

M.A. CIL Syllabus

Department of Indian Languages and Literary Studies

Annexure-4.12.05
EC dated 12.07.2025

MASTER OF ARTS (COMPARATIVE INDIAN LITERATURE)

**COURSES FOR TWO-YEAR PG (COMPARATIVE INDIAN
LITERATURE) PROGRAMME BASED ON NEP-2020**

Semester I and II

for

1. Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework
2. Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research



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

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

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 101		Comparative Literature: Theories and History	03	01	04
CILDSC 102		Comparative Indian Literature: Concept and Context	03	01	04
CILDSC 103		Indian Poetics	03	01	04
Total			09	03	12

SEMESTER II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 201		Comparative Literature: Methods and Approaches	03	01	04
CILDSC 202		Indian Literary Genres	03	01	04
CILDSC 203		Literary Studies: History and Key Concepts	03	01	04
Total			09	03	12

Discipline Specific Elective Courses (DSE)**SEMESTER I**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSE 101		Indian Classical Literature	03	01	04
CILDSE 102		Translation Studies and Practices in India	03	01	04
CILDSE 103		Introduction to Assamese Language-I	03	01	04
CILDSE 104		Introduction to Bengali Language – I	03	01	04
CILDSE 105		Introduction to Gujarati Language – I	03	01	04
CILDSE 106		Introduction to Kannada Language – I	03	01	04
CILDSE 107		Introduction to Malayalam Language – I	03	01	04
CILDSE 108		Introduction to Manipuri Language – I	03	01	04
CILDSE 109		Introduction to Marathi Language – I	03	01	04
CILDSE 110		Introduction to Odia Language – I	03	01	04
CILDSE 111		Introduction to Sindhi Language – I	03	01	04
CILDSE 112		Introduction to Tamil Language – I	03	01	04
CILDSE 113		Introduction to Telugu Language – I	03	01	04

SEMESTER II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSE 201		Medieval Indian Literature	03	01	04
CILDSE 202		Indian Fiction: Novel and Short Story	03	01	04
CILDSE 203		Introduction to Assamese Language-II	03	01	04
CILDSE 204		Introduction to Bengali Language – II	03	01	04
CILDSE 205		Introduction to Gujarati Language – II	03	01	04
CILDSE 206		Introduction to Kannada Language – II	03	01	04
CILDSE 207		Introduction to Malayalam Language – II	03	01	04
CILDSE 208		Introduction to Manipuri Language – II	03	01	04
CILDSE 209		Introduction to Marathi Language – II	03	01	04
CILDSE 210		Introduction to Odia Language – II	03	01	04
CILDSE 211		Introduction to Sindhi Language – II	03	01	04
CILDSE 212		Introduction to Tamil Language – II	03	01	04
CILDSE 213		Introduction to Telugu Language – II	03	01	04

Generic Elective Courses (GE)_**SEMESTER I**

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILGE 101		Assamese Language and Literature	03	01	04
CILGE 102		Bengali Language and Literature	03	01	04
CILGE 103		Gujarati Language and Literature	03	01	04
CILGE 104		Kannada Language and Literature	03	01	04
CILGE 105		Malayalam Language and Literature	03	01	04
CILGE 106		Manipuri Language and Literature	03	01	04
CILGE 107		Marathi Language and Literature	03	01	04
CILGE 108		Odia Language and Literature	03	01	04
CILGE 109		Sindhi Language and Literature	03	01	04
CILGE 110		Tamil Language and Literature	03	01	04
CILGE 111		Telugu Language and Literature	03	01	04

SEMESTER II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILGE 201		Art and Culture of Assam	03	01	04
CILGE 202		Bengali Art and Culture	03	01	04
CILGE 203		Gujarati Art and Culture	03	01	04
CILGE 204		Kannada Art and Culture	03	01	04
CILGE 205		Malayalam Art and Culture	03	01	04
CILGE 206		Manipuri Art and Culture	03	01	04
CILGE 207		Marathi Art and Culture	03	01	04
CILGE 208		Art and Culture of Odisha	03	01	04
CILGE 209		Art and Culture of Sindh	03	01	04
CILGE 210		Art and Culture of Tamils	03	01	04
CILGE 211		Telugu Art and Culture	03	01	04

Skill Based Courses (SBC)

SEMESTER I

Paper no	Course Title	Credit Distribution of the Course		
		Lecture	Practical	Total
CILSBC 101	Digital Writing and Blogging	1	1	2
CILSBC 102	Creative Writing and Narrative Techniques	1	1	2

SEMESTER II

Paper no	Course Title	Credit Distribution of the Course		
		Lecture	Practical	Total
CILSBC 201	Journalistic Writings	1	1	2
CILSBC 202	Basics of Translation	1	1	2

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES**UNIVERSITY OF DELHI****SEMESTER I****DISCIPLINE SPECIFIC CORE COURSE - CILDSC 101**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Comparative Literature: Theories and History	4	3	1	NIL	As per the University Rule
Code- CILDSC 101					

Learning Objectives:

The Learning Objectives of this course is:

- To introduce Comparative Literature as an academic discipline along with the theories, definitions and history
- To study the different schools of Comparative Literature
- To relate the current debates and trends of Comparative Literature

Course Learning Outcome:

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

- Understand the theories and definitions of Comparative Literature
- Identify the different schools of Comparative Literature
- Critically analyse the trajectory and functions of the discipline.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introducing Comparative Literature (5 hours)

National Literature, World Literature, General Literature and Comparative Literature

UNIT – II History and Schools of Comparative Literature (15 hours)

History of Comparative Literature as a Discipline

Schools of Comparative Literature: French, American, German, East European, Asian and others

UNIT – III Definitions and Dimensions of Comparative Literature (15 hours)

Definition, Scope and Critique of Comparative Literature

UNIT – IV Contemporary Perspectives of Comparative Literature (10 hours)

Contemporary Trends and Trajectories of Comparative Literature

TUTORIALS**(15 hours)**

(Know the Authors, Know the Theorist, Know the Schools of Comparative Literature, Group Discussion and Readings of Select World Literature)

Essential readings:

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell. 1993. (Chapter 1 and Chapter 2)

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

Claudio Guillen. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993. (First 3 chapters)

Theo D'haen, David Damrosch, and Djelal Kadir. eds. *The Routledge Companion to World Literature*, Second Edition. London: Routledge, 2023. (Introduction and 3rd chapter)

Suggested/Recommended readings

Apter, Emily. *The Translation Zone: A New Comparative Literature*, Princeton: Princeton University Press, 2005.

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell. 1993.

Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press. 1995.

Cao, S. *The Variation Theory of Comparative Literature*. Heidelberg: Springer. 2013.

Claudio Guillen. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993.

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

Prawer, S. S. *Comparative Literary Studies: An Introduction*. London: Duckworth. 1973

Saussy, Haun. Ed. *Comparative Literature in the Age of Globalization*. Baltimore: The Johns Hopkins University Press. 2004.

Spivak, G. C. *Death of a Discipline*. New York: Columbia University Press. 2003.

Theo D'haen, David Damrosch, and Djelal Kadir. eds. *The Routledge Companion to World Literature*, Second Edition. London: Routledge, 2023.

Weisstein, U. *Comparative Literature and Literary Theory*. London: Indiana. University Press. 1969.

Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd Edition. New York: Penguin Books 1962.

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

DISCIPLINE SPECIFIC CORE COURSE - CILDSC 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Comparative Indian Literature: Concept and Context Code-CILDSC 102	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students to the language, literature, art and culture of India in a Comparative framework.
- To impart understanding of Comparative Indian Literature, students will be taught the components of Indian Literature.
- To comprehend Indian Literature, students will be guided to explore India's linguistic map, cultural diversity and the basic aspects of Indian Philosophy.
- To recognize the relation between oral and literary traditions.

Learning outcomes:

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

- Explain the components and the structure of Indian literature.
- Explicate the fabrics of linguistic, literary and cultural landscape of India.
- Inculcate the equal function of oral and literary traditions of India. They will understand the need of documenting both the traditions.
- Equipped with an expertise of analysing and producing learning and teaching materials for comparative literary studies.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Land, People and Languages of India (Language Families, Common Linguistic Features and Linguistic Distribution)

UNIT – II (11 hours)

The Basics of Indian Philosophy and their Impact on Literature

UNIT – III (11 hours)

Indian Narrative Traditions

UNIT – IV (11 hours)

A Historiographical Approach to Comparative Literature in India

TUTORIAL**(15 Hours)**

(Group discussion in the class among the students from different parts of the country with special reference to the language, literature and culture of their respective states, Collaborative literature mapping, Assignments and project work, Classroom presentation on specific topic suggested by the teacher)

Essential readings:

Chatterjee, Suniti Kumar. *Language and Literature of Modern India*. Calcutta: Bengal Publishers Pvt. Ltd., 1963.

Das, Sisir Kumar. *A History of Indian Literature (1800-1910): Western Impact: Indian Response*. 1991. New Delhi: Sahitya Akademi Publications. 2005.

Figueira, Dorothy and Chandra Mohan. *Literary Culture and Translation*. New Delhi: Primus Books. 2017.

Radhakrishnan, Sarvepalli. *Indian Philosophy. Vol.-I and II*, USA: Oxford University Press, 1973.

Suggested/Recommended readings:

Chatterjee, Satishchandra and Dhirendramohan Datta, *An Introduction to Indian Philosophy* (3rd ed). New Delhi: Rupa and Co. 2009.

Dundes, Alan Ed. *Sacred Narrative: Reading in the Theory of Myth*. Berkley: University of California Press. 1984.

Sarkar, Surajit. *Oral tradition, Continuities and Transformation in Northeast India and Beyond*, New Delhi: Routledge. 2020

Singh, Khushwant. *India: An Introduction*, Harper Collins. 2018.

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

DISCIPLINE-SPECIFIC CORE COURSE - CILDSC 103

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Indian Poetics Code- CILDSC 103	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Indian Poetics, which explains how poetry creates emotions and beauty.
- To learn the meaning of poetics (Kavya Shastra) and how it differs from Western literary theories.
- To focus on the Definition of poetry and different Indian literary theories like Rasa, Dhvani Vakrokti, Auchitya, Guna, Reeti, and Alamkara theories.
- To teach the beauty of poetic language and creative expression.
- To learn how poets use Alankara (figures of speech like simile and metaphor) to enhance their work.

Learning outcomes:

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

- By the end of this course, students will have a clear understanding of Indian Poetics and its importance in literature.
- They will learn about Rasa, which explains how emotions like love, joy, and sadness are created in poetry.
- They will also explore Dhvani, the power of hidden meanings that make poetry richer and more expressive.
- Understanding Vakrokti will help students see how poets use creative and artistic language to make their writing unique.
- Additionally, they will learn about Alankara, which includes beautiful figures of speech like similes and metaphors that enhance poetry.

Total Hours of Teaching: 60 hrs

(Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Foundations of Indian Poetics (11 hours)

- Origin and development of Sanskrit Poetics (*Alankara Shastra*)
- Relationship between *Natya Shastra* and Poetics
- Early theorists: Bharata, Bhamaha, Dandin

UNIT – II The Schools of Indian Poetics (11 hours)

- The *Alankara* School: Bhamaha, Dandin, Udbhata, Rudrata
- The *Riti* School: Vamana and its significance
- The *Rasa* School: Bharata and his commentators (Lollata, Shankuka, Bhatt Nayaka, Abhinavagupta)
- The *Dhvani* School: Anandavardhana and Abhinavagupta
- Later developments and synthesis in the works of Mammata
- Tolkāppiyam: Tamil Kavya Shastra

UNIT – III Key Texts and Theorists (11 hours)

- *Natya Shastra* by Bharata: Rasa theory and its application
- *Kavyalankara* by Bhamaha and its contribution to *Alankara Shastra*
- *Kavyadarsha* by Dandin: Features of poetic embellishments
- *Dhvanyaloka* by Anandavardhana: Concept of *Dhvani* (suggestion)
- *Rasa Theory* as developed by Abhinavagupta and Bhatt Nayaka

UNIT – IV Poetic Devices and Their Applications (12 hours)

- *Alankaras* (Figures of Speech): *Upama*, *Rupaka*, *Anuprasa*, *Shlesha*
- *Riti* (Poetic Styles) and *Guna* (Merits of poetry)
- *Vakrokti* (Obliqueness) and *Auchitya* (Propriety)
- The debate between *Dhvani* and *Vakrokti* theories

TUTORIAL (15 Hours)

(Poetry Analysis, Group Discussion, Group Research, Poetry Recitation and Performance)

Essential readings:

De, Sushil Kumar. *Studies in the History of Alankara Shastra or History of Indian Poetics. (Vol-I&II)*. Luzac & Co., 1923.

Kane, P. V. *History of Sanskrit Poetics*. Motilal Banarsidass, 1971.

Murugan, V., editor. *Tolkāppiyam: Text (with Non-Metrical Segmentation), Transliteration, and Translations in English Verse and Prose*. Translated by V. Murugan, P.S. Subrahmanya Sastri, S. Ilakkuvanar, and Kamil V. Zvelebil, Central Institute of Classical Tamil, 2021.

Pandey, Kanti Chanra. *Comparative Aesthetics (Vol. I)*. Tara Printing works, 1959.

Suggested/Recommended readings:

Anandavardhana. *Dhvanyaloka*. Translated by Daniel H. H. Ingalls, Jeffrey Moussaieff Masson, and M. V. Patwardhan, Harvard University Press, 1990.

Bharata Muni. *The Natyashastra*. Translated by Manomohan Ghosh, Manisha Granthalaya, 1967.

