

UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/13

Dated: 31.07.2025

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 07-11/ dated 23.05.2025)

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

Add the following:

The syllabi of Semester-VII and VIII of following Departments under Faculty of Arts based on Undergraduate Curriculum Framework 2022 are notified herewith for the information of all concerned:

Department	Syllabi
Germanic & Romance Studies	1. B.A. (Hons) French Semester VII and VIII (Annexure-1) 2. B.A. (Hons) German Semester VII and VIII (Annexure-2) 3. B.A. (Hons) Italian Semester VII and VIII (Annexure-3) 4. B.A. (Hons) Spanish Semester VII and VIII (Annexure-4)
Sanskrit	1. B.A. (Hons.) Sanskrit Semester VII and VIII and B.A. (Prog.) Sanskrit - VII and VIII (Annexure-5)
Indian Languages and Literary Studies	1. B.A. (Prog.) Tamil Semester VI, VII and VIII (Annexure-6) 2. B.A.(Hons.) and B.A. (Prog.) Bengali Semester VI, VII and VIII (Annexure-7) 3. B.A.(Prog.) Telugu Semester VI, VII and VIII(Annexure-8) 4. B.A. Programme with Sindhi as minor discipline Semester-II (Annexure-9)


REGISTRAR

Department of Germanic & Romance Studies
BA (Hons.) French

Semester VII

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of France and Francophone Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Semester VIII

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of France and Francophone Countries -2
	Language of the Arts
	Critical Issues in French Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)
Study of the Genre: Shorter Narrative Forms

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

DSC-19 Study of the Genre: Shorter Narrative Forms	
Learning Objectives: - Study of various shorter narrative forms such as legends, chronicles, novellas, fable, fabliaux, fairy tales, conte, conte fantastique, microstories, flash narratives etc. - To introduce the students to the historical evolution of these genres. - To equip students with basic tools for narratological analysis	
Learning Outcomes: The Learning Outcomes of this course are as follows: - Students can identify formal and thematic characteristics of various shorter narrative forms. - Students can analyse the works of leading writers of these forms and their specificities. - Students develop an understanding of the evolution of these genres across various centuries up to the contemporary period	
Syllabus:	
UNIT I	11 Hours
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: legends, chronicles, fabliaux, lais etc. Suggested authors: Marie de France, Rutebeuf	
UNIT II	11 Hours
Study and analysis of shorter narrative texts from the Renaissance period Suggested authors: Courtebarbe, Marguerite de Navarre etc. Study and analysis of shorter narrative texts from the XVII Century Suggested authors: Jean de La Fontaine, Charles Perrault, Mme de La Fayette, Mme d'Aulnoy etc.	
UNIT III	11 Hours
Study and analysis of shorter narrative forms from the XVIII Century Suggested authors: Voltaire, Diderot, Marmontel, Cazotte etc. Study and analysis of shorter narrative texts from the XIX Century Suggested authors: Guy de Maupassant, Gustave Flaubert, Charles Nodier, Alphonse Daudet, Théophile Gautier, E.T.A. Hoffmann, Emile Zola	
UNIT IV	12 Hours
Study and analysis of shorter narrative texts from the XX-XXI Centuries Suggested authors: Marcel Aymé, Marguerite Yourcenar, Georges-Olivier Châteaureynaud, Daniel Boulanger, Romain Gary, Anna Gavalda, Monique Proulx, Scholastique Mukasonga, Fatou Diome J.M.G. Le Clezio, etc.	
Practical component (if any) – NIL	
References Angus Martin, <i>Anthologie du conte en France 1750/1799</i> , 10/18, n°1456, Paris, 1981. Allan H Pasco, <i>Nouvelles Françaises du Dix-neuvième siècle : Anthologie</i> , Rockwood Press, Charlottesville, 2006.. Andre Jolles, <i>Formes Simples</i> , Seuil, 1972. Dominique Combe, <i>Les genres littéraires</i> , Hachette Supérieur, Paris, 1992. Jean-Pierre Aubrit, <i>Le conte et la nouvelle</i> , Armand Colin, Paris, 1997 Philippe Andrès, <i>La Nouvelle, Col. Thèmes et études</i> , Ellipses, Paris, 1998. Paul Zumthor, <i>Introduction à la poésie orale</i> , Editions du seuil, 1983. Pierre-Georges Castex (Ed.), <i>Anthologie du Conte fantastique français</i> , Librairie José	

Corti, Paris, 1962.
 Pierre Jourda (Ed.), *Conteurs français du XVI^e siècle*, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1965.
 René Godenne, *La Nouvelle Française*, PUF, Paris, 1974.
 René Pickard, (Ed.), *Nouvelles du XVII^e siècle*, Col. « Bibliothèque de la Pléiade », Gallimard, Paris, 1997
 Ruth Finnegan, *Oral Poetry, Its nature, significance and social context*, Cambridge University Press, 1977.
 Vladimir Propp, *Morphologie du conte*, Gallimard, 1970.
 Tzvetan Todorov, *Introduction à la littérature fantastique*, Seuil, coll. Points, 1970.
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

DISCIPLINE SPECIFIC ELECTIVES (DSE)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
DSE 5	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of France and Francophone Countries - 1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study	4	3	1	0	Passed	Attained a

of the Language					Class XII	language level in French equivalent to B1
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Advanced Study of the Language	
Learning Objectives: • Enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language. • Impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field.	
Learning Outcomes: • Develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail. • Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression • Develop the required skill to understand specialised articles, reports, documentaries, and films within and outside his/her field with the help of a dictionary. • Develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs	
Syllabus:	
UNIT I	12 Hours
Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Writing: Writing term papers on various topics/project reports/preparing news reports/ blog writing /writing applications /wall magazines /editorials/ brochures/ newsletters etc.	
UNIT II	12 Hours
Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content. Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Francophone World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs	
UNIT III	11 Hours
Lexical, Morphosyntactic and Phonological Competences: • Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains. • Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner. • Developing clear, natural, pronunciation and intonation in French	

UNIT IV	10 Hours
• Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. • Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: Claire Charnet, Jacqueline Robin-Nipi, <i>Activités - rédiger un résumé, un compte rendu, une synthèse</i>, Hachette, Paris, 2017. Georgeta Cislaru, Chantal Claudel, Monica Vlad, <i>L'écrit universitaire en pratique</i>, De Boeck Université, Bruxelles, 2017. Jean-Michel Adam, <i>La Linguistique textuelle</i>, Armand Colin, Paris, 2015. Louis-Marie Morfaux, Roger Prévost, <i>Résumé et Synthèse de textes : Méthode et Exercices corrigés</i>, Armand Colin, Paris, 2004. Catherine Dollez, Michel Guillou, Cécile Herry, Sylvie Pons, Lucile Chapiro, <i>Alter ego 5 Livre de l'élève</i>, Hachette, Paris, 2010. Annie Berthet, Cédric Louvel, <i>Alter Ego 5 - Cahier de perfectionnement</i>, Hachette, Paris, 2009. Dorothee Dupleix, Sébastien Durietz, Pauline Martin, Caroline Mraz Delphine Ripaud, Marie-Noëlle Cocton, <i>Saison 4 : Livre de l'élève</i>, Didier, Paris, 2015 <i>Saison niveau 4, cahier d'activités</i>, Anneline Dintilhac, Didier, Paris, 2015 A Bredelet, B Megre, W.M. Rodrigues: "Odysée B1, Méthode de français", CLÉ International, France, 2022 Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « Cosmopolite B2, Méthode de français » Hachette, 2018, Dossiers 5-8. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « La Classe B2, Méthode de français », CLÉ International, 2018. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « L'Atelier B2, Méthode de français », Les Éditions DIDIER, France, 2020. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d'écoute), Agustin Garmendia (Conseil pédagogique et révision) : « Défi —4 Méthode de français », Éditions Maison des Langues, 2019. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard Ghislaine Tabareau « Edito-B2 Méthode de français (2 e édition) », Editions DIDIER FLE, 2018. Amelie Brito, Emilie Bucher : "Odysée B2, Cahier d'activités", CLÉ International, France, 2022. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing	

- Group discussion
- Problem-solving exercises

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Theatre

Learning Objectives:

- Study of theatre as a genre and its specificities
- Study of the genre's evolution in French and Francophone Literature through a selection of representative authors from the Middle Ages till the present day.
- Imparting literary techniques and strategies to analyse theatre as a genre.

Learning Outcomes:

- The student will develop an understanding of the specificities of the genre.
- The student will become familiar with the historical evolution of the genre.
- The student will read and be familiar with critical issues related to major plays of French and Francophone literature.

Syllabus:

UNIT I	11 Hours
Literary theories related to theatre and performance studies	
UNIT II	11 Hours
Medieval and Renaissance forms of theatre Classicism	
UNIT III	11 Hours
18 th and 19 th Century Theatre	
UNIT IV	12 Hours
20 th and 21 st Century Theatre Francophone Theatre	

Suggested Authors: Racine, Corneille, Molière, Marivaux, Beaumarchais, Musset, Hugo, Feydeau, Maeterlink, Claudel, Cocteau, Genet, Giraudoux, Beckett, Ionesco, Sartre, Jarry, Artaud, Pagnol, Marie N'Diaye, Kossi Efoui, Hélène Cixous, Yasmina Réza, Maryse Condé, Wajdi Mouawad, Suzanne Lebeau etc.

Suggested Readings:

Michel Corvin, *Dictionnaire encyclopédique du théâtre*, première édition en 1991 chez Bordas, dernière réédition Larousse 2008

Michel Vinaver, *Écritures dramatiques, essai d'analyse de textes de théâtre*, Actes Sud collection Babel, 1993

Monique Borie, Martine de Rougemont, Jacques Scherer, *Esthétique théâtrale textes de Platon à Brecht*, SEDES, 1982

Romain Fohr, *Du décor à la scénographie, anthologie commentée de textes sur l'espace scénique*, Éditions l'Entretemps, 2014
 Patrice, Pavis, *Dictionnaire du théâtre*, première édition en 1987 chez Messidor/Éditions sociales, dernière réédition Armand Colin 2002
 Patrice, Pavis, *L'Analyse des spectacles*, Armand Colin, dernière édition 2016
 Etienne Souriau, (sous la direction de), *Vocabulaire d'esthétique*, PUF, 1990
Scénographes en France 1975 - 2015, Actes Sud, 2013
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to Literary Translation

Learning Objectives:

- Introduce students to debates around literary translation.
- Familiarize students with various strategies and methods pertaining to literary translation.
- Impart skills required for translation of specific genres.
- Provide an overview of literary translation in India.

Learning Outcomes:

- Students will be able to understand various issues of literary translation.
- Students will be able to apply various strategies and methods of translation of different kinds of literary texts.
- Students will be able to hone their practical translation skills.

Syllabus:

UNIT I

12 Hours

Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)

UNIT II	12 Hours
Strategies and Methods of Translation	
UNIT III	12 Hours
Translating narrative and essayistic texts	
UNIT IV	9 Hours
History of translation in India with focus on translation of French literary texts.	
Suggested Readings: Françoise Wuilmart, "La traduction littéraire: qualité et formation", <i>Le français et les langues d'Europe</i>, Presses Universitaires de Rennes, Rennes, 2011. Georges Mounin, <i>Les belles infidèles</i>, Presses Universitaires du Septentrion, édition 2016. Awdhesh Kumar Singh, "Translation in/and Hindi Literature", <i>History of translation in India</i>, Edited by Tariq Khan, National Translation Mission, Mysuru, 2017. Harish, Trivedi, "India, England, France: A (Post-) Colonial Translational Triangle", <i>Meta XLII</i>, 2, 1997. Lefevere, André. "Translation, rewriting, and the manipulation of literary fame." (2016). Newmark, Peter. "A textbook of translation." (2003). Nord, Christiane. "Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis." (2005). Venuti, Lawrence. "The Translator's Invisibility. A History of Translation." (1995). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing • Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to the Methodology of Teaching a Foreign Language
Learning Objectives: • Create a basic awareness about a foreign language classroom and textbook. • Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching

Learning Outcomes:	
- Students will develop a basic understanding of elements of foreign language classroom and textbook - Students will develop an understanding of various methods and approaches of foreign language learning and teaching. - Students will learn to analyse a foreign language textbook and develop a lesson plan	
Syllabus:	
UNIT I	11 Hours
Characteristics of a foreign language classroom. Models of learning/teaching	
UNIT II	11 Hours
Different methods/approaches to teaching a foreign language.	
UNIT III	11 Hours
Introduction to the four skills and Evaluation as defined by the CECR	
UNIT IV	12 Hours
Components of a textbook. Issues in material production. Self-Instruction Material	
Teaching language through games or ICT-enabled tools.	
Suggested Readings: Pierre Martinez, <i>La didactique des langues</i> , Presses Universitaires de France (2014). Dominique Maingueneau, <i>Initiation aux methodes de l'analyse du discours. Problemes et perspectives</i> , Hachette (1979). Moirand S.: <i>Enseigner à communiquer en langue étrangère</i> , Ed; Hachette, Paris, 1982. Germain C.: <i>Evolution de l'enseignement des langues: 5000 ans d'histoire</i> , CLE International, Paris 1993 Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Practice teaching - Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in French

						equivalent to B1
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Introduction to Linguistics						
Learning Objectives: - Familiarise students with critical issues only on general linguistics as well as on applied linguistics. - To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure						
Learning Outcomes: - The student will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry. - Students will be able to apply theory into practice in their own language acquisition process.						
Syllabus:						
UNIT I						12 Hours
General Linguistics: Different branches of linguistics Definition and characteristics of a sign? Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”						
UNIT II						11 Hours
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)						
UNIT III						11 Hours
Morphology (Flexion, derivation), Syntax (basic structures of the French language, introduction to generative grammar)						
UNIT IV						11 Hours
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson’s model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.						
Suggested Readings: Baylon et Fabre: <i>Initiation à la linguistique</i> . Vaissiere J. <i>La Phonétique: Que sais-je?</i> PUF, 2007. Perrot J. <i>La linguistique : Que sais-je ?</i> N 0 570, PUF 2010. Guiraud P . <i>La sémantique : Que sais-je ?</i> N 0 655, PUF 1991. Calvet J.L. <i>La sociolinguistique : Que sais-je ?</i> N 0 655, PUF 1999. Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i> , John Benjamins Publishing Company, Amsterdam. Additional material may be provided by the Department.						
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group) - Research cum presentation						

- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History in French and Francophone Countries-1	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Cultural History in French and Francophone Countries-1	
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: • Provide an overview of important artistic, architectural, philosophical and literary Movements of France and Francophone Countries, representative figures, and their contribution from the Renaissance till French Revolution. • Develop an understanding of structures and perspectives of everyday life • Equip with tools to analyse historical documents and artifacts.	
Syllabus:	
UNIT I	9 Hours
Renaissance artistic, cultural, philosophical movements with special focus on Humanism and mannerism	
• Innovative techniques introduced by the Renaissance artists • The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance figures	
UNIT II	12 Hours
Major cultural movements of the XVII century: Cartesianism, Protestantism, Baroque and Classicism	
Major cultural movements of the XVIII century: Enlightenment, Rococo and Neo-Classicism	
UNIT III	12 Hours
Major cultural movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism etc.	
UNIT IV	12 Hours
Major cultural movements of the XX and XXI centuries: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Existentialism, Absurd Theatre, Postmodernism, Neo-Realism, Postcolonialism, Decolonialism	
Suggested Readings: Lynn Hunt (ed.), <i>The New Cultural History</i> , Berkeley, Los Angeles et Londres, University of	

California Press, 1989.

Pascal Ory, «L’histoire culturelle de la France contemporaine. Question et questionnement», Vingtième siècle. Revue d’histoire, octobre-décembre 1987, pp. 67-82

Pascal, Ory, « Pour une histoire culturelle du contemporain », *Revue d’histoire moderne et contemporaine*, n° spécial, 39-1, Janvier-Mars 1992, pp. 3-147.

L’Histoire culturelle, Paris, PUF, coll. « Que sais-je ? », 2004.

Philippe Poirrier, *Les Enjeux de l’histoire culturelle*, Paris, Points Seuil, 2004.

«Regards sur l’histoire culturelle», *Cahiers du centre de recherches historiques*, EHESS, n° 31, avril 2003.

Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), *Pour une histoire culturelle*, Paris, Le Seuil, 1997.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Language of the Media

Learning Objectives:

- The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media.
- Equip students with basic tools to analyse materials produced by each

Learning Outcomes:

- The students will develop an understanding of the evolution of the various forms of the media
- The students will become familiar with the print media practices.
- The students will become familiar with the electronic media and cinema

Syllabus:

UNIT I

12 Hours

Origin and History of Media	
UNIT II	12 Hours
Evolution of the Print Media	
UNIT III	12 Hours
Evolution of Electronic Media	
UNIT IV	9 Hours
Introduction to Media Studies	
Suggested Readings: Kolker, Robert: <i>Media Studies: An Introduction</i> . Malden, MA: Wiley-Blackwell, 2009 Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i> , London, New York: Routledge, 2007 Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i> , Oxford: Blackwell Publishers, 2000 Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i> . Edinburgh: Edinburgh University Press, 2006 Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i> . Harlow, Essex, New York: Pearson Longman, 2009 Additional material may be provided by the Department	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of an Author
Learning Objectives: • The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings. • Developing an in depth understanding of writing styles, thematic aspects and formal

choices of the writer. Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.	
Learning Outcomes: - The students will develop an understanding of the author's writing styles through her/his works through a comparative approach. - The students will become familiar with the questions and issues raised in the works studied. - The students will develop a critical overview on the works produced by the author	
Syllabus:	
UNIT I	12 Hours
Critical questions raised by the author	
UNIT II	12 Hours
Writing styles of the author	
UNIT III	12 Hours
Formal characteristics of her/his works	
UNIT IV	9 Hours
Reception of the works	
Suggested Readings: François Rabelais, Marguerite de Navarre, Racine, Corneille, Molière, Jean de La Fontaine, J.J. Rousseau, Montesquieu, Voltaire, François-René de Châteaubriand, Victor Hugo, George Sand, Stendhal, H. de Balzac, Mme de Staël, Gustave Flaubert, Guy de Maupassant, Emile Zola, André Malraux, André Gide, Albert Camus, Marcel Proust, Alain Robbe-Grillet, Jean-Paul Sartre, Marguerite Duras, Nathalie Sarraute, Marguerite Yourcenar, Simone de Beauvoir, Hélène Cixous, Raymond Queneau, George Perec, Michel Butor, Philippe Claudel, Eugène Ionesco, Samuel Beckett, J.M.G. Le Clézio, Patrick Modiano, Annie Ernaux, Michel Houellebecq, Mongo Beti, Tahar Ben Jelloun, Assia Djebar, Alain Mabanckou, Azouz Bégag, Maryse Condé, Ananda Dévi, Gabrielle Roy, Assia Djebar, Fatou Diome, Léonora Miano, Ken Bugul, Natacha Appanah, Edouard Glissant, Patrick Chamoiseau, Monique Proulx, Ramuz, Scholastique Mukasonga, Marie-Célie Agnant, Monique Proulx and other authors prescribed by the department. Compagnon, A, <i>Le démon de la théorie. Littérature et sens commun</i> , Paris, Editions du Seuil, 1998 Barthes R., «La mort de l'auteur», <i>Le Bruissement de la langue</i> , Paris, Editions du Seuil, 1968. Barthes, R., <i>Le degré zéro de l'écriture suivi de Nouveaux essais critiques</i> , Paris, Editions du Seuil, 1953, and 1972. Bessière, Jean, <i>Qu'est-il arrivé aux écrivains français? D'Alain Robbe-Grillet à Jonathan Littell</i> , Loverval (Belgique), Editions Labor/Espaces de Libertés, coll. «Liberté j'écris ton nom», 2006. Foucault, M., «Qu'est-ce qu'un auteur» (1969), <i>Dits et Ecrits</i> , Paris, Gallimard, 1994.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation	

- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Understanding Contemporary Europe

Learning Objectives:

- Providing insights into contemporary Europe. It is conceived in three sections.
- Understanding Europe through its Films that draw attention to a range of current issues, both social and political.
- Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity
- Familiarising with critical issues that have emerged in Europe Today, after the formation of European Union

Learning Outcomes:

- The students will develop an understanding of contemporary Europe.
- The students will become familiar with the major issues and debates in the area of nationalism and transnationalism
- The students will develop a critical perspective to analyse the implications of European Union in contemporary times.

Syllabus:

UNIT I	9 Hours
Introduction to Europe through contemporary Films	
UNIT II	12 Hours
The second, Fascist Challenge in Europe and Post World War II Reconstructions	
UNIT III	12 Hours
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
UNIT IV	12 Hours
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions European Union and its policies on immigration, industry and the arts and culture.	

Suggested Readings:

Carr, Matthew. *Fortress Europe*. The New Press, 2016
Holmes, Diana. *Smith, Alison. 100 Years of European Cinema*. Manchester University Press, 2000

Galt, Rosalind. *The New European Cinema*. NY: Columbia University Press, 2006
 Gaddis, John Lewis, *The Cold War, A New History*. Penguin Books, 2006
 Jenkins, Brian. Sofos, Spyros. *Nation and Identity in Contemporary Europe*. Routledge, 1996
 Kepel, Gilles. *The War for Muslim Minds*. Belknap Press, 2006
 Kingsley, Patrick. *The New Odyssey. The Story of Europe's Refugee Crisis*. Guardian Faber Publishing, 2016
 Lloyd, John. Marconi, Cristina. *Reporting the EU, News Media and the European Institutions*. I.B.Tauris, 2014
 Mazierska, Ewa. Rascaroli, Laura. *From Moscow to Madrid: Postmodern Cities, European Cinema*. I.B.Tauris, 2002
 Paul Cooke *Contemporary German Cinema*. Manchester University Press, 2012
 Sassoon, Donald. *The Culture of the Europeans*. Harper Collins UK, 2006
 Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

History of 19th Century Literature
Learning Objectives: • To introduce students to major literary movements that emerged in the 19th Century • To develop an understanding of the political, historical and social contexts in which these works emerged • Developing and understanding of the innovations and changes brought by 19th century writers.
Learning Outcomes: • Students will be able to identify the basic characteristics of each literary movements that emerged in the 19th century

- The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements - The students will be able to understand the similarities and differences of each literary movement. - Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	11 Hours
Romanticism	
UNIT II	11 Hours
Realism	
UNIT III	11 Hours
Parnasse & Symbolism	
UNIT IV	12 Hours
Impressionism and Expressionism	
Naturalism	
Suggested Readings: D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. <i>Du Moyen-âge au XXe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. - Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International - Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. - Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :les textes essentiels</i>, Paris : Hachette - Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb. - Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. - Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title	Credits	Credit distribution of the course	Eligibility	Pre-requisite of
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& Code		Lecture	Tutorial	Practical/ Practice	criteria	the course
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1
Research Methodology and Academic Writing						
Learning Objectives: • Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies • Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format • Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.						
Learning Outcomes: • To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing • To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis. • Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view.						
Syllabus:						
UNIT I					9 hours	
Structure of academic Writing: • Introduction that includes research question, hypothesis, research objective, methodology and plan of the academic paper/dissertation • Development: How to divide the key arguments/findings in subparts/chapters • Conclusion: How to synthesise arguments/observations/findings and conclude						
UNIT II					12hours	
• Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection • Usage of software and other tools to document, classify and analyse the collected data.						
UNIT III					12hours	
• Stylistic conventions of argumentative texts • Difference between claims and justifications • How to present arguments based on evidence • How to use connectors to produce coherent texts • Incorporate scholarly research and counter arguments • Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.) • Plagiarism and ethics of research: Software to detect and avoid						

plagiarism	
UNIT IV	12hours
• Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.) • Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.)	
Suggested Readings: Any of the textbooks given below may be prescribed: 1. Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. 2. Creswell J., <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, Thousand Oaks, California, (2003), Sage Publications 3. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), Thousand Oaks, California: (2002), Sage Publications. 4. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group) • Research cum presentation • Term Paper writing Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Semester VIII

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of France and Francophone Countries -2
	Language of the Arts
	Critical Issues in French Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20)
Themes and Strategies in Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

DSC-20 Themes and Strategies in Literature	
Learning Objectives: - Study of particular themes along with the narrative, cultural, and ideological strategies involved. A new theme is chosen every year. - Students develop analytical skills to study a literary theme - Students develop the capacity to distinguish between theme and motif in Literature - Students develop an understanding of critical issues related to the chosen theme	
Learning Outcomes: - Orients students towards the Study of particular themes along with the narrative, cultural & ideological strategies involved. - Enables students to critically engage with various aspects involved in analysing the theme - Enables students to analyse a variety of narrative and generic techniques to represent the same theme.	
Syllabus:	
UNIT I	9 Hours
Study of the theoretical questions related to the theme	
UNIT II	12 Hours
Study and analysis of literary texts that are based on the theme	
UNIT III	12 Hours
Study of the formal devices deployed to depict the theme	
UNIT IV	12 Hours
Comparative analysis of the studied texts	
Practical component (if any) – NIL	
Suggested Readings: Michel Patillon, <i>Précis d'analyse littéraire : structures de la fiction</i> , Nathan, 1974 Robert Escarpit et al., <i>Le littéraire et le social</i> , Flammarion, 1970. R Barthes, W. Kayser, W. Booth, P. Hamon., <i>Poétique du récit</i> , Editions du Seuil, Paris, 1977. Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i> . Harlow: Pearson Education Limited. 2009 Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i> . Oxford: OUP, 2006 Readings would be suggested by the Department on the basis of the theme chosen.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.	

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

DSC - 20	Themes and Strategies in French Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Italy-2
	Language of the Arts
	Critical Issues in Italian Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC ELECTIVES

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Rhetoric and Composition	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Rhetoric and Composition

Learning Objectives:

- Introduce students to literary and stylistic devices commonly used in the language
- Familiarize students with literary tropes and genres
- Introduce students to commonly used idiomatic expressions, proverbs and their historical origin.
- Introduce students to advanced techniques of composition

Learning Outcomes:

- Enable students to identify and analyse common figures of speech,
- Enable students to identify various literary Tropes and genres
- Enable students to understand Idioms and Proverbs in their socio-historic contexts

Equip students to write advanced level compositions	
Syllabus:	
UNIT I	11 Hours
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
UNIT II	11 Hours
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.	
UNIT III	11 Hours
Idioms and Proverbs with their historical origin.	
UNIT IV	12 Hours
Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature	
Suggested Readings: Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i> , Delhi: Rupa (1960, 1991). Dominique Coutant-Defer, <i>Comment rédiger un commentaire composé?</i> , Editeur : Le PetitLitteraire(2014). Dominique Coutant-Defer, <i>Comment rédiger une fiche de lecture?</i> , Editeur : le PetitLitteraire(2014). Alexis Chabot, <i>Culture générale : Méthodologie de la dissertation</i> , Ellipses Marketing (2004). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Creative Writing/Term Paper writing - Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Poetry
Learning Objectives:

• Study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day. • Imparting tools and techniques for analysing poetic texts • Familiarising students with various poetic forms	
Learning Outcomes: • The students will develop an understanding of the specificities of the genre. • The students will be able to apply various tools to analyse poetic texts • The students will become familiar with the historical evolution of the genre. • The students will be able to identify characteristics of specific poetic forms. • The students will read the major poets of French literature.	
Syllabus:	
UNIT I	11 Hours
Introduction to Poetics Characteristics of poetic forms of the Medieval period. Suggested authors: Charles d'Orleans, François Villon	
UNIT II	11 Hours
Study and analysis of poetic texts from the Renaissance period Suggested authors: The poets of Pléiade, such as Pierre de Ronsard, Louise Labé, Marguerite de Navarre, J. du Bellay etc. Study and analysis of poetic texts from the XVII Century Suggested authors: Agrippa D'Aubigny, Nicholas Boileau, Jean de la Fontaine etc.	
UNIT III	11 Hours
Study and analysis of poetic texts from the XVIII Century Suggested authors: Voltaire, André Chenier etc. Study and analysis of poetic texts from the XIX Century Suggested authors: Victor Hugo, Alfred de Musset, Alfred de Vigny, Alphonse de Lamartine, Gérard de Nerval, Théophile Gautier, Charles Baudelaire, Stéphane Mallarmé, Paul Verlaine, Arthur Rimbaud.	
UNIT IV	12 Hours
Study and analysis of poetic texts from the XX and XXI Centuries Suggested authors: Guillaume Apollinaire, Paul Valéry, André Breton, Paul Eluard, Louis Aragon, Francis Ponge, Jacques Prévert, Michel Deguy, Blaise Cendrars, Aimé Césaire, Leopold Sédar Senghor, Edouard Glissant, Khâl Thorabully, Natacha Kanapé Fontaine, Jacques Rabemananjara, etc.	
Suggested Readings: André Breton, <i>Position politique du Surréalisme</i> , (1935), Reed. Gonthier, Paris, 1972. Clause Abastado, <i>Mythes et rituels de l'écriture</i> , Editions Complexe, Paris, 1979. C. Zilberberg, <i>Raison et poétique du sens</i> , Presses Universitaires de France, 1988. Daniel Delas, <i>Guide méthodique poésie</i> , Nathan, Paris, 1990. G. Genette, <i>Figures II "Langage poétique, poétique du langage"</i> , Seuil, Paris, 1972. G. POULET, <i>Etudes sur le temps humain</i> [en particulier, Baudelaire dans le tome I, Hugo et Mallarmé dans le II, Char, Supervielle, Eluard, Saint-John Perse, Reverdy dans le III], 10/18. Henri Mechonnic, <i>Les états de la poétique</i> , Presses Universitaires de France, Paris 1985. Jean Rousset, <i>Anthologie de la poésie baroque française</i> , Tome I et II, Armand Colin, Paris, 1968. J.M. Adam, <i>Pour lire le poème</i> , De Boeck-Duculot, Paris, 1985. J.L. Joubert, <i>La poésie</i> , Armand Colin, Paris, 1988. J.-P Richard, <i>Poésie et Profondeur</i> [Baudelaire, Rimbaud, Verlaine], Seuil, Paris, 1965.	

J Mazaleyrat, *Eléments de métrique française*, A. Colin, Paris, 1974.

Additional material may be provided by the Department

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Study of a Genre: Novel	
Learning Objectives: • Study of the novel and its development through a selection of representative authors from the Renaissance till the present day. • Imparting techniques and narratological strategies to analyse novel •	
Learning Outcomes: • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read the major authors of French and Francophone literature. • Students will be able to identify and analyse themes depicted in novels	
Syllabus:	
UNIT I	9 Hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 Hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 Hours
Novels of the 19 th Century	
UNIT IV	12 Hours
Novels of the 20 th and 21 st Centuries Francophone Novels	
Suggested authors: François Rabelais, Madame de Lafayette, J.J. Rousseau,	

Montesquieu, Choderlos de Laclos, Denis Diderot, H. de Balzac, Mme de Staël, Gustave Flaubert, François-René de Chateaubriand, Stendhal, George Sand, Emile Zola, André Malraux, André Gide, Albert Camus, Marcel Proust, Alain Robbe-Grillet, Jean-Paul Sartre, Marguerite Duras, Nathalie Sarraute, Patrick Modiano, Annie Ernaux, Michel Houellebecq, Mongo Beti, Tahar Ben Jelloun, Assia Djebar, Alain Mabanckou, Azouz Bégag, Maryse Condé, Ananda Dévi, Gabrielle Roy, Natacha Appanah, Patrick Chamoiseau, Marie-Célie Agnant etc.

Suggested Readings:

Bernard Pingaud, *Expérience Romanesque*, Gallimard, coll. Idées, 1983.

Dorothy J. Hale, *Social Formalism: The Novel in Theory from Henry James to the Present*, Stanford University Press, California, 1998.

Georg Lukács, *The Historical Novel*, University of Nebraska Press, Londres, 1983.

Gérard Genette, *Figures III*, Seuil, Paris, 1972.

_____, *Nouveau discours du récit*, Seuil, Paris, 1983, J.-M Adam, *Le récit*, Col. « Que Sais-je? », PUF, Paris, 1984.

_____, *Le Texte narratif*, Nathan, Paris, 1985.

Jean Ricardou, *Problèmes du nouveau roman*, Seuil, coll. Tel Quel, 1976.

Jeremy Hawthorn, *Studying the Novel: An Introduction*, Universal Book Stall, New Delhi, 1985 Lennard J Davis., *Resisting Novels: Ideology and Fiction*, Methuen, New York, 1987.

Lucien Goldmann, *Pour une sociologie du roman*, Gallimard, Paris, 1964.

Maurice-Jean Lefebvre, *Structure du discours de la poésie et du récit*, Éditions de la Baconnière, Neuchâtel, 1971.

M.M Bakhtine., *Esthétique et théorie du roman*, trad. Par Dara Olivier, Gallimard, Paris, 1978

Michel Zérafra, *Roman et Société*, Presses Universitaires de France, Paris, 1971.

Michel Patillon, *Précis d'analyse littéraire : structures de la fiction*, Nathan, 1974 Robert Escarpit et al., *Le littéraire et le social*, Flammarion, 1970.

R Barthes, W. Kayser, W. Booth, P. Hamon., *Poétique du récit*, Editions du Seuil, Paris, 1977.

Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.

Wallace Martin, *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.

Tzvetan Todorov, *Poétique de la Prose*, Éditions du Seuil, Paris, 1971.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

				Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Literary Translation: Theory and Practice	
Learning Objectives: • Introduce students to debates around literary translation. • Impart skills required for translation of specific genres. • Familiarize students with the reception of translated literature and translation criticism. • Provide an overview of literary translation in French-speaking countries.	
Learning Outcomes: • Students will be able to think critically and theoretically about translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to further hone their practical translation skills.	
Syllabus:	
UNIT I	12 Hours
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
UNIT II	12 Hours
Translating poetic and dramatic texts	
UNIT III	12 Hours
Translation criticism and reception of translated literature	
UNIT IV	9 Hours
History of translation in French-speaking countries with focus on translations of Indian literary texts.	
Suggested Readings: Belloc, Hilaire. "On translation.", 1959. Burger, Maya, and Nicola Pozza. "India in Translation through Hindi Literature.", 2010. Christof-Füchsle, Martin, and Razak Khan. "Nodes of Translation.", 2024. Gentzler, Edwin: "Contemporary translation theories, 2001. Lefevere, André. "Translation, rewriting, and the manipulation of literary fame.", 2016. Pavis, Patrice, <i>Le théâtre au croisement des cultures</i> , Librairie de José Corti, Paris, 1990. Steiner, George, <i>Après Babel: Une poétique du dire et de la traduction</i> , Editions Albin Michel, Paris, 1998. Venuti, Lawrence. "The scandals of translation: Towards an ethics of difference." (1998). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group)	

- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice	
Learning Objectives: • Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom. • Establish a theoretical basis and enable students to make lesson plans. • Enable students to design and plan a teaching unit	
Learning Outcomes: • Students will develop an understanding of the notions related to Foreign Language teaching. • Students will understand the role of culture and intercultural in a Foreign Language classroom. • Students will learn to develop a lesson plan while using authentic documents (les documents authentiques). • The students will be able to develop a teaching unit	
Syllabus:	
UNIT I	9 Hours
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom	
UNIT II	12 Hours
Introduction to “Portfolio Européen des Langues » and CECR	
UNIT III	12 Hours
Authentic documents and their usages in a Foreign Language classroom	
UNIT IV	12 Hours
Lesson plan and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
Suggested Readings: Pierre Martinez, <i>La didactique des langues</i> , Presses Universitaires de France (2014). Moirand S.: <i>Enseigner à communiquer en langue étrangère</i> , Ed; Hachette, Paris, 1982. Germain C.: <i>Evolution de l’enseignement des langues: 5000 ans d’histoire</i> , CLE International, Paris 1993 Jean-Pierre Cuq et Isabelle Gruca, <i>Cours de didactique du français langue étrangère et seconde</i> , Presse universitaires de Grenoble, 2008	

Jean-Marc Defays, Sarah Deltour, *Le français langue étrangère et seconde : enseignement et apprentissage*, Editions Mardaga, 2003
Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History-2	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Cultural History of France and Francophone Countries-2	
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: • Provide an overview of important artistic, architectural, philosophical and literary Movements of France and Francophone Countries, representative figures, and their contribution from the French Revolution till the 21st Century. • Develop an understanding of structures and Perspectives of Everyday life • Students will be able to prepare a synthesis of historical documents and artifacts.	
Syllabus:	
UNIT I	12 Hours
French Revolution, directoire and 1 st Empire Restoration and the July Revolution	
UNIT II	12 Hours
2 nd Republic and the 2 nd Empire and Industrial Revolution Formation and the Challenges of the III Republic	

UNIT III	12 Hours
2 nd world War and the IVth Republic	
UNIT IV	11 Hours
The Vth Republic and the European Union	
Suggested Readings: Roger Chartier, « L’histoire culturelle aujourd’hui », <i>Genèses</i>, 15, mars 1994, pp. 115-129 Id., « L’histoire culturelle », in Jacques REVEL et Nathan WECHTEL (dir.), <i>Une école pour les sciences sociales</i>, Paris, Le Cerf/EHESS, 1996, pp. 73-92 Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. Pascal Ory, « L’histoire culturelle de la France contemporaine. Question et questionnement », <i>Vingtième siècle. Revue d’histoire</i>, octobre-décembre 1987, pp. 67-82 Pascal, Ory, « Pour une histoire culturelle du contemporain », <i>Revue d’histoire moderne et contemporaine</i>, n° spécial, 39-1, Janvier-Mars 1992, pp. 3-147. <i>L’Histoire culturelle</i>, Paris, PUF, coll. « Que sais-je ? », 2004. Philippe Poirrier, <i>Les Enjeux de l’histoire culturelle</i>, Paris, Points Seuil, 2004. «Regards sur l’histoire culturelle», <i>Cahiers du centre de recherches historiques</i>, EHESS, n° 31, avril 2003. Jean-Pierre Rioux, et Jean-François Sirinelli (dir.), <i>Pour une histoire culturelle</i>, Paris, Le Seuil, 1997. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Critical Issues in Literature
Learning Objectives:

- Engaging with specific issues related to French and Francophone literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, border etc.). - Specific readings would be suggested on the basis of the issues / areas selected.	
Learning Outcomes: - The students will develop an understanding of the specific issues and their representations. - The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues. - Since the issues taken up could change from time to time, the specific outcome may be different, but students would become familiar with one issue and its theoretical and literary underpinnings.	
Syllabus:	
UNIT I	12 Hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 Hours
Study and analysis of the issue through selected texts	
UNIT III	12 Hours
Developing a comparative approach to engage with the issue.	
UNIT IV	11 Hours
Contemporary debates related to the selected critical perspective	
Suggested readings: Although theoretical texts may vary depending on the selected critical area, following are some general readings that can be suggested: - Bessière Jean, <i>Principes de la théorie littéraire</i>, PUF, Paris, 2005. - Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. - Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. - Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 - Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title &	Credits	Credit distribution of the course	Eligibility	Pre-requisite
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Code		Lecture	Tutorial	Practical/ Practice	criteria	of the course
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Language of the Arts	
Learning Objectives: - To introduce the specific artistic practices of various art forms such as visual, performing and other arts. - Approaches and methodological tools to study and analyse visual and performing arts	
Learning Outcomes: - Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Italian Baroque, etc. - Develop an understanding of structures and perspectives of everyday life as seen by painters. - Equip with tools to analyse artworks.	
Syllabus:	
UNIT I	9 Hours
Introduction to Methods and Approaches to analysing an Artwork	
UNIT II	12 Hours
Elements of Art	
UNIT III	12 Hours
Components of Art	
UNIT IV	12 Hours
Evolution of various artistic movements in France and Francophone Countries	
Suggested Readings: - Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. - Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. - Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press, - Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin - Guitemie Maldonado, Marie-Pauline Martin, Natacha Pernac, Rowley Neville, (2019), <i>Bescherelle - Chronologie de l'histoire de l'art: de la Renaissance à nos jours</i>, Paris : Hatier. - Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. - Patrick Weber, (2017), <i>Histoire de l'art et des styles: Architecture, peinture, sculpture, de l'Antiquité à nos jours Poche</i>, Paris : Librio. - Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber & Faber. - Xavier Barral, I. Altet, (2013), <i>Histoire de l'art</i>, Paris : PUF Additional material may be provided by the Department.	

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

History of 20th Century Literature

Learning Objectives:

- To introduce students to major literary movements that emerged in the 20th Century
- To develop an understanding of the political, historical and social contexts in which these works emerged
- Developing and understanding of the innovations and changes brought by 20th century writers.

Learning Outcomes:

- Students will be able to identify the basic characteristics of each literary movements that emerged in the 20th century
- The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements
- The students will be able to understand the similarities and differences of each literary movement.
- Students will be equipped with analytical tools to study the literary works of this century.

Syllabus:

UNIT I	11 Hours
Fin de siècle, Dadaism and Surrealism,	
UNIT II	12 Hours
Stream of Consciousness, Existentialism, The Absurd The New Novel	
UNIT III	11 Hours

Oulipo and Postmodernism	
UNIT IV	11 Hours
Francophone Literature: From Négritude to Littérature Monde	
Suggested Readings: • D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siècle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. • <i>Du Moyen-âge au XXe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. • Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International • Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. • Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française : les textes essentiels</i>, Paris : Hachette • Jean-Louis Joubert, (1997), <i>Littérature Francophone Anthologie</i>, Paris : Cideb. • Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. • Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in French equivalent to B1

Introduction to Comparative Literature
Learning Objectives: • Developing a basic understanding of comparative Literature • Familiarising students with basic tools of comparative literature • Familiarising students with various frames of comparison
Learning Outcomes:

- Students will develop a basic understanding of the field of Comparative Literature - Students will develop the capacity to compare literary texts based on a frame of comparison - Students will be equipped with analytical tools to compare literary works.	
Syllabus:	
UNIT I	12 Hours
Comparative literature: Definition, scope and methods	
UNIT II	11 Hours
Comparative Literature in the World	
UNIT III	11 Hours
Comparative Literature in India Weltliteratur/World Literature and Visva Sahitya	
UNIT IV	11 Hours
Postcolonial and decolonial perspectives of comparative Literature	
Suggested Readings: A. O. ALDRIDGE dir., <i>Comparative Literature, mater and method</i> , University of Illinois Press, 1969 J.-L. BACKES, <i>La Littérature européenne</i> , Belin, 1996 A. M. BOYER, <i>Éléments de littérature comparée : III. Formes et genres</i> , Hachette, 1996. P. BRUNEL, C. PICHOS & A. M. ROUSSEAU, <i>Qu'est-ce que la littérature comparée</i> , Armand Colin, 1983, nouvelle éd. 1996. P. BRUNEL, Y. CHEVREL dir., <i>Précis de littérature comparée</i> , P.U.F., 1989. Y. CHEVREL, <i>La Littérature comparée</i> , coll Que sais-je?, P.U.F., 1989. ZEPETNEK ST de, T. MUKHERJEE, eds. <i>Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies</i> . Foundation Books	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Department of Germanic & Romance Studies
BA (Hons.) German

Semester VII

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Germany and German Speaking Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Semester VIII

DSC - 20	Themes and Strategies in German Literature
Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Germany and German Speaking Countries -2
	Language of the Arts
	Critical Issues in German Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)
Study of the Genre: Shorter Narrative Forms

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

DSC-19 Study of the Genre: Shorter Narrative Forms	
Learning Objectives: • Study of various shorter narrative forms such as Novelle, Erzählung, Kurzgeschichte, Märchen, Fabel, Sage, etc. • To introduce the students to the historical evolution of these genres. • To equip students with basic tools for narratological analysis	
Learning Outcomes: The Learning Outcomes of this course are as follows: • Students can identify formal and thematic characteristics of various shorter narrative forms. • Students can analyse the works of leading writers of these forms and their specificities. • Students develop an understanding of the evolution of these genres across various centuries up to the contemporary period	
Syllabus:	
UNIT I	11 Hours
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: Legende, Fabel, Sage etc.	
UNIT II	11 Hours
Study and analysis of shorter narrative texts from the Renaissance and Reformation period Suggested authors: Martin Luther, Hans Sachs Study and analysis of shorter narrative texts from the XVII Century Suggested authors: Hans Jakob Christoffel von Grimmelshausen, Andreas Gryphius, Martin Opitz	
UNIT III	11 Hours
Study and analysis of shorter narrative forms from the XVIII Century Suggested authors: J W von Goethe, Heinrich von Kleist Study and analysis of shorter narrative texts from the XIX Century Suggested authors: Theodore Storm, ETA Hoffmann, Adelbert von Chamisso, Brüder Grimm	
UNIT IV	12 Hours
Study and analysis of shorter narrative texts from the XX-XXI Centuries Suggested authors: Franz Kafka, Wolfgang Brochert, Heinrich Böll, Ingeborg Bachmann, Bertolt Brecht, Gabriele Wohmann, Peter Bichsel, Thomas Brummig, Judith Hermann	
Practical component (if any) – NIL	

Suggested Readings:

Leonie Marx: Die Deutsche Kurzgeschichte. Stuttgart: Metzler, 2005

Hugo Aust: Novelle. Stuttgart/Weimar: Metzler, 2012

Hans Christoph Graf von Nayhauss (Hg.): Theorie der Kurzgeschichte. Stuttgart: Reclam, 2004.

Sonja Hilzinger (Hg.): Kleine literarische Formen: In Einzeldarstellungen. Stuttgart: Reclam, 2002

Max Lüthi: Märchen. Stuttgart: Metzler, 2004.

Manfred Durzak: Die deutsche Kurzgeschichte der Gegenwart. Autorenportraits, Werkstattgespräche, Interpretationen. Würzburg: Verlag Königshausen & Neumann 2002.

Werner Bellmann (Hg.): Klassische deutsche Kurzgeschichten. Stuttgart: Reclam, 2005.

Rolf Füllmann: Einführung in die Novelle. Darmstadt: WBG (Wissenschaftliche Buchgesellschaft), 2010

Tilmann Köppe, Tom Kindt: Erzähltheorie. Eine Einführung. Stuttgart: Reclam, 2014.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-5)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

Pool of DSEs	Course Title
	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Germany and German Speaking Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of the Language	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Advanced Study of the Language

Learning Objectives:

- Enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language.
- Impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field.

Learning Outcomes:

- Develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail.
- Develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression.
- Develop the required skill to understand specialised articles, reports, documentaries, and films within and outside his/her field with the help of a dictionary.
- Develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs.

Syllabus:	
UNIT I	12 Hours
Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Writing: Writing term papers on various topics/project reports/Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.	
UNIT II	12 Hours
Listening: Understanding recordings in standard dialect likely to be encountered in social, professional, or academic life and identifying speaker's viewpoints and attitudes as well as the informational content. Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas related to the German speaking world/Production of audio-video clips/Making detailed oral presentations/Drama and songs	
UNIT III	11 Hours
Lexical, Morphosyntactic and Phonological Competences: • Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains. • Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures, and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner. • Developing clear, natural, pronunciation and intonation in German.	
UNIT IV	10 Hours
Co-cultural Competence: Developing the capacity to express him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Advanced knowledge of history, society, culture, gastronomy, geography, political, economic, and educational systems of German speaking countries	
Any of the textbooks given below may be prescribed: Koithan, Ute; Schmitz, Helen; Sieber Tanja. <i>Aspekte Neu B2. Mittelstufe Deutsch</i>. 2015. Perlmann-Balme, Michaela; Schwalb, Susanne; Matussek, Magdalena <i>Sicher! aktuell B2</i>. 2018. Bayerlein, Oliver <i>Campus Deutsch - Präsentieren und Diskutieren: Deutsch als Fremdsprache</i>. 2021. Bayerlein, O., & Buchner, P. <i>Campus Deutsch - lesen: Deutsch als Fremdsprache</i>. 2013. Additional material may be provided by the Department.	

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion
- Problem-solving exercises

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1
Study of a Genre: Theatre						

Learning Objectives:

- Study of theatre as a genre and its specificities
- Study of the genre's evolution in German Literature through a selection of representative authors from the Middle Ages till the present day.
- Imparting literary techniques and strategies to analyse theatre as a genre.

Learning Outcomes:

- The student will develop an understanding of the specificities of the genre.
- The student will become familiar with the historical evolution of the genre.
- The student will read and be familiar with critical issues related to major plays of German literature.

Syllabus:

UNIT I	11 Hours
Literary theories related to theatre and performance studies	
UNIT II	11 Hours
Medieval and Renaissance forms of theatre Enlightenment to Classicism	

UNIT III	11 Hours
18 th and 19 th Century Theatre	
UNIT IV	12 Hours
20 th and 21 st Century Theatre	
Suggested Authors: Lessing, Goethe, Schiller, Georg Büchner. Friedrich Hebbel, Arthur Schnitzler, Gerhart Hauptmann, Georg Kaiser, Bertolt Brecht, Max Frisch, Friedrich Dürrenmatt, Peter Weiss, Heiner Müller. Suggested Readings: 1. Bernhard Asmuth: Einführung in die Dramenanalyse. 8., aktualisierte und erweiterte Auflage. Stuttgart: Metzler, 2016 2. Erika Fischer-Lichte, Doris Kolesch, Matthias Warstat: Metzler Lexikon Theatertheorie. 2., aktualisierte und erweiterte Auflage. Stuttgart: Metzler, 2014 3. Peter W. Marx (Hg.) Handbuch Drama. Theorie, Geschichte, Analyse. Stuttgart/Weimar: Metzler, 2012 4. Peter Langemeyer (Hg.): Dramentheorie: Texte vom Barock bis zur Gegenwart. Stuttgart: Reclam, 2011 5. Hans-Thies Lehmann: Postdramatisches Theater. Frankfurt/M: Verlag der Autoren, 2005 Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Introduction to Literary Translation

Learning Objectives: • Introduce students to debates around literary translation. • Familiarize students with various strategies and methods pertaining to literary translation. • Impart skills required for translation of specific genres. • Provide an overview of literary translation in India.	
Learning Outcomes: • Students will be able to understand various issues of translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to hone their practical translation skills.	
Syllabus:	
UNIT I	12 Hours
Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)	
UNIT II	12 Hours
Strategies and Methods of Translation	
UNIT III	12 Hours
Translating narrative and essayistic texts	
UNIT IV	9 Hours
History of translation in India with focus on translation of German literary texts.	
Suggested Readings: Albrecht, Jörn. <i>Literarische Übersetzung. Geschichte, Theorie, kulturelle Wirkung</i> . 1998. Christof-Füchsle, Martin, and Razak Khan. <i>Nodes of Translation</i> . 2024. Kußmaul, Paul. <i>Verstehen und übersetzen: ein Lehr-und Arbeitsbuch</i> . 2014. Kußmaul, Paul. <i>Kreatives Übersetzen</i> . 2000. Kopetzki, Annette. <i>Beim Wort nehmen. Sprachtheoretische ästhetische Probleme der literarischen Übersetzung</i> . 1996. Lefevere, André. <i>Translation, rewriting, and the manipulation of literary fame</i> . 2016. Newmark, Peter. <i>A textbook of translation</i> . 2003. Nord, Christiane. <i>Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis</i> . 2005. Störig, Hans Joachim. <i>Das Problem des Übersetzens</i> . 1963. Venuti, Lawrence. <i>The Translator's Invisibility. A History of Translation</i> . 1995. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations.	

- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Introduction to the Methodology of Teaching a Foreign Language	
Learning Objectives: • Create a basic awareness about a foreign language classroom and textbook. • Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching.	
Learning Outcomes: • Students will develop a basic understanding of elements of foreign language classroom and textbook. • Students will develop an understanding of various methods and approaches of foreign language learning and teaching. • Students will learn to analyse a foreign language textbook.	
Syllabus:	
UNIT I	11 Hours
Characteristics of a foreign language classroom. Models of learning/teaching	
UNIT II	11 Hours
Different methods/approaches to teaching a foreign language	
UNIT III	11 Hours
Introduction to the four skills (reading, writing, listening, and speaking)	
UNIT IV	12 Hours

Components of a textbook. Analysis and development of tasks and exercises in textbooks. Teaching language through games or ICT-enabled tools.	
Suggested Readings: Gehring, W. <i>Fremdsprache Deutsch (DaF/DaZ) unterrichten: Kompetenzorientierte Methoden</i>. UTB. 2023. Dauvillier, C., Lévy-Hillerich, D., & Meese, H. <i>Spiele im Deutschunterricht</i>. 2004. Ballweg, S., Drumm, S., Hufeisen, B., Klippel, J., & Pilypaityte, L. <i>dll - deutsch lehren lernen 2. Wie lernt man die Fremdsprache Deutsch?</i>. 2013. Funk, H., Kuhn, C., Skiba, W. <i>dll - deutsch lehren lernen 4. Aufgaben, Übungen, Interaktion</i>. 2014. Bausch, K., Christ, H., & Krumm, H. <i>Der Gemeinsame europäische Referenzrahmen für Sprachen in der Diskussion</i>. 2003. Brinitzer, M. <i>DaF unterrichten : Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache</i>. 2013. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Practice teaching • Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Introduction to Linguistics

Learning Objectives: - Familiarise students with critical issues on general linguistics as well as applied linguistics. - To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure	
Learning Outcomes: - The students will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry. - Students will be able to transfer theory to practice in their own language acquisition process.	
Syllabus:	
UNIT I	12 Hours
General Linguistics: Different branches of linguistics Definition and characteristics of a sign, Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”	
UNIT II	11 Hours
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)	
UNIT III	11 Hours
Morphology (Flexion, derivation), Syntax (basic structures of the German language, introduction to generative grammar)	
UNIT IV	11 Hours
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson’s model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.	
Suggested Readings: Graefen, G., & Liedke-Göbel, M. <i>Germanistische Sprachwissenschaft</i> . 2020. Speyer, A., & Reich, I. <i>Deutsche Sprachwissenschaft. Eine Einführung</i> . Reclams Studienbuch Germanistik. Reclam Verlag. 2020. Meibauer, J., Demske, U., Geilfuß-Wolfgang, J., Pafel, J., Ramers, K. H., Rothweiler, M., & Steinbach, M. <i>Einführung in die germanistische Linguistik</i> . Springer-Verlag Publishing company, Amsterdam. 2015. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group)	

- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Germany and German Speaking Countries - 1	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Cultural History of Germany and German Speaking Countries - 1	
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in literature and the arts. • Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: • Provide an overview of important artistic, architectural, philosophical and literary Movements of German speaking Countries, representative figures, and their contribution from the Renaissance till contemporary period. • Develop an understanding of structures and Perspectives of Everyday life. • Equip with tools to analyse historical documents and artifacts.	
Syllabus:	
UNIT I	9 Hours
Renaissance artistic, cultural, philosophical movements with special focus on Humanism and mannerism • Innovative techniques introduced by Renaissance artists • The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance figures	
UNIT II	12 Hours
Major cultural movements of the XVII century: Cartesianism, Protestantism, Baroque and Classicism Major cultural movements of the XVIII century: Enlightenment, Rococo and Neo-Classicism	
UNIT III	12 Hours

Major cultural movements of the XVIII century: Enlightenment, Rococo and Neo-Classicism Major cultural movements of the XIX century: Romanticism, Realism, Symbolism, Impressionism, Expressionism etc.		
UNIT IV		12 Hours
Major cultural movements of the XX and XXI centuries: Cubism, Fauvism, Surrealism, Futurism, Art Deco, Modern Art, Existentialism, Absurd Theatre, Postmodernism, Neo-Realism, Postcolonialism, Decolonialism etc.		
Suggested Readings: 1. Wolfgang Beutin: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Stuttgart/Weimar: Metzler, 2013 2. Heinz Schlaffer: Die kurze Geschichte der deutschen Literatur. München: Hanser Verlag, 2002 3. Wolf Wuchterpfennig: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Stuttgart: Klett Verlag, 2010 4. Benedikt Jeßing: Neuere deutsche Literaturgeschichte: Eine Einführung. Tübingen: Narr Verlag, 2015 5. Ulrich Herbert: Geschichte Deutschlands im 20. Jahrhundert München: C.H. Beck Verlag, 2014 6. Dieter Hein: Deutsche Geschichte im 19. Jahrhundert. München: C. H. Beck Verlag, 2016 7. Axel Schildt und Detlef Siegfried: „Deutsche Kulturgeschichte“. Die Bundesrepublik von 1945 bis zur Gegenwart. München: Hanser Verlag, 2009 8. Silvia Serena Tschopp, Wolfgang E. Weber: Grundfragen der Kulturgeschichte. Darmstadt: WBG (Wissenschaftliche Buchgesellschaft), 2007 9. Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. 10. Kelling, Hans-Wilhelm, <i>Deutsche Kulturgeschichte</i>, McGraw-Hill Education; 3rd edition (December 5, 2002) Additional material may be provided by the Department.		
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.		

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

Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1
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Language of the Media	
Learning Objectives: - The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media. - Equip students with basic tools to analyse materials produced by them.	
Learning Outcomes: - The students will develop an understanding of the evolution of the various forms of the media. - The students will become familiar with the print media practices. - The students will become familiar with electronic media and cinema.	
Syllabus:	
UNIT I	12 Hours
Origin and History of Media	
UNIT II	12 Hours
Evolution of the Print Media	
UNIT III	12 Hours
Evolution of Electronic Media	
UNIT IV	9 Hours
Introduction to Media Studies	
References: Böhn, A., & Seidler, A. <i>Mediengeschichte. Eine Einführung</i> . Gunter Narr Verlag, 2008. Pürer, H. <i>Medien in Deutschland: Presse – Rundfunk – Online</i> . UTB, 2015. Kolker, Robert: <i>Media Studies: An Introduction</i> . Malden, MA: Wiley-Blackwell, 2009. Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i> , London, New York: Routledge, 2007. Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i> , Oxford: Blackwell Publishers, 2000. Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i> . Edinburgh: Edinburgh University Press, 2006. Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i> . Harlow, Essex, New York: Pearson Longman, 2009. Additional material may be provided by the Department.	

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Study of an Author	
Learning Objectives: • The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings. • Developing an in-depth understanding of writing styles, thematic aspects and formal choices of the writer. • Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.	
Learning Outcomes: • The students will develop a understanding of the author's writing styles through her/his works through a comparative approach. • The students will become familiar with the questions and issues raised in the works studied. • The students will develop a critical overview on the works produced by the author	
Syllabus:	
UNIT I	12 Hours
Critical questions raised by the author	
UNIT II	12 Hours
Writing styles of the author	

UNIT III	12 Hours
Formal characteristics of her/his works	
UNIT IV	9 Hours
Reception of the works	
Suggested Authors: Johann Wolfgang von Goethe, Friedrich Schiller, Heinrich Heine, Gottfried Keller, Arthur Schnitzler, Rainer Maria Rilke, Hermann Hesse, Thomas Mann, Anna Seghers, Franz Kafka, Bertolt Brecht, Heinrich Böll, Elfriede Jelinek, Rafik Schami, Christa Wolf, Juli Zeh, among others. Suggested Readings: 1. Barthes, Roland: Der Tod des Autors (La mort de l'auteur). In: Jannidis, Fotis / Lauer, Gerhard 2. Martinez, Matias / Winko, Simone (Hg.): Texte zur Theorie der Autorschaft. Stuttgart: Reclam 2000. 3. Bosse, Heinrich: Autorschaft ist Werkherrschaft. Über die Entstehung des Urheberrechts aus dem Geist der Goethezeit. Paderborn 1981. 4. Foucault, Michel: Was ist ein Autor? (zuerst frz. 1969) In: Ders: Schriften zur Literatur. Frankfurt a. M.: Suhrkamp 1988, S. 7-31. 5. Jannidis, Fotis / Lauer, Gerhard / Martinez, Matias / Winko, Simone (Hg.): Texte zur Theorie der Autorschaft. Stuttgart: Reclam 2000. 6. Schwarz, Hans Peter (Hrsg.): Autorschaft in den Künsten. Konzepte – Praktiken – Medien. (= 7. Zürcher Jahrbuch der Künste, Bd. 3), Zürich 2007. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Understanding Contemporary Europe	
Learning Objectives: • Providing insights into contemporary Europe. It is conceived in three sections. • Understanding Europe through its Films that draw attention to a range of current issues, both social and political. • Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity. • Familiarising with critical issues that have emerged in Europe today, after the formation of the European Union.	
Learning Outcomes: • The students will develop an understanding of contemporary Europe. • The students will become familiar with the major issues and debates in nationalism and transnationalism. • The students will develop a critical perspective to analyse the implications of the European Union in contemporary times.	
Syllabus:	
UNIT I	9 Hours
Introduction to Europe through contemporary Films.	
UNIT II	12 Hours
The second, Fascist Challenge in Europe and Post World War II Reconstructions.	
UNIT III	12 Hours
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
UNIT IV	12 Hours
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions. European Union and its policies on immigration, industry and the arts and culture.	
Suggested Readings 1. Jürgen Wertheimer: <i>Europa – eine Geschichte seiner Kulturen</i>. 2020. 2. Wirsching, Andreas. <i>Demokratie und Globalisierung: Europa seit 1989</i>. 2015. 3. Kaelble, Hartmut. <i>Kalter Krieg und Wohlfahrtsstaat: Europa 1945 - 1989</i>. 2011. 4. Carr, Matthew. <i>Fortress Europe</i>. The New Press, 2016. 5. Holmes, Diana. <i>Smith, Alison. 100 Years of European Cinema</i>. Manchester University Press, 2000. 6. Galt, Rosalind. <i>The New European Cinema</i>. NY: Columbia University Press, 2006. 7. Gaddis, John Lewis, <i>The Cold War, A New History</i>. Penguin Books, 2006. 8. Jenkins, Brian. Sofos, Spyros. <i>Nation and Identity in Contemporary Europe</i>. Routledge, 1996. 9. Kepel, Gilles. <i>The War for Muslim Minds</i>. Belknap Press, 2006.	

10. Kingsley, Patrick. *The New Odyssey. The Story of Europe's Refugee Crisis*. Guardian Faber Publishing, 2016.
 11. Lloyd, John. Marconi, Cristina. *Reporting the EU, News Media and the European Institutions*. I.B.Tauris, 2014.
 12. Mazierska, Ewa. Rascaroli, Laura. *From Moscow to Madrid: Postmodern Cities*, European Cinema. I.B.Tauris, 2002.
 13. Paul Cooke *Contemporary German Cinema*. Manchester University Press, 2012.
 14. Sassoon, Donald. *The Culture of the Europeans*. HarperCollins UK, 2006.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

History of 19th Century Literature
Learning Objectives: • To introduce students to major literary movements that emerged in the 19th Century. • To develop an understanding of the political, historical and social contexts in which these works emerged. • Developing and understanding of the innovations and changes brought by 19th century writers.
Learning Outcomes:

• Students will be able to identify the basic characteristics of each literary movements that emerged in the 19th century. • The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements. • The students will be able to understand the similarities and differences of each literary movement. • Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	11 Hours
Romanticism	
UNIT II	12 Hours
Literature during Restoration: Biedermeier, Junges Deutschland Realism	
UNIT III	11 Hours
Naturalism Symbolism	
UNIT IV	11 Hours
Moderne Expressionism	
Suggested Readings 1. Brümmer, Franz: <i>Lexikon der deutschen Dichter und Prosaisten vom Beginn des 19. Jahrhunderts bis zur Gegenwart</i>. 8 Bde. 6., völlig neu bearb. U. stark verm. Aufl. Leipzig [1913] Nachdruck Nendeln 1975]. 2. <i>Deutsche Dichter. Leben und Werk deutschsprachiger Autoren</i>. Hg. v. Gunter E. Grimm u. Frank Rainer Max. 8 Bde. 2., durchges. Aufl. Stuttgart/Darmstadt 1995. 3. <i>Deutsches Literatur-Lexikon</i>. 3., völlig neu bearb. Aufl. Hg. v. Hubert Herkommer u. Carl Ludwig Lang. Bislang Bde. 1-28 und Erg.-Bde. 1-6. Bern u.a. 1968ff. 4. Frenzel, Herbert A./Frenzel, Elisabeth: <i>Daten deutscher Dichtung. Chronologischer Abriß der deutschen Literaturgeschichte</i>. 2. Bde. 34. Aufl. München 2004. 5. <i>Killy Literaturlexikon. Autoren und Werke des deutschsprachigen Kulturraums</i>. Begr. V. Walter Killy. Hg. v. Wilhelm Kühlmann. 2., vollst. Überarb. Aufl. Berlin 2008-. 6. <i>Kindlers Neues Literatur Lexikon</i>. Hg. v. Walter Jens. 20 Bde. Frechen 2001. 2 Suppl.-Bde. 2001. 7. <i>Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur (KLfG)</i>. Hg. v. Heinz Ludwig Arnold. München 1983ff. [Fortlaufend aktualisiertes Loseblattwerk]. 8. <i>Lexikon Weltliteratur</i>. 3. Bde. Hg. v. Gero v. Wilpert. 4., völlig Neubearb. Aufl. Stuttgart 2004. 9. <i>Lexikon deutschsprachiger Schriftstellerinnen 1800-1945</i>. Hg. v. Gisela Brinker-Gabler, Karola Ludwig u. Angela Wöffen. München 1986. 10. Meid, Volker: <i>Metzler Literatur Chronik. Werke deutschsprachiger Autoren</i>. 3., erw. Aufl. Stuttgart/Weimar 2006. 11. <i>Metzler Autoren Lexikon. Deutschsprachige Dichter und Schriftsteller vom Mittelalter bis zur Gegenwart</i>. Hg. v. Bernd Lutz. 3., überarb u. erw. Aufl. Stuttgart 2004.	

12. *Neues Handbuch der deutschsprachigen Gegenwartsliteratur seit 1945*. Begr. v. Werner Kunisch, fortgef. V. Herbert Wiesner u. Sybille Cramer, neu hg. v. Dietz-Rüdiger Moser. München 1990. [Aktualisierte Taschenbuchausgabe München 1993]
 13. Wilpert, Gero von: *Deutsches Dichterlexikon. Bio-bibliographisches Handwörterbuch zur deutschen Literaturgeschichte*. 3., erw. Aufl. Stuttgart 1988.
 14. Wilpert, Gero von/Gühling, Adolf: *Erstausgaben deutscher Dichtung. Eine Bibliographie zur deutschen Literatur 1600-1990*. 2., vollst. Überarb. Aufl. Stuttgart 1992.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1
Research Methodology and Academic Writing						
Learning Objectives: • Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies • Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format • Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.						
Learning Outcomes: • To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing • To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis. • Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view.						
Syllabus:						
UNIT I						9 hours

Structure of academic Writing: • Introduction that includes research question, hypothesis, research objective, methodology and plan of the academic paper/dissertation • Development: How to divide the key arguments/findings in subparts/chapters • Conclusion: How to synthesise arguments/observations/findings and conclude	
UNIT II	12 hours
• Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection • Usage of software and other tools to document, classify and analyse the collected data.	
UNIT III	12 hours
• Stylistic conventions of argumentative texts • Difference between claims and justifications • How to present arguments based on evidence • How to use connectors to produce coherent texts • Incorporate scholarly research and counter arguments • Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.) • Plagiarism and ethics of research: Software to detect and avoid plagiarism	
UNIT IV	12 hours
• Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.) • Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.)	
Suggested Readings: 1. Brian Paltridge and Sue Starfield, Thesis and Dissertation Writing in a Second Language, Routledge, 2007 2. Wayne C. Booth. Gregory G. Colomb et al. <i>The Craft of Research</i>. University of Chicago Press; 4. edition (18 Oct. 2016) 3. Brian Paltridge and Sue Starfield. Getting Published in Academic Journals, University of Michigan Press. 2016. 4. Umberto Eco, Walter Schick (Übersetzer). Wie man eine wissenschaftliche abschlussarbeit schreibt. UTB GmbH; 13th edition (20 Jun. 2010) 5. Helga Esselborn-Krumbiegel. Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen. UTB GmbH; 7. Aufl. edition (17 Jan. 2022) 6. Helga Esselborn-Krumbiegel. Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022) Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations • Literature review	

- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20) Themes and Strategies in Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

DSC-20 Themes and Strategies in Literature	
Learning Objectives: • Study of particular themes along with the narrative, cultural, ideological strategies involved. A new theme is chosen every year. • Students develop analytical skills to study a literary theme • Students develop the capacity to distinguish between theme and motif in Literature • Students develop an understanding of critical issues related to the chosen theme	
Learning Outcomes: • Orients students towards the Study of particular themes along with the narrative, cultural & ideological strategies involved. • Enables students to critically engage with various aspects involved to analyse the theme • Enables students to analyse a variety of narrative and generic techniques to represent the same theme.	
Syllabus:	
UNIT I	9 Hours

Study of the theoretical questions related to the theme	
UNIT II	12 Hours
Study and analysis of literary texts that are based on the theme	
UNIT III	12 Hours
Study of the formal devices deployed to depict the theme	
UNIT IV	12 Hours
Comparative analysis of the studied texts	
Practical component (if any) – NIL	
Suggested Readings: Albrecht, Wolfgang. <i>Literaturkritik</i>. Stuttgart: Weimar: Verlag J.B. Metzler, 2001. Eagleton, Terry. <i>Literatur lesen. Eine Einladung</i>. übersetzt von Holger Hanowell. Stuttgart: Reclam, 2013 Bennett, Andrew, and Nicholas Royle. <i>An Introduction to Literature, Criticism and Theory</i>. Harlow: Pearson Education Limited. 2009 Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i>. Oxford: OUP, 2006 Readings would be suggested by the Department on the basis of the theme chosen.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC ELECTIVE (DSE-6)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VIII

Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Germany and German Speaking Countries -2

	Language of the Arts
	Critical Issues in German Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Rhetoric and Composition	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Rhetoric and Composition	
Learning Objectives: - Introduce students to literary and stylistic devices commonly used in the language - Familiarize students with literary tropes and genres - Introduce students to commonly used idiomatic expressions, proverbs and their historical origin. - Introduce students to advanced techniques of composition	
Learning Outcomes: - Enable students to identify and analyse common figures of speech, - Enable students to identify various literary Tropes and genres - Enable students to understand Idioms and Proverbs in their socio-historic contexts - Equip students to write advanced level compositions	
Syllabus:	
UNIT I	12 Hours
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
UNIT II	12 Hours
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.	
UNIT III	10 Hours
Idioms and Proverbs with their historical origin.	
UNIT IV	11 Hours

Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism, Travel Literature	
Suggested Readings: 1. Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i>, Delhi: Rupa (1960, 1991). 2. Pfersdorff, Heike, <i>Duden-Redensarten</i>, Mannheim: Duden Verlag (2012). 3. May, Yomb, <i>Literarische Grundbegriffe Kompaktwissen XL</i>, Ditzingen: Philipp Reclam (2021). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Study of a Genre: Poetry
Learning Objectives: • Study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day. • Imparting tools and techniques for analysing poetic texts • Familiarising students with various poetic forms

Learning Outcomes: • The students will develop an understanding of the specificities of the genre. • The students will be able to apply various tools to analyse poetic texts • The students will become familiar with the historical evolution of the genre. • The students will be able to identify characteristics of specific poetic forms. • The students will read the major poets of German literature.	
Syllabus:	
UNIT I	11 Hours
Introduction to poetics Characteristics of poetic forms of the Medieval period.	
UNIT II	11 Hours
Study and analysis of poetic texts from the Renaissance and Reformation period Study and analysis of poetic texts from the XVII Century	
UNIT III	11 Hours
Study and analysis of poetic texts from the XVIII Century Study and analysis of poetic texts from the XIX Century	
UNIT IV	12 Hours
Study and analysis of poetic texts from the XX and XXI Centuries	
Suggested Readings: 1. Dieter Lamping (Hg): Handbuch Lyrik: Theorie - Analyse - Geschichte. 2., erweiterte Auflage. Stuttgart: Metzler, 2016. 2. Dieter Burdorf: Geschichte der deutschen Lyrik. Einführung und Interpretationen, Stuttgart: Metzler, 2015 3. Hans-Dieter Gelfert: Wie interpretiert man ein Gedicht? Reclam: Stuttgart 1990. 4. Heinrich Detering (Hg.): Reclams großes Buch der deutschen Gedichte. Vom Mittelalter bis ins 21. Jahrhundert. Reclam, Stuttgart 2007 5. Wulf Segebrecht, Christian Rößner (Hg.): Das Deutsche Gedicht. Vom Mittelalter bis zur Gegenwart. S. Fischer, Frankfurt am Main 2005 6. Hans-Joachim Willberg: Deutsche Gegenwartslyrik. Eine poetologische Einführung. Reclam, Stuttgart 2012. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing	

- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Study of a Genre: Novel	
Learning Objectives: • Study of the novel and its development through a selection of representative authors from the Renaissance till the present day. • Imparting techniques and narratological strategies to analyse novel	
Learning Outcomes: • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read the major authors of German-language literature. • Students will be able to identify and analyse themes depicted in novels	
Syllabus:	
UNIT I	9 Hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 Hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 Hours
Novels of the 19 th Century	
UNIT IV	12 Hours
Novels of the 20 th and 21 st Centuries	
Suggested Readings: 1. Dorothy J. Hale, <i>Social Formalism: The Novel in Theory from Henry James to the Present</i>, Stanford University Press, California, 1998. 2. Georg Lukács: <i>Theory of the Novel</i>, trans, by Anna Bostock. Merlin Press: London 1978.	

3. Jeremy Hawthorn, *Studying the Novel: An Introduction*, Universal Book Stall, New Delhi, 1985
 4. Jürgen H. Petersen: *Der deutsche Roman der Moderne: Grundlegung - Typologie – Entwicklung*. Stuttgart/Weimar: Metzler, 1991
 5. Lennard J Davis., *Resisting Novels: Ideology and Fiction*, Methuen, New York, 1987.
 6. Matías Martínez (Hg.): *Handbuch Erzählliteratur: Theorie, Analyse, Geschichte*. Stuttgart/Weimar: Metzler, 2011
 7. Matthias Bauer: *Romantheorie und Erzählforschung. Eine Einführung*. Stuttgart/Weimar: Metzler, 2005
 8. Michael McKeon: *Theory of the Novel: A Historical Approach*. Baltimore: Johns Hopkins University Press, 2000
 9. Mikhail Bakhtin: *The Dialogic Imagination: Four essays*, trans, by Caryl Emerson and Michael Holquist, University of Texas Press 1981.
 10. Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Literary Translation: Theory and Practice

Learning Objectives:

- Introduce students to debates around literary translation.
- Impart skills required for translation of specific genres.
- Familiarize students with the reception of translated literature and translation criticism.
- Provide an overview of literary translation in German speaking countries.

Learning Outcomes: • Students will be able to think critically and theoretically about translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to further hone their practical translation skills.	
Syllabus:	
UNIT I	12 Hours
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
UNIT II	12 Hours
Translating poetic and dramatic texts	
UNIT III	12 Hours
Translation criticism and reception of translated literature	
UNIT IV	9 Hours
History of translation in German speaking countries with focus on translations of Indian literary texts	
Suggested Readings: 1. Belloc, Hilaire. <i>On translation</i>. 1959. 2. Burger, Maya, and Nicola Pozza. <i>India in Translation through Hindi Literature</i>. 2010. 3. Christof-Füchsle, Martin, and Razak Khan. <i>Nodes of Translation</i>. 2024. 4. Gentzler, Edwin: <i>Contemporary translation theories</i>. 2001. 5. Lefevere, André. Translation, rewriting, and the manipulation of literary fame. 2016. 6. Reiß Katharina, Vermeer Hans Josef. <i>Grundlegung einer allgemeinen Translationstheorie</i>. 1991. 7. Snell-Hornby, Mary (Hg.). <i>Übersetzungswissenschaft - eine Neuorientierung. Zur Integrierung von Theorie und Praxis</i>. 1986. 8. Stackelberg, Jürgen von. <i>Literarische Rezeptionsformen. Übersetzung, Supplement, Parodie</i>. 1972. 9. Steiner, George. <i>Nach Babel. Aspekte der Sprache und Übersetzung</i>. 1994. 10. Venuti, Lawrence. <i>The scandals of translation: Towards an ethics of difference</i>. 1998. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion	

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice	
Learning Objectives: - Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom. - Establish a theoretical basis and enable students to make lesson plans. - Enable students to design and plan a teaching unit.	
Learning Outcomes: - Students will develop an understanding of the notions related to Foreign Language teaching. - Students will understand the role of culture and intercultural in a Foreign Language classroom. - Students will be able to develop a teaching unit and lesson plan.	
Syllabus:	
UNIT I	9 Hours
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom	
UNIT II	12 Hours
Introduction and role of Common European Framework of Reference for Languages Principles and standards of assessment, testing and evaluation	
UNIT III	12 Hours
Lesson plan and its importance in a foreign language classroom.	
UNIT IV	12 Hours
Planning and designing a Teaching Unit	
Suggested Readings:	

1. Legutke, M., Schart, M. *dll - deutsch lehren lernen 1. Lehrkompetenz und Unterrichtsgestaltung*. 2012.
 2. Grotjahn, R., Kleppin, K., Mohr, I. *dll - deutsch lehren lernen 6. Curriculare Vorgaben und Unterrichtsplanung*. 2013.
 3. Grotjahn, R., Kleppin, K. *dll - deutsch lehren lernen 7. Prüfen, Testen, Evaluieren*. 2015.
 4. Brinitzer, M. *DaF unterrichten : Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache*. 2013.
 5. Hartung, O., Steininger, I., Fink, M. C., Gansen, P., & Priore, R. *Lernen und Kultur: Kulturwissenschaftliche Perspektiven in den Bildungswissenschaften*. Springer-Verlag. 2009.
 6. Rösler, D. *Deutsch als Fremdsprache*. 2012.
 7. Bausch, K., Christ, H., & Krumm, H. *Der Gemeinsame europäische Referenzrahmen für Sprachen in der Diskussion : Arbeitspapiere der 22. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts*. 2003.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Germany and German-Speaking Countries-2	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Cultural History of Germany and German-Speaking Countries-2
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community.

Learning Outcomes: • Provide an overview of important artistic, architectural, philosophical and literary Movements of German speaking Countries, representative figures, and their contribution from the Enlightenment upto the 21st Century. • Develop an understanding of structures and Perspectives of Everyday life • Students will be able to prepare a synthesis of historical documents and artifacts	
Syllabus:	
UNIT I	11 Hours
Enlightenment, its precursors, responses to it in Sturm und Drang, Classicism, Romanticism; German idealism, French Revolution and Napoleon's reforms	
UNIT II	12 Hours
Cultural and artistic responses to the Restoration and events leading to the 1848 Revolution; disillusionment and shift to realism Industrial Revolution and Naturalism; German Empire under Bismarck; Turn of the century and responses to Naturalism in Symbolism, Impressionism, Dadaism, Decadence etc.	
UNIT III	11 Hours
Weimar Republic and New Objectivity; Literature, film, culture during the Third Reich and Exile till 2 nd World War.	
UNIT IV	11 Hours
Post-war Literature, film, architecture, culture in the BRD and DDR till Reunification. The newer trends before and after Reunification, the European Union and the 21 st century	
Suggested Readings: 1. Wolfgang Beutin: Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Stuttgart/Weimar: Metzler, 2013 2. Benedikt Jeßing: Neuere deutsche Literaturgeschichte: Eine Einführung. Tübingen: Narr, 2015 3. Ulrich Herbert: Geschichte Deutschlands im 20. Jahrhundert München: C.H. Beck Verlag, 2014 4. Dieter Hein: Deutsche Geschichte im 19. Jahrhundert. München: C. H. Beck Verlag, 2016 5. Axel Schildt und Detlef Siegfried: „Deutsche Kulturgeschichte“. Die Bundesrepublik von 1945 bis zur Gegenwart. München: Hanser Verlag, 2009 6. Silvia Serena Tschopp, Wolfgang E. Weber: Grundfragen der Kulturgeschichte. Darmstadt: WBG (Wissenschaftliche Buchgesellschaft), 2007 7. Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. 8. Kelling, Hans-Wilhelm, <i>Deutsche Kulturgeschichte</i>, McGraw-Hill Education; 3rd edition (December 5, 2002) Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:	

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Language of the Arts	
Learning Objectives: • To introduce the specific artistic practices of various art forms such as visual, performing, and other arts. • Approaches and methodological tools to study and analyse visual and performing arts	
Learning Outcomes: • Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, Barocco Italiano, Dadaism etc. • Develop an understanding of structures and Perspectives of Everyday life as seen by painters. • Equip with tools to analyse artworks.	
Syllabus:	
UNIT I	9 Hours
Aspects of analysing an artwork. Introduction to Methods and Approaches	
UNIT II	12 Hours
Elements of Art	
UNIT III	12 Hours
Components of Art	

UNIT IV	12 Hours
Evolution of various artistic movements in German speaking countries	
Learning/Teaching Material: Any of the textbooks given below may be prescribed: 1. Betthausen, P., Feist, P. H., & Fork, C. <i>Metzler Kunsthistoriker lexikon: Zweihundert Porträts deutschsprachiger Autoren aus vier Jahrhunderten</i>. Springer-Verlag. 2016. 2. Partsch, S. <i>Die 101 wichtigsten Fragen - Moderne Kunst</i>. C.H.Beck. 2008. 3. Adams, Laurie Schneider. <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. 1996. 4. Arnason, H. H. <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. 2003. 5. Boime, Albert. <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press. 1990. 6. Burekhardt, Jacob. <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin. 2004. 7. Hopkins, David. <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. 2000. 8. Read, Herbert. <i>Meaning of Art</i>, London: Faber & Faber. 1984. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in German Literature	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Critical Issues in German Literature
Learning Objectives:

- Engaging with specific issues related to German literary and cultural studies (E.g. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, border etc.). - Specific readings would be suggested on the basis of the issues/areas selected.	
Learning Outcomes: - The students will develop an understanding of the specific issues and their representations. - The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues. - Since the issues taken up could change from time to time, the specific outcome may be different, but students would become familiar with one issue and its theoretical and literary underpinnings.	
Syllabus:	
UNIT I	11 Hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 Hours
Study and analysis of the issue through selected texts	
UNIT III	11 Hours
Developing a comparative approach to engage with the issue.	
UNIT IV	11 Hours
Contemporary debates related to the selected critical perspective	
Suggested readings: Although theoretical texts may vary depending on the selected critical area, following are some general readings that can be suggested: - Assmann, Aleida: Einführung in die Kulturwissenschaft. Grundbegriffe, Themen, Fragestellungen. Berlin: Erich Schmidt Verlag 2017 - Bachmann-Medick, Doris (Hg.): Cultural Turns. Neuorientierungen in den Kulturwissenschaften. 3. neu bearb. Aufl. Reinbek: Rowohlt, 2009 - Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. - Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 - Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006. - Nünning, Ansgar (Hg.): Metzler Lexikon Literatur- und Kulturtheorie. Ansätze – Personen – Grundbegriffe. Stuttgart/Weimar: Metzler, 2013 - Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:	

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

History of 20th Century Literature	
Learning Objectives: • To introduce students to major literary movements that emerged in the 20th Century • To develop an understanding of the political, historical and social contexts in which these works emerged • Developing and understanding of the innovations and changes brought by 20th century writers.	
Learning Outcomes: • Students will be able to identify the basic characteristics of each literary movements that emerged in the 20th century • The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements • The students will be able to understand the similarities and differences of each literary movement. • Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	11 Hours
Fin de siècle Symbolism, Dadaism and Surrealism	
UNIT II	12 Hours

Stream of Consciousness The Absurd	
UNIT III	11 Hours
Existentialism The New Novel	
UNIT IV	11 Hours
Postmodernism	
Suggested Readings 1. Brümmer, Franz: <i>Lexikon der deutschen Dichter und Prosaisten vom Beginn des 19. Jahrhunderts bis zur Gegenwart</i>. 8 Bde. 6., völlig neu bearb. U. stark verm. Aufl. Leipzig [1913] Nachdruck Nendeln 1975]. 2. <i>Deutsche Dichter. Leben und Werk deutschsprachiger Autoren</i>. Hg. v. Gunter E. Grimm u. Frank Rainer Max. 8 Bde. 2., durchges. Aufl. Stuttgart/Darmstadt 1995. 3. <i>Deutsches Literatur-Lexikon</i>. 3., völlig neu bearb. Aufl. Hg. v. Hubert Herkommer u. Carl Ludwig Lang. Bislang Bde. 1-28 und Erg.-Bde. 1-6. Bern u.a. 1968ff. 4. Frenzel, Herbert A./Frenzel, Elisabeth: <i>Daten deutscher Dichtung. Chronologischer Abriß der deutschen Literaturgeschichte</i>. 2. Bde. 34. Aufl. München 2004. 5. <i>Killy Literaturlexikon. Autoren und Werke des deutschsprachigen Kulturraums</i>. Begr. V. Walter Killy. Hg. v. Wilhelm Kühlmann. 2., vollst. Überarb. Aufl. Berlin 2008-. 6. <i>Kindlers Neues Literatur Lexikon</i>. Hg. v. Walter Jens. 20 Bde. Frechen 2001. 2 Suppl.-Bde. 2001. 7. <i>Kritisches Lexikon zur deutschsprachigen Gegenwartsliteratur (KLfG)</i>. Hg. v. Heinz Ludwig Arnold. München 1983ff. [Fortlaufend aktualisiertes Loseblattwerk]. 8. <i>Lexikon Weltliteratur</i>. 3. Bde. Hg. v. Gero v. Wilpert. 4., völlig Neubearb. Aufl. Stuttgart 2004. 9. <i>Lexikon deutschsprachiger Schriftstellerinnen 1800-1945</i>. Hg. v. Gisela Brinker-Gabler, Karola Ludwig u. Angela Wöffen. München 1986. 10. Meid, Volker: <i>Metzler Literatur Chronik. Werke deutschsprachiger Autoren</i>. 3., erw. Aufl. Stuttgart/Weimar 2006. 11. <i>Metzler Autoren Lexikon. Deutschsprachige Dichter und Schriftsteller vom Mittelalter bis zur Gegenwart</i>. Hg. v. Bernd Lutz. 3., überarb u. erw. Aufl. Stuttgart 2004. 12. <i>Neues Handbuch der deutschsprachigen Gegenwartsliteratur seit 1945</i>. Begr. v. Werner Kunisch, fortgef. V. Herbert Wiesner u. Sybille Cramer, neu hg. v. Dietz-Rüdiger Moser. München 1990. [Aktualisierte Taschenbuchausgabe München 1993] 13. Wilpert, Gero von: <i>Deutsches Dichterlexikon. Bio-bibliographisches Handwörterbuch zur deutschen Literaturgeschichte</i>. 3., erw. Aufl. Stuttgart 1988. 14. Wilpert, Gero von/Gühling, Adolf: <i>Erstausgaben deutscher Dichtung. Eine Bibliographie zur deutschen Literatur 1600-1990</i>. 2., vollst. Überarb. Aufl. Stuttgart 1992. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review	

- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in German equivalent to B1

Introduction to Comparative Literature	
Learning Objectives: • Developing a basic understanding of comparative Literature • Familiarising students with basic tools of comparative literature • Familiarising students with various frames of comparison	
Learning Outcomes: • Students will develop a basic understanding of the field of Comparative Literature • Students will develop the capacity to compare literary texts based on a frame of comparison • Students will be equipped with analytical tools to compare literary works.	
Syllabus:	
UNIT I	12 Hours
Comparative literature: Definition, scope and methods	
UNIT II	11 Hours
Comparative Literature in the World	
UNIT III	11 Hours
Comparative Literature in India Weltliteratur/World Literature and Visva Sahitya	
UNIT IV	11 Hours
Postcolonial and decolonial perspectives of comparative Literature	
Suggested Readings:	

1. Owen Aldridge: *Comparative Literature: matter and method*, Urbana, University of Illinois Press, 1969
 2. Auerbach, Erich: *Mimesis: The Representation of Reality in Western Literature*, Princeton University Press, 1953.
 3. Bassnett, Susan: *Comparative Literature: A Critical Introduction*, Blackwell Publishing, 1993.
 4. Damrosch, David: *What is World Literature?*, Princeton University Press, 2003.
 5. Giulia De Gasperi & Joseph Pivato (eds.): *Comparative Literature for the New Century*, Montreal: McGill-Queen's U.P., 2018.
 6. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in *Special Issue CLCWeb: Comparative Literature and Culture*, 15.7 (2013).
 7. Dasgupta, Shubha "The Spanish School of Comparative Literature." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. 19-26.
 8. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." *Aspects of Comparative Literature: Current Approaches*. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989. 1-14.
 9. Spivak, Gayatri Chakravorty: *Death of a Discipline*, Columbia University Press, 2003.
 10. Steven Tötösy de Zepetnek and Tutun Mukherjee: *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as components of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

**BA (H) Italian
Semester VII**

Semester VII

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Italy-1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Semester VIII

DSC - 20	Themes and Strategies in Italian Literature
Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Italy-2
	Language of the Arts
	Critical Issues in Italian Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

Credit distribution, Eligibility and Pre-requisites of the Course

**DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)
Study of the Genre: Shorter Narrative Forms**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

DSC-19	
Study of the Genre: Shorter Narrative Forms	
Learning Objectives: • Study of various shorter narrative forms such as Fiaba, Favola, Leggenda, Novella, Exemplum, Bestiario, etc. • To introduce the students to the historical evolution of these genres. • To equip students with basic tools for narratological analysis	
Learning Outcomes: The Learning Outcomes of this course are as follows: • Students can identify formal and thematic characteristics of various shorter narrative forms. • Students can analyse the works of leading writers of these forms and their specificities. • Students develop an understanding of the evolution of these genres across various centuries up to the contemporary period	
Syllabus:	
UNIT I	11 Hours
An introduction to Narratological Theories	
UNIT II	11 Hours
Characteristics of Shorter Narrative forms: Exemplum, I Fiori, I bestiary, Novella, Fiaba, Favola, Leggende, Frammenti, Aneddoto, Racconto etc.	
UNIT III	11 Hours
Study and analysis of shorter narrative texts from the Renaissance period till Ninteenth Century. Suggested authors: Boccaccio, Marco Polo, Il Milione, Carlo Collodi, Franco Sacchetti, Camillo Boito, Luigi Pirandello, etc.	
UNIT IV	12 Hours
Study and analysis of shorter narrative texts from the XX Century Suggested authors: Massimo Bontempelli, Dino Buzzati, Gianni Rodari, Italo Calvino, Alberto Moravia, Cesare Pavese etc. Study and analysis of shorter narrative texts from the XXI Century Suggested authors: Alessandro Baricco etc.	
Suggested Readings: 1. A. Marchese: <i>L'officina del racconto</i>, Mondadori: Milano. 2. A. Asor Rosa (ed.): <i>Letteratura italiana</i>, Einaudi: Turin, Vol. I-V. 3. AA. VV: <i>La letteratura italiana: Storia e testi</i>, Ricciard Milan Naples. 4. G. Finzi: <i>Racconti neri della Scapigliatura</i>. 5. Calvino: <i>Fiabe italiane</i>, Einaudi Torino, Vol. I & II. 6. M. Pazzaglia: <i>Letteratura italiana</i>, Zanichelli: Bolga. 7. N. Bonifazi: <i>Teoria del fantastico e il racconto fantastico in Italia</i>, Tarchetti, Pirandello, Buzzati, Longanesi: Milan. 8. R. Luperini (ed.): <i>Novecento</i>, Vol. I, II, Loescher: Turin. 9. Ruth Finnegan, <i>Oral Poetry, Its nature, significance and social context</i>, Cambridge University Press, 1977. 10. S. Battaglia: 'Dall'exemplum alla novella', in <i>La coscienza letteratura del Medioevo</i>, Naples, 1965. 11. S. Segre: <i>Lingua, stile e società</i>, Feltrinelli: Milan, 1974. 12. Scholes-Kellogg: <i>La natura della narrativa</i>, Il Mulino: Bologna 1970.	

12. V.J. Propp: *Morfologia della fiaba*, Einaudi: Turin.
Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing

Group discussion

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-5)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Italy-1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of the Language	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Advanced Study of the Language
Learning Objectives: • Enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language.

• Impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field.	
Learning Outcomes: • Develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail. • Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression • Develop the required skill to understand specialised articles, reports, documentaries, and films within and outside his/her field with the help of a dictionary. • Develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs	
Syllabus:	
UNIT I	12 Hours
Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Writing: Writing term papers on various topics / project reports / preparing news reports / blog writing / writing applications / wall magazines / editorials / brochures / newsletters etc.	
UNIT II	12 Hours
Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content. Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas related to Italy / Production of audio-video clips/ Making detailed oral presentations/ Drama and songs	
UNIT III	11 Hours
Lexical, Morphosyntactic and Phonological Competences: • Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains. • Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner. • Developing clear, natural, pronunciation and intonation in Italian	
UNIT IV	10 Hours
• Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. • Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy.	

Suggested Readings:

1. A. Cotugno; F. Malagnini (ed.), *Manuale di scrittura e comunicazione*, Zanichelli, Bologna, 2013.
2. Angelo Roncoroni, *Manuale di scrittura. Teoria e pratica dello scrivere in italiano*, Carlo Signorelli Editore, Milano, 2009.
3. *Canta che ti passa*, Naddeo & Ginlina, ALMA Edizioni, Firenze, Italy, 2000.
4. Dario Corno, *Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica*, Mondadori, Milano, 2012.
5. Elisabetta Degl'Innocenti, *Il manuale della scrittura*, Paravia, Torino, 2002.
6. *L'italiano nella società della comunicazione*, G. Antonelli, il Mulino, 2007.
7. Mariateresa Serafini, *Nuovo l'italiano: grammatica e scrittura*, Fabbri, Milano, 2009.
8. Mariateresa Serafini; Luciana Arcidiacono, *Comunicare con l'italiano. Testi e scritture*, Fabbri, Milano, 2006.
9. *Nuovo Magari*, Alessandra De Giuli, Carlo Guastalla, Ciro Massimo Naddeo, Alma Edizioni, Firenze, 2011.
10. *Nuovo Progetto Italiano 3*, T. Marin, Edilingua, 2008.
11. *Passeggiate italiane: lezioni di italiano*, Livello avanzato, Camilla Bettoni e Giosi Vicentini, Bonacci editore, Roma, 1997.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

Problem-solving exercises

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Study of a Genre: Theatre
Learning Objectives: • Study of theatre as a genre and its specificities • Study of the genre's evolution in Italian Literature through a selection of representative

authors from the Middle Ages till the present day. • Imparting literary techniques and strategies to analyse theatre as a genre.	
Learning Outcomes: • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read and be familiar with critical issues related to major plays of Italian literature.	
Syllabus:	
UNIT I	11 Hours
Literary theories related to theatre and performance studies	
UNIT II	11 Hours
Medieval and Renaissance forms of theatre Classicism	
UNIT III	11 Hours
18 th and 19 th Century Theatre	
UNIT IV	12 Hours
20 th and 21 st Century Theatre	
Suggested Authors: Commediadell'arte, Goldoni, Metastasio, Alfieri, D'Annunzio, Pirandello, Eduardo de Filippo, A Campanile, Carmelo Bene, Dario Fo, etc.	
Suggested Readings: 1. A Quondam: <i>Il teatro italiano del rinascimento</i>, Edizioni di Communita; Milian, 1980. 2. Angelani: <i>Goldoni</i>, Liguori, Naples, 1983. 3. Segre: <i>Teatro e romanzo</i>, Einaudi; Turin, 1984. 4. F. Angelini, C.A. Mabrignani: <i>Cultura narrativa e teatro nell'età del positivismo</i>, Laterza, Baxri, 1978. 5. F. Angelini: <i>Il teatro del Novecento da Pirandello a Fo</i>, Laterza: bari, 1988. 6. F. Angelini: <i>Il teatro barocco</i>, Laterza: Bari 1979. 7. F. Angelini: <i>Teatro e spettacolo nel primo Novecento</i>, Laterza; Rome Bari, 1988. 8. G. Davico Bonio (ed.): <i>Il teatro italiano</i>, Einaudi: Turin. 9. G. Ferroni: <i>La semiotica e il doppio teatrale</i>, Liguori: Naples, 1981. 10. R. Alonge: <i>Teatro e spettacolo nel secondo Ottocento</i>, Laterza: Rome, Bari, 1988. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Introduction to Literary Translation	
Learning Objectives: • Introduce students to debates around literary translation. • Familiarize students with various strategies and methods pertaining to literary translation. • Impart skills required for translation of specific genres. • Provide an overview of literary translation in India.	
Learning Outcomes: • Students will be able to understand various issues of translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to hone their practical translation skills.	
Syllabus:	
UNIT I	12 Hours
Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)	
UNIT II	12 Hours
Strategies and Methods of Translation	
UNIT III	12 Hours
Translating narrative and essayistic texts	
UNIT IV	9 Hours
History of translation in India with focus on translation of Italian literary texts.	
Suggested Readings: 1. André Lefevere: <i>Translation, rewriting, and the manipulation of literary fame</i>. (2016). 2. Christiane Nord: <i>Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis</i>. (2005). 3. Daniel Gile: <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. (2009). 4. Jeremy Munday: <i>Introducing Translation Studies, Theories and Applications</i> New York: Routledge (2012). 5. Lawrence Venuti: <i>The Translator's Invisibility. A History of Translation</i>. (1995). 6. Malmkaer Kirsten, Windle, Kevin: <i>The Oxford Handbook of Translation Studies</i> Oxford: OUP (2011). 7. Martin Christof-Füchsle and Razak Khan: <i>Nodes of Translation</i>. (2024). 8. Mona Baker: <i>In Other Words: A Course Book in Translation</i>. New York: Routledge (2011). 9. Peter Newmark: <i>A textbook of translation</i>. (2003). 10. Susan Bassnett-McGuire: <i>Translation Studies</i>. London: Routledge. (1980, 2013) Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/	

presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Introduction to the Methodology of Teaching a Foreign Language	
Learning Objectives: • Create a basic awareness about a foreign language classroom and textbook. • Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching	
Learning Outcomes: • Students will develop a basic understanding of elements of foreign language classroom and textbook • Students will develop an understanding of various methods and approaches of foreign language learning and teaching. • Students will learn to analyse a foreign language textbook and develop a lesson plan	
Syllabus:	
UNIT I	11 Hours
Characteristics of a foreign language classroom. Models of learning/teaching	
UNIT II	11 Hours
Different methods/approaches to teaching a foreign language.	
UNIT III	11 Hours
Introduction to the four skills and Evaluation as defined by the CECR	
UNIT IV	12 Hours
Components of a textbook. Issues in material production. Self-Instruction Material Teaching language through games or ICT-enabled tools.	
Suggested Readings: 1. Carlo Serra Borneto, <i>C'era una volta il metodo</i>, Carocci, 1998. 2. Cecilia Andorno, <i>Dalla grammatica alla linguistica. Basi per uno studio dell'italiano</i>,	

- Paravia Scriptorium, Torino 1999
3. Cecilia Andorno, Franca Bosc, Paola Ribotta, *Grammatica, Insegnarla e impararla*, Guerra Edizioni, 2003.
 4. J. Richards and T. Rogers (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press, Cambridge (Indian edition available).
 5. Luca Serianni, *Lezioni di grammatica storica italiana*, Bulzoni, 1998.
 6. Marina Chini, *Che cos'è la linguistica acquisizionale*, Carocci, Roma, 2005.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Practice teaching
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Introduction to Linguistics	
Learning Objectives: • Familiarise students with critical issues only on general linguistics as well as applied linguistics. • To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure	
Learning Outcomes: • The student has an understanding of the structure and components of language and the fundamental concepts of linguistic inquiry. • Students will be able to transfer theory to practice in their own language acquisition process.	
Syllabus:	
UNIT I	12 Hours
General Linguistics: Different branches of linguistics Definition and characteristics of a sign, Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”	

UNIT II	11 Hours
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)	
UNIT III	11 Hours
Morphology (Flexion, derivation), Syntax (basic structures of the Italian language, introduction to generative grammar)	
UNIT IV	11 Hours
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson's model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.	
Suggested Readings: 1. Cecilia Andorno, <i>Dalla grammatica alla linguistica. Basi per uno studio dell'italiano</i>, Paravia Scriptorium, Torino 1999 2. Gaetano Berruto, <i>Sociolinguistica dell'italiano contemporaneo</i>, Roma, Carocci, 1987. 3. Luca Serianni e Alberto Castelvechi, <i>Grammatica italiana: italiano comune e lingua letteraria</i>, Torino, UTET, 1988. 4. Luca Serianni e Alberto Castelvechi, <i>Italiano. Grammatica, sintassi, dubbi</i>, Milano, Garzanti, 1997. (Versione ridotta della Grammatica italiana: italiano comune e lingua letteraria) 5. Marina Chini, <i>Che cos'è la linguistica acquisizionale</i>, Carocci, Roma, 2005. 6. Massimo Palermo, <i>Linguistica italiana</i>, Bologna, Il Mulino, 2015. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Italy-1	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Cultural History of Italy-1
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in

literature and the arts Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: - Provide an overview of important artistic, architectural, philosophical and literary Movements of Italy, representative figures, and their contribution from the Renaissance till 18th Century. - Develop an understanding of structures and Perspectives of Everyday life - Equip with tools to analyse historical documents and artifacts.	
Syllabus:	
UNIT I	12 Hours
The Italian Renaissance: artistic, cultural, philosophical movements with special focus on Humanism and Innovation Overview of the Renaissance as a cultural rebirth and its origins in Italy. Key figures of the Renaissance: Leonardo da Vinci, Michelangelo, Raphael, and Titian. Humanism and its influence on Italian thought, literature, and art. Architectural innovations: Brunelleschi, Alberti, and the rise of Renaissance architecture. The role of Italian city-states (Florence, Venice, Rome) in fostering the Renaissance. Innovative techniques introduced by the Renaissance artists The idea of Europe. Structures and Perspectives of Everyday life as seen by Renaissance figures.	
UNIT II	12 Hours
The High Renaissance and Mannerism: The peak of the Renaissance: artistic and intellectual advancements in Rome and Florence. Michelangelo's Sistine Chapel, Raphael's Vatican frescoes, and the evolution of Renaissance ideals. Mannerism: departure from Renaissance classicism and its cultural implications. Artists such as Pontormo, Bronzino, and Parmigianino. Renaissance literature and Philosophy during the Renaissance and Baroque: the works of Dante, Petrarch, and Boccaccio. The philosophy of Niccolò Machiavelli and his political thought in <i>The Prince</i> . Baroque literature: Torquato Tasso's <i>Gerusalemme Liberata</i> and the cultural shifts in poetry and prose. The Baroque Period in Italy: The emergence of the Baroque: cultural, religious, and political contexts (Counter-Reformation). Key figures: Caravaggio, Bernini, and Borromini. Baroque architecture and sculpture: grandeur, drama, and movement. Baroque music: Monteverdi and the early development of opera. The influence of the Catholic Church and the Counter-Reformation on Baroque art and architecture.	
UNIT III	12 Hours
The Age of Enlightenment and Neoclassicism The impact of the Enlightenment on Italian culture: new ideas of reason, science, and politics. Italian contributions to the European Enlightenment: Vico, Beccaria, and the	

cultural dialogue with France and Britain. Neoclassicism: a return to classical ideals in art and architecture. Key artists: Canova's sculpture and the influence of Greco-Roman art. The decline of the old Italian city-states and the rise of Enlightenment thought in a changing Europe.	
UNIT IV	9 Hours
The Late 18th Century and Prelude to Italian Unification Italy on the eve of the Napoleonic invasion: cultural, social, and political changes. The influence of French revolutionary ideas on Italian intellectuals. Italian cultural identity at the turn of the 18th century, paving the way for the Risorgimento.	
Suggested Readings: 1. Alberto Asor Rosa (ed.): <i>Letteratura Italiana</i>, Einaudi: Turin, 1982-1986, Vol. I-VI. 2. Benedetto Croce: <i>Breviario d'estetica</i>, Laterza: Bari 1912. 3. Dionisotti: <i>Geografia e Storia della letteratura italiana</i>, Einaudi: Turin. 4. Cantimori: 'La periodizzazione dell'età del Rinascimento', in <i>Studi di Storia</i>, Einaudi: Turin. 5. Auerback: <i>Mimesis</i>, Vol. 2, Einaudi: Turin 1956. 6. Mariani, F. Gnerre, R. Mordenti: <i>Le forme letterarie nella storia</i>, SEI, Turin, 1990, Vol. I. 7. Folena: <i>L'Italiano in Europa</i>, Einaudi: Turin. 8. Procacci: <i>Storia degli italiani</i>, Laterza: Bari, 1991. 9. Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. 10. Mazzacurati: <i>Il Rinascimento dei moderni</i>, Il Mulino: Bologna. 11. S. Timpanaro: <i>Classicismo e Illuminismo nell'Ottocento italiano</i>, Nistri: Pisa. 12. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: <i>Il Nuovo: la scrittura e l'interpretazione</i>, 6 volumes (dalle origini alla modernità e contemporaneità), Palumbo Editore, Palermo, 2011. 13. Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, <i>Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea</i>, Volumes 1B, 3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Language of the Media	
Learning Objectives: - The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media. - Equip students with basic tools to analyse materials produced by each	
Learning Outcomes: - The students will develop an understanding of the evolution of the various forms of the media - The students will become familiar with the print media practices. - The students will become familiar with the electronic media and cinema	
Syllabus:	
UNIT I	12 Hours
Origin and History of Media	
UNIT II	12 Hours
Evolution of the Print Media	
UNIT III	12 Hours
Evolution of Electronic Media	
UNIT IV	9 Hours
Introduction to Media Studies	
Suggested Readings: - Alberto Papuzzi: <i>Professione Giornalista</i>, Donzelli, 2003. - Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i>. Edinburgh: Edinburgh University Press, 2006 - Barbano A.: <i>Manuale di Giornalismo</i>, Laterza, 2012. - Calabrese O./ P. Violi: <i>I giornali. Guida alla lettura e all'uso didattico</i>, Espresso Strumenti, 1980. - Dardano M.: <i>Il linguaggio dei giornali italiani</i>, Laterza, 1973. - Gozzini G.: <i>Storia del giornalismo</i>, Mondadori, 2000. - Hunter Stockton Thompson: <i>Paura e disgusto a Las Vegas</i>, Bompiani, 2000. - Kolker, Robert: <i>Media Studies: An Introduction</i>. Malden, MA: Wiley-Blackwell, 2009 - Lepri S.: <i>Professione giornalista</i>, Etas-Rcs Libri, 1991. - Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009. - Medici M. / D. Proietti (ed.): <i>Il linguaggio del giornalismo</i>, Mursia, 1992. - Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i>, London, New York: Routledge, 2007 - Papuzzi A.: <i>Manuale del giornalista</i>, Donzelli, 1993. - Riccardo Benotti: <i>Viaggio nel New Journalism americano</i>, Aracne editrice, 2009. - Ryszard Kapuściński: <i>Autoritratto di un reporter</i>, Feltrinelli, 2006. - Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell	

Publishers, 2000

17. Truman Capote: *A sangue freddo*, Garzanti, 1966.

18. Truman Capote: *Il Duca nel suo dominio*, Oscar Mondadori, 2004.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Study of an Author	
Learning Objectives: • The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings. • Developing an in depth understanding of writing styles, thematic aspects and formal choices of the writer. • Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.	
Learning Outcomes: • The students will develop a understanding of the author's writing styles through her/his works through a comparative approach. • The students will become familiar with the questions and issues raised in the works studied. • The students will develop a critical overview on the works produced by the author	
Syllabus:	
UNIT I	12 Hours
Critical questions raised by the author	
UNIT II	12 Hours
Writing styles of the author	
UNIT III	12 Hours
Formal characteristics of her/his works	

UNIT IV	9 Hours
Reception of the works	
Suggested Authors: Dante Alighieri, Giovanni Boccaccio, Francesco Petrarca, Ugo Foscolo, Giacomo Leopardi, Luigi Pirandello, Alberto Moravia, Italo Calvino, Natalia Ginzburg, Leonardo Sciascia, Vitaliano Brancati, Cesare Pavese, Umberto Eco, Dino Buzzati, Elio Vittorini. Suggested Readings: 1. Alberto Asor Rosa, Giorgio Inglese, eds., <i>Letteratura italiana. Gli autori: Dizionario bibliografico e indici</i>, Turin: Einaudi, 1999-2000. 2. Alberto Asor Rosa, <i>Novecento Primo, Secondo e Terzo: Nuova Edizione Aggiornata Di Un Altro Novecento</i>, Florence: Sansoni 2004 3. Cesare Segre, Carlo Ossola, eds, <i>Antologia della poesia italiana</i>, Vols 1-3, Turin: Einaudi. 4. Giorgio Baroni, Mario Puppo, eds., <i>Manuale critico bibliografico per lo studio della letteratura italiana</i>, 5 ed. Turin: SEI, 2002. 5. <i>Storia della letteratura italiana</i>, 9 vols., Milan: Garzanti, 1987-1989. Additional material may be provided by the Department. Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Understanding Contemporary Europe
Learning Objectives: • Providing insights into contemporary Europe. It is conceived in three sections. • Understanding Europe through its Films that draw attention to a range of current issues, both social and political. • Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity • Familiarising with critical issues that have emerged in Europe Today, after the formation

of European Union	
Learning Outcomes: • The students will develop an understanding of contemporary Europe. • The students will become familiar with the major issues and debates in the area of nationalism and transnationalism • The students will develop a critical perspective to analyse the implications of European Union in contemporary times.	
Syllabus:	
UNIT I	9 Hours
Introduction to Europe through contemporary Films	
UNIT II	12 Hours
The Second World War, the Challenges faced by Europe and Post World War II Reconstructions	
UNIT III	12 Hours
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
UNIT IV	12 Hours
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions. European Union and its policies on immigration, industry and the arts and culture.	
Suggested Readings: 1. Carr, Matthew. <i>Fortress Europe</i>. The New Press, 2016 2. Gaddis, John Lewis, <i>The Cold War, A New History</i>. Penguin Books, 2006 3. Galt, Rosalind. <i>The New European Cinema</i>. NY: Columbia University Press, 2006 4. Holmes, Diana. <i>Smith, Alison. 100 Years of European Cinema</i>. Manchester University Press, 2000 5. Jenkins, Brian. Sofos, Spyros. <i>Nation and Identity in Contemporary Europe</i>. Routledge, 1996 6. Kepel, Gilles. <i>The War for Muslim Minds</i>. Belknap Press, 2006 7. Kingsley, Patrick. <i>The New Odyssey. The Story of Europe's Refugee Crisis</i>. Guardian Faber Publishing, 2016 8. Lloyd, John. Marconi, Cristina. <i>Reporting the EU, News Media and the European Institutions</i>. I.B.Tauris, 2014 9. Mazierska, Ewa. Rascaroli, Laura. <i>From Moscow to Madrid: Postmodern Cities</i>, European Cinema. I.B.Tauris, 2002 10. Sassoon, Donald. <i>The Culture of the Europeans</i>. Harper Collins UK, 2006 11. Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, <i>Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea</i>, Volumes 1B,3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019 Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group)	

- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19 th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

History of 19 th Century Literature	
Learning Objectives: • To introduce students to major literary movements that emerged in 19th Century Italy. • To develop an understanding of the political, historical and social contexts in which these works emerged, particularly focusing on the Italian Unification (Risorgimento) • Developing and understanding of the innovations and changes brought by 19th century Italian writers and poets.	
Learning Outcomes: • Students will be able to identify the basic characteristics of each literary movements that emerged in 19th century Italy. • Students will be able to relate literary works to the historical, political and cultural contexts especially focusing on Italy's political fragmentation and subsequent unification that shaped these movements. • Students will be able to understand the similarities and differences between other Italian and European literary movements. • Students will be equipped with analytical tools to study 19th century Italian literary works in depth.	
Syllabus:	
UNIT I	11 Hours
Neoclassicism and Romanticism in Italy	
UNIT II	11 Hours
Risorgimento and National Literature Verismo: Italian Realism	
UNIT III	11 Hours
Scapigliatura Melodramma	
UNIT IV	12 Hours
Symbolism and Decadentismo	
Suggested Readings: 1. Mario Pazzaglia: <i>Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura</i>, Zanichelli, Bologna, 1993. 2. Ottavio Prosciutti: <i>Lineamenti di letteratura italiana</i>, Grafica, Perugia, 1980.	

