UNIVERSITY OF DELHI

CNC-II/093/1/EC-1275/25/01
Dated: 18.07.2025

# NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 07-1/ dated 23.05.2025)

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

**Add the following:**

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

| Department | Syllabi | Annexure |
|---|---|---|
| Psychology | 1. B.A. (Prog.) Psychology Semester VII and VIII<br>2. B.A. (Hons.) Psychology Semester VII and VIII<br>3. B.A. (Hons.) Applied Psychology Semester VII and VIII | 1 |
| English | 1. B.A. (Hons.) English Semester VII and VIII<br>2. B.A. (Hons.) Journalism Semester VII and VIII | 2 |
| Hindi | 1. B.A. (Prog.) Hindi Semester VII and VIII<br>2. B.A. (Hons.) Hindi Semester VI, VII and VIII (w.e.f. academic session 2025-2026)<br>3. B.A. (Hons.) Hindi Patarkita and Jansanchar Semester VII and VIII<br>4. B.A.(Prog.)-Generic Electives (Semester-VII/ VIII)<br>5. B.A. (Prog.)-DSE (Semester-VII/VIII) | 3 |
| Arabic | B.A. (Hons.) Arabic Semester VI, VII and VIII (w.e.f. academic session 2025-2026) | 4 |
| Urdu | B.A. (Prog.) Urdu Semester VII and VIII | 5 |
| SFUS | B.A. (Prog.) Russian Semester-III and IV | 6 |

REGISTRAR

**ANNEXURE-1**

**B.A. Program Psychology**

| Semester | DSC/DSE/GE | Paper Name | Theory | Tutorial | Practical |
|---|---|---|---|---|---|
| I | DSC-1 | Fundamentals of Psychology | 3 | 0 | 1 |
| | DSC-2 | Fundamentals of Cognitive Psychology | 3 | 0 | 1 |
| | | | | | |
| II | DSC-3 | Introduction to Social Psychology | 3 | 0 | 1 |
| | DSC-4 | Applications of Social Psychology | 3 | 0 | 1 |
| | | | | | |
| III | DSC-5 | Understanding Mental Disorders | 3 | 0 | 1 |
| | DSC-6 | Biopsychology | 3 | 1 | 0 |
| | | | | | |
| IV | DSC-7 | Statistical Methods and Psychological Testing | 3 | 0 | 1 |
| | DSC-8 | Emergence and Growth of Psychology | 3 | 1 | 0 |
| | | | | | |
| V | DSC-9 | Organizational Behaviour | 3 | 0 | 1 |
| | DSC-10 | Perspectives in Mental and Behavioral Disorders | 3 | 0 | 1 |
| | DSE-01 | Positive Psychology | 3 | 1 | 0 |
| | DSE-02 | Diversity and Inclusion in Institutions | 3 | 1 | 0 |
| | DSE-03 | Self and Personal Growth | 3 | 1 | 0 |
| | | | | | |
| VI | DSC-11 | Counselling Psychology | 3 | 0 | 1 |
| | DSC-12 | Developmental Psychology | 3 | 0 | 1 |
| | DSE-04* | Psychological Research – Paradigms, Approaches and Methods | 3 | 0 | 1 |
| | DSE-05 | Essentials of Media Psychology | 3 | 1 | 0 |
| | DSE-06 | Managing Human Capital at Workplace | 3 | 1 | 0 |
| | | | | | |
| Sem 3, 5 | GE (Odd) Level 200 | | | | |
| | GE-9 | Industrial and Organisational Psychology | 3 | 1 | 0 |
| | GE-10 | Media Psychology | 3 | 0 | 1 |
| | GE-11 | Youth and Mental Health | 3 | 0 | 1 |

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|---|---|---|---|---|---|
| | GE-12 | Foundations of Developmental Psychology | 3 | 1 | 0 |
| | GE-13 | Identifying and Dealing with Psychological Disorders | 3 | 1 | 0 |
| | GE-14 | Psychology of Adjustment | 3 | 0 | 1 |
| | | | | | |
| Sem 4, 6 | GE (Even) Level 200 | | | | |
| | GE-15 | Foundations of Inquiry in Psychology | 3 | 1 | 0 |
| | GE-16 | Psychology at the Workplace | 3 | 0 | 1 |
| | GE-17 | Negotiating Intimate Relationships | 3 | 0 | 1 |
| | GE-18 | Group Processes and Dynamics at Work | 3 | 1 | 0 |
| | GE-19 | Disability and Rehabilitation | 3 | 0 | 1 |
| | | | | | |
| VII | DSC-13 | Fundamentals of Inferential Statistics | 3 | 1 | 0 |
| | DSE-07 | Development of Indian Psychological Thought | 3 | 1 | 0 |
| | DSE-08 | Personality Psychology | 3 | 0 | 1 |
| | DSE-09 | Introduction to Psychology of Gender | 3 | 1 | 0 |
| | DSE-10 | School Psychology | 3 | 1 | 0 |
| | DSE-11 | Yoga and Psychology | 3 | 1 | 0 |
| | DSE-04* | Psychological Research – Paradigms, Approaches and Methods | 3 | 0 | 1 |
| | | | | | |
| Sem 7 | GE (Odd) Level 300 | | | | |
| | GE -20 | Understanding Human Resources | 3 | 0 | 1 |
| | GE – 21 | Psychology and Communities | 3 | 0 | 1 |
| | GE – 22 | Cognitive Psychology in the Contemporary World | 3 | 0 | 1 |
| | GE – 23 | Fundamentals of Sports Psychology | 3 | 1 | 0 |
| | GE - 24 | Statistical Foundations for Psychological Research | 3 | 0 | 1 |
| | | | | | |



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|---|---|---|---|---|---|
| VIII | DSC-14 | Community Psychology | 3 | 0 | 1 |
| | DSE-12 | Basics of Sports Psychology | 3 | 1 | 0 |
| | DSE-13 | Consumer Behaviour | 3 | 1 | 0 |
| | DSE-14 | Understanding and Dealing with Trauma | 3 | 1 | 0 |
| | DSE-15 | Psychology of Ageing | 3 | 1 | 0 |
| | DSE-16 | Intersections of Psychology and Technology | 3 | 1 | 0 |
| | DSE-17 | Foundations of Neuropsychology | 3 | 1 | 0 |
| | DSE-18 | Basic Psychotherapeutic Skills | 3 | 0 | 1 |
| | | | | | |
| Sem 8 | GE (Even) Level 300 | | | | |
| | GE – 25 | Basics of Counselling Psychology | 3 | 0 | 1 |
| | GE – 26 | Conflict and Conflict Management at Work | 3 | 0 | 1 |
| | GE -27 | Yoga and Psychology | 3 | 0 | 1 |
| | GE -28 | Family Relations | 3 | 0 | 1 |
| | | | | | |



3

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### B.A. (PROGRAMME) PSYCHOLOGY COURSE

### STRUCTURE, COURSES & SYLLABI OF SEMESTER - VII



4

# PSYCHOLOGY

## COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

### Psychology Courses for Undergraduate Programme of study with Psychology as one of the Core Disciplines

## DISCIPLINE SPECIFIC CORE COURSE – 13: FUNDAMENTALS OF INFERENTIAL STATISTICS

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSC-13 Fundamentals of Inferential Statistics** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with inferential statistical techniques in psychological research.
- To foster an understanding of the application of statistics tests for quantitative research in Psychology.

### Learning Outcomes

After completing this course, the student will be able to:

- Have statistical understanding for review of literature of quantitative research in Psychology.
- Make informed choice about application of statistical techniques for quantitative data.
- Perform statistical analysis for quantitative data analysis in research using calculator.
- Interpret the results obtained from statistical tests.

## SYLLABUS OF DSC-13

**UNIT 1** **(15 Hours)**

Introduction to Inferential Statistics; Properties of Random Sampling Distribution of the Mean; Hypothesis Testing – *t* test – Calculation with raw scores and Assumptions (Single mean, Independent samples, Dependent samples); One-tailed and Two-tailed tests; *p*-Value; Errors in hypothesis testing; Power of test

**UNIT 2** **(10 Hours)**

Confidence Intervals for Single Mean and Difference between two means (Calculation); Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals

**UNIT 3** **(10 Hours)**

Hypothesis testing – One-way Analysis of Variance (ANOVA); Basis of ANOVA, Calculation with raw scores, Assumptions, Comparison of *t* and *F*; Conceptual understanding of Post Hoc Comparisons

**UNIT 4** **(10 Hours)**

Chi-Square Test – Logic and Assumptions, Calculation for Goodness-of-fit, Test for Independence between two variables; Nonparametric Tests - Uses and Applications; Comparison with Parametric Tests

**Tutorial component –** **(15 Hours)**

Data Analysis, interpreting output, and presenting results:

- *t* test (Single Mean, Independent, Dependent Samples)
- One way ANOVA
- Chi-Square
- Non parametric
- Graphical presentation of results

**Practical component – NIL**

**Essential/recommended readings**

Howell, D. C., (2013). *Statistical Methods for Psychology*. Wadsworth.

King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

**Suggestive readings**

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.) Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education.* Paragon International Publishers.

Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics.* 5th Edition, Sage Publications Ltd., London.

Lindner, A. M. (2012). Teaching Quantitative Literacy through a Regression Analysis of Exam Performance. *Teaching Sociology,* 40(1), 50–59. http://www.jstor.org/stable/41503322

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Veeraraghavan, V. & Shetgovekar, S. (2016). *Textbook of Parametric and Non- Parametric Statistics.* New Delhi: Sage.

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

# DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

**Discipline Specific Elective (DSE) Courses for Semester VII:**

**DSE 7: Development of Indian Psychological Thought**
**DSE 8: Personality Psychology**
**DSE 9: Introduction to Psychology of Gender**
**DSE 10: School Psychology**
**DSE 11: Yoga Psychology**
***DSE 4: Psychological Research – Paradigms, Approaches and Methods**
***(Same as Semester VI)**

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 7: DEVELOPMENT OF INDIAN PSYCHOLOGICAL THOUGHT

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-7 COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE-7 Development of Indian Psychological Thought** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of the concepts of Indian psychological thought.
- To understand the process of self and personality from a developmental perspective and its involvement in health and healing.
- To facilitate an understanding into mapping selfhood in the context of relationships, motivation, action and agency.

### Learning Outcomes

After completing this course, the student will be able to:

- To formulate strategies to address issues in therapeutic, educational and organizational settings from the Indian perspective.

## SYLLABUS OF DSE-7

**UNIT 1** **(12 Hours)**

**Introduction**

Core Components of Indian Psychological Thought, Consciousness, the Nature of the Self in Indian Psychology: *Upanishadic* perspective, *Atman* (the soul), *Brahman* (ultimate reality), and their psychological significance; Differences between Indian and Western views of the mind, holistic approaches to understanding human nature.

**UNIT 2** **(15 Hours)**

**Self-Development**

Evolution of self through spiritual and psychological growth; Emotions and their transformation in Indian Psychology including practices such as mindfulness and meditation; Meaning and purpose in Life: Indian perspective.

**UNIT 3** **(9 Hours)**

**Karma Theory**

Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana Yoga* (knowledge) and *Bhakti Yoga* (devotion), laws of karma and the interplay between free will and destiny.

**UNIT 4** **(9 Hours)**

**Applications of Indian Psychology**

Counselling, education, health and organizations settings; stress management, and promoting well-being through ancient practices like Yoga and Ayurveda.

**Tutorial component –** **(15 Hours)**

**Suggestive Tutorial Activities:**

- Literature review
- Yoga and meditative exercises
- Emotional regulation activities
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Visit to yoga and meditation centres to understand the underlying processes

**Practical component - NIL**

**Essential/recommended readings**

Bhawuk, D, (2011). *Spirituality and Indian Psychology: Lessons from the Bhagavad Gita.* New Delhi: Springer.

Cornelisson, M., Misra, G. & Varma, S. (2013). *Foundations and Applications of Indian Psychology.* New Delhi: Pearson.

Rao, K, R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition.* New Delhi: D.K.

Printworld.

Rao, K, R., Paranjpe, A.C. & Dalal, A.K. (Eds.) (2008). *Handbook of Indian Psychology*. New Delhi: Cambridge University Press.

Rama, S. (2007). *Perennial Psychology of the Bhagad Gita*. New Delhi: Himalayan Institute Press.

**Suggestive readings**

Dalal, A. S. (Ed.) (2001). *Living Within.* Pondicherry: Sri Aurobindo Ashram Trust.

Hiriyanna, M. (2000). *The Essentials of Indian Philosophy*. New Delhi: Motilal Banarsidas Publishers.

Yogananda, P. (1946/2002). *Autobiography of a Yogi.* Bombay: Jaico.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 8: PERSONALITY PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE-8 Personality Psychology** | 4 | 3 | 0 | 1 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding on various theoretical perspectives of personality and its assessment procedures.
- To learn about the contributions of key psychologists in the field of personality psychology.
- To learn about contemporary trends and issues in personality psychology.

### Learning Outcomes

After completing this course, the student will be able to:

- Comprehend perspectives on personality and their foundational assumptions.
- Evaluate the contributions of key psychologists to the field of personality psychology.
- Apply theoretical concepts to practical scenarios, including personality assessment.

### SYLLABUS OF DSE-8

**UNIT 1** **(8 Hours)**

**Introduction to Personality Psychology**

Nature and Scope of Personality Psychology; Overview of key theoretical frameworks: Psychodynamic Theories, Humanistic-Existential Theories, Dispositional, Theories, Biological-Evolutionary Theories, Learning- Social Cognitive Theories and Contemporary trends in personality research

**UNIT 2** **(20 Hours)**

**Major Theories and Theorists in Personality Psychology**

(a) Psychodynamic approach –Carl Jung and Eric Erickson
(b) Trait Theorists: Raymond Cattell, and Paul Costa and Robert McCrae.
(c) Humanistic and Existential Approach – Eric Fromm and Rollo May
(d) Social-cognitive – Walter Mischel and Albert Bandura

**UNIT 3** **(10 Hours)**

**Cultural Foundations of Personality: A Global and Indian Perspective**

Cultural and Gender Influences on Personality Development; Indian Framework of Personality: The Triguna Theory and the Panchkosha Theory of Self; Personality studies in India.

**UNIT 4** **(7 Hours)**

**Assessment and Applications**

Assessment of Personality- Objective, Subjective, and Projective techniques, Applications – Personality and mental health: links to anxiety, depression, resilience, Personality in the workplace: leadership and job performance.

**Tutorial component - NIL**

**Practical component** **(30 Hours)**

Suggestive list of practical:

- Trait Theory-Based Personality Assessment
- Personality Profiling through Case Studies
- Projective and Semi-Projective Personality Assessments
- Cross-Cultural Personality Assessments

**Essential/recommended readings**


Barrick, M. R., & Mount, M. K. (1991).The Big Five personality dimensions and job performance: A meta-analysis. *Personnel Psychology, 44*(1), 1–26. https://doi.org/10.1111/j.1744-6570.1991.tb00688.x

Campbell-Sills, L., Cohan, S. L., & Stein, M. B. (2006). Relationship of resilience to personality, coping, and psychiatric symptoms in young adults. *Behaviour Research and Therapy, 44*(4), 585–599. https://doi.org/10.1016/j.brat.2005.05.001

Feist, J., Feist, G.J., & Roberts, T.A. (2018). *Theories of personality*. McGraw-Hill Education.

Jakhar, S. (2019). Panchakosha. *International Journal of Yogic, Human Movement and Sports Sciences, 4*(1), 1382-1384. https://www.theyogicjournal.com

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology, 87*(4), 765–780. https://doi.org/10.1037/0021-9010.87.4.765

Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. *Psychological Bulletin, 136*(5), 768–821. https://doi.org/10.1037/a0020327

Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature.* McGraw Hill.

Medina-Craven, M. N., Ostermeier, K., Sigdyal, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of Management History.* doi.org/10.1108/JMH-06-2022-0021

Singh, J. K., & Tung, N. S. (2019). Personality studies in India. In G. Misra (Ed.), *Psychology: Volume 2: Individual and the social: Processes and issues* (pp. 1–52). New Delhi: Oxford University Press. https://doi.org/10.1093/oso/9780199498857.003.0001

Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal, 21*(2), 89-93. doi: 10.4103/0972-6748.119586

**Suggestive Readings**

Bienvenu, O. J., & Stein, M. B. (2003). Personality and anxiety disorders: A review. *Journal of Personality Disorders, 17*(2), 139–151. https://doi.org/10.1521/pedi.17.2.139.23986

Clark, L. A., & Watson, D. (1991).Tripartite model of anxiety and depression: Psychometric evidence and taxonomic implications. *Journal of Abnormal Psychology, 100*(3), 316–336. https://doi.org/10.1037/0021-843X.100.3.316

Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology.* Cambridge University Press.

Ewen, R.B. (2014). *An Introduction to Theories of Personality*. Psychology Press

Lahey, B. B. (2009). Public health significance of neuroticism. *American Psychologist, 64*(4), 241–256. https://doi.org/10.1037/a0015309

Misra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology.* Concept Publication Company.

Schultz, D. P., & Schultz, S. E. (2016). *Theories of Personality.* Wadsworth, Cengage Learning.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 9: INTRODUCTION TO PSYCHOLOGY OF GENDER

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSE-9 Introduction to Psychology of Gender** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to define and evaluate gender as a social construct.
- To understand the ways in which gender, power, privilege, and oppression play out across a range of human experiences.

### Learning Outcomes

After completing this course, the student will be able to:

- Examine the growth of gender as a construct in psychological research.
- Critically analyse the different perspectives highlighting the development of the concept of gender.
- Reflect on issues and challenges based on gender and identity.
- Apply the principles of equality and equity in various facets of life.

### SYLLABUS OF DSE-9

**UNIT 1** **(9 Hours)**

Conceptualizing gender: Social construction of gender; Historical understanding of gender in psychology

**UNIT 2** **(12 Hours)**

Theoretical perspectives of gender development: Psychoanalytic, Cognitive-developmental, Gender Schema, Biological, Social Cognitive Theory

**UNIT 3** **(12 Hours)**

Gender based issues and challenges: Discrimination against gender spectrum.

**UNIT 4** **(12 Hours)**

Current frontiers in psychology of gender: Promoting equality and equity; Gender neutral parenting; Gender similarities hypothesis

**Tutorial component** **(15 Hours)**

**Suggested Tutorial Activities:**

- Literature review on topics such as gender diversity, POSH Act, gender neutral parenting etc.
- Movie screening and discussion on gender roles
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Find and write about an NGO which work towards gender empowerment.
- Case study analysis of cultural differences in gender role perception.
- Book review

**Practical component – NIL**

**Essential/recommended readings**


Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, *25*(1), 126-139.

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, *106*(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, *16*(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development*, *24*(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, *1*, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, *19*(4), 456-479.


**Suggestive readings**


Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, *10*(2), 137-153.

Bhasin, K. (2000). *Understanding gender*. Kali for women.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, *43*, 1241.

Nakkeeran, N., &Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, *16*, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 10: SCHOOL PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSE-10 School Psychology** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of School Psychology to the students.
- To learn strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- To promote the well-being of children and adolescents in the school setting.

### Learning Outcomes

After completing this course, the student will be able to:

- Develop an understanding of the fundamentals of School Psychology.
- Understanding strategies for effective assessment and intervention to support students' academic, social-emotional, and behavioural development.
- Promoting the well-being of children and adolescents in the school setting.

## SYLLABUS OF DSE-10

**UNIT 1** **(10 Hours)**

**Introduction to School Psychology**

Orientation to School Psychology (Nature, Historical and Current trends, Scope and Allied Fields), Role and Function of School Psychologist as a Professional, Overview of the Indian School System and Educational Policy in India, Socio-cultural Diversity

**UNIT 2** **(10 Hours)**

**Theoretical and Conceptual Underpinnings**

Application of Psychological Theories in Classrooms (e.g., Piaget, Vygotsky, Gardner, Erikson and Bronfenbrenner), Indian Perspectives on Teaching Learning and Schooling (Guru-Shishya Parampara), Role of Family and Community in Schooling

**UNIT 3** **(12 Hours)**

**Addressing Contemporary Concerns among School Students**

Academic Concerns (Learning Difficulties, Neurodevelopmental Issues, Exceptional and Gifted Children), Social Emotional Concerns (Stress and Anxiety, Body Image, Peer Pressure), Behavioural Concerns (Conduct issues, Digital dependency)

**UNIT 4** **(13 Hours)**

**Assessments and Interventions in School Settings**

Assessment (Comprehensive Psycho-educational Assessment); Intervention – School Mental Health, Crisis Intervention, Bullying, Abuse; School-based remedial programme for the child - art therapy, play therapy, problem-solving; Vocational and career guidance

**Tutorial component** **(15 Hours)**

**Suggested Tutorial Activities:**

- Psycho-educational testing applicable in school setting
- Role play between teacher and learner
- Case study analysis
- Movie review
- Interventions designed to promote mental health, social emotional concerns, academic Concerns, or behavioural concerns
- Book review
- Policy review around child development
- Documenting experiences of school children
- Cultural practices in schooling

**Practical component – NIL**

**Essential/recommended readings**

Berk, L. E. (2018). *Development through the lifespan* (Seventh edition). Pearson.

Chaudhary, N. (2013). *Parent beliefs, socialisation practices and children's development in Indian families* [Major Research Project]. University Grants Commission.

Kapur, M. (2011). *Counselling Children with Psychological Problems* (1st ed.). Pearson Education India.

Kirsh, S. J., Duffy, K. G., & Atwater, E. (2014). *Psychology for living: Adjustment, growth, and behavior today* (11th ed). Pearson.

Merrell, K. W., Ervin, R. A., Peacock, G. G., & Renshaw, T. L. (2022). *School psychology for the 21st century: Foundations and practices* (Third edition). The Guilford Press.

Mohan, L., Yilanli, M., & Ray, S. (2023). Conduct Disorder. In *StatPearls [Internet]*. StatPearls Publishing. https://www.ncbi.nlm.nih.gov/books/NBK470238/

Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School & Educational Psychology*, *7*(2), 94–101. https://doi.org/10.1080/21683603.2019.1570886

Ramalingam, P. (2011). Prospects of School Psychology in India. *Journal of the Indian Academy of Applied Psychology*, *37*(2), 201–211.

Saraswati, T. S., Menon, S., & Madan, A. (Eds.). (2018). *Childhoods in India: Traditions, trends, and transformations* (First South Asia edition). Routledge.

**Suggested readings**

Agrawal, R., & Rao, B. V. L. N. (2007). *Education for disabled children*. Shipra Publications.

Anderson, S. R. (2012). Psycho-Educational Processes as Strategies for Students Presenting with Emotional and Behavioural Disorders. *American International Journal of Contemporary Research*, *2*(7).

Butcher, J. N., Mineka, S., & Hooley, J. M. (2014). *Abnormal psychology* (Sixteenth edition). Pearson.

Case, C., & Dalley, T. (Eds.). (2008). *Art therapy with children: From infancy to adolescence* (1st ed.). Routledge.

Chopra, G. (2015). *Child rights in India: Challenges and social action*. Springer.

Ranganathan, N., & Wadhwa, T. (2017). *Guidance and counselling for children and adolescents in schools*. SAGE Publications Inc.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 11: YOGA PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSE-11 Yoga Psychology** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga Psychology and various schools of Yoga.
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well being.

### Learning Outcomes

After completing this course, the student will be able to:

- Awareness about the ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology.
- Exposure to research in Yoga Psychology and its therapeutic benefits.

### SYLLABUS OF DSE-11

**UNIT 1** **(12 Hours)**

**Introduction**

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

**UNIT 2** **(12 Hours)**

**Principles and Yogic View of Personality**

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

**UNIT 3** **(11 Hours)**

**Ashtang Yoga of Patanjali**

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self)

**UNIT 4** **(10 Hours)**

**Research and Applications of Yoga Practices**

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

**Tutorial component** **(15 Hours)**

**Suggested Tutorial Activities:**

- Debate on the relevance and application of yoga psychology in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and meditation centres to understand the underlying processes

**Practical component – NIL**

**Essential/recommended readings**

Bhogal, R. S. (2017). *Yoga Psychology and Beyond*. Kaivalyadhama Samiti, Lonavala.

Kumar, K. (2013). *Yoga psychology: A handbook of yogic psychotherapy.* D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? *Psychology & Developing Societies,* 097133362110388. https://doi.org/10.1177/09713336211038809

Mehta, J. M. (2005). *Essence of Maharishi Patanjali's Ashtang Yoga.* Pustak Mahal.

Tl, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021). Development and validation of Yoga Module for Anger Management in adolescents. *Complementary therapies in medicine,* 61, 102772.

Vivekananda, R. (2005). *Practical yoga psychology.* Bihar: Yoga Publications Trust.

Yoga Ayush Ministry. (n.d.). index. https://yoga.ayush.gov.in/Yoga-History/

**Suggestive readings**

Ajaya, S. (1976). *Yoga psychology: A practical guide to meditation.* Himalayan Institute Press.

Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. *Depression and anxiety*, 35(9), 830-843.

Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. *Cochrane Database of Systematic Reviews*, (5).

Levine, M. (2011). *The positive psychology of Buddhism and yoga: Paths to a mature happiness.* Routledge.

Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. International *Journal of Yoga*, 14(2), 100.

PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. *National Journal of Physiology, Pharmacy and pharmacology*, 8(11), 1526-1526.

Udupa, K. N. (1985). *Stress and its management by yoga.* Motilal Banarsidass Publ.

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

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### B.A. (PROGRAMME) PSYCHOLOGY COURSE

### STRUCTURE, COURSES & SYLLABI OF SEMESTER - VIII

# PSYCHOLOGY

## COURSES OFFERED BY DEPARTMENT OF PSYCHOLOGY

### Psychology Courses for Undergraduate Programme of study with Psychology as one of the Core Disciplines

## DISCIPLINE SPECIFIC CORE COURSE – 14: COMMUNITY PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSC-14 Community Psychology** | 4 | 3 | 0 | 1 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community based work and mental health concerns.

### Learning Outcomes

After completing this course, the student will be able to:

- Gain greater grounding in community based processes and functioning.
- Analyze phenomena through an Ecological Lens.
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

## SYLLABUS OF DSC-14

**UNIT 1** **(10 Hours)**

**Introduction to Community Psychology**

Definition and types of communities; Working with communities in India; Nature and core values of community psychology; The Ecological Systems Perspective in Community Psychology

**UNIT 2** **(10 Hours)**

**Research Paradigms and Methods in Community Psychology**

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, trans-formative); Transformative research with Indian communities

**UNIT 3** **(10 Hours)**

**Working with Vulnerable Communities**

Empowerment as a goal for community psychologists; Community Mental Health ; Changing Public Perception in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

**UNIT 4** **(15 Hours)**

**Empowerment: Indian Communities and Mental Health**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous communities

**Tutorial component – NIL**

**Practical component** **(30 Hours)**

**Suggested practical activities:**

Practical should be based on one of the above research paradigms of community psychology.

- Analysis of a Film/Documentary that depicts community life and interaction in India
- Research on communities in India using methods such as observation and interviews
- Needs assessment and designing awareness programs on health in communities
- Evaluating Policies using frameworks such as the Ecological Systems Perspective
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives

**Essential/recommended readings**

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Gram, L., Paradkar, S., Osrin, D., Daruwalla, N., & Cislaghi, B. (2023). 'Our courage has grown': a grounded theory study of enablers and barriers to community action to address violence against women in urban India. *BMJ global health*, *8*(1), e011304.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

Menon, S. V., & Allen, N. E. (2020). Community organizing and transformative change in the response to domestic violence in India. *American journal of community psychology*, *66*(1-2), 106-118.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

**Suggestive readings**

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.

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# DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

**Discipline Specific Elective (DSE) Courses for Semester VIII:**

**DSE 12: Basics of Sports Psychology**
**DSE 13: Consumer Behaviour**
**DSE 14: Understanding and Dealing with Trauma**
**DSE 15: Psychology of Ageing**
**DSE 16: Intersections of Psychology and Technology**
**DSE 17: Foundations of Neuropsychology**
**DSE 18: Basic Psychotherapeutic Skills**

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 12: BASICS OF SPORTS PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| **DSE-12 Basics of Sports Psychology** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce basic concepts of Sports Psychology to the students.
- To get acquainted with the major concepts of psychology, emphasizing the application of psychology in sports.
- Understand potential issues with measurement and interventions in sports.

### Learning Outcomes

After completing this course, the student will be able to:

- Develop an understanding of the fundamentals of sports psychology.
- Understand the dynamics of the psychophysiological aspect in relation to performance in sports.
- Develop a vision for talent identification, diagnosis, and intervention in enhancing sports performance and well-being.

## SYLLABUS OF DSE-12

**UNIT 1** **(10 Hours)**

**Introduction:** Introduction to sports psychology, Need and Scope of Sports Psychology, and Role of Sports Psychologist

**UNIT 2** **(15 Hours)**

**Psychophysiological Correlates**: Anxiety, Arousal and Stress in relation to peak performance, Attention and concentration in relation to sports performance Motivation in relation to sports performance. personality and performance in sports (POMS by Morgan)

**UNIT 3** **(10 Hours)**

**Social psychology in Sports:** Individual and Team sports (Team Cohesion: Nature, Correlates, and Development), Team Building: (Factor Affecting group performance, Communication structure, Social facilitation, and inhibition), Impact of the audience on Sport Performance

**UNIT 4** **(10 Hours)**

**Mental Training in Sports for Athletes**: Need for and mental training in sports (Relaxation Techniques, Psych-up techniques, Concentration Training, Self-confidence, Goal setting, Self-efficacy in sports, Self-talk, Thought stopping and centring).

**Practical component – NIL**

**Tutorial component** **(15 Hours)**

**Suggestive Tutorial Activities**

- In a group situation, explore various methods for assessing psychological performance in a range of athletic scenarios, as well as ways for enhancing key psychological elements.
- Understanding essential factors such as team dynamics, team development, leadership, and communication: Coach-Athlete, Team Members, and Parent Relationships
- Investigate numerous films, videos, and case studies on athletes and teams, followed by a focus group discussion.
- Appreciate the significance of psychological intervention, Experiential exercises that use relaxation techniques including progressive muscle relaxation, imagery, and autosuggestion.

**Essential/recommended readings**

Cox, R. (2006). *Sports Psychology*. McGraw -Hill Education

Carron, A.V., Hausenlas, H.A., & Mark, E. (2005). *Group Dynamics in Sports.* Organtown, WV: Fitness information Technology, INC, US.

Mohan, J. (2010). *Sports Psychology: Emerging Horizons.* New Delhi: Friends Publishers

Weinberg, R.S., & Gould, D. (1995). *Foundation of sports and exercise psychology*. Champaign, IL: Human Kinetics.

**Suggestive readings**

Perry, J. (2016). *Sports Psychology: A complete introduction.* Kindle Edition

Jarvis, M. (2006). *Sports Psychology: A Students handbook.* Rutledge.

LeUnes, A., & Nation, J.R. (2002). *Sport Psychology: An Introduction* 3rd ed. Belmont CA: Wadsworth Thomson Learning

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 13: CONSUMER BEHAVIOUR

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE-13 Consumer Behaviour** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological underpinnings of consumer behavior.
- To analyze the role of emotions, motivations, and biases in consumer decisions.
- To evaluate the impact of social, cultural, and technological factors on consumer choices.
- To explore contemporary issues like sustainability, ethical consumption, and digital transformation in consumer behavior.