Bhamaha. *Kavyalankara*. Edited by P. V. Kane, Motilal Banarsidass, 1971.

Gerow, Edwin. *Indian Poetics*. Harrassowitz, 1977.

Kuntaka. *Vakroktijivita*. Edited by K. Krishnamoorthy, Dharwar University, 1977.

Pandey, K. C. *Comparative Aesthetics, Vol. I: Indian Aesthetics*. Chowkhamba Sanskrit Series, 1995.

Tripathi, R. S. *A Critical Approach to Classical Indian Poetics*. Chaukhambha Orientalia, 1984

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

SEMESTER II**DISCIPLINE SPECIFIC CORE COURSE- CILDSC 201**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Comparative Literature: Methods and Approaches Code-CILDSC 201	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To familiarize students with the basic methods and tools of comparative literary studies
- To enhance the students' ability to analyse and interpret literary texts through comparative approach, focusing on formal and thematic dimensions of literature as well as historical periods.
- To investigate how different literary traditions influence/interact with one another and how literary exchanges take places

Course Learning Outcome:

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

- Understand the different approaches and methodologies applied in comparative literature.
- Analyze the aspects of influences, reception and similarities between literatures.
- Evaluate 'comparison' as a method of literary study with respect to Comparative Literature.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Grounds of Comparison (9 hours)

Introduction to Comparative Methods and Comparative Framework

UNIT – II Tools of Comparison: Thematology and Genology (16 hours)

Thematology, Thematic study, Genre Study, Genology

UNIT – III Tools of Comparison: Literary Historiography (10 hours)

Historiography, Comparative Literary Historiography

UNIT – IV Tools of Comparison: Interliterariness and others (10 hours)

Influence, Reception, Interliterariness, Intertextuality, Inter-mediality

TUTORIAL (15 hours)

(Group Discussions, Quiz, Identifying Themes and Genres, Mapping Literary Histories of different literatures, Research Groups on listing Influence and Reception of Indian Literature)

Essential readings:Bandhyopadhyay, Shivaji. Ed. *Thematology: Literary Studies in India*. Kolkata: Jadavpur University. 2004 (Introduction)Chanda, Ipshita. Ed. *Literary Studies in India: Literary Historiography*. Kolkata: Jadavpur University. 2004 (Introduction)Dasgupta, Subha Chakraborty. *Literary Studies in India: Genology*. Kolkata: Jadavpur University. 2004 (Introduction)Gálik, Marián. "Interliterariness as a Concept in Comparative Literature." in *CLCWeb: Comparative Literature and Culture* 2.4 (2000): <https://doi.org/10.7771/1481-4374.1089>**Suggested/Recommended readings:**Bandhyopadhyay, Shivaji. Ed. *Thematology: Literary Studies in India*. Kolkata: Jadavpur University. 2004Chanda, Ipshita. Ed. *Literary Studies in India: Literary Historiography*. Kolkata: Jadavpur University. 2004Das, Sisir Kumar. *Indian Ode to the West Wind: Studies in Literary Encounters*. Delhi: Pencraft International. 2001.Guillen, Claudio. *The Challenge of Comparative Literature*. (Cola Franzen, Trans.). London: Harvard University Press. 1993.Dasgupta, Subha Chakraborty. *Literary Studies in India: Genology*. Kolkata: Jadavpur University. 2004Jost, Francois. *Introduction to Comparative Literature*. New York: Pegasus. 1974.Weisstein, U. *Comparative Literature and Literary Theory*. London: Indiana. University Press. 1969.Wellek, Rene and Austin Warren. *Theory of Literature*. 3rd Edition. New York: Penguin Books 1962**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

DISCIPLINE-SPECIFIC CORE COURSE - CILDSC 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Indian Literary Genres Code-CILDSC 202	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce various Indian literature, exploring different types, from the Vedas to Kavyas (poems).
- To understand the importance of Dharmasutras and Smriti texts. They will get an idea of Sanskrit and select Tamil epics.
- To learn about the Puranas, studying their role in preserving myths, history, and religious practices.
- To explore classical Sanskrit drama and features of Drama and study select texts.
- To learn the different types of Kavya and understand the distinction between Mahakavya (long epic poems) and Laghukavya (short poems) and also difference between Katha (storytelling) and Akhyayika (historical stories).

Learning outcomes:

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

- To analyse the structure and themes of the Vedas and Upanishads, critically engaging with Vedic hymns, Brahmanas, Aranyakas, and Upanishads.
- To evaluate Dharmasutras's ethical and legal contributions, assessing the impact of Dharmasutras and Smritis on social norms, governance, and jurisprudence in ancient India.
- To explain the significance of Puranic narratives by analysing how the Puranas shaped Indian religious beliefs, mythology, and historical consciousness. They will critically assess classical Sanskrit drama, applying knowledge of Bharata's Natyashastra and dramatic theory to analyse plays
- To differentiate between major and minor Kavya forms, distinguishing the features of Mahakavya (epic poetry) and Laghukavya (short poetry) concerning Sanskrit literary conventions.
- To critically engage with Sanskrit prose literature, interpreting narrative techniques in Banabhatta's *Kadambari*, the Panchatantra, and Jataka Tales, understanding their literary and philosophical contexts and analyse the didactic and moral aspects of fables and tales, assessing how fables like the *Panchatantra* and *Hitopadesha* communicate ethical, political, and practical wisdom.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT- I Dharmasutras and Smriti Literature (12 hours)

- The Dharmasutras and their role in law and ethics.
- Manusmriti, Yajnavalkya Smriti, and their influence on Indian society.
- The evolution of legal and ethical traditions.
- Relationship between Dharma and literary expression.

UNIT- II Introduction to Select Sanskrit and Tamil Epics (11 hours)

- Ramayana
- Mahabharata
- Silappathikaram
- Manimekalai

UNIT- III Puranas (11 hours)

- Importance of the puranas
- The place of the puranas in Indian literature
- Maha Puranas
- Upa Puranas

UNIT- IV Nataka, Kavya, Fables and Tales (11 hours)

- Introduction to Nataka, Features of Nataka
- An Introduction to Kavya Literature; Laghukavya, Mahakavya and the Champu Kavya
- Panchatantra, Katha Saritsagara, Brihat Kathakosha

TUTORIAL (15 Hours)

(Textual Analysis & Interpretation, Kavya Recitation and Performance, Exploring Regional Poetries, Storytelling)

Essential readings:

Ancient Indian Literature. Vols. 1-3, Delhi: Sahitya Akademi, 1960.

Suggested/recommended readings:

Claus Vogel, Jan Gonda (Ed.). *A History of Indian Literature: Indian Lexicography*. Otto Harrassowitz, 1979.

Gonda, Jan. *A History of Indian Literature: Veda and Upanishads*. Otto Harrassowitz, 1977.

Keith, A.B. *The Sanskrit Drama in Its Origin, Development & Decline*. Oxford University Press, 1924.

Lienhard, Siegfried. *A History of Classical Poetry: Sanskrit – Pali – Prakrit*. Otto Harrassowitz, 1984.

Renou, Louis. *Religions of Ancient India*. Schocken Books, 1953.

Winternitz, Maurice. *A History of Indian Literature*. Translated by S. Ketkar, Motilal Banarsidass, 1981.

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

DISCIPLINE-SPECIFIC CORE COURSE - CILDSC 203

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Literary Studies: History and Key Concepts Code-CILDSC 203	4	3	1	NIL	As per the University Rule

Course objectives:

The Learning Objectives of this course is:

- To offer students a foundational understanding of the domain of the discipline of Literary Studies.
- To introduce the intricacies of the process of the development of a discipline, trace the historical background of the development of literary studies in India, and the founding terms of literary studies.

Learning outcomes:

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

- Understand the changes in the definition of literature.
- Comprehend the historical outline of the development of literary studies in India
- Gain the knowledge of the terms used in the study of literature.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Definitions of Literature (11 hours)

Changing definitions of Literature

UNIT – II Knowledge production and development of disciplines (11 hours)

Epistemological, Ontological and Social Conditions

UNIT – III Literary Studies in India (11 hours)

Pre-colonial, Colonial, and Post-Colonial

UNIT – IV Foundational terms of Literary Studies (12 hours)

Aesthetics, Poetics

Text, Author, Reader

Genre, Theme

Criticism, Theory

TUTORIAL (15 hours)

(Group Discussion, Quizzes, Identifying and Listing literary terms, Identifying and Listing cultural terms)

Essential readings:

Klarer, Mario. (1998). *An Introduction to Literary Studies*, London and New York: Routledge.

Viswanathan, Gauri. (2015). *Masks of Conquest: Literary Study and British Rule in India*, Columbia University Press.

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

Suggested/Recommended Readings:

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

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

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

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

Hudson, William Henry. (1913). *An Introduction to the Study of Literature*, London: George G. Harrap & Company.

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

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

Radhakrishnan, R. (2003). *Theory in an Uneven World*. Oxford: Blackwell.

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

DISCIPLINE SPECIFIC ELECTIVE COURSES**SEMESTER I****DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 101**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Indian Classical Literature Code-CILDSE 101	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to the rich and diverse traditions of Indian classical literature, focusing on Sanskrit and Tamil.
- To explain the complex literary interrelationships within Indian literature, examining both continuities and changes through exchanges between different religious traditions, including Brahminical, Buddhist, and Jaina influences.
- To explore the thematic and stylistic connections through a comparative analysis of texts from Sanskrit and Tamil classical traditions.
- To highlight the interconnections between Indian classical literature and its influence on contemporary literature and cinema.

Learning outcomes:

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

- Gain an understanding of the Indian classical literary traditions of Sanskrit and Tamil.
- Analyze how different literary genres emerged within these traditions and how they influenced other Indian literatures.
- Explain and elaborate on the key characteristics of classical literature.
- Understand how the creation of myths and narratives around classical texts and authors has played a significant role in establishing these texts as standardized.

UNIT – I Introduction to Indian Classical Literature (12 hours)

Definition and scope of classical literature Overview of Pali, Prakrit, Sanskrit, Tamil, and other classical literary traditions. Components of classicality, Influence and Reception of Indian Classical Literature

UNIT – II Introduction to Sanskrit Literature (11 hours)

Reading of select texts of Kalidasa

UNIT – III Introduction to *Pali-Prakrit and other literature* (11 hours)

Therigatha, Theragatha, Brihtkatha, Gatha Saptashati

UNIT – IV Introduction to Tamil classical literature (11 hours)

Thirukkural, Cilappatikaram, Manimekalai

TUTORIAL (15 hours)

(Reciting Kalidasa and Thirukural poems, Group discussion on *Gatha Saptashati*, Project work on relevance of Classical text in contemporary society)

Essential Readings:

Parthasarathy, R. (Trans). *The Cilappatikaram: The Tale of an Anklet*. Delhi; Penguin Books, 2004. (The Book of Maturai)

Ganguli, K.M. (trans). *The Mahabharata, from The Mahabharata of Krishna-Dwaipayana Vyasa*. Delhi: Munshiram Manoharlal Publishers, 2012. (Stri Parva -The Book of the Women)

Hari Prasad Shastri *The Ramayana of Valmiki*. London: Shanti Sadan 1952. (Book VI. Lanka-Kanda.)

Kale.M.R. (Trans). *The Meghaduta of Kalidasa*, Delhi: Motilal Banarsidass, 2015.

Dakshinamurthy, A. *Kuruntokai An Anthology of Classical Tamil Poetry* Thanjavur: Vetrichevi Publishers, 2007. (1-25 poems).

Suggested/Recommended Readings:

Marudanayagam, P *Ancient Tamil Poetry and Poetics: New Perspectives* Chennai Central Institute of Classical Tamil, 2010.

Marudanayagam, P. *Overshadowed Classics in Tamil*. Chennai: Emerald publishers 2021.

Parameswaran, M. R. *Valmiki Ramayana: Critical Essays*. Manipal University Press. 2004.

Pollock, Sheldon. (Ed.). *Literary Cultures in History: Reconstructions from South Asia*. Delhi: Oxford University Press, 2003.

Rajesh, V. *Reproduction and Reception of Classical Tamil Literature: Textual Culture in Colonial Madras*. New Delhi: Cambridge University Press, 2013.

Ramanujan, A. K. *The Collected Essays of AK Ramanujan*. New Delhi: Oxford University Press 2007.

Sharma T. R. S., (Eds). *Ancient Indian Literature: An Anthology* (3 vols.). New Delhi: Sahitya Akademi, 2000.

Zvelebil, K.V. *Companion Studies to the History of Tamil Literature*. E.J.brill New York, 2021.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Translation Studies and Practices in India Code-CILDSE 102	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the basic translation theories.
- To introduce the general history of translations.
- To enable an understanding of the practices of translations in and among Indian languages

Course Learning Outcome:

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

- Acquire knowledge about the history and processes of translation in India
- Inculcate an understanding of the practices of translation among Indian languages.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I

(12 hours)

Theory and History of Translation Studies

Translation and Comparative Literature

UNIT – II**(11 hours)**

Nature and History of Translation in India

UNIT – III**(11 hours)**

Translation among Indian Languages: Problems and Strategies

UNIT –IV**(11 hours)**

Translation between Indian Languages and other foreign languages: History and Practice

TUTORIAL**(15 hours)**

(Tracing literary translations between Indian languages, Tracing foreign translations of Indian classical texts, Practical translation exercise, Simultaneous reading of original and translated texts)

Essential readings:

Bassnett, S. and Lefevere, A. Eds. *Translation, History and Culture*. London: Pinter. 1990 (Introduction)

Bassnet, Susan and Trivedi, Harish, eds. *Postcolonial Translation Theory and Practice*, London: Routledge, 1999. (Introduction)

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, London: Routledge, 2008. (Introduction, Chapter 1, Chapter 2 and Chapter 8)

Suggested/Recommended readings:

Bassnet, Susan and Trivedi, Harish, eds. *Postcolonial Translation Theory and Practice*, London: Routledge, 1999.