3. Paolo E. Balboni e Mario Cardona: *Storia e testi di letteratura italiana per stranieri*, Guerra Edizioni, Perugia, 2004.
4. Silvestrini, M., Bura: C., *L'italiano e l'Italia*, Vol. 1: *Grammatica*, Vol. 2: *Esercizi*, Guerra, Perugia, 2000.
5. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: *Il Nuovo: la scrittura e l'interpretazione*, Volume 5, Palumbo Editore, Palermo, 2011.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1
Research Methodology and Academic Writing						
Learning Objectives:						
• Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies • Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format • Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.						
Learning Outcomes:						
• To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing • To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis. • Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view.						
Syllabus:						
UNIT I						9 hours
Structure of academic Writing:						
• Introduction that includes research question, hypothesis, research						

objective, methodology and plan of the academic paper/dissertation • Development: How to divide the key arguments/findings in subparts/chapters • Conclusion: How to synthesise arguments/observations/findings and conclude	
UNIT II	12hours
• Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection • Usage of software and other tools to document, classify and analyse the collected data.	
UNIT III	12hours
• Stylistic conventions of argumentative texts • Difference between claims and justifications • How to present arguments based on evidence • How to use connectors to produce coherent texts • Incorporate scholarly research and counter arguments • Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.) • Plagiarism and ethics of research: Software to detect and avoid plagiarism	
UNIT IV	12hours
• Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.) • Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.)	
Suggested Readings: Any of the textbooks given below may be prescribed: 1. Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. 2. Creswell J., <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, Thousand Oaks, California, (2003), Sage Publications 3. Dario Antiseri, <i>Introduzione alla metodologia della ricerca</i>, Rubbettino Editore 2005. 4. Domenichelli, Mario, <i>Lo scriba e l'oblio: Letteratura e storia: teoria e critica delle rappresentazioni nell'epoca borghese</i>, Edizione ETS, Pisa, 2011. 5. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), Thousand Oaks, California: (2002), Sage Publications. 6. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). 7. Segre, Cesare: <i>Avviamento all'analisi del testo letterario</i>, Einaudi, Torino, 1985. 8. Topolski J. , <i>Narrare la storia. Nuovi principi di metodologia storica</i>, Milano, 1997 Bruno Mondadori. 9. Umberto Eco: <i>Come si fa una tesi di laurea</i>, Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:	

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing

Group Discussion

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

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20) Themes and Strategies in Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

DSC-20 Themes and Strategies in Literature	
Learning Objectives: • Study of particular themes along with the narrative, cultural and literary strategies involved. A new theme is chosen every year. • Students develop analytical skills to study a literary theme • Students develop the capacity to distinguish between theme and motif in literature • Students develop an understanding of critical issues related to the chosen theme	
Learning Outcomes: • Orients students towards the Study of particular themes along with the narrative, cultural and ideological strategies involved. • Enables students to critically engage with various aspects involved to analyse the theme • Enables students to analyse a variety of narrative and generic techniques to represent the same theme.	
Syllabus:	
UNIT I	9 Hours
Study of the theoretical questions related to the theme	

UNIT II	12 Hours
Study and analysis of literary texts that are based on the theme	
UNIT III	12 Hours
Study of the formal devices deployed to depict the theme	
UNIT IV	12 Hours
Comparative analysis of the studied texts	
Suggested Readings: A. Asor Rosa (ed.): <i>Letteratura italiana</i>, Einaudi: Turin, Vol. I-V. 1. AA. VV: <i>La letteratura italiana: Storia e testi</i>, Ricciard Milan Naples. 2. Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i>, Delhi: Rupa (1960, 1991). 3. Bennett, Andrew, and Nicholas Royle: <i>An Introduction to Literature, Criticism and Theory</i>. Harlow: Pearson Education Limited. 2009 4. Felice Brogna, <i>Guida all'analisi testuale</i>, Marimar editrice, Napoli, 1991. 5. M. Pazzaglia: <i>Letteraturaitaliana</i>, Zanichelli: Bolga. 6. Roberto Berardi, <i>Dizionario di termini della critica letteraria</i>, 2^a edizione, ottava ristampa, Le Monnier, Firenze, 1989. 7. S. Segre: <i>Lingua, stile e società</i>, Feltrinelli: Milan, 1974. 8. Scholes-Kellog: <i>La natura dellanarrativa</i>, II Mulino: Bologna 1970. 9. Waugh, Patricia: <i>Literary Theory and Criticism: An Oxford Guide</i>. Oxford: OUP, 2006 Readings would be suggested by the Department on the basis of the theme chosen. Additional material may be provided by the Department. Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC ELECTIVE (DSE-6)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VIII

	Course Title
Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Italy-2
	Language of the Arts

	Critical Issues in Italian Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Rhetoric and Composition	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Rhetoric and Composition	
Learning Objectives: - Introduce students to literary and stylistic devices commonly used in the language - Familiarize students with literary tropes and genres - Introduce students to commonly used idiomatic expressions, proverbs and their historical origin. - Introduce students to advanced techniques of composition	
Learning Outcomes: - Enable students to identify and analyse common figures of speech, - Enable students to identify various literary Tropes and genres - Enable students to understand Idioms and Proverbs in their socio-historic contexts - Equip students to write advanced level compositions	
Syllabus:	
UNIT I	9 Hours
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
UNIT II	12 Hours
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anti-climax, Paradox, Analogies.	
UNIT III	12 Hours
Idioms and Proverbs with their historical origin.	
UNIT IV	12 Hours
Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism, Travel Literature	
Suggested Readings: - Angelo Marchese, <i>Dizionario di retorica e di stilistica</i>, 4^a edizione, Arnoldo Mondadori Editore, Milano, 1978. - Annalisa Cattani, <i>Pubblicità e Retorica</i>, Lupetti, Milano, 2009. - Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i>, Delhi: Rupa (1960, 1991). - Felice Brogna, <i>Guida all'analisi testuale</i>, Marimar editrice, Napoli, 1991. - Giorgio Barberi Squarotti (ed.), <i>Dizionario di retorica e stilistica</i>, TEA, Torino, 1995.	

6. Gruppo µ, Retorica generale. *Le figure della comunicazione*, traduzione di Mario Wolf, 3^a edizione, Bompiani, Milano, 1970.
7. Roberto Berardi, *Dizionario di termini della critica letteraria*, 2^a edizione, ottava ristampa, Le Monnier, Firenze, 1989.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Study of a Genre: Poetry	
Learning Objectives: • Study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day. • Imparting tools and techniques for analysing poetic texts • Familiarising students with various poetic forms	
Learning Outcomes: • The students will develop an understanding of the specificities of the genre. • The students will be able to apply various tools to analyse poetic texts • The students will become familiar with the historical evolution of the genre. • The students will be able to identify characteristics of specific poetic forms. • The students will read the major poets of Italian literature.	
Syllabus:	
UNIT I	11 Hours
Introduction to poetics Characteristics of poetic forms of the Medieval period. Poesia religiosa, Scuola siciliana, Il Dolce Stil Novo. Suggested authors: Francesco d'Assisi, Dante, Petrarca, Giacomo da Lentini, Guido Guinizzelli etc.	
UNIT II	11 Hours

Study and analysis of poetic texts from the Renaissance period, Il poemacavalleresco, Il poemaromanzesco, Il poemaeroico Suggested authors: Lorenzo de' Medici, Ludovico Ariosto, Luigi Pulci, Matteo Maria Boiardo, Torquato Tasso, etc. Study and analysis of poetic texts from the XVII Century (Il Seicento): Il Barocco, Suggested authors: Giovan Battista Marino, Ciro di Pers, etc.	
UNIT III	11 Hours
Study and analysis of poetic texts from the XVIII Century (Il Settecento): Suggested authors: Giuseppe Parini, Vittorio Alfieri, etc; Study and analysis of poetic texts from the XIX Century (L'Ottocento): Suggested authors: Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni, Giosuè Carducci, Guido Gozzano, Giovanni Pascoli etc.	
UNIT IV	12 Hours
Study and analysis of poetic texts from the XX and XXI Centuries Suggested authors: Gabriele D'Annunzio, Salvatore Quasimodo, Giuseppe Ungaretti, Filippo Tommaso Marinetti, Aldo Palazzeschi, Eugenio Montale etc.	
Suggested Readings: 1. B. Croce: <i>La poesia e letture di poeti</i>, Laterza: Bari. 2. G. Contini (ed), <i>Poeti del Duecento</i>, Ricciardi: Milan-Naples, 1960. 3. G. Debenedetti: <i>La poesia italiana del Novecento</i>, Garzanti: Milan 1974. 4. J. Lotman: <i>La struttura del testo poetico</i>, Mursia: Milano 1985. 5. P.V. Mengaldo (ed.): <i>Poet italiani del Novecento</i>, Mondadori: Milan. 6. Paolo E. Balboni e Mario Cardona: <i>Storia e testi di letteratura italiana per stranieri</i>, Guerra Edizioni, Perugia, 2004. 7. R. Luperini: <i>Novecento</i>, Loescher: Vol, 2. Turin. 8. S. Bertocchi, E. Lugarini: <i>Guida alla poesia</i>, Editori Riuniti: Rome 1986. 9. W. Binni, R. Scrivano, <i>Storia e antologia della letteratura italiana</i>, Principato: Milan. 10. W. TH. Elwert: <i>Versificazione italiana del novecento</i>, Garzanti: Milan 1974. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Creative Writing/Term Paper writing • Group discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/		

				Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Study of a Genre: Novel	
Learning Objectives: - Study of the novel and its development through a selection of representative authors from the Renaissance till the present day. - Imparting techniques and narratological strategies to analyse novel.	
Learning Outcomes: - The student will develop an understanding of the specificities of the genre. - The student will become familiar with the historical evolution of the genre. - The student will read the major authors of Italian literature. - Students will be able to identify and analyse themes depicted in novels	
Syllabus:	
UNIT I	9 Hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 Hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 Hours
Novels of the 19 th Century	
UNIT IV	12 Hours
Novels of the 20 th and 21 st Centuries	
Suggested authors: Alessandro Verri, Alessandro Manzoni, Giovanni Verga, Ippolito Nievo, Grazia Deledda, Luigi Pirandello, Italo Svevo, Carlo Emilio Gadda, Pier Paolo Pasolini, Cesare Pavese, Elio Vittorini, Vasco Pratolini, Alberto Moravia, Elsa Morante, Ignazio Silone, Carlo Cassola, Natalia Ginzburg, Gianna Manzini, Tommaso Landolfi, Idolina Landolfi, Massimo Bontempelli, Luigi Malerba, Elena Ferrante, Niccolò Ammaniti, Italo Calvino, Umberto Eco, Antonio Tabucchi, Dino Buzzati, Giorgio Faletti, Leonardo Sciascia, Stefano D'Arrigo, Gesualdo Bufalino etc.	
Suggested Readings: - Segre: <i>Avviamento all'analisi del testo letterario</i>, Einaudi: Turin 1984. - Dorothy J. Hale: <i>Social Formalism: The Novel in Theory from Henry James to the Present</i>, Stanford University Press, California, 1998. E. Pasquini (ed.): <i>Guida allo studio della letteratura italiana</i>, Il Mulino: Bologna, 1985. E. Raimondi: <i>Il romanzo senza idillio</i>, Einaudi: Turin 1974. G. Contini: <i>Esercizi di lettura</i>, Einaudi, Turin. G. Debenedetti: <i>Il romanzo</i>, Garzanti: Milan 1971. G. Lukacs, M. Bachtin: <i>Problemi di teoria del romanzo</i>, Einaudi Turin. - Georg Lukàcs: <i>The Historical Novel</i>, University of Nebraska Press, Londres, 1983. - Jeremy Hawthorn: <i>Studying the Novel: An Introduction</i>, Universal Book Stall, New Delhi, 1985 - Lennard J Davis: <i>Resisting Novels: Ideology and Fiction</i>, Methuen, New York, 1987. - Susan Sniader Lanser: <i>The Narrative Act: Point of View in Prose Fiction</i>, Princeton University Press, Princeton, New Jersey, 1981.	

12. Wallace Martin: *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.
Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Literary Translation: Theory and Practice	
Learning Objectives: • Introduce students to debates around literary translation. • Impart skills required for translation of specific genres. • Familiarize students with the reception of translated literature and translation criticism. • Provide an overview of literary translation in Italy.	
Learning Outcomes: • Students will be able to think critically and theoretically about translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to further hone their practical translation skills.	
Syllabus:	
UNIT I	12 Hours
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
UNIT II	12 Hours
Translating poetic and dramatic texts	
UNIT III	12 Hours
Translation criticism and reception of translated literature	
UNIT IV	9 Hours
History of translation in Italy with focus on translations of Indian literary texts	
Suggested Readings: 1. André Lefevere: <i>Translation, rewriting, and the manipulation of literary fame</i>. (2016).	

2. Christiane Nord: *Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis*. (2005).

3. Daniel Gile: *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam Philadelphia: John Benjamin Publishing. (2009).

4. Edwin Gentzler: *Contemporary Translation Theories*. (2001).

5. Hilaire Belloc: *On translation*. (1959).

6. Jeremy Munday: *Introducing Translation Studies, Theories and Applications* New York: Routledge (2012).

7. Lawrence Venuti: *The scandals of translation: Towards an ethics of difference*. (1998).

8. Lawrence Venuti: *The Translator's Invisibility. A History of Translation*. (1995).

9. Malmkaer Kirsten, Windle, Kevin: *The Oxford Handbook of Translation Studies* Oxford: OUP (2011).

10. Martin Christof-Füchsle and Razak Khan: *Nodes of Translation*. (2024).

11. Maya Burger and Nicola Pozza: *India in Translation through Hindi Literature*. (2010).

12. Mona Baker: *In Other Words: A Course Book in Translation*. New York: Routledge (2011).

13. Peter Newmark: *A textbook of translation*. (2003).

14. Susan Bassnett-McGuire: *Translation Studies*. London: Routledge(1980, 2013)

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice
Learning Objectives: • Create awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom. • Establish a theoretical basis and enable students to make lesson plans. • Enable students to design and plan a teaching unit
Learning Outcomes:

- Students will develop an understanding of the notions related to Foreign Language teaching. - Students will understand the role of culture and intercultural in a Foreign Language classroom. - Students will learn to develop a lesson plan while using authentic documents (documenti autentici). - The students will be able to develop a teaching unit.	
Syllabus:	
UNIT I	9 Hours
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom	
UNIT II	12 Hours
Introduction to «Portfolio europeodelle lingue» and Common European Framework of Reference for Languages (CEFR) [Quadro commune europeo di riferimento per la conoscenzadelle lingue (QCER)]	
UNIT III	12 Hours
Authenticdocuments and their usages in a Foreign Language classroom	
UNIT IV	12 Hours
Lesson planning and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
Suggested Readings: - Carlo Serra Borneto, <i>C'era una volta il metodo</i>, Carocci, 1998. - Cecilia Andorno, <i>Dalla grammatica alla linguistica. Basi per uno studio dell'italiano</i>, Paravia Scriptorium, Torino 1999 - Cecilia Andorno, Franca Bosc, Paola Ribotta, <i>Grammatica, Insegnarla e impararla</i>, Guerra Edizioni, 2003. J. Richards and T. Rogers (2001) <i>Approaches and Methods in Language Teaching</i>, Cambridge University Press, Cambridge (Indian edition available). - Luca Serianni, <i>Lezioni di grammatica storica italiana</i>, Bulzoni, 1998. - Marina Chini, <i>Che cos'è la linguistica acquisizionale</i>, Carocci, Roma, 2005. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Practice teaching and making lesson plans - Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

Cultural History of Italy-2	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1
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Cultural History of Italy-2	
Learning Objectives: - Familiarise students with major social and cultural movements and their reflection in literature and the arts. - Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: - Provide an overview of important artistic, architectural, philosophical and literary Movements of Italy, representative figures, and their contribution from 19th Century upto the 21st Century. - Develop an understanding of structures and Perspectives of Everyday life. - Students will be able to prepare a synthesis of historical documents and artifacts.	
Syllabus:	
UNIT I	12 Hours
Napoleonic Era and its Influence on Italy The Risorgimento and the Unification of Italy	
UNIT II	12 Hours
Post-Unification Italy and Industrial Revolution Italy in the Early 20 th Century: Futurism and Fascism	
UNIT III	12 Hours
Post-World War II Italy: Reconstruction and Cultural Renaissance	
UNIT IV	11 Hours
Contemporary Italy and European Integration	
Suggested Readings: - Alberto Asor Rosa (ed.): <i>Letteratura Italiana</i>, Einaudi: Turin, 1982-1986, Vol. I-VI. - Benedetto Croce: <i>Breviario d'estetica</i>, Laterza: Bari 1912. - Dionisotti: <i>Geografia e Storia della letteratura italiana</i>, Einaudi: Turin. - Cantimori: 'La periodizzazione dell'età del Rinascimento', in <i>Studi di Storia</i>, Einaudi: Turin. - Auerback: <i>Mimesis</i>, Vol. 2, Einaudi: Turin 1956. - Mariani, F. Gnerre, R. Mordenti: <i>Le forme letterarie nella storia</i>, SEI, Turin, 1990, Vol. I. - Folena: <i>L'Italiano in Europa</i>, Einaudi: Turin. - Procacci: <i>Storia degli italiani</i>, Laterza: Bari, 1991. - Lynn Hunt (ed.), <i>The New Cultural History</i>, Berkeley, Los Angeles et Londres, University of California Press, 1989. - Mazzacurati: <i>Il Rinascimento dei moderni</i>, Il Mulino: Bologna. S. Timpanaro: <i>Classicismo e Illuminismo nell'Ottocento italiano</i>, Nistri: Pisa. - Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: <i>Il Nuovo: la scrittura e l'interpretazione</i>, 6 volumes (dalle origini alla modernità e contemporaneità), Palumbo Editore, Palermo, 2011. - Romano Luperini, Pietro Cataldi, Lidia Marchiani: Franco Marchese, <i>Liberi da interpretare, storia e antologia della letteratura italiana nel quadro della civiltà europea</i>, Volumes 1B, 3A, 2, 3B, 1°, Palumbo Editore, Palermo, 2019 Additional material may be provided by the Department.	

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Language of the Arts	
Learning Objectives: • To introduce the specific artistic practices of various art forms such as visual, performing and other arts. • Approaches and methodological tools to study and analyse visual and performing arts	
Learning Outcomes: • Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish and Italian Baroque, Flemish School, French Impressionists, Spanish Surrealists, etc. • Develop an understanding of structures and Perspectives of Everyday life as seen by painters. • Equip with tools to analyse artworks.	
Syllabus:	
UNIT I	9 Hours
Analysing an artwork: Introduction to Methods and Approaches	
UNIT II	12 Hours
Elements of Art	
UNIT III	12 Hours
Components of Art	
UNIT IV	12 Hours
Evolution of various artistic movements in Italy	
Suggested Readings: 1. Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press.	

2. Arnason, H. H. (2003), *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
3. Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
4. Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin
5. Hopkins, David, (2000), *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
6. Read, Herbert (1984), *Meaning of Art*, London: Faber & Faber.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Italian Studies	4	3	1	0	Passed Class XII	Attained a language level in Italia2 equivalent to B1

Critical Issues in Italian Studies	
Learning Objectives: - Engaging with specific issues related to Italian literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, post-coloniality and decoloniality, migration, displacement, exile, marginalisation, etc.). - Specific readings would be suggested on the basis of the issues / areas selected.	
Learning Outcomes: - The students will develop an understanding of the specific issues and their representations. - The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues.	
Syllabus:	
UNIT I	12 Hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 Hours

Study and analysis of the issue through selected texts	
UNIT III	12 Hours
Developing a comparative approach to engage with the issue.	
UNIT IV	11 Hours
Contemporary debates related to the selected critical perspective	
Suggested Readings: 1. Asor Rosa, Alberto (ed.): 'Le questioni', in <i>Letteraturaitaliana</i>, Turin: Einaudi, 1986. 2. Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. 3. Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 4. Eco, Umberto: <i>Sulla letteratura</i>, Milano: Bompiani, 2002, (<i>On Literature</i>. London: Vintage, 2006). 5. Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

History of 20th Century Literature
Learning Objectives: • To introduce students to major literary movements and authors of 20th Century Italy. • To develop an understanding of the political, historical and social contexts that shaped 20th Century Italian literature, including the impact of World Wars, Fascism and the post-war period. • Developing and understanding of the innovations and changes brought by 20th century

Italian writers.	
Learning Outcomes: - Students will be able to identify the basic characteristics of main literary movements of 20th century Italian literature. - Students will be able to relate the literary works to the major historical, political and cultural contexts that shaped these movements. - Students will be able to understand key differences and continuities between various literary movements. - Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	11 Hours
Early trends of 20 th Century Italian literature Ermetismo	
UNIT II	12 Hours
Futurism New-Realism in post-World War II	
UNIT III	11 Hours
Absurdism Fascism and Literary Responses	
UNIT IV	11 Hours
Post-war and Postmodernism Poetry in 20 th Century	
Suggested Readings: <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>, Rosangela Verri-Menzel, Bonacci Editore, Rome 1989. - Mario Pazzaglia: <i>Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura</i>, Zanichelli, Bologna, 1993. - Ottavio Prosciutti: <i>Lineamenti di letteratura italiana</i>, Grafica, Perugia, 1980. - Paolo E. Balboni e Mario Cardona: <i>Storia e testi di letteratura italiana per stranieri</i>, Guerra Edizioni, Perugia, 2004. - Silvestrini, M., Bura, C., <i>L'italiano e l'Italia</i>, Vol. 1: <i>Grammatica</i>, Vol. 2: <i>Esercizi</i>, Guerra, Perugia, 2000. Romano Luperini, Pietro Cataldi, Lidia Marchiani, Franco Marchese: <i>Il Nuovo: la scrittura e l'interpretazione</i>, Volume 6, Palumbo Editore, Palermo, 2011.	
Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in Italian equivalent to B1

Introduction to Comparative Literature	
Learning Objectives: • Developing a basic understanding of comparative Literature • Familiarising students with basic tools of comparative literature • Familiarising students with various frames of comparison	
Learning Outcomes: • Students will develop a basic understanding of the field of Comparative Literature • Students will develop the capacity to compare literary texts based on a frame of comparison • Students will be equipped with analytical tools to compare literary works.	
Syllabus:	
UNIT I	12 Hours
Comparative literature: Definition, scope and methods	
UNIT II	11 Hours
Comparative Literature in the World Weltliteratur/World Literature and Visva Sahitya	
UNIT III	11 Hours
Comparative Literature in India	
UNIT IV	11 Hours
Postcolonial and decolonial perspectives of comparative Literature	
Suggested Readings: 1. Owen Aldridge: <i>Comparative Literature: matter and method</i>, Urbana, University of Illinois Press, 1969 2. Auerbach, Erich: <i>Mimesis: The Representation of Reality in Western Literature</i>, Princeton University Press, 1953. 3. Bassnett, Susan: <i>Comparative Literature: A Critical Introduction</i>, Blackwell Publishing, 1993. 4. Damrosch, David: <i>What is World Literature?</i>, Princeton University Press, 2003. 5. Giulia De Gasperi & Joseph Pivato (eds.): <i>Comparative Literature for the New Century</i>, Montreal: McGill-Queen's U.P., 2018. 6. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in <i>Special Issue CLCWeb: Comparative Literature and Culture</i>, 15.7 (2013). 7. Dasgupta, Shubha "The French School of Comparative Literature." <i>Comparative Literature: Theory and Practice</i>. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. 19-26. 8. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." <i>Aspects of Comparative Literature: Current Approaches</i>. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989. 1-14. 9. Spivak, Gayatri Chakravorty: <i>Death of a Discipline</i>, Columbia University Press, 2003. 10. Steven Tötösy de Zepetnek and Tutun Mukherjee: <i>Companion to Comparative Literature</i>,	

World Literatures, and Comparative Cultural Studies, New Delhi: Cambridge University Press India, 2013.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussions

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

Department of Germanic & Romance Studies
BA (H) Spanish

Semester VII

DSC - 19	Study of a Genre – Shorter Narrative Forms
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Spain and Spanish Speaking Countries - 1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Semester VIII

DSC - 20	Themes and Strategies in Hispanic Literature
	Rhetoric and Composition
Pool of DSEs	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Spain and Spanish Speaking Countries -2
	Language of the Arts
	Critical Issues in Hispanic Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC CORE COURSE– 19 (DSC-19)
Study of the Genre: Shorter Narrative Forms

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of the Genre: Shorter Narrative Forms	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

DSC-19 Study of the Genre: Shorter Narrative Forms	
Learning Objectives: - To study various shorter narrative forms such as legends, chronicles, novelas, fable, fairy tales, cuento, cuento fantástico, microstories, flash narratives etc. - To introduce the students to the historical evolution of these genres. - To equip students with basic tools for narratological analysis	
Learning Outcomes: - The student will be able to identify formal and thematic characteristics of various shorter narrative forms. - The student will be able to analyse the works of leading writers of these forms and their specificities. - The student will develop an understanding of the evolution of these genres across various centuries up to the contemporary period	
Syllabus:	
UNIT I	11 hours
An introduction to Narratological Theories Characteristics of Shorter Narrative forms of the Medieval period: leyendas, fábulas, etc.	
UNIT II	11 hours
Study and analysis of shorter narrative forms from the XVIII Century	
UNIT III	11 hours
Study and analysis of shorter narrative texts from the XIX Century	
UNIT IV	12 hours
Study and analysis of shorter narrative texts from the XX and XXI Century	
Practical component (if any) – NIL	
Suggested Readings: - Ángel del Río, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. - Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970. - R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 & 2 Ariel: Barcelona 1974. - E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973. - Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. - Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. - Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989. - Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rinehart and Winston, 1970. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group)	

- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

DISCIPLINE SPECIFIC ELECTIVES (DSE)

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
Pool of DSEs	Advanced Study of the Language
	Study of a Genre: Theatre
	Introduction to Literary Translation
	Introduction to the Methodology of Teaching a Foreign Language
	Introduction to Linguistics
	Cultural History of Spain and Spanish Speaking Countries -1
	Language of the Media
	Study of an Author
	Understanding Contemporary Europe
	History of 19th Century Literature
	Research Methodology and Academic Writing

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Advanced Study of the Language	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Advanced Study of the Language	
Learning Objectives: • To enable learners to partially attain B2 Level of reading, writing, listening and speaking skills in the concerned language. • To impart required skill to understand and compose specialised audio-visual material and articles within and outside his/her field.	
Learning Outcomes: • The student will develop the capacity to give a clear, systematically developed presentation, highlighting significant points, and relevant supporting detail. • The student will develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression • The student will develop the required skill to understand specialised articles, reports,	

documentaries, and films within and outside his/her field with the help of a dictionary. The student will develop required skills to prepare specialised written documents/reports/term papers for academic and professional needs	
Syllabus:	
UNIT I	12 hours
Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Writing: Writing term papers on various topics/project reports/preparing news reports/ blog writing /writing applications /wall magazines /editorials/ brochures/ newsletters etc.	
UNIT II	12 hours
Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content. Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Hispanic World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs	
UNIT III	11 hours
Lexical, Morphosyntactic and Phonological Competences: - Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains. - Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech, texts in a coherent and cohesive manner. - Developing clear, natural, pronunciation and intonation in Spanish	
UNIT IV	10 hours
- Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. - Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.	
Any of the textbooks given below may be prescribed: - Aranda, José Carlos. Manual de Ortografía y Redacción. Madrid: Berenice, 2010. - Cervera, Ángel. El comentario de textos Madrid: Espasa, 1999 - Cassany, Daniel. La cocina de la escritura Madrid: Anagrama, 1995. - Posner, Richard. <i>El pequeño libro del plagio</i> Madrid: El hombre del tres, 2013 <i>Aula internacional</i> 4. Editorial Difusión (2017) <i>Aula internacional</i> 5. Editorial Difusión (2017) <i>Gente hoy</i> 3. Editorial Difusión (2013) <i>Nuevo Prisma Fusión B1 + B2</i>. Editorial Edinumen (2013)	

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion
- Problem-solving exercises

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Theatre	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Study of a Genre: Theatre	
Learning Objectives: ▪ Study of theatre as a genre and its specificities ▪ Study of the genre's evolution in Hispanic Literature through a selection of representative authors from the Middle Ages till the present day. ▪ Imparting literary techniques and strategies to analyse theatre as a genre.	
Learning Outcomes: • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read and be familiar with critical issues related to major plays of Hispanic literature.	
Syllabus:	
UNIT I	11 hours
Medieval and Renaissance forms of theatre Theatre of the Siglos de Oro	
UNIT II	11 hours
18 th and 19 th Century Theatre	
UNIT III	11 hours
20 th century post realist theatre Existentialist theatre	
UNIT IV	12 hours

20 th century Latin American Theatre	
Suggested Readings: 1. Ángel del Río, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. 2. Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970. 3. R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 & 2 Ariel: Barcelona 1974. 4. E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974. 5. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973. 6. Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. 7. Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. 8. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989. 9. Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rhinehart and Winston, 1970. Additional material may be provided by the Department. Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Literary Translation	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to Literary Translation
Learning Objectives: • To introduce students to debates around literary translation. • To familiarize students with various strategies and methods pertaining to literary translation. • To impart skills required for translation of specific genres. • To provide an overview of literary translation in India.
Learning Outcomes: • The student will understand various issues of literary translation.

- The student will be able to apply various strategies and methods of translation of different kinds of literary texts. - The student will be able to hone their practical translation skills.	
Syllabus:	
UNIT I	12 hours
Issues of Translation (Equivalence, Fidelity, Readability, Rewriting, Appropriation)	
UNIT II	12 hours
Strategies and Methods of Translation	
UNIT III	12 hours
Translating narrative and essayistic texts	
UNIT IV	9 hours
History of translation in India with focus on translation of literary texts from Spanish.	
Suggested Readings: - Baker, Mona. <i>In Other Words: A coursebook on translation</i>. (1992.) - Bassnett, Susan & Ande Lefvere. <i>Translation, History, and Culture</i>. (1990). - Bassnett, Susan. <i>Translation Studies</i>. (1991). - Brill, E.J. and Eugen A. Nida. <i>Towards the Science of Translating</i>. (1964). - Santos, Iolanda. <i>La traducción literaria: Nuevas investigaciones</i>. (2016) - Toury, Gideon. <i>Translation across Cultures</i>. (1998) - Venuti, Lawrence. <i>The Translator's Invisibility. A History of Translation</i>. (1995). - Awdhesh Kumar Singh, "Translation in/and Hindi Literature", <i>History of translation in India</i>, Edited by Tariq Khan, National Translation Mission, Mysuru, 2017. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group) - Research cum presentation - Creative Writing/Term Paper writing - Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to the Methodology of Teaching a Foreign Language	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to the Methodology of Teaching a Foreign Language	
Learning Objectives: - To create a basic awareness about a foreign language classroom and textbook. - To establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching	
Learning Outcomes: - The student will develop a basic understanding of elements of foreign language classroom and textbook - The student will develop an understanding of various methods and approaches of foreign language learning and teaching. - The student will learn to analyse a foreign language textbook and develop a lesson plan	
Syllabus:	
UNIT I	11 hours
Characteristics of a foreign language classroom. Models of learning/teaching	
UNIT II	11 hours
Different methods/approaches to teaching a foreign language.	
UNIT III	11 hours
Introduction to the four skills and Evaluation as defined by the CECR	
UNIT IV	12 hours
Components of a textbook. Issues in material production. Self-Instruction Material	
Teaching language through games or ICT-enabled tools.	
Suggested Readings: - Fernández, S.: <i>Interlengua y análisis de errores en el aprendizaje del español como lengua extranjera</i>. Edelsa, Grupo Didascalía, 1997 - Giovannini, A. y V.V.A.A.: <i>Profesor en acción: El proceso de aprendizaje</i>. Edelsa, Grupo Didascalía, Madrid, 1996 - Zanón, J. y V.V.A.A.: <i>La enseñanza del español mediante tareas</i>. Colección E, Edinumen, Madrid, 1999. - Moreno Fernández, F.: <i>Adquisición de segundas lenguas: variación y contexto social</i>. Madrid, Arco/Libro, 2000. - Stern, H. H.: <i>Fundamental Concepts of Language Teaching</i>, OUP, Oxford, 1983. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Practice teaching - Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Linguistics	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to Linguistics	
Learning Objectives: - To familiarize students with critical issues on general linguistics as well as on applied linguistics. - To introduce various Linguistic theories that have emerged since Structuralism proposed by Ferdinand de Saussure	
Learning Outcomes: - The student will be able to understand the structure and components of language and the fundamental concepts of linguistic inquiry. - Students will be able to apply theory into practice in their own language acquisition process.	
Syllabus:	
UNIT I	12 hours
General Linguistics: Different branches of linguistics Definition and characteristics of a sign, Synchronic, diachronic study of linguistics, the Difference between “langue and parole,”	
UNIT II	11 hours
Phonetics (Vowels, semi-vowels, consonants, syllables), and Phonology (elision, liaison, intonation)	
UNIT III	11 hours
Morphology (Flexion, derivation), Syntax (basic structures of the Spanish language, introduction to generative grammar)	
UNIT IV	11 hours
Sociolinguistics, Concepts: Speech Acts, performance, competence, enunciation Jakobson’s model of communication, Textual Grammar, Critical Discourse Analysis, Learner Corpora.	
Suggested Readings: - Muñoz-Basols, Javier, Nina Moreno, et al (2017), <i>Introducción a la lingüística hispanica actual - teoría y práctica</i>, Routledge, London and New York - Prieto, Carlos (2010), <i>Cinco mil años de palabras</i>, Fondo de cultura económica, Mexico - Pinker, Steven (2012), <i>El instinto de lenguaje</i>, Alianza Editorial; Grupo Anaya, Madrid - Escandell, M. Victoria (coord) (2011), <i>Invitación a la lingüística</i>, Editorial Universitaria Ramon Aceres UNED, Madrid - Gil Fernández, Juana (2005), <i>Los sonidos del lenguaje</i>, Editorial Síntesis, Madrid - Callies M et Gotz S : <i>Learner corpora in language testing and assessment</i>, John Benjamins Publishing company, Amsterdam. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/	

presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Spain and Spanish Speaking Countries - 1	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Cultural History of Spain and Spanish Speaking Countries - 1	
Learning Objectives: • Familiarise students with major social and cultural histories and their reflection in literature and the arts • Equip students to understand how historical contexts shape cultural lives of a given community.	
Learning Outcomes: • Provide an overview of important historical, social, philosophical and cultural movements of Spain and Spanish Speaking Countries, representative figures, and their contribution from Ancient time till European Enlightenment Era. • Develop an understanding of structures and perspectives of everyday life • Equip with tools to analyse historical documents and artifacts.	
Syllabus:	
UNIT I	9 hours
Prehistoric and Ancient Spain (Prehistory - 476 AD) Moors in Spain	
UNIT II	12 hours
Reconquista Catholic Kings Hapsburg Dynasty and Expansion of Spain	
UNIT III	12 hours
Pre-Columbian Civilizations (Prehistory - 1492) Major Civilizations: Maya, Aztecs and Incas The Age of Exploration and the Expansion of Spanish Empire to Latin America (15th - 17th Century)	

UNIT IV	12 hours
The Spanish Golden Age (16th - 17th Century) Colonial Latin America (16th - 17th Century)	
Suggested Readings: 1. Fusi, Juan Pablo (2016), <i>Historia mínima de España</i>. Turner, Spain 2. Chapman, Charles. (2018) <i>A History of Spain</i>. Germany: Endymion Press, Germany. 3. Suárez Fernández, Luis (1999), <i>HISTORIA de España antigua y media</i>, Rialp, Spain 4. Ruiz, Teofilo F. (2014), <i>Spanish Society, 1400-1600</i>, Taylor & Francis, London. 5. Keen, Benjamin, and Haynes, Keith (2012.) <i>A History of Latin America</i>, Cengage Learning, United States 6. Todorov, Tzvetan (1993) <i>The Conquest of America</i>, Harper and Row, New York 7. Williamson, Edwin (2013) <i>Historia de América Latina</i>, Fondo de Cultura Económica, Mexico 8. Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980. 9. Jaime Vicens-Vives: <i>Historia social y económica de España y América</i>. Barcelona 1957. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Media	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Language of the Media
Learning Objectives: • The course will introduce the representational and communicative practices developed in different forms of the media, i.e. cinema / electronic and print media. • Equip students with basic tools to analyse materials produced by each
Learning Outcomes: • The students will develop an understanding of the evolution of the various forms of the media

- The students will become familiar with the print media practices. - The students will become familiar with the electronic media and cinema	
Syllabus:	
UNIT I	12 hours
Origin and History of Media	
UNIT II	12 hours
Evolution of the Print Media	
UNIT III	12 hours
Evolution of Electronic Media	
UNIT IV	9 hours
Introduction to Media Studies	
Suggested Readings: - Kolker, Robert: <i>Media Studies: An Introduction</i>. Malden, MA: Wiley-Blackwell, 2009 - Nelmes, Jill (ed.): <i>An Introduction to Film Studies. 4th edition</i>, London, New York: Routledge, 2007 - Stam, Robert; Miller, Toby (eds.): <i>Film and Theory: An Anthology</i>, Oxford: Blackwell Publishers, 2000 - Badley, Linda; Palmer, R. Barton; Schneider, Steven Jay: (eds.): <i>Traditions in World Cinema</i>. Edinburgh: Edinburgh University Press, 2006 - Long, Paul; Wall, Tim: <i>Media Studies: Texts, Production and Context</i>. Harlow, Essex, New York: Pearson Longman, 2009. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Movie review - Project activity (group) - Research cum presentation - Term Paper writing - Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of an Author	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Study of an Author
Learning Objectives:

- The course will focus on a selection of writings of a specific author with a view to examine the questions raised in her/his writings. - Developing an in depth understanding of writing styles, thematic aspects and formal choices of the writer. - Understanding how the writings of an author evolve by engaging with his/her works through a comparative approach.	
Learning Outcomes: - The students will develop an understanding of the author's writing styles through her/his works through a comparative approach. - The students will become familiar with the questions and issues raised in the works studied. - The students will develop a critical overview on the works produced by the author	
Syllabus:	
UNIT I	12 hours
Critical questions raised by the author	
UNIT II	12 hours
Writing styles of the author	
UNIT III	12 hours
Formal characteristics of her/his works	
UNIT IV	9 hours
Reception of the works	
Suggested authors: Miguel de Cervantes, Federico García Lorca, Camilo José Cela, Carmen Martín Gaité, Ana María Matute, Ramón de Valle-Inclán, Almudena Grandes, Gabriel García Márquez, Jorge Luis Borges, Octavio Paz, Isabel Allende, Pablo Neruda, Carlos Fuentes, Cristina Peri Rossi, Elena Poniatowska, etc. among others.	
Suggested Readings: - María Stopen, <i>Los autores, el texto, Los lectores en el Quijote</i>, México, 2002 - Mikhail Bakhtin, <i>Problems of Dostoevsky's Poetics</i>, Manchester University Press, 1984 - Roland Barthes, <i>The Death of the Author</i>, (Trans by Richard Howard) Atheneum Library of Philosophy, 1997. M. Foucault, <i>What is an Author?</i> (Trans DF. Bouchard & S. Simon) Ithaca, New York, 1977 - Edward Said, <i>The World, the Text and the Critic</i>, Vintage, London, 1983 Additional material will be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Understanding Contemporary Europe	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Understanding Contemporary Europe	
Learning Objectives: • Providing insights into contemporary Europe. It is conceived in three sections. • Understanding Europe through its Films that draw attention to a range of current issues, both social and political. • Developing and understanding of European history and politics during the post-war years from the perspective of their role in the formation of a common European identity • Familiarising with critical issues that have emerged in Europe Today, after the formation of European Union	
Learning Outcomes: • The students will develop an understanding of contemporary Europe. • The students will become familiar with the major issues and debates in nationalism and transnationalism • The students will develop a critical perspective to analyse the implications of European Union in contemporary times.	
Syllabus:	
UNIT I	9 hours
Introduction to Europe through contemporary Films	
UNIT II	12 hours
The Second World War, Challenges faced by Europe and Post World War II Reconstructions	
UNIT III	12 hours
Origin and history of the transnational idea of Europe: The Founders of European cooperations, Europe as an idea and an ideal.	
UNIT IV	12 hours
Europe Today: implications of the construction of the European Union (shift from nationalism to transnationalism) and its institutions European Union and its policies on immigration, industry and the arts and culture.	
Suggested Readings 1. Carr, Matthew. <i>Fortress Europe</i>. The New Press, 2016 2. Holmes, Diana. <i>Smith, Alison. 100 Years of European Cinema</i>. Manchester University Press, 2000 3. Galt, Rosalind. <i>The New European Cinema</i>. NY: Columbia University Press, 2006 4. Gaddis, John Lewis, <i>The Cold War, A New History</i>. Penguin Books, 2006 5. Jenkins, Brian. Sofos, Spyros. <i>Nation and Identity in Contemporary Europe</i>. Routledge, 1996	

6. Kepel, Gilles. *The War for Muslim Minds*. Belknap Press, 2006
 7. Kingsley, Patrick. *The New Odyssey. The Story of Europe's Refugee Crisis*. Guardian Faber Publishing, 2016
 8. Lloyd, John. Marconi, Cristina. *Reporting the EU, News Media and the European Institutions*. I.B.Tauris, 2014
 9. Mazierska, Ewa. Rascaroli, Laura. *From Moscow to Madrid: Postmodern Cities*, European Cinema. I.B.Tauris, 2002
 10. Paul Cooke *Contemporary German Cinema*. Manchester University Press, 2012
 11. Sassoon, Donald. *The Culture of the Europeans*. HarperCollins UK, 2006.
- Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 19th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

History of 19th Century Literature	
Learning Objectives: • To introduce students to major literary movements that emerged in the 19th Century • To develop an understanding of the political, historical and social contexts in which these works emerged • Developing and understanding of the innovations and changes brought by 19th century writers.	
Learning Outcomes: • Students will be able to identify the basic characteristics of each literary movements that emerged in the 19th century • The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements • The students will be able to understand the similarities and differences of each literary	

movement. • Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	12 hours
Romanticism	
UNIT II	12 hours
Realism	
UNIT III	9 hours
Generación del 98	
UNIT IV	9 hours
Modernism	
Suggested Readings: 1. Angel del Rio, <i>Historia de la literatura española</i> , Ed. Bruguera: Madrid 1985. 2. Donald Shaw, <i>Historia de la literatura española 5</i> , Ariel: Barcelona 1973. 3. Santos Sanz Villaneuva: <i>Historia de la literatura española 6</i> , Ariel: Barcelona 1984. 4. Luis Sainz de Dedrano, <i>Historia de la literatura hispanoamericana</i> , Taurus 1989. 5. Enrique Anderson Imbert, <i>Antología de la literature hispanoamericana</i> , tomo I y II, Holt Rinehart and Winston, 1970. 6. Cambridge History of Spanish Literature 7. Oviedo, José Miguel, <i>Historia de la literatura hispanoamericana</i> . Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Movie review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1
Research Methodology and Academic Writing						

Learning Objectives: • Enable students to conduct clearly structured academic research in the field of literary, cultural, translation or didactic studies • Equip students with tools to report, document, present research findings, observations, analysis and arguments clearly in an academic format • Familiarize students with various forms of academic writings such as research papers, monographs, conference presentations, academic essays, book review, literature review, dissertation and thesis.	
Learning Outcomes: • To enable students to structure and write an academic writing project following the standard norms and conventions of academic writing • To conduct research in Humanities following a methodological framework and report the findings in the form of an academic paper/article/dissertation/thesis. • Can produce coherent argumentative/persuasive texts in order to present and defend one's point of view.	
Syllabus:	
UNIT I	9 hours
Structure of academic Writing: • Introduction that includes research question, hypothesis, research objective, methodology and plan of the academic paper/dissertation • Development: How to divide the key arguments/findings in subparts/chapters • Conclusion: How to synthesise arguments/observations/findings and conclude	
UNIT II	12 hours
• Research planning: Methods of Data Collection: Review of Literature, ways to conduct a survey: survey questionnaire, sample size, sample collection • Usage of software and other tools to document, classify and analyse the collected data.	
UNIT III	12 hours
• Stylistic conventions of argumentative texts • Difference between claims and justifications • How to present arguments based on evidence • How to use connectors to produce coherent texts • Incorporate scholarly research and counter arguments • Reference work in form of footnotes, citations of sources, annotated bibliography etc (Various styles of references such as APA, MLA, Chicago etc.) • Plagiarism and ethics of research: Software to detect and avoid plagiarism	
UNIT IV	12 hours
• Research Methods and Methodology (Qualitative, Quantitative, Comparative, Analytical, Descriptive, Thematic etc.) • Research Approaches (Marxist, Psychoanalytical, Structuralist, Post-structuralist, Feminist, Post-colonial, phenomenological etc.)	
Suggested Readings: 1. Brian Paltridge and Sue Starfield, Thesis and Dissertation Writing in a Second Language,	

Routledge, 2007

2. Wayne C. Booth. Gregory G. Colomb et al. *The Craft of Research*. University of Chicago Press; 4. edition (18 Oct. 2016)
3. Marin, Marta. *Escritura académica*, Aique Educación. 2010.
4. Vallejo, Raúl. *Manual de Escritura Académica*, Corporación Editora Nacional, 2006.
5. Brian Paltridge and Sue Starfield. *Getting Published in Academic Journals*, University of Michigan Press. 2016.
6. Eco, Umberto. *How to Write a Thesis*, MIT, 2015.
7. Levine, Joseph. *Cómo escribir y presentar su tesis y disertación*. Michigan State University, English, French and Italian versions available.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Movie review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Semester VIII

DISCIPLINE SPECIFIC CORE COURSE– 20 (DSC-20)
Themes and Strategies in Literature

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Strategies in Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

DSC-20 Themes and Strategies in Literature	
Learning Objectives: - Study of particular themes along with the narrative, cultural, literary strategies involved. A new theme is chosen every year. - Students develop analytical skills to study a literary theme - Students develop the capacity to distinguish between theme and motif in Literature - Students develop an understanding of critical issues related to the chosen theme	
Learning Outcomes: - Orients students towards the Study of particular themes along with the narrative, cultural & ideological strategies involved. - Enables students to critically engage with various aspects involved to analyse the theme - Enables students to analyse a variety of narrative and generic techniques to represent the same theme.	
Syllabus:	
UNIT I	9 hours
Study of the theoretical questions related to the theme	
UNIT II	12 hours
Study and analysis of literary texts that are based on the theme	
UNIT III	12 hours
Study of the formal devices deployed to depict the theme	
UNIT IV	12 hours
Comparative analysis of the studied texts	
Practical component (if any) – NIL	
Suggested Readings: - Gerald Martin: <i>Journeys through the Labyrinth</i>, Verso: 1989. - Cesar Fernandez Moreno. <i>Latin America in its literature</i>. Holmes and Meier Publishers, 1980. - Jo Labanyi: <i>Myth and History in the Contemporary Spanish Novel</i>. Cambridge University Press: Cambridge 1989. - Francisco Morales Padrón, <i>América en sus novelas</i>, Ed. Cultura Hispánica del I.C.I., 1983. Readings would be suggested by the Department on the basis of the theme chosen.	

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

The following Discipline Specific Electives (DSEs) of 4 credits will be offered in Semesters VII

	Course Title
Pool of DSEs	Rhetoric and Composition
	Study of a Genre: Poetry
	Study of a Genre: Novel
	Literary Translation: Theory and Practice
	Methodology of Teaching a Foreign Language: Theory and Practice
	Cultural History of Spain and Spanish Speaking Countries - 2
	Language of the Arts
	Critical Issues in Hispanic Studies
	History of 20th Century Literature
	Introduction to Comparative Literature

DISCIPLINE SPECIFIC ELECTIVES

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Rhetoric and Composition	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Rhetoric and Composition
Learning Objectives: • To introduce students to literary and stylistic devices commonly used in the language • To familiarize students with literary tropes and genres • To introduce students to commonly used idiomatic expressions, proverbs and their

historical origin.	
To introduce students to advanced techniques of composition	
Learning Outcomes: - The student will be able to identify and analyse common figures of speech, - The student will be able to identify various literary Tropes and genres - The student will be able to understand Idioms and Proverbs in their socio-historic contexts - The student will be able to write advanced level compositions	
Syllabus:	
UNIT I	11 hours
Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.	
UNIT II	11 hours
Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Clichés, Euphemism, Climax and Anticlimax, Paradox, Analogies.	
UNIT III	11 hours
Idioms and Proverbs with their historical origin.	
UNIT IV	12 hours
Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature	
Suggested Readings: - Beckson, Karl and Ganz, Arthur, <i>Literary Terms, A Dictionary</i>, Delhi: Rupa (1960, 1991). - Delgado, Josefina. <i>Qué leer y Cómo</i>. Buenos Aires: El Ateneo (2002). - Azaustre, Galiana Antonio y Juan Casas Rigall. <i>Introducción al análisis retórico, tropas, figuras y sintaxis del estilo</i>. Santiago de Compostela: Universidad de Santiago de Compostela (1994). - Romera, Angel. <i>Manual de Retórica y Recursos Estilísticos</i>, Diario del Endriago, http://diariodelendriago.blogspot.com	
Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations. - Literature review - Book review - Project activity (group) - Research cum presentation - Creative Writing/Term Paper writing - Group discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

Study of a Genre: Poetry	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1
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Study of a Genre: Poetry	
Learning Objectives: - To study of poetry as a genre and its development through a selection of representative authors from the Middle Ages till the present day. - To impart tools and techniques for analysing poetic texts - To familiarise students with various poetic forms	
Learning Outcomes: - The student will develop an understanding of the specificities of the genre. - The student will be able to apply various tools to analyse poetic texts - The student will become familiar with the historical evolution of the genre. - The student will be able to identify characteristics of specific poetic forms. - The student will have read the major poets of Hispanic literature.	
Syllabus:	
UNIT I	11 hours
Introduction to poetics Characteristics of poetic forms of the Medieval period.	
UNIT II	11 hours
Study and analysis of poetic texts from the Renaissance period Study and analysis of poetic texts from the XVII Century	
UNIT III	11 hours
Study and analysis of poetic texts from the XVIII Century Study and analysis of poetic texts from the XIX Century	
UNIT IV	12 hours
Study and analysis of poetic texts from the XX and XXI Centuries	
Suggested Readings: - Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. - Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970. - R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 & 2 Ariel: Barcelona 1974. - E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973. - Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. - Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. - Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989. - Enrique Anderson Imbert, <i>Antología de la literatura hispanoamericana</i>, tomo I y II, Holt Rinehart and Winston, 1970. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: Assignments/Presentations.	

- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Creative Writing/Term Paper writing
- Group discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Study of a Genre: Novel	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Study of a Genre: Novel	
Learning Objectives: • Study of the novel and its development through a selection of representative authors from the Renaissance till the present day. • Imparting techniques and narratological strategies to analyse novel	
Learning Outcomes: • The student will develop an understanding of the specificities of the genre. • The student will become familiar with the historical evolution of the genre. • The student will read the major authors of Hispanic literature. • Students will be able to identify and analyse themes depicted in novels	
Syllabus:	
UNIT I	9 hours
Theories of the Novel and various sub-genres of novel	
UNIT II	12 hours
Origins of the novel from the Renaissance to the 18 th century	
UNIT III	12 hours
Novels of the 19 th Century	
UNIT IV	12 hours
Novels of the 20 th and 21 st Centuries	
Suggested Readings: 1. Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. 2. Alan Deyermond: <i>Historia de la literatura española</i> 1. La Edad Media. Ariel: Barcelona 1970. 3. R.O. Jones: <i>Historia de la literatura española</i> 2. Vol.1 & 2 Ariel: Barcelona 1974. 4. E.M. Wilson y D. Moir: <i>Historia de la literatura española</i> 3, Ariel: Barcelona 1974. 5. N. Glendinning: <i>Historia de la literatura española</i> 4, Ariel: Barcelona 1973. 6. Donald Shaw, <i>Historia de la literatura española</i> 5, Ariel: Barcelona 1973. 7. Santos Sanz Villanueva: <i>Historia de la literatura española</i> 6, Ariel: Barcelona 1984. 8. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.	

9. Enrique Anderson Imbert, *Antología de la literatura hispanoamericana*, tomo I y II, Holt Rhinehart and Winston, 1970.
10. Dorothy J. Hale, *Social Formalism: The Novel in Theory from Henry James to the Present*, Stanford University Press, California, 1998.
11. Georg Lukács, *The Historical Novel*, University of Nebraska Press, Londres, 1983.
12. Jeremy Hawthorn, *Studying the Novel: An Introduction*, Universal Book Stall, New Delhi, 1985
13. Lennard J Davis., *Resisting Novels: Ideology and Fiction*, Methuen, New York, 1987.
14. Susan Sniader Lanser, *The Narrative Act: Point of View in Prose Fiction*, Princeton University Press, Princeton, New Jersey, 1981.
15. Wallace Martin, *Recent Theories of Narrative*, Cornell University Press, Ithaca, 1986.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Literary Translation: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Literary Translation: Theory and Practice	
Learning Objectives: • Introduce students to debates around literary translation. • Impart skills required for translation of specific genres. • Familiarize students with the reception of translated literature and translation criticism. • Provide an overview of literary translation in Spanish speaking countries.	
Learning Outcomes: • Students will be able to think critically and theoretically about translation. • Students will be able to apply various strategies and methods of translation of different kinds of literary texts. • Students will be able to further hone their practical translation skills.	
Syllabus:	

UNIT I	12 hours
Challenges of translation (Translatability, Untranslatability, question of dialects, language registers, cultural nuances, humour etc.)	
UNIT II	12 hours
Translating poetic and dramatic texts	
UNIT III	12 hours
Translation criticism and reception of translated literature	
UNIT IV	9 hours
History of translation in Spanish speaking countries with focus on translations of Indian literary texts.	
Suggested Readings: 1. Burger, Maya, and Nicola Pozza. <i>India in Translation through Hindi Literature</i>. (2010). 2. Gentzler, Edwin: <i>Contemporary translation theories</i>. (2001). 3. Lefevere, André. <i>Translation, rewriting, and the manipulation of literary fame</i>. (2016). 4. Pym, A. <i>Negotiating the Frontier. Translators and Intercultures in Hispanic History</i>. (2000). 5. Ruiz Casanova, J. F. <i>Aproximación a una historia de la traducción en España</i>. (2000). 6. Santoyo, J.-C. <i>Historia de la Traducción: quince apuntes</i>. (1999). 7. Sherry, Simon. <i>Gender In Translation- Cultural Identity and the Politics of Transmission</i>. (1992). 8. Von Flotow, L., Von Flotow-Evans, L. . Translation and Gender: Translating in the "era of Feminism". (1997) 9. Venuti, Lawrence. <i>The scandals of translation: Towards an ethics of difference</i>. (1998). Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: • Assignments/Presentations. • Literature review • Book review • Project activity (group) • Research cum presentation • Term Paper writing • Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Methodology of Teaching a Foreign Language: Theory and Practice	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Methodology of Teaching a Foreign Language: Theory and Practice

Learning Objectives: • Create an awareness about cultural plurality and the importance of intercultural communication in a foreign language classroom. • Establish a theoretical basis and enable students to make lesson plans. • Enable students to design and plan a teaching unit	
Learning Outcomes: • Students will develop an understanding of the notions related to Foreign Language teaching. • Students will understand the role of culture and intercultural in a Foreign Language classroom. • Students will learn to develop a lesson plan while using authentic documents (les documents authentiques). • The students will be able to develop a teaching unit	
Syllabus:	
UNIT I	9 hours
Role of cultural, intercultural and co-cultural competence in the Foreign Language classroom.	
UNIT II	12 hours
Introduction to “Portafolio Europeo de las Idiomas » and CEFR (Marco Común Europeo de Referencia para las Lenguas)	
UNIT III	12 hours
“Los documentos auténticos” and Realia in a Foreign Language Classroom	
UNIT IV	12 hours
Lesson planning and its importance in a foreign language classroom. Planning and designing a Teaching Unit	
Suggested Readings: 1. De Santiago Guervós J., J. Fernandez Gonzalez (2017), <i>Fundamentos para la enseñanza del español como 2/L</i>, Arco Libros, Madrid 2. Fernández, Sonsoles (2003), <i>Propuesta Curricular y Marco Común Europeo de Referencia</i>, Edinumen, Madrid 3. Estaire, Sheila (2009), <i>El Aprendizaje de lenguas mediante tareas: de la programación al aula</i>, Edinumen, Madrid 4. Hernández Muñoz, N., Muñoz-Basols, J. et al (2021), <i>La diversidad de español y su enseñanza</i>, Routledge, United Kingdom 5. Fernández, C. E., Ainciburu, M. C. (2017). <i>La adquisición de la lengua española: Aprendizaje, enseñanza, evaluación: estudios en homenaje a Marta Baralo Ottonello</i>, Editorial Autores de Argentina, Argentina 6. Omaggio Hadley, Alice (2000), <i>Teaching Language in Context</i>, Heinle & Heinle, Boston 7. Antón, M. (2013), <i>Métodos de Evaluación de ELE</i>, Arco Libros, Madrid Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:. • Assignments/Presentations. • Literature review • Book review • Project activity (group)	

- Research cum presentation
- Term Paper writing
- Practice teaching and making lesson plans
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Cultural History of Spain and Spanish Speaking Countries - 2	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Cultural History of Spain and Spanish Speaking Countries - 2	
Learning Objectives: • Familiarise students with major social and cultural movements and their reflection in literature and the arts • Equip students to understand how historical contexts shape social and cultural lives of a given community.	
Learning Outcomes: • Provide an overview of important artistic, architectural, philosophical and literary Movements of Spain and Spanish speaking Countries, representative figures, and their contribution from the Spanish Revolution till the 21st Century. • Develop an understanding of structures and Perspectives of Everyday life • Students will be able to prepare a synthesis of historical documents and artifacts.	
Syllabus:	
UNIT I	12 hours
The Bourbon Reforms and the Crisis of the Old Regime (18th - Early 19th Century) Spain in the Age of Enlightenment Napoleonic Invasion and the Peninsular War (1808-1814)	
UNIT II	12 hours
Liberalism and Absolutism (19th Century) The Disaster of 1898 The Rise of Republicanism and The Second Spanish Republic Spanish Civil War (1931 – 1939) Franco's Rule Transition to Democracy (1939-20th Century) and Modern Spain	
UNIT III	12 hours
Colonial Latin America and the Independence Movements (1700-1830)	
UNIT IV	6 hours
Latin America: Nation-Building and Struggles for Stability (1830-1900) • Challenges of Newly Independent Nations • Economic Developments	

- Social and Racial Structures
- Foreign Interventions:
U.S. Influence and European Influence
- Modernization and Reform Movements

Suggested Readings:

1. Fusi, Juan Pablo (2016), *Historia mínima de España*. Turner, Spain
2. Chapman, Charles. (2018) *A History of Spain*. Germany: Endymion Press, Germany
3. Ringrose, David R. (1998) *Spain, Europe, and the 'Spanish Miracle', 1700-1900*, Cambridge University Press, United Kingdom
4. Brennan, Gerald (1990), *The Spanish Labyrinth*. Cambridge University Press, Cambridge
5. Vicens-Vives, Jaime (1957), *Historia social y económica de España y América*, Barcelona
6. Casanova, Julián, and Gil Andrés, Carlos (2014), *Twentieth Century Spain: A History*, Cambridge University Press, United Kingdom
7. Del Sarto, Ana & Trigo, A. et al (ed.) (2004), *The Latin American Cultural Studies Reader*, Duke University Press, Durham & London
8. Womack, John, and Womack, John (2011), *Zapata and the Mexican Revolution*, Knopf Doubleday Publishing Group, New York
9. Knight, Alan (2016) *The Mexican Revolution: A Very Short Introduction*, Oxford University Press, United Kingdom
10. Jean Franco (1969) *The Modern Culture of Latin America*. Pelican Books
11. Beezley, William H. (ed.) (2012), *Latin American Popular Culture Since Independence: An Introduction*, Rowman & Littlefield Publishing Group, Incorporated, United Kingdom
12. Jose Enrique Rodo: *Ariel*, University of Texas Press, Austin 1989.
13. D.C. Sarmiento: *Facundo: Civilización y barbarie*, Austral: Buenos, Aires 1962.
14. R.F. Retamar: *Calibán y otros ensayos*. Ed. Arte y Literatura: Havana 1979.
15. José C. Carlos Mariátegui: *Siete ensayos de interpretación de la realidad peruana*, Critica Barcelona 1976.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language of the Arts	4	3	1	0	Passed Class XII	Attained a language level in Spanish

						equivalent to B1
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Language of the Arts	
Learning Objectives: - To introduce the specific artistic practices of various art forms such as visual, performing and other arts. - Approaches and methodological tools to study and analyse visual and performing arts	
Learning Outcomes: - Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, Spanish Impressionists, Spanish Surrealists, Italian Baroque, etc. - Develop an understanding of structures and perspectives of everyday life as seen by painters. - Equip with tools to analyse artworks.	
Syllabus:	
UNIT I	9 hours
Analysing an artwork: Introduction to Methods and Approaches	
UNIT II	12 hours
Elements of Art	
UNIT III	12 hours
Components of Art	
UNIT IV	12 hours
Evolution of various artistic movements in France and Francophone Countries	
Suggested Readings: - Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. - Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>, New York: Prentice Hall. - Boime, Albert (1990) <i>A Social History of Modern Art</i>, Volumes 5, Chicago: University of Chicago Press, - Burckhardt, Jacob. (2004). <i>The Civilization of the Renaissance in Italy</i> (1855), New York: Penguin - Hopkins, David, (2000), <i>After Modern Art 1945-2000 (Oxford History of Art)</i>, NY: OUP. - Read, Herbert (1984), <i>Meaning of Art</i>, London: Faber & Faber. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: - Assignments/Presentations - Literature review - Book review - Project activity (group) - Research cum presentation - Term Paper writing - Group Discussion	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Issues in Hispanic Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Critical Issues in Hispanic Literature	
Learning Objectives: - Engaging with specific issues related to Hispanic literary and cultural studies (Ex. alterity, memory, emotions, utopia, popular culture, technology, hyperreality, ecology, postcoloniality and decoloniality, migration, displacement, exile, marginalisation, conflict, resistance etc.). - Specific readings would be suggested on the basis of the issues / areas selected.	
Learning Outcomes: - The students will develop an understanding of the specific issues and their representations. - The students will be familiar with some literary and theoretical texts as well as cultural productions around the issues.	
Syllabus:	
UNIT I	12 hours
Theoretical framework in order to understand and analyse the specific issue	
UNIT II	12 hours
Study and analysis of the issue through selected texts	
UNIT III	12 hours
Developing a comparative approach to engage with the issue.	
UNIT IV	12 hours
Contemporary debates related to the selected critical perspective	
Suggested readings: Although theoretical texts may vary depending on the selected critical area, following are some general readings that can be suggested: - Williams, Raymond: <i>Keywords: A Vocabulary of Culture and Society</i>. New York: Oxford University Press, 1983. - Bennett, Tony; Grossberg, Lawrence; Morris, Meaghan: <i>New Keywords: A Revised Vocabulary of Culture and Society</i>, Malden, MA: Blackwell Publishing, 2005. - Bourdieu, Pierre: <i>The Field of Cultural Production</i>. New York: Columbia University Press, 1993 - Eco, Umberto: <i>On Literature</i>. London: Vintage, 2006. Additional material may be provided by the Department.	
Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance. The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows: Assignments/Presentations	

- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group discussion

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Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
History of 20th Century Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

History of 20th Century Literature	
Learning Objectives: • To introduce students to major literary movements that emerged in the 20th Century • To develop an understanding of the political, historical and social contexts in which these works emerged • Developing and understanding of the innovations and changes brought by 20th century writers.	
Learning Outcomes: • Students will be able to identify the basic characteristics of each literary movements that emerged in the 20th century • The students will be able to relate the literary works to the historical, political and cultural contexts that shaped these movements • The students will be able to understand the similarities and differences of each literary movement. • Students will be equipped with analytical tools to study the literary works of this century.	
Syllabus:	
UNIT I	11 hours
Generación del 27	
UNIT II	12 hours
Literatura de la posguerra	
UNIT III	11 hours
La novela regionalista	
UNIT IV	11 hours
La novela latinoamericana del boom Tendencias del posboom	
Suggested Readings: 1. Angel del Rio, <i>Historia de la literatura española</i>, Ed. Bruguera: Madrid 1985. 2. Donald Shaw, <i>Historia de la literatura española 5</i>, Ariel: Barcelona 1973. 3. Santos Sanz Villanueva: <i>Historia de la literatura española 6</i>, Ariel: Barcelona 1984. 4. Luis Sainz de Medrano, <i>Historia de la literatura hispanoamericana</i>, Taurus 1989.	

5. Enrique Anderson Imbert, *Antología de la literatura hispanoamericana*, tomo I y II, Holt Rinehart and Winston, 1970.
6. Cambridge History of Spanish Literature
7. Oviedo, José Miguel, *Historia de la literatura hispanoamericana*.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing
- Group Discussion

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Comparative Literature	4	3	1	0	Passed Class XII	Attained a language level in Spanish equivalent to B1

Introduction to Comparative Literature	
Learning Objectives: • Developing a basic understanding of comparative Literature • Familiarising students with basic tools of comparative literature • Familiarising students with various frames of comparison	
Learning Outcomes: • Students will develop a basic understanding of the field of Comparative Literature • Students will develop the capacity to compare literary texts based on a frame of comparison • Students will be equipped with analytical tools to compare literary works.	
Syllabus:	
UNIT I	12 hours
Comparative literature: Definition, scope and methods	
UNIT II	11 hours
Comparative Literature in the World	
UNIT III	11 hours
Comparative Literature in India	
UNIT IV	11 hours
Weltliteratur/World Literature and Visva Sahitya Postcolonial and decolonial perspectives of comparative Literature	

1. Owen Aldridge: *Comparative Literature: matter and method*, Urbana, University of Illinois Press, 1969
2. Auerbach, Erich: *Mimesis: The Representation of Reality in Western Literature*, Princeton University Press, 1953.
3. Bassnett, Susan: *Comparative Literature: A Critical Introduction*, Blackwell Publishing, 1993.
4. Damrosch, David: *What is World Literature?*, Princeton University Press, 2003.
5. Giulia De Gasperi & Joseph Pivato (eds.): *Comparative Literature for the New Century*, Montreal: McGill-Queen's U.P., 2018.
6. Marina Grishakova, Lucia Boldrini, and Matthew Arnolds (eds.): "New Work in Comparative Literature in Europe" in *Special Issue CLCWeb: Comparative Literature and Culture*, 15.7 (2013).
7. Dasgupta, Shubha "The Spanish School of Comparative Literature." *Comparative Literature: Theory and Practice*. Ed. Amiya Dev and Sisir Kumar Das. Shimla: Indian Institute of Advanced Study, 1989. 19-26.
8. Das, Sisir Kumar, "Comparative Literature in India: A Historical Perspective." *Aspects of Comparative Literature: Current Approaches*. Ed. Chandra Mohan. New Delhi: India Publishers & Distributors, 1989. 1-14.
9. Spivak, Gayatri Chakravorty: *Death of a Discipline*, Columbia University Press, 2003.
10. Steven Tötösy de Zepetnek and Tutun Mukherjee: *Companion to Comparative Literature, World Literatures, and Comparative Cultural Studies*, New Delhi: Cambridge University Press India, 2013.

Additional material may be provided by the Department.

Evaluation: The Internal assessment consists of marks secured in class tests, assignments/ presentations and attendance.

The Continuous assessment will comprise of tutorials and attendance. Some of the activities that may be done as component of tutorials are as follows:

- Assignments/Presentations.
- Literature review
- Book review
- Project activity (group)
- Research cum presentation
- Term Paper writing

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Annexure-5

UNDERGRADUATE PROGRAMMES OF STUDY
STRUCTURE, COURSES & SYLLABI
SEMESTERS VII – VIII

As per the Undergraduate Curriculum Framework (UGCF) 2022
Based on National Education Policy (NEP)-2020



DEPARTMENT OF SANSKRIT
FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI-110007

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General Structure of BA (H) Sanskrit under UGCF

Semester	Discipline Specific Core (DSC) 4 Credits	Discipline Specific Elective (DSE) 4 credits (From Pool)	Generic Elective (GE) 4 credits (From Common Pool)	Ability Enhancement Course (AEC)-2 credits	Skill Enhancement Course (SEC)-2 credits	Internship/Apprenticeship/Project/Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
VII	DSC-19(4)	DSE-V(4) DSE-VI(4) DSE-VII(4) OR	NIL	NIL	NIL	NIL	Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic Projects/Entrepreneurship (6)	22 Credits
		DSE-V(4) DSE-VI(4) OR	GE-VII(4)					
		DSE-V(4)	GE-VII(4) GE-VIII(4)					
VIII	DSC-20(4)	DSE-VIII(4) DSE-IX(4) DSE-X(4) OR	NIL	NIL	NIL	NIL	Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic Projects/Entrepreneurship (6)	22 Credits
		DSE-VII(4) DSE-VIII(4) OR	GE-VIII(4)					
		DSE-VI(4)	GE-VIII(4) GE-IX(4)					
I - VIII	Students on exit shall be awarded a Bachelor's (in the Field of Study/Discipline) Honours (with Research/Academic Projects/Entrepreneurship) or (Honours in Discipline-1 (Major) with Discipline-2 (Minor) after securing the requisite 176 credits on completion of Semester VIII							Total=176 Credits

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Semester-VII

Discipline-Specific Core (DSC) Courses, 04 Credits		
SR	Title of the Course	Page
1.	DSC 19: Introduction to Indian Philosophy: Prasthan Bheda-04	5
Discipline Specific Elective (DSEs) 04 Credits		
2.	DSE-17: Basic Skills for Research Paper and Dissertation Writing-04	7
3.	DSE 18: The Tradition of Vedic Commentaries-04	9
4.	DSE 19: Historical Chronicles in Sanskrit-04	11
5.	DSE 20: Bharatiya Pandulipi Vijnana-04	13
6.	DSE 21: Comparative Linguistics-04	15
7.	DSE 22: Comparative Religion in the Context of Dharma-04	17

Semester-VIII

Discipline-Specific Core (DSC) Courses, 04 Credits		
SR	Title of the Course	Page
8.	DSC 20: Vedanga Jyotisha and Scientific Heritage-04	21
Discipline Specific Elective (DSEs) 04 Credits		
9.	DSE 23: Ramayana – History, Structure and Various Recensions-04	23
10.	DSE-24: Philosophy of Language-04	26
11.	DSE 25: Indian and Western Poetics Criticism-04	29
12.	DSE 26: Navya Nyāya Language and Methodology-04	31
13.	DSE 27: Translation: Theory and Practice in Sanskrit-04	34
14.	DSE 28: Theory of Editing Manuscripts – 04	36

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SEMESTER VII



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DSC 19: Introduction to Indian Philosophy: Prasthanabheda

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Indian Philosophy: Prasthanabheda	04	3	1	0	Class XII Pass	Nil

Learning Objectives:

Madhusūdana Sarasvatī's Prasthanabheda is a seminal work that delineates the principal sources (prasthanas) of Indian philosophical thought, particularly focusing on Vedānta. This syllabus will guide students through the critical examination of the text, exploring its historical context, philosophical insights, and its impact on later Indian philosophical traditions.

Learning Outcomes:

This course will enable students to

- To understand the historical and philosophical background of Various Prasthanas.
- To analyze the key concepts and doctrines of the major Various Prasthanas.
- To explore comparative approach in *Prasthanabheda*.
- To critically evaluate the strengths and weaknesses of each school as presented by Madhusudan Saraswati.
- To develop a comprehensive understanding of the unity and diversity within contemporary philosophical thought.

UNIT I- Introduction to Prasthanabheda

1 Credit

- Chronology and Overview of Prasthanabheda
- Introduction and preface of Prasthanabheda of Madhusūdana Sarasvatī
- Sections on Shruti, Smriti, and Nyaya from Prasthanabheda
- Integrating Vedānta, Dharmashastra, Mimāṃsā: A Holistic View

UNIT II- The Shruti and Smriti Prasthana

1 Credit

- The Upanishads – Major Themes and Teachings

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- Philosophical Themes in the Bhagavad Gita
- Madhusūdana Sarasvatī's Interpretation of the Upanishads and Exegesis of the Bhagavad Gita

UNIT III Sections from Prasthanabheda (upto page 14)

1 Credit

UNIT IV Sections from Prasthanabheda (Pages 15-34)

1 Credit

Recommended Texts:

1. Primary Text:

Prasthanabheda by Madhusūdana Sarasvatī (Original Sanskrit text and/or English translation)

2. Secondary Texts:

1. A History of Indian Philosophy by Surendranath Dasgupta
2. Indian Philosophy by S. Radhakrishnan
3. Commentaries on Upanishads, Bhagavad Gita, and Brahma Sutras by various scholars
4. The Principal Upanishads by S. Radhakrishnan.
5. Bhagavad Gita: As It Is" by A.C. Bhaktivedanta Swami Prabhupada.
6. The Essence of the Upanishads" by Eknath Easwaran.
7. C. D. Sharma, A Critical Survey of Indian Philosophy, Delhi: Motilal Banarasidass Publication, 1964

3. Supplementary Readings:

- A History of Indian Philosophy" by Surendranath Dasgupta.
- The Philosophy of the Upanishads" by Paul Deussen.
- The Teachings of the Bhagavad Gita" by Swami Sivananda.
- *Vedanta: Voice of Freedom* by Swami Vivekananda.
- *The Advaita Tradition in Indian Philosophy* by Chandradhar Sharma.

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DSE-17: Basic Skills for Research Paper and Dissertation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Skills for Research Paper and Dissertation Writing	04	3	1	0	Class XII Pass	Nil

Learning Objectives

This course will introduce the basic methods and skills to write a research dissertation and paper.

Learning Outcomes:

The students will learn the basics of writing research dissertations or papers and they will acquire the skills needed for the same. They will get a clear idea about the standards to be followed and techniques to be used for their research writings.

Detailed Syllabus

Unit I: Theoretical concept of Research

1 Credit

Introduction, Objectives and Types of Research
Outline of Research Work
Topic Selection and Writing Methods
Material Collection: Primary and Secondary
E-Recourses and Research Tools

Unit II: Dissertation/Paper Editing Tools

1 Credit

Typing tools for Unicode Devanagari
Editing Tools: Microsoft Word and Google Docs

Unit III: Basics of Research Paper Writing

1 Credit

Topic Selection
Review of Literature
Drafting the body
Revision/Editing
Major Components of a Research Papers
Abstract, Keywords, Background and Introduction, Review of Literatures,

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Objective, Material (data) and methodology, result and discussions, conclusions, finding, future direction of research, acknowledgement, references

Unit IV: Dissertation Writing Skill

1 Credit

Overview of the dissertation

Major steps: Proposal, Dissertation Writing, Editing/Review, Presentation and Submission

Essential Elements of Research Proposal:

Research topic selection

A brief description of the proposed thesis

Preliminary outline of the proposed research

Survey

Reference list

Structure of Dissertation

Title Page

Acknowledgement

Abstract

Table of Contents

List of figures

List of Tables

List of Appendixes

Dissertation Chapters

References Lists

Essential/recommended readings

1. Teacher's notes, ppt, and handout
2. <http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/>
3. <https://www.slideshare.net/subagini/effective-presentation-skills-28512891>
4. <http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/>
5. Yelikar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.

Additional Resources:

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

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DSE 18: The Tradition of Vedic Commentaries

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility Criteria	Pre-requisites of the Course
		Lecture	Tutorial	Practical/ Practice		
The Tradition of Vedic Commentaries	04	3	1	0	Class XII Pass	Nil

Learning Objectives

The course will enhance the students' ability to understand the depth and true message of the Vedas. It also will introduce to them the various ways of exploring, understanding and undertaking research on subjects from Vedas.

Learning Outcomes

The students will be able to

- Understand the various ways of reading and understanding Vedas
- Differentiate and distinguish between the various interpretations and approaches to the Vedas.
- Understand the significance of various supplementary studies to explore the true sense of Vedic Mantras.

Detailed Syllabus

Unit I वैदिक भाष्य एवं भाष्यकार 1 Credit

अ) प्राच्यव्याख्यापद्धति, आ) आधुनिकव्याख्यापद्धति इ) प्रतीयव्याख्यापद्धति

Unit II वेदस्वरूप 1 Credit

वेद संज्ञाविचार, निर्वचन एवं वेदत्व, विषय एवं प्रयोजन, वेदाध्ययन – फल, वेदार्थज्ञप्रशंसा

Unit III ऋग्वेदभाष्यभूमिका 1 Credit

ब्रह्मविद्या, सृष्टिविद्या, राजाप्रजाधर्मविचार, पञ्चमहायज्ञ

Unit IV वेदादिभाष्यभूमिकासंग्रहः 1 Credit

अपरविद्यारूपाणां वेदस्य षडङ्गानां समुद्देशः

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वेदार्थज्ञानोपयोगिपुराणादिविमर्श

Essential/recommended readings

1. ऋग्वेदभाष्यभूमिका सायण, (सम्पादक) वीरेन्द्रकुमारवर्मा, चौखम्बा ओरियण्टालिया, वाराणसी, 1980
2. ऋग्वेदभाष्यभूमिका सायण, (सम्पादक) श्रीकण्ठपाण्डे, भारतीय विद्या प्रकाशन, वाराणसी, 1985.
3. वेदभाष्यभूमिकासंग्रह, बलदेव उपाध्याय, बनारस, 1934.

Additional Resources:

1. श्री अरविन्द वेद रहस्य, (अनु.) वेदालंकार, श्री अरविन्द आश्रम, पुदुच्चेरी, 2009.
2. उपाध्याय, बलदेव, वैदिक साहित्य और संस्कृति, शारदा संस्थान, वाराणसी।
3. उपाध्याय, बलदेव संस्कृत वाङ्मय का बृहद् इतिहास, द्वितीय खण्ड, उत्तरप्रदेश संस्कृत संस्थान, लखनऊ।
4. पं. भगवद्दत्त- वैदिक वाङ्मय का इतिहास खण्ड 1-3, (सम्पादक) सत्यश्रवा एम. ए., विजयकुमार गोविन्दराम हासानन्द, दिल्ली, 2008.
5. डॉ. फतेहसिंह - वैदिकदर्शन, संस्कृत सदन, कोटा, 1999.
6. वर्णी, रामप्रकाश, आचार्य सायण और स्वामीदयानन्द सरस्वती की वेदभाष्य भूमिकाएँ, परिमल पब्लिकेशन्स, दिल्ली, 2005.
7. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014.
8. Dandekar, R.N. Vedic Religion & Mythology: A Survey of the Works of Some Western Scholars, Univ. of Poona, Poona, 1965.

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

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DSE 19: Historical Chronicles in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Historical Chronicles in Sanskrit	04	3	1	0	Class XII Pass	Nil

Learning Objectives:

The general objective of this course is

- to familiarize the students with the nature and scope of Sanskrit historical chronicles.
- to study certain passages from Sanskrit chronicles.

Learning Outcomes:

The students will be

- acquainted with the tradition of Sanskrit chronicles.
- Able to counter the view that Indians were not capable to writing History as a systematic and objective study of past.
- interested in Ancient history of Bharat among students.
- familiar with the craft and style of history-writing with the textual-study of the selected passages from illustrious Sanskrit chronicles.

Detailed Syllabus

Unit: I Introduction to Sanskrit Historical Chronicles

1 Credit

- Nature and scope
- Origin and Development

Unit: II Navasāhasāmkā-carita and Vikramāmkadevacarita

1 Credit

- Navasāhasāmkā-carita text Second canto, 20 verses
- Vikramāmkadevacarita text first canto, 20 verses

Unit III Rājatarāṅgiṇī

1 Credit

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Rājataranṅiṇī – An overview, A History of Kashmir

Unit IV Prominent Historical Chronicles in Sanskrit

1 Credit

- Mediaeval Rajasthan and other regional Chronicles- Prthvīrāja-vijaya, Kumārapāla-catita, Kīrtikaumudī, Hammīramahakāvya
- Life and time of Padam Gupta Parimala, Bilhana, Kalhana, Jayānaka, Hemacandra, Someśvaradeva, Nayacandra

[D] References:

Compulsory Readings:

Primary Texts

1. राजतरंगिणी, रामतेज शास्त्री पाण्डेय(संपादक), चौखम्बा संस्कृत प्रतिष्ठान, 2019
2. राजतरंगिणी, चतुर्थ भाग डॉ. रघुनाथ सिंह(संपादक) हिन्दी प्रचारक संस्थान, 1979
3. नवसाहसांकचरितम्, प्रथम भाग, पण्डित वामन शास्त्री (संपादक) बाम्बे संस्कृत सीरीज, 1895
4. विक्रमांकदेवचरित, पण्डित हरगोविन्द शास्त्री, चौखम्बा सुरभारती प्रकाशन, वाराणसी

Secondary Texts

1. उमाशंकर शर्मा, संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी, 2016
2. बलदेव उपाध्याय, संस्कृत वाङ्मय का बृहत् इतिहास, चतुर्थ खण्ड, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ
3. राधावल्लभ त्रिपाठी, संस्कृत साहित्य का समग्र इतिहास, भाग-2,3, न्यू भारतीय बुक कॉर्पोरेशन

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DSE 20: Bharatiya Pandulipi Vijnana

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bharatiya Pandulipi Vijnana	04	3	0	1	Class XII Pass	Nil

Learning Objectives

The manuscript repository of India, having more than 10 million codices, is an embodiment of its knowledge tradition. This course aims at making the students understand the important aspects of manuscripts and by treating and preserving the same may exert to find out and publish hitherto unexplored wisdom lying therein.

Learning Outcomes

This course will enable the students

- to discern importance of the manuscripts and instant need of curating and editing the same.
- understand the process of treating the manuscripts of different nature, be aware of the process of preserving the manuscripts for coming generations.
- undertake responsibility of handling with the data of manuscripts, tracking manuscripts, processing and cataloguing them and accessing them to conduct research on them

Detailed Syllabus

Unit I: Introduction to Manuscriptology

1 Credit

- Concept, salient features and significance of Manuscriptology
- Types and categorization of Manuscripts.

Unit II: Cataloguing and Accessing Manuscripts

1 Credit

- Cataloguing Manuscripts – Ways and procedures; Important manuscript reservoirs in India and abroad.
- Accessing Manuscripts – Ways, Sources and procedure of accessing Manuscripts.

Unit III: Preservation of Manuscripts – Ways and Techniques I

1 Credit

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- Need and methodology of treating and preserving manuscripts.
- Restoration and Preservation of Manuscripts – Ways, Techniques, procedures and agencies involved in preserving Manuscripts in India.
- Digitization of Manuscripts

Unit IV: Practical and Field Work

1 Credit

- Conducting survey, visiting libraries and creating mass awareness for preservation of the manuscripts
- Preparing e-text and preparing critical edition of a manuscript.

Recommended Readings:

- 1 Chaubey, B.B. Manuscriptology: Past and Present, Poona Orientalia, Vol, V, Pg.49
- 2 Katre, S.M. Introduction to Indian textual Criticism. Bombay: Karnataka Publishing House, 1941.
- 3 सत्येन्द्र. पाण्डुलिपिविज्ञान . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी, 1978.
- 4 भारतीय पुरालिपि, राजबली पाण्डे, लोकभारती प्रकाशन, इलाहाबाद, 1978
- 5 Sharma, K.V. Manuscriptology of India in “New Lights on Manuscriptology”, Pg.2-4, 2007.
- 6 Shasri, P.P.S. A Descriptive Catalogue of Sanskrit Manuscripts in the Tanjore Maharaja Sarfoji's Saraswati Mahal Library. Shrirangam: Sri Vani Vilas Press, 1930

Suggested Readings:

1. Sankrityayana, Rahula. “Search for Sanskrit MSS. In Tibet.” In Journal of the Bihar and Orissa Research Society. Vol. XXIV Part IV. 137-1, 1938
 2. Tripathi, Dipti. 2018. “Reflections on Manuscriptology: Forays into Indian Paradigms of Knowledge management” in Sambodhi XLI: 1-10
- https://www.jainfoundation.in/JAINLIBRARY/books/sambodhi_2018_vol_41_52079_1_hr6.Pdf
 - <https://www.aanandashram-sanstha.org/>
 - <https://www.ssvv.ac.in/about-library>
 - <https://www.namami.gov.in/manuscript-resource-centres>
 - <http://ignca.gov.in/online-digital-resources/manuscripts/>
 - <https://vedabase.io/en/library/sb/11/5/34/>

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DSE 21: Comparative Linguistics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comparative Linguistics	04	3	1	0	Class XII Pass	Nil

Learning Objectives

The course aims at introducing the basic concepts and premises underlying the discipline of Comparative Indian Literature. It also traces the different literary genres emerged in Sanskrit literary tradition. Also, this course aims to introduce the Sanskrit Poetics as the basis of comparative study of literature. The objective is to equip the learner with the necessary tools to undertake research in the field of the comparative literature and comparative criticism.

Learning Outcomes

This course will enable the students

- to understand, compare and contrast the multiplicity of languages and cultures in literature
- to witness the growth and varieties of languages and understand Sanskrit's place in the field of Comparative Linguistics
- to analyze the various literary genres on the basis of Sanskrit Poetics
- to adopt comparative approach in their research.

Detailed Syllabus

Unit I Comparative Linguistics

1 Credit

1. Comparative Linguistics - General Introduction, scope and methods
2. Emergence of Comparative Linguistics – Origin and tradition

Unit II Comparative Linguistics

1 Credit

1. Importance and place of Sanskrit in Comparative Linguistics
2. Comparison of Various Sanskrits – Vedic, Classical, Modern

Unit III Prominent Bharatiya Linguistic Theories

1 Credit

1. Vak and its levels, Prakriti-pratyaya, Sandhi, Karakas, arthabodha
2. Shabdashakti, Abhihitanyavada, Anvitabhidhanavada

Unit IV Prominent Pashchatya Linguistic Theories

1 Credit

1. Language – Langue and Parole, Signifier-Signified

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2. Innateness Hypothesis, Structuralism, Deconstruction

Essential Readings

- तिवारी, भोलानाथ , तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974.
- तिवारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
- द्विवेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2001.
- व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957.
- Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.
- Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
- Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
- Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi

Suggested Readings

- शर्मा, देवीदत्त, भाषिकी और संस्कृत भाषा, हरियाणा साहित्य अकादमी, चंडीगढ़
- शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (a Historical and Structural Introduction to Sanskrit), हरियाणा साहित्य अकादमी, चण्डीगढ़
- शर्मा, देवेन्द्रनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014
- सिंह, कर्ण, भाषा विज्ञान (Comparative Philology and History of Linguistics), साहित्य भण्डार, सुभाष बाज़ार, मेरठ, 250002
- Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba VidyaBhawan, Varanasi, 1991.
- Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
- Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
- Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
- Jespersen, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.
- Bauer, L. 2007. The linguistics student's handbook. Edinburgh: Edinburgh University Press
- An Introduction to Comparative Philology, Dr. Pandurang Damodar Gune, Poona Oriental Book House, (India), 1950



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DSE 22: Comparative Religion in the Context of Dharma

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Comparative Religion in the Context of Dharma	04	3	1	0	Class XII Pass	Nil

Learning Objectives

Religion defines the person and the society. The course aims at imparting the learners the comparative approach to understand and explore the true sense of religion i.e. Dharma. It will present Dharma as the ideal way of life for everyone. The course will not only highlight the unifying link between the various religious practices but will show the similarities among them.

Learning Outcomes

This course will enable the students

- To understand the Dharma - true sense of religion
- To witness the fundamental principles of humanity underlining the various religious practices
- To be inspired to adopt the Dharma in their lives
- undertake responsibility of reinterpreting and bringing out the correct versions of religious practices.

Detailed Syllabus

Unit I: Study of Dharma

1 Credit

1. Dharma: Meaning, Definition, Nature, Aims and objectives
2. Religion: Dimensions (Doctrinal, social, moral code of conduct, devotional praxis) and relationship with other disciplines (Theology, Ethics, Philosophy, Sociology, Psychology, Culture and Arts)
3. Distinction between Religion and Dharma
4. Dharma as a way of governing life – Manavadharma, Svadharma, Varnadharma, Asramadharma

Unit II: Hindu Dharma

1 Credit

1. Nature of Vedic Religion and Culture – Spiritualism and Religion
2. Shaivism, Vaishnavism, Shaktism, Tantricism, etc.
3. Systems of Hindu Philosophy – Sankhya, Yoga, Nyaya, Vaisheshika, Mimamsa, and Vedanta

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Unit III: Buddhism, Jainism, Sikhism

1 Credit

1. General Introduction of Buddhism
2. General Introduction of Jainism
3. General Introduction of Sikh Panth
4. Impact of Hindu Dharma on other religions

Unit IV: Contemporary Hindu Movements

1 Credit

1. Bhakti – Origin and development in Bharatiya context
2. Reform Movements - Brahmosamaja, Aryasamaja, Ramakrishna Mission, etc.
3. Prominent centres of Dharma – Shankar Matha, ISKCON, etc.

Essential Readings

- Bhandarkar, R. G. Vaiṣṇavism, Śaivism and Minor Religious Systems. Grundriss der indo-arischen Philologie und Altertumskunde, 3.6. Strassburg: Trübner. 1913
- Dandekar, R. N. "Vaiṣṇavism: An Overview". In Mircea Eliade (ed.). The Encyclopedia of Religion: 16 Volume Set. Vol. 14. New York: MacMillan, 2005
- Sanatana Dharma: an advanced text book of Hindu religion and Ethics. Central Hindu College, Benaras. 1904.
- Dasgupta, Surendranath (1955) [1949]. A History of Indian Philosophy: Indian Pluralism. Vol. IV. Cambridge University Press. pp. 2–11.
- Murthy, K. Krishna. "Dharma – Its Etymology." The Tibet Journal, Vol. XXI, No. 1, Spring 1966, pp. 84–87.
- Olivelle, Patrick (2009). Dharma: Studies in Its Semantic, Cultural and Religious History. Delhi: MLBD. ISBN 978-81-208-3338-8.
- Mādhava Āchārya (1882). The Sarva-Darśana-Saṃgraha or Review of the Different Systems of Hindu Philosophy. Trübner's Oriental Series. Translated by E.B. Cowell and A.E. Gough. London: Trübner & Co.
- Michaels, Axel (2004), Hinduism. Past and present, Princeton, NJ: Princeton University Press
- Swami Tapasyananda, Bhakti Schools of Vedanta, Sri Ramakrishna Math, Madras, 1990
- Arberry A.J., An Introduction to the history of Sufism, Orient Longman, London, 1950.
- Ghanshyam Shah, Social Movements in India: A Review of the Literature, New Delhi, Sage India, 2nd ed. (2004)

Suggested Readings

- Apte, Vaman S. (1965). The Student's English-Sanskrit Dictionary. Delhi: Motilal Banarsidass. ISBN 81-208-0300-0.
- "dharma". Encyclopædia Britannica. Retrieved 14 September 2021.
- Bowker, John (June 8, 2018). "Dharma". The Concise Oxford Dictionary of World Religions – via Encyclopedia.com.
- "Dharma" Monier Monier-Williams, Monier-Williams Sanskrit-English Dictionary (2008 revision), pp. 543–544;
- Olivelle, P. (1993). The Asrama System: The history and hermeneutics of a religious institution, New York: Oxford University Press.

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- Burchett, Patton (2019) *Genealogy of Devotion - Bhakti, Tantra, Yoga, and Sufism in North India*, Columbia University Press.
- Karen Pechelis (2011), "Bhakti Traditions", in *The Continuum Companion to Hindu Studies* (Editors: Jessica Frazier, Gavin Flood), Bloomsbury



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SEMESTER VIII

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B.A. (Hons.) Under UGCF-2022 based on NEP-2020

DSC 20: Vedanga Jyotisha and Scientific Heritage

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Eligibility criteria
		Lecture	Tutorial	Practical/ Practice		
Vedanga Jyotisha and Scientific Heritage	04	3	1	0	Class XII Pass	Nil

Unit I – वैदिक ज्योतिष एवं वैदिक गणित

1 Credit

1. लगध ज्योतिष (याजुष् ज्यौतिषम्) - पद्य संख्या-1,2,3,4,42-43 = 6 पद्य
(खगोलीय गणनाओं का प्रयोजन, फल, गणित शास्त्र का महत्व व त्रैराशिक नियम)
2. वैदिक गणित- स्वामी श्री भारती कृष्णतीर्थ महाराज - 5 सूत्र
3. पारिभाषिक शब्दावली - गणित, गणित के भेद- अमूर्त (बीजगणित), कलन, संख्या सिद्धान्त व अनुप्रयुक्त (गतिविज्ञान, स्थिति विज्ञान, खगति विज्ञान), संख्या, अङ्क, शून्य, अनन्त, दशमलव, वर्ग एवं वर्गमूल, घन एवं घनमूल, शर या कर्ण, चाप, ज्या, कोटिज्या, स्पर्शज्या, आयतन, मूल, करणी, समीकरण, रज्जु, कोण।

Unit II फलित ज्योतिष एवं आर्यभट्टीयम्

1 Credit

1. पंचांग सामान्य परिचय- तिथि, वार, नक्षत्र, योग एवं करण
2. आर्यभट्टीयम्- आर्यभट्ट-गोलपाद 1-22 पद्य- मेषादेः कत्यान्तम् से स्वधिया च कालसमम् 11 तक) (भगोल एवं खगोल वर्णन)

Unit III भारतीय गणित एवं खगोल विद्या – उद्भव और विकास

1 Credit

- भारतीय गणित एवं खगोल विद्या का संक्षिप्त इतिहास
- वेदाङ्ग ज्योतिष, शुल्बसूत्र, पञ्चसिद्धान्तिका, सूर्यसिद्धान्त, ब्रह्मगुप्त श्रीधर, आर्यभट्ट द्वितीय, श्रीपति, भास्कराचार्य, गणेश दैवज्ञ, कमलाकर, जयसिंह,

Unit IV खगोलीय गणना एवं वेधशाला

1 Credit

खगोलीय गणनाओं हेतु प्रमुख प्राचीन यज्ञ एवं वेधशालाएँ
- नाडीवल्लययज्ञ, याग्योत्तरीतुरीययन्त्र, सम्राट्पलभायन्न, शङ्कुयन्त्र, तारामण्डल, चक्रयन्त्र,
याम्योत्तरधरातलीयतुरीय यन्त्र, क्रान्तिवृत्तयन्त्र, तुला-कर्क-मकरराशिवलययन्त्र, षष्ठांशयन्त्र
-जयपुरवेधशाला (जयसिंह निर्मित), काशी की वेधशाला, जन्तर-मन्तर (दिल्ली)

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Essential Readings

- लगधज्योतिष (याजुष् व आर्य संस्करण) - लगधाचार्य सोमाकर, सुधाकर भाष्य, लघुविवरण संस्कृत टीका, विस्तृत भूमिका, सान्वयानुवाद व सुयशा हिन्दी टीका सहित-डा॰ पुनीता शर्मा: नाग पब्लिशर्स, दिल्ली - 2008
- सूर्यसिद्धान्त- मैथिल पण्डित श्री कपिलेश्वर शास्त्री विरचित श्री तत्त्वामृतभाष्योपपत्ति टिप्पणी सहित; चौखम्बा संस्कृत संस्थान, वाराणसी, 1987
- Vedic Mathematics: Jagadguru Swami Sri Bharati Krsna Tirthaji
- Maharaja, Motilal Banarasidass, Delhi.
- Aryabhatiya of Aryabhata, with the commentary of Bhaskara I and Somesvara: Edited by K.S. Shukla, Indian National Science Academy, New Delhi 1976.

Recommended Readings

- दीक्षित, शंकर बालकृष्ण - भारतीय ज्योतिष (मूलतः मराठी में, हिन्दी अनुवाद-शिवनाथ झारखण्डी): उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति ग्रन्थमाला-9), लखनऊ, 1990
- गोरखप्रसाद - भारतीय ज्योतिष का इतिहास; उत्तर प्रदेश हिन्दी संस्थान (हिन्दी समिति ग्रन्थमाला-1), लखनऊ, 1974
- द्विवेदी भोजराज- आचार्य बराहमिहिर का ज्योतिष में योगदान; रञ्जन पब्लिकेशन, दिल्ली-2002
- शर्मा, कल्याणदत्त- वेधशाला परिचय पुस्तिका, लालबहादुर शास्त्री राष्ट्रीय संस्कृत विद्यापीठ, दिल्ली, 1994

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

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DSE 23: Ramayana – History, Structure and Various Recensions

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ramayana – History, Structure and Various Recensions	04	3	1	0	Class XII Pass	Nil

Learning Objectives

- To enable students to understand the technical aspects of a Sanskrit epic – Ramayana.
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some thematic and compositional aspects of the Ramayana.
- To analyse and witness the connections between various recensions of Ramayana – within and outside Bharata.

Learning Outcomes

This course will enable the students

- To understand the basic structure of the great epic of Bharata – The Ramayana
- To appreciate the Ramayana's multidimensional influence
- To track the growth of the Ramayana across cultures
- undertake responsibility of conducting research on them.

Detailed Syllabus

Unit 1 Valmiki Ramayana - its place in Bharata's history **1 Credit**

1. Ramayana – time and place, Geographical encompass in Ramayana
2. Ramayana as a religious text
3. Ramayana as a literary text – Poetic appreciation, etc.
4. Ramayana as an Upajivya Kavya

Unit II Compositional and Descriptive structure of Valmiki Ramayana **1 Credit**

1. Ramayana as a Mahakavya - the fundamental characteristics
2. Major themes dealt in Ramayana
3. The distribution of themes in Kandas and Sargas
4. The interpolations in Ramayanas

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Unit III The traditions of Ramayanas in Bharata

1 Credit

1. Ramayana in Sanskrit scriptures - Mahabharata, Bhagavata Purana, Vishnu Purana, and Agni Purana
2. Various Versions of Ramayana in Sanskrit - Adhyatma Ramayana, Ananda Ramayana, Adbhuta Ramayana
3. Ramayana as its regional versions
4. Ramayana as Cultural Resource

Unit IV Ramayana in South and South East Asia

1 Credit

1. Nepal, Srilanka
2. Indonesia (Bali, Java, Sumatra), Cambodia
3. Laos, Malaysia, Myanmar
4. Philippines (Mindanao), Thailand, Vietnam (Champa)

Essential Readings

- The Vālmikī - Rāmāyaṇa: Critical Edition (Set of 2 Volumes), ED. G. H. Bhatt, Oriental Institute, Vadodara, 2001
- Raghavan, V. (1980). *The Ramayana Tradition in Asia*. New Delhi: Sahitya Akademi.
- Brockington, J. L. (1998). *The Sanskrit Epics*. Brill.
- A Critical Inventory of Rāmāyaṇa Studies in the World in Set of 2 Volumes, K. Krishnamoorthy, Sahitya Akademi, 2021
- Bulcke, Camille, The Rama Story: Origins & Growth, Sahitya Akademi, 2022
- Camille Bulcke: The Jesuit Exponent of Ramkatha, Cambridge University Press & Assessment, 2024
- Bulke, K. (1997). *Ramkatha: Utpatti aur Vikas*. Allahabad: Pryag Hindi Parishad, Pryag Viswavidyalay.

Suggested Readings

- Prabhavananda, Swami (1979). *The Spiritual Heritage of India*. Vedanta Press.
- Banerjee, P. (1986). *Rama in Indian Literature, Art and Thought*, 2 vols. Delhi: Sundeep Prakashan.
- Jain, Meenakshi (2013). *Rama and Ayodhya*. Aryan Books International.
- Sachithanatham, Singaravelu (2004). *The Ramayana Tradition in Southeast Asia*. Kuala Lumpur: University of Malaya Press.
- Lal, B. B. (2008). *Rāma, His Historicity, Mandir, and Setu: Evidence of Literature, Archaeology, and Other Sciences*. Aryan Books.
- Parameswaran, M. R. (2014). *Valmiki Ramayana: Critical Essays*. Manipal University Press.
- Sharma, Ramashraya (1986). *A Socio-political Study of the Vālmikī Rāmāyaṇa*. Motilal Banarsidass.
- Richman, P. (1992). Ed. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. Delhi: Oxford University Press.
- Singh, A.K. (2007). Ed. *Ramayana through the Ages*. New Delhi: D.K. Printworld.

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- Singh, K.S. & Datta, B. (1993). Eds. *Rama-katha in Tribal and Folk Traditions of India: Proceedings of a Seminar*. Calcutta: Anthropological Survey of India and Seagull Books.
- Smith, W.L. (1998). *Ramayana Traditions in Eastern India: Bengal, Assam, Orissa*. Stockholm: Department of Indology, University of Stockholm.



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DSE-24: Philosophy of Language

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Language	04	3	1	0	Class XII Pass	Nil

Learning Objectives

The course aims at highlighting the linguistic philosophy embedded in the various traditions of Indian Knowledge systems and underlining the contributions of the Sanskrit Grammarians in the development of the new branches of Linguistic studies.

Learning Outcomes

The student will be able to

- understand the Indian origin and development of various linguistic philosophical theories and ideas.
- Appreciate the depth and contributions of the Sanskrit language philosophers.

Detailed Syllabus

Unit I Fundamental thoughts and theories-I

1 Credit

- The linguistic speculations in Vedic literature, Vak and its levels
- Phonemics in Shiksha and Pratishakhyas, s
- Morphology – Prakriti-Pratyaya
- Shakatayana – Akhyataja-Shabda (Verbal origin of words)
- Yaska – (Eternity of Shabda) Shabdanityatva, padavibhaga (classification of words), nirvachana (Etymological derivation of the words)

Unit II Fundamental thoughts and theories-II

1 Credit

- Shabdabodha – Sanketagraha, Padartha (Jatishaktivada, Vyaktivada)
- Patanjali - Siddhe-shabdārtha-sambandhe
- Vakyārtha – Karaka and Vibhakti,

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- Different Approaches to Arthabodha - Tatparyartha, Abhihitavayavada, Anvitabhidhanavada

Unit III Language Philosophy as reflected in Sanskrit Grammatical Traditions 1 Credit

- Objectives of Grammatical Studies – Raksha, Uha, Agama, Laghava, Asandeha
- Philosophy of Language in
 - a) Pre Paninian-Grammatical Tradition
 - b) Paninian Grammatical Tradition
 - c) Post Paninian Grammatical Traditions

Unit IV Sanskrit Grammar Philosophical Traditions

1 Credit

Language Philosophy of Yaska, Patanjali, Bhartrihari, Mandan Mishra, Kaiyata, Nagesha, Kumarila Bhatta, Prabhakara Guru, Jagadisha Tarkalankara.