### Learning Outcomes

By studying this course, the students will be able to:

- Understand key theories and models in consumer psychology.
- Identify and explain how cognitive biases, emotions, and social factors shape consumer decisions and post-purchase behavior.
- Develop consumer-centered marketing strategies by applying psychological principles, particularly in digital and social media contexts.
- Analyze trends like sustainability, ethical consumption, and the role of AI in consumer behavior, considering their psychological impact and ethical implications.

### SYLLABUS OF DSE 13

**UNIT 1** **(11 Hours)**

**Introduction**

Consumer and Consumer behaviour; History of consumer psychology; Scope of consumer psychology; Consumer Decision Making Process: Need, Information Search, Alternate Evaluation, Decision rules, Post-purchase behaviour; Consumer happiness

**UNIT 2** **(12 Hours)**

**Psychological Mechanisms in Consumer Behaviour**

Consumer motivation; Role of affect and emotion in consumption; Cognitive biases in consumer choices; Consumer attitude formation and change

**UNIT 3** **(11 Hours)**

**Social and Cultural Influences on Consumer Behaviour**

Reference Groups and Aspirational Groups; Cultural Norms and Values in Consumption; Role of Advertising and Media in Shaping Consumer Culture; Sustainability and Ethical Consumption

**UNIT 4** **(11 Hours)**

**Contemporary Trends and Issues in Consumer Behaviour**

Personalization in E-commerce; Social Media Influencers and Consumer Preferences; Green Consumption and Ethical Decision Making; Consumer Choice and artificial intelligence

**Practical component – NIL**

**Tutorial component -** **(15 Hours)**

**Suggestive Tutorial Activities**

- Consumer Behaviour Timeline and its interdisciplinary influences
- Apply decision making models on real life consumer decision making scenarios
- Discuss real-world marketing campaigns that use psychological principles to influence consumer decisions
- Role-playing exercise to understand the emotional drivers of consumer choices.
- Investigate how cognitive biases (e.g., anchoring, framing) affect decision-making through experiments
- Debate on post-purchase rationalization, ethical consumption, sustainability
- Research to explore how culture influences consumer behaviour
- Analyze how advertisements target social identity, values, and emotions
- Case study of a successful influencer campaign

## Essential/recommended readings


Goldsmith, E.B. (2015). *Social Influence and Sustainable Consumption.* Springer International Publishing. https://doi.org/10.1007/978-3-319-20738-4

Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2nd ed. India: Pearson India Education Services Pvt. Ltd

Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12th ed.). NY: Pearson Education

Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10th ed. England: Pearson Education Limited.

Tuten, T.L., & Solomon, M.R. (2018). *Social Media Marketing, 3rd ed.* Sage Publications Ltd.

**Suggestive readings**

André, Q., Carmon, Z., Wertenbroch, K. et al. (2018). Consumer Choice and Autonomy in the Age of Artificial Intelligence and Big Data. *Customer Needs and Solutions.* 5, 28–37. https://doi.org/10.1007/s40547-017-0085-8

Chandra, S., Verma, S., Lim, W. M., Kumar, S., & Donthu, N. (2022). Personalization in personalized marketing: Trends and ways forward. *Psychology & Marketing*, 39, 1529–1562. https://doi.org/10.1002/mar.21670

Foxall, G.R. (2015). *Consumer behaviour: A practical guide.* London & NY: Routledge

Noel, H. (2009). *Consumer behaviour.* Switzerland: AVA Publishing

Peattie, K. (2010). Green Consumption: Behavior and Norms. *Annual Review of Environment and Resources.* http://dx.doi.org/10.1146/annurev-environ-032609-094328

Reczek, R.W., Irwin, J.R. (2015). Ethical Consumption. In: Norton, M.I., Rucker, D.D., Lamberton, C. eds. *The Cambridge Handbook of Consumer Psychology*. Cambridge Handbooks in Psychology. Cambridge University Press.

Wanke, M. (Ed.). (2009). *Social psychology of consumer behaviour.* NY: Taylor & Francis Group.

Young, B. (2018). *Consumer psychology: A life span developmental approach.* UK: Palgrave Macmillan

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE - 14: UNDERSTANDING AND DEALING WITH TRAUMA

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 14 Understanding and Dealing with Trauma** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

- Build a comprehensive understanding of trauma, its multifaceted nature, and societal implications.
- Develop an understanding of the concept of trauma from different perspectives that explain trauma and its effects.
- Explore the significance of community engagement and culturally sensitive interventions in trauma recovery.
- Equip students with practical skills and knowledge of evidence-based trauma interventions.

### Learning Outcomes

After completing this course, the student will be able to:

- Define and critically analyse various types of traumas and their consequences in local and global contexts.
- Apply psychological theories and interdisciplinary perspectives to understand trauma responses.
- Evaluate community-based interventions, including grassroots and participatory approaches.

### SYLLABUS OF DSE 14

**UNIT 1** **(9 Hours)**

**Conceptual Understanding of Trauma**

- Definition, types, Indian Psychological Perspective: Concept of Dukkha (suffering), Trauma and Samskara, post traumatic growth, scope of trauma, effects of trauma and PTSD

**UNIT 2** **(12 Hours)**

**Theories of Trauma**

- **Psychological Perspectives:** Psychodynamic Models: Trauma specific defense mechanisms, Behavioural and Cognitive Models: Trauma schemas, avoidance behaviours, and reprocessing
- **Biological Perspectives**: Neurobiology of trauma (HPA axis, amygdala, hippocampus), Role of epigenetics in trauma transmission, Evolutionary psychology's take on trauma responses (fight, flight, freeze)
- **Integrated Approaches**: Polyvagal theory and biopsychosocial models

**UNIT 3** **(12 Hours)**

**Psychological Interventions**

- **Trauma-informed care principles:** Safety, trust, empowerment, collaboration, and cultural sensitivity, Practitioner Considerations: Ethical dilemmas in trauma work
- **Evidence-Based Interventions**: Eye Movement Desensitization and Reprocessing (EMDR), Trauma-Focused Mindfulness and Somatic Experiencing, Dialectical Behavior Therapy (DBT) for complex trauma

**UNIT 4** **(12 Hours)**

**Community-Based Experiences and Interventions**

- **Trauma at the Community Level:** Collective trauma and its ripple effects (e.g., Partition) Participatory action research (PAR) in trauma recovery, Media and social networks (Their dual role in exacerbating and addressing trauma), Culturally Sensitive Approaches: Healing practices in Indian context, Peer support groups
- **Case Studies and Best Practices:** Case studies on disaster recovery programs

**Practical component – NIL**

**Tutorial component** **(15 Hours)**

**Suggestive Tutorial Activities**

- Designing and implementing intervention strategies like role plays for case vignettes.
- Organize a debate where students argue for or against different theories' effectiveness in explaining trauma.
- Choose a topic related to trauma and do class presentations.
- Class discussions on Podcasts like *Somatic Experiencing Explained by Peter Levine, Exploring Polyvagal Theory with Dr. Stephen Porges, Trauma Healing in Conflict Zones, Dan Siegel – The Neurobiology of Trauma etc, Brené with Dr. Edith Eger on Trauma, Healing, and Forgiveness*

- Showcase and discuss videos/TED Talks like *Bessel van der Kolk – Trauma-Sensitive Yoga and Somatic Therapies. Nadine Burke Harris – How Childhood Trauma Affects Health Across a Lifetime.*

**Essential/recommended readings:**


Drožđek, B., & Wilson, J. P. (Eds.). (2007). *Voices of trauma: Treating psychological trauma across cultures*. New York, NY: Springer.

Farrington, S., & Woodward, A. (2024). *The Psychology of Trauma*. Taylor & Francis.

Gold, S. N. (2017). *APA Handbook of Trauma Psychology: Foundations in Knowledge, Vol. 1* (pp. xxii-624). American Psychological Association.

Gold, S. N., Cook, J. M., Dalenberg, C. J. (2017). *APA Handbook of Trauma Psychology: Volume 2: Trauma Practice*, 1-1223. American Psychological Association.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror.* Basic Books.

Misra, G. (Ed.). (2018). *Psychosocial interventions for health and well-being*. New Delhi: Springer India.

Nicolson, P. (2023). Genealogy, Psychology and Therapy (2nd ed.). Routledge.

Porges, S. W. (2011). The polyvagal theory: Phylogenetic substrates of a social nervous system. *International Journal of Psychophysiology*, 42(2), 123-146.

Subica, A. M., & Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. *Social Science & Medicine*, *292*, 114574.

Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.* Viking.


**Suggestive Readings:**


Cherry, K. E., & Gibson, A. (2020). *The intersection of trauma and disaster behavioral health*. Springer.

Herman, J. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror.* Basic Books.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness.* North Atlantic Books Berkeley, California.


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE - 15: PSYCHOLOGY OF AGEING

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 15 Psychology of Ageing** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To help learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well-being of the elderly.

### Learning Outcomes

After completing this course, the student will be able to:

- Understand the ageing process.
- Gain insight into physical and cognitive changes during later life.
- Recognize social-emotional challenges experienced by the elderly.
- Identify strategies for successful ageing.

### SYLLABUS OF DSE 15

**UNIT 1** **(9 hours)**

**Introduction**

- Understanding the ageing process
- Gerontology: Nature, scope, concepts and theories
- Ageing as a Global Challenge

**UNIT 2** **(12 hours)**

**Physical and cognitive aspects of aging**

- Psychological impact of and Physical changes in ageing (sensory-motor changes, sleep)
- Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

**UNIT 3** **(12 hours)**

**Socio-emotional aspects of ageing**

- Transitions in later life

- Family and social relationships
- Social security and crime against elderly
- Economic issues in ageing

**UNIT 4** **(12 hours)**

**Coping in later life**

- Coping with death, dying and bereavement
- Rights of the elderly
- Spirituality
- Positive ageing

**Practical component (if any) – NIL**

**Tutorial component** **(15 Hours)**

**Suggestive Tutorial Activities**

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

**Essential/recommended readings**


Kaushik, P. (2018). *Promoting Successful Positive Aging across the Health Continuum: A Holistic Approach.* In Prasad, V., Akbar, S. (Ed.) Handbook of research on Geriatric Health, Treatment, and Care. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808 (Unit IV – Positive aging)

Paltasingh, T. & Tyagi, R. (2015). *Caring for the Elderly: Social Gerontology in the Indian Context.* Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0

Quadagno, J. (2014). *Ageing and the Life Course: An introduction to Social Gerontology* (6th Edn). Mc Graw Hill. (Unit III – Family & Social relationships)

Robnett R.H., Brossoie, N., & Chop, W.C. (2020). *Gerontology for the Health Care Professional.* Jones & Barlett Learning, Burlington, MA

Santrock, J.W. (2021). *Life-span Development* (18th Edn). McGraw Hill Pvt Ltd. ISBN 9781260245844

Shankardass, M.K. (2020). *Aging Issues and Responses in India.* Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4

**Suggestive readings**

Woods, B. & Clare, L. (2008). *Handbook of the Clinical Psychology of Aging* (2nd Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 16: INTERSECTIONS OF PSYCHOLOGY AND TECHNOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE-16 Intersections of Psychology and Technology** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- Identifying and defining key terms and concepts related to psychology and technology.
- Analyzing and synthesizing research findings related to the impact of technology on human behavior and cognition.
- Evaluating and critiquing the strengths and limitations of different theoretical frameworks and research methodologies used in psychology and technology research.
- Applying course concepts and theories to real-world examples of technology use and behavior.
- Collaborating with peers to develop research proposals, presentations, and other group projects related to psychology and technology.
- Developing and presenting written and oral arguments that reflect critical thinking and effective communication skills.

### Learning Outcomes

After completing this course, the student will be able to:

- Demonstrate an understanding of the theoretical foundations of psychology and technology, including cognitive and behavioral theories of human-technology interaction, social and cultural theories of technology adoption and diffusion, and ethical considerations in psychology and technology research.
- Critically evaluate the impact of technology on attention, memory, emotion, communication, decision-making, and society.
- Analyze the opportunities and challenges presented by emerging technologies and their potential impact on human behavior and cognition.
- Apply course concepts to real-world issues or problems related to psychology and technology, and develop solutions or recommendations based on research and analysis.
- Communicate effectively about the intersection of psychology and technology, both orally and in writing, and engage in productive discussions and debates on related topics.



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## SYLLABUS OF DSE 16

**UNIT 1** **(12 hours)**

**An Introduction to Psychology and Technology**

- Overview of the intersection between psychology and technology
- Ethical considerations in psychology and technology research
- Current trends and future directions in the field

**UNIT 2** **(12 hours)**

**Technology and Intra-personal Processes**

- How technology affects our attention and memory: Digital amnesia
- Online identity and self-presentation
- Impact of technology on physical and psychological well-being

**UNIT 3** **(12 hours)**

**Technology and Inter-personal Processes**

- Technology mediated relationships (romantic relationship, friendships, communities online.)
- Role of technology in shaping formal and informal communication patterns
- The impact of technology on decision-making processes

**UNIT 4** **(9 hours)**

**Technology and Society**

- Bidirectional relationship of technology and society
- Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps)
- Psychological implications of Technology. Technology and education

**Practical component – NIL**

**Tutorial component** **(15 Hours)**

**Suggestive Tutorial Activities**

- Present scenarios where psychology and technology intersect, such as using AI for mental health therapy or tracking personal data through health apps. Divide the class into groups to debate the ethical implications, focusing on privacy, consent, and accessibility.
- Assign students recent research papers or articles on emerging trends in psychology and technology (e.g., virtual reality for therapy). Students present a summary and discuss the future direction of the field.
- Ask students to survey peers or family members about their reliance on digital devices for memory tasks (e.g., remembering birthdays, appointments). Analyze and discuss the findings as a group.
- Students create mock social media profiles reflecting how individuals may present themselves differently online versus offline. Groups analyze and discuss the differences in self-presentation.

- Have students maintain a journal for a week, reflecting on their technology usage (e.g., screen time) and its impact on their physical and psychological well-being.
- Provide case studies on technology-mediated relationships, such as online dating or virtual communities. Ask students to analyze the benefits, challenges, and psychological effects.
- Divide students into groups and have them communicate using different mediums (e.g., face-to-face, email, social media). Discuss how communication patterns and interpretations change based on the medium.
- Conduct a group activity where students use online tools (e.g., polls, decision-making apps) to make collective decisions. Discuss the influence of technology on group dynamics and decision-making processes.
- Organize a debate on topics such as: "Does technology shape society, or does society shape technology?" Assign students to different sides and have them present evidence to support their arguments.
- Assign students to research and present on a specific health technology (e.g., telemedicine, assistive technology, health apps). They can focus on its psychological implications and societal impact.
- In groups, students brainstorm innovative ways technology can improve education. They can present their ideas and discuss the potential psychological implications

**Essential/recommended readings**


Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology,* 55, 573-590.

Carr, N. (2010). *The shallows: What the internet is doing to our brains.* W. W. Norton & Company.

Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research,* 11(4), e48.

Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives.* Palgrave Macmillan.

Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist,* 39(10), 1123-1134.

Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods.* Routledge.

Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.

Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world.* Portfolio/Penguin.

Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn.* Palgrave Macmillan.

Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind.* Harper Collins.

Turkle, S. (2005). *The second self: Computers and the human spirit.* MIT Press.

Turkle, S. (2011). Alone together: *Why we expect more from technology and less from each other.* Basic Books.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE - 17: FOUNDATIONS OF NEUROPSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 17 Foundations of Neuropsychology** | 4 | 3 | 1 | 0 | Passed Class 12th | Nil |

### Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its historical developments and theories.
- Comprehensive knowledge of functions and dysfunctions of major brain regions and its impact on behaviour.
- Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

### Learning Outcomes

After completing the course, the student will be able to:

- Articulate key concepts and historical milestones in neuropsychology, including the brain hypothesis and lateralization theories.
- Recognize and describe clinical symptoms associated with brain lesions, disease and their role in behaviour and cognition.
- Know the basic applications of neuropsychological assessments for cognitive and neurological evaluations.
- Conceptualise neuropsychological rehabilitation, addressing specific deficits and patient needs.

### SYLLABUS OF DSE-17

**UNIT 1** **(8 Hours)**

**Understanding Neuropsychology**

Neuropsychology – definition; historical antecedents of neuropsychology – the brain hypothesis, localization, Broca's and Wernicke's discovery, Disconnection syndrome hypothesis; Lateralization – right and left hemisphere.

**UNIT 2** **(14 Hours)**

**Frontal lobe and Temporal lobe: functions and dysfunctions**

Frontal lobe – anatomy, symptoms of frontal lobe lesions – disturbances of motor functions, loss of divergent thinking, and language; diseases affecting frontal lobe – schizophrenia, Parkinson's disease, and Korsakoff's syndrome, and drug addiction.

Temporal lobe – anatomy; symptoms of temporal lobe lesions – disorders of memory, emotion, and speech; diseases affecting frontal lobe – aphasia, amnesia, and amusia.

**UNIT 3** **(14 Hours)**

**Parietal lobe and Occipital lobe: functions and dysfunction**

Parietal lobe – anatomy; symptoms of parietal lobe lesions – somatosensory, deficits in arithmetic and writing, spatial cognition; diseases affecting parietal lobe – apraxia, acalculia, and contralateral neglect.

Occipital lobe - anatomy; symptoms of occipital lobe lesions – deficits in visual functions, diseases affecting occipital lobe – agnosia and it's types.

**UNIT 4** **(9 Hours)**

**Neuropsychological Assessment and Rehabilitation**

Introduction, principles, and rationale of neuropsychological assessment; Neuropsychological test – Mini-mental state examination (MMSE), Luria-Nebraska Neuropsychological Battery (LNNB), AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery; Neuropsychological Rehabilitation – goals, indicators, and need.

**Practical Component: Nil**

**Tutorial Component:** **(15 Hours)**

**List of Suggested Tutorial Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g., memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g., Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury, etc.)
- Visit to rehabilitation centres/clinics/hospitals

**Essential Readings:**

Golden, C. J., Purisch A.D., & Hammeke, T.A. (1991). Luria-Nebraska Neuropsychological Battery: Form I and II. Western Psychological Services.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals.* Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology.* Springer Science & Business Media.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment.* New York: Oxford University Press.

Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.

Rao, S. L., Subbakrishna, D.K., & Gopkumar, K. (2004). *NIMHANS neuropsychology battery.* National Institute of Mental Health and Neurosciences.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

**Suggestive Readings:**

Halligan, P.W., Kischka, U., & Marshall, J. C. (2003). *Handbook of clinical neuropsychology.* Oxford University Press.

Morgan.J.E., Joseph H.R. (2017). *Textbook of clinical neuropsychology.* Taylor & Francis.

Rajeswaran, J. (2012). *Neuropsychological rehabilitation: principles and applications.* (First Edition), Elsevier.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE - 18: BASIC PSYCHOTHERAPEUTIC SKILLS

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 18 Basic Psychotherapeutic Skills** | 4 | 3 | 0 | 1 | Passed Class 12th | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

### Learning Outcomes

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

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

### Syllabus of DSE 18

**Unit 1: Introduction to Psychotherapy (10 hours)**

Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

**Unit 2: Psychotherapeutic Techniques (15 Hours)**

Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

**Unit 3: Psychotherapy in diverse settings (12 Hours)**

Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

**Unit 4: Ethics and Psychotherapy**

Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017 **(8 Hours)**

**Practical Component-** **(30 Hours)**

A suggestive list of practical:

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

**Essential/recommended readings:**


Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.

Consoli, A. J., Beutler, L. E., &Bongar, B. (Eds.).(2017). *Comprehensive textbook of psychotherapy.* Oxford University Press.

Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. Foundations of Indian Psychology, 5–4.

Frank, E., Swartz, H. A., & Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. *Bipolar Disorder*, 257-268.

Lev, A., McKay, M., Steven C. Hayes, Dennis Tirch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirch. (n.d.). ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles.

Malchiodi, C. A. (2023). Handbook of expressive arts therapy. The Guilford Press.

Ministry of Law and Justice. (2021).The national commission for allied and healthcare professions act. Ministry of Health and Family Welfare.

Nelson-Jones, R. (2013). Practical counselling and helping *skills: Text and activities for the lifeskills counselling model.*Sage Publications.

Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases.* Thomson/Brooks/Cole.

Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). *Schema therapy: A practitioner's guide*. Guilford press.


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# B.A. (Hons.) PSYCHOLOGY SYLLABUS

## (SEMESTER VII & VIII)

| Updated List of DSC, DSE & GE Papers in B.A. (Hons.) Psychology with Credits: Semester 1 to Semester 8 | | | | | |
|---|---|---|---|---|---|
| **Semester** | **DSC/ DSE/GE** | **Paper Nomenclature** | **No. of Credits in each for total 4 credits** | | |
| | | **Total credits in parentheses** | **Theory** | **Tutorial** | **Practical** |
| **Sem 1 DSC** | | | | | |
| Sem 1 | DSC 1 | Introduction to Psychology | 3 | 0 | 1 |
| Sem 1 | DSC 2 | Cognitive Psychology | 3 | 0 | 1 |
| Sem 1 | DSC 3 | Bio Psychology | 3 | 1 | 0 |
| **Sem 1 GE (Odd) Level 100** | | | | | |
| Sem 1 | GE 1 | **Foundations of Psychology (Mandatory)** | 3 | 1 | 0 |
| Sem 1 | GE 2 | Understanding Psychology | 3 | 0 | 1 |
| Sem 1 | GE 3 | Psychology for Healthy Living | 3 | 1 | 0 |
| Sem 1 | GE 4 | Understanding Human Mind | 3 | 1 | 0 |
| **Sem 2 DSC** | | | | | |
| Sem 2 | DSC 4 | Psychology of Individual Differences | 3 | 0 | 1 |
| Sem 2 | DSC 5 | Social Psychology | 3 | 0 | 1 |
| Sem 2 | DSC 6 | Basic Statistics in Psychology | 3 | 0 | 1 |
| **Sem 2 GE (Even) Level 100** | | | | | |
| Sem 2 | GE 5 | **Basics of Social Psychology (Mandatory)** | 3 | 1 | 0 |
| Sem 2 | GE 6 | Intergroup Relations | 3 | 0 | 1 |
| Sem 2 | GE 7 | Health and Well Being | 3 | 1 | 0 |
| Sem 2 | GE 8 | Self in Contemporary Society | 3 | 1 | 0 |
| **Sem 3 DSC** | | | | | |
| Sem 3 | DSC 7 | Development of Psychological Thought | 3 | 1 | 0 |
| Sem 3 | DSC 8 | Paradigmatic Foundations of Psychological Inquiry | 3 | 0 | 1 |
| Sem 3 | DSC 9 | Social Psychology in Applied Contexts | 3 | 0 | 1 |
| **Sem 3 DSE** | | | | | |
| Sem 3 | DSE 1 | Social Behaviour and Group Interactions | 3 | 1 | 0 |
| Sem 3 | DSE2 | Development of Indian Psychological Thought | 3 | 1 | 0 |
| **Sem 4 DSC** | | | | | |
| Sem 4 | DSC 10 | Understanding Mental Disorders | 3 | 0 | 1 |
| Sem 4 | DSC 11 | Positive Psychology | 3 | 0 | 1 |
| Sem 4 | DSC 12 | Inferential Statistics in Psychology | 3 | 0 | 1 |
| **Sem 4 DSE** | | | | | |
| Sem 4 | DSE 3 | Advanced Social Psychology | 3 | 1 | 0 |
| Sem 4 | DSE 4 | Group Dynamics in Organisations | 3 | 1 | 0 |
| Sem 4 | DSE 5 | Psychodiagnostics | 2 | 0 | 2 |
| **Sem 5 DSC** | | | | | |
| Sem 5 | DSC 13 | Perspectives on Mental and Behavioural Disorders | 3 | 0 | 1 |
| Sem 5 | DSC 14 | Child and Adolescent Development | 3 | 0 | 1 |
| | | | | | |

| Semester | DSC/DSE/GE | Nomenclature of the Paper | No. of Credits in each for total 4 credits | | |
|---|---|---|---|---|---|
| | | | **Theory** | **Tutorial** | **Practical** |
| Sem 5 | DSC 15 | Applying Psychology to Work | 3 | 0 | 1 |
| **Sem 5 DSE** | | | | | |
| Sem 5 | DSE 6 | Psychology of Disability | 3 | 1 | 0 |
| Sem 5 | DSE 7 | Essentials of Media Psychology | 3 | 1 | 0 |
| Sem 5 | DSE 8 | Psychology of Gender | 3 | 1 | 0 |
| **Sem 6 DSC** | | | | | |
| Sem 6 | DSC 16 | Human Resource Management: Theory and Practice | 3 | 0 | 1 |
| Sem 6 | DSC 17 | Counselling Psychlogy | 3 | 0 | 1 |
| Sem 6 | DSC 18 | Health and Well being | 3 | 0 | 1 |
| **Sem 6 DSE** | | | | | |
| Sem 6 | DSE9 | Psychology of Exceptional Children | 3 | 0 | 1 |
| Sem 6 | DSE10 | Research Methods in Psychology | 3 | 0 | 1 |
| Sem 6 | DSE 11 | Educational Psychology | 3 | 0 | 1 |
| **Sem 3,5 GE (Odd) Level 200** | | | | | |
| | GE 9 | Industrial and Organisational Psychology | 3 | 0 | 1 |
| | GE 10 | Media Psychology | 3 | 1 | 0 |
| | GE 11 | **Youth and Mental Health (Mandatory)** | 3 | 1 | 0 |
| | GE 12 | **Foundations of Developmental Psychology (Mandatory)** | 3 | 0 | 1 |
| | GE 13 | Identifying and Dealing with Psychological Disorders | 3 | 0 | 1 |
| | GE 14 | Psychology of Adjustment | 3 | 1 | 0 |
| **Sem 4,6 GE (Even) Level 200** | | | | | |
| | GE 15 | **Foundations of Inquiry in Psychology (Mandatory)** | 3 | 0 | 1 |
| | GE 16 | **Psychology at the Workplace (Mandatory)** | 3 | 1 | 0 |
| | GE 17 | Negotiating Intimate Relationships (T) | 3 | 1 | 0 |
| | GE 18 | Group Processes and Dynamics at Work | 3 | 0 | 1 |
| | GE 19 | Disability and Rehabilitation | 3 | 1 | 0 |

| Semester | DSC/DSE/ GE | Nomenclature of the Paper | No. of Credits in each for total 4 credits | | |
|---|---|---|---|---|---|
| | | | Theory | Tutorial | Practical |
| **Sem 7 DSC** | | | | | |
| Sem 7 | DSC 19 | Community Psychology | 3 | 0 | 1 |
| | | | | | |
| **Sem 7 DSE** | | | | | |
| Sem 7 | DSE 12 | Inclusion and Diversity at Work | 3 | 1 | 0 |
| Sem 7 | DSE 13 | Psychology of Peace | 3 | 1 | 0 |
| Sem 7 | DSE 14 | Forensic Psychology | 3 | 1 | 0 |
| Sem 7 | DSE 15 | Introduction to Psychometrics | 3 | 0 | 1 |
| Sem 7 | DSE 16 | Relationship Science | 3 | 1 | 0 |
| Sem 7 | DSE 17 | Bereavement, Grief and Healing | 3 | 1 | 0 |
| Sem 7 | DSE 18 | Consumer Psychology | 3 | 1 | 0 |
| Sem 7 | DSE 19 | Psychology of Spirituality | 3 | 1 | 0 |
| Sem 7 | DSE 20 | Statistical Techniques Using Software Tools | 3 | 0 | 1 |
| Sem 7 | DSE 21 | Basic Psychotherapeutic Skills | 3 | 0 | 1 |
| **Sem 7 GE (Odd) Level 300** | | | | | |
| Sem 7 | GE 20 | Understanding Human Resources | 3 | 1 | 0 |
| Sem 7 | GE 21 | Psychology and Communities | 3 | 1 | 0 |
| Sem 7 | GE 22 | Cognitive Psychology in the Contemporary World | 3 | 1 | 0 |
| Sem 7 | GE 23 | Fundamentals of Sports Psychology | 3 | 0 | 1 |
| Sem 7 | GE 24 | Statistical Foundations for Psychological Research | 3 | 1 | 0 |
| **Sem8 DSC** | | | | | |
| Sem8 | DSC 20 | Culture and Psychology | 3 | 1 | 0 |
| **Sem 8 DSE** | | | | | |
| Sem8 | DSE 22 | Qualitative Research in Psychology | 3 | 0 | 1 |
| Sem 8 | DSE 23 | Self Management in Organizations | 3 | 1 | 0 |
| **Sem 8 DSE** | DSE 24 | Personality Psychology | 3 | 1 | 0 |
| Sem 8 | DSE 25 | Psychology and Technology | 3 | 1 | 0 |
| Sem 8 | DSE 26 | Psychology of Ageing | 3 | 1 | 0 |
| Sem 8 | DSE 27 | Neuropsychology | 3 | 0 | 1 |
| Sem 8 | DSE 28 | Cognitive Neuroscience | 3 | 1 | 0 |
| Sem 8 | DSE 29 | Psycholinguistics | 3 | 1 | 0 |
| **Sem 8 GE (Even) Level 300** | | | | | |
| Sem 8 | GE 25 | Basics of Counselling Psychology | 3 | 1 | 0 |
| Sem 8 | GE 26 | Conflict and Conflict Management at Work | 3 | 1 | 0 |
| Sem 8 | GE 27 | Yoga and Psychology | 3 | 1 | 0 |
| Sem 8 | GE 28 | Family Relations | 3 | 1 | 0 |
| | | | | | |

# SEMESTER- VII

## DISCIPLINE SPECIFIC CORE COURSE –19

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC 19 Community Psychology | 4 | 3 | Nil | 1 | Class XII Passed | Nil |

### Learning Objectives

- To learn the nature and types of communities in India.
- To comprehend the scope, relevance and applications of Community Psychology as a field.
- To critically examine concepts, paradigms and research methods relevant to community psychology.
- To understand the links between community-based work and mental health concerns.

### Learning outcomes

By studying this course, students will be able to :

- Gain greater grounding in community-based processes and functioning.
- Analyze phenomena through an Ecological Lens
- Acquire the readiness to work with varied communities.
- Design and conduct research pertaining to the field of community Psychology.

### Syllabus DSC 19

**Unit I Introduction to Community Psychology (10 Hours)**

Definition and types of communities; Working with communities in India ; Nature and core values of community psychology ; Ecological Systems Perspective in Community Psychology.

**Unit II Research Paradigms and Methods in Community Psychology (10 Hours)**

Goals of Community Research; Assumptions and Values underlying Research; Processes in Community Psychology Research; Research paradigms and associated methods (post-positivist and social constructionist, transformative); Transformative research with Indian communities.

**Unit III Empowerment: Working with Indian Communities on Mental Health (15 Hours)**

Empowerment as a goal for community psychologists; Community Mental Health; Changing Public Notions; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation.

**Unit IV- Working with Vulnerable Communities (10 Hours)**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities; Field visit to community settings.

**Note:** One field visit is a mandatory requirement for the course during the semester.

**Tutorial component- Nil**

**Practical component** **(30 hours)**

**Suggested practical activities-**

Practicals should be based on one of the above research paradigms of community psychology:

- Analysis of a Film/Documentary that depicts community life and interaction in India.
- Research on communities in India using methods such as observation and interviews.
- Needs assessment and designing awareness programs on health in communities.
- Evaluating Policies using frameworks such as the Ecological Systems Perspective.
- Understanding the awareness of government policies/legal frameworks and their impact on target communities.
- Case studies on community-based initiatives.