Bassnett, S. and Lefevere, A. Eds. *Translation, History and Culture*. London: Pinter. 1990

Lefevere, Andre. *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.

Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. New Delhi: Allied Publishers Private Ltd. 1981.

Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*, London: Routledge, 2008.

Singh, Avadhesh K. Ed. *Translation: Its Theory and Practice*. Delhi: Creative Books. 1996

Venuti, Lawrence, ed. *The Translation Studies Reader*, London: Routledge, 2004

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 103

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Assamese Language – I Code- CILDSE 103	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Assamese language (9 hours)

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

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

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

UNIT – III Basic Grammar**(12 hours)**

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL**(15 hours)**

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

Essential readings:

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

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

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

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

Suggestive readings/recommended:**Dictionary**

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 104

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Bengali Language – I Code- CILDSE 104	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(5 hours)**

Introduction to Bengali language

UNIT – II**(15 hours)**

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

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

UNIT – III

(10 hours)

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & subjunctive

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

UNIT – IV

(10 hours)

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

TUTORIAL

(15 hours)

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

Essential readings:

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 105

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Gujarati Language – I Code-CILDSE 105	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(5 hours)**

Gujarati language and its silent features.

UNIT – II**(15 hours)**

Sounds and letters, Framing the words and sentences

- Vowels, consonants, Consonant Clusters
- Framing the words

- Framing the simple sentences
- Pre and Post-positions, Verb adjuncts

UNIT – III **(15 hours)**

Basic Grammar

- Parts of speech
- Verb
- Types of sentences

UNIT – IV **(10 hours)**

Writing skills and content development

Writing for different platforms/media

TUTORIAL **(15 hours)**

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

Essential/recommended readings

Christian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), hippocrene book,ney york, 2006

Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language together With a Short Reading Book and Vocabulary*, Forgotten Books and kegun paul, London, 2017

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 106

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Kannada Language – I Code-CILDSE 106	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

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

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

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

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

UNIT – III Basic Grammar (11 hours)

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL (15 hours)

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

Suggested/recommended Readings:

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

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

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

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

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

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 107

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Malayalam Language – I Code-CILDSE 107	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

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

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

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

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

UNIT – III Basic Grammar (11 hours)

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL (15 hours)

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

Suggested/recommended readings

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

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

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 108

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introduction to Manipuri Language – I Code-CILDSE 108	4	3	1	Nil

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

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

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

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

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

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

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL**(15 hours)**

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

Suggested/recommended readings:

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

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

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

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

Dictionary

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 109

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Marathi Language – I Code-CILDSE 109	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

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

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

UNIT – II Introduction to sounds and letters, Framing words and sentences (10 hours)

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

UNIT – III Basic Grammar (10 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (15 hours)

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

TUTORIAL (15 hours)

(Group Discussion, Writing on a Specific Topic, Listen and Write as Spoken, Communicate with each other.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay (Shabd, Vyakaran Evam Rachana)*, Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi Thesaurus*, Pune, Nitin prakashan, 2012.

Thakar V. S.: *Marathi-Marathi-Engraji*, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: *Navneet Marathi English dictionary*, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: *Comprehensive Dictionary, English and Marathi*, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

<https://rmvs.marathi.gov.in/>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 110

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Odia Language – I Code-CILDSE 110	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Odia language (9 hours)

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

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

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

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (12 hours)

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

TUTORIAL (15 hours)

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

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 111

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Sindhi Language – I Code-CILDSE 111	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To teach Sindhi primary language speaking skills.
- To introduce basic Sindhi language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Sindhi, along with synonyms to expand vocabulary.

Learning Outcomes:

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

- Obtain the basic skills of reading, writing and speaking in Sindhi, along with building a primary vocabulary.
- Read and construct simple Sindhi sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT -I A brief introduction to the Sindhi language (9 hours)

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

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (12 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL (15 hours)

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

Suggested Readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog*, Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 112

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Tamil Language - I Code-CILDSE 112	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce Tamil – a distinctive language of India which is also a classical language of the world – to students of other lingua franca, who don't have prior knowledge of the said language.
- To introduce vowels, consonants, vowel consonants and their phonology, phonemes, morphology, morphemes, syntax, etc., to students.
- To make the students familiar with nouns, pronouns, verbs, adverbs, adjectives, etc., and their meanings, besides making them familiar with the construction of Tamil sentences and some proverbs, idioms and phrases in passages.

Learning Outcomes:

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

- This course will enable non-Tamil students to know the alphabet and its categories, sounds and pronunciations.
- Get familiar with important nouns, basic verbs, kinds of verbs and tenses, adverbs, adjectives, and their meanings, and style of sentence construction in Tamil language.
- Know certain proverbs, idioms and phrases and their contextual meanings in given passages.
- Enhance the language proficiency of speaking, writing, and reading Tamil which may be helpful for their academic and professional life.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT- I Brief history of Tamil language and literature and its literary genres (12 hours)

.

UNIT- II.**(11 hours)**

- Introduction of vowels, consonants, vowel consonants, nouns, pronouns, verbs, adverbs, adjectives and construction of sentences and idioms and phrases.
- Vowels, consonants, vowel consonants and their morphology, phonology, phonemes and morphemes.
- Kinds of Words – Nouns, Pronouns, Adverbs and Adjectives.
- Kinds of Verbs – Past tense, Present tense, Future tense, and Continuous tense of past, present and future.
- Construction of simple and combined sentences.

UNIT- III Elucidation of the basic grammar of Tamil language**(11 hours)**

- Parts of Speech
- Kinds of nouns
- Kinds of Verbs
- Kinds of Tenses
- Types of Sentences
-

UNIT- IV Writing skill and content development**(11 hours)**

(For Cyber and Print Media, Blogs, Advertisements, Reports, Scripts, etc.)

TUTORIAL**(15 hours)**

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

Suggested Readings:

Sankaranarayanan, G. *A Programmed Course in Tamil*. Mysore: Central Institute of Indian Languages, 2012.

Text Book Committee, *Tamil Text Books (First-Second-Third Standards)*. Chennai: Tamil Nadu Text Book Society, 2010.

Rajaram, S. *An Intensive Course in Tamil*. Mysore: Central Institute of Indian Languages, 1979.

Vidya Mohan and Rajiv Ranjan, *Basic Tamil*. Michigan: Michigan State University, 2024.

Tamil Grammar in easy English / Thamiz Paadanool (Draft Version). 2004. Elango Cheran.

Source: <http://www.unc.edu.echeran/paadanool>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 113

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Telugu Language – I Code-CILDSE 113	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To teach Telugu primary language speaking skills.
- To introduce basic Telugu language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Telugu, along with synonyms to expand vocabulary.

Learning outcomes:

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

- Obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary.
- Read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I A brief introduction to the Telugu language (5 hours)

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

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar**(15 hours)**

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development**(10 hours)**

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL**(15 Hours)**

(Basic Conversation Practice, Flashcards for Vocabulary Building, Role-Playing Everyday Situations, Cultural Exploration Activities)

Suggested/Recommended Readings:

Arden, A H., 1905, *A progressive grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, *A Grammar of Modern Telugu*. USA: Oxford University Press.

Parandhama Reddy, M. and Venkateswara Shastri, J. 1997. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, *An Intensive Course in Telugu*. Institute of Indian Languages. Mysore: Central

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*.

Venkatavadhani, Divakarla. 2017, *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya Academy,

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

DISCIPLINE-SPECIFIC ELECTIVE COURSE**SEMESTER II****DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 201**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Medieval Indian Literature Code-CILDSE 201	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to the richness and diversity of medieval Indian literary traditions.
- To examine the Bhakti movement and its influence on literature across different Indian languages.
- To analyse gendered perspectives in medieval literature, primarily through women's voices.
- To explore classical traditions, epics, and their adaptations in medieval Indian literature.
- To study the role of hagiographies, historical narratives, and marginalised voices in medieval literary traditions.
- To understand the deep connection between literature and performing arts, including music, dance, and temple representations.

Learning outcomes:

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

- Understand the development of Bhakti literature and its role in shaping Indian literary traditions.
- Analyse women's voices in medieval Indian literature and their contribution to socio-cultural discourses.
- Examine the transformations of classical Sanskrit and Tamil traditions in medieval times.
- Explore the adaptation and regional retellings of the Ramayana and Mahabharata.
- Identify key hagiographic texts and their role in shaping religious and historical narratives.
- Explore the literary significance of Indian performing arts, temple inscriptions, and visual representations.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to the Bhakti movement (12 hours)

Introduction to the Bhakti movement and its impact on Indian society.

Bhakti literature is available across Indian languages (Tamil, Kannada, Telugu, Bengali etc.).

Key Bhakti poets: Select Poets from Alvars and Nayanmars and others

UNIT – II Women's Voices in Bhakti and Medieval Literature (11 hours)

Contributions of women Bhakti poets: Mirabai, Andal, Akka Mahadevi, Lal Ded, Bahinabai, Janabai, etc.

Gender, devotion, and resistance in medieval literature.

The representation of women in medieval poetry, songs, and oral traditions.

UNIT – III Hagiographies and Historical Narratives (11 hours)

The role of hagiographies in medieval Indian literature (e.g., Periyapuramam)

Biographical narratives of saints and their literary styles.

Indigenous historical traditions (e.g., Rajatarangini)

UNIT – IV Literature in Performing Arts and Temple Traditions (11 hours)

Literary representations in temple sculpture, painting, music, and dance.

The role of literature in Indian classical music and dance traditions.

The connection between oral storytelling and temple performance traditions (e.g., Kathak, Yakshagana, Kutiyattam, Terukkuttu).

TUTORIAL (15 Hours)

(Theatrical Performances, Create an Anthology of Medieval Indian Poetry, Field Visits, Research-Based Assignments, Group Discussions on Social and Cultural Context)

Essential readings:

Panikkar, Ayyappa, general editor. *Medieval Indian Literature: An Anthology. 4 vols.*, Sahitya Akademi, 1997-2000.

Sharma, T.R.S., chief editor. *Ancient Indian Literature: An Anthology. 3 vols.*, Sahitya Akademi, 2000.

Tharu, S., and K. Lalita, editors. *Women Writing in India: 600 B.C. to the Present*. Oxford University Press, 1991.

Suggested/recommended readings:

Datta, A., editor. *Encyclopaedia of Indian Literature*. 3 vols. Sahitya Akademi, 1987-1989.

Das, S. K. *History of Indian Literature*. 3 vols. Sahitya Akademi, 1991/1995/2005.

Dimock, E., et al., editors. *The Literatures of India: An Introduction*. The University of Chicago Press, 1974.

Iyengar, K. R. S. *Indian Literature since Independence*. Sahitya Akademi, 1973.

Keith, A. B. *Sanskrit Drama*. Motilal Banarasidas, 1988.

Lopez, D. S., editor. *Religions of India in Practice*. Princeton University Press, 1995.

Pollock, Sheldon, editor. *Literary Cultures in History: Reconstructions from South Asia*. Oxford University Press, 2003.

Winternitz, M. *History of Indian Literature*. Motilal Banarasidas, 1907/1981.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Indian Fiction: Novel and Short Story Code-CILDSE 202	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to the body of Indian fiction as modern literary production with particular focus on Novel and Short Story.
- To understand Indian fiction within the social, cultural, political and historical context.
- To develop critical thinking and analytical skills among students by encouraging them to analyse themes, characters, and plots within fiction.
- To encourage students to apply critical theories and literary analysis techniques to Indian fiction

Course Learning Outcome:

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

- Understand the growth and development of novels and short stories in India
- Identify the themes, plots, and narrative techniques in Indian fiction.
- Read and interpret the fiction in the aesthetic, social, political, psychological and historical context and apply various theoretical apparatus.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Indian Fiction (5 hours)

Forms of Indian Narrative Traditions, Fiction as a Genre

UNIT – II Novel and Short Story in India (10 hours)

Novel and Short Story: Introduction to the Genre

Novel in Indian Context.

Short Story in Indian Context

UNIT – III Reading and Analysis of select novels from Indian languages (20 hours)

Anandmath by Bankim Chandra Chatterjee (Bengali)

Labangalata by Khwairakpam Chaobal Singh (Manipuri)

Cocoon by Bhalchandra Nemade (Marathi)

Chillara Devullu (transL. *The Lesser Deities*) by Dasaradhi Rangacharya (Telugu)

The Moth-Eaten Howdah of the Tusker by Indira Goswami (Assamese)

UNIT- IV Reading and Analysis of select short stories from Indian languages (10 hours)

Four short stories to be selected from E.V. Ramakrishnan, ed. *Indian Short Stories (1900-2000)* published by Sahitya Akademi, New Delhi, 2009.

TUTORIAL (15 hours)

(Background readings of select novels, Reading out Loud, Theme related discussions, Identification and Comparison of Novels of same time frame, Cataloguing the time frames of novels in India)

Essential Readings:

Bankim Chandra Chatterjee, *Anandamath (The Abbey of Bliss)*. Translated by Nares Chandra Sen Gupta. Global Vision Publishing House; 1st edition, 2021

Khwairakpam Chaoba Singh, *Labangalata*. Translated by Longjam Bhabendra Singh. New Delhi: Sahitya Akademi. 2016.