Essential/recommended readings

1. अय्यर, के-ए-एस- भर्तृहरि का वाक्यपदीय, अनुवादक रामचन्द्र द्विवेदी, राजस्थान हिन्दी अकादमी, जयपुर
2. Varma, Satyakama. The Philosophy of Sanskrit Grammar, University of Calcutta, 1930.
3. त्रिपाठी, रामसुरेश संस्कृत व्याकरण-दर्शन, दिल्ली, 1972
4. शर्मा, दीप्ति- व्याकरणिक कोटियों का विश्लेषणात्मक अध्ययन, बिहार हिन्दी ग्रन्थ अकादमी, पटना-1975
5. द्विवेदी, कपिल देव अर्थविज्ञान और व्याकरणदर्शन, हिन्दुस्तान अकादमी, इलाहाबाद, 1951
6. बिजल्वान, चक्रधर भारतीय न्यायशास्त्र, उत्तरप्रदेश हिन्दी संस्थान, लखनऊ
7. मिश्र, शोभाकान्त शब्दार्थतत्त्व, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 1989
8. मीमांसक, युधिष्ठिर संस्कृत व्याकरणशास्त्र का इतिहास, रामलाल कपूर ट्रस्ट, सोनीपत, 1984
9. शब्दार्थमीमांसा, (हिन्दी अनुवादक: मिथिलेश चतुर्वेदी), सम्पूर्णानन्द संस्कृत विश्वविद्यालय, वाराणसी, 1992
10. शुक्ल, बलराम. भारतीय एवं पाश्चात्य वाक्यार्थ सिद्धान्त. प्रतिभा प्रकाशन, दिल्ली. 2013
11. सोमवीर. भारतीय दर्शन में भाषा तत्त्व, परिमल प्रकाशन, दिल्ली 2013
12. Chakravarti, P.C. Linguistic Speculations of the Hindus, Calcutta, 1963
13. Iyer, K.A.S. The Vakyapadiya of Bhartrihari, Ch. II, Delhi, 1977
14. Kunjunni Raja, K. Indian Theories of Meaning, Adyar Library, Madras, 1964
15. Pandey, R.C. Problem of Meaning in Indian Philosophy, MLBD, Delhi, 1963
16. Sastri, Gaurinath Philosophy of Word and Meaning, Sanskrit College, Calcutta
17. Matilal, Bimal Krishna, The Word and the World: India's Contribution to the Study of Language, Oxford University Press, London. 1990

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Examination scheme and mode: Subject to directions from the Examination

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DSE 25: Indian and Western Poetics Criticism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian and Western Poetics Criticism	04	3	1	0	Class XII Pass	Nil

Learning Objectives

This course aims at providing the students with the knowledge of fundamental principles of Western Poetics.

Learning outcomes

This course will

- equip the students with the skills required to analyse and appreciate literary pieces in Sanskrit as well as in other languages.
- assess the merits or demerits of works on poetry, prose and drama.
- They will be able recognize the various genres of poetry, appreciate the objectives of poetry
- also analyze the structure of a work in terms of the essential ingredients of poetry as propounded by Western Poetics.

Detailed Syllabus

इकाई I – भारतीय एवं पाश्चात्य मत

1 Credit

काव्य सम्बन्धी अवधारणा – भारतीय मत, पाश्चात्य मत – प्लेटो

अनुकरण सिद्धान्त, विरेचन सिद्धान्त – भारतीय मत, पाश्चात्य मत – अरस्तू

लॉजाइनस – उदात्त सिद्धान्त

इकाई II – भारतीय एवं पाश्चात्य काव्य सिद्धान्त

1 Credit

औचित्य सिद्धान्त – क्षेमेन्द्र, होरेस

त्रासदी की अवधारणा – भारतीय मत, पाश्चात्य मत – अरस्तू, ड्राइडन

काव्यभाषा – राजशेखर, विलियम वर्डस्वर्थ

काव्यपरिभाषा, काव्यहेतु, काव्यप्रयोजन – भारतीय मत (मम्मट), पाश्चात्य मत (विलियम वर्डस्वर्थ)

इकाई III – भारतीय एवं पाश्चात्य समालोचना

1 Credit

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कल्पना की अवधारणा, काव्यरचना-प्रक्रिया, कविप्रतिभा – दण्डी, सेमुअल टेलर कॉलरिज

अभिव्यक्तिवाद - अभिनवगुप्त; अभिव्यञ्जनावाद - क्रोचे

इकाई IV - काव्य एवं नैतिकता

परम्परा और निर्वैयक्तिकता, काव्य और नैतिकता - भारतीय मत, पाश्चात्य मत - टी.एस. इलियट

Essential Readings

1. भागीरथ मिश्र, काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 1996
2. Dr Ganapati Chandra Gupta, Bhartiya Evam Paschatya Kavya Sidhant, Rajkamal Prakashan Pvt., Limited
3. विम्सार् एंड ब्रुक्स : ए हिस्ट्री ऑव वेस्टर्न क्रिटिसिज्म;
4. आई. ए. रिचर्ड्स : प्रिंसिपल्स ऑव लिटरेरी क्रिटिसिज्म;
5. स्काट : फ़ाइन एप्रोचेज़ ऑव लिटरेरी क्रिटिसिज्म;
6. आर्थर कोयस्लर : दि ऐक्ट ऑव क्रिएशन;
7. रेने वेल्क : थियरी ऑव लिटरेचर;
8. डेविड डेचीज़ : क्रिटिकल ऐप्रोचेज़ टु लिटरेचर।

Recommended Readings

1. Literary Criticism: A Short History, Wimsatt & Brooks
2. Cleanth Brooks, Routledge & Keegan Paul, 1970
3. Literary Criticism: A Short History, William K. Wimsatt, Jr. And Cleanth Brooks, Routledge, Taylor & Francis Group, London And New York, 1970



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DSE 26: Navya Nyāya Language and Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Navya Nyāya Language and Methodology	04	3	1	0	Class XII Pass	Nil

Learning Objectives

- Learn the historical development of Navya-Nyaya and its philosophical significance.
- Recognize the contributions of key thinkers such as Gangeśa Upādhyāya, Raghunātha Śiromani, and others to its conceptual growth.
- Acquire a clear grasp of the structure, syntax, and key terms of Navya-Nyāya's technical language.
- Study and interpret key sections of **Navya-Nyāya Bhāṣā Pradīpa**, focusing on its logical methodology and terminologies.
- Develop analytical skills to evaluate philosophical arguments using Navya-Nyāya techniques.

Learning Outcomes

- Explain the origins, historical development, and philosophical contributions of Navya-Nyāya.
- Identify Prominent Acharyas and their significant works in Navya-Nyāya philosophy.
- Interpret and use Navya-Nyāya technical terminology in structured arguments.
- Analyse the logical expressions from the Navya-Nyāya Bhāṣā Pradīpa.
- Develop research-based insights into Navya-Nyāya logic and its applicability to modern logic and linguistics.

Detailed Syllabus

Unit 1- Introduction to Navya-Nyāya

1 Credit

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- Navya-Nyāya-Historical briefs, Its Conceptual Development
- Introduction to Prominent Acharyas and their works (Gangeśa Upādhyāya, Vardhamāna Upādhyāya, Paksadhara Miśra, Vāsudeva Sārvabhauma and Raghunātha Śiromani)

Unit 2- Navya Nyāya Language and Terminology

1 Credit

- Structure and syntax of Navya Nyāya technical language.
- Key linguistic tools: Dharma –Dharmin (Property - Property-holder), Sambandha (Relations), Pratiyogin –Anuyogin (Counterrelatum and Base-relatum), Avacchedaka (Delimiters) Abhāva (Absence) etc.
- Illustrations of technical definitions and their significance

Unit 3- Logical Analysis and Methodology-Navya Nyāya Bhāṣā Pradīpa

1 Credit

- Overview of *Navya Nyāya Bhāṣā Pradīpa*: Structure and objectives.
- Textual reading: Text up to 24 from *Navya Nyāya Bhāṣā Pradīpa*.

Unit 4- Analysis of Key Sections of Navya Nyāya Bhāṣā Pradīpa

1 Credit

- Developing an understanding of technical expressions and their symbolic representation -Textual reading: Text 25 to 53 from *Navya Nyāya Bhāṣā Pradīpa*

Essential Readings

1. Navya Nyaya Bhasa Pradipa- Mahesha Chandra Nyayaratna
2. Nyaya Philosophy of Language, John Vattanky, S.J., Sri Satguru Publications, 1995
3. Studies in Language, Logic and Epistemology, V. N. Jha, Pratibha Prakashan. New Delhi, 1986
4. Navya Nyaya Doctrine of Negation, B. K Matilal, Harvard University Press, 1968,
5. महामहोपाध्याय महेशचन्द्र न्यायरत्न का नव्यन्याय-भाषाप्रदीप, हिन्दी अनुवाद, डॉ. उज्ज्वला झा, श्रुतभवन संशोधन केंद्र, पुणे, 2018
6. नव्यन्यायभाषाप्रदीप: (Brief Notes on the Modern Nyaya System of Philosophy and Its Technical Terms), Parshva Publication, Ahmedabad, 2017
7. डॉ. उज्ज्वला झा, महामहोपाध्याय महेशचन्द्र न्यायरत्न का नव्यन्याय-भाषाप्रदीप हिन्दी अनुवाद (रेखाकृतियों सहित), श्रुतभवन संशोधन केंद्र पुणे, 2021

Recommended Readings

1. A Primer of Navya-Nyaya Language and Methodology-Ujjwala Jha, The Asiatic Society, Kolkata, 2004
2. Navya Nyāya System of Logic: Basic Theories & Techniques, Dinesh Chandra Guha, Motilal Banarsidass, 1979

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3. A History of Indian Logic, Satis Chandra Vidyabhusana, Motilal Banarsidass , 1920
4. Language, Testimony and Meaning-Sibajiban Bhattacharyya, Munshiram Manoharlal publishers pvt. ltd., 1998
5. Materials for the study of Navya nyaya Logic, Daniel H.H. Ingalls, Motilal Banarsidass , Delhi, 1988



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DSE 27: Translation: Theory and Practice in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Translation: Theory and Practice in Sanskrit	04	3	1	0	Class XII Pass	Nil

Learning Objectives:

- To enable the students to trace the tradition of translation with reference to Sanskrit.
- To enable the student to appreciate the skills of translation.
- To introduce to the students the basic principles of translation.
- To enhance the translational skills of the students from Sanskrit into Hindi/English and from Hindi/English into Sanskrit.

Learning Outcomes:

The course will enable the students to

- know the basics of translating to and from Sanskrit
- to translate from Sanskrit into Hindi or English, from Hindi or English into Sanskrit, will learn to review/appreciate the translated texts.
- seek solutions of the issues faced during translation and discover new theories
- appreciate the genre of translation for making accessible the best of one language into others.

Detailed Syllabus

Unit I: The Genre of Translation and Sanskrit

1 Credit

- Translation – Concept, theory and practice
- The structural characteristics of Sanskrit and its significance for the genre of Translational Studies
- The question of non-translatability of Sanskrit
- Presence of Tatsama, Tadbhva, desi and loan-words in MILs
- Machine Translation - Strength and limitations
- Issues and problems related to translation

Unit II: General Principles of Translation from Sanskrit into English / Hindi: 1 Credit

- Vibhaktis – Karaka and Upapada
- Translating Literary sections from prescribed Sanskrit texts into /Hindi/English

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- Translating Literary sections from Hindi/English texts into Sanskrit

Unit III: General Principles of Translation from Sanskrit into English / Hindi: 1 Credit

- Vacya
- Krt and Taddhita Suffixes
- Translating Literary sections from prescribed Sanskrit texts into Hindi/English
- Translating Literary sections from Hindi/English texts into Sanskrit

Unit IV: The Tradition of Translation and Sanskrit

1 Credit

- Survey of translations of Vedic literature, Ramayana, Mahabharata, Purana, Kavya, Katha Sahitya and Panchatantra in Indian Languages.
- Survey of translations of various works in Indian Languages e.g. Hindi, Bengali, Marathi etc. into Sanskrit.

Recommended Readings:

1. Godse, S.P. & Godse, S.S., Practical Approach of Machine Translation: To build Intelligent Translators, Seattle Digital Publications, 2018
2. Dvivedi, Kapil Deva, Rachna-anuvada-kaumudi, Visvavidyalaya Prakashan, 2024
3. Nautiyal, Chakradhar H., Brihad-anuvada-chandrika, MLBD, 2026
4. Devy, G.N., In Another Tongue: Essays on Indian English Literature, MacMillan, India, 1993
5. Mukherjee, Sujit, Translation as Discovery and Other Essays on Indian Literature in English Translation Orient BlackSwan, 2018
6. Patel, Deven M., Source, Exegesis, and Translation: Sanskrit Commentary and Regional Language Translation in South Asia in Journal of the American Oriental Society, Vol. 131, No. 2 (April-June 2011), pp. 245-266
7. Baker, Mona, Routledge Encyclopedia of Translation Studies (II Edition), 2019, pp 449-458.
8. Soni, C., Sanskrit to English Machine Translation: Issues and challenges, Vidyaniidhi Prakashan, 2019
9. Pathak Kumar Nripendra, Sanskrit-Hindi Machine Translation, LAP Lambert Academic Publishing, 2012

Suggestive Readings:

1. Lawrence Venuti, The Translation Studies Reader, Routledge, 2021
2. S. Ramakrishna (Ed.) Translation and Multilingualism: Post-colonial Contexts, Pencraft Int. 1997
3. Bassnett, S. Translation Studies, Taylor & Francis (UK), 2013
4. Susan Bassnett and Trivedi, Harish (Ed.) Postcolonial Translation: Theory and Practice. Taylor & Francis (UK), 2012
5. <https://www.youtube.com/watch?v=HZXhzP3mBsA>
6. <https://www.youtube.com/watch?v=gP3bheM6fmg>

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DSE 28: Theory of Editing Manuscripts

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Editing Manuscripts and Textual Criticism	04	3	1	0	Class XII Pass	Nil

Learning Objectives

The manuscript repository of India, having more than 10 million codices, is an embodiment of its knowledge tradition. This course aims at making the students understand the important aspects of manuscripts and by treating and preserving the same may exert to find out and publish hitherto unexplored wisdom lying therein.

Learning Outcomes

This course will enable the students

- to discern importance of the manuscripts and instant need of curating and editing the same.
- understand the process of editing and publishing the manuscripts of different nature,
- be aware of the process of preserving the manuscripts for coming generations.
- undertake responsibility of conducting research on them.

Detailed Syllabus

Unit I Introduction to the Manuscripts

1 Credit

- Types of Manuscripts - Shundi, Kachchhpi, Matsyi, Tripathi, Panchpathi, Saptpathi, Gandi, Mushti, Samput Phalak, Cheda Pati, Gutaka, Scroll and Wooden Boards, etc.
- Tools and Writing materials for Manuscripts (Adhara, Adheya, Lekhni)
- Various Scripts employed in Manuscripts – Brahmi, Kharoshthi, Grantha, Gupta
- Classification of Manuscripts
 - Forms of Manuscripts - e.g. size, margin, line numbering, paintings, unconventional form etc.;
 - Parts of Manuscript – Cover, binding, recto, verso, prashasti, chapter endings, colophons, scribal remarks, marginalia
 - Contents – Forms of literature, Subject, Language, Illustrations
 - Style of composition of manuscripts – Calligraphy, running texts, text and commentary, sub commentary etc.

Unit II: Pre-Process of Editing Manuscript

1 Credit

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1. Accessing manuscript, Selection and Variations of Manuscript, Lower Textual Criticism - Recording, Comparing and Collating Manuscripts
2. Preparing Genealogy Tree of Manuscript,
3. Determining script of the Manuscript – Various types of Scripts
4. Errors – Types and Causes, Common and Scribal Errors

Unit III Editing or Conducting Research on a Manuscript

1 Credit

1. Review process
2. Case and Manuscript wise editing and review of differences Manuscripts
3. Editing and review of text differences of manuscripts from the point of view of subject relation
4. Illustrated manuscripts and its study & review method

Unit IV Textual Criticism of Manuscripts

1 Credit

1. Necessity of Critical Edition of Manuscripts
2. Textual Criticism – Lower (Heuristics, Recension and Emendation)
3. Higher Textual Criticism

Essential Readings

1. Chaubey, B.B. Manuscriptology: Past and Present, Poona Orientalia, Vol, V, Pg.49
2. Katre, S.M. Introduction to Indian textual Criticism. Bombay: Karnataka Publishing House, 1941.
3. सत्येन्द्र. पाण्डुलिपिविज्ञान . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी, 1978.
4. भारतीय पुरालिपि, राजबली पाण्डे, लोकभारती प्रकाशन, इलाहाबाद, 1978
5. Sharma, K.V. Manuscriptology of India in “New Lights on Manuscriptology”, Pg.2-4, 2007.
6. Shasri, P.P.S. A Descriptive Catalogue of Sanskrit Manuscripts in the Tanjore Maharaja Sarfoji's Saraswati Mahal Library. Shrirangam: Sri Vani Vilas Press, 1930

Suggested Readings:

3. Sankrityayana, Rahula. “Search for Sanskrit MSS. In Tibet.” In Journal of the Bihar and Orissa Research Society. Vol. XXIV Part IV. 137-1, 1938
4. Tripathi, Dipti. 2018. “Reflections on Manuscriptology: Forays into Indian Paradigms of Knowledge management” in Sambodhi XLI: 1-10
5. Cloonan, Michele Valerie, ed. (2015). *Preserving our Heritage*. Chicago: American Library Association.
- https://www.jainfoundation.in/JAINLIBRARY/books/sambodhi_2018_vol_41_52079_1_hr6.Pdf
- <https://www.aanandashram-sanstha.org/>
- <https://www.ssvv.ac.in/about-library>
- <https://www.namami.gov.in/manuscript-resource-centres>
- <http://ignca.gov.in/online-digital-resources/manuscripts/>
- <https://vedabase.io/en/library/sb/11/5/34/>

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UNDERGRADUATE PROGRAMMES OF STUDY
STRUCTURE, COURSES & SYLLABI
SEMESTERS VII – VIII

As per the Undergraduate Curriculum Framework (UGCF) 2022
Based on National Education Policy (NEP)-2020

Multidisciplinary Courses of Study
B. A. (Prog.) with Sanskrit
Major & Minor



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General Structure of B. A. (Prog.) with Sanskrit under UGCF

Semester	Discipline Specific Core (DSC) 4 Credits	Discipline Specific Elective (DSE) 4 credits (From Pool)	Generic Elective (GE) 4 credits (From Common Pool)	Ability Enhancement Course (AEC)-2 credits	Skill Enhancement Course (SEC)-2 credits	Internship/Apprenticeship/Project/Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
VII	DSC-13 (A or B) (4)	DSE-III (4) DSE-IV (4) DSE-V (4) OR	NIL	NIL	NIL	NIL	Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic Projects/Entrepreneurship (6)	22 Credits
		DSE-III (4) DSE-IV (4) OR	GE-VII (4)					
		DSE-III (4)	GE-VII (4) GE-VIII (4)					
VIII	DSC-14 (A or B) (4)	DSE-VIII(4) DSE-IX(4) DSE-X(4) OR	NIL	NIL	NIL	NIL	Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic Projects/Entrepreneurship (6)	22 Credits
		DSE-VII(4) DSE-VIII(4) OR	GE-VIII(4)					
		DSE-VI(4)	GE-VIII(4) GE-IX(4)					
VII - VIII	Students on exit shall be awarded a Bachelor of (field of Study / Multidisciplinary courses of Study) (Honours) (Honours in Discipline-A (Major) with Discipline-B (Minor) after securing the requisite 176 credits on completion of Semester VIII							Total=176 Credits

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Semester-VII

Discipline-Specific Core (DSC) Courses, 04 Credits		
SR	Title of the Course	Page
	DSC 13: Bharatiya Pandulipi Vijnana	5
Discipline Specific Elective (DSEs) 04 Credits		
1.	DSE 9: Skills for Dissertation Writing in Sanskrit	7
2.	DSE 10: Sanskrit Poetics and Literary Criticism	9
3.	DSE 11: Economic Thoughts in Sanskrit Tradition	11
4.	DSE 12: Psychology in Sanskrit Tradition	13

Semester-VIII

Discipline-Specific Core (DSC) Courses, 04 Credits		
SR	Title of the Course	Page
	DSC 14: Sanskrit Composition and Translation	16
Discipline Specific Elective (DSEs) 04 Credits		
5.	DSE 13: Linguistic Thought in Sanskrit	18
6.	DSE 14: Architectural System in Sanskrit	20
7.	DSE 15: Management in Sanskrit Tradition	22
8.	DSE 16: Public Administration in Sanskrit Tradition	24

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SEMESTER VII



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DSC 13: Bharatiya Pandulipi Vijnana

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Eligibility criteria	Prerequisite of the course			
sBharatiya Pandulipi Vijnana	04	3	0	1	Class XII Pass	Nil	Sanskrit

Learning Objectives

The manuscript repository of India, having more than 10 million codices, is an embodiment of its knowledge tradition. This course aims at making the students understand the important aspects of manuscripts and by treating and preserving the same may exert to find out and publish hitherto unexplored wisdom lying therein.

Learning outcomes

This course will enable the students

- to discern importance of the manuscripts and instant need of curating and editing the same.
- understand the process of treating the manuscripts of different nature, be aware of the process of preserving the manuscripts for coming generations.
- undertake responsibility of handling with the data of manuscripts, tracking manuscripts, processing and cataloguing them and accessing them to conduct research on them

Detailed Syllabus

Unit I: Manuscripts and Manuscriptology

1 Credit

- Concept, salient features and scope
- Types and categorization of Manuscripts
- Significance of Manuscriptology

Unit II: Cataloguing and Accessing Manuscripts

1 Credit

- Cataloguing Manuscripts – Ways and procedures;
- Important manuscript reservoirs in India and abroad.
- Accessing Manuscripts – Ways, Sources
- Procedure of accessing Manuscripts

Unit III: Preservation of Manuscripts – I

1 Credit

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- Restoration and Preservation of Manuscripts – Ways, Techniques, Metadata, Quality control
- Procedures and agencies involved in preserving Manuscripts in India.

Unit IV: Preservation of Manuscripts – II

1 Credit

- Preservation of the manuscripts - Conducting survey
- Digitization of Manuscripts, standards and procedures, Preparing archives
- Preparing critical edition of a manuscript.

Recommended Readings:

1. Chaubey, B.B. Manuscriptology: Past and Present, Poona Orientalia, Vol, V, Pg.49
2. Katre, S.M. Introduction to Indian textual Criticism. Bombay: Karnataka Publishing House, 1941.
3. सत्येन्द्र. पाण्डुलिपिविज्ञान . जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी, 1978.
4. भारतीय पुरालिपि, राजबली पाण्डे, लोकभारती प्रकाशन, इलाहाबाद, 1978
5. Sharma, K.V., Manuscriptology of India in “New Lights on Manuscriptology”, Pg.2-4, 2007.
6. Shasri, P.P.S. A Descriptive Catalogue of Sanskrit Manuscripts in the Tanjore Maharaja Sarfoji's Saraswati Mahal Library. Shrirangam: Sri Vani Vilas Press, 1930

Suggested Readings:

1. Sankrityayana, Rahula. “Search for Sanskrit MSS. In Tibet.” In Journal of the Bihar and Orissa Research Society. Vol. XXIV Part IV. 137-1, 1938
 2. Tripathi, Dipti. 2018. “Reflections on Manuscriptology: Forays into Indian Paradigms of Knowledge management” in Sambodhi XLI: 1-10
- https://www.jainfoundation.in/JAINLIBRARY/books/sambodhi_2018_vol_41_52079_1_hr6.Pdf
 - <https://www.aanandashram-sanstha.org/>
 - <https://www.ssvv.ac.in/about-library>
 - <https://www.namami.gov.in/manuscript-resource-centres>
 - <http://ignca.gov.in/online-digital-resources/manuscripts/>
 - <https://vedabase.io/en/library/sb/11/5/34/>

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

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DSE 9: Skills for Dissertation Writing in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course	Department Offering the Courses
		Lecture	Tutorial	Practical/ Practice			
Skills for Dissertation Writing in Sanskrit	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

This course will introduce the basic methods and skills to write a research dissertation and paper.

Learning outcomes

The students will learn the basics of writing research dissertations or papers and they will acquire the skills needed for the same. They will get a clear idea about the standards to be followed and techniques to be used for their research writings.

Detailed Syllabus

Unit I Basic Concepts of Research

1 Credit

Introduction, Objectives and Types of Research
Outline of Research Work
Topic Selection and Writing Methods
Material Collection: Primary and Secondary
E-Recourses and Research Tools

Unit II Academic Writing Tools

1 Credit

Typing tools for Unicode Devanagari
Diacritical Marks
Editing Tools

Unit III Dissertation Writing Skills

1 Credit

Major steps: Proposal, Dissertation Writing, Editing/Review,
Essential Elements of Research Proposal:
Research topic selection
A brief description of the proposed thesis

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Preliminary outline of the proposed research

Survey

Reference list

Structure of Dissertation

Title Page

Acknowledgement

Abstract

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List of figures

List of Tables

List of Appendixes

Dissertation Chapters

References Lists

Unit IV Techniques of Research Writing

1 Credit

Topic Selection

Review of Literature

Chapter Drafting

Editing

Major Components of Research Paper: Abstract, Keywords, Background and Introduction, Review of Literatures,

Objective, Material (data) and methodology, result and discussions, conclusions, finding, future direction of research, acknowledgement, references

Essential/recommended readings

1. Teacher's notes, ppt, and handout
2. <http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/>
3. <https://www.slideshare.net/subagini/effective-presentation-skills-28512891>
4. <http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/>
5. Yelkar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.

Additional Resources:

Examination scheme and mode: Subject to directions from the Examination

Branch/University of Delhi from time to time

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DSE 10: Sanskrit Poetics and Literary Criticism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Sanskrit Poetics and Literary Criticism	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

This course on Sanskrit Poetics and Literary Criticism aims at providing the students with the knowledge of fundamental principles of literary criticism in the Sanskrit tradition on the basis of Kāvya-prakāśa and Sāhityadarpaṇa.

Learning Outcomes

After completion of this course the students will be equipped with skills to assess the merits or demerits of works on poetry, prose and drama. They will be able to recognize various genres of poetry, appreciate the objectives of poetry and also analyze the structure of a work in terms of the essential ingredients of poetry as propounded. Students will be inspired and encouraged to compose.

Detailed Syllabus

Unit I Introduction to Sanskrit Poetics

1 Credit

Origin and development of Sanskrit poetics,

Its nomenclature- kriyākālpa, alamkāraśāstra, sāhityaśāstra, saundaryaśāstra.

Kāvya-Prayojana (objectives) and Kāvya-Lakṣaṇa (definition, based on Sāhityadarpaṇa)

Kāvya-Hetu (causes) of poetry (based on kāvyaprakāśa).

Unit II Forms of Poetry

1 Credit

Forms of poetry: Dṛśya, Śravya, Miśra, (campū)

Mahākāvya, Khaṇḍakāvya, Gadya-Kāvya: Kathā, Ākhyāyikā (based on Sāhityadarpaṇa)

Unit III Śabda-śakti

1 Credit

General introduction to Śabda-śakti (based on Kāvya-prakāśa).

Abhidhā (expression/ denotative power)

Lakṣaṇā (indication/ indicative power) and

Vyañjanā (suggestion/ suggestive power).

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Unit IV

1 Credit

Rasa-sūtra

Rasa: Rasa-sūtra of Bharata and its prominent expositions (based on Kāvya prakāśa):
Utpattivāda,
Anumitivāda,
Bhuktivāda and
Abhivyaktivāda.

Essential Readings

1. Sāhityadarpaṇa: (Ch.VIth), Kārikā 6/1,2,313-37
2. Dwivedi, R.C, The Poetic Light:, Motilal Banarsidas, Delhi.1967.
3. Kāvya prakāśa, kārikās 4/27, 28 with explanatory notes.
4. Ray, Sharad Ranjan, Sāhityadarpaṇa; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
5. नगेन्द्र, (सं०), काव्यप्रकाश : मम्मटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, ज्ञानमंडल लि०, वाराणसी ।
6. शालिग्राम शास्त्री, साहित्यदर्पण : (व्या०), मोतीलाल बनारसीदास, दिल्ली ।

Recommended Readings

1. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
2. Kane P.V., History of Sanskrit Poetics pp.352-991,
3. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

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

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DSE 11: Economic Thoughts in Sanskrit Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility Criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Economic Thoughts in Sanskrit Tradition	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

1. To introduce students to the economic concepts found in Sanskrit literature.
2. To analyze the role of governance, taxation, and trade in ancient India.
3. To examine the ethical and philosophical dimensions of economic thought in Sanskrit texts.
4. To compare traditional economic theories with modern economic thought.

Learning Outcome

- Understanding of Sanskrit-based economic models and policies
- Critical analysis of ancient economic principles and their contemporary applications
- Enhanced knowledge of indigenous economic thought and sustainability practices
- Development of interdisciplinary perspectives linking Sanskrit studies and economics

Unit-wise Breakdown:

Unit 1: Foundations of Economic Thought in Sanskrit Tradition

1 Credit

- Economic Ideas in the Vedic Literature (Rigveda, Yajurveda, Atharvaveda)
- Concept of Artha in Sanskrit Texts
- Role of Purusharthas (Dharma, Artha, Kama, Moksha) in Economic Philosophy
- Economic Aspects in Dharmashastra (Yajnavalkya Smriti)
- Ethics of Economic Transactions and Role of Daan (Charity)

Unit 2: Political Economy and Statecraft

1 Credit

- Kautilya's Arthashastra: Economic Administration and Policies
- Role of the King and State in Economic Development
- Taxation System (Shulka, Kara, Bhaga) and Revenue Policies

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Trade Regulations and Market Control in Ancient India

Economic Policies of Other Sanskrit Texts (Shukraniti, Kamandakiya Nitisara)

Unit 3: Trade, Commerce, and Economic Institutions

1 Credit

Guilds (Shrenis) and Their Role in Economic Growth

Trade Routes and Maritime Trade in Ancient India

Concept of Loan (Rina) and Interest (Vrihi) in Sanskrit Texts

Banking and Financial Institutions in Ancient India

Agriculture, Industry, and Labour in Sanskrit Literature

Unit 4: Comparative Analysis and Contemporary Relevance

1 Credit

Comparison of Sanskrit Economic Thought with Contemporary World

Sustainability and Economic Ethics in Sanskrit Literature

Relevance of Traditional Economic Concepts in Modern Economic Policies

Role of Sanskrit Economic Ideas in Indigenous Economic Models (Swadeshi and Atmanirbhar Bharat)

Revival and Application of Sanskrit Economic Thought in Contemporary Policy-making

Essential Readings:

1. Kautilya's Arthashastra (translated by R.P. Kangle)
2. L.N. Rangarajan, Kautilya: The Arthashastra
3. P.V. Kane, History of Dharmashastra
4. R.C. Majumdar, Corporate Life in Ancient India
5. Upinder Singh, Political Economy in Ancient India
6. S.A. Upadhyaya, Economic Ideas in Sanskrit Literature

Recommended Readings:

1. **Basham, A.L.** *The Wonder That Was India*. Picador India, 2019, Hindi Ed. Shivalal Agarwal and Company, 2020.
2. Shukraniti (for insights into taxation and trade management).
3. Nitisara by Kamandaki (sections on governance and economic policies).
4. B.N. Mukherjee, Sanskrit Political Thought.

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DSE 12: Psychology in Sanskrit Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Psychology in Sanskrit Tradition	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives:

1. To introduce students to the psychological concepts found in Sanskrit literature.
2. To analyze the role of mind, consciousness, and emotions in ancient Indian thought.
3. To examine the therapeutic and meditative aspects of Bharatiya Manovijnana.
4. To compare traditional psychological theories with modern psychological thought.

Learning Outcome

- Understanding of Sanskrit-based psychological models and theories
- Critical analysis of ancient Indian perspectives on mind and consciousness
- Enhanced knowledge of traditional psychological therapy and meditation practices
- Development of interdisciplinary perspectives linking Sanskrit studies and psychology

Detailed Syllabus

Unit 1: Foundations of Bharatiya Manovijnana

1 Credit

- Psychological Concepts in the Vedas and Upanishads
- Mind (Manas), Intellect (Buddhi), and Consciousness (Chaitanya)
- Theories of Personality and Self (Atman) in Sanskrit Texts
- Concept of Happiness (Sukha) and Suffering (Duhkha)
- Role of Dharma, Artha, Kama, and Moksha in Mental Well-being

Unit 2: Psychological Theories in Classical Indian Philosophy

1 Credit

- Samkhya-Yoga: Theories of Mind and Cognition
- Nyaya-Vaisheshika: Perception, Inference, and Logical Thinking
- Vedanta and Advaita: Theories of Self and Awareness
- Bhagavad Gita and its Psychological Insights
- Buddhist and Jain Contributions to Psychology

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Unit 3: Therapeutic and Meditative Traditions

1 Credit

- Ayurveda and Mental Health: Concepts from Charaka and Sushruta Samhitas
- Yoga and Meditation as Psychological Tools
- Concept of Trigunas (Sattva, Rajas, Tamas) and Personality Traits
- Emotional Regulation and Mindfulness in Sanskrit Tradition
- Traditional Healing Practices and Their Relevance Today

Unit 4: Comparative Analysis and Contemporary Relevance

1 Credit

- Comparison of Bharatiya Manovijnana with Western Psychological Theories
- Modern Applications of Sanskrit-based Psychological Concepts
- Role of Indian Psychology in Positive Psychology and Well-being
- Psychological Counseling and Spiritual Therapy in Sanskrit Tradition
- Relevance of Bharatiya Manovijnana in Stress Management and Mental Health

Recommended Readings:

1. S. Radhakrishnan, Indian Philosophy
2. Swami Vivekananda, Raja Yoga
3. B.K. Matilal, The Character of Logic in India
4. Kapil Kapoor, Indian Knowledge Systems
5. K.N. Upadhyaya, Early Buddhism and Indian Psychology
6. G.C. Pande, Foundations of Indian Culture



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SEMESTER VIII



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DSC 14: Sanskrit Composition and Translation

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Sanskrit Composition and Translation	04	3	1	0	Class XII Pass	Nil	Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Learning Objectives:

- To introduce to the students the basic principles of Sanskrit Composition
- To enable the student to appreciate/review the skills of translation.
- To enhance the translational skills of the students from Sanskrit into Hindi/English and from Hindi/English into Sanskrit.
- To introduce the learner to the vast array of literary works composed or translated from/to Sanskrit.

Learning Outcomes

The course will enable the students to

- Understand the technique of expressing in Sanskrit
- know the basics of translating to and from Sanskrit
- review/appreciate the translated texts.
- appreciate the genre of translation for making accessible the best of one language into others.

Detailed Syllabus

Unit I: General Principles of Composition in Sanskrit

1 Credit

- Shabdarupa- ram, agni, guru, lata, nadi, atma, kim, phala.
- Sarvanama - asmad, yushmad, tat, idam, sarva
- Dhaturupa- bhu, path, likh, khad, labha, gam, pa, stha, drish, da.
- Karaka and Upapada Vibhaktis

Unit II: General Principles of Composition in Sanskrit

1 Credit

- Vacya - kartṛ, Karma and Bhāva
- Krt Suffixes - tavya, anīyar, yat, nyat, ṇvul, tṛc, kta, ktavatu, śatṛ, śānac, tumun, ktvā-lyap, lyuṭ, ghañ, ktin

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- Taddhita Suffixes - An, Īñ, Dhak, Tal, Añ, Vuñ, Yat, Cha, Mayat, Tva, Tal, Imanic, Syañ, Matup, In, Thañ, Itac.
- Indeclinables, Numerals

Unit III: General Principles of Translation from Sanskrit into English / Hindi: 1 Credit

- Translation – Concept, theory and practice
- Translating Literary sections from prescribed Sanskrit texts into /Hindi/English
- Translating Literary sections from Hindi/English texts into Sanskrit

Unit IV: The tradition of translation and Sanskrit

1 Credit

- Survey of translations of Vedic literature, Ramayana, Mahabharata, Purana, Kavya, Katha Sahitya and Panchatantra in Indian Languages.
- Survey of translations of various works in MILs e.g. Hindi, Bengali, Marathi etc. into Sanskrit.

Recommended Readings:

1. Godse, S.P. & Godse, S.S., Practical Approach of Machine Translation: To build Intelligent Translators, Seattle Digital Publications, 2018
2. Dvivedi, Kapil Deva, Rachna-anuvada-kaumudi, Visvavidyalaya Prakashan, 2024
3. Nautiyal, Chakradhar H., Brihad-anuvada-chandrika, MLBD, 2026
4. Devy, G.N., In Another Tongue: Essays on Indian English Literature, MacMillan, India, 1993
5. Mukherjee, Sujit, Translation as Discovery and Other Essays on Indian Literature in English Translation Orient Black Swan, 2018
6. Patel, Deven M., Source, Exegesis, and Translation: Sanskrit Commentary and Regional Language Translation in South Asia in Journal of the American Oriental Society, Vol. 131, No. 2 (April-June 2011), pp. 245-266
7. Baker, Mona, Routledge Encyclopedia of Translation Studies (II Edition), 2019, pp 449-458.
8. Soni, C., Sanskrit to English Machine Translation: Issues and challenges, Vidyanidhi Prakashan, 2019
9. Pathak Kumar Nripendra, Sanskrit-Hindi Machine Translation, LAP Lambert Academic Publishing, 2012

Suggestive Readings:

1. Lawrence Venuti, The Translation Studies Reader, Routledge, 2021
2. S. Ramakrishna (Ed.) Translation and Multilingualism: Post-colonial Contexts, Pencraft Int. 1997
3. Bassnett, S. Translation Studies, Taylor & Francis (UK), 2013
4. Susan Bassnett and Trivedi, Harish (Ed.) Postcolonial Translation: Theory and Practice. Taylor & Francis (UK), 2012
5. <https://www.youtube.com/watch?v=HZXhzP3mBsA>
6. <https://www.youtube.com/watch?v=gP3bheM6fmg>

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

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DSE 13: Linguistic Thought in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Linguistic Thought in Sanskrit	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

This course intends to acquaint the students with basic knowledge of Sanskrit linguistics. The Primary objective of the course is to familiarise the learners with the concepts and theories of modern Linguistics and encourage them to analyse Sanskrit Linguistically.

Learning outcomes

After the completion of this course, the students will be able to form a fundamental knowledge about the modern development of the subject of Linguistic and examine Sanskrit language in the light of the structures propounded by the modern Linguistics.

Detailed Syllabus

Unit I Language and Linguistics in Sanskrit Tradition

1 Credit

Concept of language, Definitions, characteristics, nature
 Linguistics: Nomenclature, definitions and Significance
 Major and minor branches of Linguistics,
 Origin and history of linguistic thought in Sanskrit tradition

Unit II Sanskrit Linguistics (with reference from Sanskrit tradition)

1 Credit

Phonology
 Morphology
 Syntax
 Semantics

Unit III Language Classification and Sanskrit

1 Credit

Need and Various ways of Classifying languages
 Place and importance of Sanskrit in Akritimulaka Vargikarana
 Place and importance of Sanskrit in Parivarika Vargikarana

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Unit IV Comparative Linguistics and Sanskrit

1 Credit

History and tradition of Comparative Linguistics and place of Sanskrit in the tradition

Essential Readings

1. तिवारी, भोलानाथ, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974.
2. तिवारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
3. द्विवेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2001.
4. व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957.
5. शर्मा, देवीदत्त, भाषिकी और संस्कृत भाषा, हरियाणा साहित्य अकादमी, चंडीगढ़
6. शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (a Historical and Structural Introduction to Sanskrit), हरियाणा साहित्य अकादमी, चण्डीगढ़
7. शर्मा, देवेन्द्रनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014
8. सिंह, कर्ण, भाषा विज्ञान (Comparative Philology and History of Linguistics), साहित्य भण्डार, सुभाष बाज़ार, मेरठ, 250002

Recommended Readings

1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
3. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
4. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
5. Jespersen, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.
6. Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.
7. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
8. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
9. Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi.

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

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DSE 14: Architectural System in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course	Department Offering the Course
		Lecture	Tutorial	Practical/ Practice			
Architectural System in Sanskrit	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

The ancient Sanskrit Literature contains various marvellous concepts of Architectural Science. Aims of This course is to get the students acquainted with the basic principles of Indian Architecture. It also intends to give an elementary understanding of Vastuvidya, and to enable students to learn the town planning and construction of residential houses in Sanskrit texts easily.

Detailed Syllabus

Unit I : An Introduction with Ancient Indian Architectural system

1 Credit

The fundamental truth in mind that Brahma, before creating the world (भोज-समरांगणसूत्रधार, विश्वकर्मणः पुत्रसंवाद 2. 1 to 6)

Basic Five elements of the Universe (पंचमहाभूत), भोज-समरांगणसूत्रधार (महदादिसर्ग 4. 4 to 19 & 28 to 37)

Varnaashrama dharma and the importance of grihastha Ashrama (वास्तुरत्नाकर-भूपरिग्रहप्रकरण 4 to 11)

Unit II : Types of Architecture in Sanskrit Literature

1 Credit

Vastupurush ka Svarupa (Embodiment of the Cosmic man) (Brihatsamhita, vastuvidyadhayaya, verses 2 to 3)

Classification of Vastu (Cosmic man) on the basis of construction: Sarvtobhadra, Nandyavarta, Vardhmana, Swastika, Ruchka, Hiranya & Trishala (Brihatsamhita, vastuvidyadhayaya, verses 31 to 38)

Types of Vastu (Cosmic man) Based on land Topography (Bhumi Plavatva); Pitamahavastu, Supathvastu, Dhirghayuvastu, Punkavastu, Apathvastu, Rogakaravastu, Argalavastu (Brihatvastumala, 47-53)

Unit III : Selection of Land in Ancient Indian Architectural system

1 Credit

Examination and Selection of Land (Brihatvastumala, 1. 13 to 17)

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Types of Land (Bhumi), Gajprishtha, Kurmaprishtha, Daityaprishtha, Nagprishtha (Brihatvastumala, 1. 82 to 89)

Classification of Bhumi based on Topography (Plavatva); Govithi, Jalvithi, Yamvithi, Gajvithi, Bhutavithi, Nagvithi, vaishvnari and Dhanvithi (Brihatvastumala, 1. 41 to 46)

Land rectification (Bhumisanshodhana); (Brihatvastumala, 1. 106 to 111)

Unit IV: Construction and Decoration of House in Ancient Indian Architectural system 1 Credit

House commencement (Griharambha), Bhumipooja; (Brihatvastumala, 1. 116 to 117), Prathamavidhana (Brihatsamhita, vastuvidyadhayaya, verses 98 to 100),

Shilpnyasavidhi (Brihatvastumala, 1. 124), Stambhsthapana (Brihatvastumala, 1. 125 to 127),

Grihvibhaga (Brihatvastumala, 1. 150 to 156),

Dhikgyana (Brihatvastumala, 2. 7 to 10),

Dwarniraya (Brihatvastumala, 3. 149, 152-158 & 162 to 166),

Dwarsajja (Brihatvastumala, 3. 159),

Nishiddhalekhakarma (Brihatvastumala, 5.8),

Mangalika vriksharopana (Brihatvastumala, 6. 3 to 5 & 12)

Essential Readings:

1. बृहद्वस्तुमाला- पं. रामनिहोरद्विवेदी, चौखम्बा सुरभारती प्रकाशन वाराणसी
2. वास्तुरत्नाकर - श्री विन्ध्येश्वरी प्रसाद द्विवेदी, चौखम्बा संस्कृत सीरीज ऑफिस वाराणसी
3. Brihat Samhita – Varahamihir, (in two vol.) Edited with English Translation by M. Ramakrishana Bhat, Motilal Bnarsidass, Delhi 1995.
4. बृहत्संहिता - आचार्य वराहमिहिर, व्याख्याकार पं. श्री अच्युतानन्द झा, चौखम्बा विद्याभवन वाराणसी
5. समरांगणसूत्रधार- श्री भोजदेव, (in two vol.) Edited with English Translation by Prof. Pushendra Kumar, New Bharatiya Book Corporation 2004.

Recommended Readings

1. भारतीय वास्तुशास्त्र और प्रतिमा विज्ञान, श्री शुकदेव चतुर्वेदी, Lucknow 1967.
2. Vastu Shastra- D.N. Shukla, Hindu Science of Architecture (in two vol.) Shukla Printing Press, Lucknow 1960.

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

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DSE 15: Management in Sanskrit Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Management in Sanskrit Tradition	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives

This course explores the principles of management embedded in Sanskrit literature, including Vedic texts, Arthashastra, and Niti Shastras. The paper aims to provide a comprehensive understanding of leadership, governance, decision-making, ethics, and organizational management as conceptualized in ancient Indian thought.

Learning Outcomes

1. To introduce students to the managerial concepts found in Sanskrit literature.
2. To analyze the role of leadership, governance, and ethics in ancient Indian management systems.
3. To examine strategic decision-making, administration, and organizational behavior in Sanskrit texts.
4. To compare traditional management principles with modern management theories.

Unit-wise Breakdown:

Unit 1: Foundations of Management in Sanskrit Tradition 1 Credit

- Management Concepts in Vedic and Upanishadic Texts
- Leadership and Governance in Ancient Indian Thought
- Role of Dharma in Management and Administration
- Ethical Principles in Management (Yajnavalkya Smriti)
- Decision-Making and Problem-Solving in Sanskrit Tradition

Unit 2: Strategic Leadership and Statecraft 1 Credit

- Kautilya's Arthashastra: Principles of Governance and Administration
- The Role of a King as a Strategic Leader

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- Taxation, Revenue Management, and Economic Policies
- Diplomacy and International Relations in Sanskrit Texts
- Military Strategy and Crisis Management in Ancient India

Unit 3: Organizational Management and Human Resource Development 1 Credit

- Guilds (Shrenis) and Their Role in Economic and Organizational Growth
- Employee Relations and Motivation in Sanskrit Literature
- Time Management and Work Ethics in Ancient Texts
- Conflict Resolution and Negotiation in Sanskrit Literature
- Sustainable Management Practices in Ancient Indian Texts

Unit 4: Comparative Analysis and Contemporary Relevance 1 Credit

- Comparison of Sanskrit Management Theories with Western Management Models
- Modern Applications of Sanskrit-Based Management Principles
- Role of Indian Management Thought in Corporate Governance
- Relevance of Sanskrit Texts in Leadership and Business Ethics
- Indigenous Management Models (Swadeshi and Atmanirbhar Bharat)

Recommended Readings:

1. Kautilya's Arthashastra (translated by R.P. Kangle)
2. L.N. Rangarajan, Kautilya: The Arthashastra
3. P.V. Kane, History of Dharmashastra
4. R.C. Majumdar, Corporate Life in Ancient India
5. Upinder Singh, Political Economy in Ancient India
6. Bibek Debroy, Economic Sutra: Ancient Indian Antecedents to Economic Thought
7. Kumar, Shashiprabha, Self, Society and Values: Reflections on Indian Philosophical Thought, Vidyanidhi Prakashan, 2009
8. VIF Workshop: Indian Ethos of Management (Online)
<https://www.vifindia.org/speeches-video/2019/09/18/workshop-on-indian-ethos-in-management>

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DSE 16: Public Administration in Sanskrit Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Public Administration in Sanskrit Tradition	04	3	1	0	Class XII Pass	Nil	Sanskrit

Learning Objectives:

This course explores the principles of public administration as embedded in Sanskrit literature, including Vedic texts, Arthashastra and Niti Shastras. The paper aims to provide a comprehensive understanding of governance, policy-making, statecraft, law, and ethics from an ancient Indian perspective.

Learning Outcomes

1. To introduce students to the administrative concepts found in Sanskrit literature.
2. To analyze the role of governance, public welfare, and justice in ancient Indian polity.
3. To examine the ethical and philosophical dimensions of public administration in Sanskrit texts.
4. To compare traditional administrative theories with modern public administration thought.

Detailed Syllabus

Unit 1: Foundations of Public Administration in Sanskrit Tradition

1 Credit

- Governance and Administration in Vedic and Upanishadic Texts
- Duties of the King (Rajadharma) and State Policy
- Concept of Public Welfare and Justice (Nyaya)
- Role of Dharma in Administration (Yajnavalkya Smriti)
- Ethics and Accountability in Ancient Indian Administration

Unit 2: Statecraft and Governance

1 Credit

- Kautilya's Arthashastra: Principles of Governance and Public Administration
- Role of a King as an Administrator and Leader
- Revenue Management and Taxation Policies
- Diplomacy, Espionage, and Internal Security in Ancient India

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on and Executive Council on



Department of Sanskrit

University of Delhi

Undergraduate Course for Sanskrit

Multidisciplinary Courses of Study B. A. (Prog.) with Sanskrit

Under UGCF-2022 based on NEP-2020

- Decentralized Administration and Local Governance (Village and Guilds)

Unit 3: Law, Justice, and Bureaucracy

1 Credit

- Judicial System in Ancient India (Dandaniti)
- Crime and Punishment: Arthashastra
- Civil and Criminal Laws in Sanskrit Texts
- Role of Bureaucracy and Ministers in Governance
- Administrative Institutions and Governance Models in Ancient India

Unit 4: Comparative Analysis and Contemporary Relevance

1 Credit

- Comparison of Sanskrit Administrative Thought with Western Public Administration
- Modern Applications of Sanskrit-Based Governance Principles
- Role of Sanskrit Administrative Ideas in Good Governance
- Indigenous Models of Administration (Panchayati Raj and Swadeshi Governance)
- Revival and Application of Sanskrit Public Administration in Contemporary Policy-making

Recommended Readings

- कौटिल्यार्थशास्त्रम्, व्या., वाचस्पति गैरोला, चौखम्बा विद्या भवन, वाराणसी
- Yājñavalkyasmṛiti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
- K.P. Jayaswal, 'Hindu Polity' The Bangalore Printing and Publishing Company, Bangalore City, 1943
- Ramsharan Sharma, 'Aspects of Political Ideas and Institutions in Ancient India' Motilal Banarsidas, Delhi, 1959
- A.S. Altekar, State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001
- D.R. Bhandarkar, Some Aspect of Ancient Indian Hindu Polity, Banarsidass, Hindu University.
- S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi
- Beni Prasad, Theory of Government in Ancient India, Allahabad, 1968.
- R.S. Sharma, Aspect of Political Ideas and Institutions in Ancient Indian, Delhi, 1996
- रामनारायण यादवेन्द्र (अनु.) जे. डब्लू गार्नर, राज्यविज्ञान और शासन, आगरा, 1972
- सत्यकेतु विद्यालंकार, प्राचीन भारतीय शासन व्यवस्था एवं राजशास्त्र, सरस्वती सदन, मसूरी, 1986
- विनोद सिन्हा एवं रेखा सिन्हा, प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन, दिल्ली, 1989

Recommended Readings:

1. Kautilya's Arthashastra (translated by R.P. Kangle)
2. L.N. Rangarajan, Kautilya: The Arthashastra
3. P.V. Kane, History of Dharmashastra

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on and Executive Council on



Department of Sanskrit

University of Delhi

Undergraduate Course for Sanskrit

Multidisciplinary Courses of Study B. A. (Prog.) with Sanskrit

Under UGCF-2022 based on NEP-2020

4. R.C. Majumdar, Corporate Life in Ancient India
5. Upinder Singh, Political and Administrative Thought in Ancient India
6. Bibek Debroy, Economic Sutra: Ancient Indian Antecedents to Governance

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

**Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council.
The same has been approved by the Academic Council on and Executive Council on**

Based on Under Graduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDER GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF UNDER GRADUATE Semester VI, VII & VIII

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

(TAMIL SECTION)



Disclaimer: The syllabi are uploaded as approved by the Academic Council on and Executive Council on

Department of Indian Languages and Literary Studies (Tamil Section)

Based on Undergraduate Curriculum Framework 2022

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	2. A Study of A Select Text: Classic & Modern	13-15

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DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VI

(B.A (Prog.) Courses for Undergraduate Programme of study with
DISCIPLINE SPECIFIC ELECTIVE (DSE) : Research Methodology
Tamil Discipline –Mainor as one of the Core Disciplines)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(Research Methodology) ஆராய்ச்சி நெறிமுறைகள்	4	03	01	0	Class XII Pass with Working Knowledge of Tamil	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to make students efficient in Research Based Activities
- To explain the methods of data gathering from field work and secondary sources.
- To offer practical training in academic writing.
- To introduce the basics methodology of research and analytical techniques.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To Learning the methodology that drives research.
- The course would make students aware of basics of logical enquiry and critical analysis.
- The students would acquire proper knowledge various methods of research and analytical techniques.
- This course will enable students to write a research paper as part of project work.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-10 Hrs, T-04 Hrs)

-Introduction to Research - Meaning of Research and its definition - The necessity of Research

Unit II (L-12 Hrs, T-04 Hrs)

-Introduction of Different types of Research Methodology - Existing Review of Literature and Bibliography

Unit III (L-11 Hrs, T-03 Hrs)

- Different tools of data collection - Research problem and hypothesis - Selection of Research topic.

