi* (New Year), *Bathukamma* (Floral festival).
- Food: Traditional items like *Pachadi* (Pickle) and *Pulihora*.
- Manners: Using the right language for the right person (Politeness markers like *Andi/Garu*).

UNIT – IV Simple Telugu Literature and Expressive Reading (10 hours)

- Stories: Reading simple Folk tales (like *Tenali Ramakrishna* or *Maryada Ramanna*)—stories that are funny and easy to understand.
- Poetry: Introduction to simple 4-line poems (*Vemana Satakam*) that teach morals.
- Activity: Retelling a story in their own words.

TUTORIAL (15 hours)

(Group Discussion on ‘City vs Village,’ Pair conversations, Role Plays [Doctor-Patient, Shopkeeper-Customer], Creative writing on ‘My Favorite Festival,’ Listening to a story and completing the ending.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. CIIL, Mysore.
- Vemana. *Vemana Satakam* (Simple verses)
- Telugu *Samethalu* (Book on Proverbs).

Suggested/Recommended Readings:

Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras: Society

for promoting Christian knowledge.

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

University Press.

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

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

Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.

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

Sahitya Academy,

- **Websites:**

- *Andhrabharati.com* (Online Dictionary).
- *Chandamama* Story Archives (For simple reading practice).

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

SKILL-BASED COURSE**SEMESTER III****SKILL-BASED COURSE- CILSBC 301**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Manuscript Reading CILSBC 301	2	1	NIL	1	Graduation	NIL

Learning Objectives:

This course introduces the study of manuscripts, their historical significance, writing materials, and preservation methods, deciphering techniques, and cataloging. It also explores Tamil and Sanskrit palm-leaf manuscripts, archival sources, and digital preservation efforts.

Learning outcomes:

Tamil manuscript studies bridge the past and the future by preserving historical knowledge while adapting to digital advancements. Palm-leaf manuscripts, a primary medium of Tamil literary and historical documentation, serve as vital sources for understanding ancient Tamil culture, language, and knowledge systems. These manuscripts encompass diverse fields such as literature, medicine, astronomy, and philosophy, offering insights into the intellectual traditions of Tamil society.

Unit 1: Introduction to Manuscriptology

Scope, and significance of manuscript studies History of manuscript writing in India Difference between manuscripts and printed texts Different types of manuscripts

Unit 2: Manuscript Writing Tradition in India

Materials used: Palm leaves, copper plates, stone inscriptions writing instruments: Stylus (ezhuthani), ink, and other tools Role of temples, matas, and Tamil scholars in manuscript preservation

Unit 3: Types and Classification of Manuscripts

Literary manuscripts Bhakti literature, Scientific and medical manuscripts: Ayurvedic and Siddha medicine, astronomy, astrology Religious manuscripts: Saiva, Vaishnava, Jain, and Buddhist texts Manuscripts in folklore ballads

Unit 4: Manuscript Preservation and Conservation

Causes of manuscript deterioration (climate, insects, and handling) Traditional methods of manuscript preservation Modern conservation techniques: Chemical treatment, digitization Government and private archives:

Suggested Readings:

Ganesan.V and Kalpana, S.(ed) Palm leaf manuscripts in Indian languages Chennai; Institute of Asian studies 1996

William Taylor Oriental Historical Manuscripts, in the Tamil Language Delhi:Isha Books 2013

Web Sources;

<https://www.caluniv.ac.in/academic/LibSc/Study/Manuscript.pdf>

<https://www.idc.iitb.ac.in/resources/dt-july-2009/Palm.pdf>

<https://www.jetir.org/papers/JETIR1902774.pdf>

<https://palms.org/wp-content/uploads/2016/05/vol47n3p125-129-1.pdf>

https://shs.hal.science/halshs-01946663/file/Francis_2017_the_other_way_round.pdf

<https://cool.culturalheritage.org/coolaic/sg/bpg/annual/v28/bpga28-17.pdf>

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

SKILL-BASED COURSE- CILSBC 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Project Work and Methodology CILSBC 302	2	1	NIL	1	Graduation	NIL

Learning Objectives:

This course guides students through the process of creating their own research project. The aim is to move beyond textbook theory and build practical skills. Students will learn by doing, managing a project from the initial idea to the final paper. This hands-on approach will prepare students for higher studies and professional work by teaching them how to handle a significant project, gather real-world information, analyse it, and write a strong report.