Bhalchandra Nemade, *Kosla (Cocoon)*. Translated by Sudhakar Marathe. Popular Prakashan Pvt Ltd, Mumbai. 2012

Dasaradhi Rangacharya, *Chillara Devullu (The Lesser Deities)* Translated by Chakravarthi Seshacharya. Potti Sree Ramulu Telugu University, 1997.

Indira Goswami, *Dontal Hatir Une Khowa Howdah (The Moth-Eaten Howdah of the Tusker)* Translated by the Author. New Delhi: Rupa Publications. 2004.

E.V. Ramakrishnan, ed. *Indian Short Stories (1900-2000)*. New Delhi: Sahitya Akademi, 2009.

Suggested/Recommended readings:

Calderwood, James L., and Toliver, Harold E, Eds. *Perspectives on Fiction*. Oxford University Press, 1968.

Clark, T.W. ed. *The Novel in India: Its Birth and Development*. Routledge. 2022

Das, Sisir Kumar. *History of Indian Literature (3 vols)*. New Delhi: Sahitya Akademi. 1993

March-Russell, Paul. *The Short Story: An Introduction*-Edinburgh University Press. 2009

Mukherjee, Meenakshi. ed. *Early Novels in India*. New Delhi: Sahitya Akademi. 2002.

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society of India*. New Delhi: Oxford University Press. 1985

Patea, Viorica. *Short Story Theories: A Twenty-First-Century Perspective*. Amsterdam: Rodopi B.V. 2012

Watt, Ian. *The Rise of the Novel*. California: University of California Press. 1957

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

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 203

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Assamese Language- II Code-CILDSE 203	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(9 hours)**

Assamese Phrases and Proverbs

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

- Number
- Gender
- Salient features of Assamese language

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

- Language Vocabulary

- Use of Dictionary
- Role of Translation

UNIT – IV**(12 hours)**

Comprehension and Paragraph writing

TUTORIAL**(15 hours)**

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

Suggested/Recommended readings:

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

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

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

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

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

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

Dictionary

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 204

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Bengali Language – II Code-CILDSE 204	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Compound verbs
Transitive and intransitive verbs
Making compound sentences in Bengali using conjunction
Making complex sentences in Bengali

UNIT – II (9 hours)

Reading comprehension

UNIT – III (12 hours)

Writing Skills and Content Development

UNIT – IV**(12 hours)**

Translation from another language to Bengali

Translation from Bengali to another language

TUTORIAL**(15 hours)**

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

Suggested/recommended readings:

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 205

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Gujarati Language - II Code-CILDSE 205	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (5 hours)

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

UNIT – II Gujarati Grammar (10 hours)

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

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

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

UNIT – IV (15 hours)

Comprehension

TUTORIAL (15 hours)

(Early literature, Pre-Narsinh Era (1000 AD to 1450 AD discussion on Sagun Bhakti tradition, Nirgun Bhakti tradition, Medieval literature, Reformist Era or Narmad Era (1850–1885 AD) and the importance of the diversified vocabulary)

Suggested/recommended readings:

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 206

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Kannada Language – II Code-CILDSE 206	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Kannada Phrases and Proverbs

UNIT – II Kannada Grammar (11 hours)

- Number
- Gender
- Salient features of Kannada language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV (11 hours)

Comprehension and Paragraph writing

TUTORIAL (15 hours)

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

Suggested/Recommended Readings:

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

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

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

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 207

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Malayalam Language –II Code-CILDSE 207	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I

(12 hours)

Malayalam Phrases and Proverbs

UNIT – II Malayalam Grammar

(11 hours)

- Number
- Gender
- Salient features of Malayalam language

UNIT – III Writing skills and Content development

(11 hours)

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV

(11 hours)

Comprehension and Paragraph writing

TUTORIAL

(15 hours)

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

Suggested/recommended Readings:

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 208

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Manipuri Language-II Code-CILDSE 208	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(10 hours)**

Manipuri Phrases and Proverbs

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

- Number
- Gender
- Salient features of Manipuri language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV (10 hours)

Comprehension and Paragraph writing

TUTORIAL (15 hours)

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

Sharma, Nandalal. *Meiteilon*, Imphal. 1969

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 209

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Marathi Language-II Code-CILDSE 209	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

Marathi Phrases and Proverbs

UNIT – II Marathi Grammar (10 hours)

- Number
- Gender
- Salient features of Marathi language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV (15 hours)

Comprehension and Paragraph writing

TUTORIAL ACTIVITY (15 hours)

(Writing skills and content development, Writing on a specific topic, listening and writing as spoken, and communicating with each other, using dictionaries, translating text,)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana, Delhi, Opus Publishers, Shahdara, 2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi thesaurus*, Pune, Nitin prakashan, 2012.

Thakar V. S.: *Marathi-Marathi-Engraji*, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: *Navneet Marathi English dictionary*, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: *Comprehensive Dictionary, English and Marathi*, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

<https://rmvs.marathi.gov.in/>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 210

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Odia Language – II Code-CILDSE 210	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (9 hours)

Odia Phrases and Proverbs

UNIT – II Odia Grammar (12 hours)

- Number
- Gender
- Salient features of Odia language

UNIT – III Writing skills and Content development (12 hours)

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV**(12 hours)**

Comprehension and Paragraph writing

TUTORIAL**(15 hours)**

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

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSE 211

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Sindhi Language-II Code-CILDSE 211	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Sindhi language and can make and figure out simple sentences.

- To enable them to figure out and construct compound and complex sentences in Sindhi.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach the basic rules of translation.

Learning Outcomes:

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

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Sindhi to English and vice versa.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (9 hours)

Language: Phrases, Proverbs, idioms etc.

UNIT – II Language: Grammar (12 hours)

- Number
- Gender
- Salient features of Sindhi Language

UNIT – III Writing skills and content development (12 hours)

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

UNIT – IV (12 hours)

Comprehension

TUTORIAL (15 hours)

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

Suggested/Recommended Readings:

Jetley MK, Sindhi Bhasha Vyakaran Avam Prayog, Sindhi Academy, Delhi

Lekhwani K.P, An intensive course in Sindhi, Central Institute of Indian Languages, Mysore

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

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 212

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Tamil Language – II Code-CILDSE 212	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the Tamil language to students of other lingua franca, who gained essential knowledge of the said language in the previous semester.
- To deliberate elaborately in detail about the phonology, morphology and syntax of the Tamil language, its basic grammatical rules, kinds of tenses and a standard spoken language.
- To give the students a clear understanding of the construction of Tamil sentences, and a basic knowledge of the art of translation between Indian languages.

Learning outcomes:

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

- Acquire the essential knowledge of the Tamil language and its grammatical rules.
- Gain the required language skill to speak with common Tamils and produce literary content in Tamil.
- To have the desired aptitude of the art of translation, a forte for their professional or career-oriented life.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

Language: Proverbs, Idioms, Phrases, etc.

UNIT – II Language: Grammar (15 hours)

- Numbers
- Genders
- Tenses
- Other features of the Tamil language

UNIT – III Writing skill of contents (10 hours)

- Gaining Tamil vocabulary
- Using Dictionary and Lexicons
- Acquiring Tamil Technical glossaries

UNIT – IV (10 hours)

Comprehension

TUTORIAL (15 hours)

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

Suggested/Recommended Readings:

An Intensive Course in Tamil. 2000. S. Rajaram. Mysore: Central Institute of Indian Languages.

Colloquial Tamil. 2002. R.E. Asher and E. Annamalai. London: Routledge.

Tamil Text Books (Fourth-Fifth-Sixth Standards). 2010. Text Book Committee. Chennai: Tamil Nadu Text Book Society.

Winslow's English – Tamil Dictionary. 1996. C. Appasamy Pillai. New Delhi: Asian Educational Services.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 213

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Introduction to Telugu Language -II Code-CILDSE 213	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Telugu language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Telugu.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach them the basic rules of translation as well.

Learning Outcomes:

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

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Telugu to English and vice versa.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(5 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT –II. Language: Grammar**(10 hours)**

- Numbers
- Genders
- Salient features of the Telugu language

UNIT – III Writing skills and content development (10 hours)

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

Unit – IV (15 hours)

Comprehension

TUTORIAL (15 hours)

(Storytelling Sessions, Role-Playing Conversations, Vocabulary Challenges, Debate or Discussion in Telugu, Telugu Movies analysis)

Suggested/Recommended Readings:

Arden, A H. *A Progressive Grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge, 1905.

Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA: Oxford University Press, 1986.

Parandhama Reddy, M. and Venkateswara Shastri, J. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages, 1997.

Ramanarasimham, Parimi. Languages, 1985. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian

Ramanarasimham, Parimi. 1974 *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages,

Reddy G.N. and Matson D.M. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare, 1966.

Sanjay, D. *Spoken Telugu for Absolute Beginners*. 2019.

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

GENERIC ELECTIVES**SEMESTER I****GENERIC ELECTIVE COURSE - CILGE 101**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Assamese Language and Literature Code-CILGE 101	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Assamese language and literature.
- To discuss different stages of development of Assamese literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Assamese literature.

Learning Outcome:

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

- Develop a basic understanding of Assamese language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(10 hours)**

History of Assamese Language and Introduction to Assamese scripts

UNIT – II**(10 hours)**

Early Assamese Literature

UNIT – III**(12 hours)**

Medieval Assamese Literature

UNIT – IV

(13 hours)

Modern Assamese Literature

TUTORIAL

(15 hours)

(Author study, Literary analysis of specific text, Literary debates, Group research project, Peer review and feedback)

Essential readings:

Barua, Birinchi Kumar. *History of Assamese Literature*. New Delhi, Sahitya Akademi, 1964.

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

Sarma, Satyendranath. *Assamese Literature*. Wiesbaden, OTTO Harrassowitz, 1976.

Suggested/recommended readings:

Kakati, Banikanta. *Assamese Its Formation and Development*. Guwahati, Lawyer's Book Stall, 1972.

Neog, Dimbeswar. *New Light on History of Asamiya Literature*, Guwahati, Xuwani Prakash, 1962.

Neog, Maheswar, *Essays on Assamese Literature*, New Delhi, Omsons Publishers 2008

Saikia, Nagen. *Background of Modern Assamese Literature*, Guwahati, Purbanchal Prakash, 1997

Sarma, Upendranath. *Studies in Assamese Literature*, Guwahati, Assam Publication Board, 2012

Singh, Raj Kumar. *Encyclopaedia of Assamese Literature*, New Delhi, Anmol Publications Pvt. Ltd. 2009

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

GENERIC ELECTIVE COURSE CILGE 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Bengali Language and Literature CILGE 102	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Bengali language and literature.
- To discuss different stages of development of Bengali literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Bengali literature.

Learning Outcome:

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

- Develop a basic understanding of Bengali language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

History of Bengali Language

UNIT – II (10 hours)

Ancient Bengali Literature

UNIT – III (12 hours)

Medieval Bengali Literature

UNIT – IV (13 hours)

Modern Bengali Literature

TUTORIAL**(15 hours)**

(Author study, Literary analysis of specific text, Literary debates, Group research project, Peer review and feedback)

Essential readings:

Asiatic Society of Bangladesh, *Banglapedia: The National Encyclopaedia of Bangladesh* (Online ed.). Dhaka, Bangladesh: Banglapedia Trust, Asiatic Society of Bangladesh, <https://en.banglapedia.org>, 2003

Bardhan, Kalpana. *The Oxford India Anthology of Bengali Literature*, OUP India, 2010

Dasgupta, Probal. "Bangla", in Cardona, George; Jain, Dhanesh (eds.), *The Indo-Aryan Languages*, Routledge, pp. 386–428, 2003

Sen, Sukumar. *History of Bengali Literature*, New Delhi: Sahitya Akademi, 1979 [1960].

Suggested/recommended readings:

Bhattacharya, T. "Bengali", In Gary, J. and Rubino. C. (ed.). *Encyclopaedia of World's Languages: Past and Present (Facts About the World's Languages)*. WW Wilson, New York, 2000

Chakravarti, Sudeep. *The Bengalis*. Aleph Book Company, 2017

Chatterji, S. K. *The Origin and Development of the Bengali Language*, Rupa, 2002 [1926].

Dasgupta, Subrata. *The Bengal Renaissance*, Permanent Black, 2009

Klaiman, M. H. "Bengali". In Comrie, Bernard (ed.). *The World's Major Languages*. Croon Helm, London and Sydney, 1987

Kaviraj, Sudipto. *The Unhappy Unconsciousness: Bankim Chandra Chattopadhyay and the Formation of Nationalistic Discourse in India*. New Delhi: Oxford University Press, 1998.

Kripalani, Krishna. *Rabindranath Tagore: A Biography*. London: Oxford University Press, 1962

Library of Congress. *The South Asian Literary Recordings Project: Bengali Authors*, USA, <https://www.loc.gov/acq/ovop/delhi/salrp/bengali.html>

Thompson, Hanne-Ruth. *Bengali*. Volume 18 of London Oriental and African Language Library. John Benjamins Publishing, 2012

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

GENERIC ELECTIVE COURSE CILGE103

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Gujarati Language and Literature Code-CILGE 103	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Gujarati language and literature.
- To discuss different stages of development of Gujarati literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Gujarati literature.