Unit IV (L-12 Hrs, T-04 Hrs)

-Introduction of References and notes -Arrangements of data and Design of Research work - Writing a research Paper / Dissertation- Conclusion

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept-Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Panjagam (2017). Aayvu Nerimuraikal, Annam Veliyeettakam, Thanjavur.
2. Balasubiramanian. K.V. (2004). Aaraichchi Nerimuraikal, Uma Nool Veliyettakam, Thanjavur.
3. Porko. (2005). Araichchi Nerimuraikal, Ainthinaip Pathippakam, Chennai.
4. Thamizhannal & Latchumanan. (2001). Aayviyal Arimukam, Meenakshi Puththaka Nilaiyam, Madurai.
5. Ganesan S. (1991). Aayviyal Kotpadukalum Seyalmuraikalum, Payoneer Book Services, Chennai
6. Muthushanmugan & Venkataraman.S. (2013). Ilakkiya Aaraichchi Nerimuraikal, NCBH, Chennai.
7. Narayanan.K. (1999). Aayvu- Ethu - Ean - Eppadi ?, Annai Maari Pathippakam, Puthucherry.
8. Mathiazhagan (2008). Thamizh Aayvu Varalaru, Mithra Pathippagam, Chennai.

9. Kothari, C.R.(2008). Research Methodology : Methods and Techniques, New Delhi :

Wiley and Eastern Ltd.

10. Kumar, Ranjit (2014). Research Methodology : A Step by step Guide for Biginners, New

Delhi: Sage Publications.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VII

(B.A (Prog.) Courses for Undergraduate Programme of study with

DISCIPLINE SPECIFIC COURSE (DSC) *Introduction to Sangam Literature (Eṭṭuttokai) & Pattuppāṭṭu*

Tamil Discipline –Minor as one of the Core Disciplines)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(Introduction to Sangam Literature (Eṭṭuttokai) & Pattuppāṭṭu)) சங்க இலக்கியம் : ஓர் அறிமுகம் (எட்டுத்தொகை & பத்துப்பாட்டு)	04	03	01	00	Class XII Pass with Working Knowledge of Tamil	NIL

Learning Objectives:

- To introduce the ancient Tamil literary corpus called ‘ Sangam Literature’
- The aim of the course is to give a complete survey of Sangam literature in chronological order.

- Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students of Sangam literature with literary texts in historical background.
- This course explains the types of Tamil literature, their social and historical background of Sangam period.
- The earliest available literature of Tamil, the *Sangam Anthology* and *Tolkāppiyam* are taken as the source to discuss the structure of ancient Tamil.

Learning Outcomes:

This course will enable students

- To understand the ancient literary history in a comprehensive method .
- To understand *Tinai* concept of Sangam poems viz. *Akam* and *Puram* themes.
- The students would comprehend the ability of realizing the ecological knowledge of Tamil minds of the sangam classics.
- The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit-I (L-10 Hrs, T-03 Hrs)

- A brief survey of Ancient Tamil Literature - History of Three Tamil Sangams

Unit-II (L-12 Hrs, T-04 Hrs)

- A brief account of Sangam Literature: Tholkappiam, Eighteen Upper Anthologies (Ettuthokai & Pathuppaattu)

Unit-III (L-11 Hrs, T-04 Hrs)

- Deleberating the detail about the Akam and Puram theories of Tolkaappiyam.
- Categories of Akam and Puram themes - The secular characteristics of sangam Literature

Unit-IV (L-12 Hrs, T-04 Hrs)

- Detailed discussion of love poems (Interior feelings) - Detailed discussion of Heroic poems (Exterior actions)

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept- Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Sivalingar.A. (1985). Tholkappiam- Porulathikaram Uraivalam, Chennai : IITS
2. Kadikasalam.N. & S.Kanthasamy (1998). Sanga Ilakkiyam, Chennai : IITS
3. Balasubiramanian. K.V. (1986). Sanga Ilakkiyaththil Purapporul, Kumbakonam : Uma Pathippagam.
4. Thandayutham.R. (1978). Ettuthokai, Paththuppaattu - Or Arimukam, Chennai: Thamizh Puththakalayam.
5. Manickam.V.Sp. (1962). Thamizh Kaathal, Chennai: Paari Nilaiyam .
6. Dhakshinamurthy.A. (2016). Sanga Ilakkiyangal Unarththum Manitha Uravukal, Chennai : NCBH
7. Raj Gauthaman. (2012). Paattum Thokaiyum - Tholkaappiyamum Thamizh Samooka Uruvaakkamum, Chennai: Thamizhini.
8. Mathaiyan.P. (2009). Akaththinaik Kotpaadum Sanmga Akakkavithai Marapum, Chennai : Paavai Publications.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VII

**(B.A (Prog.) Courses for Undergraduate Programme of study with
DISCIPLINE SPECIFIC ELECTIVE (DSE-7 (1)) : Research Methodology
Tamil Discipline –Mainor as one of the Core Disciplines)**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(Research Methodology-Advanced) ஆராய்ச்சி நெறிமுறைகள்	4	03	01	0	Class XII Pass with Working Knowledge of Tamil	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to make students efficient in Research Based Activities
- To explain the methods of data gathering from field work and secondary sources.
- To offer practical training in academic writing.
- To introduce the basics methodology of research and analytical techniques.

Learning outcomes

The Learning Outcomes of this course are as follows:

- To Learning the methodology that drives research.
- The course would make students aware of basics of logical enquiry and critical analysis.
- The students would acquire proper knowledge various methods of research and analytical techniques.
- This course will enable students to write a research paper as part of project work.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-10 Hrs, T-04 Hrs)

-Introduction to Research - Meaning of Research and its definition - The necessity of Research

Unit II (L-12 Hrs, T-04 Hrs)

-Introduction of Different types of Research Methodology - Existing Review of Literature and Bibliography

Unit III (L-11 Hrs, T-03 Hrs)

- Different tools of data collection - Research problem and hypothesis - Selection of Research topic.

Unit IV (L-12 Hrs, T-04 Hrs)

-Introduction of References and notes -Arrangements of data and Design of Research work - Writing a research Paper / Dissertation- Conclusion

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept-Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

11. Panjagam (2017). Aayvu Nerimuraikal, Annam Veliyeettakam, Thanjavur.
12. Balasubiramanian. K.V. (2004). Aaraichchi Nerimuraikal, Uma Nool Veliyettakam, Thanjavur.
13. Porko. (2005). Araichchi Nerimuraikal, Ainthinaip Pathippakam, Chennai.
14. Thamizhannal & Latchumanan. (2001). Aayviyal Arimukam, Meenakshi Puththaka Nilaiyam, Madurai.
15. Ganesan S. (1991). Aayviyal Kotpadukalum Seyalmuraikalum, Payoneer Book Services, Chennai
16. Muthushanmugan & Venkataraman.S. (2013). Ilakkiya Aaraichchi Nerimuraikal, NCBH, Chennai.
17. Narayanan.K. (1999). Aayvu- Ethu - Ean - Eppadi ?, Annai Maari Pathippakam, Puthucherry.
18. Mathiazhagan (2008). Thamizh Aayvu Varalaru, Mithra Pathippagam, Chennai.

19. Kothari, C.R.(2008). Research Methodology : Methods and Techniques, New Delhi :
Wiley and Eastern Ltd.
20. Kumar, Ranjit (2014). Research Methodology : A Step by step Guide for Biginners, New
Delhi: Sage Publications.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VII

DISCIPLINE SPECIFIC ELECTIVE- (DSE-7 (2)): A Study of selected Texts: Tamil Classic & Modern

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
(A Study of selected Texts : Tamil Classic & Modern) <i>தெரிவுசெய்யப்பட்ட பனுவல் குறித்த ஆய்வு : தமிழ்ச் செவ்வியல் & நவீனம்</i>	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Department of IL & LS

Learning Objectives:

- The aim of the course is to enable the students to analyze the work of an author intensively.
- The students can have a deep insight into the period in which the work was written, the life styles of the people, historical information such as kings, forts and palaces, description of nature, knowledge of fauna and flora, various forms of love and above all the message of the author as embodied in the work.

Learning Outcomes:

- The study will motivate the students to develop their literary interests, tastes and creative abilities.
- This study will enable the students to understand the Ancient and modern Tamils life, culture, food and material culture etc.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-11 Hrs, T-04 Hrs)

- Concept of *Akam* and *Puṛam* - History of Tamil Modern Poetry

Unit II(L-12 Hrs, T-03 Hrs)

-Hero-Heroine of the Poem - Authors Ideology

Unit III (L-10 Hrs, T-04 Hrs)

-Description of Nature & Tamils Ethnography

Unit-IV (L-12 Hrs, T-04 Hrs)

- Emotional Expression of Characters- Analysis of Texts - Cultural Customs of the Text - Tamil land & food culture.

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept-Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Thandayutham.R. (1978). Sanga Ilakkiyam (Paththuppaattu), Chennai: Thamizh Puththakalayam.
2. Thirumalai .M. (2022). Permpnatruppadai Aayvurai, Madurai: Meenakshi Puththaka Nilaiyam.
3. Varadarajan.M. (1969). Pththuppaattu Sorpozivukal, Chennai: Kizhakku Veliyeedu.
4. Panchangam.K. (2017). Puthiya Velichchaththil Thamizh Ilakkiya Varalaru. Thanjavur: Annam.
5. Kailasapathy,K. (1987). Bharathi Aayvukal, Chennai : NCBH
6. Agamudai Nambi. (2009). Bharathi Paavalan, Madurai : Meenakshi Puththaka Nilaiyam.

7. Arivunambi.A. (2021). Bharathi oru Thiruppu munai , Puthucherry : Chiththiram Veliyeedu.
8. Subbureddiar.N. (1092). Kannanpaattu Thiran, Mathurai : Sarvithaya Ilakkiya Pannai
9. Vaalaasa Vallavan. Dtavida Iyakka Paarvaiyil Bharathi, FreeTamilEbooks.com Veliyeedu.
10. Chellammal Bharathi. (2016). Bharathiar Sariththiram, Chennai : Bharathi Puththakaalayam.
11. Balamurugan.S.(2017). Bharathiyin Oromaiyum Sithaivum, Chennai: Puthuppunal.
12. Perumpanatruppadai - Kadiyaloor Uruththirankannanar.
13. Kannan Paattu - Bharthiar

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VII

GENERIC ELECTIVE (GE): *Introduction to Tamil Language and Literature.*

Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
<i>(Introduction to Tamil Language and Literature)</i> தமிழ் மொழியும் இலக்கியமும் : ஓர் அறிமுகம்	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Department of IL & LS

Learning Objectives:

The aim of the course is:

- To learn about language mixing and the development of dialect
- To compare the differences between ancient literature and modern literature
- Analyze the types of families for language
- Students will gain ability to evaluate textual changes in literature

Learning Outcomes:

- This course would enable the students to know the nature and scope of Tamil Language and Literature.
- The students would also understand the virtues mentioned in devotional literature in their life.
- The students will acquire the ability to face the civil services examination and state level competitive examinations conducted by UPSC and TNPSC respectively. .

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs
(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-10 Hrs, T-05 Hrs)

-History of Indian Language Families - Place of Tamil in Indian languages -
Classification of Dravidian Languages

Unit II (L-12 Hrs, T-03 Hrs)

-Mixed with other languages in Tamil - Regional and community languages -
Difference between Literary Tamil and Spoken Tamil

Unit III (L-11 Hrs, T-04 Hrs)

-History of Tamil Literature - Eighteen Upper Anthologies- Eighteen Lower Anthologies- Twin Epics- -Social development in contemporary literature.

Unit-IV (L-12 Hrs, T-03 Hrs)

-Devotional literature- Nayanmars & Azhvars- Development of Ethic and Minor literature- Novel, short story, new poetry- Influence of various political ideologies on contemporary writings

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept- Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Sakthivel.S. (2010). Thamizh Mozhi Varalaru, Chennai: Manivasagar Pathippakam.
2. Varadarasanar.M. (2016). Thamizh Ilakkiya Varalaaru, New Delhi : Sahitya Akademi.
3. Rajendiran.M. (1999). Thamizh Mozhi Varalaru, Chennai: Thamizh Valarchchithurai.
4. Pillai.K.K. (2002). Thamizhaka Varalaru : Makkalum Panpaadum, Chennai : IITS.
5. Thamizhannal (2000). Puthiya Nokkil Thamizh Ilakkiya Varalaaru , Mathurai : Meenakshi Puththaka Nilaiyam.
6. Arangasamy.R (1999). Thamizh Mozhi Varalarum Oppilakkanamum, Kudanthai: Anbu Illam.
7. Panchangam.K. (2017). Puthiya Velichchaththil Thamizh Ilakkiya Varalaru. Thanjavur: Annam.

8. Varatharasanar.M. (1954). Mozhinul, Chennai: Thenninthiya Saiva Sindhantha Nurpathippu Kazhakam.
9. Caldwell, Robert. In Tamil: P.R. Subbiramanian (2021). Diravida Allathu Thenninthiya Kudumba Mozhikalin Oppilakkanam, Chennai : IITS
10. Kmalakannan.P. (2019). Dravida Iyakka Varalaru, Chennai: Kaavya.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VIII

DISCIPLINE SPECIFIC ELECTIVE (DSC): *Study of Renowned Authors:Tamil*

Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
<i>(Study of Renowned Authors: Tamil)</i> புகழ்வாய்ந்த படைப்பாளர் குறித்த ஆய்வு : தமிழ்	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Department of IL & LS

Learning Objectives:

- The study of an important author will enable the students to understand the significant contribution made by the author to the society, the impact of his philosophy and writings on the society and the far reaching changes brought out by his path breaking and revolutionary ideas.

Learning Outcomes:

- This course will enable the students to critically examine his life and works in a focused manner and to understand the underlying forces that shaped his life and philosophy and such an analysis will be a source of inspiration for the students.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-11 Hrs, T-04 Hrs)

- Introduction of Narration - Narrator- Creation -creator

Unit II (L-12 Hrs, T-03 Hrs)

- Writer & writing - Life and Letters of Author

Unit III (L-10 Hrs, T-04 Hrs)

- Imagination and Creative Style of Author

Unit-IV (L-12 Hrs, T-04 Hrs)

- Author- Readers-Society - Understanding - Art and Ideology of Author

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept- Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Manavalan.K.A. (2008). Aandaal, New Delhi: Sahitya Akademi.
2. Gauthama Sanna. (2006). Ayothithasar, New Delhi : Sahitya Akademi.
3. Nachimuthu. K. (2007). Thamizh Thantha Santrorkal, Coimbatore: Ki. Nachimuthu Mozhi- Panpattu Aayvu Niruvanam.
4. Ka.Na.Su. (1985). Ilakkiya Sinthanaiyalarkal , Chithambaram : Manivasagar Pathippagam.
5. Rajapandiyar. Mukilai. (2001). Arunthamizh Kaaththa Aruvar, Chennai: Kovan Pathippagam.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VIII

(B.A (Prog.) Courses for Undergraduate Programme of study with

DISCIPLINE SPECIFIC CORE (DSE-8 (1)) : Contemporary Trends in Tamil Literature

Tamil Discipline –Minor as one of the Core Disciplines)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
(Contemporary Trends in Tamil Literature) தமிழ் இலக்கியத்தில் சமகாலப் போக்குகள்	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Department of IL & LS

Learning Objectives:

The purpose of the course is to train students:

- To familiarize the students the contemporary Socio-Cultural, political reform and movements of the Tamil Nadu.
- To make students aware of the basic knowledge of the need of the writings of the contemporary literature.
- To discuss the origin and development of Women writings in Tamil since sangam age.
- To make students familiar with evaluate the literary composition of women writers.

- To discuss the origin and development of Tamil Dalit Literature.
- To deliberate on the concept, ideology, aesthetic quality etc. of Dalit Literature.
- To educate students to understand the persisting problems of Dalits & Trans Gender, even in the present age of globalization.

Learning Outcomes:

- The course is expected to familiarize the students with the marginalize ideologies which involved in social transformation in Tamil Nadu.
- This course shall aim to familiarize the students with powerful speeches and dynamic writings of social reform thinkers.
- The course would enable the students the reality of Indian caste system in general and Tamil social system of Tamil Nadu.
- The students would gain in depth knowledge on the select Dalit writers.
- The students would also be exposed to the pathetic living conditions of Dalits, women, Trans Gender and Disabled which would, perhaps mold them to strive sincerely for the betterment of the same.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-12Hrs, T-03 Hrs)

- A brief survey of the contemporary Socio- religious-political situation of Tamil Nadu
- Socio-political factors of 19th century – A brief introduction of worldwide literature
- contemporary marginalized literature in Tamil.
- A brief Introduction of Marginalize, Feminism & Dalitism

Unit II(L-11 Hrs, T-04 Hrs)

- Theories of Feminism- Gender studies and women studies- Gender equality
- Literary creations of women from sangam age Contemporary period.

Unit III (L-11 Hrs, T-04 Hrs)

- Historical background of the emergence of Dalit and Feminist writings.- Dalit ideology and Dalit Literature in Tamil-Analyzing the concept of, ideology-narrative style and cultural traits of Dalit Literature

Unit-IV (L-11 Hrs, T-04 Hrs)

- Theories of Feminist activities- Gender & Trans Gender studies-- Ideologies, writings, speeches and services of social reform thinkers of Tamil Nadu - Select Dalit autobiography and Novel.

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept- Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Anbathavan. (2003). Dalith Kavithaikal - Neruppil Kaychchiya Parai (First Three (3) Poems only).
2. Prema.R. (Edr.) (2008). Penn Maiya Sirukathaikal, (First Three (3) Short Stories only), New Delhi : Sahitya Akademi.
3. Priya Babu. (2014). Moontram Paalin Mukam (Novel), Chennai : Santhiya Pathippakam.
4. Seerudaiyan. Theni. (2023). Ankittum Inkittum -Sirukathaikal (Enna Solkiraai & Muthal Adi -Two Short Stories only) Chennai : Discovery Publication
5. Pooranachandran.K.(Edr.). (2004). Thamizh Ilakkiyaththil Odukkappattor, Thanjavur : Akaram.
6. Andal Priyadarshini.(2003). Penn Ezhuththu, Chennai : Egam Pathippagam.
7. Mallika. Aranka (2002). Thamizh Ilakkiyamum Penniyamum, Chennai : NCBH.
8. Arunan. (1996). Thalith Arasiyalum Ilakkiyamum, Sivagangai : Annam.
9. Nirmalarani.V.(2016).Thamizhch Sirukathaikalil Paalina Verupaadum Pennadimaiththanamum, Chennai : Kaavya.
10. Munish.V. (2014). Thamizh Ilakkiyaththil Aravanikal, Kollaveerampatti : Jeyam Pathippagam.
11. Ayyappan.K. (2015). Aravaniyam, Chennai : Vishalatchi Pathippagam.
12. Maharajan. (Edr.) (2007). Aravanikal : Udaliyal - Ulaviyal - Vazhviyal, Chennai : Thozhamai Veliyidu.
13. Annie Thamasu. (2002). Thamizh Ilakkiyaththil Oonamurror, Chennai : IITS
14. Selvakumar.P. (2022). Ilakkiyaththil Penniyam Thalith Penniyam, Pollachi : Ethir Veliyeedu.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER-VIII

DISCIPLINE SPECIFIC ELECTIVE (DSE-8 (2)) : Human Rights in Tamil Literature

Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
(Human Rights in Tamil Literature) தமிழிலக்கியத்தில் மனித உரிமைகள்	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Department of IL & LS

Learning Objectives:

The aim of the course is:

- To learn about human rights
- To ability to identify human rights violations
- To know the types and history of human rights
- The students will be able to prepare a report on human rights
- The students will be able to understand the human rights ideas in Tamil literature

Learning Outcomes:

- This course would enable the students to know the history, nature and scope of human rights.
- The students would also understand the values mentioned in sangam literature.

- The students will acquire the ability to face the civil services examination conducted by UPSC.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-11 Hrs, T-04 Hrs)

- History of Human Rights- Definition of Human Rights-Individual Rights-Social Rights-Human Rights in Sangam Literature

Unit II (L-12 Hrs, T-03 Hrs)

- Declaration of Human Rights-Characteristics of Rights of Justice-Human Rights in India-Human Rights in Medieval Literature

Unit III (L-11 Hrs, T-04 Hrs)

- Violations of Human Rights-Prevention of Atrocities Laws-Reporting of Human Rights Complaints-Human Rights in Eighteen Lower Anthologies- Human Rights of Children, Women, Dalits, Tribal, Refugees, Disabled, Transgender, Nomads

Unit-IV (L-11 Hrs, T-04 Hrs)

- - State and Central Human Rights Commissions - Police Actions - Arrest Actions – Functions of courts - Human Rights Violations in Epic Literature.- - Content of First Information Report - Human Rights Thoughts in Contemporary Poems and Novels

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept-Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Devasakayam.(2002). Manitha Urimaikal : Arimukam, Madurai : Manitha Urimai Kalvi Niruvanam.
2. Anthoni Kurusu.A. Manitha Urimai Kalvi, Thanjavur : Vaakai Valakam.
3. Thamizh Ilakkiyaththil Manitha Urimaikal, (2011). Thiruchchi: Thamizththurai, Thuya Valanar Kalluri.
4. Rasarasan. S.A., (Edr.). (2010). Thamizh Ilakkiyankalil Manitha Neyam, Chennai: Kaavya.
5. Ayyadurai.S. (2010). Manitha Urimaikal, Puthukkottai, Ganka Publications
6. Muththirulandi. Raja (2012). Manitha Urimaikal, Chennai : NCBH

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Tamil Discipline as Minor

Category I

SEMESTER- VIII

GENERIC ELECTIVES (GE-8) : Applied Grammar

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical / Practice			
(Applied Grammar - Tamil) பயன்முறை இலக்கணம்-தமிழ்	04	03	01	-	Class XII Pass with Working Knowledge of Tamil	NIL	Deptt. of IL & LS

Learning Objectives:

- Functional grammar has a number of features which makes it suitable for studying language variation.
- It looks closely at the different contribution made by clause, phrase and word structure to a group.

Learning Outcomes:

- The primary objective of this paper is to provide essential principles of Tamil grammar with prescriptive rules and exercises to bring the learner as quickly as possible to the point where he/she can understand the imperative features of forms and structures of words (morphology) with their customary arrangements in phrases and sentences and to serve as a reference for consolidating the grasp of the language.

- The students will acquire knowledge of general Tamil for competitive exams. The students also will acquire word processing skills and develop writing skills
- This course will enable students to understand, learn and write the language without error.
- The students will identify their skills and improve them in daily life and also they will get ability to handle applied Tamil grammar and language practice.

UNITS & SYLLABI

Total Hours of Teaching: 45 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

Unit I (L-11 Hrs, T-04 Hrs)

- Arrange words in alphabetical order- Types of Sentences

Unit II(L-11 Hrs, T-04 Hrs)

- Ezhuththiyal-Conventional error- Eliminating foreign words- Tamil word similar to Sanskrit- Singular plural error elimination- Choosing the right meaning.

Unit III (L-11 Hrs, T-03 Hrs)

- Cholliyal-Types of Noun- Types of Verb- Root word identification- sentence formation from the root.- Thodariyal-Split writing- Writing along

Unit-IV (L-12 Hrs, T-04 Hrs)

- Antonym & Synonym identification -Searching for answers and Visa-versa- Epithetsof Evidence- Epithets of texts- Tamil Nadu Government Awarded scholars- Sahitya Award winning authors & texts.

Tutorial Activities:

- Small group sessions where on students discuss and debate the course content- Focusing on a specific lecture / Topic-Discussion on further readings-Clarification of the concept- Remedial classes- Active learning & practice -Doubt clearing session.

Essential / recommended readings:

1. Paranthamanar.A.K. (1984). Nalla Thamizh Ezhutha Venduma ?, Chennai : Paari Nilaiyam.
2. Ramachandiran.K. (2008) Payanpaattu Thamizh Ilakkanam, Chennai : Kumaran Pathippakam.
3. Siva Vivekananthan. (2010). Payanpaattu Ilakkanam, Chennai Kaavya.
4. Arankarasan, Maruthur. (2004). Thavarinrith Thamizh Ezhutha..., Chennai : Ainthinai Pathippakam.
5. Nuhman.M.A. (2010). Adippadai Tamizh Ilakkanam, Puththanaththam : Adaiyalam.

6. Raja Varatharaja. (2016). Payanmurai Thamizh, Chennai : Sivakuru Pathippakam,
7. Kodappillai. T.(1997). Elimai Thamizh, Trichy : Kodappillai Arakkattalai.
8. Paramasivam.S. (2007). Natramizh Ilakkanam, Chennai : Pattu Pathippakam.
9. Devaneyappavanar. G. (2013). Uyartharak Katturai Ilakkanam, Chennai :Naam Thamizhar Pathippakam.Thamizhannal (2008).
10. Unkal Thamizhai Therinthukollumkal, Mathurai : Meenakshi Puththaka Nilaiyam.
11. Subiramanian .P.R. & V. Gnanasundaram (2009). Thamizh Nadai Kaiyedu, Puththanaththam : Adaiyalam.

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

Based on Under Graduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDER GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF UG BENGALI
Semester VI, VII & VIII

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES
(BENGALI SECTION)



Disclaimer: The syllabi uploaded are as approved by the Academic Council on and Executive Council on

Department of Indian Languages and Literary Studies
(Bengali Section)
Based on Undergraduate Curriculum Framework 2022

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DSC Bengali Semester VII

	Semester-VII	Pages No.
1.	B.A (Hons.) Bengali – DSC বাংলা কবিতা – ১ : উনিশ শতক থেকে রবীন্দ্র সমসাময়িক (BENGALI POETRY-1 : From 19 th Century to Tagore Contemporary)	11 – 14
2.	B.A (Prog.) Bengali – DSC বাংলা ভাষাবিজ্ঞান : ঐতিহাসিক ও বর্ণনাত্মক (Bengali Linguistics : Descriptive and Historical)	15 – 17

DSE Bengali Semester VII (Hons. & Prog.)

3.	গবেষণা পদ্ধতি(Gabeshana Poddhoti) (Research Methodology)	18 – 21
4.	দলিত সাহিত্য (Dalit Sahitya) (Dalit Literature)	21 – 23
5.	সমালোচনা সাহিত্য(Samalochona Sahitya) (Literary Criticism)	24 – 26
6.	গণজ্ঞাপন ও সাংবাদিকতা(Ganogyapon O Sangbadikota) (Mass communication & Journalism)	27 – 29

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	Semester-VIII	Pages No.
7.	BA (Hons.) Bengali আধুনিক বাংলা কবিতা - ২ : রবীন্দ্র পরবর্তী (Modern Bengali Poetry-2 : Post Tagore Poetry)	29 – 32
8.	B.A (Prog.) Bengali রবীন্দ্র সাহিত্য পরিচয় (Introduction to Tagore Literature)	32 – 34

DSE Bengali for Semester VIII (B.A. Hons. & Prog.)

9.	লোকসংস্কৃতি ও লোকসাহিত্য (Lokosanskriti O Sahityo) (Folk Culture and Literature)	34 – 36
10.	ব্যবহারিক অনুবাদ-২(Byaboharik Onubad-2) (Practical Translation-2)	36 – 37
11.	বিজ্ঞাপন ও বিজ্ঞাপন রচনা (Bigyapon O Bigyapon Rachona) (Advertisement and Advertisement Writings)	37 – 39
12.	চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা(Chalochchitro Somalochona O Chitronatyo Rachona) (Film Review and Script Writing)	40 – 42
13.	বাংলা ভ্রমণ সাহিত্য (Bangla Bhromon Sahitya) (Bengali Travelogue)	43 – 44

GE for Semester-VII

	Semester-VII	Pages No.
1	বাংলা গদ্য ও প্রবন্ধসাহিত্য (Bangla Gadya O Prabandha Sahitya) (Bengali Prose & Essays)	45 – 48

2	চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা (Chalacchitra Samalochana O Chitranatya Rachana) (Film Review and screenplay Writing)	48 – 51
3	সংস্কৃত কাব্যতত্ত্ব, ছন্দ ও অলংকার (Sanskrita Kabyatattwa, Chanda O Alankar) (Sanskrit Poetics , Metre and Prosody)	51 – 54
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4	ঐতিহাসিক ভাষাবিজ্ঞান (Oitihāsik Bhashabigyan) (Historical Linguistics)	54 – 56
5	পাশ্চাত্য সাহিত্যতত্ত্ব (Paschatya Sahityatattwa) (Western Literary Theory)	56 – 58
6	রবীন্দ্রসাহিত্য (Rabindrasahitya) (Tagore-Literature)	58 – 61



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES
(Bengali Section)

BA (Hons. & Prog.)

**COURSES OFFERED BY DEPARTMENT OF DEPARTMENT OF MODERN INDIAN
LANGUAGES AND LITERARY STUDIES**

Category I

**(Provide the details of the Discipline Specific Courses offered by your department for the UG
Programme with your disciplines the Single Core Discipline)**
[UG Programme for Bachelor in B.A. Honours & Programme degree in three years]

SEMESTER-VI, VII & VIII
DSC CORE
Bengali Discipline

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

**DEPARTMENT OF INDIAN LANGUAGES AND LITERARY
STUDIES**

B.A (Hons. & Prog.)

**COURSES OFFERED BY DEPARTMENT OF DEPARTMENT OF
MODERN INDIAN LANGUAGES AND LITERARY STUDIES**

Category I

**(Provide the details of the Discipline Specific Courses offered by your
department for
the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]**

SEMESTER-VI

Bengali DSE for Hons. & Prog.

Gobeshona Poddhoti (Research Methodology)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
গবেষণা পদ্ধতি (Gobeshona Poddhoti) (Research Methodology)	4	3	1	NIL	Class 12 th pass in any subject with working knowledge in Bengali	None

Learning Objectives:

- to deepen the understanding level of a student towards a work of Literature
- to make students capable in Research based activities
- to build a student's ability to find out connectivity between a Literary work and various Social situations
- to nurture the ability of a student towards more objectivity and critical analysis

Learning outcomes:

- expand knowledge towards a broader perspective of a Literature.
- find out of underlying meaning , themes, messages, situations, interpretations of a Literary work/works
- uncovering intertextuality while pursuing a Research Work
- Evidence-based study experience

গবেষণা পদ্ধতি (Gabeshona Poddhoti) (Research Methodology)

Total Hours of Teaching: 60 Hrs.

(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit – I (L -9, T- 3)

গবেষণার ভূমিকা (Gabeshonar Bhumika)

(Introduction to Research)

গবেষণা : সংজ্ঞা ও প্রয়োজনীয়তা (Gabeshona: Sanga O Proyojoniya)

(Research: Definition and Importance)

গবেষণার অর্থ ও উদ্দেশ্য (Gabeshonar Artho O Uddeshyo)

(Meaning of Research and its Objective)

গবেষণার সমস্যা (Gabeshonar Samasya)

(The Challenges of a Research)

Unit – II (L -15, T- 5)

গবেষণার শ্রেণিবিভাগ (Gabeshonar Shrenibibhag)

(Types of Research)

বিশুদ্ধ গবেষণা পদ্ধতি (Bishuddho Gabeshana Poddhoti)

(Fundamental or Basic Research)

বর্ণনামূলক গবেষণা পদ্ধতি (Barnanamulak Gabeshana)

(Descriptive Research)

অভিজ্ঞানমূলক গবেষণাপদ্ধতি (Avigyatamulak Gabeshana)

(Exploratory Research)

প্রায়োগিক গবেষণাপদ্ধতি (Prayogik Gabeshana)

(Applied Research)

কর্মপন্থা সংক্রান্ত গবেষণা পদ্ধতি (Karmopantha Sankranto Gabeshana Poddhoti)

(Policy Based Research)

গুণমান নির্ভর গবেষণাপদ্ধতি(Gunoman Nirbhor Gabeshana Poddhoti)
(Qualitative Research)

মাত্রা নির্ভর গবেষণাপদ্ধতি(Matra nirbhor Gabeshana Poddhoti)
(Quantitative Research)

মিশ্র গবেষণাপদ্ধতি (Misro Gabeshana Poddhoti)
(Mixed Approach Research)

Unit – III (L -12, T- 4)

গবেষণা প্রকরণ (Gabeshana Prokoron)
(Research Techniques)

সাহিত্য-গবেষণা পদ্ধতি ও তার প্রয়োগ(Sahitya-gabeshona O tar Proyog)
(Methods and Applications in Literary Research Work)

সাহিত্য গবেষণাঃ উৎস ও উপকরণ(Sahitya Gabeshona : Utso O Upokaron)
(Literary Research : Sources and techniques)

সাহিত্য গবেষক ও তার গ্রহণীয় পদ্ধতি(Sahitya-gabeshak O Tar grohoniyo)
(Literature Researcher And Methods adopted by Him/ Her)

সাহিত্য গবেষণায় ধাপসমূহ (Sahitya gabeshonar Dhapsamuho)
(Stages of Literary Research)

Unit-IV (L -9, T- 3)

গবেষণার নকশা(Gabeshanar Naksha)
(Design of Research Work)

গবেষণার ভূমিকা(Gabeshonar Bhumika)
(Introduction of Research)

উদ্দেশ্য ও প্রশ্ন(Uddeshyo O Proshno)
(Objective and Research question)

কথামুখ (Kathamukh)
(Preface)

পূর্বোল্লিখিত সাহিত্যের উল্লেখ(Purbollikhito Sahityer Ullekh)
(Existing literature Review)

তথ্যসজ্জা ও পরিচ্ছেদ নির্মাণ (Tathyo-sajja o Porichchhed Nirman)
(Arrangement of data and chapterization)

তথ্য বিশ্লেষণ (Tathyo Bishleshon)
(Data analysis)

উপসংহার (Uposanhar)
(Conclusion)

Suggested Tutorial Activities:

- **Library visit**
- **Group discussion on research theories**
- **presentation on any research topic**
- **Developing research paper writing skills**

Suggestive/Recomended Readings:

তারকনাথ ভট্টাচার্য, ২০১৬, গবেষণা তথ্য ও প্রয়োগ, প্রজ্ঞাবিকাশ, কলকাতা।
(Takaknath Bhattacharyay, 2016, Gabeshana Thatya O Prayag, Praggabikash, Kolkata.)

পবিত্র সরকার, ২০২১, গবেষণা ও গবেষণা পদ্ধতির সহজ পাঠ, স্পার্ক, কলকাতা।
(Pabitra Sarkar, 2021, Gabeshana O Gabeshana Paddhatir sahaj path, Spark, Kolkata.)

শেখ মকবুল ইসলাম, ২০২২ দ্বিতীয় সংস্করণ, গবেষণা পদ্ধতি বিজ্ঞান সাহিত্য
সমাজ সংস্কৃতি (নির্বাচিত অংশ), বঙ্গীয় সাহিত্য সংসদ, কলকাতা।

(Sk. Makbul Islam, 2022, Gabeshanar Paddhatibijanan: sahitya-samaj-samaskriti, Bangiya Sahitya Samsad, Kolkata.)

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY
STUDIES
(Bengali Section)

BA (Hons. & Prog.) with Bengali Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Hons. & Programme with your disciplines the Single Core Discipline)

[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VII
Discipline Specific Core
Category - I

DISCIPLINE SPECIFIC CORE COURSE -19 (DSC-19) – : Bangla Kabita-1
(BENGALI POETRY-1)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Kobita – 1 (BENGALI POETRY-1)	4	3	1	NIL	Class 12 th pass in any subject with working knowledge in Bengali	None

বাংলা কবিতা – ১ (উনিশ শতক থেকে রবীন্দ্র সমসাময়িক)
BENGALI POETRY-1(From 19th Century to Tagore Contemporary)

Learning Objectives

- To introducing the students to the heritage of Bengali Poetry.
- extent of Bengali poetry from nineteenth century to Rabindranath Tagore.
- To know the importance of nineteenth century and specimens of century's poetry up to Tagore & his contemporaries.
- study different forms of poetry with Bengali Lyrical poetry as thrust point.

Learning outcomes

- learn the differences and development of Bengali Poetry
- follow Bengali poetry in nineteenth century up to Rabindranath Tagore
- Appreciate 19th century abundance in Bengali Literature
- Studying the emergence of early women poetry

Total Hours of Teaching: 60 Hrs.

(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit-I (Lecture – 9 Hrs, Tutorials – 3 Hrs.)

উনিশ শতক ও বাংলা কবিতার ধারা: প্রেক্ষাপট

(19th Century and Bengali Poetry) : Background

উনিশ শতকে কবিতার রূপভেদ – আখ্যানকাব্য, মহাকাব্য, শোককাব্য বা শোকগাথা, গীতিকাব্য, সনেট, গদ্যকবিতা, রূপককাব্য, প্যারোডি

(Different forms of Bengali Poetry in nineteenth century- Narrative Poetry, Epic, Elegy, Lyric Poetry, Sonnet, Allegory, Parody)

Unit-II (Lecture – 21 Hrs, Tutorials – 7 Hrs.)

কবিতা পাঠ

(Reading of Poetry)

হেমচন্দ্র বন্দ্যোপাধ্যায়-ভারতবিলাপ

Hemchandra Bandopadhyay- Bharatbilap

মাইকেল মুসুদন দত্ত - সোমের প্রতি তারা

(Michael Madhusudan Dutt- Somer Prati Tara)

নবীনচন্দ্র সেন-অশোকবনে সীতা

(Nabinchandra Sen-Ashokbane Sita)

গিরীন্দ্রমোহিনী দাসী – ডিটেকটিভ

(Girindramohini Dasi- Chor)

কামিনী রায় – স্মৃতিচিহ্ন

(Kamini Roy-Smritichinho)

বিহারীলাল চক্রবর্তী – সারদামঙ্গলের প্রথম সর্গ (১-১০)

Biharilal Chakraborty- Saradamangal First Canto(1-10)

Unit-III (Lecture – 3 Hrs, Tutorials – 1 Hrs.)

কবিতা পাঠ-রবীন্দ্রনাথ (Reading Poetry - Rabindranath Thakur)

পরশপাথর, ভারততীর্থ

(Parashpathar, Bharatteertha)

Unit-IV (Lecture – 12 Hrs, Tutorials – 4 Hrs.)

রবীন্দ্র-সমসাময়িক কবি ও তাঁদের কবিতা

Tagore's Contemporary Poets and their Poetry

দ্বিজেন্দ্রলাল রায়- নন্দলাল

(Dwijendralal Ray- Nandalal)

নজরুল ইসলাম – কাণ্ডারী হুঁশিয়ার

(Nazrul Islam-Kandari Hunshiar)

সত্যেন্দ্রনাথ দত্ত – যক্ষের নিবেদন

(Satyendranath Datta-Jokkher Nibedan)

মোহিতলাল মজুমদার – মিলনোৎকর্ষ

(Mohitalal Majumdar- Milanotkanthha)

Suggested Tutorial Activities:

- Reading/recitating of poetry
- Listening Recitals from famous Reciters
- Group discussion on Poetry
- Human Library Experience
- Developing poetry writing skills

Essential Readings:

অরুণকুমার মুখোপাধ্যায়(সম্পা),বাংলা গীতিকবিতাঃ উনিশ শতক(পরিবর্ধিত পুনর্মুদ্রণ ২০১০), ওরিয়েন্টাল বুক কোম্পানী প্রা. লি., কলকাতা

(Arunkumar Mukhopadhyay(ed), Bangla Gitikobita: Unish Shatak(Revised edition2010),Oriental Book Company Pvt.Ltd., Kolkata)

বুদ্ধদেব বসু(সম্পা), আধুনিক বাংলা কবিতা (ফাল্গুন. ১৩৬০),এম. সি. সরকার এণ্ড সন্স লি. ,কলিকাতা

(Buddhadeb Basu(ed), Adhunik Bangla Kobita(1953), M.C.Sarkar & Sons Ltd., Kolikata)

সুকুমার সেন(সম্পা),বাংলা কবিতা সমুচ্চয়-১(১০০০-১৯৪১),প্রথম খণ্ড(১৯৯১), দিল্লি

(Sukumar Sen(ed) Bangla Kobita Samuchchay(1000-1947), Vol-I(1991), Sahitya Akademi, Delhi and www.milansagar.com)

কুন্তল চট্টোপাধ্যায়, সাহিত্যের রূপ-রীতি ও অন্যান্য প্রসঙ্গ(২০০৪), রত্নাবলী, কলকাতা

(Kuntal Chattopadhyay, Sahityer Rup – Riti O Anyanya prasanga(2004),Ratnabali, Kolkata)

Suggestive/ Recommended readings:

ভবতোষ দত্ত, কাব্যবাণী(১৯৬৬),জিগ্জাসা, কলিকাতা

(Bhabatosh Datta, Kabyabani,(1966) Jignasa, Kolikata)

শুদ্ধসত্ত্ব বসু, বাংলা সাহিত্যের নানারূপ(২০১৩ পুনর্মুদ্রণ), বিশ্বাস বুক স্টল, কলকাতা

(Suddhasattva Basu, Bangla Sahityer Nanarup(2013 reprint), biswas Book stall, Kolkata)

মঞ্জুভাষ মিত্র,(আলোচিত), সাহিত্যের রূপ ও রীতি ও গদ্যসাহিত্য,ত্রিপুরা বিশ্ববিদ্যালয়, ত্রিপুরা

(Manjubhash Mitra(Reviewed), Sahityer Rup Rity O Gadya Sahitya(), Tripura University, Tripura)

ক্ষুদিরাম দাস, বাংলা কাব্যের রূপ ও রীতি(১৯৬০), ওরিয়েন্ট বুক কোম্পানী, কলকাতা

(Kshudiram Das, Bangla Kabyer Rup O Riti(1960), Orient Book Co, Kolkata)s

Category II

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Bangla Bhasabigyan: Oitihask O Bornonatmok(Bengali Linguistics: Historical and Descriptive)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasabigyan: Oitihask O Bornonatmok (Bengali Linguistics: Historical and Descriptive)	4	3	1	NIL	Class 12 th pass in any subject with working knowledge in Bengali	

Learning Objectives

- Understand the evolution of Bengali language: Analyse the historical development of Bengali language, including its origins, influences, and changes over time.

- Identify linguistic features: Identify and describe the phonological, morphological, and syntactical features of Bengali at different stages of its history.
- Describe Bengali phonology: Describe the sound system of Bengali, including its phonemes, allophones, and phonological processes.
- Analyse Bengali morphology: Analyse the morphological structure of Bengali words, including inflectional and derivational patterns.

Learning outcome

- knowing the Bengali script, and the dialects of Bengali.
- Ability to following linguistics of the language
- Knowing the evolution and development of Bengali script
- Studying the various dialects of the Language

SYLLABUS OF DSC-7

Total Hours of Teaching: 60 Hrs.

(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit - I (Lecture – 6 Hrs, Tutorials – 2 Hrs.)

বাংলা লিপি (Bengali script)

বাংলা লিপির উদ্ভব ও ক্রমবিকাশ

Origin and development of Bengali script

Unit -II (Lecture – 6 Hrs, Tutorials – 3 Hrs.)

উপভাষা (Bengali Dialect)

বাংলার ভৌগোলিক উপভাষার শ্রেণীবিভাগ ও বৈশিষ্ট্য

(Bengali Dialect: its classification and characteristics)

Unit - III (Lecture – 18 Hrs, Tutorials – 6 Hrs.)

ধ্বনি ও বর্ণ – স্বরধ্বনি ও ব্যঞ্জনধ্বনিঃ বৈশিষ্ট্য ও শ্রেণীবিভাগ, উচ্চারণ বৈচিত্র্য ও স্বনিম

(Bengali Sounds and Alphabets – Vowels and Consonants: Characteristics and classification, Free variation and Phoneme)

ধ্বনি পরিবর্তন : কারণ, ধারা ও সূত্র

(Phonetic Changes : Cause, Types o formulae)

Unit – IV (Lecture – 9 Hrs, Tutorials – 3 Hrs.)

রূপিম – বদ্ধ রূপিম ও মুক্ত রূপিম

(Morpheme – Bound Morpheme and Free Morpheme)

শব্দ – সংজ্ঞা ও শ্রেণীবিভাগ ঃ জাতি, গঠন, অর্থ

(Word – Description and classification : Class, Structure, Meaning)

Practical component (if any) - NIL

Suggested Tutorial Activities:

- communicate own experiences in different dialects
- Transliteration of Bengali words into IPA
- Transforming sentences from Chalit to Sadhubhasha or vice versa
- Finding phonetic Changes from Language in daily lives
- Developing correct skills for Writing

Essential Readings

রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি, কলকাতা

(Rameswar Shaw, 1419 Bongabdy, Sadharan Bhasabiggyan o Bangla Bhasa, Pustak Biponi, Kolkata)

Suggestive / Recommended Readings

কৃষ্ণপদ গোস্বামী, ২০০১, বাংলা ভাষাতত্ত্বের ইতিহাস, করুণা প্রকাশনী, কলকাতা

(Krisnapada Goswami, 2001, Bangla Bhasatattwer Itihas, Karuna Prakasoni, Kolkata)

পবিত্র সরকার, ১৯৯৮, পকেট বাংলা ব্যাকরণ, আজকাল, কলকাতা

(Pabitra Sarkar, 1998, Pocket Bangla Byakaran, Ajkal, Kolkata)

পবিত্র সরকার, ২০১৪, বাংলা ব্যাকরণ প্রসঙ্গ, দে'জ পাবলিশিং, কলকাতা

(Pabitra Sarkar, 2014, Bangla Byakaran Prosongo, Dey's Publishing, Kolkata)

পরেশচন্দ্র মজুমদার, ১৯৯২, বাঙলা ভাষা পরিক্রমা, প্রথম খণ্ড, দে'জ পাবলিশিং, কলকাতা

(Pareshchandra Mojumdar, 1992, Bangla Bhasa Porikroma, Prothom Khondo, dey's Publishing, Kolkata)

পরেশচন্দ্র মজুমদার, ২০১২, বাঙলা ভাষা পরিক্রমা, দ্বিতীয় খণ্ড, দে'জ পাবলিশিং, কলকাতা

(Pareshchandra Mojumdar, 2012, Bangla Bhasa Porikroma, 2nd vol. Dey's publishing, Kolkata)

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গলা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

(Muhammad Shahidullah, 2012, Bangla bhasar itibrittwa, Maola Brother's, Dhaka)

শিশিরকুমার দাশ, ১৯৯৯, ভাষাজিজ্ঞাসা, প্যাপিরাস, কলকাতা

(Sisirkumar Das, 1999, Bhashajiggyasa, Papiras, Kolkata)

Semester – VII
Bengali DSE for Hons. & Prog.

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-) – : Gobeshona Poddhoti (Research Methodology)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
গবেষণা পদ্ধতি(Gobeshona Poddhoti) (Research Methodology)	4	3	1	NIL	Class 12 th pass in any subject with working knowledge in Bengali	None

Learning Objectives:

- to deepen the understanding level of a student towards a work of Literature
- to make students capable in Research based activities
- to build a student's ability to find out connectivity between a Literary work and various Social situations
- to nurture the ability of a student towards more objectivity and critical analysis

Learning outcomes:

- expand knowledge towards a broader perspective of a Literature.

- find out of underlying meaning , themes, messages, situations, interpretations of a Literary work/works
- uncovering intertextuality while pursuing a Research Work
- Evidence-based study experience

গবেষণা পদ্ধতি(Gabeshona Poddhoti)
(Research Methodology)

Total Hours of Teaching: 60 Hrs.
(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit – I (L -9, T- 3)

গবেষণার ভূমিকা (Gabeshanar Bhumika)
(Introduction to Research)

গবেষণা : সংজ্ঞা ও প্রয়োজনীয়তা (Gabeshona: Sanga O Proyojoniyata)
(Research: Definition and Importance)

গবেষণার অর্থ ও উদ্দেশ্য (Gabeshonar Artho O Uddeshyo)
(Meaning of Research and its Objective)

গবেষণার সমস্যা (Gabeshonar Samasya)
(The Challenges of a Research)

Unit – II (L -15, T- 5)

গবেষণার শ্রেণিবিভাগ (Gabeshonar Shrenibibhag)
(Types of Research)

বিশুদ্ধ গবেষণা পদ্ধতি (Bishuddho Gabeshana Poddhoti)
(Fundamental or Basic Research)

বর্ণনামূলক গবেষণা পদ্ধতি (Barnanamulak Gabeshana)
(Descriptive Research)

অভিজ্ঞানমূলক গবেষণাপদ্ধতি (Avigyatamulak Gabeshana)
(Exploratory Research)

প্রায়োগিক গবেষণাপদ্ধতি (Prayogik Gabeshana)

(Applied Research)

কর্মপন্থা সংক্রান্ত গবেষণা পদ্ধতি (Karmopantha Sankranto Gabeshana Poddhoti)
(Policy Based Research)

গুণমান নির্ভর গবেষণাপদ্ধতি (Gunoman Nirbhor Gabeshana Poddhoti)
(Qualitative Research)

মাত্রা নির্ভর গবেষণাপদ্ধতি (Matra nirbhor Gabeshana Poddhoti)
(Quantitative Research)

মিশ্র গবেষণাপদ্ধতি (Misro Gabeshana Poddhoti)
(Mixed Approach Research)

Unit – III (L -12, T- 4)

গবেষণা প্রকরণ (Gabeshana Prokaron)
(Research Techniques)

সাহিত্য-গবেষণা পদ্ধতি ও তার প্রয়োগ (Sahitya-gabeshona O tar Proyog)
(Methods and Applications in Literary Research Work)

সাহিত্য গবেষণাঃ উৎস ও উপকরণ (Sahitya Gabeshona : Utso O Upokaron)
(Literary Research : Sources and techniques)

সাহিত্য গবেষক ও তার গ্রহণীয় পদ্ধতি (Sahitya-gabeshak O Tar grohoniyo)
(Literature Researcher And Methods adopted by Him/ Her)

সাহিত্য গবেষণায় ধাপসমূহ (Sahitya gabeshonar Dhapsamuho)
(Stages of Literary Research)

Unit-IV (L -9, T- 3)

গবেষণার নকশা (Gabeshanar Naksha)
(Design of Research Work)

গবেষণার ভূমিকা (Gabeshonar Bhumika)
(Introduction of Research)

উদ্দেশ্য ও প্রশ্ন (Uddeshyo O Proshno)
(Objective and Research question)

কথামুখ (Kathamukh)

(Preface)

পূর্বোল্লিখিত সাহিত্যের উল্লেখ (Purbollikhito Sahityer Ullekh)
(Existing literature Review)

তথ্যসজ্জা ও পরিচ্ছেদ নির্মাণ (Tathyo-sajja o Porichchhed Nirman)
(Arrangement of data and chapterization)

তথ্য বিশ্লেষণ (Tathyo Bishleshon)
(Data analysis)

উপসংহার (Uposanhar)
(Conclusion)

Suggested Tutorial Activities:

- Library visit
- Group discussion on research theories
- presentation on any research topic
- Developing research paper writing skills

Suggestive/Recommended Readings:

তারকনাথ ভট্টাচার্য, ২০১৬, গবেষণা তথ্য ও প্রয়োগ, প্রজ্ঞাবিকাশ, কলকাতা।
(Takaknath Bhattacharyay, 2016, Gabeshana Thatya O Prayag, Praggabikash, Kolkata.)

পবিত্র সরকার, ২০২১, গবেষণা ও গবেষণা পদ্ধতির সহজ পাঠ, স্পার্ক, কলকাতা।
(Pabitra Sarkar, 2021, Gabeshana O Gabeshana Paddhatir sahaj path, Spark, Kolkata.)

শেখ মকবুল ইসলাম, ২০২২ দ্বিতীয় সংস্করণ, গবেষণা পদ্ধতি বিজ্ঞান সাহিত্য
সমাজ সংস্কৃতি(নির্বাচিত অংশ), বঙ্গীয় সাহিত্য সংসদ, কলকাতা।

(Sk. Makbul Islam, 2022, Gabeshanar Paddhatibijanan: sahitya-samaj-samaskriti, Bangiya Sahitya
Samsad, Kolkata.)

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-) – : Dalit Sahitya (Dalit Literature)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dalit Sahitya (Dalit Literature)	4	3	1	NIL	Class 12th pass in any subject with working knowledge in Bengali	None

দলিত সাহিত্য
(Dalit sahitya)

Learning Objectives

- To introduce students to Dalit movements in India and Bengal.
- To make aware students about Dalit poetics, and Bengali Dalit literary works through selected readings.

Learning outcomes

- This course will enable students to critically understand Dalit Social Movements.
- Enable student to get a detail idea of social connection of Dalit movement.
- It will enable students to understand the language and meaning of Dalits literature.

Total Hours of Teaching: 60 Hrs.