**Essential/recommended readings**


Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.


**Suggestive readings**


Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Rudkin, J. K. (2003). *Community psychology: Guiding principles and orienting concepts*. Pearson College Division.


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 12

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Inclusion and Diversity at Work | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

**Learning Objectives**

- To build a moral and business case for why diversity matters in workplaces.
- To encourage critical examination of organizational practices and policies for creating more inclusive work environments.

**Learning Outcomes**

- Understand and strategically execute key concepts and principles of diversity, equity, and inclusion in the context of human resource practices.
- Understand and examine the psychology of diversity and its implications for the workplace.
- Critically examine the opportunities and challenges related to workforce diversity.
- Reflect on issues of diversity in organizations.
- Apply principles learned in the course to recommend policies and practices for building a more inclusive workforce.

**Syllabus DSE 12**

**Unit I Foundational Concepts of Diversity, Equity and Inclusion (DEI) (9 hours)**

Meaning of DEI; Differences between Equal Employment Opportunities (EEO), Affirmative Action, and Diversity Management; From Diversity to Inclusion: Psychological Lens.

**Unit II Addressing Stereotypes and Working with Different Types of Diversity in Indian Context (11 hours)**

Understanding different kinds of Diversity: Cultural, Linguistic, Disability, Gender.

**Unit III Inclusive Human Resource Management Practices (15 hours)**

Recruitment; Selection; Training; Performance Appraisal.

**Unit IV Organizational Policy and Provisions (10 hours)**

Initiatives for DE & I in workplaces; Creating an inclusive environment -Case studies.

**Practical Component (if any)- NIL**

**Tutorial Component: (15 hours)**

**Suggested activities for tutorials**

- Exercises with students encouraging them being to become effective allies to peers from diverse groups
- Role plays demonstrating inclusive language usage in various scenarios
- Panel discussion on diversity issues.
- Self-awareness exercises to identify potential existence of stereotypes and biases.
- Mock interview sessions for hiring e.g. from culture fit to culture add exercise.
- Student projects and discussions on awareness of government policies/legal provisions and their impact on diverse target groups.

This is a suggestive and not an exhaustive list of tutorial activities.

**Essential/ Recommended Readings**


Barak, M. (2017). *Managing diversity towards a globally inclusive workplace* (4th ed.). Sage.

Ferdman, B. M., & Deane, B. (2014). *Diversity at work: The practice of inclusion.* Wiley Online Library.

Hubbard, E. E. (2004). *The manager's pocket guide to diversity management*. HRD Press.

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices.* London: Kogan Page.

Saxena, R. & Singh, V. (2019). Shifting landscapes of diversity in India: New Meaning or a contextual shift. In A. Giorgiadou, M.A. Gonzalwz-Perez, M.R. Olivas-Lujan (Eds.), *Diversity within diversity management: Country based perspectives, A.es.* Emerald Publishing.

Sahoo, D.K. & Lenka, U. (2024). Affirmative action and government initiatives to improve gender equality in India: A retrospective view. *Equality, Diversity & Inclusion*: *An International Journal, ahead of print*

Singh,S. & Shyamsunder,A. (2022). Bringing caste into the DEI conversation. *Harvard Business Review*, *94*(4), 90.

Stone, D. L., Dulebohn, J. H., & Lukaszewski, K. M. (Eds.). (2020). *Diversity and inclusion in organizations.* IAP.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter.*Harvard Business Review*, 74(5), 79-90.

Vohra, N., Chari, V., Mathur, P., Sudarshan, P., Verma, N., Mathur, N., ... & Gandhi, H. K. (2015). Inclusive workplaces: Lessons from theory and practice. *Vikalpa*, *40*(3), 324-362.

**Suggestive Readings**

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-andinclusion-at-the-workplace.html

Cooke, F.L. & Saini, D.S.(2010). Diversity Management in India: A study of organizations in different ownership forms and industrial sectors. *Human Resource Management, 4*(3), 477-500.

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review, 94*(7), 60.

Government of India. (2015). Towards a new dawn Government of India Ministry of Women and Child Development On Sexual Harassment of Women at Workplace for Employers / Institutions / Organisations/ Internal Complaints Committee / Local Complaints Committee. http://www.shebox.nic.in/assets/site/main/images/Handbook%20on%20Sexual%20Harassment%20of%20Women%20at%20Workplace.pdf

McFadden, C.(2025). *Equality, diversity and inclusion in the workplace: International context, policies and practices.* London: Kogan Page.

Hristov, I, Camilli, & R Mechelli (2022). Cognitive biases in implementing performance management system. *Management Research Review, 45*(9), 1110-1135.

Nair, N., & Vohra, N. (2015). *Diversity and inclusion at the workplace: A review of research and perspectives.* Working Paper Number 2015-03-34. IIM Ahmedabad.

Panicker, A. & Agarwal, R.K.(2020). Transition from diversity to inclusion: Auditing the pulse from an Indian perspective. In J. Marques (Ed.), The Routledge Companion to Inclusive Leadership ( pp. 203-214). NY: Taylor & Francis.

Robertson,L., Culik, C.T & Tan,R.Y.(2013). Effective diversity staffing. In P.E. Nathan (Ed.), The Oxford Handbook of Diversity and Work (pp. 341-365). New Delhi: Oxford University Press.

Roy, I., Saini, T., & Ghosh, P. (2022). Nurturing diversity: Are we ready yet?. *Vikalpa*, *47*(3), 235-241.

Sen, K. & Shahi, S. (2021). *Creating a culture of diversity and inclusiveness in India Inc.* Singapore: Springer.

Theodorakopoulus,N & Budhwar, P. (2015).Diversity and inclusion in different work settings: Emerging patterns, challenges and research agenda. *Human Resource Management, 54*(2), 177-197.

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review,68*(2), 107-117.

Wilson, E. M. (2003). Managing diversity: Caste and gender issues in organizations in India. In M.J. Davidson & S. L. Fielden (Ed.). *Individual Diversity and Psychology in Organizations*, (pp. 149-169). John Wiley.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 13

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE 13 Psychology of Peace | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To analyze Peace Processes and Models
- To understand Frameworks for Peace building
- To Explore Psychological Perspectives on Peace
- To gain insight of peace building from the Bhagavad Gita and Mahabharata.

### Learning Outcomes

- Understand the concepts of peace and its relevance in psychology.
- Develop an insight into the process of peace and understand the important models to understand the peace process.
- Explore and interpret social conditions and its relation with conflicts.
- Understand and apply various psychological perspectives of peace.

**UNIT I Introduction and History** **(9 hours)**

Introduction: Peace psychology: definition, historical development of the field, and its relation with the field of CAR (Conflict Analysis and Resolution). Meaning of key concepts- conflict management, conflict resolution, conflict transformation and conflict prevention.

**UNIT II Process of Peace and Peace Building** **(12 hours)**

Nature of peace process (peace-making, peacekeeping and peace building); Positive and Negative Peace; Conflict Transformation by Peaceful Means: Johan Galtung's Transcend Method; Peace education.

**UNIT III Psychological Perspective of Peace** **(12 hours)**

Psychological Understanding of Peace and Conflict - Psychoanalytical: Vamik Volkan; Social-Psychological: Herbert C. Kelman; Exploring Indigenous Traditions (Satyagraha and Ahimsa)

**UNIT IV Lessons from the Mahabharata and the Bhagavad Gita (12 hours)**

The concept of Just War- elements of peace, emphasis on war avoidance, role of diplomacy, deterrents, stratagem; Bhagavad Gita's relevance in contemporary times; and any one relevant psychological perspective.

**Suggested Tutorial Activities (15 hours)**

- Case studies on conflict, reconciliation, and resolution.
- Analyze text on peace, conflict reconciliation, and conflict resolution.
- Analyze movies on peace, conflict reconciliation, and conflict resolution.
- Peace education
- In depth analysis of the text of Bhagavad Gita.

## Essential/recommended readings:


Chadha, V. (2024). How Dharma Shapes Strategic Thought on War in the Mahabharata. *Manohar Parrikar Institute for Defence Studies and Analyses, New Delhi.*, 62. https://www.idsa.in/wp-content/uploads/2024/04/op-62-How-Dharma-Shapes-Strategic-Thought.pdf

Christie, D. J. (2006). What is peace psychology the psychology of?. *Journal of social issues*, *62*(1), 1-17.

Galtung, J., Jacobsen, C. G., & Brand-Jacobsen, K. F. (2002). *Searching for Peace: The Road to Transcend.* London: Pluto Press.

Jeong, H, W. (2008). *Understanding Conflict and Conflict Analysis.* New Delhi: Sage.

Kelman, H. C. (2015). A Social-Psychological Approach to Conflict Analysis and Resolution, In Sandole, D. J. D., Byrne, S., et al. *Handbook of Conflict Analysis and Resolution* (pp. 170-183). London: Routledge.

Kelman, H. C., & Fisher, R. J. (Eds.). (2016). *Herbert C. Kelman: A pioneer in the social psychology of conflict analysis and resolution*. Springer International Publishing.

Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi: Springer India.

Satpathy, B. (2010). Spiritual intelligence from the Bhagavad-Gita for conflict resolution. *International Journal of Indian Culture and Business Management*, *3*(4), 449-465.

Upadhyaya, K. N. (1969). The bhagavad gītā on war and peace. *Philosophy East and West*, 159-169.

Volkan, V. D. (2018). *Psychoanalysis, international relations, and diplomacy: A sourcebook on large-group psychology*. Routledge.

Webel, C., & Galtung, J. (2007). *Handbook of Peace and Conflict Studies*. New York: Routledge.

**Suggestive readings:**

Anderson, A., & Christie, D. J. (2001). Some contributions of psychology to policies promoting cultures of peace. *Peace and Conflict: Journal of Peace Psychology*, *7*(2), 173-185. DOI: 10.1207/S15327949PAC0702_07

Christie, D. J., Hare, A. P., & Winter, D. D. (2001). *Peace, Conflict and Violence: Peace Psychology for the 21stCentury.* Englewood Cliffs, New Jersey: Prentice-Hall.

Fox, M. A. (2014*). Understanding Peace: A Comprehensive Introduction,* New York, Routledge.

Galtung, J., Fischer, D., & Fischer, D. (2013). *Johan Galtung: Pioneer of peace research* (Vol. 5). New York: Springer.

Malley-Morrison, K., Mercurio, A., & Twose, G. (Eds.). (2013). *International handbook of peace and reconciliation*. New York: Springer.

Langholtz, H. J. (1998). The psychology of peacekeeping. Praeger Publishers/Greenwood Publishing Group.

Volkan, V. D. (2000). Traumatized societies and psychological care: Expanding the concept of preventive medicine. *Mind and Human Interaction*, 11: 177-194.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 14

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 14 Forensic Psychology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To examine the history, scope, and ethical considerations of forensic psychology.
- To identify key theories and concepts related to the psychology of criminal behaviour.
- To evaluate the application of forensic psychology in various legal contexts.
- To critically evaluate contemporary issues in the field of forensic psychology.

### Learning Outcomes

- Demonstrate an in-depth understanding of the field of forensic psychology.
- Understand the psychology of criminal behaviour.
- Evaluate the application of forensic psychology in various legal contexts.
- Explore current issues and controversies in the practice of forensic psychology in India.

### Syllabus DSE 14

**UNIT I Foundations of Forensic Psychology (12 hours)**

Overview of Forensic Psychology; Roles and Responsibilities of Forensic Psychologists; Forensic Assessment and Evaluation; Professional Ethics and Standards.

**UNIT II Psychology of Criminal Behaviour (12 hours)**

Psychological Theories of Criminal Behaviour; Motivation and Criminal Behaviour; Violent Offending and Aggression; Sex Offending and Sexual Violence.

**UNIT III Applications of Forensic Psychology (12 hours)**

Eyewitness Identification and Testimony; False Confessions and Interrogation Techniques; Trial Consulting and Jury Selection; Techniques in Forensic Psychology (Narco test, Polygraph test and Psychological Autopsy).

**UNIT IV Trends and Future Directions in Forensic Psychology (9 hours)**

Competency to Stand Trial and Insanity Defense; Forensic Psychology and the Policy Landscape in India; Future Directions in Forensic Psychology Research and Practice.

**Practical component (if any)** **Nil**

**Tutorial Component** **(15 hours)**

**Suggestive Tutorial activities**

- Organize a role-playing activity where students take on the roles of forensic psychologists in different scenarios (e.g., working with law enforcement, in court, or in a correctional facility).
- Present case studies that require students to analyze and recommend appropriate forensic assessment techniques.
- Assign students to create visual presentations illustrating the key concepts of selected theories.
- Analyze real-life cases to identify and discuss the motivational factors behind criminal behaviour and to prepare case profiles that focus on the motivational aspects of specific criminal cases.
- Simulate a courtroom setting where students practice questioning eyewitnesses and analyzing the reliability of their testimony.
- Conduct a literature review assignment on the factors influencing eyewitness identification accuracy.
- Organize a role-playing activity where students take on the roles of investigators and suspects in an interrogation scenario.

**Essential/recommended readings:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* https://www.apa.org/ethics/code/

Bartol, C. R., & Bartol, A. M. (2020). *Criminal behavior: A psychological approach* (12th ed.). Pearson. ISBN: 978-0135618813

Bartol, C. R., & Bartol, A. M. (2021). *Introduction to forensic psychology: Research and application* (6th ed.). SAGE Publications. ISBN: 978-1071817254

Bonta, J., & Andrews, D. A. (2023). *The psychology of criminal conduct* (7th ed.). Routledge. ISBN: 978-1032272856

Davies, G. M., Beech, A. R., & Colloff, M. F. (2021). *Forensic psychology: Crime, justice, law, interventions* (3rd ed.). Wiley. ISBN: 978-1119991953

DeMatteo, D., & Brooks Holliday, S. (Eds.). (2023). *The Oxford handbook of forensic psychology* (2nd ed.). Oxford University Press. ISBN: 978-0197649138

Heilbrun, K., DeMatteo, D., Brooks Holliday, S., & LaDuke, C. (2020). *Forensic mental health assessment: A casebook* (3rd ed.). Oxford University Press. ISBN: 978-0190692223

Roesch, R., Zapf, P. A., & Hart, S. D. (2020). *Forensic psychology and law: A Canadian perspective*. BCCampus. ISBN: 978-1774200759

Roesch, R., Hart, S. D., & Zapf, P. A. (2020). *Handbook of forensic psychology.* Wiley. ISBN: 978-1119100737

Vaya, S.L. (2015). Forensic Psychology in India. *International Research Journal on Police Science, 1(1)*

**Suggestive readings:**

de Ruiter, C., & Kaser-Boyd, N. (2015). *Forensic psychological assessment in practice: Case studies.* Routledge/Taylor & Francis Group.

Dvoskin, J. A., & Skeem, J. L. (Eds.). (2016). *Applying social science to reduce violent offending*. Oxford University Press.

Ewing, C. P., & McCann, J. T. (2006). *Minds on trial: Great cases in law and psychology.* Oxford University Press.

Fulero, S. M., & Wrightsman, L. S. (2008). *Forensic psychology.* Cengage Learning.

Grisso, T. (2013). *Evaluating competencies: Forensic assessments and instruments* (2nd ed.). Springer Science & Business Media.

Gudjonsson, G. H. (2018). *The psychology of interrogations and confessions: A handbook.* Wiley.

Hess, A. K., & Weiner, I. B. (Eds.). (2015). *The handbook of forensic psychology* (4th ed.). John Wiley & Sons.

Howitt, D. (2002). *Forensic and Criminal Psychology*. New Delhi: Prentice Hall.

Loftus, E. F. (1996). *Eyewitness Testimony: With A New Preface.* Cambridge, MA: Harvard University Press

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 15

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| DSE 15 Introduction to Psychometrics | 4 | 3 | 0 | 1 | Class XII Passed | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the fundamental concepts and principles of psychometrics.
- To understand the process of test standardization.
- To design and develop psychometrically robust measuring instruments.
- To conduct item analysis to evaluate the effectiveness of test items.

### Learning outcomes

By studying this course, the students will be able to:

- Describe psychometric concepts and principles.
- Understand the steps involved in constructing a test.
- Apply statistical techniques of item analysis.
- Standardize psychological tests.

### SYLLABUS OF DSE-15

**UNIT I Introduction to Psychometry (8 hours)**

Definition, Nature of psychological measurement; Classical Test Theory, Item Response Theory; Ethical issues (construction and publication of tests).

**UNIT II Test Construction (16 hours)**

Conceptualization of the construct (operational definition); Item construction, (item writing, designing responses and scoring); Item analysis (item difficulty, item discrimination, item reliability, and item validity); Translation, validation, and adaptation of test.

**UNIT III Test Standardization (15 hours)**

Estimation of Reliability (split-half, parallel/alternate form, test-retest, Kuder-Richardson 20, and Cronbach alpha); Estimation of Validity (Face, Construct, Concurrent, Predictive, Criterion-related, and Factorial validity); Test norms (percentile and standard norms).

**UNIT-IV: Issues and Trends in Psychometric Assessment (6 hours)**

Issues: Professional Issues, Social Issues and Moral Issues; Trends: Present and Future Trends in Psychometric Assessment (Indian context also to be emphasized).

**Practical component: (30 Hours)**

Suggestive list for practicals:

- Items construction
- Cultural adaptation of a psychological test
- Validation of a psychological test
- Standardization of a psychological test
- Estimating reliability of psychological test

**Essential readings**


Aiken, L.R.,& Groth-Marnat, G. (2009). *Psychological Testing and Assessment.* New Delhi: Pearson Education.

Chadha, N. K. (2009). *Applied Psychometry.* New Delhi: Sage.

Cooper, C. (2023). *An Introduction to Psychometrics and Psychological Assessment: Using, Interpreting and Developing Tests.* London: Routledge.

Furr, R.M. (2021). *Psychometrics: An introduction (4th ed.).* Sage Publications, Inc.

Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications.* New Delhi: Pearson Education.

Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological Testing and Assessment.* New Delhi: Cengage Learning.

Kline, P. (2000). *Handbook of Psychological Testing (2nd ed.).* London: Routledge.


**Suggested readings**


Cohen, R. J. & Swerdilk, M.E. (2018). *Psychological Testing and Assessment: An Introduction to Tests and Measurement.* New York: McGraw-Hill Education.

Furr, M R., & Bacharach, V R (2008). *Psychometrics: An Introduction*. Los Angeles: SAGE Publications.

Guilford, J. P. (1989) *Psychometric Methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Kalina, P. (1998). *The New Psychometrics: Sciences, Psychology and Measurement.* London & New York: Routledge.

Miller, L. A., Lovler, R.L., & McEntire, S A (2015). *Psychological Testing: A Practical Approach* (4th Edition). New Delhi: SAGE Publication.

Murphy, K.R., & Davidshofer, C.O. (2014). *Psychological Testing: Principles and Applications.* New York: Pearson Education (International Edition)

Nunnaly, J.C., &, Bernstein, I. H., (2010). *Psychometric Theory*. New Delhi: Tata McGrawHill,

Rust, J., & Golombok, S. (2009). *Modern Psychometrics: The Science of Psychological Assessment*. London and New York: Routledge.

Verma, S K., (2015). Development of Psychological Testing in India. In Savita Malhotra and Subho Chakrabarti, (Eds.). Developments in Psychiatry in India: Clinical, Research and Policy Perspectives. New Delhi: Springer, Pp-15-32

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 16

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre requisite of the course(if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 16 Relationship Science | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To develop an understanding of the science of close relationships.
- To foster an understanding of families, with special regard to the Indian family.
- Exploring how to nurture and foster healthy relationships.

### Learning Outcomes

By studying this course students will be able to:

- Understand the most influential theoretical perspectives guiding relationships research today
- Form effective relationships with friends and other close relationships, like parents, siblings and grandparents
- Develop strategies to form healthy relationships.

### Syllabus DSE 16

**UNIT I Introduction to the field of relationship science (10 Hours)**

Developments in the field of relationship science; Theoretical perspectives: Interdependence theory, attachment theory, evolutionary theories; Methods to study relationships.

**UNIT II Close Relationships (14 Hours)**

Family: Father, Mother and Siblings; Grandparents; Indian Joint Family System
Friendships: Factors affecting friendships; impact of friendships; Indian perspective on friendship.
Marriage: evolution, outcomes and factors affecting marital satisfaction.

**UNIT III Psychology of love (11 Hours)**

Factors affecting attraction; Love as a prototype (types of love); Theories of love (love as an ego-strength, the evolutionary perspective, the triangular theory of love); Indian perspective- Divine (Bhakti) love.

**UNIT IV Healing in relationships (10 Hours)**

Healthy relationships: Minding; Flourishing relationships; Relationship Maintenance; Practicing positive relational attitudes like gratitude and forgiveness.

**Practical Component (if any)- NIL**

**Tutorial Component: (15 Hours)**

**Suggested activities for tutorials:**

- Class debates and discussions to develop critical thinking, e.g. is the Indian perspective of love different from the Global North?
- Experiential exercises to reflect on one's relationship with one's friends/parents/siblings etc.
- Review of movies and OTT series.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or books.
- Class Presentations on contemporary topics.
- Practicing gratitude through exercises such as gratitude journal, and REACH interventions for inculcating forgiveness.
- Assessing how resilient Indian families are.

This is a suggestive and not an exhaustive list of tutorial activities.

**Essential/Recommended Readings**


Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.

Balgopal, P. R., Vassil, T. V., & Verma, R. (2024). Group formation and development. In *Social group work: Historical and contemporary perspectives and practice* (pp. 75–98). Routledge India.

Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. Sage.

Chakravorty, S., Desai, S., & Vanneman, R. (2021). *Family demography in India: Emerging patterns and its challenges*. National Council of Applied Economic Research (NCAER). Retrieved from https://www.ncaer.org/news_details.php?nID=499

Erber, R. & Erber, M. W. (2024). *Intimate relationships: Issues, theories and research*, 4th Edition. Routledge.

Fehr, B., & Russell, J. A. (1991). The concept of love viewed from a prototype perspective. *Journal of Personality and Social Psychology, 60*(3), 425-438. https://doi.org/10.1037/0022-3514.60.3.425

Finkel, E. J., & Simpson, J. A. (2015). Editorial overview: Relationship science. *Current Opinion in Psychology*, *1*, 5-9.

Regan, P. (2011). *Close relationships*. Routledge.

Sternberg, R.J. & Weis, K. (2008)(Eds.). *The New Psychology of Love*. Yale University Press.


**Suggestive readings**


Ahuja, K.K. & Khurana, D. (2021). Locked-Down love: A study of intimate relationships before and after the COVID lockdown. *Family Relations, 70*(5), 1343-1357. doi.org/ 10.1111/fare.12582.

Berscheid, E. (1999). The greening of relationship science. *American Psychologist, 54*(4), 260–266. https://doi.org/10.1037/0003-066X.54.4.260

Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16, 162-167.

Dhar, P.L. (2019). Chapter 18. Love and Kindness. In *The Budha for inquisitive minds*. Embassy Books.

Franzoi, S.L. (2016). *Social Psychology*, 7th Ed. BVT Publishing

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology, 103*, 257-274.

Hojjat, M. & Moyer, A. (2016)(Eds.). *The Psychology of Friendships*. Oxford University Press.

Paranjape, A.C. (2009). In defence of an Indian approach to the psychology of emotion. *Psychological Studies, 54*, 3–22.

Rye, M. S. & Kenneth I.P. (2002). Forgiveness and romantic relationships in college: Can it heal the wounded heart? *Journal of Clinical Psychology, 58*(4), 419–441.

Varma S. (2024). True love: The penultimate emotion. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (pp. 453-462).Springer.

https://www.youtube.com/watch?v=LLXX8wzvT7c. Gottman, J. *Making relationships work* (part 1).

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: 17

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 17 Bereavement, Grief and Healing | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives:

- Introduce students to the psychological, cultural, and social constructs of death, bereavement, and grief.
- Explore various theoretical perspectives on grief and mourning, including stage models, task-based approaches, and constructivist views.
- Examine the cultural expressions of grief through rituals, traditions, and mourning practices across different societies.
- Highlight therapeutic interventions, including professional and alternative healing approaches, to support individuals experiencing grief.

### Learning Outcomes:

- Articulate a nuanced understanding of death and grief from psychological, cultural, and religious perspectives.
- Understand the theoretical frameworks to analyze grief experiences across diverse social and cultural contexts.
- Know the role of professional interventions and alternative healing practices in supporting grieving individuals.
- Demonstrate empathy and cultural sensitivity in addressing grief and loss across varied populations.

### Syllabus DSE-17

**Unit I: Loss and Bereavement** **(12 Hours)**

Definition of Death, Perspectives on Death- Death from Eastern and Western perspectives,Karma theory and the cycle of life, death, and rebirth, Concepts of detachment (vairagya), acceptance (samarpan), and dharma in grieving, Religious understanding of Death (Freud, Jung, Tillich, and Bolwby) Clinical Understanding of Death, Psychological Responses to Death (death anxiety), Bereavement.

**Unit II: Understanding Grief and Loss (9 Hours)**

Conceptualising Grief (Definitions, types, and triggers of grief)**,** Bio–Psycho–Social–Spiritual Aspects of Grief, Theories of Grief and Mourning (stage models, task-based models and constructivist perspectives)**,** Grief Responses(emotional and cognitive responses to grief, Pathological responses - Prolonged Grief Disorder, Complicated Grief).

**Unit III: Cultural and Social Contexts of Grief (12 Hours)**

Cultural expressions of grief: rituals, traditions, and mourning practices across cultures, Social Constructs of grief**:** disenfranchised grief, Collective grief in the face of disasters, pandemics, spirituality and grief.

**Unit IV: Healing Practices and Professional Interventions (12 Hours)**

Therapeutic approaches to grief (Individual therapy (CBT, narrative therapy, existential therapy, crisis intervention), Group interventions and Community Support Systems, Alternative Healing Modalities (Faith Healing, shamans and Mindfulness); Ethics in Grief Work (Understanding boundaries, cultural sensitivity, and trauma-informed care); Post-Traumatic Growth (recognizing opportunities for personal growth and transformation).

**Practical Component- Nil**

**Tutorial (15 Hours)**

Suggested Tutorial Activities:

- Examine individual differences in grief on personality traits, coping styles, and attachment patterns.
- Explore family systems and dynamics during grief.
- Examine the role of shared grief in strengthening or straining relationships.
- Examine how children understand and cope with loss.
- Discuss the challenges in adulthood in managing grief while balancing roles and responsibilities.
- Interview an elderly person to understand their understanding of grief.
- Self-reflection journal on experiences with change or loss.
- Case vignette analysis: Grief experiences across the lifespan.
- Role-play scenarios: Providing support to grieving individuals.
- Group project on cultural mourning practices.
- Reflection paper on societal attitudes toward disenfranchised grief.
- Analysis of movies and texts on experiences of grief.

**Essential Readings**

Benziman,G.; Kannai, R.; & Ahmad, A. "The Wounded Healer as Cultural Archetype." CLCWeb: *Comparative Literature and Culture* 14.1 (2012). https://doi.org/10.7771/1481-4374.1927

Bryant, C. D. (2003). *Handbook of death and dying*. SAGE Publications.

Dalal, A. K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and traditional Health Care*. India: Sage Publications.

Feifel, H. (1959). *The meaning of death*. McGrawHill.

Fong, B. Y. (2016). *Death and Mastery: Psychoanalytic drive theory and the subject of late capitalism*.Columbia University Press

Greenspan, M. (2003). *Healing through the dark emotions: the wisdom of grief, fear, and despair*. Shambhala

Gross, R. (2018). *The Psychology of Grief*. Taylor & Francis Group.

Yalom, I. D. (2008). *Staring at the sun*. Wiley

Kübler-Ross, E. (2009). *On Death and Dying What the dying have to teach doctors, nurses, clergy and their own families*. Routledge.

Neimeyer, R. A. (1994). *Death Anxiety Handbook: Research, Instrumentation, and Application*. Taylor & Francis

Neimeyer, R. A., Harris, D., Winokuer, H. R., & Thornton, G. F. (Eds.). (2022). *Grief and Bereavement in Contemporary Society: Bridging Research and Practice*. Routledge.

Parkes, C. M., Laungani, P. D., & Young, B. (1997). *Death and bereavement across cultures*.Routledge

Pentaris, P. (Ed.). (2021). *Death, Grief and Loss in the Context of COVID-19*. Routledge.

Samuel, J. (2017). *Grief Works: stories of life, death and surviving*. Penguin

Zerubavel, N., & Wright, M. O. (2012). The dilemma of the wounded healer. *Psychotherapy, 49*(4), 482–491.https://doi.org/10.1037/a0027824

**Suggestive Readings**

Boyraz, G., Horne, S. G., & Waits, J. B. (2014). Accepting death as part of life: meaning in life as a means for dealing with loss among bereaved individuals. *Death Studies*, *39*(1), 1–11. https://doi.org/10.1080/07481187.2013.878767

Cozzolino, P. J., Blackie, L. E. R., & Meyers, L. S. (2013). Self-Related consequences of death fear and death denial. *Death Studies*, *38*(6), 418–422. https://doi.org/10.1080/07481187.2013.780110

Kumar, R. M. (2023). The many faces of grief: A systematic literature review of grief during the COVID-19 pandemic. *Illness, Crisis & Loss*, *31*(1), 100-119.

Martin, P.M. (2023). *Personal Grief Rituals : Creating Unique Expressions of Loss and Meaningful Acts of Mourning in Clinical or Private Settings*. Routledge.

Neimeyer, R. A., Wittkowski, J., & Moser, R. P. (2004). Psychological Research on Death Attitudes: An Overview And Evaluation. *Death Studies*, *28*(4), 309–340. https://doi.org/10.1080/07481180490432324

Walter, C. A., McCoyd, J. L. M., Koller, J., & Koller, J. M. (2021). *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective*. Springer Publishing Company.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE: – 18

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 18 Consumer Psychology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the psychological factors involved in consumer behaviour.
- To understand the internal dynamics of consumers.
- To describe how marketers structure their messages to persuade consumers.

### Learning outcomes

By studying this course, the students will be able to:

- Interpret and analyse information about products and services available.
- Understand their motivations for consumption.
- Identify cultural values that influence their consumption behaviour.
- Make informed decisions regarding their purchase behaviour.

### Syllabus DSE-18

**UNIT I Introduction to Consumer Psychology (11 hours)**

Nature of consumer and consumer psychology, Historical development of consumer psychology; Models of consumer behaviour (learning & psychoanalytic); Contemporary issues in consumer psychology (digital consumer behaviour, sustainability- green consumerism & green washing, ethical consumption).

**UNIT II Individual Consumer (12 hours)**

Consumer attention; Consumer learning and memory; Consumer needs (hedonistic vs. utilitarian consumption), Motivational determinants of consumer behaviour.

**UNIT III Consumer Influences (12 hours)**

Consumer attitudes and persuasion; Social influence on consumption (family, peers, social media); Cultural values and consumption.

**UNIT IV Consumer Decision Making (10 hours)**

Consumer decision making process; Types of consumer decision making; Heuristics and cognitive biases in consumer decision making; Consumption and happiness.