Learning Outcome:

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

- Learn about various literary terms and key words
- Learn literary criticism covering the topics such as literary devices and literary terms with definitions, examples, and usage tips.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(5 hours)**

History of Gujarati Literature

UNIT – II**(15 hours)**

- Fictions in Gujarati
- Short story in Gujarati
- Poetry in Gujarati

UNIT – III**(10 hours)**

- Various Literary trends in Gujarati
- Representation of the terrain and topography of Gujarat

UNIT – IV**(15 hours)**

- Introduction of Literary criticism and practice
- Criticism in Gujarati literature: Tactics, trends and usage of terms

TUTORIAL**(15 hours)**

- **introduction to various literary genres e.g.** Akhyana, (narrative poetry) Rasa, Prabandha, Barmasi, Pada (verse), Padya-Vaarta, Chhappa, Khand-Kavya, Bhavai, Natak (play), Navalkatha, (novel) Navlika, (Novella), Tunki Varta, (short story), Urmi-Kavita (lyric), Ghazal, Aatma-Katha, (autobiography), Jivan-Charitra, (biography), Nibandh, (essay) Fagu (lyrical poetry) and children's literature
- Importance of Gandhi Era (1915–1945 AD)
- Mahatma Gandhi and Gujarati literature
- The Pandit Era came to an end in 1914, when the First World War broke out. Mahatma Gandhi, with his weapon of Satyagraha (Friendly passive resistance) tried and tested in South Africa. Mahatma Gandhi left Africa and arrived in early January 1915. With penetrating insight he observed first-hand the socio-economic and political conditions obtaining in India and thought about every question related to life. After Gandhi's arrival on the Indian scene, the literary climate of Gujarat, which was the hub of all Gandhi's socio-political activities, underwent a rapid change. Gandhi started editing Navajivan, a weekly periodical, and spread his thoughts and ideology.

Essential Readings:

Jhaveri, Mansukhlal. History of Gujarati Literature. New Delhi: Sahitya Akademi

Munshi, K. M. Gujarat and Its Literature. Mumbai, Bharatiya Vidyabhavan.

Endurance: A Droll Saga (Manavini Bhavai, Gujarati) By Pannalal Patel, Translated by V.Y. Kantak. New Delhi: Sahitya Akademi, 1990

Saraswatichandra Epitomized By Upendra Pandya, Translated by Vinod Meghani, New Delhi: Sahitya Akademi, 1990

Modern Gujarati Poetry: A Selection. Translated by Suguna Ramanathan and Rita Kothari, New Delhi: Sahitya Akademi, 2007

Suggested/Recommended Readings:

The encyclopedia of Indian literature, Volume-one (A to CYC). Edited by Indra Nath Choudhuri, New Delhi: Sahitya Akademi, 2009

A history of indian literature – 1911-1956 by sisir kumar das, New Delhi: Sahitya Akademi

GENERIC ELECTIVE COURSE - CILGE 104

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Kannada Language and Literature Code-CILGE 104	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Kannada language and literature.
- To discuss different stages of development of Kannada literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Kannada literature.

Learning Outcomes:

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

- Develop a basic understanding of Kannada language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(12 hours)**

History of Kannada Language

UNIT – II**(11 hours)**

Ancient Kannada Literature

UNIT – III**(11 hours)**

Bhakthi Sahitya in Kannada

UNIT – IV

(11 hours)

Modern Kannada Literature

TUTORIAL

(15 hours)

(Activities: Group Discussion, Meet the author, Interview to Author, Skill development workshop)

Essential readings:

R Narasimhachar, *History of the Kannada Language (Redership Lectures)*, Mysore, University of Mysore, 1934,

M Chidanada Murthy, *shashana gala samskruthika adyayana*, Bengaluru, sapna book house, 2015

A K Ramanujan, *Speaking of Shiva*, Newyprk, Penguin books, 1985

Samayanige sahithya charitre, different authors, Bengaluru, sapna book house 2015

Rajappa dalavai, *Kannada sahithya kosha*, Benagluru, dalavahi publication, 2015

Suggested/recommended readings:

Rajappa Dalavayi, *Kannada Sahitya Kosha*, Bengaluru, Dalavayi Prakashana , 2019

R Narasimhachar, *History of Kannada Literature*, Mysore, Govt. Branch Press, 1934

L.S.Sheshagiri Rao, *Hosagannada Sahitya charitre*, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, *An Introduction to Modern Kannada Literature*, Bangalore, Kannada Sahitya Parishat, 1977

H Thipperudraswamy, *Vachana Deepike*, Jnana Yoga Foundation, 1995

K Narayana Rao, *Sarvajnana Vachana Saara sangraha*, T N Krishnaiah shetty and sons,

H S K, *Daasa Saahitya*, Mysore, Mangala Bharathi Prakashana, 1984

Various Authors, *Dasa sahitya vishishta kosha*, Tirupati, Tirumala tirupati Devasthanam, 2013

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

GENERIC ELECTIVE COURSE- CILGE 105

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Malayalam Language and Literature Code-CILGE 105	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Malayalam language and literature.
- To discuss different stages of development of Malayalam literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Malayalam literature.

Learning Outcomes:

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

- Develop a basic understanding of Malayalam language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interest one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(12 hours)**

History of Malayalam Language

UNIT – II**(11 hours)**

Ancient Malayalam Literature

UNIT – III**(11 hours)**

Medieval Malayalam Literature

UNIT – IV

(11 hours)

Modern Malayalam Literature

TUTORIAL

(11 hours)

(Meet the writer, interview, group discussion, Skill development workshop)

Essential readings:

Godavarma K. *Indo- Aryan loanwords in Malayalam*, Thunchath Ezhuthachan Malayalam University, Thirur, Kerala, 2017

Joerge K.M., *A survey of Malayalam literature*. Bombay: Asia Pub. House. 1968

Joerge K.M., *Western influence on Malayalam language and literature*. New Delhi: Sahitya Akademi. 1972

Joerge K.M., *Modern Indian Literature, an Anthology: Surveys and poems*. Sahitya Akademi. 1992

Ramachandran Puthusseri Prof. *Language of Middle Malayalam*, Mahatma Gandhi University, Kottayam, 2012

Suggested/recommended readings

Parameswarayyar Ullur S. *English essays and poems of Mahakavi Ullur*, University of Kerala, Trivendrum, Kerala, 1978

Kumaran Asan, *Selected poems of Kumaran Asan*, University of Kerala, Trivendrum, Kerala, 2006

Kerala Sahitya Akademi, *Dalit Literature in Malayalam*, Kerala Sahitya Akademi, Thrissur, Kerala, 2009

Parameswarayyar Ullur S. *Kerala Sahitya Charitram Vol.i, ii, iii, iv, v*, University of Kerala, Trivendrum, Kerala, 1990

Rajaraja Varma A.R. *Kerala Panineeyam*, D.C. Boks, Kottayam, Kerala, 2007

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

GENERIC ELECTIVE COURSE - CILGE 106

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Manipuri Language and Literature Code-CILGE 106	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Manipuri language and literature.
- To discuss different stages of development of Manipuri Literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Manipuri Literature.

Learning Outcome:

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

- Develop a basic understanding of Manipuri language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interest one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

History of Manipuri Language

UNIT – II (10 hours)

Ancient Manipuri Literature

UNIT – III (10 hours)

Medieval Manipuri Literature

UNIT – IV (15 hours)

Modern Manipuri Literature

TUTORIAL**(15 hours)**

(Story retelling, puya reading and reflection, comparing Bhakti Literature and royal chronicles, author profile and literary reviews, period-based literature quiz, group discussion-then vs now, apply knowledge creatively.)

Suggested/recommended readings:

Jhalajit, RK. *A History of Manipuri Literature*. Imphal: OK Store, 1976.

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

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

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

Kamei, Gangmumei. *History of Manipur*. New Delhi: Akansha, 2015.

Sanasam, Jodhchandra. *Khamba Thoibi Shiereng of Anganghal*. Translation, Imphal, 2017.

Sharma, L. Birendrakumar, *Makers of Indian Literature: G. C. Tongbra*, Delhi: Sahitya Akademi, 2018.

Singh, E. Sonamani, *Jahera*. Translation, Imphal: Sahitya Akademi, 2004.

Singh, Ibohal Wahengba. *The History of Manipur (An Early Period)*. Imphal: Manipur Commercial Co., ndt.

Singh, RK Birendra. *Madhabi*. Translation, Imphal: The Manipur State Kala Akademi, 1975.

Tongbra, G.C. *The Flesh Trap (Ngabongkhao)*. Imphal, 1996.

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

GENERIC ELECTIVE COURSE - CILGE 107

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Marathi Language and Literature Code-CILGE 107	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Marathi language and literature.
- To discuss on different stages of development of Marathi literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Marathi literature.

Learning Outcome:

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

- Develop a basic understanding of Marathi language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

History of Marathi Language

UNIT – II (5 hours)

Ancient Marathi Literature

UNIT – III (15 hours)

Medieval Marathi Literature

UNIT – IV (15 hours)

Modern Marathi Literature

TUTORIAL (15 hours)

(Group discussion, Meet the writer, Interviewing Kirtankars, collecting and presenting information about saints and writers, period-based literature quiz.)

Essential readings:

Bhate G. C. *History of Modern Marathi Literature (1800-1938)*, Pune, 1939.

Deshpande Kusmavati and Rajadhyaksha M. V. *A History of Marathi Literature*. New Delhi: Sahitya Akademi. 1988.

Tulpule S. G. *Classical Marathi Literature*, Wiesbaden, West Germany 1979.

Contemporary Indian Literature (Revised and enlarged edn, Sahitya Akademi, New Delhi 1959).

K. R. Srinivasa Iyengar (ed.). *Indian Literature since Independence*, Sahitya Akademi, New Delhi, 1973.

Suggested/recommended readings:

Joge R. S.: "*Indian Literature*" Encyclopaedia of Literatures (Vol. II) (ed. J. T. Shipley), New York, 1946.

Maharashtra State Gazetteers, the volume on Language and Literature, Chapter II (Govt. of Maharashtra, 1971).

Gokak V. K. (ed). *Literature in Modern Indian Languages*, Publications Division, Govt. of India, 1957.

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

GENERIC ELECTIVE COURSE - CILGE 108

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Odia Language and Literature Code-CILGE 108	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Odia language and literature.
- To discuss different stages of development of Odia literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Odia literature.

Learning Outcome:

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

- Develop a basic understanding of Odia language and literature.
- Develop the interest of the students towards the literature of the different languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I **(5 hours)**

History of Odia Language

UNIT – II **(10 hours)**

Ancient Odia Literature

UNIT – III **(15 hours)**

Medieval Odia Literature

UNIT – IV **(15 hours)**

Modern Odia Literature

TUTORIAL **(15 hours)**

(Author study, Literary analysis of specific text, Literary debates, Group research project, Peer review and feedback)

Suggested/recommended readings:

Mahanty Banshidhara: History of Odia Literature, Part 1 (2019) and Part 2 (2020), both 4th edition. Friends' Publishers, in Odia Language

Mansingh Mayadhara: History of Odia Literature, published by Delhi: Sahitya Akademi, 1960

Acharya Brundaban: History of Odia Literature, published by Saha Bradarsa. 1969, in Odia language

Maharana Surendra: History of Odia Literature, published by AK Mishra Publication. 2021, in Odia Language

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

GENERIC ELECTIVE COURSE - CILGE 109

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Sindhi Language and Literature Code-CILGE 109	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To focus on the development of Sindhi language and literature.
- To discuss different stages of development of Sindhi literature.
- To provide a comprehensive overview of the various genres such as poetry, novels, short stories, drama etc. of Sindhi literature.

Learning Outcome:

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

- Develop a basic understanding of Sindhi language and literature.
- Develop the interest of the students towards the literature of the various languages of India and in future interested one may also concentrate on the comparative study of the same.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

History of Sindhi Language and Introduction to scripts

UNIT – II (11 hours)

Ancient Sindhi Literature

UNIT – III (11 hours)

Medieval Sindhi Literature

UNIT – IV (11 hours)

Modern Sindhi Literature

TUTORIAL**(15 hours)**

(Author study, Literary analysis of specific text, Literary debates, Group research project, Peer review and feedback_

Essential readings:

Ajwani, L.H. *History of Sindhi Literature*. New Delhi, Sahitya Akademi, 1964.

Jetley M.K. *Sindhi Sahitiya Jo Itihas*, Delhi, Sindhi Book Trust, 2006.

Suggested/recommended readings:

Lekhwani K.P. *Sindhi Sahitiya Jo Mukhtasiru Itihas*, New Delhi, Sindhi Academy, 2024

Joshi Sachhidanand (Ed.), *Revisiting Partition*, New Delhi, IGNCA, 2023

Tekchandani R.P., *Sindhi ki Lokpriye Kahaniyaan*, New Delhi, Prabhat Prakashan, 2022

Jetley M.K. *Sindhi Bhasha, Vyakaran Evam Prayog*, New Delhi, Sindhi Academy, 2014

Balwani Hundraj, *Aadhunik Sindhi Sahitiya*, Ahmedabad, Scan Computers, 2024.

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

GENERIC ELECTIVE COURSE - CILGE 110

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Tamil Language and Literature Code-CILGE 110	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To facilitate non-Tamil students in acquiring comprehensive knowledge of the history of the Tamil language and literature.
- To explain the evolution and development of the Tamil language through various periods and phases since ancient times.