(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit - I (L – 12, T- 4)

দলিত সাহিত্যের ভূমিকা

(Introduction of Dalit literature)

পটভূমি, বর্ণব্যবস্থা, বর্ণবাদবিরোধী আন্দোলন, বর্ণব্যবস্থাবিরোধী আন্দোলন, দলিত আন্দোলন, দলিতসাহিত্য ও দলিতসাহিত্য তত্ত্ব

(Background, Caste System, Movement against Caste System, Dalit Movement, Dalit-Literature and Theory)

Unit - II (L – 9, T- 3)

আত্মজীবনী (Autobiography)

বেবী হালদার — আলো-আঁধারি

(Baby Haldar- Alo Andhari)

Unit - III (L – 15, T- 5)

কবিতা

(Poetry)

নীতিশ বিশ্বাস – চুনি কোটাল (Nitish Biswas—Chuni Kotal), অনিল সরকার – হীরা সিং হরিজন (Anil Sarkar—Hira Singh Harijan), হরিশঙ্কর জলদাস – ঘটোটকচ - হিড়িম্বা সংলাপ (Harishankar Jaladas—Ghatotkach -Hirimba Sanlap), মনোহর মৌলি বিশ্বাস – তোমাকে স্মরণে রেখে (Manohar Mouli Biswas- tomake Smarane Rekhe), কল্যাণী চাঁড়াল – নেপোরা দই মারে চিরকাল (Kalyani Chanral—Nepora Doi Mare Chirokal)

Unit – IV (L – 9, T- 3)

প্রবন্ধ

(Essay)

দলিত সাহিত্য ও আম্বেদকরবাদ – শরণকুমার লিম্বালে (অনুবাদ – মৃন্ময় প্রামাণিক)
(Dalit literature and Ambedkarism – Sharankumar Limbale(Translated by Mrinmoy Pramanik)

Suggested Tutorial Activities:

- **Field survey and visiting locality**
- **Presentation on dalit writings**
- **Group discussion on contemporary issues**
- **Book review of dalit writings**
- **Review of Cinema's on dalit issues**

Essential Reading:

কল্যাণী চাঁড়াল, ২০০৮, যে মেয়ে আঁধার গানে, চতুর্থ দুনিয়া, কলকাতা
(Kalyani Chanral, 2008, Je meye Andhar Gone, Chaturtha Duniya, Kolkata)
বেবী হালদার, ২০০৭, আলো-আঁধারি, রোশনাই প্রকাশন, কাঁচরাপাড়া
(Baby Haldar, 2007, Alo-andhari, Roshnai Publication, Kachrapara)
মনোহর মৌলি বিশ্বাস (সম্পা.), শতবর্ষের বাংলা দলিত সাহিত্য, চতুর্থ দুনিয়া, কলকাতা
(Manihar Mouli Biswas(ed), Shatobarsher Bangla Dalit Sahitya, Chaturtha Duniya, Kolkata)
মনোহর মৌলি বিশ্বাস, ২০১৩, বিক্ষত কালের বাঁশি, চতুর্থ দুনিয়া, কলকাতা
(Manohar Mouli Biswas, 2013, Bikkhato Kaler Banshi, Chaturtha Duniya, Kolkata)
মৃন্ময় প্রামাণিক(অনু.), ২০২৩, দলিত নন্দনতত্ত্ব, শরণকুমার লিম্বালে, তৃতীয় পরিসর, কলকাতা
(Mrinmoy Pramanik(Tr.) 2023, Dalit Nandantattwa, Sharankumar limbale, Tritiya Parisar, kolkata)
হীরা সিং হরিজন (সম্পা.), ২০০৮, শ্রেষ্ঠ কবিতা, অনিল সরকার, বুক ওয়ার্ল্ড, আগরতলা

(Hira Singh Harijan(ed),2008, Shreshtho Kobita, Anil sarkar, Book World, Agartala)

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSC-) – Somalochona Sahitya (Literary Criticism)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Somalochona Sahitya (Literary Criticism)	4	3	1	NIL	Class 12th pass in any subject with working knowledge in Bengali	None

সমালোচনা সাহিত্য

(Somalochona Sahitya) (Literary Criticism)

Learning Objectives

- To give a detail idea of Bengali Literary Criticism to the students and to draw the overall picture of this genre.
- To develop the critical and analytical ability of the students in any literary domain.
- Aims to go through a broader landscape of Bengali Literary Work from Bankimchandra Chattopadhyay to Shankariprasad Basu.

Learning outcomes

- A student will be able to differentiate between Theory and Criticism in Literature.

- Students will be able to identify the theories in literature.
- Some of the greatest Bengali Critical works can be studied in this paper.

Total Hours of Teaching: 60 Hrs.

(Lecture – 45 Hrs, Tutorials – 15 Hrs.)

Unit I (L – 15, T- 5)

সমালোচনা সাহিত্যের ভূমিকা

(Introduction of literary criticism)

সমালোচনা সাহিত্য : সংজ্ঞা, সাহিত্য তত্ত্ব ও সমালোচনা সাহিত্যের পার্থক্য, সমালোচনা সাহিত্যের সংক্ষিপ্ত ইতিহাস

(Literary Criticism: Definition, Difference between Literary Theory and criticism, Brief history of Literary Criticism)

Unit II (L – 12, T- 4)

ধ্রুপদী বাংলা সমালোচনা সাহিত্য

(Bengali classical Criticism)

- বঙ্কিমচন্দ্র চট্টোপাধ্যায় — গীতিকাব্য
(Bankimchandra Chattapadhyay)
- রবীন্দ্রনাথ ঠাকুর — রামায়ণ
(Rabindra Tagore – Ramayan)

Unit – III (L – 9, T- 3)

উনিশ শতকের বাংলা সমালোচনা সাহিত্য

(Nineteenth century Bengali criticism)

- প্রমথ চৌধুরী — ভারতচন্দ্র
(Pramatha Chaudhary – Bharatchandra)
- মোহিতলাল মজুমদার – সাহিত্য বিচার
(Mohitlal Majumdar – Sahitya Bichar)

Unit – IV (L – 9, T- 3)

আধুনিক বাংলা সমালোচনা সাহিত্য

(Modern Bengali criticism)

- বুদ্ধদেব বসু — বাংলা শিশু সাহিত্য
(Buddhadeb Basu – Bangla Sishu Sahitya)
- শঙ্করীপ্রসাদ বসু — বিদ্যাপতি
(Shankariprasad Basu – Vidyapati)

Suggested Tutorial Activities:

- **Presentation on literary theories**
- **Group discussion on literary theories**
- **Book reviews based on theories**
- **Review of Cinema using any theory**

Essential Readings:

জয়ন্ত বন্দ্যোপাধ্যায় (সম্পা.), ২০০৫, *বঙ্কিমচন্দ্রের বিবিধ প্রবন্ধ*, বামা, কলকাতা
 (Jayanta Bandyopadhyay(ed) 2005, Bonkimchandrers bibidha probondha, Bama, kolkata)
 প্রমথ চৌধুরী, ২০০৮, *প্রবন্ধ সংগ্রহ*, বিশ্বভারতী গ্রন্থবিভাগ, কলকাতা
 (Pramatha Choudhury, 2008, prabandha sangraha, Vishwabharati publication, kolkata)
 বুদ্ধদেব বসু, ২০০৯, *সাহিত্যচর্চা*, দে'জ পাবলিশিং, কলকাতা
 (Buddhadev Basu, 2009, Sahitya Charcha, Deys Publication, Kolkata)
 রবীন্দ্রনাথ ঠাকুর, ১৩১৪ বঙ্গাব্দ, *প্রাচীন সাহিত্য*, বিশ্বভারতী, কলকাতা
 (Rabindranath Tagore, 1314, Prachin Sahitya, Vishwabharati, Kolkata)
 শঙ্করীপ্রসাদ বসু, ২০০৭, *মধ্যযুগের কবি ও কাব্য*, জেনারেল, কলিকাতা
 (Sankariprasad Basu, 2007, Madhyjuger Kabi o Kabya, Genaral , Kolkata)

Suggestive/Recommended readings:

অরুণকুমার মুখোপাধ্যায়, ২০১২, *বাংলা সমালোচনার ইতিহাস*, দে'জ পাবলিশিং, কলকাতা
 (Arunkumar Mukhopadhyay, 2012, Bangla Samalochonar Itihas, Dey's Publishing, Kolkata)
 অরুণকুমার মুখোপাধ্যায়, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রবিতান*, এ. মুখার্জী, কলিকাতা
 (Arunkumar Mukhopadhyay, 1368, Rabindrabiton, A Mukherjee, Kolkata)
 উজ্জ্বলকুমার মজুমদার, ২০১৬, *সাহিত্য ও সমালোচনার রূপ-রীতি*, দে'জ পাবলিশিং, কলকাতা
 (Ujjwalkumar Mojumdar, 2016, Sahitya O Samalochonar Rup-Riti, Dey's Publishing, Kolkata)
 বিমলকুমার মুখোপাধ্যায়, ২০০৬, *সাহিত্য-বিচার : তত্ত্ব ও প্রয়োগ*, দে'জ পাবলিশিং, কলকাতা
 (Bimalkumar Mukhopadhyay, 2006, Sahitya-Bichar: Tattwa O proyog, Dey's Publishing, Kolkata)
 বিমলকুমার মুখোপাধ্যায়, ২০০৯, *সাহিত্য-বিবেক*, দে'জ পাবলিশিং, কলকাতা
 (Bimalkumar Mukhopadhyay, 2009, Sahitya-Vivek, Dey's Publishing, Kolkata)
 সত্যেন্দ্রনাথ রায়, ২০০৩, *সাহিত্য সমালোচনায় বঙ্কিমচন্দ্র ও রবীন্দ্রনাথ*, দে'জ পাবলিশিং, কলকাতা
 (Satyendranath Ray, 2003, Sahitya Samalochonay Bonkimchandra O Rabindranath, Dey's Publishing, Kolkata)
 সত্যেন্দ্রনাথ রায়, ২০০৭, *সাহিত্যতত্ত্বে রবীন্দ্রনাথ*, দে'জ পাবলিশিং, কলকাতা
 (Satyendranath Ray, 2007, Sahityatattwe Rabindranath, Dey's Publishing, Kolkata)
 সবিতা পাল, ১৯৯৪, *বাংলা সমালোচনা সাহিত্যের ইতিহাস*, আদি পর্ব, ফার্মা কে এল এম, কলিকাতা
 (Sabita Pal, 1994, Bangla Samalocona Sahityer Itihas, Adi Parva, Pharma K. L.M, Kolkata)

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE-) – : Ganogyapon O Sangbadikota (Mass Communication & Journalism)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
গণজ্ঞাপন ও সাংবাদিকতা (Ganogyapon O Sangbadikota) (Mass communication & Journalism)	4	3	1	NIL	Class 12 th pass in any subject with working knowledge in Bengali	None

গণজ্ঞাপন ও সাংবাদিকতা (Ganogyapon O Sangbadikota)
(Mass communication & Journalism)

Learning Objectives

To introduce the basic features of:

- Mass Communication and various forms of Mass Communications.
- Basic features of News and Newspaper: definition of Journalism and Journalistic writings.
- Aspects of editing and types of interviewing.

Learning outcomes

This course will enable students:

- To understand the basic features of Mass Communication
- To understand News, News Paper, News Writing, editing, and Interviewing.

SYLLABUS OF DSE**Total Hours of Teaching: 60 Hours****(Lecture- 45 Hours, Tutorials-15 Hours)****Unit I (L-8 Hours, T- 2 Hours)****জ্ঞাপন [Communication]**

একান্ত জ্ঞাপন — গণজ্ঞাপন: সংজ্ঞা, পার্থক্য, প্রকারভেদ, কাজ

[Personal Communication – Mass Communication: Definition, Difference, Types, Functions]

Unit II (L-7 Hours, T- 2 Hours)**সংবাদ [News]**

সংজ্ঞা, উপাদান, শ্রেণিবিভাগ, মাধ্যম (সংবাদপত্র)

[Definition, Elements, Classification, Medium (Newspaper)]

Unit III (L-10 Hours, T- 3 Hours)**সাংবাদিকতা [Journalism]**

সংজ্ঞা, শ্রেণিবিভাগ, মাধ্যম

[Definition, Categories, Medium]

Unit IV (L-20 Hours, T- 8 Hours)

প্রতিবেদন রচনা, সম্পাদনা ও সাক্ষাৎকার

[Report Writing, Editing, Interview]

ক) প্রতিবেদন রচনা

[Report Writing]

খ) সম্পাদনা (সংবাদপত্র): সম্পাদক, বার্তা সম্পাদক, মুখ্য সম্পাদক, সহকারী সম্পাদক, সম্পাদনার নীতি, শিরোনাম

[Editing (Newspaper): Editor, News Editor, Editor-in-Chief, Assistant Editor, Editorial Policy, Headline]

গ) সাক্ষাৎকার: সাক্ষাৎকার গ্রহণ ও লিখন শৈলী, সাক্ষাৎকারের বৈচিত্র্য

[Interview: Interviewing and Style of Writing, Variations of Interview]

Suggested Tutorial Activities:

- Book review
- Group Discussion
- Field Work
- Presentation on the Content

Suggestive/Recommended Readings:

অনুপম অধিকারী, ২০১২, সাংবাদিকতা ব্যবহারিক প্রয়োগ, আলপনা এন্টারপ্রাইজ, কলকাতা

[Anupam Adhikari, 2012, Sangbadikata Byabaharik Prayog, Alpana Enterprize, Kolkata.]

কৌশিক ভট্টাচার্য, ২০০৪, জার্নালিজমের সহজ পথ, পারুল প্রকাশনী, কলকাতা

[Koushik Bhattacharjya, 2004, Jarnalisher Sahaj Path, Parul Prakashani, Kolkata.]

পার্থ চট্টোপাধ্যায়, ২০১৮, গণজ্ঞাপন : তত্ত্ব ও প্রয়োগে, দে'জ পাবলিশিং, কলকাতা

[Partha Chattyopadhyay, 2018, Ganagyapan: Tatwe O Prayoge, Dey's Publishing, Kolkata.]

Semester – VIII

B.A Hons.

DISCIPLINE SPECIFIC CORE COURSE -20 (DSC-20) – : Adhunik Bangla Kabita – 2
(Modern Bengali Poetry – 2 (Post Tagore Poetry))

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Adhunik Bangla Kabita – 2 Modern Bengali Poetry – 2	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

(Post Tagore Poetry)							
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আধুনিক বাংলা কবিতা - ২(রবীন্দ্র পরবর্তী)

Modern Bengali Poetry - 2 (Post Tagore Poetry)

Learning Objectives : This paper is the third of its kind hence, includes Bengali poetry in the post-Tagore era in Bengal. The paper would highlight the main features of Modern poetry in Bengal.

Learning Outcomes : After they read the third paper of Bengali Poetry, students will be able to see how poetry has been changing through time. In this third paper of Modern poetry, a student would be able to differentiate between tagorian poetry and the Modern poetry. They will also be able to get the instances which hold the impact of literary movements Bengali Modern Poetry.

Unit-I

আধুনিক কবিতা: সংজ্ঞা ও বৈশিষ্ট্য

Adhunik Kobita: Definition & Features

Unit-II

কবিতা পাঠ

Reading of Poetry

যতীন্দ্রনাথ সেনগুপ্ত - দুখবাদী

(Jatindranath Sengupta- Dukhobadi)

জীবনানন্দ দাশ- বনলতা সেন

(Jibanananda Das- Banalata Sen)

সুধীন্দ্রনাথ দত্ত - শাস্বতী

(Sudhindranath Datta-Shaswati)

অমিয় চক্রবর্তী - বড়বাবুর কাছে নিবেদন

(Amiya Chakraborty- Barobabur Kachhe Nibedan)

বুদ্ধদেব বসু - কোনো মৃত্যুর প্রতি

(Buddhadeb Basu- Kono Mritar Proti)

বিষ্ণু দে - ঘোড়সওয়ার

(Bishnu Dey- Ghorsawar)

Unit-III

বাংলা কবিতা—'৪০-এবং তার পরে
Bengali poetry in the forties and after

Unit-IV

কবিতা পাঠ

(Reading of Poetry) সুভাষ মুখোপাধ্যায় - ফুল ফুটুক

(Subhash Mukhopadhyay- Phul Phutuk)

বীরেন্দ্র চট্টোপাধ্যায় - আমার ভারতবর্ষ

(Birendra Chattopadhyay- Amar Bharatbarsho)

নীরেন্দ্রনাথ চক্রবর্তী - উলঙ্গ রাজা

(Nirendranath Chakraborty- Ulanga Raja)

শক্তি চট্টোপাধ্যায় - যেতে পারি, কিন্তু কেন যাব?

(Shakti Chattopadhyay- Jete Pari, Kintu keno Jabo?)

সুকান্ত ভট্টাচার্য - একটি মোরগের কাহিনী

(Sukanta Bhattacharya- Ekti Moroger Kahini)

সুনীল গঙ্গোপাধ্যায় - কেউ কথা রাখেনি

(Sunil Gangopadhyay-Keu Kotha Rakheni)

শঙ্খ ঘোষ - বাবরের প্রার্থনা

(Shankho Ghosh- Baburer Prarthona)

Essential Readings:

বুদ্ধদেব বসু(সম্পাদিত), আধুনিক বাংলা কবিতা (ফাল্গুন. ১৩৬০),এম. সি. সরকার এণ্ড সন্স লি.,কলিকাতা
Buddhadeb Basu(ed), Adhunik Bangla Kobita(1953), M.C.Sarkar&Sons Ltd., Kolikata
অসিতকুমার বন্দ্যোপাধ্যায় (সম্পাদিত), বাংলা কবিতা সমুচ্চয়-২(১৯৯৩), সাহিত্য অকাদেমি, নতুন দিল্লি
Asit Kumar Bandopadhyay(ed), Bangla Kobita Samuchchhay, vol-II(1993), Sahitya
Akademi, New Delhi

শঙ্খ ঘোষ, শঙ্খ ঘোষের শ্রেষ্ঠ কবিতা(২০২০), দে'জ পাবলিশিং, কলকাতা

Shankho Ghosh, Shankho Ghosher Shreshthho Kobita(2020), Dey's Publishing, Kolkata
মিলনসাগর.কম (ওয়েবসাইট)

<https://www.milansagar.com>

Suggestive/ Recommended Readings:

পরিমল গোস্বামী, তিরিশ পরবর্তী বাংলা কবিতার দিকচিহ্ন(১৯৮৮), প্রতিভাস, খলকাতা

Parimal Goswami, Tirish Paraborti Bangla Kobitar Dikchinho (1988), Pratibhas, Kolkata
দীপ্তি ত্রিপাঠী, আধুনিক বাংলা কাব্যপরিচয়(পুনর্মুদ্রণ ২০১৩), দে'জ পাবলিশিং, কলকাতা

Dipti Tripathi, Adhunik Bangla Kabyaporichoy(reprint 2013), Dey's Publishing, Kolkata
বাসন্তীকুমার মুখোপাধ্যায়,আধুনিক বাংলা কবিতার রূপরেখা(২০০৯), প্রকাশ ভবন, কলকাতা

Basanti Kumar Mukhopadhyay, Adhunik Bangla Kobitar Ruprekha(2009), Prakash Bhaban, Kolkata

সুমিতা চক্রবর্তী, আধুনিক কবিতার চালচিত্র(১৯৯৬), সাহিত্যলোক, কলকাতা

Sumita Chakraborty, Adhunik Kobitar Chalchitra, (1996), Sahityalok, Kolkata

জীবেন্দ্র সিংহরায়(সম্পাদিত), আধুনিক বাংলা কবিতা:বিচার ও বিশ্লেষণ(১৯৬০),বর্ধমান বিশ্ববিদ্যালয়, বর্ধমান

Jibendra Singharay(ed), Adhunik Bangla Kobita: Bichar O Bisleshan(1960), Burdwan University, Bardhaman

B.A Prog. Major

DISCIPLINE SPECIFIC CORE COURSE -8 (DSC) :

Rabindra Sahitya Porichoi(Introduction to Tagore Literature)

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Rabindra Sahitya Porichoi (Introduction to Tagore Literature)	4	3	1	0	Class 12th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives : Rabindranath Tagore, the first Nobel-laureate in Literature (1913) from Asia, has contributed innumerable literary works in Bangla. No branch of literature exists where we do not get his works. His importance in Bangla Sahitya is beyond question. So, a full paper containing his literature has been added in this syllabus.

Learning Outcomes : Students will get the scope to know Rabindra Sahitya better. Here they will be working upon his poems, novels, dramas and short stories and will get to know about his overflowing philosophy through his literature.

SYLLABUS OF DSC

Unit – I (9 hours)

উপন্যাস

(Novel)

শেষের কবিতা

(Shesher Kobita)

Unit – II (8 hours)

নাটক

(Play)

ডাকঘর

(Daakghor)

Unit – III (20 hours)

কাব্য-কবিতা

(Poetry)

নির্ঝরের স্বপ্নভঙ্গ, সোনার তরী, পুরাতন ভূত, সবুজের অভিযান, ওরা কাজ করে

(Nirjhorer Sopnobhongo, Sonar Tori, Puraton Bhritttyo, Sobujer Abhijan, Ora Kaaj Kore)

Unit – IV (8 hours)

ছোটগল্প

(Short Story)

খাতা, পোস্টমাস্টার, ছুটি, একরাত্রি

(Khata, Post Master, Chuti, Ekktratri)

Practical component (if any) – NIL

Essential/recommended readings:

রবীন্দ্রনাথ ঠাকুর, ১৩২৪ বঙ্গাব্দ, গল্পগুচ্ছ, অখন্ড, বিশ্বভারতী, কলকাতা

(Rabindranath Tagore, 1324 Bangabda, Golpoguccho, Okhondo, Biswabharti, Kolkata)

রবীন্দ্রনাথ ঠাকুর, ১৪১৬ বঙ্গাব্দ, সঞ্চয়িতা, বিশ্বভারতী গ্রন্থবিভাগ, কলকাতা

(Rabindranath Tagore, 1416 Bangabda, Sanchayeeta, Biswabharti, Granthanbibhag, Kolkata)

রবীন্দ্রনাথ ঠাকুর, ১৪১৭, ডাকঘর, রবীন্দ্র রচনাবলী, ষষ্ঠ খণ্ড, বিশ্বভারতী গ্রন্থবিভাগ, কলকাতা

(Rabindranath Tagore, 1417, Daakghar, Rabindra Rachanabali, Shastha Khondo, Biswabharti, Granthanbibhag, Kolkata)

রবীন্দ্র উপন্যাস সমগ্র (প্রথম ও দ্বিতীয় খণ্ড একত্রে), ২০১০, শেষের কবিতা, দ্বিতীয় খণ্ড, শুভম, কলকাতা

(Rabindra Uppanyash Samagra (Pratham O Dwitiya Khanda Ekatre), 2010, Shesher Kobita, Dwitiya Khanda, Suvam, Kolkata)

Suggestive readings:

প্রমথনাথ বিশী, ১৩৬৮ বঙ্গাব্দ, রবীন্দ্রসাহিত্য বিচিত্রা, ওরিয়েন্টাল বুক কোম্পানি, কলকাতা

(pramathanath Bishi, 1368 Bangabda, Rabindrasahitya Bichitra, Oriental Book Company, Kolkata)

বুদ্ধদেব বসু, ১৯৮৩, রবীন্দ্রনাথ ঃ কথাসাহিত্য, নিউ এজ পাবলিশার্স, কলিকাতা

(Buddhadeb Basu, 1983, Rabindranath : Kathasahitya, New Age Publishers, Kolkata)

ভূদেব চৌধুরি, ১৯৮৬, রবীন্দ্র-ভাবনা, পুস্তক বিপণি, কলকাতা

(Bhudev Chaudhuri, 1986, Rabindra Bhabna, Pustak Bipani, Kolkata)

উপেন্দ্রনাথ ভট্টাচার্য, ১৪১৪ বঙ্গাব্দ, রবীন্দ্র-কাব্য-পরিক্রমা, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

(Upendranath Bhattacharya, 1414 bangabda, Rabindra-Kavya Parikrama, Oriental Book Company, Kolkata)

উপেন্দ্রনাথ ভট্টাচার্য, ১৪০৫ বঙ্গাব্দ, রবীন্দ্র-নাট্য-পরিক্রমা, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

(Upendranath Bhattacharya, 1405 bangabda, Rabindra-Natya Parikrama, Oriental Book Company, Kolkata)

তপোব্রত ঘোষ, ২০১৬, রবীন্দ্র ছোটোগল্পের শিল্পরূপ, দে'জ পাবলিশিং, কলকাতা

(tapabrata Ghosh, 2016, Rabindra Chotogolper Shilparup, Dey's Publishing, Kolkata)

নীহাররঞ্জন রায়, ১৪১০ বঙ্গাব্দ, রবীন্দ্র সাহিত্যের ভূমিকা, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

(Niharranjan Roy, 1410 Bangabdo, Rabindra Sahityer Bhumika, Oriental Book Company, Kolkata)

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

Semester – VIII

Bengali DSE for Hons. & Prog.

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE)

LokSanskriti O Loksahitya (Folk Culture and Literature)

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Loksanskriti O Loksahtya (Folk Culture and Literature)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

লোকসংস্কৃতি ও লোকসাহিত্য

Folk Culture and Literature

Learning Objectives: Folk Culture and Literature are aspects of life which make the students familiar with the rural life and culture. This paper will make the students aware of our root and culture which starts from the villages.

Learning Outcomes: Studying this paper, students would feel free from their walled existence for a while and know the rural life, their culture and Literature.

Unit: I

লোক-সংস্কৃতি : সংজ্ঞা ও স্বরূপ

Folk Culture: Definition and Perspective

Unit II

লোকশিল্প : চারুশিল্প ও কারুশিল্প

Folk Art: Fine arts and Craft

Unit: II

লোকসাহিত্য

ছড়া : গঠন ও বিষয় বৈচিত্র্য (ছেলে ভুলানো ছড়া)

Folk Rhyme : Structure and variation of Theme

ধাঁধা ও প্রবাদ : সংজ্ঞা, বৈশিষ্ট্য, সমাজচিত্র

Riddle and Pro-verbs: Definition and Features, Depiction of Society.

পুরাকথা ও পুরাণকথা

Myth and Mythology

Recommended Readings:

আশুতোষ ভট্টাচার্য 2012, বাংলার লোকসংস্কৃতি, ন্যাশনাল বুক ট্রাস্ট ,
 Ashutosh Bhattayacharjee, 2012, Banglar Loksangskriti, National Book Trust, Delhi.
 এ. কে. রামানুজন (সংকলন ও সম্পাদনা) মহাশ্বেতা দেবী (অনু), 2017, ন্যাশনাল বুক ট্রাস্ট নয়াদিল্লি
 A. K. Ramanujan (Collected and edited) Mahasweta Devi(Translated), 2017, National Book Trust, Delhi.
 দীনেশচন্দ্র সেন, 2007, পূর্ববঙ্গ গীতিকা, প্রথম খন্ড, দে'জ ,কলকাতা
 Dineshchandra Sen, 2007, Purba Banga Geetika, Pratham Khanda, Dey's, Kolkata.
 উপেন্দ্রকিশোর রায়চৌধুরী, 2000, উপেন্দ্রকিশোর রচনাবলী, সাহিত্যম, কলকাতা
 Upendrakishor Roychoudhury, 2000, Upendrakishor Rachnabali, Sahityam, Kolkata.
 দক্ষিণারঞ্জন মিত্র মজুমদার, 2014, দক্ষিণারঞ্জন রচনা সমগ্র, দ্বিতীয় খন্ড, মিত্র ও ঘোষ কলকাতা
 Dakkhinaranjan Mitra Majumder, 2004, Dakkhinaranjan Rachana Samagra, Dwitia Khanda, Mitra & Ghosh Publishers Pvt. Ltd., Kolkata.

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE)**Byboharik Anubad (Practical Translation-2)**

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Byboharik Anubad (Practical Translation-2)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

ব্যবহারিক অনুবাদ-২
(Practical Translation-2)

Learning Objective: To introduce the basic features and types of Translation, Trans-Creation, and practical translation.

Learning outcomes: This course will enable the students to understand the basic features of translation and develop the ability of practical translation.

Unit I

অনুবাদ তত্ত্ব: প্রসঙ্গ, পদ্ধতি

(Translation studies: context, Methods)

Unit II

অনুবাদচর্চার কারণ, অনুবাদকের প্রেক্ষাপট, অনুবাদের সমস্যা এবং সমাধান

(Reasons for practice of translation, Purpose of the translator's, Translation problem and Solution)

Unit III

অনুবাদ: বাংলা থেকে ইংরেজি

(Translation: Bengali to English)

Suggestive Readings:

রবীন্দ্রনাথ ঠাকুর, ১৩৪০, অনুবাদ-চর্চা, বিশ্বভারতী গ্রন্থালয়, কলিকাতা

(Rabindranath Tagore, 1340, Anubad charcha, Biswabharati granthalay, Kalikata)

সৌকত হোসেন ও শরমিন নিশাত, ২০১৯, হালখাতা, বাংলাদেশের অনুবাদ বিষয়ক প্রবন্ধ সংখ্যা, ঢাকা

(soukat Hosen o Sharmin Nishat, 2019, Halkhata, Bangladesher anubad bishayak prabandha sankhya, Dhaka)

হায়াৎ মামুদ, ২০০৭, বেইমান তর্জমা, চারুলিপি, ঢাকা

(Hayath Mamud, 2007, Beiman tarjoma, Charulipi, Dhaka)

Chaudhuri, Sukanta, 1999, Translation and Understanding, Oxford University press, New Delhi

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE) বিজ্ঞাপন ও বিজ্ঞাপন রচনা
(Advertisement and Advertisement Writings)

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
বিজ্ঞাপন ও বিজ্ঞাপন রচনা(Advertisement and Advertisement Writings)	4	3	1	0	Class 12th pass in any subject with working knowledge in Bengali	None	Bengali

বিজ্ঞাপন ও বিজ্ঞাপন রচনা

(Advertisement and Advertisement Writings)

Learning Objectives: To introduce the basic features and types of Communication and Mass Communication, Advertisement as communication, types of advertisement, advertisement in India, Society and Advertisement, creation of advertisement.

Learning Outcomes: This course will enable students to understand the basic features of advertisement, types of advertisement, advertisement and society and the ability to create advertisement.

Unit I

জ্ঞাপন ও গণজ্ঞাপন: সংজ্ঞা, সংক্ষিপ্ত ইতিহাস, উদ্দেশ্য ও সমাজে তার প্রতিফলন

Communication and Mass Communication: Definition, Brief history, Purpose and its reflection in society

Unit II

বিজ্ঞাপন: সংজ্ঞা, সংক্ষিপ্ত ইতিহাস, ভারতবর্ষে বিজ্ঞাপন, প্রকারভেদ, মাধ্যম (মুদ্রণ ও বৈদ্যুতিন)

Advertisement: Definition, Brief history, Advertisement in India, Types, Media(Print and Electronics)

Unit III

বিজ্ঞাপন ও সমাজ: জীবনশৈলী ও মূল্যবোধ আক্রান্ত, ভোগবাদের পরিপোষক, সামাজিক প্রতিক্রিয়া, বাণিজ্যিক বিজ্ঞাপনের সামাজিক প্রভাব, বিজ্ঞাপন ও অর্থনীতি, বিজ্ঞাপন ও আইনি নীতি

Advertisement and Society: Lifestyle and Affected Values, consumerism, Social Reaction, Social impact of Commercial Advertising, Advertising and Economics, Advertising and Legal Policy

Unit IV

বিজ্ঞাপন রচনা

Advertisement writing

Compulsory Reading:

নন্দলাল ভট্টাচার্য, ২০১৫, *বিজ্ঞাপন ও বিপণন*, অক্ষর বিন্যাস, কলকাতা

Nandalal Bhattacharya, 2015, Bigyapan O Bipanan, Akkhar Binyas, Kolkata

Suggestive readings:

পার্থ চট্টোপাধ্যায়, ২০১৮, *গণজ্ঞাপন : তত্ত্বে ও প্রয়োগে*, দে'জ পাবলিশিং, কলকাতা

Partha Chatterjee, 2018, Ganogyapan: Tatwe O prayoge, De'z Publishing, Kolkata

অনুপম অধিকারী, ২০১২, *সাংবাদিকতা ব্যবহারিক প্রয়োগ*, এন্টারপ্রাইজ, কলকাতা

Anupam Adhikari, 2012, Sangbadikata Byabharik Prayog, Enterprise, Kolkata

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE)**চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা (Film Criticism and Script writing)**

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা (Film Criticism and Script Writing)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা

(Film Criticism and Script Writing)

Learning Objectives:

- To introduce students to the Outline of the history of film,
- To know the movements of film,
- History and movements in Indian film,
- To acquaint the students with Techniques of film-making which is a completely different media,

- Writing screenplay and basic principles of film-criticism.

Learning Outcomes:

- Students will come to know about this different form of expression which they watch on screen
- Students will have an idea of the history of films
- Come to know the techniques of film-making, which they may be able to use in film-criticism and screenplay writing.

Unit I

চলচ্চিত্রের ইতিহাস ও আন্দোলন

Film History and Film Movement

ক) বিশ্ব চলচ্চিত্র: স্থিরচিত্র থেকে সিনেমাটোগ্রাফ, আমেরিকান চলচ্চিত্র — গ্রিফিথ থেকে চ্যাপলিন, রাশিয়ান মন্তাজ, জার্মান প্রকাশবাদ, ইতালীয় নব্য-বাস্তববাদ, ফরাসি নিউওয়েভ, তথ্যচিত্র

(World Cinema: From Photography to Cinematographs, American films(From Griffith to Chaplin), Russian Montage, German Expressionism, Italian Neo-Realism, French New Wave, Documentary)

ভারতীয় চলচ্চিত্রের সংক্ষিপ্ত ইতিহাস ও কয়েকজন চলচ্চিত্রকার (ঋত্বিক ঘটক, সত্যজিৎ রায়, মৃণাল সেন)

(A brief history of Indian cinema and some filmmakers: Satyajit Ray, Ritwik Ghatak, Mrinal Sen)

Unit II

চলচ্চিত্রের বিভিন্ন টেকনিক ও প্রকাশভঙ্গি

(Film Technology and Expression)

ক) শুটিংয়ের সময়: মিজ-অঁ-সেন, সিনেমাটোগ্রাফি

(In Shooting time: Mise-en-Scène, Cinematography)

খ) শুটিং পরবর্তী: সম্পাদনা, ধ্বনির ব্যবহার

(After Shooting: Editing, Sound)

Unit III

চলচ্চিত্র সমালোচনা

(Script Writing/ Criticism)

চলচ্চিত্র সমালোচনা: চলচ্চিত্র সমালোচনার তত্ত্ব ও পদ্ধতি

(Film Criticism: Theory and Method of Film Criticism)

Unit IV

চিত্রনাট্য রচনা

চিত্রনাট্য রচনা: সংজ্ঞা, উপাদান ও রীতি-নীতি, সাহিত্য থেকে চিত্রনাট্য

(Script writing: Definition, Elements and Principles, From Literature to Scriptwriting)

Suggestive/Recommended Readings:

অজয় সরকার (সম্পা.), ১৯৯৯, চলচ্চিত্র সমালোচনা, বাণীশিল্প, কলকাতা

Ajay Sarkar (ed.), 1999, Chalacchitra Samalochana, Bani Shilpa, Kolkata

অঞ্জন দাস মজুমদার (সম্পা.), ২০১৮, প্রসঙ্গ চলচ্চিত্র এবং, ১ম বর্ষ, ১ম সংখ্যা, সিনে গিল্ড, বালি

Anjan Das Majumdar (ed.), 2018, Prasanga Chalacchitra Ebang, 1st Issue, 1st year, Cine Guild, Bali

কালীশ মুখোপাধ্যায়, ২০১২, বাংলা চলচ্চিত্র শিল্পের ইতিহাস, পত্র ভারতী, কলকাতা

Kalish Mukherjee, 2012, Bangla chalacchitra Shilper Itihas, Patra Bharati, Kolkata

গাঙ্গু রোবেজ, ১৯৯৫, সিনেমার কথা, বাণীশিল্প, কলকাতা

Gaston Robez, 1995, Cinemar Katha, Banishilpa, Kolkata

ধীমান দাশগুপ্ত (সম্পা.), ১৯৯৭, চলচ্চিত্র অভিধান, বাণীশিল্প প্রকাশনী, কলকাতা

Dhiman Dasgupta (ed.), 1997, Chalacchitra Abhidhan, Banishilp Publishing, Kolkata

ধীমান দাশগুপ্ত, ২০০৯, সিনেমার অ আ ক খ, সুজন প্রকাশনী, কলকাতা

Dhiman Dasgupta, 2009, Cinemar A.Aa.K.Kh., Sujan Publications, Kolkata

নির্মাল্য আচার্য ও দিব্যেন্দু পালিত (সম্পা.), ১৯৯৮, শতবর্ষের চলচ্চিত্র ২, আনন্দ পাবলিশার্স, কলকাতা

Nirmalya Acharya and Dibyendu Palit (eds.), 1998, Shatabarsher Chalacchitra- 2, Ananda Publishers, Kolkata

সত্যজিৎ রায়, ১৯৮২, বিষয় চলচ্চিত্র, আনন্দ পাবলিশার্স, কলকাতা

Satyajit Ray, 1982, Bishay Chalacchitra, Ananda Publishers, Kolkata

সোমেন ঘোষ, ২০০৮, চলচ্চিত্রের ঘর ও বাহির, বাণীশিল্প, কলকাতা

Somen Ghosh, 2008, Chalacchitrer Ghar O Bahir, Bani Shilpali, Kolkata

DISCIPLINE SPECIFIC ELECTIVE COURSE - (DSE)

Bangla Bhraman Sahitya (Bengali Travelogue)

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Bangla Bhraman Sahitya (Bengali Travelogue)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

বাংলা ভ্রমণ সাহিত্য

Bangla Travelogue

Learning Objectives: Travel makes a person complete in many ways. Travel literature aims at making the student have the essence of this completeness. One gets tastes of travel through studying of travelogue. Bengali literature has great travelogues in its credit. To acquaint students with Bengali Travelogue will be the objective.

Learning Outcomes: After reading Travelogues students get to know a first-hand-experience of a person who knows the place, its landscapes, culture and history.

Unit: I

ভ্রমণ সাহিত্য : সংজ্ঞা ও বৈশিষ্ট্য

Travelogue : Definition and Characteristic:

উমাপ্রসাদ মুখোপাধ্যায় - মনিমহেশ

Umaprasad Mukhopadhyay – Monimahesh

সৈয়দ মুজতবা আলী - দেশে বিদেশে (প্রথম খন্ড)

Syad Mujtaba Ali: Deshe-Bideshe(pat-1)

Unit: II

ভগীরথ মিশ্র - কিন্নরের পথে পথে

Bhagirath Mishra- Kinnorer Pathe Pathe

নবনীতা দেবসেন - উত্তমাশা অন্তরীপ এবং

Nabanita Debsen- Uttomasha Antorip Ebong

Compulsory Readings:

উমাপ্রসাদ মুখোপাধ্যায়, 2023, ভ্রমণ অমনিবাস, দ্বিতীয় খন্ড, মিত্র ও ঘোষ পাবলিসার্স প্রাঃ লিঃ, কলকাতা

Umaprasad Mukhopadhyay, 2023, Bhraman Omnibus, Volume II, Mitra & Ghosh Publishers Pvt. Ltd., Kolkata

ভগীরথ মিশ্র, 2017, কিন্নরের পথে পথে, মিত্র ও ঘোষ পাবলিসার্স প্রাঃ লিঃ, কলকাতা

Bhagirath MiShra, 2017, Kinnarer Pathe Pathe, Mitra O Ghosh Publisharsh Praivet Limited, Kolkata.

নবনীতা দেবসেন, 2022, ভ্রমণ সমগ্র, দ্বিতীয় খণ্ড, উত্তমাশা অন্তরীপ এবং, দে'জ পাবলিশিং, কলকাতা

Nabanita Debsen, 2022, Bhraman Samagra, Dwitiya Khanda, Uttamasha Antarip Ebang, Dey's Publishing, Kolkata.

সৈয়দ মুজতবা আলী, 2017, রচনাবলী, নবম খন্ড, দেশে বিদেশে (প্রথম খন্ড), মিত্র ও ঘোষ পাবলিসার্স প্রাঃ লিঃ, কলকাতা

Sayaad Mujtaba Ali, 2017, Rachnawali, Nabam khanda, Deshe Videshe(Pratham Khanda), Mitra Ghosh Publishers Privet Limited, Kolkata

Suggestive Readings:

পার্থ চট্টোপাধ্যায়, 2011, বাংলা ভ্রমণ- সাহিত্য মুক্তচিন্তা, মিত্র ও ঘোষ পাবলিসার্স প্রাঃ লিঃ, কলকাতা

Partha Chattyopadhyay, 2011, Bangla Bhraman Sahitya Muktachinta, Umaprasad Mukherjee, 2023, Travel Omnibus, Volume II, Mitra & Ghosh Publishers Pvt. Ltd., Kolkata.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Semester – VII

GENERIC ELECTIVE (GE)

বাংলা গদ্য ও প্রবন্ধসাহিত্য
Bangla Gadya O Prabandha Sahitya

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
বাংলা গদ্য ও প্রবন্ধসাহিত্য (Bangla Gadya O Prabandha Sahitya)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives:

- Bengali Non-fictional Prose, though emerged in the 17th and 18th centuries, flourished in the 19th century, mostly because of arguments surrounding social issues.
- New ideas were taken from the western world by the newly visible elites, opinions were debated in the periodicals and a strong prose came into being.
- In this paper we have introduced some of the famous non-fiction prose and essays for the students, from the previous two centuries.

Learning Outcomes:

- Students will study and know the various forms of prose: polemical prose, Sketches, Letters, journals, biographies etc.
- They will be acquainted with some of the most interesting and famous essays and sketches of 19th and 20th Century.

SYLLABUS OF GE

Total Hours of Teaching: 60 Hours

(Lecture- 45 Hours, Tutorials-15 Hours)

Unit – I (L-7 Hours, T- 2 Hours)

বাংলা গদ্যের বিভিন্ন সংরূপ

[Different forms of Bengali prose]

বিতর্কমূলক, নকশা, জীবনী, প্রবন্ধ

[Bitarkamulak, Naksha, Jibani, Prabandha]

Unit – II (L-10 Hours, T- 3 Hours)

গদ্য ও প্রবন্ধ

[Prose and Essay]

- ঈশ্বরচন্দ্র বিদ্যাসাগর – বাল্যবিবাহের দোষ [Ishwarchandra Vidyasagar – Balyabibaher Dosh]
- বঙ্কিমচন্দ্র চট্টোপাধ্যায় – বিড়াল [Bankim Chandra Chattopadhyay – Biral]
- স্বর্ণকুমারী দেবী – আমাদের গৃহের অন্তঃপুর শিক্ষা ও তাহার সংস্কার [Swarnakumari Devi – Amader Griher Antopur Shiksha O Tahar Sanskar]

Unit – III (L-8 Hours, T- 2 Hours)

বাংলা গদ্যের বিভিন্ন সংরূপ

[Different forms of Bengali prose]

ডায়ারি, ভ্রমণ, পত্রসাহিত্য, জার্নাল

[Dayari, Bhraman, Patrasahitya, Jarnal]

Unit – IV (L-20 Hours, T- 8 Hours)

গদ্য ও প্রবন্ধ

[Prose and Essay]

- রবীন্দ্রনাথ – প্রাচীন সাহিত্য (মেঘদূত) [Rabindranath – Prachin Sahitya (Meghdut)]
- প্রমথ চৌধুরী – আমরা ও তোমরা [Pramatha Chaudhuri – Amra O Tomra]
- বালেন্দ্রনাথ ঠাকুর – নিমন্ত্রণ সভা [Balendranath Tagore – Nimantran Sabha]
- বেগম রোকেয়া সাখাওয়াত হোসেন – অলঙ্কার, না ‘badges of slavery’ [Begum Rokeya [Sakhawat Hossain – Alankar, na ‘badges of slavery’]
- তপন রায়চৌধুরী – রসনা সংস্কৃতির ইতিকথা [Tapan Raychaudhuri – Rasana Sanskritir Itikatha]
- কল্যাণী দত্ত – ভেতর বাড়ি [Kalyani Dutta – Bhetor Bari]

Practical component (if any) – NIL**Suggested Tutorial Activities:**

- Book review
- Group Discussion

- Presentation on the Content
- Presentation on Prose Style

Essential readings:

আলোক রায় প্রমুখ (সম্পা.), ২০০২, *দুশ বছরের বাংলা প্রবন্ধসাহিত্য*, প্রথম খণ্ড, সাহিত্য অকাদেমি, নতুন দিল্লি
[Alok Ray Pramukha (ed.), 2002, *Dusha Bacharer Bangla Prabandhasahitya*, Vol. I, Sahitya Academy, New Delhi]

আলোক রায় প্রমুখ (সম্পা.), ২০১৭, *দুশ বছরের বাংলা প্রবন্ধসাহিত্য*, দ্বিতীয় খণ্ড, সাহিত্য অকাদেমি, নতুন দিল্লি
[Alok Ray Pramukha (ed.), 2017, *Dusha Bacharer Bangla Prabandhasahitya*, Vol. II, Sahitya Academy, New Delhi]

কল্যাণী দত্ত, ১৯৯৫, *থোড় বড়ি খাড়া*, থীমা, কলকাতা

[Kalyani Dutta, 1995, *ThoR BaRi KhaRa*, Theema, Kolkata]

তপন রায়চৌধুরী, ২০১৬, *প্রবন্ধ সংগ্রহ*, আনন্দ পাবলিশার্স, কলকাতা

[Tapan Raychaudhuri, 2016, *Prabandha Sangraha*, Ananda Publishers, Kolkata]

ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস (সম্পা.), ১৩৭০ বঙ্গাব্দ, *কমলাকান্ত*, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, বঙ্গীয়-সাহিত্য-পরিষৎ, কলিকাতা

[Brajendranath Bandopadhyay O Sajanikanta Das (eds.), 1370 Bengali era, *Kamalakanta*, Bankim Chandra Chattopadhyay, Bangiya-sahitya Parisad, Kolkata]

সুতপা ভট্টাচার্য (সংক, ও সম্পা.), ২০১১, *বাঙালি মেয়ের ভাবনামূলক গদ্য*, সাহিত্য অকাদেমি, নতুন দিল্লি

[Sutapa Bhattacharya (ed.), 2011, *Bangali Meyer Bhabnamulok Gadya*, Sahitya Academy, New Delhi]

Suggestive/ Recommended readings:

অধীর দে, ২০১০, *আধুনিক বাংলা প্রবন্ধ-সাহিত্যের ধারা*, দ্বিতীয় খণ্ড, উজ্জ্বল সাহিত্য মন্দির, কলকাতা

[Adhir Dey, 2010, *Adhunik Bangla Prabandha-sahityer Dhara*, Vol. II, Ujjwal Sahitya Mandir, Kolkata]

অধীর দে, ২০১২, *আধুনিক বাংলা প্রবন্ধ-সাহিত্যের ধারা*, প্রথম খণ্ড, উজ্জ্বল সাহিত্য মন্দির, কলকাতা

[Adhir Dey, 2012, *Adhunik Bangla Prabandha-sahityer Dhara*, Vol. I, Ujjwal Sahitya Mandir, Kolkata]

অধীর দে, ২০১২, *আধুনিক বাংলা প্রবন্ধ-সাহিত্যের ধারা*, তৃতীয় খণ্ড, উজ্জ্বল সাহিত্য মন্দির, কলকাতা

[Adhir Dey, 2012, *Adhunik Bangla Prabandha-sahityer Dhara*, Vol. III, Ujjwal Sahitya Mandir, Kolkata]

অরুণ নাগ (সম্পা.), ২০১৬, *সটীক হুতোম প্যাঁচার নকশা*, আনন্দ, কলকাতা

[Arun Nag (ed.), 2016, *Satik Hutom Pnyachar Naksha*, Ananda, Kolkata]

আনোয়ার হোসেন, ২০০৬, *বেগম রোকেয়া নারী জাগরণের অগ্রদূত*, প্রগ্রেসিভ পাবলিশার্স, কলকাতা

[Anoyar Hossain, 2006, *Begum Rokeya Nari Jagaraner Agradut*, Progressive Publishers, Kolkata]

উজ্জ্বলকুমার মজুমদার, ২০১৬, *সাহিত্য সমালোচনার রূপ ও রীতি*, দে'জ পাবলিশিং, কলকাতা

[Ujjwalkumar Majumder, 2016, *Sahitya Samalochanar Rup O Riti*, Dey's Publishing, Kolkata]

চিত্রা দেব, ২০০৬, *ঠাকুরবাড়ির অন্দরমহল*, আনন্দ, কলকাতা

[Chitra Deb, 2006, *Thakurbarir Andarmahal*, Ananda, Kolkata]

তপোধীর ভট্টাচার্য, ২০০৭, *প্রবন্ধের ভুবন: ব্যক্তি ও সৃষ্টি*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা

[Tapodhir Bhattacharjee, 2007, *Prabandher Bhuvan: Byakti O Srishti*, Bangiya Sahitya Sansad, Kolkata]

দিলীপকুমার রায় (সম্পা.), ২০০৭, *বঙ্কিমচন্দ্র চট্টোপাধ্যায় রচিত কমলাকান্তের দণ্ড*, পুনশ্চ, কলকাতা

[Dilip Kumar Ray (ed.), 2007, *Bankim Chandra Chattopadhyay Rachita Kamalanter Daptar*, Punashcha, Kolkata]

বিমলকুমার মুখোপাধ্যায়, ২০০৬, *সাহিত্য-বিবেক*, দে'জ পাবলিশিং, কলকাতা

[Bimal Kumar Mukhopadhyay, 2006, *Sahitya-bibek*, Dey's Publishing, Kolkata]

শিশিরকুমার দাশ, ১৩৯২ বঙ্গাব্দ, *গদ্য ও পদ্যের দ্বন্দ্ব*, দে'জ পাবলিশিং, কলকাতা

[Sisir Kumar Das, 1392 Bengali era, *Gadya O Padyer Dwandwa*, Dey's Publishing, Kolkata.]

হীরেন চট্টোপাধ্যায়, ১৪১৯ বঙ্গাব্দ, *সাহিত্য প্রকরণ*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা

[Hiren Chattopadhyay, 1419 Bengali era, *Sahitya Prakaran*, Bangiya Sahitya Sangsad, Kolkata]

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

GENERIC ELECTIVE (GE) চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা
(Film Criticism and Script Writing)

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
চলচ্চিত্র সমালোচনা ও চিত্রনাট্য রচনা (Film Criticism)	4	3	1	0	Class 12 th pass in any subject with working	None	Bengali

and Script writing)					knowledge in Bengali		
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Learning Objectives:

- Analyse films from various genres, periods, and cultures, demonstrating an understanding of cinematic elements, themes, and techniques.
- Develop critical thinking skills to evaluate films based on their artistic, cultural, and historical significance.
- Apply critical theories and frameworks to interpret films.
- Write clear, concise, and well-structured film reviews and critiques.
- Understand the fundamental principles of storytelling, including plot structure, character development, and dialogue.
- Develop skills in writing scripts for various formats, such as feature films, short films, and screenplays.

Learning Outcomes:

Students will understand the history of film and the techniques of film-making, which they would be able to use in film-criticism and screenplay writing.

SYLLABUS OF GE

Unit – I

চলচ্চিত্রের ইতিহাস ও আন্দোলন

History and Movements of Cinema

ক) বিশ্ব চলচ্চিত্র: স্থিরচিত্র থেকে সিনেমাটোগ্রাফ, আমেরিকান চলচ্চিত্র গ্রিফিথ থেকে চ্যাপলিন, জার্মান প্রকাশবাদ, ইতালীয় নব্য-বাস্তববাদ, তথ্যচিত্র

A) **World Cinema:** From still images to cinematography, American cinema from Griffith to Chaplin, German Expressionism, Italian Neorealism, Documentary Films.

খ) ভারতীয় ও বাংলা চলচ্চিত্র: হীরালাল সেন, দাদা সাহেব ফালকে, সৃষ্টিশীল স্টুডিও নিউ থিয়েটার্স, ঋত্বিক ঘটক, সত্যজিৎ রায়, মুণাল সেন

B) **Indian and Bengali Cinema:** Hiralal Sen, Dadasaheb Phalke, Creative Studios New Theatres, Ritwik Ghatak, Satyajit Ray, Mrinal Sen.

Unit – II

চলচ্চিত্রের বিভিন্ন টেকনিক ও প্রকাশভঙ্গি

Various Techniques and Modes of Expression in Cinema

ক) শুটিংয়ের সময়: মিজ-এ-সেন, সিনেমাটোগ্রাফি

A) During Shooting: Mise-en-scène, Cinematography

খ) শুটিং পরবর্তী: সম্পাদনা, ধ্বনির ব্যবহার

B) Post-Shooting: Editing, Use of Sound

Unit – III

চিত্রনাট্য রচনা

Screenplay Writing

চিত্রনাট্য রচনা: সংজ্ঞা, উপাদান ও রীতি-নীতি, সাহিত্য থেকে চিত্রনাট্য

Screenplay Writing: Definition, Elements, and Techniques, Adaptation from Literature to Screenplay

Unit – IV

চলচ্চিত্র সমালোচনা

Film Criticism

চলচ্চিত্র সমালোচনা: চলচ্চিত্র সমালোচনার তত্ত্ব ও পদ্ধতি

Film Criticism: Theories and Methods of Film Criticism

Practical component (if any) – NIL

Suggested Tutorial Activities:

- Film review
- Group Discussion on Film
- Scripts writings
- Film Criticism
- Movie Screening

Suggestive / Recommended Readings:

ধীমান দাশগুপ্ত (সম্পা.), ১৯৯৭, *চলচ্চিত্র অভিধান*, বাণীশিল্প প্রকাশনী, কলকাতা

Dheeman Dasgupta (ed.), 1997, *Chalachitra Abhidhān*, Bāṇīśilpa Prakāśanī, Kalkātā

নির্মাল্য আচার্য ও দিব্যেন্দু পালিত (সম্পা.), ১৯৯৮, *শতবর্ষের চলচ্চিত্র ২*, আনন্দ পাবলিশার্স, কলকাতা

Nirmālī Āchārya o Dibyendu Pālita (ed.), 1998, *Shatabarsher Chalachitra 2*, Ānanda Pābliśers, Kalkātā

অজয় সরকার (সম্পা.), ১৯৯৯, *চলচ্চিত্র সমালোচনা*, বাণীশিল্প, কলকাতা

Ajay Sarkar (ed.), 1999, *Chalachitra Samālochana*, Bāṇīśilpa, Kalkātā

অঞ্জন দাস মজুমদার (সম্পা.), ২০১৮, *প্রসঙ্গ চলচ্চিত্র এবং*, ১ম বর্ষ, ১ম সংখ্যা, সিনে গিল্ড, বালি

Anjan Dās Majumdar (ed.), 2018, *Prośang Chalachitra ebong*, pratham Barṣa, pratham Sankhya, Cine Guild, Bāli

কালীশ মুখোপাধ্যায়, ২০১২, *বাংলা চলচ্চিত্র শিল্পের ইতিহাস*, পত্র ভারতী, কলকাতা

Kālīś Mukhopādhyāy, 2012, *Baṇlā Chalachitra Śilper Itihās*, Patra Bhārati, Kalkātā
 গাষ্ট রোবেজ, ১৯৯৫, *সিনেমার কথা*, বাণীশিল্প, কলকাতা
 Gāstān Rōbez, 1995, *Sinemār Kothā*, Bāṇīśilpa, Kalkātā
 ধীমান দাশগুপ্ত, ২০০৯, *সিনেমার অ আ ক খ*, সুজন প্রকাশনী, কলকাতা
 Dheeman Dasgupta, 2009, *Sinemār A Ā K Khā*, Sujan Prakāśanī, Kalkātā
 বিধান রিবেক, ২০১৪, *চলচ্চিত্র বিচার*, কথাপ্রকাশ, ঢাকা
 Bidhān Riberu, 2014, *Chalachitra Bichār*, Kathāprakāś, Dhākā
 সত্যজিৎ রায়, ১৯৮২, *বিষয় চলচ্চিত্র*, আনন্দ পাবলিশার্স, কলকাতা
 Satyajit Rāy, 1982, *Biṣay Chalachitra*, Ānanda Pābliśers, Kalkātā
 সোমেন ঘোষ, ২০০৮, *চলচ্চিত্রের ঘর ও বাহির*, বাণীশিল্প, কলকাতা
 Somen Ghosh, 2008, *Chalachitrer Ghor O Bāhir*, Bāṇīśilpa, Kalkātā

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

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)
Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
সংস্কৃত কাব্যতত্ত্ব, ছন্দ ও অলংকার (Sanskrita Kabyatattwa, Chanda O Alankar)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives:

- This paper is a special one which must be studied by every student of Indian Literature because this paper talks about the Indian theory of Literature based on early Indian Poetry.
- The principles and methods we use in literature are defined by the theorists of literature. Theories like Alamkara, Riti, Dhvani, Rasa etc. can guide one towards a concrete, comprehensive understanding of literature.
- Also, a knowledge of Bengali Prosody and Rhetoric will add to the learning.