**Practical component NIL**

**Tutorial component:** **(15 hours)**

**Suggestive tutorial activities:**

- Debates on ethics of influencer marketing
- Consumer surveys on online shopping/ sustainable consumption
- Case Study analysis of consumer behaviour/ brand loyalty
- Perceptual experiments on how sensory cues influence consumer perception
- Consumer motivation mapping of brands and products.
- Heuristic analysis of marketing strategies
- Group-dynamics role play on consumer scenarios/consumer decision making
- Analysing real-world advertising campaigns
- Class discussion on analysis of factors influencing consumer perception and purchase decisions

**Essential/recommended readings**


Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of Consumer Psychology*. NY: Psychology Press.

Huang, H. (2023). *Consumer Psychology: Theories and Applications*. Sage Publications.

Jansson-Boyd, C. V. (2010). *Consumer Psychology*. England: Open University Press.

Kahle, L. R., Lowrey, T. M., & Huber, J. (2022). *APA handbook of consumer psychology.* American Psychological Association.

Kahneman, D. (2011). *Thinking, Fast and Slow.* Farrar, Straus, and Giroux.

Kumar, S.R. (2017). *Consumer behaviour: The Indian context (Concepts and cases)* 2nd ed. India: Pearson India Education Services Pvt. Ltd

Schiffman, L.G. & Wisenblit, J. (2019). *Consumer behaviour* (12th ed.). NY: Pearson Education

Solomon, M.R. (2013). *Consumer behaviour: Buying, having and being* 10th ed. England: Pearson Education Limited.


**Suggestive readings**


Fennis, B. M., & Stroebe, W. (2015). *The Psychology of Advertising.* Psychology Press.

Foxall, G.R. (2015). *Consumer behaviour: A practical guide.* London & NY: Routledge

Noel, H. (2009). *Consumer behaviour.* Switzerland: AVA Publishing

Schiffman, L. G., Kanuk, L. L., & Kumar, S. R. (2020). *Consumer Behavior: Buying, Having, and Being* (12th ed.). Pearson.

Wanke, M. (Ed.). (2009). Social psychology of consumer behaviour. NY: Taylor & Francis Group.

Young, B. (2018). Consumer psychology: A life span developmental approach. UK: Palgrave Macmillan


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE -19

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 19 Psychology of Spirituality | 4 | 3 | 1 | 0 | Class XII Passed | NIL |

**Learning Objectives**

- To develop an understanding of Spirituality, its relationship with psychology & the impact of spiritual practices on the structure & function of the brain.
- To study the traditional & contemporary perspectives of spiritual practices in relation to mental health.
- To understand the spiritual practices that enhance well-being & build resilience in an individual.

**Learning outcomes**

- Have an in-depth understanding of Spirituality, its relationship with Psychology & the impact of spiritual practices.
- Develop thorough knowledge on the mental health of an individual in relation to the traditional & contemporary perspectives of spiritual practices.
- Acquire a holistic understanding of the various spiritual practices and their real life applications.

### SYLLABUS OF DSE- 19

**UNIT I: Introduction** **(12 hours)**

Understanding Spirituality, Relationship between Psychology and Spirituality, Difference between Spirituality and Religion, Impact of Spiritual Practices on Structure and Function of the Brain.

**UNIT II : Traditional Perspectives** **(12 hours)**

Traditional Perspectives on Mental Health in light of Spiritual Practices (Hinduism, Buddhism, Christianity, Sikhism)

**UNIT III: Contemporary perspectives** **(12 hours)**

Contemporary perspectives on Mental Health in light of Spiritual Practices (Sri Aurobindo (Integral yoga), Jung, Frankl.

**UNIT IV: Uses** **(9 hours)**

Using spiritual practices to enhance Well Being and build Resilience (Prayer, meditation, chanting, mindfulness).

**Practical component (if any) – NIL**

**Tutorial Component** **(15 hours)**

**Suggested Tutorial Activities**

- Community outreach program: Visiting spiritual and religious places to understand the philosophy and spiritual practices.
- Debates (role of spirituality in promoting mental well-being).
- Reflective Writing Exercises on Personal Spiritual Growth.
- Book reviews.
- Presentations on Traditional Perspectives in Different faiths.
- Presentation on the neurobiological basis of spirituality and its implications for mental health.
- Interactive meditation sessions (chanting, prayers).
- Comparative analysis essay on the spiritual practices of two different traditions.
- Practicing Mindfulness through journaling.
- Design guided meditation script tailored for a specific psychological well-being outcome.

**Essential/recommended readings**


Arthur, A. Frankl's Logotherapy: Spirituality and Search for Meaning.Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Frankl%E2%80%99s+Logotherapy%3A+Spirituality+and+Search+for+Meaning+Anne+Arthur&btnG=

Bhawuk, D. (2011). Spirituality and Indian psychology: lessons from the Bhagavad-Gita. Springer Science & Business Media.

Jhutti-Johal, J. (2012). Sikhism and mental illness: negotiating competing cultures. In Religion and the Body (pp. 235-255). Brill.

Lazaridou, A., & Pentaris, P. (2016). Mindfulness and spirituality: therapeutic perspectives. Person-Centered & Experiential Psychotherapies, 15(3), 235-244.

Moanungsang (2014). Sri Aurobindo`s Integral Yoga . Christian world imprints. New Delhi. India.

Mohandas E. (2008). Neurobiology of spirituality. Mens sana monographs, 6(1), 63–80. https://doi.org/10.4103/0973-1229.33001

Nelson, J. M. (2009). Psychology, religion, and spirituality.Springer Science & Business Media.

Rao, K. R., & Marwaha, S. B. (Eds.). (2005). Towards a spiritual psychology: Essays in Indian psychology. Samvad India Foundation.


**Suggestive readings**


Chowdhury, M. S., Kochar, M. K. (2020). A study of spiritual values in Sikhism to immune the mental health for joyful living. GHG Journal of sixth thought, 7.

Paloutzian, R. F., & Park, C. L. (Eds.). (2014). Handbook of the psychology of religion and spirituality. Guilford Publications.

Rama, S. (2000).Perennial psychology of the Bhagwat Gita.Himalayan Institute Press.

Tseng, A. A. (2022). Scientific Evidence of Health Benefits by Practising Mantra Meditation: Narrative Review. International Journal of Yoga, 15(2), 89.

Villani, D., Sorgente, A., Iannello, P., & Antonietti, A. (2019). The role of spirituality and religiosity in subjective well-being of individuals with different religious status. Frontiers in psychology, 10, 1525.


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE -20

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 20 Statistical Techniques Using Software Tools** | **4** | **3** | **Nil** | **1** | **Class XII Passed** | |

### Learning Objectives

- To familiarize students with advanced statistical methods applicable to psychological research.
- To orient students to conduct data analysis utilizing statistical software applications.
- To equip students to interpret and present statistical findings.
- To encourage critical thinking and the capability to assess the suitability of statistical methods for particular research inquiries.

### Learning outcomes

The Learning Outcomes of this course are as follows:
By studying this course, students will be able to:

- Utilize software tools to perform statistical analyses.
- Interpret and report results of statistical analyses.
- Employ statistical techniques in psychological research.
- Evaluate the statistical methods and outcomes presented in published studies.

### Syllabus DSE 20

**UNIT – I**: **Basics of Quantitative analysis** **(10 hours)**
Data Cleaning, Missing values, Normalcy of data, Sample size estimation, Power and Effect size

**UNIT – II**: **Analysis of Variance** **(12 hours)**
Repeated measures ANOVA; Introduction to Factorial Designs: 2-way ANOVA, ANCOVA, MANOVA

**UNIT – III: Correlation and Regression Analysis** **(13 Hours)**
Correlation methods (point biserial, biserial, tetrachoric and Phi), Partial and Multiple correlation; Multiple regression, logistic regression; Introduction to Mediation and Moderation analysis; Interpretive aspect of correlation and regression

**UNIT – IV: Non-Parametric Statistics** **(10 Hours)**
Mann-Whitney Wilcoxon test, Wilcoxon signed-rank test, Kruskal-Wallis one way ANOVA and Friedman test; Applications of non-parametric methods in psychological research.

**Tutorial Component- Nil**

**Practical component: (30 hours)**

- Hands-on data analysis using software such as Jamovi, SPSS, R, or Python.
- Sample size estimation, Power and Effect size using G* Power.
- Conducting statistical tests and interpreting results.
- Report writing and presentation of analysis outcomes using APA format.

**Essential/recommended readings:**

Aron, A., Aron, E. N., & Coups, E. J. (2022). *Statistics for Psychology* (7th ed.). Pearson.

Broota, K. D. (1990). *Experimental design in behavioural research*. Wiley.

Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: A practical introduction* (2nd ed.). Routledge.

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.

Hinton, P. R., McMurray, I., & Brownlow, C. (2014). *SPSS explained* (2nd ed.). Routledge.

King, B. M., & Minium, E. W. (2007). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). Wiley.

Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson.

**Suggestive readings:**

Garrett, H. E. (2014). *Statistics in Psychology and Education* (6th ed.). Surjeet Publications.

Mangal, S. K. (2002). *Statistics in Psychology and Education* (2nd ed.). Prentice Hall India Learning Private Limited.

Rust, J., Kosinski, M., & Stillwell, D. (2020). *Modern psychometrics: The science of psychological assessment* (4th ed.). Routledge.

**Suggestive Softwares:**

- https://www.jamovi.org/
- https://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 21

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 21 Basic Psychotherapeutic Skills** | **4** | **3** | **0** | **1** | **Class XII Passed** | **Nil** |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To be able to understand various psychotherapeutic modalities & techniques
- To be aware of ethical and legal frameworks to work as a professional therapist
- To develop clinical skills through experiential learning
- To learn how to do assessment & psychotherapy of complex disorders
- To integrate knowledge of theory with practice

### Learning Outcomes

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

- Develop an understanding of various therapeutic modalities & psychotherapeutic techniques
- Learn to avoid malpractice as a psychotherapist by abiding by ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches

### Syllabus of DSE

**Unit 1: Introduction to Psychotherapy (10 hours)**
Definition, process, need and scope of Psychotherapy, Verbal response modes and intentions, Case conceptualization in various settings and Case record

**Unit 2: Psychotherapeutic Techniques (15 hours)**
Psychoanalytic psychotherapy (Nancy McWilliams), Logotherapy, Acceptance and commitment therapy, Interpersonal therapy, Narrative therapy

**Unit 3: Psychotherapy in diverse settings (12 hours)**
Group psychotherapy, Psychotherapy in multicultural settings, Expressive therapy (Play therapy/Art therapy/dance therapy)

**Unit 4: Ethics and Psychotherapy (8 hours)**
Need for Ethics in Psychotherapy, PWD Act 2016, National Commission for Allied Healthcare Professions Act, 2021, Mental Health Care Act 2017

**Suggestive Practicals-** **(30 hours)**

- Case conceptualisation and formulation
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Understand the nuances of play therapy with children
- Visit to clinics/hospitals/NGOs

**Essential/recommended readings:**


Clark, K. M. (2014). Play therapy: A comprehensive guide to theory and practice. Guilford Publications.

Consoli, A. J., Beutler, L. E., &Bongar, B. (Eds.).(2017). Comprehensive textbook of psychotherapy.Oxford University Press.

Dalal, A. (2007). Folk wisdom and traditional healing practices: Some lessons for modern psychotherapies. Foundations of Indian Psychology, 5–4.

Frank, E., Swartz, H. A., &Kupfer, D. J. (2019). Interpersonal and social rhythm therapy: managing the chaos of bipolar disorder. Bipolar Disorder, 257-268.

Lev, A., McKay, M., Steven C. Hayes, Dennis Tirch, Matthieu Villatte, Russ Harris, Jill Stoddard, Kirk Strosahl, Russell Kolts, Georg H. Eifert, & Laura Silberstein-Tirch. (n.d.). ACT for Couples: A Therapist's Guide to Using Acceptance and Commitment Therapy and Schema Awareness to Help Couples Overcome Relationship Struggles.

Malchiodi, C. A. (2023). Handbook of expressive arts therapy. The Guilford Press.

Ministry of Law and Justice. (2021).The national commission for allied and healthcare professions act. Ministry of Health and Family Welfare.

Nelson-Jones, R. (2013). Practical counselling and helping skills: Text and activities for the lifeskills counselling model.Sage Publications.

Sharf, R. S. (2004). Theories of psychotherapy and counseling: Concepts and cases.Thomson/Brooks/Cole.

Sriram, S. (2016). Counselling in India. In Springer eBooks. Springer Nature. https://doi.org/10.1007/978-981-10-0584-8

Young, J. E., Klosko, J. S., & Weishaar, M. E. (2006). Schema therapy: A practitioner's guide. Guilford press.


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

# GENERIC ELECTIVE COURSE : Understanding Human Resources

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

**[Note: This GE paper was earlier in Level 200 and has now been repositioned to Level 300]**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE Understanding Human Resources | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

## Learning Objectives

The Learning Objectives of this course are as follows:

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- It will enable students to effectively manage and plan key human resource functions within organisations.
- The student will be able to integrate the knowledge of HR concepts to take correct business decisions.

## Syllabus GE

**UNIT –I Acquisition of Human Resources (15 hours)**
Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

**UNIT – II Development of Human Resources (9 hours)**
Training: Process, Training Need Analysis, Training methods.

**UNIT III Rewarding Human Resources (9 hours)**

Performance Appraisal: Process, Methods.

**UNIT IV HRM and IHRM (12 hours)**

Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

**Suggestive list of Tutorials (15 hours)**

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Case Study

**Essential/recommended readings**


Aswathappa, K. (2017). *Human Resource Management: Text and Cases* (8th ed.) McGraw Hill Education.

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International Human Resource Management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.

Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.

DeCenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of Human Resource Management.* (14th Ed). NY: Wiley.

Harzing, A. W. (2011). *International Human Resource Management*. Sage.


**Suggestive readings**


Deb, T. (2006). *Strategic Approach to Human Resource Management: Concept, Tools & Application*. Atlantic Publishers.


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

# GENERAL ELECTIVE COURSE: Psychology and Communities

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE- Psychology and Communities | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To comprehend the concepts and goals of Community Psychology.
- To examine research methods relevant to the field of Community Psychology.
- To learn applications of Community Psychology towards vulnerable communities.
- To understand the links between community- based work and mental health.

### Learning outcomes

- Obtain a greater understanding of community based work.
- Analyze phenomena through an ecological lens.
- Acquire the readiness to work with different communities.

### Syllabus

**UNIT – I Community Psychology - An Introduction (12 Hours)**

Definition and types of communities; Nature and core values of community psychology; Ecological Systems Perspective in Community Psychology

**UNIT – II Research in Community Psychology (12 Hours)**

Goals of Community Research**;** Assumptions and Values underlying Research in Community Psychology**;** Processes in Community Psychology Research**;** Research methods of Community Psychology

**UNIT III- Working with Vulnerable Communities (9 Hours)**

Community based work on maternal and child health; Community based work with communities facing natural disasters; Community based work with indigenous (tribal) communities

**UNIT IV- Community Mental Health in India (12 Hours)**

Community Mental Health; Changing Public Stigma in India; Prevention and Treatment of Mental Health Problems at the Community Level; Community-based Rehabilitation

**Suggestive tutorial activities (15 hours)**

- Discussions on the lives and works of well-known community psychologists and/or advocates
- Presentations on topics relevant to Community Psychology

- Devising and sharing interesting research designs and interventions on topics given in the syllabus
- Self-reflective exercises on students' community based identities
- Documentary screening and analysis on diverse communities.
- Analysis of policies relevant to different communities

**Essential readings**


Bakic, H., & Ajdukovic, D. (2021). Resilience after natural disasters: the process of harnessing resources in communities differentially exposed to a flood. *European journal of psychotraumatology*, *12*(1), 1891733.

Cáceres, Á. L., Ramesh, R. M., Newmai, P., Kikon, R., & Deckert, A. (2023). Perceptions, health seeking behavior and utilization of maternal and newborn health services among an indigenous tribal community in Northeast India—a community-based mixed methods study. *Frontiers in Public Health*, *11*.

Deb, S., Sunny, A. M., & Sanyal, N. (2020). *Community Psychology: Theories and Applications*. SAGE Publications India Pvt Limited.

Joseph, J. K., Anand, D., Prajeesh, P., Zacharias, A., Varghese, A. G., Pradeepkumar, A. P., & Baiju, K. R. (2020). Community resilience mechanism in an unexpected extreme weather event: An analysis of the Kerala floods of 2018, India. *International Journal of Disaster Risk Reduction*, *49*, 101741.

Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities.* Singapore: Wadsworth Cengage Learning.

McNamara, R. A., & Naepi, S. (2018). Decolonizing community psychology by supporting indigenous knowledge, projects, and students: Lessons from Aotearoa New Zealand and Canada. *American Journal of Community Psychology*, *62*(3-4), 340-349.

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

Opačić, A. (2021). *Practicing Social Work in Deprived Communities*. Springer International Publishing.

Palita, S. K., Panda, D., & Nayak, J. K. (2023). Indigenous Communities And Biodiversity Conservation: An Indian Perspective. *Science And Culture*.

Sharma, S., Mehra, D., Akhtar, F., & Mehra, S. (2020). Evaluation of a community-based intervention for health and economic empowerment of marginalized women in India. *BMC Public Health*, *20*(1), 1-16.


**Additional References:**


Bhattacharjee, S. (2021). Conservation of Indigenous Tribal Culture at Tripura, India: A Model. *Library Philosophy and Practice*, 1-11.

Duffy, K. G., & Wong, F. Y. (2000). *Community psychology*. Allyn & Bacon.

Gupta, M., Bosma, H., Angeli, F., Kaur, M., Chakrapani, V., Rana, M., & Van Schayck, O. C. (2017). Impact of a multi-strategy community intervention to reduce maternal and child health inequalities in India: a qualitative study in Haryana. *PloS one*, *12*(1), e0170175.


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

## GENERAL ELECTIVE COURSE : Cognitive Psychology in the Contemporary World

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE Cognitive Psychology in the Contemporary World | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To understand the nature of human cognition
- Understand the fundamental concepts central to cognitive psychology
- To comprehend how cognitive functioning operates in everyday life.

### Learning outcomes

- Learn important concepts in the field of Cognitive Psychology
- Understand the uses of cognitive psychology concepts in daily life.

### Syllabus GE

**Unit I: Cognitive Psychology**: **Introduction** **( 9 Hours)**

Nature, Fundamental Ideas And Key Themes; History: Philosophical And Psychological Antecedents Of Cognitive Psychology; Paradigms Of Cognitive Psychology

**Unit II: Reasoning And Decision Making** **(12 hours)**

Types Of Reasoning; Patterns Of Reasoning Performance; Phases Of Decision Making; Cognitive Illusions In Decision Making

**Unit III Language** **(12 hours)**

The Structure Of Language; Language ComprehensionAnd Production; Language And Cognition

**Unit 4: Individual And Situational Differences In Cognition** **(12 hours)**

Gender Differences In Cognition; Effects Of Aging On Cognition; Cognition In Cross-Cultural Perspectives

**Suggestive tutorial activities** **(15 hours)**

- Discussions on the lives and works of well-known cognitive psychologists
- Presentations on topics relevant to cognitive psychology. E.g., critical thinking, culture and cognition
- Devising and sharing interesting research designs on topics given in the syllabus
- Experiential exercises related to cognitive phenomena such as reasoning and decision making
- Documentary screening on related fields such as cognitive neuroscience, cognitive science

**Essential/ recommended readings:**

Srinivasan, N., Gupta, A., & Pandya, R. (Eds.) (2008). Perspectives on Cognitive Science; Volume 1. New Delhi; Sage Publications

Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.

Matlin, M.W. (2014). *Cognition*. 8th Edition. Delhi: Pearson.

Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.

Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

**Suggested readings:**

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.

Passer, M. W., & Smith, R. E. (2004). *Psychology: The science of mind and behavior*. McGraw-Hill.

Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The leadership quarterly*, *15*(1), 55-77.

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

## GENERAL ELECTIVE COURSE : Fundamentals of Sports Psychology

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE:Fundamentals of Sports Psychology | 4 | 3 | 0 | 1 | Class XII Passed | Nil |

### Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- Hands-on training to students with the help of practical are listed in the course.

### Learning Outcomes

- Understand potential issues with measurement and interventions in sports.

### Syllabus

**UNIT-I: Basics of Sports Psychology (15 hours)**

Introduction (Definition and origin ), Need & Scope of Sports Psychology,Origin of Sports Psychology in the Indian setting, Role of Sports Psychologist (importance of sports psychology for athletes, coaches and others related to sports settings)

**UNIT-II: Psychophysiological Correlates (12 Hours)**

Anxiety, Arousal (inverted u hypothesis) and Stress in relation to peak performance, Personality (sports-specific personality traits), Personality and performance in sports (POMS by Morgan),Motivation in relation to sports performance & Goal setting

**UNIT – III : Psychological Problems of Athletes (8 Hours)**

Injury in sports, Understanding the Psychological Factors of Injury and Rehabilitation, Burnout & overtraining

**UNIT – IV: Mental Training in Sports (10 Hours)**

Need for and Importance of Mental Training in Sports for Athletes, Relaxation Techniques ( Progressive Muscle Relaxation, Yoga, meditation, Biofeedback-assisted training), Activation Techniques( Imagery, VMBR, Psych up technique, pep talk, & mindfulness training ), Concentration Training, Self-confidence, Goal Setting, self-efficacy in sports, Self-talk, Thought stopping & centering).

**Tutorial Component- Nil**

**Practical component (30 Hours)**

Suggestive practicals:

- Any psychological test from the above units on measuring Sports Anxiety,PersonalityTesting POMS, Attention & Concentration, etc.
- Measuring ParticipationMotivation Questionnaire, Willi's sports motivation scale, Mental Toughness, etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop
- Simulated Exercise/case study of Indian sportsperson /Team.

## Essential/recommended readings


Cox ,R (2006) .Sports Psychology .McGraw -Hill Education

Carron, A.V ., Hausenlas, H.A.Mark Eys (2005).Group Dynamics in Sports.Organtown ,WV:Fitness information Technology , INC, US.

Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers

Weinberg , R.S.,& Gould ,D(1995) .Foundation of sports & Exercise psychology Champaign,IL:Human Kinetics.


## Suggested readings


Jarvis M (2006). *Sports psychology*: *A students handbook* .Rutledge.

LeUnes, A., & Nation, J.R (2002). *Sport psychology: An introduction* 3rd ed.Belmont CA: Wadsworth Thomson Learning.

Perry J (2016) .*Sports Psychology*: *A complete introduction* .Kindle Edition

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.


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

## GENERIC ELECTIVE COURSE: Statistical Foundations for Psychological Research

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (ifany) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE Statistical Foundations for Psychological Research | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To understand the importance of statistics in psychological research.
- To develop the ability to summarize and describe data sets using descriptive statistics.
- To understand and interpret the normal distribution curve in the context of psychological data analysis.
- To analyze relationships between variables using correlation techniques.
- To understand basics of hypothesis testing and determining statistical significance in psychological research.

### Learning outcomes

- Calculate and interpret descriptive statistics such as measures of central tendency and variability.
- Understand and apply the normal probability curve and z-scores.
- Conduct correlation analysis and interpret results.
- Understand testing of hypotheses and the implications of statistical significance.
- Use statistical reasoning to evaluate psychological research and draw valid conclusions.

### Syllabus

**UNIT–I: Introduction (12 Hours)**

Importance of statistics in psychological research; Descriptive and Inferential Statistics; Scales of Measurement; Measures of Central Tendency (Mode, Median, Mean): Properties and Computation using raw scores; Measures of Variability(Range, Variance, Standard Deviation): Properties and Computation using raw scores.

**UNIT – II: Standard Scores & Normal Probability Curve (8 Hours)**

StandardScores(zscoresandTscores):PropertiesandComputationusingraw scores;NormalProbabilityCurve:NatureandProperties; Skewness & Kurtosis: Meaning and Types

**UNIT–III: Correlation (10 Hours)**

Correlation: Direction and Degree; Correlation and Causation; Pearson's Coefficient of Correlation: Assumptions and Computation from raw scores; Cautions concerning Correlation Coefficients

**UNIT–IV: HypothesisTesting (15 Hours)**

Testing a Hypothesis about a Single Mean; Steps of Hypothesis Testing; Null hypothesis & Alternate hypothesis; Retention & Rejection of Null hypothesis; p - values and statistical significance; Errors in hypothesis testing (Type I & Type II Errors); t - test (independent & paired sample); Difference between Parametric and Non-Parametric Tests

**Practical Component- Nil**

**Tutorial Component (15 Hours)**

The following suggestive list of activities may be done manually or using excel tool pack or statistical software:

- Applying statistical methods to real-world psychological research
- Calculating descriptive statistics
- Drawing The Normal Probability Curve
- Problems Based On Standard Scores
- Calculating and Interpreting Pearson's Coefficient Correlation
- Performing Hypothesis Testing Using T-test
- Interpreting Data Based On P-values and statistical significance
- Reporting Results in APA Format

**Essential/recommended readings**


Aron,A., Aron,E.N. & Coups, E.J. (2013).*StatisticsforPsychology*(6thEd.).Delhi: Prentice Hall of India.

Howitt,DandCramer,D. (2011). *Introduction to Statisticsin Psychology*. London,UK: Pearsons Education Ltd.

King,B.M.&Minium,E.W,(2007).*StatisticalReasoningintheBehavioralSciences* (5thEd.).Noida:Wiley.

Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). Delhi: Prentice Hall of India.


**Suggestive readings**


Bourne, V. (2017). *Starting Out in Methods and Statistics for Psychology: A Hands-on Guide to Doing Research.* Oxford University Press.

Garrett, H.E (2005). *Statistics in Psychology and Education*. Delhi: Cosmo Publications.

Veeraraghavan, V.&Shetgovekar,S.(2016).Textbook of Parametric and Non-Parametric Statistics. New Delhi: Sage.

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

# SEMESTER- VIII

## DISCIPLINE SPECIFIC CORE COURSE 20

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC 20 Culture and Psychology | 4 | 3 | 1 | Nil | Class XII Passed | Nil |

### Learning Objectives

- To understand and critically evaluate the role of culture in different culturally informed traditions of Psychology: Cultural Comparative, Cultural Psychology, Indigenous Psychologies and Decolonial Psychology
- To specify the mechanisms involved in the interplay of psyche and culture in diverse approaches to study culture
- To introduce methodological practices of studying culture in different cultural approaches
- To comprehend the cultural constitution of psychological processes such as emotion, moral development, family relations, health and healing

### Learning outcomes

- Understand the need to study culture in psychology
- Compare and contrast as well critically evaluate the cultural concept across different traditions of study of culture in Psychology
- Analyze the diverse mechanisms underlying the interplay between culture and psyche as conceptualized in different approaches
- Comprehend the varied methodological practices of researching culture.

### Syllabus DSC- 20

**UNIT – I Interface of Culture and Psychology (12 Hours)**

What is Culture: Definitional Debates in Culture; Need to study Culture in Psychology; Major features and Goals, Culture-Psyche relationship, Methodological Considerations: Cross-Cultural Approach, Cultural Psychology, Indigenous Psychologies

**UNIT – II Cultural constitution of psychological processes (12 Hours)**

Approaches of interdependence of Culture and Psychology: The Dimensional Approach, The Sociocultural Model Approach, The Toolkit Approach, The Ecocultural Approach, The Dynamic Constructivist Approach; Cultural research on Family Dynamics: Filial Piety; Culture and Moral Development; Indigenous Healing Practices; Cultural Construction of Emotions

**UNIT – III Critical Look at Culture (9 Hours)**

Problematics of Cultural Concept in Indigenous Psychologies; Transnational approach to Culture; Self making in the context of migration and diaspora: Hybridity and Dialogical Self

**UNIT – IV Challenges to Western hegemony in Psychology (12 Hours)**

Decolonizing Psychology; Introducing Decolonizing research practices; Building Global Psychology: Prospects and Challenges

**Practical component (if any) - Nil**

**Tutorial Component : (15 hours)**
**Suggestive Tutorial Activities**

- An exploration of the themes of culture in literary writings of various authors.
- An exploration of the themes of culture in suitable films.
- Presentations on the cultural comparative analysis of psychological concepts (like self, personality, emotion, cognition, psychopathology, well-being, health etc)
- A conceptual analysis of any culturally rooted constructs.
- An explication of the decolonising research and practices related to various sub-fields of psychology (such as therapy, counselling, education and people management practices)
- Reflexive journaling to understand self-construal in the context of culture and globalisation
- An engagement with and reflections on the personal narratives of diaspora, exile, immigration, and refugee hood. The narratives may be accessed through media and social media.

**Essential/ recommended readings:**


Bansal, P. (2024). Where is 'Culture' in Psychology?. In P. Bansal, *Re-envisioning Psychology: Debating Paradigmatic Foundations*. Routledge India.

Bedford, O., & Yeh, K.-H. (2021). Evolution of the Conceptualization of Filial Piety in the Global Context: From Skin to Skeleton. *Frontiers in Psychology, 12*. https://doi.org/10.3389/fpsyg.2021.570547

Bharte, U. L., & Mishra, A. K. (2023). Working Through the Politics of Indigeneity: Decolonising Psychology by Way of a Dialectical Approach. *Psychology and Developing Societies, 35(1)*. https://doi.org/10.1177/09713336231152302

Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology, 27-28*(2-1), 301–321. https://doi.org/10.1037/h0091298

Bhatia, S. (2017). Decolonizing Moves: Beyond Eurocentric Culture, Narrative, and Identity. In *Decolonizing psychology: Globalization, social justice, and Indian youth identities* (pp. 1–20). Oxford University Press. https://doi.org/10.1093/oso/9780199964727.001.0001

Bhatia, S., & Ram, A. (2004). Culture, Hybridity, and the Dialogical Self: Cases From the South Asian Diaspora. *Mind, Culture, and Activity, 11*(3), 224–240. https://doi.org/10.1207/s15327884mca1103_4

Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 301–346). Allyn & Bacon.

Kitayama, S. & Salvador, C.E. (2024) Cultural Psychology: Beyond East and West. *Annual Review of Psychology, 18*(75), 495-526. https://doi.org/10.1146/annurev-psych- 021723-063333.

Lonner, W. J., & Adamopoulos, J. (1997). Culture as antecedent to behavior. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed., pp. 43–83). Allyn & Bacon.

Markus, H. R., & Hamedani, M. G. (2007). Sociocultural psychology: The dynamic interdependence among self systems and social systems. In S. Kitayama & D. Cohen (Eds.), *Handbook of cultural psychology* (pp. 3–39). The Guilford Press.

Menon, U., & Shweder, R. A. (1994). Kali's tongue: Cultural Psychology and the Power of Shame in Orissa, India. *Emotion and Culture: Empirical Studies of Mutual Influence*., 241–282. https://doi.org/10.1037/10152-007

Pe-Pua, R. (2020). From Indigenous Psychologies to Cross-Indigenous Psychology— Prospects for a "Genuine, Global Human Psychology." *Global Psychology from Indigenous Perspectives,* 189–223.

Ranganathan, S. (2018). Indigenous Healing Practices in India: Shamanism, Spirit Possession, and Healing Shrines. In G. Misra (Ed), Psychosocial Interventions for Health and Well-Being (pp.109-122). Springer.

Shweder, R. A., Mahapatra, M., & Miller, J. G. (1987). Culture and moral development. In J. Kagan & S. Lamb (Eds.), *The emergence of morality in young children* (pp. 1–83). University of Chicago Press.