Learning Outcomes:

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

- Understand the origin and development of the Tamil Language and Literature.
- Gain a comprehensive understanding of the Tamil language's origins within the Dravidian family, its linguistic evolution, and its development as a classical language of India
- Analyze major literary periods in Tamil history, including the Sangam era, medieval Bhakti poetry, classical literature, and modern Tamil literature
- Examine how Tamil literature reflects the social, political, religious, and cultural contexts of its time, including the role of literature in shaping Tamil identity.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)
Sangam Literature

UNIT –II. (11 hours)
Ethical Literature and Epics

UNIT – III (11 hours)
Bhakti Literature

UNIT – IV (11 hours)
Minor Literature

TUTORIAL (15 hours)

(Group discussion, Meet the Critics, Visiting the cities which represented in literature, Collecting and Presenting information about Bhakti Poets and Writers, Period-based literature quiz etc.)

Suggested Readings:

Kamil Veith Zvelebil & Jan Gonda (ed.). *Tamil Literature (A History of Indian Literature, volume 10)*, Delhi: Manohar Publishers , 2019.

Marudanayagam, P. *Ancient Tamil Poetry And Poetics: New Perspectives* .Chennai: Central Institute of Classical Tamil, 2010.

Ramanujan, A. K. *The Collected Essays of A. K. Ramanujan*. New Delhi: Oxford University Press,2007.

Somasundaram Pillai, J.M. *A History of Tamil Literature - With Texts and Translations - From the Earliest Times to 600 A.D.*,1968

<https://archive.org/details/ahistoryoftamilliterature1968>

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

GENERIC ELECTIVE COURSE - CILGE 111

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Telugu Language and Literature Code-CILGE 111	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To help students learn about the Telugu language, its literature, and the culture of Telugu-speaking people.
- To make students understand how the Telugu language and literature developed by examining its history and region changes.
- To study the various types of Telugu literature, including classical and modern writings, famous authors, and their works.
- To teach students about the important cultural traditions of Telugu-speaking people, like festivals, customs, and rituals.
- To explore Telugu arts, including dance and drama, which show the rich culture of the people.

Learning outcomes:

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

- Learn about the great classical works of Telugu literature, such as the Andhra Mahabharata and works of poets like Nannaya, Tikkana, Pothana, Aallasani Peddana etc.
- Get familiar with various literary forms like poetry, short stories, novels, and plays and understand their unique characteristics in Telugu.
- Understand the works of contemporary Telugu writers and poets, understanding their contributions to modern literature and society.
- Explore how Telugu literature addresses and reflects social issues, such as caste, gender, politics, and inequality.
- Understand the historical context of Telugu literature, understanding how the language and its literary works evolved.
- Explore how language shapes cultural and personal identity, focusing on the role of Telugu in community building and individual expression.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Telugu Language and Script (12 hours)

- History and evolution of the Telugu language
- Telugu script, phonetics, and grammar
- History of Andhramu, Tenugu, Telugu words

UNIT – II Classical Telugu Literature (11 hours)

- Overview of early Telugu literature: Nannaya, Tikkana, and Errana (Kavitrayam), Andhra Mahabagavatam, Writings of Sreenatha,
- Analysis of Select classical works of Asthadiggaja Poets
- Themes, styles, and literary devices in classical poetry

UNIT – III Modern Telugu Literature (11 hours)

- Emergence of modern Telugu literature in the 19th and 20th centuries
- Study of prominent authors like Gurazada Apparao, Viswanatha Satyanarayana, and Chalam

UNIT – IV (11 hours)

- Modern literary movements in Telugu
- Analysis of select contemporary Telugu Literary Genres

TUTORIAL (15 hours)

(Oral Storytelling, Author Study Project, Study of Telugu Literary Journals, Classical Telugu Language Workshops, Translation Practice)

Essential Readings:

Chenchayya, P., and M. Bhujanga Rao Bahadur. *A History of Telugu Literature*. Asian Educational Services, 1988.

Krishnamurthi, Salva. *History of Telugu Literature from Early Times to 1100 A.D.* 2 vols., Institute of Asian Studies, 1994.

Kulasekhara Rao, M. *A History of Telugu Literature*. M. Kulasekhara Rao, 1988.

Sitapati, Gidugu Venkata. *History of Telugu Literature*. Sahitya Akademi, 1968.

Suggested/Recommended Readings:

Narayana Rao, Velcheru, and David Shulman. *Classical Telugu Poetry: An Anthology*. University of California Press, Ltd., 2002.

———. *The Demon's Daughter: A Love Story*. State University of New York Press, 2006.

———. *Sound of the Kiss, or the Story that Must Never Be Told*. Columbia University Press, 2003.

———. *Srinatha: The Poet Who Made Gods and Kings*. Oxford University Press, 2012.

———. *A Poem at the Right Moment: Remembered Verses from Premodern South India*. University of California Press, Ltd., 1998.

———. *Lover's Guide to Warrangal: Vallabharaya's Kridabhiramamu*. Permanent Black, 2002.

Raju, P.T. *Telugu Literature*. Onal Book House Ltd., 1944.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others*. University of California Press, Ltd., 1994.

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

GENERIC ELECTIVE COURSE**SEMESTER II****GENERIC ELECTIVE COURSE - CILGE 201**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Assam Code-CILGE 201	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Assam focussing on traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Assam.
- To introduce to the major art forms, such as music, dance, theatre, visual arts and their importance of the Assamese culture.
- To incorporate the use of digital media in the promotion of Assam's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Assamese arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Assamese arts and culture and conduct fieldwork and research on various aspects on the same.
- Generate interest to do the comparative studies and research on Assamese arts and culture with any other regional arts and culture.

UNIT – I**(12 hours)**

Music and Dance

UNIT – II**(11 hours)**

Festivals and rituals

UNIT – III**(11 hours)**

Theatre and other forms of performing art

UNIT – IV**(11 hours)**

Visual Arts and inclusion of New Media

TUTORIAL**(15 hours)**

(Performance art, Cultural context analysis, Group discussion on a specific cultural theme, Group art project, Cultural festival or event, Visit a Museum and report)

Essential readings:

Das, Jogesh. *Folklore of Assam*. New Delhi, National Book Trust, 1972.

Dutta, Birendranath. *Heritage of Assamese Music*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 2021.

Goswami, Prafulladatta. *Festivals of Assam*. Guwahati, Anundoram Borooah Institute of Language, Art and Culture, 1995

Suggested/recommended readings:

Ahmed, Kasim Ali. *Folklore of Assam*. Guwahati, Eastern Book House, 2012.

Chaudhuri, Sarit K. and Mini Bhattacharyya Thakur (Ed.). *Cultural Heritage of Assam*. New Delhi, Gyan Publishing House, 2017

Goswami, Prafulladatta. *Ballads and Tales of Assam; A study of the Folklore of Assam*. Guwahati, University of Gauhati, 1970.

Patgiri, Jagadish. *Folklore & Folklife And Modern Assamese Social Drama*. Guwahati, Assam Book Hive, 2019.

Sinha, Biswajit. *Assamese Theatre (Encyclopaedia of Indian Theatre - 14)*. New Delhi, Raj Publications, 2016

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

GENERIC ELECTIVE COURSE CILGE 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Bengali Art and Culture Code-CILGE 202	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Bengal focusing on traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of Bengali arts and culture.
- To introduce to the major art forms, such as music, dance, theatre, visual arts and their role in Bengali culture.
- To incorporate the use of digital media in the promotion of Bengal's art and culture in the digital era.
-

Learning Outcomes:

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

- Understand the nuances of Bengali arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Bengali arts and culture and conduct fieldwork and research on various aspects on the same.
- Generate interest among students to do the comparative studies and research on Bengali arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I

(12 hours)

Music and Dance

UNIT – II

(11 hours)

Festivals and Celebrations

UNIT – III**(11 hours)**

Theatre and Performance

UNIT – IV**(11 hours)**

Visual Arts and New Media

TUTORIAL**(15 hours)**

(Performance art, Cultural context analysis, Group discussion on a specific cultural theme, Group art project, Cultural festival or event, Visit a Museum and report)

Suggested/recommended readings:

GENERIC ELECTIVE COURSE - CILGE 203

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Gujarati Art and Culture Code-CILGE 203	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To enhance understanding of various art forms, dance, and music related to Gujarati culture and learn about Gujarati 's history and significance.
- To study folk literature, Panchatantra tales, and their cultural influence.
- To explore the influence of religion and philosophy on Gujarati art and culture along with the impact Gujarati arts have had on national and international cultural landscapes.
- To highlight the significance of Gujarati folk arts in preserving cultural heritage and help students develop skills in recognizing and appreciating traditional crafts and performing arts.
- To learn about the importance of cultural preservation in modern times, with practical experience through participation in cultural events or projects related to Gujarati art.

Learning outcomes:

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

- Understand how Gujarati culture has changed from ancient times until now.
- Explore Gujarati traditional dance, such as garba and hudo and understand how folk music and dance are essential in Gujarati culture.
- Learn about Gujarati festivals, customs, and rituals. Students will also understand how religion affects Gujarati culture.
- Understand how modern life and technology change Gujarati culture.
- Explore how Gujarati people keep their traditions alive.

Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Gujarati Arts and Culture (15 Hours)

- Major art forms related to Gujarati Art and culture and their characteristics.
- Development of Gujarati Art and culture from medieval time
- The significance of art and culture in Gujarati land

UNIT – II Introduction to Music and Dance (10 Hours)

- Gujarati music: lokgit, akhyana, ramlila and traditional music.
- Dance forms: garba and its popularity
- The influence of traditional and folk music and dance on Gujarati culture.

UNIT – III Gujarati Folk Art and Performing Traditions (10 hours)

- Overview of traditional Gujarati arts: theatre, folk music, etc.
- Folk art and their significance in Gujarati society
- Influence of religion and mythology on Gujarati arts

UNIT – IV Gujarati Culture and Contemporary Issues (10 hours)

- Festivals, rituals, and traditions in Gujarati culture
- Regional variations in Gujarati -speaking states (Gujarat and Maharashtra)
- Role of Gujarati diaspora in promoting culture globally

TUTORIAL (15 hours)

(Watching classic performance of the veteran artists, Panel discussion on the art forms, Expert lectures, Expert/artist's lec-dem series, Display panel of replicas on Gujarati culture)

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

GENERIC ELECTIVE COURSE CILGE 204

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Karnataka Code-CILGE 204	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Karnataka. Karnataka's arts and culture is a rich tapestry of traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Karnataka.
- To introduce to the major art forms, such as dynasty and architecture, music, dance, theatre media and visual arts and their importance in Karnataka culture.
- To incorporate the use of digital media in the promotion of Karnataka's art and culture in the digital era.

Learning Outcomes:

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

- To understand the nuances of Karnataka's arts and culture and develop cultural sensitivity and awareness
- Critically think and analyse various aspects of Karnataka's arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Karnataka's arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(15 hours)**

Dynasty and architect of Karnataka

UNIT – II**(15 hours)**

Music and Festivals of Karnataka

UNIT – III**(15 hours)**

Theatre and other forms of performing arts of Karnataka

UNIT – IV**(15 hours)**

Media and Visual Arts of Karnataka

TUTORIAL**(15 hours)**

(Group Discussion, Visiting to NSD, Delhi, Meeting Eminent Figures of Arts and Culture, Visiting to Doordarshan and Akashawani, visiting to Karnataka)

Essential readings:

Lalit Chugh, *Karnataka's Rich Heritage Art and Architecture*, Chennai, Nation press, 2016

Lalit Chugh, *Karnataka's Rich Heritage: Temple Sculpture and Dancing Apsaras*, Chennai, Nation press 2017

K V akshara, *Kannada Theater History: A Source Book*, Manipal University Press, 2018

KV akshara, *Epic Ranga bhoomi*, Bengaluru, Abhinava, 2023

Kannada Subject Encyclopedia, University of Mysore, 2016

Gopal Bargava, *Encyclopedia of Art And Culture in India*, volume 2, Bengaluru, Esha books, 2008

Iteshmul huq, *A handbook of Karnataka*, Government of Karnataka, 1996

Suggested/recommended readings:

Rajappa Dalavayi, *Kannada Sahitya Kosha*, Bengaluru, Dalavayi Prakashana , 2019

R Narasimhachar, *History of Kannada Literature*, Mysore, Govt. Branch Press, 1934

L.S.Sheshagiri Rao, *Hosagannada Sahitya charitre*, Bangalore, Ankita Prakashana, 2015

L.S. Sheshagiri Rao, *An Introduction to Modern Kannada Literature*, Bangalore, Kannada saahitya parishat, 1977

Muneesh kumar, *Fundamental of Visual Arts*, Doaba publications, 2010

Sandhya ketkar, *The history of Indian art*, Jyotsna prakashana, 2017

Shivarama Kaaranta, *Mukajjiya Kanasugalu*, Bangalore, sapna book house

Janapada vishwakosha, Mysore, Mysore University

Aravinda Malagatti, *kannada vishaya vishwakosha*, Mysore, University of Mysore, 2003

Lakshmi Narayanaya, *Karnatakada Arasu manetanagalu (Volume 1)*, karnataka itihasa samshodakamandali, 1946

U.R. Ananthamurthy, (A K Ramanujan), *Samskaara*, Three crowns

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

GENERIC ELECTIVE COURSE CILGE 205

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Kerala Code-CILGE 205	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Kerala focussing on the traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Kerala.
- To introduce to the major art forms, such as music, dance, theatre, visual arts and their importance in Kerala culture.
- To Incorporate the use of digital media in the promotion of Kerala's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Kerala arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Kerala arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Kerala arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Music and Dance

UNIT – II (11 hours)

Festivals and rituals

UNIT – III (11 hours)

Theatre and other forms of performing art

UNIT – IV (11 hours)

Visual and fine Arts and New Media

TUTORIAL (15 hours)