Learning Outcome:

Upon completing this course,

- students will possess the practical skills necessary to write a whole research paper/dissertation.
- Students will be comfortable with the entire research process: from picking a topic to submitting the final draft.
- They will learn how to write in a clear, professional style, edit their own work, and format a paper correctly.
- The course also focuses on research ethics, teaching students how to use sources and avoid plagiarism properly.

Unit I. The Basics: What is Research?

- What is a research paper? How is it different from a simple essay?
- Finding a topic
- Selection of the topic
- The Research Question
- Knowing research limitations

Unit II. Gathering and Sorting Information.

- Primary vs. Secondary sources
- Identifying data
- Methods for collecting data
- Staying organised

Unit III. Analysing, Findings, and Using Sources.

- Analytical methods
- What are the findings?
- Using sources, the right way
- Ethics and Citations

Unit IV. Writing Final Paper.

- Structuring paper
- Writing the first draft
- Editing and Revising
- Formatting

Further Reading:

MLA Handbook: Rethinking Documentation for the Digital Age (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016.
(Subsequent Revised Eds. of MLA Handbook)
MLA Style Sheet (Latest Edition).

Suggested Readings:

Booth, Wayne C. (et al). (2024). *The Craft of Research*. (Fifth Edition). Chicago: The University of Chicago Press.

Creswell, John W. (and J. David Creswell). (2022). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (Sixth Edition). Thousand Oaks: SAGE Publications.

Eco, Umberto. (2015). *How to Write a Thesis*. (Translated by Caterina Mongiat Farina and Geoff Farina). Cambridge: The MIT Press.

Guerin, Wilfred L. (2010). Eds. *A Handbook of Critical Approaches to Literature*. (Fourth edition). Delhi: OUP.

Harris, Steven R. (and Kathleen A. Johnson). (2009). Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Chicago: Association of College and Research Libraries.

Kothari, C. R. (2008). *Research Methodology: Methods and Techniques*. New Delhi: Wiley and Eastern Ltd.

Kumar, Ranjit. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.

Marcuse, Michael J. (1990). *A Reference Guide for English Studies*. Oxford: University of California Press.

Pandey, Prabhat (and Meenu Mishra Pandey). (2021). *Research Methodology: Tools and Techniques*. New Delhi: Bridge Centre.

Turabian, Kate L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. (Ninth Edition). Chicago: The University of Chicago Press.

Williams, Kate (and Jude Carroll). (2009). *Referencing and Understanding Plagiarism*. London: Palgrave Macmillan.

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

SEMESTER IV
SKILL-BASED COURSE- CILSBC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Digital Tools and AI Applications in Literary Studies CILSBC 401	2	1	NIL	1	Graduation	NIL

Learning Objectives:

This course aims to:

- Introduce the scope and significance of digital humanities and artificial intelligence (AI) in literary research.
- Train students to manage bibliographies and digital notes using reference management tools such as Zotero and Obsidian.
- Develop foundational skills in data organization, text corpus creation, and digital text analysis.
- Familiarize students with AI-assisted research tools for text processing and interpretation.
- Encourage ethical and critical awareness in the application of digital and AI tools within academic and literary studies.

Learning outcomes:

By the end of this course, students will be able to:

- Demonstrate competence in using digital and AI tools for organizing and conducting literary research.
- Manage bibliographic and note-based data efficiently through platforms like Zotero and Obsidian.
- Create and structure literary datasets and perform basic text analysis and exploration.
- Utilize AI tools for summarization, thematic analysis, and bibliographic mapping.
- Critically assess the potentials and limitations of digital and AI technologies in the humanities.