Thambinathan, V., & Anne Kinsella, E. (2021). Decolonizing Methodologies in Qualitative Research: Creating Spaces for Transformative Praxis. *International Journal of Qualitative Methods, 20*, 1-9. https://doi.org/10.1177/16094069211014766.

van de Vijver, F. J. R., & Leung, K. (1997). Methods and data analysis of comparative research. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Theory and method* (2nd ed. ,pp. 257-300). Allyn & Bacon.

**Suggestive readings**

Bansal, P. (2022). Insurrections of indigenous knowledges: Debating "critical" in indigenous psychologies. *Culture & Psychology*, 1354067X2211458. https://doi.org/10.1177/1354067x221145897

Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from? Where can they go? *Asian Journal of Social Psychology, 3*(3), 223–240. https://doi.org/10.1111/1467-839x.00066

Matsumoto, D., Juang, L., & Hwang, H. C. (2022). An Introduction to Culture and Psychology. In Matsumoto, D., Juang, L., & Hwang, H. C., *Culture and psychology* (7th ed., pp.1-35). Cengage Learning.

Misra, G., Sundararajan, L., Teo, T., Sing-Kiat Ting, R., & Yang, J. (2025). Decolonial Research Practices from an Indigenous Psychology Perspective: Critical Contributions to Knowledge. *American Psychologist.*

Pandya, N., Jensen, L. A., & Bhangaokar, R. (2021). Moral reasoning among children in India: The intersection of culture, development, and social class. *Applied Developmental Science*, 1–20. https://doi.org/10.1080/10888691.2021.2007770

Sinha, M., & Chauhan, V. (2013). Deconstructing LajjA as a Marker of Indian Womanhood. *Psychology and Developing Societies, 25*(1), 133–163. https://doi.org/10.1177/0971333613477314

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

## DISCIPLINE SPECIFIC CORE COURSE 22

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 22 Qualitative Research in Psychology | 4 | 3 | Nil | 1 | Class XII Passed | Nil |

### Learning objectives

The Learning Objectives of this course are as follows:

- To orient learners with the landscape of qualitative methodology.
- To acquaint learners with skills of using qualitative methods.
- To acquaint learners with methods of qualitative analyses.
- To further the foundational knowledge of qualitative research methods in psychology

### Learning outcomes

After studying this course, learners will be able to:

- Develop a sound knowledge base of emerging methods used in qualitative research
- Apply qualitative research in various subfields of psychology and allied social research domains
- Apply the qualitative methods in various interdisciplinary fields rooted in psychological orientation.

### Syllabus DSE 22

**Unit I Orientation to Qualitative Research** **(10 Hours)**

Issues in Qualitative research (*reflexivity, ethics, voice and agency*); Basics of Qualitative Analyses (*coding, theme generation, memoing, bracketing and data saturation*)

**Unit II Advanced Methods of Qualitative Research** **(12 Hours)**

Ethnography, Autoethnography, Oral History, Life History and Biographies, Visual Methods (*videos, photographs and films*); Qualitative research in media & digital content

**Unit III Analyses in Qualitative Research** **(15 Hours)**

Approaches: Interpretative Phenomenological Analysis, Discourse Analysis and Psychoanalytic Approaches;
Software aids to qualitative analyses: *NVivo & ATLAS.ti*

**Unit IV Domains of Applications in Qualitative Research (8 Hours)**

Working with Vulnerable Groups; Policy Review and Market Research; Healthcare Research

**Practical component (30 Hours)**
Suggestive list of practicals:

- Conducting a review & analysis of any public policy document using qualitative research and preparing draft policy recommendation report for submission in prescribed format.
- Analysing interview/observation data.
- Interpreting visual texts, art forms and aesthetics, poems and literary pieces.
- Analysing media artifacts: advertisements, magazine & posters.
- Interpreting archival data like books, manuscripts, biographies etc.
- Comparing the data coding and themes generation from various qualitative methods
- Developing qualitative research proposals.
- Hands on exercises on publishing qualitative reports.
- Using qualitative methodology towards understanding self from a first person perspective (e.g. Reflexive journaling and autoethnography etc.).

**Tutorial Component:** Nil

**Essential/ Recommended Readings**


Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (2023). *The SAGE Handbook of Qualitative Research*. SAGE Publications.

Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.

Howitt, D. (2019). *Introduction to Qualitative Research Methods in Psychology*. Pearson UK.

Leavy, P. (Ed.). (2014). *The Oxford handbook of qualitative research*. Oxford University Press, USA.

Okoko, J. M., Tunison, S., & Walker, K. D. (2023). *Varieties of Qualitative Research Methods*. Springer.

Raghvan, A. (2022). Qualitative Research Methods in Psychology. Society Publishing.

Willig, C., & Rogers, W. S. (Eds.). (2017). *The SAGE handbook of qualitative research in psychology*. Sage.


**Suggestive Readings**


Bauer, M. W., & Gaskell, G. (Eds.). (2000). *Qualitative researching with text, image and sound: A practical handbook for social research*. Sage.

Belk, R. W., & Otnes, C. (Eds.). (2024). *Handbook of Qualitative Research Methods in Marketing: Second Edition*. Edward Elgar Publishing.

Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological journal*, *20*(1), 7-14.

Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2012). *Qualitative methods in public health: A field guide for applied research*. John Wiley & Sons.


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

## DISCIPLINE SPECIFIC ELECTIVE 23

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 23 Self-Management in Organisations | 4 | 3 | 1 | Nil | Class XII Passed | Nil |

### Learning Objectives

- Develop self-awareness and understand their own strengths and weaknesses
- Appreciate the relevance of emotional intelligence at the work place and its relationship with leadership
- Understand the strategies of self-presentation in organizations
- Critically examine the nature of stress management, time management, and anger management
- Recognize the dynamics of constructs of positive psychology at the workplace, viz. Hope, Efficacy, Resilience, and Optimism

### Learning Outcomes

- Comprehend the nature of emotional intelligence and find ways to enhance it
- Use the strategies of self-presentation in organizations to write cover letters and resumes, and make effective presentations
- Understand strategies of stress management and time management
- Find ways to build Hope, Efficacy, Resilience, and Optimism at the workplace.

### Syllabus DSE 23

**Unit I** **(12 hours)**

**Self-awareness:** Understanding self-strengths and weaknesses; Johari window; Emotional intelligence (any one model, Emotional intelligence in the workplace, Enhancing EI, Emotional intelligence and leadership)

**Unit II:** **(12 hours)**

**Self-management**: Clarifying values, setting goals and planning; Self-presentation tactics; Gender differences on self-presentation; Social networking sites and self-presentation; Self-promotion; Resumes and cover letters

**Unit III:** **(12 hours)**

**Competencies at work:** Stress Management, Time management; Anger management

**Unit IV:**
**Being a HERO at the Workplace:** Building Hope; Efficacy; Resilience, Optimism **(9 hours)**

**Practical component (if any)** **Nil**

**Tutorial component** **(15 hours)**

**Suggested Tutorial Activities:**

- Self-awareness experiential exercises
- SMART goal setting exercises
- Preparing an inventory of self-strengths, personal values and KSAs
- Reflective exercises to identify cognitive distortions to reframe negative thoughts that may cause anger
- Experiential exercises to develop emotional intelligence, manage stress, optimism
- Assessing gender differences on self-presentation on social networking sites such as LinkedIn
- Preparing one's resume
- Review of job descriptions on job postings to tailor resumes accordingly
- Review of literature or papers in journals/ books and tailoring it accordingly

**This is a suggestive and not an exhaustive list of tutorial activities.**

**Essential readings**

Ahuja, K. K. (2024). Right byte or left out? Gender differences in self-presentation among job-seekers on LinkedIn in India. *Discover Psychology*, *4*(1): 59. https://doi.org/10.1007/s44202-024-00176-9.

Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. Routledge.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behaviour: An evidence-based approach* (14th ed.) IAP.

Nelson, D.L & Quick, J.C. (2019). *ORGB: Organizational behaviour* (6th Edn.). Mindtap Cengage.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training in interpersonal skills: Tips for managing people at work,* 6th Ed. Pearson.

**Suggested readings**

Aeon B, Faber A, Panaccio A (2021) Does time management work? A meta-analysis. *PLoS ONE 16*(1): e0245066. https://doi.org/10.1371/journal.pone.0245066

Ahuja, KK (2021). (In)Sincerely yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations, 57*(1), 86-98.

Gibson, D., & Tulgan, B. (2004). *Managing anger in the workplace*. HRD Press.

Goleman, D., Kaplan, R.S., David, S. & Eurich, T. (2018). *Self-Awareness* (HBR Emotional Intelligence Series). HBR.

Goleman, D. (2008). *Working with Emotional Intelligence*. Bantam Books.

Goleman, D. (2006). *Emotional Intelligence*, 10th anniversary ed. Bantam Dell.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Dorling Kindersley.

Jones, E.E., Pittman, T.S. and Jones, E.E. (1982) Toward a general theory of strategic self-presentation. In Suls, J. (Ed.), *Psychological Perspectives on the Self*, Vol. 1, Erlbaum, Hillsdale, 231-262.

Luft, J. & Ingham, H. (1955). *The Johari window: A graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development*. UCLA.

Mayer, J.D., Salovey, P. & Caruso, D. (2000). Models of emotional intelligence. In R. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge University Press.

Risavy, S. D. (2017). The resume research literature: Where have we been and where should we go next? *Journal of Educational and Developmental Psychology, 7*(1), 169-187. https://doi.org/10.5539/jedp.v7n1p169

Stranks, J. (2005). *Stress at work: Management and prevention*. Elsevier Butterworth-Heinemann.

Thomack B. (2012). Time management for today's workplace demands. *Workplace Health Safety, 60*(5):201-3. doi: 10.1177/216507991206000503.

Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation.* Routledge.

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

## DISCIPLINE SPECIFIC ELECTIVE 24

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 24 Personality Psychology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

**Learning Objectives**

- To develop the conceptual knowledge of personality psychology and its scope.
- To develop an understanding on various theoretical perspectives of personality with special emphasis on the Indian view.
- To learn various techniques of personality assessment and understand its application in different areas.

**Learning Outcomes**

- Developing an understanding of personality, its foundations and recognizing the role of culture and gender in shaping personality.
- Enabling comprehensive knowledge of various approaches to personality.
- Understanding various techniques of personality assessment and appreciating its applications in diverse frameworks.
- Knowledge of contemporary research in the field of personality psychology.

## Syllabus DSE 24

**UNIT I: Introduction** **(12 Hours)**

Nature and scope of personality psychology, Personality over time – stability, change and coherence, Role of culture and gender in shaping personality, Deviations in personality using case reflections

**UNIT II: Theories of Personality (18 hours)**

Indian Approaches to understanding personality: Triguna :Sattva (clarity), Rajas (activity) and Tamas (inertia) and Ayurvedic Tridosha (Vata, Pitta and Kapha)
Overview of various approaches in understanding personality
psychoanalytic, humanistic,behavioural,social-cognitive, humanistic, existential, social-cultural and biological.
Neo- Freudian- Carl Jung, Alfred Adler
Humanistic- Carl Rogers and Rollo May

**UNIT III: Personality Assessment and contemporary trends (6 hours)**

Assessment of personality (objective, subjective, and projective techniques) and Contemporary trends in personality research

**UNIT IV: Development and Applications (9 hours)**

Skills for personality development, Applications of personality psychology in varied contexts – workplace, relationships and academia

**Practical Component Nil**

**Tutorial component (15 hours)**

Suggestive list of tutorials:

- Compare personalities of any two famous people belonging to different cultures/ countries.
- Pick any character of your choice (fictional, TV series, etc.) and prepare a list of their personality traits.
- Administer MPI or NEO-FFI to assess personality traits of an individual.

**Essential / recommended readings:**


Corr, P. J., & Mathews, G. (2009). *The Cambridge Handbook of Personality Psychology.* New York: Cambridge University Press.

Chaudhary. M (2020). Soft skills and personality development. *International Journal of Multidisciplinary Research Review, 6(2).*

Ewen, R.B.( 2014). An Introduction to Theories of Personality. Psychology Press

Feist, J., Feist, G.J., & Roberts, T.A (2018).Theories of personality. McGraw-Hill Education.

Hall, C. S., Lindzey, G., & Campbell, J. B. (2016). *Theories of Personality.* New Delhi: Wiley India Pvt. Ltd.

Larsen, R. J., & Buss, D. M. (2021). *Personality Psychology: Domains Of Knowledge About Human Nature.* McGraw Hill.

Medina-Craven, M. N., Ostermeier, K., Sigdyal, P., & McLarty, B. D. (2022). Personality research in the 21st century: new developments and directions for the field. *Journal of*

*Management History.* doi.org/10.1108/JMH-06-2022-0021

Schultz, D. P., & Schultz, S. E. (2016). Theories of Personality. Wadsworth, Cengage Learning.

Srivastava, K. (2012). Concept of personality: Indian perspective. *Industrial Psychiatry Journal, 21*(2), 89-93. doi: 10.4103/0972-6748.119586

**Suggestive Readings:**

Cornelissen, M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian Psychology: Theories and Concepts, Vol I.* New Delhi: Pearson.

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

## DISCIPLINE SPECIFIC ELECTIVE: 25

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 25 Psychology And Technology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To explore the intersection of psychology and technology.
- To understand the various ways in which technology impacts our behavior, cognition, and emotions.
- To explore and study the psychological theories that underlie our interactions with technology, as well as the ethical considerations that arise when technology is used to manipulate or influence human behavior.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- The students will be able to understand the psychological principles that underlie our interactions with technology;
- The students will be able to examine the ways in which technology impacts our behavior, cognition, and emotions;
- The students will be able to comprehend the ethical considerations that arise when technology is used to manipulate or influence human behavior;
- The students will be able to carry out critical thinking on the role of technology in our lives

### Syllabus DSE-25

**UNIT – I Introduction to Psychology and Technology (12 hours)**

Overview of the intersection between Psychology and Technology; Theoretical Perspectives; Ethical considerations in psychology and technology research. Current

trends and future directions in the field; Brief introduction to AI; Orientation to use of technology in quantitative and qualitative data analysis.

**UNIT – II Technology and Intra-personal processes (12 hours)**
How technology affects our attention; The effects of technology on memory processes; Online identity and self-presentation; Impact of technology on physical and psychological well-being.

**UNIT – III Technology and Interpersonal processes (12 hours)**
Impact of technology on relationships: Technology mediated relationships (romantic relationship, friendships, communities online.);Technology and its role in formal and informal communication patterns; The impact of technology on decision-making processes (Automation and human judgment in decision-making**).**

**UNIT – IV Technology and Society (9 hours)**
Bidirectional relationship of technology and society; Technology and Health (Assistive technology and rehabilitation; telemedicine; health apps);.Psychological implications of Technology; Technology and education.

**Suggestive Tutorial Activities (15 hours)**

- Assign a reflective writing task where students share personal experiences related to technology and its influence on their behavior, cognition, or emotions.
- Facilitate a discussion on the advantages and disadvantages of applying different theoretical perspectives to the study of psychology and technology.
- Present case studies involving ethical dilemmas in technology research, and engage students in discussions on how these dilemmas can be addressed.
- Conduct a brainstorming session on emerging trends in technology and how they might impact psychology.
- Group discussions on investigating how technology influences memory consolidation and retrieval.
- Organize a memory game activity using both traditional and digital methods, discussing the outcomes in terms of memory processes.
- Have students create and analyze their online profiles, discussing how they present themselves and the potential impact on self-perception.
- Organize a role-playing scenario where students embody different online personas to understand the psychological aspects of self-presentation.
- Organize a wellness day where students practice mindfulness and discuss how technology can both positively and negatively affect well-being.
- Assign case studies exploring how technology affects various types of relationships (romantic, friendships, online communities).
- Assign a group project where students create scenarios depicting the challenges and benefits of technology-mediated relationships.
- Assign a research project on how societal norms and values influence the development and adoption of new technologies.
- Students can design/simulate educational technology tools with a focus on enhancing psychological well-being.

**Essential/recommended readings**

Amichai-Hamburger, Y. (Ed.). (2020). *The social net: Understanding our online behavior* (2nd ed.). Oxford University Press. ISBN: 978-0198748281

Gazzaley, A., & Rosen, L. D. (2020). *The distracted mind: Ancient brains in a high-tech world.* MIT Press. ISBN: 978-0262537742

Kaye, L. K. (2021). *Technology and society: A psychological perspective.* Routledge. ISBN: 978-0367536251

Kool, V. K., & Agrawal, R. (2020). *Psychology of technology*. Springer. ISBN: 978-3030323356

Marston, H. R., & Freeman, S. (2022). *Digital health: Psychological perspectives on technology and well-being*. Springer. ISBN: 978-3030869625

Prescott, T. J., Mitchinson, B., & Squire, L. J. K. (2021). *The psychology of artificial intelligence.* Routledge. ISBN: 978-0367543112

Rosen, L. D., & Samuel, A. (2022). *Digital psychology: Understanding human behavior in the online world.* Oxford University Press. ISBN: 978-0190652975

Williams, K., & Duck, S. (2023). *Human-computer interaction and social relationships.* Routledge. ISBN: 978-1138608276

**Suggestive readings**

Bargh, J. A., & McKenna, K. Y. (2004). The internet and social life. *Annual Review of Psychology,* 55, 573-590.

Baym, N. K. (2015). P*ersonal connections in the digital age* (2nd ed.). Polity.

Carr, N. (2010). *The shallows: What the internet is doing to our brains.* W. W. Norton & Company.

Chatterjee, A., & Sinha, B. (2022). Ethical considerations in human-technology interaction. *Journal of Technology and Ethics*, 12(2), 45-63.

Chou, W. Y., Hunt, Y. M., Beckjord, E. B., Moser, R. P., & Hesse, B. W. (2009). Social media use in the United States: Implications for health communication. *Journal of Medical Internet Research,* 11(4), e48.

Frith, E. (2020). *The psychology of technology: How digital media and artificial intelligence shape our minds.* Routledge.

Greenfield, S. (2014). *Mind change: How digital technologies are leaving their mark on our brains.* Random House.

Joinson, A. N. (2007). *Understanding the psychology of internet behaviour: Virtual worlds, real lives.* Palgrave Macmillan.

Kiesler, S., Siegel, J., & McGuire, T. W. (1984). Social psychological aspects of computer-mediated communication. *American Psychologist,* 39(10), 1123-1134.

Klein, G., Calderwood, R., & Clinton-Cirocco, A. (2018). *Decision making in action: Models and methods.* Routledge.

Margetts, H., John, P., Reissfelder, S., & Escher, T. (2016). *Digital era governance: IT corporations, the state, and e-government*. Oxford University Press.

Newport, C. (2019). *Digital minimalism: Choosing a focused life in a noisy world.* Portfolio/Penguin.

Reeves, B., & Nass, C. (1996). *The media equation: How people treat computers, television, and new media like real people and places.* Cambridge University Press.

Rosen, L. D. (2013). *Rewired: Understanding the iGeneration and the way they learn.* Palgrave Macmillan.

Rothbaum, B. O., & Hodges, L. (1999). The use of virtual reality exposure in the treatment of anxiety disorders. *Behavior Modification*, 23(4), 507-525.

Small, G., & Vorgan, G. (2008). *iBrain: Surviving the technological alteration of the modern mind.* Harper Collins.

Turkle, S. (2005). *The second self: Computers and the human spirit.* MIT Press.

Turkle, S. (2011). Alone together: *Why we expect more from technology and less from each other.* Basic Books.

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

## DISCIPLINE SPECIFIC ELECTIVE 26

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 26 Psychology of Ageing | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To help learners understand the ageing process.
- To understand and comprehend concepts and theories related to ageing.
- To develop an application-based approach focusing on promoting health and well- being of the elderly.

### Learning outcomes

By studying this course, students will be able to:

- Understand the ageing process
- Gain insight into physical and cognitive changes during later life
- Recognize social-emotional challenges experienced by the elderly
- Identify strategies for successful ageing

### Syllabus DSE 26

**UNIT – I Introduction (9 Hours)**

Understanding the ageing process; Gerontology: Nature, scope, concepts and theories ; Ageing as a Global Challenge

**UNIT – II Physical and cognitive aspects of ageing (12 Hours)**

Psychological impact of Physical changes in ageing (sensory-motor changes, sleep); Neurocognitive disorders (Alzheimer's, Dementia, Parkinson's)

**UNIT – III Socio-emotional aspects of ageing (12 Hours)**

Transitions in later life; Family and social relationships Social security and crime against elderly; Economic issues in ageing

**UNIT – IV Coping in later life ( 12 Hours)**

Coping with death, dying and bereavement ; Rights of the elderly; Spirituality Positive ageing

**Practical component (if any) – NIL**

**Suggested activities for tutorials (15 hours)**

(This is a suggestive and not an exhaustive list of activities)

- Community service projects
- Analysis of ageing represented in Media
- Discussions on cultural perspectives of ageing
- Field trip to elderly care services
- End of life planning and advance directives
- Discussion related to life post-retirement
- Financial and safety measure in old age
- Dealing with grief after loss of partner

**Essential/recommended readings**


Kaushik, P. (2018). Promoting Successful Positive Ageing across the Health Continuum: A Holistic Approach. In Prasad, V., Akbar, S. (Ed.) Handbook of research on Geriatric Health, Treatment, and Care. I.G.I. Global (formerly Idea Group Inc.) - U.S.A. P-142. Pp. No- 448-474. ISBN-13: 9781522534808

Paltasingh, T. & Tyagi, R. (2015). Caring for the Elderly: Social Gerontology in the Indian Context. Sage Publications India Pvt. Ltd. ISBN 978-93-515-0263-0

Quadagno, J. (2014). Ageing and the Life Course: An introduction to Social Gerontology (6th Edn). Mc Graw Hill.

Robnett R.H., Brossoie, N., & Chop, W.C. (2020). Gerontology for the Health Care Professional. Jones & Barlett Learning, Burlington, MA

Santrock, J.W. (2021). Life-span Development (18th Edn). McGraw Hill Pvt Ltd.

Shankardass, M.K. (2020). Ageing Issues and Responses in India. Springer Nature Singapore Pte Ltd. ISBN 978-981-15-5186-4


**Suggestive readings**


Woods, B. & Clare, L. (2008). Handbook of the Clinical Psychology of Ageing (2nd Edn). John Wiley and Sons Ltd. ISBN 978-0-470-01230-7


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE : 27

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 27 Neuropsychology | 4 | 3 | 0 | 1 | Class XII Passed | Nil |

### Learning Objectives

- Develop an understanding of basic concepts of neuropsychology, including its emergence and theories.
- Comprehensive knowledge of the structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
    - Know basic principles of neuropsychological tests and assessments.
- Learn the principles and goals of neuropsychological rehabilitation to address cognitive impairments.

### Learning Outcomes

The student will be able to:

- To articulate key concepts and emergence of neuropsychology, including the brain hypothesis and lateralization theories.
- To recognize and describe structural and neuropsychological deficits of various neurodevelopmental and neurocognitive disorders.
- To know the basic applications of neuropsychological assessments.
- To understand theories and methods of neuropsychological rehabilitation.

### Syllabus DSE 27

**Unit I: Introduction to Neuropsychology** **(8 Hours)**

Connection between structure and functions of brain; emergence of neuropsychology; localization and

lateralization of brain functions; contribution of neuropsychology; neuropsychology in India.

**Unit II: Neuropsychological Disorders (12 Hours)**
Neurodevelopmental Disorders: structural & neuropsychological deficits of Autism Spectrum Disorder and Attention Deficit/Hyperactivity Disorder.

Neurocognitive Disorders: structural & neuropsychological deficits of Dementia and Parkinson's Disorder.

**Unit III: Neural Pathways & Neurotransmitter Hypotheses (12 Hours)**
Neural Pathways of Schizophrenia, Depression, Emotion – Papez Circuit; Social Brain Hypothesis; Mirror Neuron System; Dopamine hypothesis and Serotonin hypothesis.

**Unit IV: Neuropsychological Assessment and Rehabilitation (13 Hours)**
Neuropsychological Assessment – Introduction, principles, scope and indicators.

Neuropsychological Rehabilitation – Introduction, principles and goals; Neural plasticity; Cognitive Intervention Models: general stimulation approach, functional compensation model, behavioural approaches; diaschisis; Methods: Cognitive retraining, Neurofeedback and Neuromodulation (Transcranial Magnetic Stimulation).

**Tutorial Component : Nil**

**Practical Component: (30 Hours)**

**List of Suggested Practical Activities:**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g. memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g. Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury etc.)
- Visit to rehabilitation centres/clinics/hospitals

**Essential / recommended Readings:**

Boyle, G. J., Golden, C. J., Stein, D. J., & Stern, Y. (2023). *The SAGE Handbook of Clinical Neuropsychology: Clinical Neuropsychological Assessment and Diagnosis*.

Johnstone, B., & Stonnington, H. H. (2009). *Rehabilitation of neuropsychological disorders: A practical guide for rehabilitation professionals.* Psychology Press.

Joseph, R. (1990). *Neuropsychology, neuropsychiatry, and behavioral neurology.*

Springer Science & Business Media.

Klomjai, W., Katz, R., & Lackmy-Vallée, A. (2015). *Basic principles of transcranial magnetic stimulation (TMS) and repetitive TMS (rTMS). Annals of physical and rehabilitation medicine*, 58(4), 208-213.

Kolb, B. & Whishaw, I.Q. (2007). *Fundamentals of human neuropsychology* (6th ed). New York: Worth Publishers.

Lezak, M.D. (1995). *Neuropsychological assessment*. New York: Oxford University Press.

Rains, G. D. (2001). *Principles of human neuropsychology*. McGraw Hill Higher Education.

Reddy, K. J. (2024). Essentials of Neuropsychology: Integrating Eastern and Western Perspectives. Taylor & Francis.

Wilson, B. A., Gracey, F., Evans, J. J., & Bateman, A. (2009). *Neuropsychological rehabilitation: Theory, models, therapy and outcome.* Cambridge University Press.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

**Suggested Readings:**

Halligan, P.W., Kischka, U., & Marshall, J. C. (2003) *Handbook of clinical neuropsychology.* Oxford University Press.

Morgan.J.E., Joseph H.R.( 2017). *Textbook of clinical neuropsychology.* Taylor & Francis.

Rajeswaran, J.(2012). *Neuropsychological rehabilitation: principles and applications.*

(First Edition), Elsevier.

Raskin, S. A., & Mateer, C. A. (1999). *Neuropsychological management of mild traumatic brain injury*. Oxford University Press.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone.

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

## DISCIPLINE SPECIFIC ELECTIVE 28

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 28 Cognitive Neuroscience | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- Develop an understanding into the discipline of Cognitive Neuroscience as an emerging field.
- Orient towards Contemporary Methods used in the study of Cognitive Neuroscience.
- Gain insight into Higher-order cognitions and the underlying basis of behaviours of Attention & Consciousness, Visual Cognition, Object Recognition and Language.
- Explicating links between Cognitive Neuroscience and its Application in the Contemporary Social Worlds.

### Learning outcomes

- Knowledge about the discipline of Cognitive Neuroscience, its Emergence, Scope and Methods.
- Understanding of the basics of Cognitive Processes.
- Comprehending the Basic and Higher Mental functions of Attention, Consciousness, Visuospatial Recognition and Language.
- Awareness into the Real-World Applications and Ethical considerations of Cognitive neuroscience

### Syllabus DSE: 28

**UNIT – I Introduction** **(12 Hours)**

Foundations of Cognitive Neuroscience: Emergence and Scope of Cognitive Neuroscience as a Discipline. Methods in Cognitive Neuroscience: Behavioural, Structural and Functional Imaging. Psychophysiological, Stimulation and Lesion Methods.

**UNIT – II Brain & Neuronal Structures** **(12 Hours)**

Basis of Cognitive Functions: The Cognitive Neuroscience Triangle. Five principles of Neural Network Model. Hemispheric Specialisation, Split Brain Experiments.

**UNIT – III Cognitive Neuroscience of Basic and Higher mental functions ( 15 Hours)**

Attention & Consciousness: Basis of Attention & Consciousness:
Networks of Attention, States of Consciousness & Stages of Sleep.

Visual & Spatial Cognition: Cortical basis of Vision; Object Recognition: Anatomy of Object Recognition

Language: Anatomy of Language &; Basic Networks of Language.

**UNIT – IV Applications & Ethics in Cognitive Neuroscience (6 Hours)**

Neuroscience in Society: Aspects of Artificial Intelligence, Social Cognition; Legal & Ethical Imperatives.

## Practical component (if any) - Nil

### Suggestive Tutorials: (15 hours)

Faculty teaching the Course could initiate Group Discussions, Case studies, Video Discussions, Simulation activities etc as part of the Tutorial Component.to be assessed. These could be formulated Unit wise as the following topics:

- Group discussions on the historical development of cognitive neuroscience, emphasizing key milestones and contributions.
- Facilitating debates on the advantages and limitations of different structural and functional imaging methods, encouraging critical thinking about methodological choices.
- Assigning case studies that require students to analyse how disruptions in specific neural networks relate to cognitive dysfunction.
- Organize group projects where students create visual representations (diagrams, models) illustrating the cognitive neuroscience triangle and hemispheric specialization.
- Conduct simulation activities for Consciousness States through meditations etc and discuss /report subjective experiences.
- Organize discussions on the role of brain networks in attention and consciousness, featuring expert's videos in the field.
- Engage in a class-wide discussion on the ethical considerations of using cognitive neuroscience in society, with a focus on artificial intelligence and social cognition.
- Assign case study analysis where students evaluate real-world applications of cognitive neuroscience, considering both the benefits and ethical challenges.
- Engaging students in designing and doing experiments/ simulations using open-source software.

## Essential Readings

Badgaiyan, R. D. (2019). Neuroscience of the nonconscious mind. Academic Press.

Chakravarthy, V. S. (2019). Demystifying the brain: A computational approach. Springer.

Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition.

Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan.

**Suggested/Recommended Readings:**


Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press.

Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition

Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. Annual review of neuroscience, 13(1), 25-42.

Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press.


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

## DISCIPLINE SPECIFIC ELECTIVE: 29

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE 29 Psycholinguistics | 4 | 3 | 1 | 0 | Class XII Passed | NIL |

### Learning Objectives

- To understand the relationship between psychology and language
- To develop linguistic knowledge
- To understand theoretical concepts about language acquisition
- To acquaint the students with underlying processes for language production and comprehension
- To familiarize the students with the issues, impairments, and research methods in psycholinguistics

### Learning outcomes

After completing the course, students will be able to:

- Understand the components of language
- Appreciate the perspectives for studying language
- Understand the acquisition, production, and comprehension of language in humans
- Identify the key issues in psycholinguistics
- Develop skills for using research methods in psycholinguistics

### Syllabus DSE 29

**UNIT – I** **(12 Hours)**

**Introduction to Psycholinguistics:** Definition, Scope, Areas of linguistic knowledge (phonology, morphology, syntax, semantics, pragmatics), Language in Perspective (Biological: Brain and Language; Culture, Cognition and Language: Whorf Hypothesis, lexical and grammatical influences on cognitions)

**UNIT-II** **(6 Hours)**

**Language Acquisition**: Stages of Language Acquisition, Theories of language acquisition (Behaviorist--Skinner, Nativist--Chomsky, Semantic-Cognitive--Piaget, Interactionist--Bruner, Social-Pragmatic--Vygotsky)

**UNIT – III:** **(15 Hours)**

**Language Production and Comprehension:** Stages of speech production (conceptualization of a thought, formulation and articulation of a linguistic plan, and self- monitoring; Comprehension (phonological processing, Lexical Access, Morphological Processing, Syntactic Processing, Semantic Processing, Discourse Processing, Prosodic Processing)

**UNIT-IV** **(12 Hours)**

**Issues and Methods in Psycholinguistics:** Multilingualism, Linguistic interactions in digital age, Language Impairments, Research methods (observational and experimental methods)

**Practical component (if any)- Nil**

**Tutorial Component : (15 Hours)**

**Suggested Tutorial Activities:**

- Review of literature in Psycholinguistics
- Language Analysis
- Figurative language (e.g., use of metaphors, idioms, metonymy, proverbs, indirect speech)
- Comparison of language development
- Bilingualism/Multilingualism in the Indian Context
- Analysis of impairments in language
- Interpretive aspects of linguistic diversity
- Innovations in language in digital age

This is a suggestive and not an exhaustive list of possible practical exercises .