(Group Discussion, Visiting to NSD, Delhi, Meeting Eminent Figures of Arts and Culture, Visiting to Doordarshan and Akashawani, visiting to Kerala)

Essential readings:

Ajayakumar and Kerala Lalitha Kala Akademi, eds. *Contemporary art in Kerala*. Trissur: Kerala Lalitha Kala Akademi, 1991

International Centre for Kerala Studies., ed. *A brief survey of the art scenario of Kerala*. Kariavattom: International Centre for Kerala Studies, 2006

Narayana Panikkar, *Folklore of Kerala*, National book trust, New Delhi, 2021

Rajendran, C. *The Traditional Sanskrit theatre of Kerala*. Kerala: Dept. of Sanskrit, University of Calicut, 1989

Suggested/recommended readings:

Akademi, Kerala Lalitha Kala, ed. *Kalamezhuth: Ritual art practice of Kerala*. Thrissur: Kerala Lalithakala Akademi, 2011

Bālakṣṇan, Pi. *Kalaripayattu: The ancient martial art of Kerala*. Trivandrum: C.V. Govindankutty Nair Gurukkal, 1995

Bernier, Ronald M. *Temple Arts of Kerala*. Chand (S.) & Co Ltd. India, 1987

Karipath R C Dr. *The world of Theyyam (A study on Theyyam, the ritual art form of North Kerala)*, Kairali Books, Kannur, Kerala 2019

Kramrisch, Stella and J.H. Cousins. *The Arts and Crafts of Kerala*, Paico Publishing House, Cochin, Kerala, 1970

Vēṇu, Ji. *Puppetry and lesser known dance traditions of Kerala*. Irinjalakuda, Trichur District, Kerala, India: Natana Kairali, Research and Performing Centre for Traditional Arts, 1990

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

GENERIC ELECTIVE COURSE - CILGE 206

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Manipuri Art and Culture Code-CILGE 206	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Manipur focussing on the traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Manipur.
- To introduce to the major art forms; such as music, dance, theatre, visual arts and their importance in Manipuri culture.
- To incorporate the use of digital media in the promotion of Manipur's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Manipuri arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Manipuri arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Manipuri arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (10 hours)

Music and Dance

UNIT – II (15 hours)

Festivals and rituals

UNIT – III (10 hours)

Theatre and other forms of Performing Arts

UNIT – IV**(10 hours)**

Visual and Fine Arts and New Media

TUTORIAL**(15 hours)**

(Watch and Observation of a video of Ras Leela and Pung Cholom, create posters on different Manipuri festivals including origin, rituals, traditional food, and dress. Script reading and enactment, art gallery walk, digital storytelling, design a social media post (Instagram/Facebook style) promoting a cultural event or art form using visuals and Manipuri text.)

Essential readings:

Radhamanbi, Adhikarimayum (ed.). *Manipuri Dance and Culture: An Anthology*. New Delhi: Akansha Publishing House, 2023.

Roy, Nilima. *Art of Manipur*. Delhi: Agam Kala Prakashan, 1979.

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

Suggested/Recommended readings:

Bahadur, Mutua. *Traditional Paintings of Manipur*. Imphal: Mutua Museum. 2003.

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

Goswami, Dwijendra Narayan. *Origin and Development of Vaisnavism in Manipuri*. Kolkata: Akshar Publication, 2010.

Singh, Aheibam Koirang. Sharma, Shukhdeba Hanjabam. and Desai, Rami Niranjana. *Rajarshi Bhagyachandra and The Bhakti Movement in Eastern Indian Literature*. Shubhi Publication, 2020.

Singh, Lisam Khomdon. *Encyclopaedia of Manipur*. Kalpaz Publications, 2011.

Singh, M. Bira and Singh, H. Romain. *Manipuri Drama and Theatre*. New Delhi: Sangeet Natak Akademi, 2004.

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

Singh, RK. Singhajit. *Dances of India (Manipur)*. Wisdom Tree Publications, 2004.

Yaiphaba Meitei, Sanjenbam. Sarit K. Chaudhuri and M.C. Arunkumar (ed). *The Cultural Heritage of Manipur*. New York: Routledge, 2021.

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

GENERIC ELECTIVE COURSE - CILGE 207

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Maharashtra Code-CILGE 207	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Maharashtra focussing on the traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Maharashtra.
- To introduce to the major art forms; such as music, dance, theatre, visual arts and their importance in Marathi culture.
- To incorporate the use of digital media in the promotion of Maharashtra's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Marathi arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Marathi arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Marathi arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I**(10 hours)**

Music and Dance

UNIT – II**(10 hours)**

Festivals and rituals

UNIT – III**(15 hours)**

Theatre and other forms of Performing art

UNIT – IV**(10 hours)**

Visual and fine Arts and New Media

TUTORIAL**(15 hours)**

(Group Discussion, Report writing, articles writing, Create an informative poster and PowerPoint presentation based on a video related to Marathi culture, Interview with a folk artist, Visiting Maharashtra Sadhan and vitthal mandir in Delhi.)

Essential readings:

Agarkar A. J. *Folk Dance of Maharashtra*: Mumbai, Rajabhau Joshi, 1950.

Bhandare Sandesh. *Tamasha, The folk Art of Maharashtra*. Peram Mitra Publication.

Basu Gouri (ed.). *Chitralok folk art of India*. Kolkata, Eastern Zonal Cultural Centre, 2020.

Marvellous Maharashtra, Directorate General of Information & Public Relations, Government of Maharashtra, 2023.

Sadhu Arun. *Maharashtra*. New Delhi, National Book Trust, 2012.

Sheoray Indumati. *Folktales of Maharashtra*. New Delhi, Sterling Publishers Private Limited,

Suggested/recommended readings:

Gunther- Dietz Sontheimer (Ed). *Folk Culture, Folk Religion and Oral Traditions as a Component in Maharashtrian Culture*. New Delhi, Manohar Publication, 1995.

Indian Visual Arts, New Delhi, Centre for Cultural Resources and Training.

Borude Ashok N. *Folk art forms of Maharashtra*: Special Study of Tamasha, Multidisciplinary Scientific Reviewer, Half Yearly, Volume-08, Issue-01, Jan-June 2021

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

GENERIC ELECTIVE COURSE - CILGE 208

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Odisha Code-CILGE 201	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Odisha focussing on the traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Odisha.
- To introduce to the major art forms; such as music, dance, theatre, visual arts and their importance in Odisha culture.
- To incorporate the use of digital media in the promotion of Odisha's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Odia arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Odia arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Odia arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Music and Dance

UNIT – II (11 hours)

Festivals and rituals

UNIT – III (11 hours)

Theatre and other forms of performing art

UNIT – IV**(11 hours)**

Visual Arts and inclusion of New Media

TUTORIAL**(15 hours)**

(Performance art, Cultural context analysis, Group discussion on a specific cultural theme, Group art project, Cultural festival or event, Visit a Museum and report)

Suggested/recommended readings:

Anita Bose. *Pattachitra of Odisha and Jagannath Culture*. First Edition. Bee Books; 2023

Edith Tomory. *A History of Fine Arts in India and the West*. New Delhi Orient Blackswan. 1989

Manmath Kumar Satapathy. *Festivals and Folk Theatre of Odisha*. Odisha: Shubhi Publications. 2016

Michael Rush. *New Media in Art*. Thames & Hudson. 1999.

Raicharan Das and Dhirendranath Patnaik. *Festivals of Odisha*. Odisha Sangeet Natak Academy 1982.

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

GENERIC ELECTIVE COURSE - CILGE 209

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Sindh Code-CILGE 209	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To discuss the arts and culture of Sindh focussing on the traditions, customs and practices reflecting the unique history, geography and cultural heritage of the state.
- To provide students with a comprehensive understanding of the significance of arts and culture of Sindh.
- To introduce to the major art forms; such as music, dance, theatre, visual arts and their importance in Sindh culture.
- To incorporate the use of digital media in the promotion of Sindh's art and culture in the digital era.

Learning Outcomes:

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

- Understand the nuances of Sindhi arts and culture and develop cultural sensitivity and awareness.
- Critically think and analyse various aspects of Sindhi arts and culture and conduct fieldwork and research on various aspects of the same.
- Generate interest among the students to do the comparative studies and research on Sindhi arts and culture with any other regional arts and culture.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Music and Dance

UNIT – II (11 hours)

Festivals and rituals

UNIT – III (11 hours)

Theatre and other forms of performing art

UNIT – IV (11 hours)

Visual Arts and inclusion of New Media

TUTORIAL (15 hours)

(Performance art, Cultural context analysis, Group discussion on a specific cultural theme, Group art project, Cultural festival or event, Visit a Museum and report)

Essential readings:

Aggarwal Saaz, *Sindhi Tapestry*, Pune, Black and White Fountain, 2021

Parasramani R.K., *A study on Sindhi Folk Music*, Iterative International Publisher, 2023

Thakur U.T. *Sindhi Culture*, New Delhi, Sindhi Academy, 2012

Suggested/recommended readings:

Lalwani Jetho, *Sindhi Folklore*. 1995.

Malkani K.R. *The Sindh Story*, New Delhi, Sindhi Academy, 2012.

Tekchandani R.P., *Sindhi Pahaka*, Lucknow, Sindh Welfare Society, 2013.

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

GENERIC ELECTIVE COURSE - CILGE 210

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Art and Culture of Tamils Code-CILGE 210	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to the origin, heritage, culture, and civilization of the Tamil ethnicity since ancient times.
- To illustrate the life of Tamils across five different landscapes by drawing insights from ancient, medieval, and modern Tamil literature, as well as from disciplines such as anthropology, history, archaeology, epigraphy, and sociology.
- To delve into the historical and cultural heritage of the Tamils as chronicled in literature, engravings, copper plates, and edicts from the Chola, Pandiya, Pallava, Chera, and Kaḷapira periods.
- To explore the influence of Aryans and Europeans on the socio-cultural life of the Tamils.

Learning Outcomes:

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

- Comprehend the socio-political and cultural heritage of Tamils through ages.
- Appreciate the diversity within Tamil art forms, including music, dance, literature, and visual arts.
- Understand the influence of Tamil culture in both local and global contexts.
- Develop an awareness of Tamil diaspora experiences and their impact on the preservation and transformation of cultural traditions.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I (12 hours)

Introduction to Tamil Culture

UNIT –II (11 hours)

Habits and customs

UNIT – III (11 hours)

Music and Dance

UNIT – IV (11 hours)

Art and Architecture

TUTORIAL (15 hours)

(Group Discussion, Report writing, Articles writing, Create an informative poster and PowerPoint presentation based on a video related to Tamil Culture, Interview with a folk artist, Visiting Tamil Temples, Tamil Nadu House and Tamil Emporium in Delhi.)

Suggested Readings:

Chitra Madhavan. *History and Culture of Tamil Nadu: V.1 (Up to c.AD 1310)*, Delhi: D. K. Print world Pvt. Ltd., 2013.

Thani Nayagam. X.S. *Tamil Culture and Civilization: Readings, The Classical Period*. Bombay: Asia Publishing House, 1970.

Nagaswami, R. *Art and Culture of Tamil Nadu*, Delhi: Sundeep Prakashan, 2018.

Valatrmathi. M. *The Contributions of The Tamil to Indian Culture- Socio- Cultural Aspects Vol-III*. Chennai: International Institute of Tamil Studies, 1994.

Venkatachalapathy. A.R. *Tamil Characters: Personalities, Politics, Culture*. Delhi: Pan Macmillan India, 2018

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

GENERIC ELECTIVE COURSE - CILGE 211

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Telugu Art and Culture Code-CILGE 211	4	3	1	NIL	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To enhance understanding of various art forms, dance, and music related to Telugu culture and learn about Telugu's history and significance. This includes studying folk literature, Panchatantra tales, and their cultural influence.
- To explore the influence of religion and philosophy on Telugu art and culture along with the impact Telugu arts have had on national and international cultural landscapes.
- To highlight the significance of Telugu folk arts in preserving cultural heritage and help students develop skills in recognizing and appreciating traditional crafts and performing arts.
- To learn about the importance of cultural preservation in modern times, with practical experience through participation in cultural events or projects related to Telugu art.
- To Understand how language shapes Telugu art forms is another key focus, along with exploring the connections between Telugu culture and other regional cultures within India.
- To encourage to contribute to preserving Telugu cultural heritage and to understand how Telugu art has influenced global art movements.

Learning outcomes:

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

- Understand how Telugu culture has changed from ancient times until now.
- Explore Telugu traditional dance, such as Kuchipudi, and understand how folk music and dance are essential in Telugu culture.
- Enhance students' appreciation of art forms like Yakshagana, Chindu Bhagavatam, and other folk art forms.
- Learn about Telugu festivals, customs, and rituals and understand how religion affects Telugu culture.

- Learn how modern life and technology change Telugu culture and explore how Telugu people keep their traditions alive.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Telugu Arts and Culture (12 hours)

- Major art forms related to Telugu Art and culture and their characteristics.
- Development of Telugu Art and culture from ancient times.
- The significance of art and culture in Telugu land

UNIT – II Introduction to Music and Dance (11 hours)

- Telugu music: Vaggeyakaras (composers), traditional music.
- Dance forms: Kuchipudi and its uniqueness.
- The influence of traditional and folk music and dance on Telugu culture.