Learning Outcomes:

- After studying this paper, students will be equipped with the theories of Literature that grew in India in ancient times.
- They will learn about the ‘Vachyarth’ and ‘Vyangyarth’ in poetry. The students will then become able to judge poetry by applying these theories on their reading materials which is very necessary.

- Students will find it interesting after being acquainted with the metre and rhetorics used in Bangla from time to time.

SYLLABUS OF GE

Total Hours of Teaching: 60 Hours

(Lecture- 45 Hours, Tutorials-15 Hours)

Unit – I (L-15 Hours, T- 6 Hours)

সংস্কৃত কাব্যতত্ত্বের বিভিন্ন প্রস্থানের পরিচয়

[Introduction to Various Aspects of Sanskrit Poetics]

ধ্বনি

[Sound (Dhvani)]

Unit – II (L-15 Hours, T- 5 Hours)

সংস্কৃত কাব্যতত্ত্বের বিভিন্ন প্রস্থানের পরিচয়

[Introduction to Various Aspects of Sanskrit Poetics]

রস

[Rasa]

Unit – III (L-8 Hours, T- 2 Hours)

ছন্দ

[Chhanda (Meter)]

সংজ্ঞা, বাংলা ছন্দের উপাদান ও শ্রেণিবিভাগ (দলবৃত্ত, মাত্রাবৃত্ত, অক্ষরবৃত্ত), ছন্দ নির্ণয় ও ছন্দোলিপি রচনা

[Definition, Elements and Classification of Bengali Chhanda (Dhalbritten, Maatrabritten, Aksharabritten), Chhanda Nirdhān (Determination of Meter) and Chhandolipi Rachana (Writing of Metres)]

Unit – IV (L-7 Hours, T- 2 Hours)

অলংকার

[Alankara]

সংজ্ঞা, শ্রেণিবিভাগ, শব্দালংকার, অর্থালংকার (উপমা, রূপক, উৎপ্রেক্ষা, সমাসোক্তি, বিরোধভাস, ব্যাজস্ততি)

[Definition, Classification, Shabdalanakara, Arthalankara – Upamā, Rūpaka, Utpreksā, Samāsokti, Virodhābhāsa, Byājastuti.]

Practical component (if any) – NIL

Suggested Tutorial Activities:

- Book review
- Group Discussion
- Presentation
- Recitation

Essential readings:

অতুলচন্দ্র গুপ্ত, ১৪২১ বঙ্গাব্দ, *কাব্যজিজ্ঞাসা*, বিশ্বভারতী গ্রন্থনবিভাগ, কলকাতা

[Atulchandra Gupta, 1421 Baṅgābd, *Kābyajijñāsā*, Bishwabharati Granthanibhāg, Kalkātā]

নীলরতন সেন, ১৯৮৪, *বাংলা ছন্দ-পরিচয়*, পুথিপত্র, কলিকাতা

[Nīratna Sen, 1984, *Baṅlā Chhanda-Paricay*, Puthipatra, Kalikātā]

শ্যামাপদ চক্রবর্তী, ২০১৫, *অলঙ্কার-চন্দ্রিকা*, কৃতাজলি, কলকাতা

[Śyāmāpad Chakraborty, 2015, *Alankāra-Chandrikā*, Kṛtāñjali, Kalkātā]

Suggestive/recommended readings:

অমূল্যধন মুখোপাধ্যায়, ১৯৯৭, *বাংলা ছন্দের মূলসূত্র*, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা

[Amulyadhan Mukhopadhyay, 1997, *Baṅlā Chhander Mūlsūtra*, Kalkātā Biśwavidyālay, Kalkātā]

আবদুল মান্নান সৈয়দ, ২০১৬, *ছন্দ*, অবসর, ঢাকা

[Abdul Mannan Syed, 2016, *Chhanda*, Abasar, Dhākā]

উত্তম দাশ, ২০০১, *বাংলা ছন্দের অন্তপ্রকৃতি*, মহাদিগন্ত, কলকাতা

[Uttam Dāś, 2001, *Baṅlā Chhander Antaprakṛti*, Mahādigonṭa, Kalkātā]

করণাসিন্ধু দাস, ২০০৭, *কাব্যজিজ্ঞাসার রূপরেখা*, রত্নাবলী, কলকাতা

Karunāśindhu Dāś, 2007, *Kābyajijñāsar Rūprekhā*, Ratnābaḷī, Kalkātā

কালিদাস রায়, ২০০৬, *ছন্দের কথা*, অপর্ণা বুক ডিস্ট্রিবিউটার্স, কলকাতা

[Kālīdās Rāy, 2006, *Chhānder Kathā*, Aparnā Book Distributors, Kalkātā]

জীবেন্দ্র সিংহ রায়, ১৯৬৪, *বাঙলা অলঙ্কার*, মডার্ন বুক এজেন্সি, কলিকাতা

[Jībendra Singh Rāy, 1964, *Baṅlā Alankāra*, Modern Book Agency, Kalkātā]

দুর্গাশঙ্কর মুখোপাধ্যায়, ২০০১, *কাব্যতত্ত্ব-বিচার*, মডার্ন বুক এজেন্সী, কলকাতা

[Durgaśankar Mukhopadhyay, 2001, *Kābyatattva-Bichār*, Modern Book Agency, Kalkātā]

প্রবাসজীবন চৌধুরী, ১৯৮২, *কাব্য মীমাংসা*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্যৎ, কলকাতা

[Prabājīban Choudhury, 1982, *Kābya Mīmāṃsā*, Pashchim Baṅgāḷa Rājya Pustak Parijñāna, Kalkātā]

প্রবোধচন্দ্র সেন, ২০০২, *নূতন ছন্দ-পরিক্রমা*, আনন্দ, কলকাতা

[Prabodhchandra Sen, 2002, *Nūtān Chhanda-Parikrama*, Ānanda, Kalkātā]

বিষ্ণুপদ ভট্টাচার্য, ১৩৬৭ বঙ্গাব্দ, *সাহিত্য-মীমাংসা*, বিশ্বভারতী গ্রন্থালয়, কলিকাতা

[Viṣṇupad Bhattacharya, 1367 Baṅgābd, *Śāhitye Mīmāṃsā*, Bishwabharati Granthalay, Kalkātā]

মিহির চৌধুরী কামিল্যা, ২০০৫, *বাংলা ছন্দ: রূপ ও রীতি*, সন্দীপ, কলকাতা

[Mihir Choudhury Kāmilā, 2005, *Baṅlā Chhanda: Rūp O Rīti*, Sandīpa, Kalkātā]

মিহির চৌধুরী কামিল্যা, ২০০৬, *বাংলা অলঙ্কার রূপ ও স্বরূপ*, সন্দীপ, কলকাতা

[Mihir Choudhury Kāmilā, 2006, *Baṅlā Alankāra Rūp O Swarūp*, Sandīpa, Kalkātā]

শুদ্ধসত্ত্ব বসু, ১৯৬২, *অলঙ্কার-জিজ্ঞাসা*, সুপ্রকাশ, কলিকাতা

[Śuddhasattva Basu, 1962, *Alankāra-Jijñāsā*, Suprakāś, Kalkātā]

সুধীরকুমার দাশগুপ্ত, ২০১২, *কাব্যলোক*, দে'জ পাবলিশিং, কলকাতা

[Sudhīr Kumar Dasgupta, 2012, *Kābyālok*, De'j Publishing, Kalkātā]

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Semester – VIII

GENERIC ELECTIVE (GE)

ঐতিহাসিক ভাষাবিজ্ঞান

Oitihāsik Bhashabigyan

No. of hours: 60 (Theory 45 hrs. + Tutorial 15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
ঐতিহাসিক ভাষাবিজ্ঞান (Oitihāsik Bhashabigyan)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives:

Bengali language can be traced back to the 8th - 10th century AD. Charyapada is a collection of a bunch of mystical poems written by some Buddhist monks of Mahayana Buddhism, in which features of Bengali can be traced along with some other languages (Purvi-Magdhi group) in that period. The language has evolved through time. This course will introduce Bengali language from the perspective of Historical Linguistics.

Learning Outcomes:

After studying this paper, students will know the historical development of the Indo-European Group of Languages. Students will be able to understand the development of Bengali language through various phases, development of Bengali script and the dialects of Bengali.

SYLLABUS OF GE

Unit – I (10 hours)

ইন্দো-ইউরোপীয় ভাষাগোষ্ঠী থেকে নব্য ভারতীয় আর্যভাষা উদ্ভবের সংক্ষিপ্ত ইতিহাস, নব্য ভারতীয় আর্যভাষার বৈশিষ্ট্য

A Brief History of the Emergence of New Indo-Aryan Languages from the Indo-European Language Family, and the Characteristics of New Indo-Aryan Languages

Unit – II (15 hours)

ভাষাতাত্ত্বিক বৈশিষ্ট্য: প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা

Linguistic Characteristics: Ancient Bengali, Middle Bengali, Modern Bengali

Unit – III (10 hours)

লিপির উদ্ভব ও প্রকারভেদ, বাংলা লিপির উদ্ভব ও ক্রমবিকাশ

Origin and Types of Scripts, Origin and Evolution of Bengali Script

Unit – IV (10 hours)

বাংলার ভৌগোলিক উপভাষার শ্রেণিবিভাগ ও বৈশিষ্ট্য

Classification and Characteristics of Geographical Dialects of Bengal

Practical component (if any) - NIL

Essential/recommended readings:

রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি, কলকাতা

Rāmeśwar Śa, 1419 Baṅgābd, Sādhāraṇ Bhāṣābijñāna O Baṅlā Bhāṣā, Pustak Bipani, Kalkātā

Suggestive readings:

কৃষ্ণপদ গোস্বামী, ২০০১, বাংলা ভাষাতত্ত্বের ইতিহাস, করুণা প্রকাশনী, কলকাতা

পবিত্র সরকার, ১৪১২ বঙ্গাব্দ, ভাষা, দেশ, কাল, মিত্র ও ঘোষ পাবলিশার্স, কলিকাতা

পরেশচন্দ্র মজুমদার, ১৯৯২, বাঙলা ভাষা পরিক্রমা, প্রথম খণ্ড, দে'জ পাবলিশিং, কলকাতা

পরেশচন্দ্র মজুমদার, ২০১২, বাঙলা ভাষা পরিক্রমা, দ্বিতীয় খণ্ড, দে'জ পাবলিশিং, কলকাতা

মনিরুজ্জামান, ১৯৯৪, উপভাষা চর্চার ভূমিকা, বাংলা একাডেমী, ঢাকা

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

মৃণাল নাথ, ১৯৯১, ভাষা ও সমাজ, নয়া উদ্যোগ, কলকাতা

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

সুবীর মন্ডল, ২০১০, বাংলালিপির উদ্ভব ও ক্রমবিকাশ, দে'জ পাবলিশিং, কলকাতা

হুমায়ুন আজাদ, ২০০৮, তুলনামূলক ও ঐতিহাসিক ভাষাবিজ্ঞান, আগামী প্রকাশনী, ঢাকা

Kṛṣṇapada Goswāmī, 2001, Baṅlā Bhāṣātattvēr Itihās, Karuṇā Prakāśanī, Kalkātā

Pabitra Sarkār, 1412 Baṅgābd, Bhāṣā, Deś, Kāla, Mitra O Ghoṣ Pābliśers, Kalkātā

Pareshchandra Majumdar, 1992, Baṅlā Bhāṣā Parikrama, Pratham Khaṇḍ, De'j Pābliśing, Kalkātā

Pareshchandra Majumdar, 2012, Baṅlā Bhāṣā Parikrama, Dvitiya Khaṇḍ, De'j Pābliśing, Kalkātā

Moniruzzāmān, 1994, Upabhāṣā Charcār Bhūmikā, Baṅlā Ākāḍemī, Dhākā

Muhammad Shahidullah, 2012, Bāṅgālā Bhāṣār Itibṛtt, Māwlā Brāḍers, Dhākā

Mrinal Nāth, 1991, Bhāṣā O Samāj, Nayā Udyog, Kalkātā

Sukumār Sen, 2001, Bhāṣār Itibṛtt, Ānanda Pābliśers, Kalkātā

Subīr Maṇḍal, 2010, Baṅlālīpir Udbhava O Krambikāś, De'j Pābliśing, Kalkātā

Humāyun Āzād, 2008, Tulonāmūlik O Itihāsik Bhāṣābijñāna, Āgmī Prakāśanī, Dhākā

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

GENERIC ELECTIVES (GE)

পাশ্চাত্য সাহিত্যতত্ত্ব

Paschatya Sahityatattwa

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
পাশ্চাত্য সাহিত্যতত্ত্ব (Paschatya Sahityatattwa)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives:

One cannot deny the role of Western theories of Literature in Modern world. In this age of inter-disciplinary learning, one has to be familiar with the theories produced in the West. Since long, Bengali authors followed theories of Western thinkers in making of their own literature. Specially, Western Literary theories like Imitation, Sublimity, Classicism, Romanticism, Marxism, Post-colonialism etc. have influenced Bengali writers in many ways. So, studying Bengali literature takes us to those theories as well. Western Theory of Literature is a vast canvas from which, some theories which are mosly relevant, have been included in this course.

Learning Outcomes:

The students will study some of the Western Theories and their application in Bengali literature. They will be able to compare the theories that evolved in the Western world and Sanskrit theories of literature. Thus, their study of literature will be more objective.

SYLLABUS OF GE

Unit – I (10 hours)

- মাইমিসিস, সাবলিমিটি
Mimesis, Sublimity
- ট্রাজেডির সংজ্ঞা ও বৈশিষ্ট্য
Definition and Characteristics of Tragedy

Unit – II (15 hours)

ক্লাসিসিজম, রোমান্টিসিজম, আধুনিকতাবাদ

Classicism, Romanticism, Modernism

Unit – III (10 hours)

মার্ক্সবাদ, নারীবাদ, উপনিবেশোত্তর চেতনা

Marxism, Feminism, Postcolonial Consciousness

Practical component (if any) - NIL**Essential/recommended readings:**তপোধীর ভট্টাচার্য, ২০১১, *প্রতীচ্যের সাহিত্যতত্ত্ব*, দে'জ পাবলিশিং, কলকাতানবেন্দু সেন (সম্পা.), ২০০৯, *পাশ্চাত্য সাহিত্যতত্ত্ব ও সাহিত্যভাবনা*, রত্নাবলী, কলকাতাশিশিরকুমার দাশ (অনু.), ১৯৮৬, *আরিস্টটল কাব্যতত্ত্ব*, প্যাপিরাস, কলকাতাTapodhir Bhattacharya, 2011, *Pratīcyer Śāhityatattva*, De'j Pābliṣing, KalkātāNabendu Sen (ed.), 2009, *Pāścātya Śāhityatattva O Śāhityabhābanā*, Ratnābalī, KalkātāŚiśir Kumar Dās (translated.), 1986, *Āristotal Kābyatattva*, Pāpīrās, Kalkātā**Suggestive readings:**আফজালুল বাসার (অনু.), ২০০৩, *বিশ শতকের সাহিত্যতত্ত্ব*, বাংলা একাডেমী, ঢাকাআনন্দ ঘোষ হাজরা, ২০০৮, *সাহিত্য বিচারে অবয়ববাদ*, উত্তরাধুনিকতা ও উপনিবেশবাদ, একুশ শতক, কলকাতাচিরঞ্জীব শূর (সংক.), ২০১৬, *প্রতীচ্যের সাহিত্যতত্ত্ব ও সাহিত্য সমালোচনা*, আলোচনা চক্র, কলকাতাতপোধীর ভট্টাচার্য, ২০০৪, *আধুনিকতা: পর্ব থেকে পর্বান্তর*, পুস্তক বিপণি, কলকাতাফকরুল চৌধুরী, ২০১৪, *প্রাচ্যতত্ত্ব ও উত্তর উপনিবেশিক সমাজ*, কথা প্রকাশ, ঢাকাবদিউর রহমান (অনু.), ২০০৯, *ধ্রুপদী সাহিত্যতত্ত্ব*, প্যাপিরাস, ঢাকাবিমলকুমার মুখোপাধ্যায়, ২০০৩, *সাহিত্য-বিবেক*, দে'জ পাবলিশিং, কলকাতাবিমলকুমার মুখোপাধ্যায়, ২০০৬, *মার্কসীয় সাহিত্যতত্ত্ব*, দে'জ পাবলিশিং, কলকাতাবেগম আখতার কামাল (সম্পা.), ২০১৪, *বিশ শতকের প্রতীচ্য সাহিত্য ও সমালোচনা তত্ত্ব*, অবসর, ঢাকামাসউদ ইমরান প্রমুখ (সম্পা.), ২০১০, *ক্রিটিক্যাল তত্ত্বচিন্তা*, মাওলা ব্রাদার্স, ঢাকারাশিদ আসকারী, ২০০৩, *উত্তরাধুনিক সাহিত্য ও সমালোচনা তত্ত্ব*, ফ্রেডস বুক কর্ণার, ঢাকাশেফালী মৈত্র, ২০০৭, *নৈতিকতা ও নারীবাদ: দার্শনিক প্রেক্ষিতের নানা মাত্রা*, নিউ এজ পাবলিশার্স, কলকাতাসাধনকুমার ভট্টাচার্য, ২০০২, *এরিস্টটলের পোয়েটিক্স ও সাহিত্যতত্ত্ব*, দে'জ পাবলিশিং, কলকাতাসুধীর চক্রবর্তী (সম্পা.), ২০১৪, *বুদ্ধিজীবীর নোটবই*, নবযুগ, কলকাতাসুধীরকুমার নন্দী, ১৯৯৬, *নন্দন তত্ত্ব*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, কলকাতাহীরেন চট্টোপাধ্যায়, ২০১৬, *সাহিত্যতত্ত্ব: প্রাচ্য ও পাশ্চাত্য*, দে'জ পাবলিশিং, কলকাতাAfjalul Basar (translated.), 2003, *Bīs Śātakeṛ Śāhityatattva*, Bañlā Ākāḍemī, DhākāĀnanda Ghoṣ Hājra, 2008, *Śāhitye Bichāre Aboyobabād, Uttarādhunikatā O Upanibēśbād*,

Ēkuś

Śatak,

Kalkātā

Chirañjīva Śūra (collected.), 2016, *Pratīcyer Śāhityatattva O Śāhitye Samālōcanā*, Ālōcana

Cakra,

Kalkātā

Tapodhir Bhattacharya, 2004, *Ādhunikatā: Parba Thēkē Parbāntara*, Pustak Bipani,

Kalkātā

Fakhrul Choudhury, 2014, *Prācyatattva O Uttar Āupānibēśik Samāj*, Kathā Prakāś, Dhākā
 Badiur Rahman (translated.), 2009, *Dhrupradī Śāhityatattva*, Pāpīrās, Dhākā
 Bimalkumar Mukhopadhyay, 2003, *Śāhitye-Bibēk*, De'j Pābliśing, Kalkātā
 Bimalkumar Mukhopadhyay, 2006, *Māksīya Śāhityatattva*, De'j Pābliśing, Kalkātā
 Begum Akhtar Kamal (ed.), 2014, *Bīś Śataker Pratīcyā Śāhitye O Samālōcanā Tattva*,
 Abasar, Dhākā

Masud Imran Pramukh (ed.), 2010, *Critical Tattvachintā*, Māwlā Brāḍers, Dhākā
 Rashid Askari, 2003, *Uttarādhunik Śāhitye O Samālōcanā Tattva*, Friends Book Corner,
 Dhākā

Shefali Maītra, 2007, *Nāyitikata O Nārībād: Dārśanik Prekṣitēra Nānā Mātrā*, New Age
 Pābliśers, Kalkātā

Sāadhanakumar Bhattacharya, 2002, *Ēristotaler Poētiks O Śāhityatattva*, De'j Pābliśing,
 Kalkātā

Sudhir Chakraborty (ed.), 2014, *Buddhiyebīr Nōṭbōi*, Nabayug, Kalkātā
 Sudhīr Kumar Nandi, 1996, *Nandan Tattva*, Pashchim Baṅgālā Rājya Pustak Parṣad,
 Kalkātā

Hiren Chattopadhyay, 2016, *Śāhityatattva: Prācyā O Pāścātya*, De'j Pābliśing, Kalkātā

Abrams, M.H. 1999, *A Glossary of Literary Terms*, Heinle and Heinle, USA

Barry, Peter. 2018, *Beginning Theory: An Introduction to Literary and Cultural Theory*,
 Viva Books, New Delhi

Butler, Christopher. 2010, *Modernism: A Very Short Introduction*, OUP, New York
 Eagleton, Terry. 1996, *Literary Theory: An Introduction*, University of Minnesota,
 Minneapolis

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

GENERIC ELECTIVE (GE)

রবীন্দ্রসাহিত্য

Rabindrasahitya

No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite	Department offering the course
		Lecture	Tutorial	Practical/			

				Practice		of the course	
রবীন্দ্রসাহিত্য (Rabindrasahitya)	4	3	1	0	Class 12 th pass in any subject with working knowledge in Bengali	None	Bengali

Learning Objectives:

Rabindranath Tagore, the first Nobel-laureate in Literature (1913) from Asia, has contributed innumerable literary works in Bengali. No branch of literature exists where we do not get his works. His importance in Bangali literature is beyond question. So, a full paper containing his literature has been added in this syllabus.

Learning Outcomes:

Students will get the scope to know Rabindra-sahitya (along with his life) better as earlier they have studied only one or two of his short poems or stories in the school syllabus. Here they will be working on his Poems, Plays, Novels, Short stories and essays and see his overflowing philosophy through all these works.

SYLLABUS OF GE

Unit – I (10 hours)

কবিতা: নির্বাহের স্বপ্নভঙ্গ, সোনার তরী, অন্তর্যামী, ভারততীর্থ, ছেলেটা, ওরা কাজ করে

Poem: Nirjhōrer Swapnabhōnggo, Sonār Torī, Antoryāmī, Bhāratatīrtha, Cheleta, Ōrā Kāj Kore

Unit – II (20 hours)

উপন্যাস: চোখের বালি

Novel: Chokher Bāli

ছোটগল্প: পোস্টমাষ্টার, খাতা, নিশীথে

Short-stories: Pōṣṭmāṣṭār, Khātā, Niśīthē

Unit – III (15 hours)

নাটক: রক্তকরবী

Play: Raktakarbī

প্রবন্ধ: বাজে কথা, সভ্যতার সংকট

Essay: Bāje Kathā, Sabhyatār Sankat

Practical component (if any) - NIL

Essential/recommended readings:

রবীন্দ্রনাথ ঠাকুর, ১৩৫৫ বঙ্গাব্দ, কালাভর, বিশ্বভারতী, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৩৬২ বঙ্গাব্দ, বিচিত্র প্রবন্ধ, রবীন্দ্র-রচনাবলী, পঞ্চম খণ্ড, বিশ্বভারতী, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৩৭০ বঙ্গাব্দ, রক্তকরবী, রবীন্দ্র-রচনাবলী, পঞ্চদশ খণ্ড, বিশ্বভারতী, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৪১২ বঙ্গাব্দ, চিত্রা, বিশ্বভারতী গ্রন্থনবিভাগ, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৪১৬ বঙ্গাব্দ, সঞ্চয়িতা, বিশ্বভারতী গ্রন্থনবিভাগ, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৩২৪ বঙ্গাব্দ, গল্পগুচ্ছ, অখণ্ড, বিশ্বভারতী, কলিকাতা

Rabīndrānāth Ṭhākur, 1355 Baṅgābd, Kālāntar, Biśwabhāratī, Kalkātā
 Rabīndrānāth Ṭhākur, 1362 Baṅgābd, Bicitra Prabandha, Rabīndra-Racanābaḷī, Pañcama
 Khaṇḍa, Biśwabhāratī, Kalkātā
 Rabīndrānāth Ṭhākur, 1370 Baṅgābd, Raktakarbī, Rabīndra-Racanābaḷī, Pañcadaśa Khaṇḍa,
 Biśwabhāratī, Kalkātā
 Rabīndrānāth Ṭhākur, 1412 Baṅgābd, Citra, Biśwabhāratī Granthanabibhāga, Kalkātā
 Rabīndrānāth Ṭhākur, 1416 Baṅgābd, Sañcayitā, Biśwabhāratī Granthanabibhāga, Kalkātā
 Rabīndrānāth Ṭhākur, 1324 Baṅgābd, Galpaguccha, Akhaṇḍa, Biśwabhāratī, Kalkātā

Suggestive readings:

অমরেশ দাশ, ২০০২, *রবীন্দ্রনাথের উপন্যাস: নবমূল্যায়ন*, পুস্তক বিপণি, কলকাতা
 অরুণকুমার মুখোপাধ্যায়, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রবিতান*, এ. মুখার্জী, কলিকাতা
 অশোককুমার সিকদার, ২০১৬, *রবীন্দ্রনাট্যে রূপান্তর ও ঐক্য*, আনন্দ, কলকাতা
 অশোককুমার মিশ্র, ২০১১, *রবীন্দ্রনাট্যে রূপ অরূপ*, দে'জ পাবলিশিং, কলকাতা
 অশোক সেন, ২০০০, *রবীন্দ্রনাট্য-পরিক্রমা*, এ মুখার্জী, কলিকাতা
 উপেন্দ্রনাথ ভট্টাচার্য, ১৪১৪ বঙ্গাব্দ, *রবীন্দ্র-কাব্য-পরিক্রমা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা
 উজ্জ্বলকুমার মজুমদার, ১৪০০ বঙ্গাব্দ, *রবীন্দ্রনাথ: সৃষ্টির উজ্জ্বল স্রোতে*, আনন্দ পাবলিশার্স, কলকাতা
 চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, দ্বিতীয় খণ্ড, দে বুক স্টোর, কলকাতা
 ক্ষিতিমোহন সেন, ১৯৫৫, *বলাকা-কাব্য-পরিক্রমা*, এ মুখার্জী, কলিকাতা
 চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, প্রথম খণ্ড, দে বুক স্টোর, কলকাতা
 জগদীশ ভট্টাচার্য, ২০১৪, *কবিমানসী*, দ্বিতীয় খণ্ড, ভারবি, কলকাতা
 জগদীশ ভট্টাচার্য, ২০১৫, *কবিমানসী*, প্রথম খণ্ড, ভারবি, কলকাতা
 তপোব্রত ঘোষ, ২০১৬, *রবীন্দ্র-ছোটগল্পের শিল্পরূপ*, দে'জ পাবলিশিং, কলকাতা
 নীহাররঞ্জন রায়, ১৪১০ বঙ্গাব্দ, *রবীন্দ্র সাহিত্যের ভূমিকা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা
 প্রমথনাথ বিশী, ১৯৩৯, *রবীন্দ্র-কাব্যপ্রবাহ*, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা
 প্রমথনাথ বিশী, ১৯৫৮, *রবীন্দ্রনাট্যপ্রবাহ*, ওরিয়েন্ট বুক কোম্পানি, কলিকাতা
 প্রমথনাথ বিশী, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রসাহিত্য বিচিত্রা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা
 বুদ্ধদেব বসু, ১৯৮৩, *রবীন্দ্রনাথ: কথাসাহিত্য*, নিউ এজ পাবলিশার্স, কলিকাতা
 বুদ্ধদেব বসু, ২০০১, *কবি রবীন্দ্রনাথ*, দে'জ পাবলিশিং, কলকাতা
 সত্যব্রত দে, ১৯৭১, *রবীন্দ্র উপন্যাস সমীক্ষা*, জিজ্ঞাসা, কলিকাতা
 Amareś Dāś, 2002, Rabīndrānāther Upanyās: Nabamūlyāyana, Pustak Bipani, Kalkātā
 Āruṇakumār Mukhopādhāya, 1368 Baṅgābd, Rabīndrabitān, Ē. Mukharjī, Kalkātā
 Āśrūkumāra Sikdār, 2016, Rabīndrānāṭe Rūpāntara O Āikya, Ānanda, Kalkātā
 Āśokakumār Miśra, 2011, Rabīndrānāṭye Rūpa Arūpa, De'j Pābliśing, Kalkātā
 Āśok Sen, 2000, Rabīndrānāṭya-Perikrama, Ē Mukharjī, Kalkātā

Upendranāth Bhattacharya, 1414 Baṅgābd, Rabīndra-Kābya-Perikrama, Oriental Book Company, Kalkātā

Ujjwalakumār Majumdar, 1400 Baṅgābd, Rabīndrānāth: Srīṣṭir Ujjwal Srōte, Ānanda Pābliśers, Kalkātā

Cāru Candra Baṇḍyopādhyāya, 1410 Baṅgābd, Rabi Raśmi, Dvitīya Khaṇḍa, De Book Store, Kalkātā

Kṣītimohan Sen, 1955, Balākā-Kābya-Perikrama, Ē Mukharjī, Kalkātā

Cāru Candra Baṇḍyopādhyāya, 1410 Baṅgābd, Rabi Raśmi, Prathama Khaṇḍa, De Book Store, Kalkātā

Jagadīś Bhattacharya, 2014, Kabimānsī, Dvitīya Khaṇḍa, Bhārabī, Kalkātā

Jagadīś Bhattacharya, 2015, Kabimānsī, Prathama Khaṇḍa, Bhārabī, Kalkātā

Tapobrata Ghosh, 2016, Rabīndra-Śoṭagālper Śilpārūpa, De'j Pābliśing, Kalkātā

Nīhārāñjan Rāy, 1410 Baṅgābd, Rabīndra Śāhityer Bhūmikā, Oriental Book Company, Kalkātā

Pramathanāth Biśī, 1939, Rabīndra-Kābyaprabhā, Kalkātā Viśwavidyālay, Kalkātā

Pramathanāth Biśī, 1958, Rabīndrānātyaprabhā, Oriental Book Company, Kalkātā

Pramathanāth Biśī, 1368 Baṅgābd, Rabīndrāśāhitya Bicitrā, Oriental Book Company, Kalkātā

Buddhadeb Basu, 1983, Rabīndrānāth: Kathāsāhitya, New Age Pābliśers, Kalkātā

Buddhadeb Basu, 2001, Kabī Rabīndrānāth, De'j Pābliśing, Kalkātā

Satyabrata De, 1971, Rabīndrā Upanyās Samikṣā, Jigyāsā, Kalkātā

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

Based on Under Graduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDER GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF UG TELUGU Semester VI, VII & VIII

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES (TELUGU SECTION)



Disclaimer: The syllabi are uploaded as approved by the Academic Council on and Executive Council on

Department of Indian Languages and Literary Studies (TELUGU Section)

Based on Undergraduate Curriculum Framework 2022

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DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Telugu Discipline as Minor

COURSES OFFERED BY DEPARTMENT OF DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

Category I

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

SEMESTER-VI

(DSE - 1) Discipline Specific Elective

Research Methodology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research Methodology	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to make students efficient in research-based activities.
- The course will give a research approach to the students for facing challenges and help them grow towards a more objective goal.
- To offer practical training in academic writing.
- To introduce the basic concept of research and its methods.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.

- Students will be able to focus on critical observations towards a broad subject.
- This course will enable students to write a research paper as part of project work.

SYLLABUS OF DSC

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I (L-10 Hrs, T-4 Hrs)

- (i) Introduction to Research: Definition and Importance
- (ii) Features of the Researcher and Researcher
- (iii) Selection of the research topic: Conceptualising
- (iv) Drafting of a Research Proposal

Unit-II (L-10 Hrs, T-4 Hrs)

- (i) Types of research
- (ii) Methods and Applications in Literary Research Work
- (iii) Collection of source material and Data

Unit-III (L-10 Hrs, T-3 Hrs)

- (i) Style Manuals: Notes, References and Bibliography/Annotated Bibliography
- (ii) Writing a research Paper

Unit-IV (L-15 Hrs, T-4 Hrs)

- (i) Design of A research work
- (ii) Introduction, arrangement of data and Chapterisation
- (iii) Data Analysis
- (iv) Result of the Research and Conclusion

Tutorial Activities: (15 hours)

Discussion about further readings, Group Discussion, Presentations on Review of any two existing dissertations/theses, Clarification of the concepts, and Doubts Clearance.

Essential/recommended readings

1. Chandrasekhar Reddy. Rachapalem-Brahmananda., HS., 1997. Sahitya Parisodhana Sutralu. Hyderabad: Visalandhra Publishing House.
2. Jayaprakash. J. 1992. Parisodhana Vidhaanam. Hyderabad: Visalandhra Publishing House.
3. Nityanandaraao. Veldanda., 2013. Viswavisyalayallo Telugu Parishodhana. Hyderabad:
4. Subbachari. Pulikonda., 2014. Parisodhana Vidhaanam:Siddhantha Grantha Rachana.
5. Sundaram. RVS., 1990. Parishodhana Paddhathulu. Kuppam: Dravidian University.
6. Devulapalli Ramanujarao (Eds.). 1983. Telugulo Parishodhana. Hyderabad: Andhrapradesh Sahithya Akademi.
7. Dattaiah Attem (Ed.). 2021. Saaraamsham-1,2 (Ph.D. theses – Introductory Articles). Hyderabad: Pranavam Publications.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES (Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

**Semester: VII
(DSC-11) Discipline Specific Core**

Modern Telugu poetry and drama

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Modern Telugu poetry and drama	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- Emergence of modernity in Telugu – Development of new literary genres
- Advent of Modernism and development of Modern Poetry
- Earlier attempts and various Schools of Modern Poetry
- Major Poets and their contribution- Contemporary developments.

Learning outcomes

- This study will enable the students to understand the ancient forms of Telugu Drama *Veethi* as a traditional Telugu theatre –
- European Drama and Telugu dramatists – Emergence of New Theatre performance
- Dramatic works in modern period – Post independent Telugu drama
- Emergence of new theatre movements – Reading and analysis of Modern Plays.

SYLLABUS OF DSE

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-20 Hrs, T-7 Hrs)

Modern Poetry

- (i) Kanyaka – Gurajada
- (ii) Janmabhoomi – Rayaprolu Venkata Subba Rao
- (iii) Anugna – Pingali & Katuri
- (iv) Smasaanavaati - Jashuva
- (v) Daasabodha – Gadiyaram Venkata Sesha Sastry
- (vi) Mahaprasthanam – Sri Sri
- (vii) Sankranti – Tummalaa Sitaramamurthy
- (viii) Adviteeyam – Balagangadhara Tilak

Unit-II

(L-25 Hrs, T-8 Hrs)

N.G.O - Acarya Atreya

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Atreya. 1987: *N.G.O.* (Drama), Chennai: Manasvini Charitable Trust.
2. Nagabhushana Sarma., Modali. 2008. *Nataka Silpam*. Hyderabad: Visalandhra publishing House.
3. Narayanareddy., C. 1967. *Adhunika Kavita*: sampradayalu-Prayogalu. Hyderabad: Visalandhra publishing House.
4. Venkateswara Rao, Katuri (Ed.). 1986: *Telugu Kavyamala*, New Delhi: Central Sahitya Akademi.

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DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES (Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VII
Discipline Specific Elective (DSE-2)

Introduction to Telugu Prosody and Alankaras

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Prosody and Alankaras	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- Poetry carries to the reader vast cognitive and aesthetical information, which is distributed throughout its structural, lexical, stylistic and other information layers.
- It requires profound knowledge and special skills for its complete and exhaustive deciphering.

Learning outcomes

- The course is designed to equip modern student comprehend and appreciate the basic features of Prosody as a literary technique and its multiple functions in poetry and prose.

SYLLABUS OF DSE

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-1

(L-10 Hrs, T-4 Hrs)

Etymology and history of the term chandassu (Prosody) as a main feature of poetic speech.

Forms of Presentation, Narrative methods, Types of composition; Poetic Form, Metre and Instrumentation; Stylistic devices and interpretation of a poetic text.

Unit-2

(L-10 Hrs, T-3 Hrs)

Prosodic Systems: Verse and versification; defining Nada, Laya, Aksharamu, Guruvu, Laghuvu, Ganamu, Yati and Prasa; Mnemonic devises and definitions.

Unit-3

(L-10 Hrs, T-3 Hrs)

Understanding Metre: Marga and Desi; Akshara Vrittamu, Varna Vrittamu, Matra Vrittamu, Jati and Upajati; Gadyamu, Padyamu and Champuvu; Ragada and Dvipada and Udaharana; New creations in metrical arrangement; Geyamu and Vachana Padyamu.

Unit-4

(L-15 Hrs, T-5 Hrs)

History of prosodic works in Telugu.

Theories of Alankaras and Introduction of Major Alankaras

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Dorasami Sarma, Ravuri, 1962, Telugu Bhashalo Chandoreetulu, Madras: Weldon Press.
2. Narasaiah, Sanganabhatla, 2009, Telugulo Desicchandassu, Karimnagar: Ananda Vardhana Prachuranalu
3. Ramakrishnaiah, Korada, 1954, Dakshinandhra Bhasha Sarasvatamulu: Desi, Madras. Korada Prachuranalayamu.
4. Sampatkumaracharya, Kovala, 1990, Telugu Chandovikasamu, Hyderabad: Telugu Academy.
5. Venkata Sitapathi, Gidugu, 1961, Telugulo Chandoreethulu, Hyderabad: Visala Publications.
6. Venkatavadhani, Divakarla, 1960, Andhra Vangmaya Arambha dasa, Volumes 1 & 2, Hyderabad: ____.
7. Bhaskara Rao. T., 1973, Chandraloka Samunmeshamu, Guntur: Mahati Granthamala

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

BA (Prog.) with Telugu Discipline as Minor

COURSES OFFERED BY DEPARTMENT OF DEPARTMENT OF MODERN INDIAN LANGUAGES AND LITERARY STUDIES

Category I

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

SEMESTER-VII

Discipline Specific Elective (DSE-3)

Research Methodology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research Methodology	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to make students efficient in research-based activities.
- The course will give a research approach to the students for facing challenges and help them grow towards a more objective goal.
- To offer practical training in academic writing.
- To introduce the basic concept of research and its methods.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.

- Students will be able to focus on critical observations towards a broad subject.
- This course will enable students to write a research paper as part of project work.

SYLLABUS OF DSC

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I (L-10 Hrs, T-4 Hrs)

- (v) Introduction to Research: Definition and Importance
- (vi) Features of the Researcher and Researcher
- (vii) Selection of the research topic: Conceptualising
- (viii) Drafting of a Research Proposal

Unit-II (L-10 Hrs, T-4 Hrs)

- (iv) Types of research
- (v) Methods and Applications in Literary Research Work
- (vi) Collection of source material and Data

Unit-III (L-10 Hrs, T-3 Hrs)

- (iii) Style Manuals: Notes, References and Bibliography/Annotated Bibliography
- (iv) Writing a research Paper

Unit-IV (L-15 Hrs, T-4 Hrs)

- (v) Design of A research work
- (vi) Introduction, arrangement of data and Chapterisation
- (vii) Data Analysis
- (viii) Result of the Research and Conclusion

Tutorial Activities: (15 hours)

Discussion about further readings, Group Discussion, Presentations on Review of any two existing dissertations/theses, Clarification of the concepts, and Doubts Clearance.

Essential/recommended readings

8. Chandrasekhar Reddy. Rachapalem-Brahmananda., HS., 1997. Sahitya Parisodhana Sutralu. Hyderabad: Visalandhra Publishing House.
9. Jayaprakash. J. 1992. Parisodhana Vidhaanam. Hyderabad: Visalandhra Publishing House.
10. Nityanandarao. Veldanda., 2013. Viswavisyalayallo Telugu Parishodhana. Hyderabad:
11. Subbachari. Pulikonda., 2014. Parisodhana Vidhaanam:Siddhantha Grantha Rachana.
12. Sundaram. RVS., 1990. Parishodhana Paddhathulu. Kuppam: Dravidian University.
13. Devulapalli Ramanujarao (Eds.). 1983. Telugulo Parishodhana. Hyderabad: Andhrapradesh Sahithya Akademi.
14. Dattaiah Attem (Ed.). 2021. Saaraamsham-1,2 (Ph.D. theses – Introductory Articles). Hyderabad: Pranavam Publications.

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DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

(Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)

[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VII
(GE-7) Generic Elective

A Study of Autobiography and Biography

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
A Study of Autobiography and Biography	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- The objective of the course is to introduce the genres Autobiography and Biography in Telugu.
- In this the students would read the life histories of some of the well-known personalities in Telugu either recalled by themselves or told by celebrated historians.

Learning outcomes

- The course would help the students closely look at the art of writing Autobiography or a Biography.
- After understanding the technique of writing and studying the essence of a few of the texts, students would be required to paraphrase a part of the biography or autobiography.

SYLLABUS OF GE

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-10 Hrs, T-4 Hrs)

An Introduction to Autobiography and Biography.

Unit-II

(L-10 Hrs, T-4 Hrs)

Narration of significant events, characterization and conversations in Autobiography/Biography. Voice, Tense and Point of View.

Unit-III

(L-25 Hrs, T-7 Hrs)

1. Hampi nundi Harappa Daaka-Tirumala Ramachandra
2. Oka Vijetha Athmakaytha- APJ Abdul Kalam (Tr. Vadreu Chinaveerabhadru)
3. Devi. Durgabhai Deshmukh jeevitha Charitra-Nethi Seetha

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Tirumala Ramachandra. 1998: Hampi nundi Harappa Daaka, AjoVibho Prachuranalu, Hydrabad.
2. APJ Abdul Kalam. 2002: Oka Vijetha Athmakaytha, Emesco, Hyderabad.
3. Ramapati rao, Akkiraju. 1984. Telugulo Sweeya Charitralu. Hyderabad: Yuvabharathi sahithi samskruthika samstha.
4. Seetha Devi, Nethi. 1977: Durgabhai Deshmukh jeevitha Charitra, Andhra Mahila Sabha, Hyderabad.
5. Surya Prakash., Apkari. 2019. Telugu sahithyamlo Athmakath. Hyderabad: Suryaveena Granthamala.

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



DEPARTMENT OF LANGUAGES AND LITERARY STUDIES (Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VIII
(DSC-11) Discipline Specific Core

Contemporary trends in Telugu literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary trends in Telugu literature	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- After 1980s, there is radical change in the Telugu society and it reflected on Telugu literature too.
- Several new literary movements have begun in the Telugu literature.
- This course is to teach Telugu literature from 1980 to 2015 and it will give an idea of the present position of the society which is depicted in contemporary literature.

Learning outcomes

- After studying this course Students will critically examine the issues highlighted in the texts and express their ideas and observations.

SYLLABUS OF DSC

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-15 Hrs, T-5 Hrs)

Telugu Feminist literature and it's background.

Unit-II

(L-15 Hrs, T-4 Hrs)

Dalit Literature and Minority literature.

Unit-III

(L-15 Hrs, T-6 Hrs)

BC Literature. Various Forms in contemporary Telugu literature.

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Dattaiah Attem. 2021: Telangana BC vaada Sahityam, Hyderabad.
2. Ellaiah, Vemula-Skybaba (Eds.). 2005: Mulki (Muslim Sahitya Sankalanam), Hyderabad book trust, Hyderabad.
3. Gowri Sankar, Juluri. 2001: Ventade Kalalu Venukabadina Kulaalu, Spruha Sahithi Samstha, Kodada.
4. Lakshmi Narasaiah, Gunturu-Srinivas, Tripuraneni (Eds.). 1996: Chikkanvuthunna Paata,
5. Olga (Ed.). 1993: Neeli Meghaalu, Asmita, Hyderabad.
6. Shastri, Dva.Na. 2007: Telugu Sahitya Charitra, Pragati Publishers, Hyderabad.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES (Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)
[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VIII
Discipline Specific Elective (DSE-4)

Introduction to General Linguistics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to General Linguistics	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- It will give an idea of Introduction to General linguistics. The origin of linguistics, definitions and its development in western and as well as India.
- There are many components in linguistics. This paper gives a general idea about the Language, Phonology, Morphology, Syntax, Semantics.

Learning outcomes

- After studying this course Students will critically examine the issues highlighted in the texts and express their ideas and observations.

SYLLABUS OF DSE

Total Hours of Course: 60 Hrs
(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-15 Hrs, T-3 Hrs)

Language definition and Characteristics of language- what is Linguistics? - Schools of Linguistics - Branches of Linguistics -Relationship between Linguistics and other Sciences - phone, phoneme, morpheme, syntax and semantics.

Unit-II

(L-10 Hrs, T-4 Hrs)

Phonology: Production and classification of Speech & sounds- articulation of vowels-consonants- IPA - phone phoneme- allophone - syllable - history of half nasal and nasal Types of distribution of phonemes and phonemic transcription– Its relationship with practical orthography.

Unit-III

(L-10 Hrs, T-4 Hrs)

Morphology and Syntax: Definition of Morpheme - Principles of morphemic analysis - Types of morphemes and Classes- Morpho phonemics - Construction of compounds Grammatical elements -Syntax - Karaka Theory - Introduction of Transformational grammar.

Unit-IV

(L-10 Hrs, T-4 Hrs)

Semantics - Relationship of word and it's meaning; Referential Meaning Lexical meaning- Grammatical Meaning-Connotative Meaning - Collocation Meaning Polysemy - Homonymy - Synonymy - Antonymy. Semantic ambiguity

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Charles F. Hockett. 1958. A course in modern linguistics. Macmillan Company.
2. Leonard Bloomfield. 1923. Language.
3. Aadhunika bhaashaashastra siddhaantaalu Subrahmanyam P.S.
4. Rama rao Cekuri. 1975. Telugu vaakyam, Hyderabad: Charitha Publishers.
5. Badriraju Krishnamurthi. Bhasha- Samajam - Samskhruti .

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

(Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)

[UG Programme for Bachelor in B.A. (Programme) degree in three years]

Semester: VIII

Discipline Specific Elective (DSE-5)

Prabandha Literature in Telugu

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Prabandha Literature in Telugu	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- The main aim of this course is to introduce Prabandha literature in Telugu and it is considered as a golden age of Telugu literature.
- Though Prabandha literary style found in early Telugu writings, it became popular during 16 centuries only.
- The Emperor Krishnadevaraya was treated as a great patron for Telugu Prabandha literature.

Learning outcomes

- The course would enlighten the students about Prabandha literature in Telugu.
- Students will get the knowledge of important poets who has written great Prabandhas in Telugu and importance of 16 century in Telugu literature as well as in history.

SYLLABUS OF DSE

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-15 Hrs, T-5 Hrs)

Origin and development of Prabandha literature in Telugu. Features of Prabandha literature

Unit-II

(L-15 Hrs, T-5 Hrs)

An Introduction to Ashta diggaja poets and their writings.

Unit-III

(L-15 Hrs, T-5 Hrs)

Srikrishna Devaraya's position in Prabandha literature. Prabandha writings after 16th century.

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Sastry, Dwa. Na. 2004: Telugu Sahitya Caritra, Visalandhra Publishing House, Hyderabad.
2. Simmanna, Velamala., 2005: Telugu Sahitya Vimarsha Siddhantalu, Dalita Sahitya Peetham, Vishakapatnam
3. Venkata Ramanarasimha, Kakarla., 1965: Andhra Prabandhamu Avatarana Vikasamulu, Andhra University Press, Valteru.

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



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

(Telugu Section)

BA (Prog.) with Telugu Discipline as Minor

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your disciplines the Single Core Discipline)

[UG Programme for Bachelor in B.A. (Programme) degree in three years]

**Semester: VIII
(GE-8) Generic Elective**

Globalisation and Telugu Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Globalisation and Telugu Literature	4	03	01	0	12 Pass with Working Knowledge of Telugu	NIL

Learning Objectives

- The aim of the course is to introduce Globalisation and its background. Globalisation reflects in Telugu literature.
- The expected outcome of this course is that students will understand how globalization has affected Telugu literature.
- They will learn how changes in society, politics, economy, and culture are reflected in Telugu poetry, stories, and plays. By the end of the course, students will be able to recognize and discuss how globalization is shown in Telugu literature.

Learning outcomes

- This course would look at the concept of globalisation in Telugu literature. After the implementation of globalization policies in India, various changes occurred in social, political, economic, and cultural aspects.

- Telugu literature recorded all these changes. Poetry, short stories, plays, and other literary forms emerged in this process.
- Based on these literary processes, students will learn about the aspects of globalization found in Telugu literature through these courses.

SYLLABUS OF GE

Total Hours of Course: 60 Hrs

(Lectures – 45 Hrs; Tutorials: 15)

Unit-I

(L-10 Hrs, T-5 Hrs)

- i. Globalisation definition, origin and it's feature.

Unit-II

(L-20 Hrs, T-5 Hrs)

Globalisation literature in Telugu language.

- i. Poetry
- ii. Fiction
- iii. Criticism

Unit-III

(L-15 Hrs, T-5 Hrs)

- i. Globalisation impact on Telugu society and it's reflection in Telugu literature.

Tutorial Activities:

Discussion about further readings, Group Discussion, Presentations, Clarification of the concepts, Doubts Clearance.

Essential/recommended readings

1. Satyanarayana, SV. 2003: Globalisation Kathalu, Visalandhra Publishing house, Hyderabad.
2. Kasim, C. 2023: Prapanchikarana vyathireka Sahityam, Hyderabad.
3. Pavan Kumar Reddy, V. 2020: Vachana Kavityam – Prapancheekarana Prathiphalanam (Ph.D. Thesis), SV University, Tirupati (UnPublished).
4. Ravi, Telakapalli. 2014: Prapancheekarana Samskruthi, Prajasakti book house, Vijayawada.
5. Venkataramaiah., Gampa. 2005. Prapancheekana Kathalu-Vimarshnathmaka Pariseelana (M.Phil). Hyderabad: University of Hyderabad. (UnPublished)

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

UNIVERSITY OF DELHI

UNDER GRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI Semester II



DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES (SINDHI SECTION)

**FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI - 110007**

Category III

**B.A. Programmes with Sindhi as minor discipline
Semester II**

**DISCIPLINE SPECIFIC CORE COURSE- 2 (DSC-2): Sindhi Bhasha,
Sahitya jo Itihas
Parichay- II**

Credit distribution, Eligibility and Pre-requisites of the Course

		Lecture	Tutorial	Practical / Practice		course	
Sindhi Bhasha, Sahitya jo Itihas	04	03	01	0	Class 12 th pass in any subject	Nil	ILLS

Learning Objectives: To give the students a brief idea about Sindhi Language, Literature & History.

Learning outcomes: The course will enlighten the students about rise and development of Sindhi Language, History of early Sindh and selected literature of ancient and mediaeval Sindh.

UNIT – I (10 hours)
Sindhi Bhasha jo Parichaya

UNIT – II (10 hours)
Sindhi Sahitya jo Awaili dauru

UNIT – III (10 hours)
Sindhi Sahitya jo Vichon dauru

UNIT- IV (15 hours)
Sindhi Sahitya jo Naon dauru

Tutorial (15 hours)
(Speech presentation by students on any author/ scholar of Sindhi literature, Discussion on any major poet and reciting their poetry, Reading Sindhi short stories, Finding *Nayikas*/ Heroines in Sindhi folklore and literature, Correlating Sindhi folktales with History)

Practical component (if any) – 0

Essential/Recommended Reading:

- Ajwani L.H., “Sindhi Sahitya jo Itihasu, Sahitya Akademy”, New Delhi, 1972
- Jetley M.K., “Sindhi Sahitya jo Itihasu”, Sindhi Book Trust, New Delhi 2011
- Lekhwani K.P., “Sindhi Sahitya jo Mukhtasiru Itihas”, Sindhi Academy Delhi 2024