**Essential/recommended readings**

Gupta, A., & Jamal, G. (2007). Reading strategies of bilingual normally progressing and dyslexic readers in Hindi and English. *Applied Psycholinguistics, 28,* 47-68.

Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: The case of Devanagari. *Brain and Language, 81,* 679-690.

Carroll, D. W. (1986). *Psychology of language*. Thomson Brooks/Cole Publishing Co. Guendouzi, J., Loncke, F., & Williams, M. J. (Eds.). (2023). *The Routledge International Handbook of Psycholinguistic and Cognitive Processes*. Routledge.

Menn, L., & Dronkers, N. F. (2016). *Psycholinguistics: Introduction and applications*. Plural publishing.

Tantra, D. K., Ling, D. A., Myartawan, I. P. N. W., & Hadisaputra, I. N. P. (2020). *Introduction to Psycholinguistics*. PT. RajaGrafindo Persada-Rajawali Pers.

**Suggestive Readings**

Gaskell, M. G., & Altmann, G. (Eds.). (2007). *The Oxford handbook of psycholinguistics*. Oxford University Press, USA.

Gupta, A., & Jamal, G. (2006). An analysis of reading errors of dyslexic readers in Hindi and English. *Asia Pacific Disability Rehabilitation Journal, 17 (1),* 73- 86.

Sedivy, J. (2014). *Language in mind: An introduction to psycholinguistics*. Sinauer Associates, Incorporated.

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

## GENERIC ELECTIVE- BASICS OF COUNSELLING PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE Basics of Counselling Psychology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

- To acquaint the students with the basic concepts, processes, and techniques of Counselling.
- To develop a comprehensive understanding of counselling psychology as a profession.
- To make the students understand counselling psychology and its applications in the Indian context
- To guide students regarding the basic counselling skills, relationship building and rapport formation skills.
- To acquaint students with applications of counselling psychology in various developmental domains.

### Learning Outcomes

- Understand concept and goals of counselling.
- Understand the importance of ethical guidelines required to be followed as a professional counsellor.
- Acquire basic skills of a professional counsellor
- Understand the process of counselling to be followed in a professional set up.
- Learn a few basic psychotherapeutic approaches and techniques of Counselling.
- Develop skills of empathy, self-awareness, active listening, and objectivity.

### Syllabus

**UNIT I - Introduction** **(12 hours)**

Introduction: meaning, definitions and Goals of counseling; Ethics in counseling; effectiveness of a counselor; Counselling Psychology in Indian context

**UNIT II - Processes of Counselling** **(12 hours)**

Therapeutic alliance, Johari's window, process of counseling

**UNIT III - Techniques of Counselling (12 hours)**

Techniques of Counselling: Psychoanalytic Techniques; Humanistic Techniques: Person-Centered Approach; Cognitive Therapy

**UNIT IV - Applications of Counselling (9 hours)**

Applications: Child Counselling, School Counselling, Career Counselling.

**Suggested Tutorial activities (15 hours)**

- Rapport formation
- Self-awareness activity with Johari's window
- Empathy skills
- Active listening skills
- Role play on therapeutic alliance
- Behavioural therapy
- Career counseling related assessments
- Cognitive restructuring skills for cognitive distortions

**Essential/ recommended readings**


Corey, G. (2009). *Counselling and psychotherapy: Theory and practice* (7th Ed.) New Delhi: Cengage Learning.

Ertelt, Bernd-Joachim & Schulz, William & Frey, Andreas. (2022). Counsellor Competencies: Developing Counselling Skills for Education, Career and Occupation. 10.1007/978-3-030-87413-1.

Gladding, S. T. (2012). *Counselling: A comprehensive profession*. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary counselling psychology. In E. M. Altmaier and J.C. Hansen (Eds). *The Oxford handbook of counselling psychology*. New York: Oxford University Press.

McLeod, John. McLeod. *Counselling Skills: Theory, Research and Practice 3e.* S.l: OPEN UNIV PRESS, 2022. Print.

Mahon, Daryl. (2023). Evidenced-Based Counselling and Psychotherapy for the 21st Century Practitioner. 10.1108/9781804557327.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed): *Psychology in India. Volume 3: Clinical and Health Psychology.* New Delhi. ICSSR/ Pearson.

Safran, J. D. & Hunter, J. (2020). *Psychoanalysis and Psychoanalytic Therapies (Theories of Psychotherapy Series)*. APA.

Seligman, L. & Reichenberg , L.W.(2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning.


**Suggestive Readings**


Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.). Iowa: W. C. Brown.

Capuzzi,D. & Gross, D. R. (2007). *Counselling and psychotherapy:*

*Theories and interventions* (4th Ed.) New Delhi: Pearson.
Gibson, Robert, L. Mitchell, Marianne, H. (2015*). Introduction to counselling and guidance* (7thEd.). New York: Pearson.
James, R. K. (2008). *Crisis intervention strategies* (6th Ed.). Australia. Thomson Brooks/Cole.
Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice.* New York: Kluwer Academic/Plenum Publishers.
S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

## GENERIC ELECTIVE- CONFLICT AND CONFLICT MANAGEMENT AT WORK

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| GE Conflict and Conflict Management at Work | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop the conceptual knowledge of the process of conflict
- To understand the causes of conflict in organizations
- To understand generational and gender differences in conflict handling styles
- To help learners comprehend the basic conflict management strategies and techniques
- To develop an understanding of managerial implications of creating a conflict-positive organizations

### Learning Outcomes

After completing this course students will be able to:

- Recognize the causes of workplace conflict
- Analyse and assess sources of intergroup, intragroup, interpersonal and intrapersonal conflict
- Examine and understand values, perceptions, and assumptions related to their background and design ways to handle conflict in organizations at the interpersonal and intergroup levels.
- Suggest effective ways of dealing with cultural expectations and differences as well as navigate conflict situations arising due to gender and generational differences with ease.

### Syllabus

**UNIT – I Introduction (9 Hours)**

Process of Conflict; The nature of conflict in organizations; Forms of conflict in Organizations (Intergroup, Intragroup, Interpersonal, Intrapersonal); Causes of Conflict in Organizations.

**UNIT – II Conflict in Workplace (12 Hours)**

Conflict in Organizations in the Indian Context; Conflict & Culture; Emerging paradoxes in the global workplace and Global Identity: Diversity, Convergence. Any one case study.

**UNIT – III Conflict Management** **(12 Hours)**

Conflict management styles, Working across generations, Conflict handling styles of New Generation, Gender & Conflict Styles

**UNIT – IV Negotiation** **(12 Hours)**

Negotiation Strategies, the process of negotiation; Individual differences in negotiation effectiveness; Third-Party Negotiations; Negotiating and Resolving conflicts in India, Indian approach to Conflict resolution; Cultural differences in negotiations.

**Practical component (if any) – NIL**

**Tutorial Component** **(15 Hours)**

**Suggestive Tutorial Activities**

- Assessing conflict handling style using suitable tools
- Reflecting on personal conflict-handling styles, they tend to use in various situations.
- Experiential exercises e.g. 6 thinking hats, Prisoner's dilemma
- Role plays depicting negotiations from a position of either strength or weakness.
- Case studies highlighting navigating cultural differences to deal with conflict.

**This is a suggestive and nt an exhaustive list of tutorials**

## Essential/recommended readings


Chatterji, M., Chatterji, M., & Sharma, K. (2023). Conflict prevention and peace management. Emerald Publishing Limited.

Mukherjee, J. (2014). Conflict resolution in multicultural societies: The Indian experience. SAGE Publications India.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th edn.) IAP.

Nelson, D.L & Quick, J.C. (2019). *ORGB*: *Organizational behavior* (6th Edn.). Mindtap Cengage.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18th edn.) Pearson India.


## Suggestive Readings


Appelbaum, S. H., Bhardwaj, A., Goodyear, M., Gong, T., Sudha, A. B., & Wei, P. (2022). A study of generational conflicts in the workplace. *European Journal of Business and Management Research*, *7*(2), 7-15.

Hirsch, A. S.(2023, December 21). *How to manage intergenerational conflict in the workplace*. Welcome to SHRM | The Voice of All Things Work. https://www.shrm.org/in/topics-tools/news/employee-relations/how-to-manage- intergenerational-conflict-workplace

Lemay, C.P. (2023). *Millennials and conflict in the workplace: Understand the unique traits of the now generation.* NY: Routledge.

Jeong, H. W. (2009). *Conflict management and resolution: An introduction*. Routledge.

Kumar, A. & Singh, A.K. (2019). Conflict resolution: An analysis of the Gandhian approach, अयन, (April- June), 331-336.

Kumar, R. & Sethi, A.K. (2005). Negotiating and resolving conflicts in India. In R.

Kumar & A.K. Sethi. *Doing business in India.* Hampshire: Palgrave Macmillan.

Rahim, M. A., & Katz, J. P. (2020). Forty years of conflict: the effects of gender and generation on conflict-management strategies. *International Journal of Conflict Management*, *31*(1), 1-16.

Sinha, J. B. (2009). *Culture and organizational behaviour*. Sage.

Stohl, C., McCnn, R.M. & Abu Bakar, H. (2013). Conflict in the global workplace. In J.G. Oetzel & Ting-Toomey, S. *The Sage handbook of conflict communication* (pp. 713-736). Thomas, K. W. (2008). Thomas-Kilmann conflict mode. *TKI Profile and Interpretive Report*, *1*(11).

Weber, T. (1991). *Conflict resolution and Gandhian ethics*. The Gandhi Peace Foundation.

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

## GENERIC ELECTIVE- YOGA AND PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE Yoga and Psychology | 4 | 3 | 1 | 0 | Class XII Passed | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of Yoga and Psychology and various schools of Yoga
- To provide basic knowledge of principles and Yogic view of personality.
- To understand the benefits of various Yogic practices for physical and mental well-being.

### Learning outcomes

Upon completing the course the students will be able to:

- Understand and explain the Yogic view of personality.
- Describe the role of *Gunas*, *Chakras* and *Kosha* in shaping personality.
- Apply of *Ashthang yoga* principles to promote well-being and self awareness.
- Evaluate the benefits of practicing Yoga on physical and mental health.
- Develop an awareness about ancient Indian tradition of Yogic knowledge system and its relation to contemporary psychology through exposure to research in Yoga and Psychology.

### Syllabus

**UNIT – I** **(12 Hours)**

**Introduction:**

Meaning of Yoga and Psychology, Origin of Yoga: Elements of Yoga in Scriptures, Schools of Yoga Psychology: Raja Yoga, Karma Yoga, Bhakti Yoga, Gyan Yoga and Swara Yoga

**UNIT – II Principles and Yogic View of Personality (14 Hours)**

Principles of Yoga: Koshas, Gunas, and Chakras Systems; Yogic view of personality: personality and the aspects of chakra systems, seven dimensional model of personality.

**UNIT – III Ashtang Yoga of Patanjali (11 Hours)**

Yama (moral codes) Niyama (self-discipline), Asana (posture), Pranayama (breath control), Pratyahara (sense withdrawal), Dharana (concentration), Dhyana (meditation), and Samadhi (oneness with the self).

**UNIT – IV Research and Applications of Yoga Practices (8 Hours)**

Physical and Mental Health (Anxiety Issues and Sleep Issues, Focus and Concentration Problems, Anger Management, Coronary Heart Disease)

**Practical component (if any) - NIL**

**Tutorial component (15 Hours)**

**Suggested Tutorial Activities**

- Relevance and application of yoga in modern society
- Case studies on famous Yogis
- Presentations on the significance of Yama and Niyama ethical principles in yoga psychology
- Experiential activities exploring the chakra system and its influence on mental and physical well-being
- Reflective journaling exercises on personal experiences with yoga practices and their psychological effects
- Projects where students delve into various yoga schools (Hatha, Bhakti, Karma, Jnana, etc.) citing specific texts like "The Bhagavad Gita" or "Yoga Sutras of Patanjali"
- Book reviews on influential literature such as "The Heart of Yoga" by T.K.V. Desikachar or "Light on Yoga" by B.K.S. Iyengar
- Visit to yoga and mediation centres to understand the underlying processes

**Essential/recommended readings**

Bhogal, R. S. (2017). Yoga Psychology and Beyond, Kaivalyadhama Samiti, Lonavala.

Kumar, K. (2013). Yoga psychology: A handbook of yogic psychotherapy. D.K. Printworld.

Paranjpe, A. C. (2021). What is Yoga Psychology and Where Does It Stand in Contemporary Psychology? Psychology & Developing Societies, 097133362110388. https://doi.org/10.1177/09713336211038809

Mehta, J. M. (2005). Essence of Maharishi Patanjali's Ashtang Yoga. Pustak Mahal.

Tl, A. M., Omkar, S. N., Sharma, M. K., Choukse, A., & Nagendra, H. R. (2021).

Development and validation of Yoga Module for Anger Management in adolescents. Complementary therapies in medicine, 61, 102772.
Vivekananda, R. (2005). Practical yoga psychology. Bihar: Yoga Publications Trust.
Yoga Ayush Ministry. (n.d.). index. https://yoga.ayush.gov.in/Yoga-History/

**Suggestive readings**

Ajaya, S. (1976). Yoga psychology: A practical guide to meditation. Himalayan Institute Press.
Cramer, H., Lauche, R., Anheyer, D., Pilkington, K., de Manincor, M., Dobos, G., & Ward, L. (2018). Yoga for anxiety: A systematic review and meta-analysis of randomized controlled trials. Depression and anxiety, 35(9), 830-843.
Hartley, L., Dyakova, M., Holmes, J., Clarke, A., Lee, M. S., Ernst, E., & Rees, K. (2014). Yoga for the primary prevention of cardiovascular disease. Cochrane Database of Systematic Reviews, (5).
Levine, M. (2011). The positive psychology of Buddhism and yoga: Paths to a mature happiness. Routledge.
Panjwani, U., Dudani, S., & Wadhwa, M. (2021). Sleep, cognition, and yoga. International Journal of Yoga, 14(2), 100.
PP, S. J., Manik, K. A., & Sudhir, P. K. (2018). Role of yoga in attention, concentration, and memory of medical students. National Journal of Physiology, Pharmacy and pharmacology, 8(11), 1526-1526.

Udupa, K. N. (1985). Stress and its management by yoga. Motilal Banarsidass Publ.

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

## GENERIC ELECTIVE : FAMILY RELATIONS

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **GE: Family Relations** | **4** | **3** | **1** | **0** | **Class XII Passed** | **Nil** |

### Learning Objectives

• To develop an understanding of the dynamics of family relationships, with special reference to the Indian context

• To foster an understanding of the role of father, mother, siblings, grandparents and extended family

• To gain theoretical and practical insights into types of families

• To understand the evolution of marriage and the benefits of marriage

• To understand what contributes to healthy and resilient families, especially those with issues of equity, inclusion and access.

### Learning Outcomes

By studying this course students will be able to**:**

• Appreciate the complex nature of the role of father, mother, siblings, grandparents in family relations

• Effectively deal with various members of one's family

• Understand what contributes to successful marriages

• Learn strategies to build family resilience; overcome the challenges of diversity, equity, inclusion and accessibility that some families face

• Support families through education, advocacy and informed public policy

**UNIT I: Family** **(12 hours)**

Defining family; Family in the Indian context; Role of the mother; Role of the father; Relationship with siblings (influence of siblings, factors that affect sibling relationships); Grandparents (Role of grandparents, factors that influence the quality of the grandparent-grandchild relationship, impact on grandchildren and grandparents)

**UNIT II: Family in contemporary times (9 hours)**

Types of family: Mixed families, Single parenting, Adoption: Psychological impact on children and parents; Role of extended families; Family as support system

**UNIT III: Marriage (12 hours)**

Evolution of marriage, Flight from marriage, Marriage in the Indian context, Benefits of marriage, Factors affecting marital satisfaction

**UNIT IV: The science of families: Nurturing hope, happiness and health (12 hours)**

Healthy families; Building family resilience; Diversity, equity, inclusion and accessibility (e.g., minority families, families with disabilities, families living in poverty); implications for intervention and policy

**Practical Component - NIL**

**Tutorial Component: (15 Hours)**

**Suggested activities for tutorials:**

- Focus Group Discussion
- Movie Review
- Class debates to develop critical thinking
- Experiential exercises to reflect on one's relationship with one's parents/siblings etc.
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. role of father, mothers; challenges of adoption, single parents, etc.
- Class Presentations on contemporary topics
- Use of Adult Sibling Relationship Questionnaire (ASRQ) by Stocker, Lanthier, & Furman (1995) to assess one's relationship with siblings

**This is a suggestive and not an exhaustive list of tutorial activities.**

**Essential/Recommended Readings**


Ahuja, K.K. (2025). *Navigating intimate relationships: Locate your north star*. Routledge.

Compton, W.C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In Positive *Psychology: The science of happiness and flourishing*, 3rd Ed. Sage.

Jones, G. W. (2005). The "flight from marriage" in South-East and East Asia. *Journal of Comparative Family Studies*, *36*(1), 93-119.

Noller, P., & Karantzas, G. C. (Eds.). (2012). *The Wiley-Blackwell handbook of couples and family relationships*. John Wiley & Sons.

Pinsof, W. M., & Lebow, J. L. (Eds.). (2005). *Family Psychology: The Art of the Science*.

Oxford University Press.

Regan, P. (2011). *Close relationships*. Routledge.

Sharma, D. (Ed.) (2003). *Childhood, family and sociocultural change in India: Reinterpreting the inner world*. Oxford University Press.

**Suggestive readings**

Amodia-Bidakowska, A., Laverty, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children's development. *Developmental Review, 57,* 2273-2297. https://doi.org/10.1016/j.dr.2020.100924

Buchanan, A., & Rotkirch, A. (2018). Twenty-first century grandparents: Global perspectives on changing roles and consequences. *Contemporary Social Science*, *13*(2), 131-144.

Craig, L. (2006). Does father care mean fathers share? A comparison of how mothers and fathers in intact families spend time with children. *Gender & Society*, *20*(2), 259-281.

Kakar, S. (1981). The ties that bind: Family relationships in the mythology of Hindi cinema. *India International Centre Quarterly*, *8*(1), 11-21.

Lamb, M.E., &Sutton-Smith, B. (Eds.). (1982). *Sibling relationships*: *Their nature and significance across the lifespan*. Lawrence Erlbaum.

Miller, R. (2022). *Intimate Relationships*, 9th Ed. McGraw Hill Education.

Paquette, D. (2004). Theorizing the father-child relationship: Mechanisms and developmental outcomes. *Human Development*, *47*(4), 193-219.

Ramu, G. N. (2006). *Brothers and sisters in India: A study of urban adult siblings*. University of Toronto Press.

Saraswathi, T. S., & Pai, S. (1997). Socialization in the Indian context. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 74–92). Sage.

Silverstein, L. B., & Auerbach, C. F. (1999). Deconstructing the essential father. *American Psychologist, 54*(6), 397–407. https://doi.org/10.1037/0003-066X.54.6.397

T. S. Saraswati & B. Kaur (Eds.) (1993). *Human development and family studies in India: An agenda for research and policy*. Sage.

Tamis LeMonda, C. S., Shannon, J. D., Cabrera, N. J., & Lamb, M. E. (2004). Fathers and mothers at play with their 2-and 3-year-olds: Contributions to language and cognitive development. *Child Development*, *75*(6), 1806-1820.

Thiele, D. M., & Whelan, T. A. (2006). The nature and dimensions of the grandparent role. *Marriage & Family Review*, *40*(1), 93-108.

White, L. (2001). Sibling relationships over the life course: A panel analysis. *Journal of Marriage and Family*, *63*(2), 555-568.

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

**B.A. (Hons) Applied Psychology NEP**

**Based on Undergraduate Curriculum Framework 2022**

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

## B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

## STRUCTURE, COURSES & SYLLABI OF SEMESTER - VII

| Semester | DSC/DSE/ GE | Nomenclature of the Paper | No. of Credits in each for total 4 credits | | |
|---|---|---|---|---|---|
| | | | **Theory** | **Tutorial** | **Practical** |
| **Sem 7 DSC** | | | | | |
| Sem 7 | DSC 19 | Understanding Qualitative, Mixed Methods and Intervention Designs | 3 | 0 | 1 |
| **Sem 7 DSE** | | | | | |
| Sem 7 | DSE 14 | Gender Identity and Challenges | 3 | 0 | 1 |
| Sem 7 | DSE 15 | Psychology and Media | 3 | 0 | 1 |
| Sem 7 | DSE 16 | Psychology of Sustainable Development | 3 | 0 | 1 |
| Sem 7 | DSE 17 | Workplace Issues and Challenges | 3 | 0 | 1 |
| Sem 7 | DSE 18 | Applied Geropsychology | 3 | 0 | 1 |
| Sem 7 | DSE 19 | Culture, Mental Health and Psychopathology | 3 | 0 | 1 |
| Sem 7 | DSE 20 | Essential Therapeutic Skills | 3 | 0 | 1 |
| **Sem 7 GE (Odd) Level 300** | | | | | |
| Sem 7 | GE 21 | Understanding Human Resources | 3 | 1 | 0 |
| Sem 7 | GE 22 | Psychology and Communities | 3 | 1 | 0 |
| Sem 7 | GE 23 | Cognitive Psychology in the Contemporary World | 3 | 1 | 0 |
| Sem 7 | GE 24 | Fundamentals of Sports Psychology | 3 | 0 | 1 |
| Sem 7 | GE 25 | Statistical Foundations for Psychological Research | 3 | 1 | 0 |
| **Sem 8 DSC** | | | | | |
| Sem 8 | DSC 20 | Quantitative Data Analysis in Psychology | 3 | 0 | 1 |
| **Sem 8 DSE** | | | | | |
| Sem 8 | DSE 21 | Political Psychology | 3 | 0 | 1 |
| Sem 8 | DSE 22 | Inclusion and Diversity | 3 | 0 | 1 |
| **Sem 8 DSE** | DSE 23 | Mental Health at workplace | 3 | 0 | 1 |
| Sem 8 | DSE 24 | Treatment of Psychological Disorders | 3 | 0 | 1 |
| Sem 8 | DSE 25 | Technique Based Counseling Skills | 3 | 0 | 1 |
| Sem 8 | DSE 26 | Psychology and literature | 3 | 0 | 1 |
| **Sem 8 GE (Even) Level 300** | | | | | |
| Sem 8 | GE 26 | Basics of Counselling Psychology | 3 | 1 | 0 |
| Sem 8 | GE 27 | Conflict and Conflict Management at Work | 3 | 1 | 0 |
| Sem 8 | GE 28 | Yoga and Psychology | 3 | 1 | 0 |
| Sem 8 | GE 29 | Family Relations | 3 | 1 | 0 |

# SEMESTER 7

SEMESTER 7 DISCIPLINE SPECIFIC CORE COURSE:

**UNDERTSANDING QUALITATIVE, MIXED METHODS AND INTERVENTION DESIGNS**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSC 19: Understanding Qualitative, Mixed Methods, and Intervention Designs** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

## Learning Objectives

The learning objectives of this course are as follows:

- To understand the nature, process, and methodological foundations of qualitative and mixed-methods research.
- To develop skills in applying qualitative research methods, including Thematic Analysis, Phenomenology, Grounded Theory, and Ethnography.
- To acquire the ability to design, and evaluate behavioural interventions.

## Learning Outcomes

- Students will be able to understand and differentiate between qualitative, quantitative, and mixed-methods research approaches.
- Students will be able to apply qualitative research methods, such as Thematic Analysis, Phenomenology, Grounded Theory, and Ethnography.
- Students will be able to design and implement mixed-methods research based on research objectives.
- Students will be able to develop, and evaluate behavioural interventions.

## SYLLABUS OF DSC-

**UNIT 1: Qualitative Approach**: Nature, Purpose, and Process of qualitative research (Identifying the research problem, conceptual framework, formulation of research question and objectives, data collection procedures) **(10 Hours)**

**UNIT 2: Qualitative Methods:** Thematic Analysis, Grounded Theory, Ethnography; Difference between qualitative and quantitative research **(13 Hours)**

**UNIT 3: Mixed Methods Approach:** Defining Mixed Methods Approaches; Core Mixed Methods Designs: Convergent Mixed Design, Explanatory Sequential and Exploratory Sequential; Advantages and Challenges of Mixed Methods **(12 Hours)**

**UNIT 4: Interventions and Evaluation**: Nature of Interventions, Tasks and Steps in Intervention design and delivery, Evaluation of Interventions. **(10 Hours)**

**Practical Component-** **(30 Hours)**

**A total of two Practical can be conducted:**

- Conduct a small-scale qualitative study
- Conduct in-depth interviews on a lived experience (e.g., lived experience of stress and coping mechanisms) to extract key insights.
- Explore and compare the same issue using both qualitative (e.g., interviews) and quantitative (e.g., survey) methods to highlight methodological differences. 4. Design and implement a small-scale intervention

## Essential/Recommended Readings


Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research (3rd ed.). Sage Publications.*

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.*

Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009). *Intervention research: Developing social programs.* Oxford University Press.

Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2017). *Applied social psychology: Understanding and addressing social and practical problems* (3rd ed.). SAGE Publications.

Matthews, L., & Simpson, S. A. (2020). Evaluation of behavior change interventions. In M. S. Hagger, L. D. Cameron, K. Hamilton, N. Hankonen, & T. Lintunen (Eds.), *The handbook of behavior change* (pp. 318–332). Cambridge University Press.

Seth, S., Chadha, N.K. and Bhatia, H. (2022). Qualitative Methods: A Practical Journey Into Research. New Delhi: Friends Publications (India).

SEMESTER 7 DISCIPLINE SPECIFIC CORE COURSE:

# GENDER AND IDENTITY CHALLENGES

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | | |
| **DSE 14: Gender Identity and Challenges** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

## Learning Objectives

The learning objectives of the course are as follows:

- To be able to understand the concept of gender, and gender as a social construct
- To understand the gender biases and stereotypes operating in our society.

## Learning Outcomes

At the end of this semester, the students will be able to:

- Examine the growth of gender.
- Critically analyse the different approaches in understanding of development of gender identity.
- Reflect on issues and challenges faced by different gender in the Indian context.
- Becoming gender sensitive and understanding its impact on psychological well-being.

## SYLLABUS OF DSE-

**UNIT 1:** Introduction: Understanding gender, social construction of gender (gender norms, roles and socialization), Gender biases and stereotypes, Approaches to gender research (cross-sectional and longitudinal research). **(13 Hours)**

**UNIT 2:** Theories of gender: Psychoanalytic theory (Karen Horney), Cognitive (gender identity development theory), Giligan's theory of moral development; Gender Schema theory (Sandra Bem), social learning theory. **(12 Hours)**

**UNIT 3:** Issues and challenges: Discrimination, violence, and inequality.

**(10 Hours)**

**UNIT 4:** Recent developments: gender sensitization and psychological well-being.

(**10 Hours**)

## PRACTICAL COMPONENT (30 hours)

Any two practicum from the Units above

1. Experiential activities, movie analysis, secondary data analysis from the Units.
2. Any one field based small research/experiment based on Unit III.

## ESSENTIAL/RECOMMENDED READINGS


Bem, S. (1993). The lenses of gender. Transforming the debate on sexual inequality. New Haven: Yale University. Press.

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological review*, *106*(4), 676.

Crawford, M (2018). Transformations: Women, gender and psychology. India: Mc GrawHill Education Pvt Ltd.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, *16*(1), 55-73.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy?. *Gender & Development*, *24*(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, *1*, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, *19*(4), 456-479.

Singh, S. (2016). The State of Gender Inequality in India. Gender studies, 15 (1). 139-157.

Santosh R., Suresha C. N. and S. Indumathi (2022). Gender Development in India: Issues and Challenges. Review of Economics and Econometrics Studies. Vol.1.No.1 pp 13-22. ESI Publications.

Mannat Chandel, & V.K. Shanwal. (2024). Gender and Parenting: The possibilities in Gender-Neutral Upbringing. *South India Journal of Social Sciences*, *22*(2), 117-127. https://doi.org/10.62656/SIJSS.v22i2.292

## SUGGESTIVE READINGS

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT 1. *Gender, Work & Organization*, *10*(2), 137-153.

Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, *43*, 1241.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, *16*, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: beyond rhetoric*. Oxfam.

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: evaluating the Girl Rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, *25*(1), 126-139.

## SEMESTER 7: DISCIPLINE SPECIFIC ELECTIVE COURSE: PSYCHOLOGY AND MEDIA

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre – requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| **DSE 15: Psychology and Media** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

### Learning Objectives

- Understanding media psychology as a field of psychology, its scope and various issues.
- To understand the developmental impacts of media.
- To gain a deeper understanding of the psychological aspects of emerging interactive technologies.
- To develop media literacy.

### Learning outcomes

By studying this course, the students will be able to:

- Learn and apply psychological principles to understand and navigate the media's impact.
- Evaluate the psychological effects of emerging technologies.
- Develop critical media literacy skills.

### Syllabus of DSE:

**Unit 1: Media and Psychology:** Media Psychology: Nature, Types and Scope; Issues in Media psychology: Media and culture, ethics, regulation; Media Literacy **(12 Hours)**

**Unit 2: Media and Impact on Development:** Fantasy vs Reality, Socialization, Stereotyping and Violence. **(12 Hours)**

**Unit 3: Psychological Perspectives of Interactive Technologies:** Interactive media; various platforms of Interactive media - Virtual social media, Gaming. (**12 Hours)**

**Unit 4: Psychological Perspectives of Emerging Technologies:** Issues of Internet Addiction, Screen addiction, Artificial Intelligence. **(9 Hours)**

## Practical Component: (30 Hours)

Any two practicum based on the topics based on the above-mentioned topics.
Some Suggestive practicals:

- Experiential exercises
- Indian case studies-based analysis (Indian ads/movies etc)
- Media analysis (such as print or audio)
- Any field-based activity/visit

## Recommended/Essential Readings:

Berns, R. M. (2004). *Child, Family, School, Community: Socialization and support*. Thomson/ Wadsworth.

Dill, K. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.

Giles, D. (2008). *Media Psychology.* Lawrence Erlbaum

## Suggestive Readings:

Baturay, M. H., & Toker, S. (2019). Internet addiction among college students: Some causes and effects. *Education and Information Technologies.* doi:10.1007/s10639-019-09894-3

Bener, A., Yildirim, E., Torun, P., Çatan, F., Bolat, E., Alıç, S., ... & Griffiths, M. D. (2019). Internet addiction, fatigue, and sleep problems among adolescent students: A large-scale study. *International Journal of Mental Health and Addiction*, *17*, 959-969.