UNIT – III Telugu Folk Art and Performing Traditions (11 hours)

- Overview of traditional Telugu arts: Yakshaganam, Burrakatha, Harikatha, etc.
- Folk art and their significance in Telugu society
- Influence of religion and mythology on Telugu arts

UNIT – IV Telugu Culture and Contemporary Issues (11 hours)

- Festivals, rituals, and traditions in Telugu culture (Sankranti, Bonalu, Village Goddess Festivals)
- Regional variations in Telugu-speaking states (Andhra Pradesh and Telangana)
- Role of Telugu diaspora in promoting culture globally

TUTORIAL (15 hours)

(Explore Telugu Festivals, Discussion on Preserving Telugu Culture, Explore traditional theater arts, Learn and Perform a Telugu Folk Songs)

Essential Readings:

Chandra, S. The Classical Dance Forms of Andhra Pradesh. Chennai: East West Publishers, 2007.

Hanumanta Rao, B.S.L. *Socio-Cultural History of Ancient and Medieval Andhra*. Telugu University, 1995.

Ramanujan, A. K., Velcheru Narayana Rao, and David Shulman. *When God is a Customer: Telugu Courtesan Songs by Kshetrappa and Others*. University of California Press, Ltd., 1994.

Suggested/Recommended Readings:

Bhanu, K. *Traditional Art Forms of Telugu Nadu*. New Delhi: SAGE Publications, 2012.

Kavi, B. L. *Telugu Mythology and Culture*. Hyderabad: Sahitya Akademi, 2000.

Krishna, P. V. *Visual Arts and Culture of Andhra Pradesh*. Hyderabad: Vikas Publications, 2014.

Laxminarayana, P. *Music and Dance of Andhra Pradesh*. Hyderabad: Telugu Academy, 2006.

Nagarajan, P. *Telugu Dance Forms: Classical and Folk Traditions*. Madras: Kalakshetra, 2009.

Pattabhiramaiah, K. *Telugu Art and Architecture: The Legacy of Ancient Temples*. Hyderabad: Venkateswara Press, 2015.

Rama Rao, V. *The Art and Culture of Andhra Pradesh*. Hyderabad: Orient Longman, 2002.

Ramachandran, M. *The Cultural Heritage of Andhra Pradesh*. Hyderabad: Andhra Pradesh Sahitya Akademi, 2010.

Rao, N. S. *Telugu Literature and Culture: A Historical Perspective*. Delhi: Munshiram Manoharlal Publishers, 2005.

Rao, T. S. *Social and Cultural History of Andhra Pradesh*. Hyderabad: Orient Blackswan, 2011.

Reddy, K. V. *A History of Telugu Culture*. Hyderabad: Telugu Akademi, 1996.

Subrahmanyam, B. *The Art and Architecture of Andhra Pradesh*. New Delhi: D.K. Printworld, 2008.

Suryanarayana, M. *Telugu Folk Arts: A Study of Performance Traditions*. New Delhi: National Book Trust, 1998.

Venkataramaiah, T. *Folk Art and Traditions of Telugu People*. Hyderabad: National Institute of Folk Arts, 2003.

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

SKILLED BASED COURSES**SEMESTER I****SKILL-BASED COURSE- CILSBC 101**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Digital Writing and Blogging Code-CILSBC 101	2	1	NIL	1	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To help students improve their writing and communication skills for the internet. It teaches them how to write articles, blogs, business content, news updates, and other types of writing online.
- To equip them the tools and knowledge to create and share content in the digital world.
- To teach the basics related to developing skills in web-based writing. Topics such as different writing styles, content planning, and maintaining a relationship with readers will be discussed in this course.
- To discuss how to do blog counts, the writing process, and publicity on various blogging platforms (WordPress, Blogger, Medium, etc.). It teaches readers how to publish new topics and posts and how to promote them.

Learning outcomes:

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

- Learn how to write engaging content for the internet. They will understand how to create blog posts that people want to read using simple language.
- Learn about different types of online writing, such as articles, reviews, and posts for social media.
- Understand how to make content easy to find using essential tips for search engines (SEO). This helps their writing show up when people search for topics online. Students will also learn how to use pictures, titles, and links to make their posts look better and easier to read.
- Practice editing and correcting their writing to remove mistakes. The course will also cover starting and managing a blog, including writing and sharing posts regularly.
- Share their ideas clearly on the internet, build an online presence, and connect with readers.

UNIT – I Understanding the digital landscape (8 hours)

Key differences between traditional writing and digital writing
 Digital media platforms (blog, social media, websites, actual communications)
 Audience behaviour and engagement online
 The role of tone, voice, and style in digital writing

UNIT – II Blogging Fundamentals (7 hours)

What is a blog?
 Starting a blog: domain, hosting and site settings
 Blog writing: titles, paragraphs, sections
 Relationship with readers: comments, feedback, interaction

PRACTICAL (15 hours)

(Activities- Storytelling Through Blog Series, Digital Writing Trends Research, Interview Blog Post, Digital Writing Critique Session.)

Essential readings:

Garrand, Timothy. *Writing for Interactive Media*. Routledge, 2024.

Lawrence, Dan. *Digital Writing: A Guide to Writing for Social Media and the Web*. Broadview Press, 2022.

Suggested/recommended readings:

Alexander, Jonathan, editor, et al. *The Routledge Handbook of Digital Writing and Rhetoric*. Routledge, 2020.

Carroll, Brian. *Writing for Digital Media*. Routledge, 2020.

Ellis, Jason W. *Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media*. Pearson, 2012.

Wysocki, Anne, editor, et al. *Digital Writing: Technologies in Higher Education: Theory, Research, and Practice*. Routledge, 2021.

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

SKILL-BASED COURSE- CILSBC 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Creative Writing and Narrative Techniques Code-CILSBC 102	2	1	NIL	1	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To learn the basics of storytelling, including creating plots, characters, and story structures.
- To explore different ways of telling stories and how they affect the reader.
- To study techniques used in writing fiction, screenplays, and biographies.
- To try mixing different writing styles and creative approaches.
- To learn how to edit and improve their writing.
- To understand the publishing process and how to build a writing career.

Learning outcomes:

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

- Write interesting stories using different techniques and styles.
- Analyze and think deeply about stories and their movie versions.
- Understand how stories work in books, nonfiction, and movies.
- Try writing in different genres and formats.
- Edit and improve their work to make it more transparent and stronger.
- Create a collection of their best writing to submit to magazines or competitions.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I An Introduction to Creative Writing

(7 hours)

Understanding creativity in writing
 The writing process: from idea to draft
 Freewriting and overcoming writer's block
 The role of genre in storytelling

UNIT – II Narrative Techniques in Fiction and Nonfiction

(8 hours)

Point of view and narrator's voice
 Key Elements in Narrative Writing (Characters, Plot, Setting, Time)
 Structure of a Story: Beginning, Middle, and End
 Visual Representation and Development in Stories
 Character Development and Relationships

PRACTICAL

(15 hours)

(Character Development Exercises, Point of View Experimentation, Flash Fiction Challenges, Plot Structure Workshops.)

Essential readings:

Barbazette, Jean. *How to Write Terrific Training Materials: Methods, Tools, and Techniques*. Pfeiffer, 2006.

Berg, Danita, and Lori A. May, editors. *Creative Composition: Inspiration and Techniques for Writing Instruction*. Bloomsbury Academic, 2015.

Burt-Thomas, Wendy. *The Everything Creative Writing Book: All You Need to Know to Write Novels, Plays, Short Stories, Screenplays, Poems, Articles, or Blogs*. Adams Media, 2010.

Suggested/recommended readings:

De Temmerman, Koen, and Kristoffel Demoen, editors. *Writing Biography in Greece and Rome: Narrative Technique and Fictionalization*. Cambridge University Press, 2016.

Fabe, Marilyn. *Closely Watched Films: An Introduction to the Art of Narrative Film Technique*. University of California Press, 2004.

Haven, Kendall. *Write Right: Creative Writing Using Storytelling Techniques*. Teacher Ideas Press, 1999.

Horne, Jules. *Dramatic Techniques for Creative Writers: Turbo-Charge Your Writing*. Method Writing, 2018.

Morini, Massimiliano. *Jane Austen's Narrative Techniques: A Stylistic and Pragmatic Analysis*. Ashgate, 2009.

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

SKILL-BASED COURSE**SEMESTER II****SKILL-BASED COURSE- CILSBC 201**

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Journalistic Writing Code-CILSBC 201	2	1	NIL	1	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students to a comprehensive knowledge of journalism and to equip them with the practical skills in various forms of journalistic writings.
- To introduce to the basic concepts of journalism and the history of evolution of journalism, particularly in India.
- To help the students to gain hands-on experience in field reporting and interview techniques, learning how to gather, verify, and present information ethically and accurately.
- To enhance the proficiency of students in writing news reports, editorials, columns, and features, along with fiction writing too, while honing the skills of editing and proofreading.

Learning outcomes:

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

- Have an overall idea about journalism, journalism in India and most importantly, the essential skills on journalistic writings.
- Gain knowledge about the print, broadcast, and digital media.
- To collect data or information, do field reporting and conduct interviews and learn how to gather information, verify them, and finally prepare and present a report ethically and accurately.
- Equipped with the skills of writing, editing and reporting while being well-aware of the law and ethics of journalistic writings.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Journalism and Journals etc.**(7 hours)**

- An Overview of Journalism and Journalism in India
- Journalism From Print to Digital
- Types of Journals, Periodicals, and Magazines

- Differences Between Journals, Magazines, and Newspapers
- Special Issues of Magazines and specialised Journals
- The Role of Magazines in Shaping Public Opinion

UNIT – II Journals, Journalism and Journalistic Writing**(8 hours)**

- Print Media: Newspapers, Magazines, and Periodicals etc
- Broadcast Journalism: Radio, Television, and Online News Platforms
- New Media/ Parallel Media: Digital Platforms, Social Media, Blogs. Podcasts
- Sports Journalism: Reporting on Sports Events and Personalities
- Business and Financial Journalism
- Political Journalism
- Environmental Journalism

PRACTICAL**(15 hours)**

(Group discussion, Classroom discussion and presentation, Assignments and projects on interviews and report writing etc.)

Essential readings:

Petit, Zachary. *The Essential Guide to Freelance Writing*, Delhi: Writer's Digest Books. 2015. (ISBN-13 978-1599639055)

Natarajan, J. *History of Indian Journalism*. Ministry of Information and Broadcasting. 2010. (ISBN-13 978-8123005331)

Shrivastava, K.M. *News Reporting and Editing*, New Delhi: Stotius Inc. 1987. (ISBN-13 978-8120706439)

_____. *Broadcast Journalism in the 21st Century*. New Delhi: Sterling Publications. 2010. (ISBN-13 978-8120735972)

Thakuria, Paranjay Guha. *Media Ethics: Truth, Fairness and Objectivity*, New Delhi: Oxford University Press. 2011. (ISBN-13 9780198070870)

Suggested/recommended readings:

Chawla, Abhay. *New Media and Online Journalism: Handbook for Media Studies*, New Delhi: Pearson Education. 2021 (ISBN-13 9789354491162)

Dictionary of Journalism. Oxford University Press. 2014. (ISBN-13 978-0199646241)

Hyde, Grant Minor. *Newspaper Reporting and Correspondence*, Alpha Editions. 2022. (ISBN-13 978-9356785380)

Prajapati, Ram Avadh. *Media and Journalistic Writing*, New Delhi: Perception Publishing. 2024. (ISBN-13 978-9392189593)

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

SKILL-BASED COURSE- CILSBC 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria
		Lecture	Tutorial	Practical/ Practice	
Basics of Translation Code-CILSBC 202	2	1	NIL	1	As per the University Rule

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students to the foundational knowledge and practical skills involved in translation.
- To introduce to the basic concepts of translation and gradually they will be taught and trained in practical aspects of translation.
- To help the students to gain hands-on experience in translation.
- To enhance language proficiency, along with developing essential competencies in editing, proofreading, and refining translated texts.

Learning outcomes:

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

- Have an overall idea about translation, key concepts in translation studies and most importantly, the practical knowledge of translation.
- Choose a Source Text and translate it to get the final Target Text with lesser translation shifts.
- Learn the translation methods and the use of various translation tools.
- Overcome the beginner's problems and they will be able to apply the techniques of translation to produce a better Target Text.

Total Hours of Teaching: 60 hrs (Lecture- 45 hrs; Tutorial- 15 hrs)

UNIT – I Introduction to Translation and Translation Studies (8 hours)

- Definition and history of translation
- Types of translation
- Translation, Interpretation etc.
- Translation in global scenario

UNIT – II Translation in Practice**(7 hours)**

- Translation ethics
- Translation techniques and strategies
- Choosing a Source Text
- Multiple readings, contextual reading, research work etc.
- Preparing draft and self-editing
- Final draft or the project in Target Language, self-editing, review, peer-review and feedback etc.

PRACTICAL**(15 hours)**

(Group discussion, Participation of students from different language backgrounds as Resource Person, Classroom discussion and presentation, Assignments and projects on translation, Assignments on Translation)

Essential readings:

Banerjee, Biplab. Bassnett, Susan, *Translation studies*. London: Methuet. 1980.

Chaudhury, Sukanta. *Translation and Understanding*. New Delhi: Oxford University Press. 2023.

Kalyani, P.K., *Translation Studies*. New Delhi: Creative Books. 2001.

Nandi, Uday Kumar. *Translation Studies: An Introduction*. Kolkata: Ababil Books. 2021.

Suggested/recommended readings:

Das, Bijoy Kumar. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers. 2014.

Figueira, Dorothy and Chandra Mohan. *Literary Culture and Translation*. New Delhi: Primus Books. 2017.

Mukherjee, Sujit. (Ed. Meenakshi Mukherjee). *Translation as Recovery*. Pencraft International. 2022.

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