UNIT – I: Digital Humanities and Research Management Tools (8 hours)

- Overview of Digital Humanities: evolution, scope, and importance in literary studies.
- Digital text vs. printed text; metadata, digitization, and open-access culture.
- Research organization:
- Reference management using Zotero.
- Note-linking and digital annotation using Obsidian.
- Structuring bibliographic databases and interlinking texts, themes, and annotations.
- Ethical citation and responsible data usage.

UNIT – II: Digital Archives, Data Structuring, and AI Applications (7 hours)

- Exploring major archives and databases: DSAL, SAOA, Bichitra, Archive.org, CrossAsia Repository.
- Data structuring for literary research: spreadsheet and CSV basics.
- Introduction to corpus exploration tools: Voyant Tools, AntConc.
- Introduction to AI in Literary Studies:
- Understanding AI-assisted text analysis and semantic clustering.
- Using AI platforms (ChatGPT, Claude, Perplexity, etc.) for:
 - Research idea generation and bibliographic discovery
 - Text summarization, theme identification, and comparison
 - Draft refinement and annotation
- Discussion: Ethics, authorship, and academic integrity in the age of AI.

PRACTICAL

- Setting up a Zotero library and Obsidian vault for a literary theme or author.
- Creating a small corpus of literary texts and performing keyword or theme analysis using Voyant Tools or an AI assistant.
- Building a mini digital portfolio combining Zotero, a CSV dataset, and AI-generated Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). *A Companion to Digital Humanities*.

Essential readings:

Schreibman, Susan, Ray Siemens, and John Unsworth, eds. *A Companion to Digital Humanities*. Oxford: Blackwell.

Burdict, Anne et al. *Digital Humanities*. Cambridge, MA: MIT Press, 2012.

Drucker, Johanna. *Digital Humanities Coursebook*. London: Routledge, 2021.

Suggested/recommended readings:

Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis*. Chicago: University of Chicago Press.

Warwick, A. "Making Digital Humanities Work for Literary Studies." *Literary and Linguistic Computing* (2013).

Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production*. Cambridge, MA: Harvard University Press, 2014.

Tenen, Dennis. *Plain Text: The Poetics of Computation*. Stanford: Stanford University Press, 2017.

Digital and AI Tools:

- Zotero — <https://www.zotero.org>
- Obsidian — <https://obsidian.md>
- Voyant Tools — <https://voyant-tools.org>
- AntConc — <https://www.laurenceanthony.net/software/antconc/>
- Archive.org — <https://archive.org>
- CrossAsia Repository — <https://crossasia-repository.ub.uni-heidelberg.de>
- ChatGPT — <https://chat.openai.com>
- Perplexity AI — <https://www.perplexity.ai>

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

SKILL BASED COURSE CILSBC 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisit of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Translation Code-CILSBC 402	2	1	Nil	1	Graduation	Nil

Learning Objectives:

- This skill based course will focus on enhancing translation skills between languages.
- This course will discuss the techniques to be used when translating a text from one language to another manually or through machine.
- The course will also focus on advertising translation, speech translation, and translating legal documents.

Learning Outcomes:

- It is expected that the students will gain some skills in translation.
- This will help them in future employment.

Unit I:**(7 hours)**

Basic requirement of Translation

Unit II:**(8 hours)**

Methods and tools of translation

Practical:**(15 hours)**

(As practical part of this course, projects/workshops on translation of any fictional or non-fiction text written in English into various Indian languages or workshops on translation of any text written in Indian languages from that language into English will be conducted. Review of the translated texts will also be done in Practical session.)

Suggested/ Recommended readings:Bassnett, Susan. *Translation Studies*, London and NY: Methuen, 1980.Das, Bijay Kumar. *The Horizon of Translation Studies*. New Delhi: Atlantic Publishers, 1998.Kalyani, P.K. *Translation Studies*. New Delhi: Creative Books, 2001.

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

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