Bender, P. K., Kim, E. L., & Gentile, D. A. (2020). Gaming disorder in children and adolescents: risk factors and preventive approaches. *Current Addiction Reports*, *7*, 553-560.

Kumar, M., & Mondal, A. (2018). A study on Internet addiction and its relation to psychopathology and self-esteem among college students. *Industrial psychiatry journal*, *27*(1), 61.

Milani, L., La Torre, G., Fiore, M., Grumi, S., Gentile, D. A., Ferrante, M., ... & Di Blasio, P. (2018). Internet gaming addiction in adolescence: Risk factors and maladjustment correlates. *International Journal of Mental Health and Addiction*, *16*, 888-904.

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

SEMESTER 7 DISCIPLINE SPECIFIC ELECTIVE COURSE:
PSYCHOLOGY OF SUSTAINABLE DEVELOPMENT

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE**

| Course Title | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre – requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| **DSE 16: Psychology of Sustainable Development** | 4 | 3 | 0 | 1 | Passed Class XII | Nil |

## Learning Objectives

- To help students understand the concept of Sustainability and Sustainable behaviour from a psychological lens.
- Describe psychological, socio-cultural, and real-world factors that lead people to engage or not engage in sustainable behavior
- To make students understand various environmental and sustainability challenges and ways to address them.

## Learning Outcomes

After the completion of the course students would

- Develop awareness about the relationship between consumption, environment and wellbeing.
- Gain understanding of how psychological research and theories can play a role in tackling environmental challenges by drawing on empirical research evidence.
- Be able to critically evaluate the theories related to sustainability and
- Demonstrate abilities to design evidence-based interventions for the promotion of sustainable behaviours.

## SYLLABUS OF DSE-

**UNIT 1: Introduction to Sustainable Development**: Consumption (materialism, consumerism) and environment; Meaning and Nature of Sustainability; The Sustainable

Development goals; Dimensions of Sustainability: Psychological, Social, Ecological, Environmental, and Philosophical. **(12 hours)**

**UNIT 2: Environment and Sustainability**: Pro-environment behavior and attitudes; Role of norms, beliefs and values (individual, societal, cultural) in Environmental Behaviour; Social barriers and motivations for pro-environmental behaviour (e.g., Social dilemma paradigm, Theory of Planned Behavior, Norm Activation Model). **(11 hours)**

**UNIT 3: Challenges to Sustainability**: Challenges to sustainable development ; Carrying capacity and Overconsumption, Environment risk perception

**(11 hours)**

**UNIT 4: Promoting Sustainable development:** Importance of Sustainability**,** Psychological approaches to promoting sustainable behavior. India's initiatives for Sustainability (Indigenous knowledge perspective; Governmental initiatives/policies) **(11 hours)**

## PRACTICAL COMPONENT- (30 hours)

**Suggestive Practicum:**

Any two practicum from the Units above

- Experiential activities/ movie analysis/ secondary data analysis/case studies from any of the Units.
- Any one field-based research/experiment based on Units above.

## ESSENTIAL/RECOMMENDED READINGS


Schmuck, P., & Schultz, W. P. (Eds.). (2002). *Psychology of sustainable development.* Springer: New York

Scott, B.A., Amel, E.L., Koger, S.M. and Manning, C.M. (2021). *Psychology for Sustainability (5th ed.).* New York, NY: Routledge

Steg, Linda and De Groot, Judith I. M. (2018). *Environmental Psychology: An Introduction.* John Wiley & Sons Ltd.

Siddiqui, R. N. (2014). The environment-behaviour link: Challenges for policy makers. In R. C. Tripathi & Y. Sinha (Eds.), *Psychology, development and social policy in India* (pp. 297–320). Springer Science + Business Media. https://doi.org/10.1007/978-81-322-1003-0_15

Corral-Verdugo, V., Garcia-Cadena, C. H., & Frias-Armenta, M. (2010). *Psychological approaches to sustainability: Current trends in theory, research and applications*. Nova Science Publishers, Inc

Baena Morales, Salvador & Vásquez-Echeverría, Alejandro & González-Víllora, Sixto & Gavilan-Martin, Diego. (2024). Psychological approaches to sustainability: Implementing intervention model for sustainable development in physical education. *Sustainable Development*. 32. 5692–5704

https://sustainabledevelopment.in/CESD_web/images/anthology/Hardika_Bhagat.pdf

https://www.hpnlu.ac.in/PDF/b9813e07-5d12-4710-ac96-fd487f0a4b56.pdf

## SUGGESTIVE READINGS

Bonnes, M., & Secchiaroli, G. (1995). *Environmental Psychology: A Psycho-social Introduction*. London: SAGE.

Clayton, S. (2012). *The Oxford handbook of environmental and conservation psychology*. New York: Oxford University Press. 640-646.

Jones, R. G (2014) *Psychology of Sustainability*: An Applied Perspective. Routledge.

Ramesh Jairam (2015). *Green Signals: Ecology, Growth & Democracy in India*. Oxford University press.

Di Fabio, A., & Cooper, C.L. (Eds.). (2023). *Psychology of Sustainability and Sustainable Development in Organizations* (1st ed.). Routledge. https://doi.org/10.4324/9781003212157

Tankha, G. (2017). *Environmental Attitudes and Awareness: A Psychosocial Perspective*. United Kingdom: Cambridge Scholars Publishing.

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

SEMESTER 7 DISCIPLINE SPECIFIC ELECTIVE COURSE:
WORKPLACE ISSUES AND CHALLENGES

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE**

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 17: Workplace Issues and Challenges** | 4 | 3 | 0 | 1 | Passed Class XII | Nil |

## Learning Objectives

- To understand the key principles of diversity, equity, and inclusion, and support the need for building more inclusive workplaces.
- To appreciate the role of emotions and understand the importance of emotional intelligence.
- To understand the importance of employee well-being and work-life balance.

## Learning Outcomes

- Learners will be able to understand social parameters (DEI) at the workplace.
- Learners will be able to understand the role of emotional labour and emotional intelligence at workplace.
- Learners will be able to evaluate workplace well-being challenges and work-life balance strategies in India.

## SYLLABUS OF DSE-

### Unit I: Diversity, Equity, and Inclusion in Organizations

Definition and importance of DEI at workplace, Stereotype Threat & Discrimination, Implementing diversity management strategies. **(11 Hours)**

### Unit II: Emotional Labor and Emotional Intelligence

Meaning, Nature and Challenges (psychological cost of emotional labor), strategies to manage emotional stress. Role of Emotional Intelligence in Managing Workplace Conflict, Developing Emotional Intelligence: Training and development strategies**.** **(11 Hours)**

### Unit III: Employee Well-being in Workplaces

Employee well-being: Definition, Nature, Healthcare access, physical activity support, and ergonomic workspaces, Occupational Wellbeing: employee job satisfaction and career development opportunities, Social Well-being: positive and inclusive work environment, psychological safety, mental wellness at work place. **(11 Hours)**

### Unit IV: Work-Life Balance and Organizational Support in India

Work-life balance in India: impact of gender roles, extended family caregiving, and post-COVID hybrid work shifts: Remote & hybrid models, mental health concerns, Employee Strategies: effective time management; Setting boundaries (personal-professional); Mindfulness and self-care. **(12 Hours)**

### Practical Component (30 Hours)

- One practicum based on field activity.
- One practicum based on any tool or experiential activity from emotional intelligence, well-being, or work-life balance (e.g., stress assessment tools, employee surveys, Indian case study analysis), (e.g., Occupational Stress Index (OSI) Srivastava and Singh (1984), Indian Burnout Scale (IBS) Chauhan and Desai (2023)., NIMHANS Work-Life Balance Scale by the National Institute of Mental Health and Neurosciences (2020)

### Suggested Readings


Agarwal, P., & Ahuja, V. (2019). *Work-life balance and quality of life among Indian working women*. *International Journal of Management Studies, 6*(3), 75–86. (Unit 4) https://doi.org/10.18843/ijms/v6i3/10

Cherniss, C., & Goleman, D. (Eds.). (2001). *the emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. Jossey-Bass. (Unit 2)

Deloitte India. (2022). *Mental health and well-being in the Indian workplace:* Perspectives *and strategies*. (Unit 3) https://www2.deloitte.com/in/en/pages/about-deloitte/articles/mental-health-well-being-in-indian-workplace.html

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. Journal of Occupational Health Psychology, 5(1), 95–110. (Unit 2) https://doi.org/10.1037/1076-8998.5.1.95

Khurana, K., Swami, R. K., Ranjan, P., & Jain, N. (2024). *Diversity, equity, inclusion and mental well-being: Challenges, opportunities and future trends*. Bloomsbury Publishing India Pvt. Ltd. (Unit 1)

Rajesh, S. (2018). *The 99 day diversity challenge: Creating an inclusive workplace*. Penguin Random House India (Unit 1)

Robbins, S. P., Judge, T. A., & Vohra, N. (2018). *Organizational behaviour* (18th ed.). Pearson Education India.

Vashisht, S., & Kaushal, P. (2019). Work life balance: An Indian perspective. Global Vision Publishing House. GoOneBook

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

DISCIPLINE SPECIFIC ELECTIVE:

APPLIED GEROPSYCHOLOGY

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 18: APPLIED GEROPSYCHOLOGY** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

## Learning Objectives

- To understand human ageing: physical, biological, psychological, and social change,
- To get familiar with the fundamental concepts of psychology with an emphasis on the application of the psychology of the aged.
- Identify current research trends and theories regarding several aspects of the aged population (successful aging)
- Evaluate the varied challenges that elderly persons face, including physical challenges, stereotyping, discrimination, financial issues, elder abuse, and a loss of independence.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- Learner gain insight in understanding the psychosocial issues of the older population, it helps in providing solutions to problems of older population and encourages research in the area of Geropsychology
- It also helps in sensitizing young people towards the challenges of the aged population and coping mechanisms to deal with issues of older population
- The study of this course will open another branch of psychology where they can work & contribute to society. Hands-on training for students with the help of practicals are listed in the course.

## SYLLABUS OF DSE-

**UNIT 1: Basics of Gero psychology:** Introduction, Nature & Scope of Gero psychology, Psychosocial aspects of ageing: physical, biological, psychological, and social change

**(15 hours)**

**UNIT 2: Theories Related to Aging:** Theories of Ageing – Activity theory, Continuity theory, Erikson and life course theory, Disengagement theory, Indian Theory of Ashram (successful aging), Suggestion for achieving successful and healthy ageing **(10 Hours)**

**UNIT 3: Issues Related to Aging:** Bio-psycho-social issues and challenges of aged people: chronic illnesses and mental health, depression, loneliness, elder abuse, discrimination and prejudice (Ageism) **(10 Hours)**

**UNIT 4: Welfare And Policy Issues for the Aged:** National Policy for Older People, Human rights & policies for older people in India, Ethical issues related to the aged population **(10 Hours)**

## Practical component (30 hours)

### ANY TWO OF THE FOLLOWING

- Any psychological test from the above units: to understand the issues faced by the older people
- Using case study to understand problems faced by an older person
- Visit to old age home and studying their conditions and problems
- FGD/ Simulated Exercise / Workshop to study various issues and coping of older persons
- Any one field based practical from the units above.

## Essential/recommended readings


Belsky , J. (2019 ) . The Psychology of Aging : Theory , research and interventions. New Delhi Wadsworth Cenage . ISBN – 13 : 978-0534359126; ISBN – 10 : 0534359124

Berk . L (2017 ) Exploring Life Span Development .Fourth edition . New Delhi : Pearson

Moody , H.R & Sasser (2014) , Aging : concepts and Controversies .8th Edition . Sage

Sharma, Ritu & Marwaha, B. Ekta (2023). Geriatric Psychology. V.L Media solution.

Raju , MVR (2015 ) .Elderly issues and challenges . The Indian psychological perspective. New Delhi : Prasad Psycho.

## Suggested readings

Santrock , J .W (2017 ) Life Span Development . New Delhi : Mc Graw Gill

Sharma, R (2022). A chapter of "Psycho-social aspects of aging" in MME-104 Basic Geriatrics. Block 2 'Different perspectives of process of ageing' Unit 3, p 119-148.

Situation analysis of the elderly in India (2011) Central Statistics Office Ministry of statistics and program implementation

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – CULTURE, MENTAL HEALTH AND PSYCHOPATHOLOGY (Semester VII)

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | Passed Class XII | Nil |
| **DSE 19: Culture, Mental Health, & Psychopathology** | 04 | 03 | 0 | 01 | | |

### CREDIT DISTRIBUTION OF THE COURSE

### Learning Objectives

- To explore mental health issues and cultural nuances and how these influence perceptions of psychopathology.
- To understand the impact of trauma, loss, NSSI, and suicide on the mental health landscape.
- To identify psychopathology of Dissociation, Somatic Complaints, and Sleep-Wake Disorders

### Learning Outcomes

- To develop a multidimensional understanding of mental health & psychopathology
- To create awareness and sensitisation around self-harm.
- To show an understanding of the role of culture in psychopathology.
- To create a foundation for choosing a career in clinical psychology.

### SYLLABUS OF DSE-

**Unit 1: Mental Health & Psychopathology:** Mental Health Issues in India; Access to Mental Health Care in India; A Social Constructionist Perspective; Cultural Perspectives on Psychopathology; Cultural models of health and illness; Culture & psychiatric diagnosis (Culture bound syndrome- DSM-5-TR) **(15 Hours)**

**Unit 2 : Trauma & Stress Related Disorders and Suicide**: Impact of trauma, & stress,Post Traumatic Stress Disorder (PTSD) clinical picture & causal factors , Self Injury: Types and Factors; suicide prevention and challenges. **(10 Hours)**

**Unit 3: Dissociative Disorders & Somatic Disorders & :** Defining dissociation and somatic complaints; Dissociative Identity Disorder, Dissociative Amnesia, Somatic Symptom Disorder (Clinical picture and culturally rooted case studies). **(10 Hours)**

**Unit 4: Sleep-Wake Disorders:** Sleep & mental health; Dyssomnias & Parasomnias (etiology & treatment). **(10 Hours)**

**Practicum (A total of two Practicals) (30 Hours)**

- An empirical study based on the above units.
- Practical based on a case study from any of the above units.

**Essential/Recommended Readings:**


Butcher, J. N., Hooley, J. M, Nock, M.K., & Mineka, S. (2019). *Abnormal psychology*. India: Pearson.

Kar, S.K., Menon, V. (2024). Mental Healthcare Access in India: Models, Trends, and Challenges. In: Arafat, S.M.Y., Kar, S.K. (eds) *Access to Mental Health Care in South Asia*. Springer, Singapore. https://doi-org.libproxy.lib.unc.edu/10.1007/978-981-99-9153-2_5

Keith, K. D. (2019). *Cross-cultural psychology: Contemporary themes and perspectives.* USA: Wiley Blackwell.

Maddux, J.E., & Winstead, B.A. (2025). *Psychopathology: Foundations for a contemporary understanding.* NY: Routledge.

Paniagua, F. A., & Yamada, A.-M. (2013). *Handbook of multicultural mental health: Assessment and treatment of diverse populations*. Elsevier Academic Press. (Unit 3- Chapters 1-4).

Raskin, J. (2024). *Psychopathology and mental distress: Contrasting perspectives.* London: Bloomsbury Academic.

Sue, D., Sue, D. W., Sue, S., & Sue, M. (2022). *Understanding abnormal psychology* (12th ed.). Wiley.


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

**DISCIPLINE SPECIFIC ELECTIVE COURSE – ESSENTIAL THERAPEUTIC SKILLS**

**(Semester VII)**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 20: Essential Therapeutic Skills** | 04 | 03 | 0 | 01 | Passed Class XII | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop essential counseling skills in students, with respect to building effective client-counselor relationship.
- To develop skills pertaining to different stages of the counseling process.
- To facilitate development of multi-cultural counselling competence to help clients from diverse backgrounds.
- To give hands on training to students towards becoming skilled professional counsellor

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will have essential skills necessary to carry out the process of counselling with hands on training being provided.
- By studying this course, the student will be equipped with essential counselling skills that would facilitate building effective client-counsellor relationship.
- By studying this course, the students will be trained in multi-cultural counselling competence.

### SYLLABUS OF DSE-

**UNIT I: Counselling micro-skills (relational).** Rapport formation, empathy, active listening, verbal and non-verbal skills: use of minimal encouragers, paraphrasing, reflecting, mirroring, , body language (SOLER, gesture, touch, tone of voice), conveying unconditional positive regard and congruence (self-disclosure, immediacy, enhancing responses)

**(14 hours)**

**UNIT II: Counselling micro-skills (for understanding).** art of questioning, summarizing, assessing client problems, Setting counselling goals **(8 hours)**

**UNIT III: Process based counselling skills (for intervention and change).** planning interventions, challenging and confronting skills, maintaining professional boundaries, termination and referral skills **(10 hours)**

**UNIT IV: Therapist's self and Multi-cultural counselling skills.** Self-awareness, open-mindedness, objectivity, presence, warmth, intuition in counsellors.

Multi-cultural counselling, goals, multi-cultural competencies, incorporating culture in counselling practice, types of diversity with case examples. **(13 hours)**

## Practical Component (30 hours)

A total of two practicals, each consisting of at least four activities, selected from any two of the three units

Suggested Practicals:

- Skill development practicum based on any of the units (using experiential and reflective activities)
- Role plays on counselling process (demonstrating micro-skills for building effective client-counsellor relationship and other process based skills)
- Real life cases with intervention planning and its implementation
- Experiential group activity to understand issues of multi-cultural counselling by discussing.
- Activities based on Tony Evans (2015). Counselling Skills for Becoming a Wiser Practitioner: *Tools, Techniques and Reflections for Building Practice Wisdom*. Jessica Kingsley (Chapter 3: stream 11, 12, 14, 15, 18, Chapter 5: stream 28, 29, 30 for Therapist's self )

## Essential Readings


Capuzzi, D. & Stauffer, M. D. (Eds.) (2016). *Counselling and Psychotherapy: Theories and Interventions* (6th ed.). APA. (Chapter 2 for multicultural counseling)

Evans, T. (2015). Counselling Skills for Becoming a Wiser Practitioner: *Tools, Techniques and Reflections for Building Practice Wisdom*. Jessica Kingsley (Chapter 3: stream 11, 12, 14, 15, 18, Chapter 5: stream 28, 29, 30 for Therapist's self)

Hackney, H.L & Cormier, S. (2009). *The Professional Counselor: A Process Guide to helping.* Pearson. (Chapters 2, 4, 5 and 6)

Hough, M. (2010). Counselling Skills and theory (3rd edition). Hodder education. (Chapter 1 & 2 for unit 1)

Ivey, A. E., Ivey, M. B. & Zalaquett, C. P. (2018). *Intentional interviewing and counseling facilitating client development in a multicultural society.* Cengage

Kakar, S. (2011). The Guru as Healer. In . In AK Dalal and G Misra (Eds) New directions in Health Psychology. Sage

Manivong J. Ratts et al. (The Multicultural Counseling Competencies Revisions Committee_(2015). Multicultural and Social Justice Counseling Competencies. ACA.

Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th edition). Sage. (Chapter 2, 6, 7, 9 for Unit 1; chapter 8, 14, 24; chapter 26 for unit 4)

Pandey, A. (2011). Psychotherapy and Indian Thought. In AK Dalal and G Misra (Eds) New directions in Health Psychology (p. 259- 281). Sage.

Prout, T. A. & Wadkins, M. J. (2014). *Essential interviewing and counselling skills: An integrated approach to practice.* Springer. (chapters 5, 6, 7, 8 & 12)

S.T. Gladding (2018). *Counselling: A comprehensive profession (8th edition).* Pearson (Chapter 5 and 6)

**Suggested Readings**

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques.* John Wiley and Sons (chapter 12 on multicultural counseling)

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

**GENERAL ELECTIVE COURSE –**

**FUNDAMENTALS OF SPORTS PSYCHOLOGY**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **GE 24: Fundamentals of Sports Psychology** | **04** | **03** | **0** | **01** | Passed Class XII | NIL |

### Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- Hands-on training to students with the help of practical are listed in the course
- Understand potential issues with measurement and interventions in sports

### CONTENT

**UNIT-1: BASICS OF SPORTS PSYCHOLOGY (15 Hours)**

Introduction (Definition & origin ), Need & Scope of Sports Psychology, Role of Sports Psychologist (imp of sports psy for athletes, coaches & others related to sports settings)

**UNIT-2: PSYCHOPHYSIOLOGICAL CORRELATES & INTERVENTIONS (12 Hours)**

Anxiety, Arousal (inverted u hypothesis) & Stress in relation to peak performance, Personality (sports-specific personality traits), Personality & performance in sports (POMS by Morgan),Motivation in relation to sports performance & Goal setting

**UNIT – 3: PSYCHOLOGICAL PROBLEMS OF ATHLETES: (8 Hours)**

Injury in sports, Understanding the Psychological Factors of Injury and Rehabilitation, Burnout & overtraining

**UNIT – 4: MENTAL TRAINING IN SPORTS: (10 Hours)**

Need for and Importance of Mental Training in Sports for Athletes, Relaxation Techniques( Progressive Muscle Relaxation, Yoga, meditation, Biofeedback-assisted training), Activation Techniques( Imagery, VMBR, Psych up technique, pep talk, & mindfulness training ), Concentration Training, Self-confidence, Goal Setting, self-efficacy in sports, Self-talk, Thought stopping & centering)

**PRACTICALS:**

**Suggestive Practicums :**

- Any psychological test from the above units on measuring Sports Anxiety, Personality Testing POMS, Attention & Concentration, etc.
- Measuring Participation Motivation Questionnaire, Willi's sports motivation scale, Mental Toughness, etc.
- Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop
- Simulated Exercise/case study of Indian sportsperson /Team.
- Any one field-based practical from the units above.

## Essential/recommended readings


Cox ,R (2006). Sports Psychology. McGraw -Hill Education.

Carron, A.V., Hausenlas, H.A. Mark Eys (2005).Group Dynamics in Sports.Organtown ,WV:Fitness information Technology , INC, US.

Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers

Weinberg, R.S., & Gould, D. (1995). Foundation of sports & Exercise psychology Champaign, IL:Human Kinetics.


## Suggested readings


Perry J (2016) . Sports Psychology: A complete Introduction .Kindle Edition

Jarvis, M. (2006). Sports Psychology: A Students handbook. Rutledge.

LeUnes, A., & Nation, J.R (2002). Sport Psychology: An Introduction 3rd ed. Belmont CA: Wadsworth Thomson Learning

Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc..

# SEMESTER 8

## SEMESTER 8 DISCIPLINE-SPECIFIC CORE COURSE:

## QUANTITATIVE DATA ANALYSIS IN PSYCHOLOGY

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (If any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| **DSC-20: Quantitative Data Analysis in Psychology** | 4 | 3 | 0 | 1 | Passed Class XII | Nil |

**Learning Objectives**

The learning objectives of this course are as follows:

- To understand and apply the conceptual and theoretical foundations of advanced inferential statistics in psychological research.
- To inculcate an understanding of logical application of statistical techniques to complex data.
- To develop proficiency in SPSS software for multivariate data analysis and present findings professionally.

**Learning Outcomes**

- Learners will be able to understand and master advanced statistical methods for analyzing and interpreting complex psychological data.
- Learners will be able to utilize statistical software for effective data analysis and presentation of findings.
- Learners will be able to apply critical thinking to evaluate relationships and differences among variables.

**Unit 1: Statistical and Graphical Insights into ANOVA** Analysis of Variance: Concept, Assumptions, Sources, Calculations, Graphical representation, and Interpretation of Two-way ANOVA, One-way and Two-way Repeated measures. **(12 Hours)**

**Unit 2: Non-parametric Statistical Tests**

Non-parametric Tests: Concept and Assumptions; When to Use; Mann- Witney U test, Wilcoxon Signed-Rank Test, Kruskal Wallis, Friedman test; Merits and Limitations of Different Non-parametric statistical tests.
**(10 Hours)**

**Unit 3: Relational Analysis and Prediction**

Degree of Relationship among Variables; Non-linear Correlations (concepts and numerical): Partial, Biserial, Point-Biserial, Tetrachoric, and Phi-Coefficient; Simple Regression: Concept and Numerical; Multiple Regression: Concept, terminologies, and applications.
**(13 Hours)**

**Unit 4: Factor Extraction**

Conceptual Overview of Factor Analysis: Meaning, Assumptions and terminologies, Types: Exploratory and Confirmatory; Methods (Principal Components, Varimax). **(10 Hours)**

## PRACTICAL COMPONENT- (30 Hours)

Two Practicums to be done based on the operational use of any two statistical techniques from the three units. The practicums can be conducted using either secondary data or primary data. Additionally, you may perform the analysis manually or use statistical software (SPSS, Jamovi, R, etc.) as per your preference.

## ESSENTIAL/RECOMMENDED READINGS:


Aron, Arthur, Coups, Elliot J., Aron, Elaine N. (2012). *Statistics for Psychology*. Prentice-Hall, Inc.

Broota, K. D. (1989). *Experimental Design in Behavioural Research*. Wiley.

Brysbaert, Marc (2011). *Basic Statistics for Psychologists*. Macmillan International.

Chadha, N. K. (2009). *Applied Psychometry*. Sage Publication

Field, Andy. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th Edition). Sage Publication.

Garrett, Henry E. & Woodworth, R. S. (1973). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Private Ltd, Bombay.

Hutcheson, G. & Sofroniou, Nick. (1999). *The Multivariate Social Scientist.* Sage Publication.

King, B. M., & Minium, E. W. (2008). *Statistical Reasoning in the Behavioral Sciences* (5th ed.). John Wiley & Sons Inc.

Mangal. S.K. (2002). *Statistics in Psychology and Education*. New Delhi, India: Prentice Hall of India Private Limited.

Sarma, K.V.S & Vardhan, R. Vishnu (2019). *Multivariate Statistics Made Simple*: A Practical Approach, Taylor and Francis.

Tabachnick, Barbara G. & Fidell, Linda S. (2007). *Using Multivariate Statistics* (5th Edition). Pearson.

## SUGGESTIVE READINGS

Coolican, Hugh. (2014). *Research Methods and Statistics in Psychology* (6th Edition), Psychology Press

Dugard, P., Todman, J. B., & Staines, H. (2010). *Approaching multivariate analysis: A practical introduction* (2nd edition). Routledge. https://doi.org/10.4324/9781003343097

Kerlinger, F.N., & Lee, H.B. (1999, 2023). *Foundations of behavioural research*. Visionias. 4th & 5th edition

Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson

# DISCIPLINE SPECIFIC ELECTIVE COURSE: POLITICAL PSYCHOLOGY

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE–REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (If any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 21: Political Psychology** | **4** | **3** | **0** | **1** | Passed Class XII | Nil |

### Learning Objectives

The learning objectives of the course are as follows:

- To learn about the meaning, nature, and development of Political Psychology.
- To learn how politics is intricately embedded in the social-cultural milieu.
- To learn about political processes which are often experienced or encountered.

### Learning Outcomes

- To enable students to develop an understanding of how individual, group, and the inter group processes contribute in determining and influencing the political processes and vice versa.
- To enable the students to develop an interdisciplinary understanding of how psychological processes are underpinned and interplayed with the socio-economic-political processes/conditions.

### SYLLABUS:

**UNIT – I: Introduction-** Nature, Historical Development; Theoretical Foundations of Political Psychology; Methodological Overview; Significance **13 hours**

**UNIT – II: Social and Political Cognition-** Cognitive and Affective processes of Political Behaviour (Heuristics, biases in political judgements, political decision making); Emotions; Attitudes **12 hours**

**UNIT III: Political Processes and Behaviour-** Political Leadership; Voting Behaviour; Exit Polls and Pre-Election Polls (In Indian Context) **10 hours**

**UNIT IV: Collective Political Behaviour-** Nationalism; Ideology; Collective Action and Social Movements; Radicalisation **10 hours**

## PRACTICAL COMPONENT: 30 hours

**Suggestive Practicals** (Any two practicums from the above units, not limited to the following):

- Analyses of speeches/movies/documentaries on political leadership
- Biographical analyses of political leaders
- Analyses on social movements
- Case studies on various socio-political issues
- Surveys on various political behaviours

## Essential/Recommended Readings:


Aumer, K. V. (Ed.). (2021). *The psychology of extremism*. Springer Nature. https://doi.org/10.1007/978-3-030-59698-9 [Chapters 3 and 4]

Beattie, P., & Beattie, M. (2023). Political polarization: a curse of knowledge?. *Frontiers in Psychology*, *14*, 1200627.

Cottam, M. L., Mastors, E., & Preston, T. (2022). *Introduction to Political Psychology*. Routledge. https://doi.org/10.4324/9781315671932 [Chapters 1, 3, 5, 10 and 11]

Houghton, D.P. (2009). *Political Psychology: Situations, Individuals, and Cases*, (1st ed.). Routledge. https://doi.org/10.4324/9780203889114 [Chapters 2 and 13]

Huddy, Leonie, David O. Sears, and Jack S. Levy (eds), *The Oxford Handbook of Political Psychology*, (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199760107.001.0001 [Chapters 1, 6 and 24]

Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual review of psychology*, *60*(1), 307-337. https://doi.org/10.1146/annurev.psych.60.110707.163600

Krosnick, J. A., Visser, P. S., & Harder, J. (2010). The psychological underpinnings of political behavior. *Handbook of social psychology*, *2*, 1288-342. https://web.stanford.edu/dept/communication/faculty/krosnick/docs/2009/2009%20Handbook%20of%20Social%20Psychology.pdf

Lau, R. R., & Redlawsk, D. P. (2001). Advantages and disadvantages of cognitive heuristics in political decision making. *American journal of political science*, 951-971. https://doi.org/10.2307/2669334

McGraw, K. M. (2000). Contributions of the cognitive approach to political psychology. *Political Psychology*, *21*(4), 805-832. https://doi.org/10.1111/0162-895X.00217

**Suggested Readings:**

Beattie, P., & Milojevich, J. (2023). What do voters know, and why does it matter? Investigating issue-specific knowledge and candidate choice in the 2020 US primaries. *Analyses of Social Issues and Public Policy*, *23*(3), 592-622. https://doi.org/10.1111/asap.12363

Jost, J. T., & Sidanius, J. (Eds.). (2004). *Political psychology: Key readings.* Psychology Press. https://doi.org/10.4324/9780203505984

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

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

**INCLUSION & DIVERSITY**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre – requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | | |
| **DSE 22: INCLUSION & DIVERSITY** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

### Learning Objectives

The learning objectives of this course are as follows:

- To explore key psychological frameworks (Ecological, Critical Psychology, Intersectionality, and Symbolic Interactionism) to understand how diversity, equity, and inclusion are integrated into psychological practice.
- To analyze the influence of psychological frameworks on India's social policy landscape, with a focus on cultural diversity and its role in shaping policy.
- To examine the intersection of linguistic and disability diversity with policy development and execution in India.
- To investigate the role of community psychology in addressing systemic inequalities, with an emphasis on cultural, linguistic, and disability perspectives, and community empowerment.

### Learning Outcomes

- Learners will be able to understand and apply the ecological, critical psychology, intersectionality, and symbolic interactionist frameworks to analyse diversity, equity, and inclusion in psychological practice.
- Learners will critically examine how psychological frameworks influence India's social policy landscape, particularly cultural diversity and its impact on policy formation.

- Learners will be able to analyse the influence of linguistic diversity and disability considerations on policy development and execution in the Indian context, evaluating their psychosocial implications.
- Learners will be able to advocate for community-based psychological practices and interventions that address social inequities, with a focus on cultural, linguistic, and disability perspectives, and community empowerment in the Indian context.

## Syllabus of DSE

**UNIT 1: Psychological Frameworks and Principles to Understand Diversity, Equity, and Inclusion.** Ecological Framework, Critical Psychology Framework, Intersectionality and Identity Framework, Symbolic Interactionist framework **(13 Hours)**

**UNIT 2: Psychological Coordinates of Social Policy in India** Understanding how psychological frameworks inform India's social policy landscape, exploring the role of cultural diversity in shaping Indian policy frameworks **(10 Hours)**

**UNIT 3: Policy in India from a Psycho-Social Lens.** Understanding the influence of linguistic diversity on policy development and analyzing the impact of disability on policy creation and execution. **(9 Hours)**

**UNIT 4: Inclusive Practices in Psychological Research and Applications.** Understanding the role of community psychology in addressing systemic inequalities in Indian contexts (e.g., cultural, linguistic, and disability), Community Empowerment. **(13 Hours)**

## PRACTICAL COMPONENT- (30 Hours)

### Total of two practical

1. Case study analysis of any Institution/unit/group (e.g., school, workplace, community center, co-workers) to understand systemic inequalities.
2. Media analysis (e.g., advertisements, movies, or news coverage) to delineate the existence of stereotypes in media and their psychological impact.
3. Design an inclusive psychological intervention for marginalized community members (e.g., mental health workshops, support groups, or outreach programs for rural/disempowered women, differently-abled people, or any other marginalized community)

## ESSENTIAL/RECOMMENDED READINGS

American Psychological Association. (2023). APA multicultural guidelines: Ecological approaches to DEI in psychology. https://www.apa.org/about/policy/multicultural-guidelines.pdf

Christens, B. D. (2012). Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being. Community Development Journal, 47(4), 538–554.

Cole, E. R. (2009). Intersectionality and research in psychology. American Psychologist, 64(3), 170–180.

Dalal, A. K. (2015). Psychosocial interventions for community development. In A. K. Dalal & G. Misra (Eds.), Community psychology: Contributions to theory and practice (pp. 231–248). Springer India. https://doi.org/10.1007/978-81-322-1675-9_12

Jogdand, Y. (2024). Laying the ground for a critical psychology of caste. CASTE: A Global Journal on Social Exclusion, 5(2), 49–72.

Serpe, R. T., & Stryker, S. (2011). The symbolic interactionist perspective and identity theory. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), Handbook of identity theory and research (pp. 225–248). Springer New York.

Tripathi, R. C., & Sinha, Y. (Eds.). (2013). Psychology, development and social policy in India. Springer India. https://doi.org/10.1007/978-81-322-1003-0 (Chapters 1, 6, 7, 11)

## SUGGESTIVE READINGS

Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. International Journal of Psychology, 28(2), 225–243.

Mishra, A. K., Akoijam, A. B., & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (Ed.), Psychology in India: Volume 2: Social and organizational processes (pp. 53–103). Pearson Education India.

Ostrove, J. M., & Cole, E. R. (2003). Privileging class: Toward a critical psychology of social class in the context of education. Journal of Social Issues, 59(4), 677–692.

Parker, I. (Ed.). (2015). Handbook of critical psychology. Routledge.

SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

**MENTAL HEALTH AT WORKPLACE**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre – requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 23: MENTAL HEALTH AT THE WORKPLACE** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

### Learning Objectives

The learning objectives of this course are as follows:

- Understanding the concept of mental health, along with the causes.
- Studying the impact of mental health on the workplace, with its consequences.
- Learning to develop positive mental health for effective workplaces that are culturally appropriate.
- Learning about advances in digital and tele-mental health in the workplace.

### Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to understand the causes and consequences of workplace stress and stigma associated with mental health.
- Learners will be able to understand disruptive behaviours in the workplace and mental health challenges.
- Learners will be able to develop an understanding of positive mental health, learn about Mental Health First Aid and laws regarding mental health in the Indian context.
- Learners will understand the role of digital mental health interventions.

**UNIT 1: UNDERSTANDING WORKPLACE MENTAL HEALTH**

Defining Workplace Mental Health, Major Causes of Workplace Mental Health. Challenges of Mental Health Issues in the Workplace; Stigma Associated with Mental Health, Promoting awareness. Prevalence of Mental Health Issues in the Workplace **(10 hours)**

**UNIT 2: IMPACT OF MENTAL HEALTH**

Mental Health Issues in the Workplace: Anger, Anxiety, Burnout, Depression. Disruptive Behaviours in the workplace: Addictions, Bullying. Stigma and Exclusion of Affected Employees. Relationship Between Mental Health and Productivity. Ethics and Fair Treatment of affected employees. **(12 hours)**

**UNIT 3: INTERVENTIONS FOR POSITIVE MENTAL HEALTH:**

Intervention for Mental Health: Characteristics of Mentally Healthy Workplace; Promoting Mental Health and Well-Being. Training in Mental Health First Aid. Employee programs for Mental Wellness: Work flexibility programs. Developing culturally appropriate communication about mental health.

**(13 Hours)**

**UNIT 4: APPROACHES TO MENTAL WELLNESS IN INDIA**

Technology and Mental Health Support: Digital mental health interventions; Telehealth options in remote working environments. Employee Benefits: Easing the Child-Care Burden, Elder-Care Burden, Implementation of Legislation . (**10 Hours)**

**Practical Component (30 Hours)**

**PRACTICAL COMPONENT: (30 Hours)**

Choose **one** from each group.

***Group 1:***

- Field-Based Activity explores the causes, consequences, and stigma associated with mental health in the workplace through direct interaction with employees, observation, or a survey.
- Field Survey on Workplace Stress in an Indian Workplace.
- Identifying Disruptive Behaviors in any Indian organisation using interviews, observation or surveys.

- Field-based practical to explore awareness-based or any initiatives taken by organisations for enhancing employee well-being.

These field-based activities can use any Indian/international tool to gather data.

***Group 2***

Using any one of the tools listed below to develop a profile of an Indian worker. The profile should include a complete understanding of the tool.

- Workplace Stress Scale (WSS); Job Stress Survey (JSS); Work Ability Index (WAI).
- NIMHANS Work-Life Balance Scale by National Institute of Mental Health and Neuro-Sciences (NIMHANS),
- India Occupational Stress Index (OSI) by A.K. Srivastava and A.P. Singh.
- Indian Work Environment Scale (IWES),
- The Stress Tolerance Test by C.M. Bhatia.
- Mental Health Battery (MHB) Developed by: A.K. Singh and Alpana Sen Gupta.

## ESSENTIAL READINGS


Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson. [Chapter 14]

Jex, S.M.& Britt, T.W., (2015) Organizational Psychology: A Scientist–Practitioner Approach, John Wiley & Sons [Chapter 4, 7, 12]

Mental Health Act 2017 https://egazette.nic.in/WriteReadData/2017/175248.pdf.

Pandya, A., Khanal, N., & Upadhyaya, M. (2022). Workplace Mental Health Interventions in India: A Rapid Systematic Scoping Review. Frontiers in Public Health, 10.

Poddar, A., Chhajer, R. Detection and disclosure of workplace mental health challenges: an exploratory study from India. *BMC Public Health***24**, 1874 (2024). https://doi.org/10.1186/s12889-024-19422-9

Sarkar S, Menon V, Padhy S, Kathiresan P. Mental health and well-being at the workplace. Indian J Psychiatry. 2024 Jan;66(Suppl 2):S353-S364. doi: 10.4103/indianjpsychiatry.indianjpsychiatry_608_23. Epub 2024 Jan 24. PMID: 38445278; PMCID: PMC10911318.

World Health Organization. (2024). *The Self-Help Plus (SH+) training manual*. World Health Organization. https://www.who.int/publications/i/item/9789240053052

## SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE:

## TREATMENT OF PSYCHOLOGICAL DISORDERS

### CREDIT DISTRIBUTION OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre – requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 24:** **Treatment of Psychological Disorders.** | 4 | 3 | 0 | 1 | Passed Class XII | NIL |

### Learning Objectives

- An introduction to psychotherapy, psychotherapeutic relationships, process, and interviewing.
- To describe some of the Eastern approaches to treating mental disorders.
- An attempt to understand the rehabilitation process of patients/clients.

### Learning Outcomes

- To build a career in clinical psychology.
- To increase awareness and sensitise the students about the Eastern approaches to the treatment of psychological disorders.
- To acquire knowledge about the rehabilitation of patients/clients.

### CONTENT

**Unit 1** **(10 Hours)**

**Introduction to psychotherapy-** Definitions, objectives, issues related to training professional therapists, ethical and legal issues involved in therapy work, rights and responsibilities in psychotherapy, planning, and recording of therapy sessions.

**Unit 2** **(10 Hours)**

**Psychotheraputic Process- S**tructuring and setting goals in Psychotherapy; therapeutic relationship; therapeutic process; interviewing; evidence-based psychotherapy (in general)

**Unit 3 Rehabilitation:** (Approaches to rehabilitation; interventions in the rehabilitation processes, models of adaptation to disability, family, and caregiver issues; rights of mentally ill; empowerment issues; support to recovery) **(15 Hours)**

**Unit 4 Eastern approaches to the treatment of psychological disorders.** Psychotherapy and Indian Thought, Yoga and the State of Mind, Asian Models of Therapy (Historical and Contemporary Perspectives), Healing and Culture. **(10 Hours)**

**Practicum (2 Practicals)** **(30 Hours)**

- Case study based on any of the above units.
- Role plays, especially based on Unit 1.

## Suggested readings


Bloch, S. (2006). *An introduction to the psychotherapies*. NY: Oxford Medical Publications. (Unit 1)

Brenner, A.M., and Howe-Martin, L.S. (2020). *Psychotherapy: A practical introduction*. Wolters Kluwer. (Unit 1)

Carlat, D. J. (2005). *The psychiatric interview*. USA: Lippincott Williams & Wilkins. (Unit 1)

Cook, S.C., Shwartz, A.C., and Kaslow, N.J. (2017). Evidence-based psychotherapy: Advantages and challenges, Neurotherapeutics, 14, 527- 545.

Dalal, A., & Misra, G. (2012). *New Directions in Health Psychology*. India: Sage Publications. (Unit 2).

David, D, Lynn, S.J., and Montgomery, G.H. (2018). Evidence-based psychotherapy: The state of the science and practice. USA: Wiley Blackwell.

Eells, T. D. (2007). *Handbook of psychotherapy case formulation*. USA: The Guilford Press. (Unit 1)

Hersen, M., & Sledge, W. (2002). *Encyclopedia of psychotherapy*, Vol. 1 & 2, USA: Academic Press. (Unit 1)

Kakar, S. (2012). *Shamans, mystics, and doctors: A psychological enquiry into India and its healing traditions*. India: OUP (Unit 2)

Laungani, P. (2005). *Asian perspectives in counselling and psychotherapy*. U.S.A;: Brunner-Routledge. (Unit 2)

Vyas, J.N., and Ahuja, N. (1999). Textbook of postgraduate psychiatry (Vols.1-2). New Delhi: Jaypee Brothers.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – TECHNIQUE BASED COUNSELLING SKILLS (Semester VIII)

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 25: TECHNIQUE BASED COUNSELLING SKILLS** | **04** | **03** | **0** | **01** | Passed Class XII | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate development of evidence-based counselling skills pertaining to behavioral, cognitive and psychodynamic approaches.
- To give hands on training to students towards becoming skilled professional counsellor

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the students will be trained in specific evidence based behavioral, cognitive and psychodynamic counselling skills.
- By studying this course the students will be equipped in identifying different counselling strategies that can be used with clients with different sets of problems, and plan the process.

### SYLLABUS OF DSE-

**UNIT 1: Skills based on Behavioral approach to counselling I** Systematic desensitisation, client self-management, practising and planning behaviour (Applied behavioral analysis), Meichenbaum's stress inoculation training**,** reinforcement methods, modelling, Imagery and visualisation. **(15 hours)**

**Unit 2: Skills based on cognitive approach to counselling I**

Cognitive Homework, Identifying and challenging Maladaptive Thoughts and Beliefs (ABCDE approach), Socratic questioning, cognitive restructuring, Psycho-education , shame-attacking exercises **(08 hours)**

**UNIT 3: Skills based on cognitive approach to counselling II**

Mindfulness facilitation, Yoga and counselling, acceptance facilitation, Bhagwat Geeta and Counselling **(8 hours)**

**UNIT 4: Skills based on Psycho-dynamic approach to counselling** Giving reflective responses, interpreting, attending to transference, counter-transference, looking at defences and resistance, managing resistance and ambivalence. **(14 hours)**

## Practical Component (30 hours)

**2 practicals –**

A minimum of 4 activities to be done in each practicum, from any two of the three units.

Suggested Practicals:

- Skill development practicum based on any of the units (using experiential and reflective activities)
- Case formulation and designing of interventions using any of the three approaches
- Real life cases with intervention planning and its implementation using techniques based on any of the three approaches or role plays on the same
- Comparative analysis of the case of Gloria (using available YouTube videos) or any other case using any two perspectives.

## Essential Readings


Cabaniss, D.L., Cherry, S., Douglas, C.J., & Schwartz, A. (2011). *Psychodynamic psychotherapy: A clinical manual*. Wiley-Blackwell. (Refer part 5 For unit 4)

Corey, G. (2009). *Counselling and Psychotherapy: Theory and Practice (7th ed)*. Cengage Learning. (for behavioral skills like applied behavior analysis and stress inoculation, shame attacking exercises)

Cully, J. A., & Teten, A. L. (2008). *A therapist's guide to brief cognitive behavioral therapy.* Department of Veterans Affairs South Central MIRECC, Houston. (For unit 3)

Fleming, J. E. & Kocovski, N. L. (2013). *The mindfulness and acceptance workbook for social anxiety and shyness (A New Harbinger self-help workbook)*. New Harbinger. (Chapters 4,5,6 for unit 2 mindfulness and acceptance facilitation)

Hackney, H.L & Cormier, S. (2009). *The professional counselor: A process guide to helping.* Pearson.

Hough, M. (2010). *Counselling skills and theory* (3rd edition). Hodder education. (Chapter 3 for Unit 4 on psychodynamic skills, Chapter 8 for unit 1, 2, 3)

Nelson-Jones, R. (2005). *Practical counselling and helping skills* (5th ed). Sage. (Chapter 21 for Unit 1)

Rao, K.R. & Paranjpe, A.C. (2016). Meditation and Applied Yoga. In Psychology in the Indian Tradition.(p. 229- 260). Springer.

Reddy M. S. (2012). Psychotherapy - insights from bhagavad gita. *Indian journal of psychological medicine*, *34*(1), 100–104. https://pmc.ncbi.nlm.nih.gov/articles/PMC3361835/

Safran, J. D. & Hunter, J. (2020). *Psychoanalysis and Psychoanalytic Therapies (Theories of Psychotherapy Series)*. APA. (Chapter 4 for Unit 4)

Thakur, D., Satish, Thakur, G., Barnwal, S.N., Tripathi, M., Bhawna, Saxena, A., Sumit, Singh, S.S. (2021). Bhagavad Gita as a text of counselling- A methodical study with the association of counselling and Psychotherapeutic techniques. *Turkish Journal of Physiotherapy and Rehabilitation*; 32(3). ISSN 2651-4451 | e-ISSN 2651-446X www.turkjphysiotherrehabil.org 30294

## Suggested Readings

Capuzzi, D. & Stauffer, M. D. (Eds.) (2016). *Counselling and Psychotherapy: Theories* and *Interventions* (6th ed.). APA.

Dryden, W. & Mytton, J. (1999). *Four Approaches to Counselling and Psychotherapy*. Routledge

Sharf, R. S. (2012). Theories of Psychotherapy and Counseling: Concepts and Cases.5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Chapters 2, 8, 9)

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley and Sons

## SEMESTER 8 DISCIPLINE SPECIFIC ELECTIVE COURSE: PSYCHOLOGY AND LITERATURE: AN INTRODUCTION

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE–REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (if Any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 26: Psychology and Literature: An Introduction** | **4** | **3** | **0** | **1** | Passed Class XII | **NIL** |

### Learning Objectives

The learning objectives of the course are as follows:

- To illustrate how literary writings are used for psychological research and theoretical understanding of human mind and behaviour
- To illustrate how literary works are analysed with psychological theoretical perspectives.
- To illustrate the intimately intertwined and complex relationship of literary narrative and psychological interpretation.

### Learning Outcomes

The learning outcomes of the course are as follows:

- Students will learn to understand the interrelationship between literary/creative writings and psychological analysis, and will be able to psychologically analyse literary works.

- Students will be able to better understand self, existence, aesthetics, emotions, trauma, healing, and various other psychological aspects of human life within the realm of literary pursuits.
- Students will learn how creative writings are shaped and influenced by and within social-cultural milieu.
- Students will learn how literature contributes in highlighting social issues and performs as means to bring about social change.

## SYLLABUS:

**UNIT – I: Psyche and Literature** What is Literature; Literature as a tool to understand Psyche; Use of literary writings in psychological research.

**(13 Hours)**

**UNIT – II: Self and Literature** Dialogical Self; Influence of creative writing on self-growth and development; Self-reflective and therapeutic use of literature **(12 Hours)**

**UNIT – III: Society and Literature-I** Social Context and literary writings in India with reference to *partition,* Understanding social and cultural foundation of behaviour through literary writings **(10 Hours)**

**UNIT – IV: Society and Literature-II** Exploring the voices from the margins and their empowerment through literature on *Dalit* and gender issues in India **(10 Hours)**

## Practical Components (two practicum) 30 hours

- Psychological Analysis of a literary work of any genre (short novel, long novel, long play/drama, story, mythological stories etc.)
- Socio-cultural analysis of a literary work of any language (reports to be translated in English)

## Suggested Readings:

Freud, S. (1959). Creative Writers and Day-Dreaming. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 9). Retrieved from http://books.google.com/books (Original work published 1908)

Jung, C.G. (2006). The Spirit in Man, Art and Literature. London: Routledge & Kegan Paul

Knellwolf C & Norris C (2008) The Cambridge History of Literary criticism, volume 9, Twentieth-Century historical, Philosophical, and Psychological Perspectives

Onder Cakirtas (2019) Literature and Psychology: Writing, Trauma, and the Self , Cambridge Scholars Publishing

Goksen Aras (2015) Personality and Individual Differences: Literature in Psychology-Psychology in Literature ScienceDirect Social and Behavioural Sciences, 185 (2015) 250-257

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

**ANNEXURE-2**

Based on Undergraduate Curriculum Framework 2022

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF

## STUDY STRUCTURE, COURSES & SYLLABI OF

## SEMESTER -VII & VIII

Anjana Sharma

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

# Department of English

## COURSES OFFERED BY DEPARTMENT OF ENGLISH

# SEMESTER VII

## DISCIPLINE SPECIFIC CORE COURSE- (DSC-19): Indian Popular Literature

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisites of the Course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSC-19 Indian Popular Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

**Learning Objectives**

- To analyze stylistic features of popular Indian literary genres— that include Fantasy Detective Fiction, Science Fiction, and Graphic Fiction.
- To study the cultural and historical significance of Indian texts within the broader field of popular culture.

**Learning Outcomes**

By studying this course, students will be able to:

- Examine how popular culture constructs meaning, influences readership, and negotiates its position within literary and cultural hierarchies.

- Develop an understanding of the value of the 'popular' as a category of thought.

**UNIT I: (15 weeks-1 hour/week)**

Devakinandan Khatri, *Chandrakanta*, Indian Puffin, 2008.

**UNIT II: (15 weeks-1 hour/week)**

Vandana Singh, *The Woman Who Thought She Was a Planet and Other Stories*, Penguin, 2008.

**UNIT III: (15 weeks-1 hour/week)**

Satyajit Ray, "Joy Baba Felunath," *The Complete Adventures of Feluda*, Vol I, Penguin Books, 2015, pp. 451-507

Sardindu Bandopadhyaya, "The Menagerie" from *The Menagerie and Other Byomkesh Mysteries*. Penguin Books India, 2022, pp. 8-151.

**Unit IV: (15 weeks-1 hour/week)**

Durgabhai Vyam and Subhash Vyam, *Bhimayana*, Narayana, 2011.

Kajri Jain, "More than Meets the Eye: The circulation of Images and embodiment of value," Samathi Ramaswamy (ed), *Beyond Appearances: Visual Practices and Ideologies in Modern India*, New Delhi: Sage, 33-70.

Sandra B Freitag, "The realm of the visual: Agency and modern civil society," Sumathi Ramaswamy (ed), *Beyond Appearances: Visual Practices and Ideologies in Modern India*, New Delhi: Sage, 365-398.

**Suggested Readings**


1. Theodor Adorno, 'Culture Industry: Reconsidered,' *The Culture Industry --- selected essays on mass culture,* edited with an introduction by J M Bernstein, London, Routledge, 1991, 98-106.
2. Stuart Hall, 'Cultural studies: two paradigms,' *Media Culture Society* 1980, 2-57.
3. Jaques Derrida. "Law of Genre," *Signature Derrida*, University of Chicago Press, 2013.
4. Simon J. Evnine. "'But Is It Science Fiction?': Science Fiction and a Theory of Genre," *Midwest Studies In Philosophy*, XXXIX (2015).
5. Bodhisattva Chattopadhyay, Aakriti Mandhwani, Anwesha Maity, edited., *Indian Genre Fiction: Pasts and Future Histories*. Routledge, 2019.


AS

# Common Pool of Discipline Specific Elective (DSE) Courses for Semester VII

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-13): Research Methodology

**No. of hours- 60 (Theory- 60 hrs.+Tutorials-00 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-13 Research Methodology | 4 | 3 | 0 | 1 | Passed Class XII | NIL | English |

**Learning Objectives**

- To introduce students to the fundamentals of academic reading and writing and facilitate an engagement with the skills required at each stage of research that could be applied in creating a research proposal
- To enable students to reflect on the paradigm shifts within literary criticism and to examine the possibilities of interdisciplinarity while examining the texts that they work with

**Learning Outcomes**

By the end of this course, students shall be able to:

- Analyze literary texts by integrating various research paradigms and academic reading techniques and demonstrate an understanding of research methodologies which will culminate in the selection of a topic for research.

- Manage essential skills for academic inquiry at the undergraduate level, formulate well-structured research proposals, compile bibliographies or/and annotated bibliographies, and integrate the stylesheet guidelines in their writing.

**SYLLABUS OF DSE-13**

**UNIT– I: Types of Research Methods in English Studies (15 weeks)**

1. Methods (Qualitative and Quantitative) and Problems of English Studies
2. Approaches and Comparison of Methods
3. Critical Theory and English Studies
4. Indian Concepts of Research: Pramana, Pratyaksh, Anumana, Upmana, Shabda, Arthapatti, Anupalabdhi

**UNIT– II: Conducting Research and Writing Papers (15 weeks)**

1. Finding a Topic – Analysis, Textual, Critical, or Application based
2. Raising Research Questions
3. Writing Research Papers

**UNIT– III: Academic Writing and Ethics (15 weeks)**

1. Finalizing Research Papers for publication
2. Citation Methods and bibliography
3. Ethics in Researching and Publishing

**UNIT– IV: Submission of research article (15 weeks)**

Each student will be required to submit a research article of 2500-3000 words in consultation with the assigned teacher.

**Suggested Readings:**


1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* New Delhi: Sage, 2017.
2. Leki, Ilona. Academic Writing: Exploring Processes and Strategies.2nd edn. New York: CUP, 1998.
3. Dev, Anjana N(ed.). *Academic Writing and Composition.* New Delhi: Pinnacle, 2015.

4. Richards, I.A. *Practical Criticism: A Study of Literary Judgement*. New York: HarcourtBrace,1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students.* London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books,1946.
7. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
8. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage, 2014.
9. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
10. Griffin, Gabrielle, ed. *Research Methods for English Studies.* 2nd edn. New Delhi: Rawat Publications.2016 (Indian Reprint)
11. Chatterjee Satischandra. *The Nyaya Theory of Knowledge* Book 1 from Pg-1-110 Calcutta: University of Calcutta, 1939.

AS

## DISCIPLINE SPECIFIC ELECTIVE COURSE– (DSE-14): Latin American Literature

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-14 Latin American Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #10 – Reduced Inequalities and #16 – Peace, Justice and Strong Institutions*

**Learning Objectives**

- To introduce students to the field of Latin American Studies in terms of form, narratology and historicity derived from a non-Eurocentric understanding of the world and to indicate lineages of thought in common with colonization and its legacy in India.
- To indicate the richness of Latin American writings and their use of indigenous traditions.

**Learning Outcomes**

By the end of this course, students shall be able to:

- Understand and analyze the complex realities mediated by Latin American writers and deepen their understanding of the effects of colonization across the world.
- Appreciate the literary techniques and contextual significance of literary writings in Latin America.

**SYLLABUS OF DSE-14**

**UNIT – I (15 weeks-1 hour/week)**

García Márquez, Gabriel. *Chronicle of a Death Foretold*. United Kingdom, Knopf Doubleday Publishing Group, 2014.

**UNIT – II (15 weeks-1 hour/week)**

Juan Rulfo, "Luvina", *The Penguin Book of Latin American Short Stories*. ed. Thomas Colchie, United Kingdom: Penguin, 1993.

Gabriela Mistral: (i) "The Story Teller" (ii) "Ballerina"

Jose Marti: (i) "A Sincere Am I" (ii) "Once I was Sailing for Fun"

**UNIT – III (15 weeks-1 hour/week)**

Galeano, Eduardo. *Lust for Gold, Lust for Silver.* 1973. Translated by Cedric Belfrage. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent.* Monthly Review Press, 1997, pp. 11–58

Partnoy, Alicia. *The Little School: Tales of Disappearance and Survival*. San Franciso: Midnight, editions Cleis Press, 1986. pp 77-95

**UNIT – IV (15 weeks-1 hour/week)**

Borges, Jorge Luis. "Garden of Forking Paths," from *Labyrinths*. United Kingdom, Penguin, 1970.

Octavio Paz: "As One Listens to Rain," "Spaces," "Between Going and Staying."

**Suggested Readings:**


1. García Márquez, Gabriel. *The solitude of Latin America: Nobel lecture*. United States: Targ Editions, 1984.
2. Fernández Retamar, Roberto. *Caliban and Other Essays*. United States: University of Minnesota Press, 1989.
3. Galeano, Eduardo. *Open veins of Latin America*. United Kingdom: Monthly Review Press, 1997. Pp 1-31
4. Carpentier, Alejo. 'On the Marvelous Real in America', *Magical Realism: Theory History and Community*. eds Lois P. Zamora and Wendy B. Faris, United Kingdom: Duke University Press, 1995. pp. 75-88.
5. de Las Casas, Bartolomé. *The devastation of the Indies: a brief account*. United Kingdom: Johns Hopkins University Press, 1992.


AS

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-15)
## Contemporary South Asian Literature

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE- 15 Contemporary South Asian Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #13 – Climate Action*

**Learning Objectives**

- To examine how contemporary South Asian literature reflects and shapes societal understandings of gender roles, identities, and power dynamics through selected novels, so as to contextualise Indian models in a richer way.
- To develop critical reading skills by analyzing literary texts through a gendered lens, applying feminist and postcolonial theories to explore the relationship between literature and gender in a specific spatial and historical context.

**Learning Outcomes**

By the end of this course:

- Students will be able to analyze representations of gender in South Asian literature, applying intersectional frameworks to explore their connections with class, ethnicity, and religion, and add this to their knowledge of the Indian scenario.
- Students will be able to articulate well-supported interpretations of literary texts, engaging with scholarly debates on gender and literature in South Asia.

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**SYLLABUS OF DSE-15**

**UNIT – I (15 weeks-1 hour/week)**
Shyam Selvadurai: *Cinnamon Gardens.* Penguin India. 2001.

**UNIT – II (15 weeks-1 hour/week)**
Kiran Desai: *Hullabaloo in the Guava Orchard.* Faber. 2012.

**UNIT – III (15 weeks-1 hour/week)**
Manjushree Thapa: *The Tilled Earth.* Aleph.2012.

**UNIT – IV (15 weeks-1 hour/week)**
Easterine Kire, *Sky is My Father: A Naga Village Remembered*, Speaking Tiger, 2018.

**Suggested Readings:**


1. Sinha, Mrinalini. 'A Global Perspective on Gender: What's South Asia Got to Do with It?', *South Asian Feminisms: Contemporary Interventions*. ed. Ania Loomba and Ritty A. Lukose, Durham and London: Duke University Press, 2012. pp 356-374
2. Ratnasinha, Ruvani. 'Writing and reading Sri Lanka: Shifting politics of cultural translation, consumption, and the implied reader,' *Journal of Commonwealth Literature*. Vol. 48, 2013. pp 27-39
3. Pun, Min. 'The Canons of Nepali Fiction in English,' *Tribhuvan University Journal*. vol 31, no. 1 and 2, June/December, 2017. pp 63-74
4. Kamla Bhasin. *Understanding Gender.* New Delhi: Kali for Women. 2000.
5. Tilottoma Misra, "Introduction" from *The Oxford Anthology of Writings from North-East India: Poetry and essays*. India, Oxford University Press, 2011.


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## DISCIPLINE SPECIFIC ELECTIVE COURSE– (DSE-16): Twentieth Century European Fiction

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-16 Twentieth Century European Fiction | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, , 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions*

**Learning Objectives**

- To introduce students to key literary movements of 20th century European fiction—such as modernism, existentialism, and postmodernism—through texts that exemplify diverse narrative styles and thematic concerns.
- To develop critical reading and analytical skills by interpreting literary texts, exploring narrative techniques, and engaging with key discussions on authorship, identity, and historical context in 20th-century European fiction.

**Learning Outcomes**

At the end of this course:

- Students will develop an understanding of European literary imaginings by exploring key themes, styles, and movements in 20th-century fiction.
- Students will enhance their analytical skills by engaging with the specific narrative techniques and cultural contexts of European writings.

**SYLLABUS OF DSE-16**

**UNIT – I (15 weeks-1 hour/week)**

Italo Calvino: *If on a Winter's Night a Traveller* (1979)

**UNIT – II (15 weeks-1 hour/week)**
Franz Kafka: *Metamorphosis* (1915)
Isaac Babel: "The Story of My Dovecote"

**UNIT – III (15 weeks-1 hour/week)**
Camus, Albert. *The Stranger* (1961)

Natalia Ginzburg. "The Mother"

**UNIT – IV (15 weeks-1 hour/week)**
Jose Saramago. *Blindness*. Vintage Classics, 2013.

**Suggested Readings:**


1. Calvino, Italo, et al. *Italo Calvino: A Journey Toward Postmodernism*. United States: University Press of Florida, 1999.

2. Blanchot, Maurice. 'Reading Kafka', *The Work of Fire*. trans. Charlotte Mendel, California: Stanford University Press, 1995. pp 1-11

3. Kundera, Milan. 'The Depreciated Legacy of Cervantes', *The Art of the Novel*. trans. David Belos, UK: Penguin, 2004. pp 3-20

4. Judt, Tony. 'The past is another country: myth and memory in post-war Europe', *Memory and Power in Post-War Europe: Studies in the Presence of the Past*. United Kingdom: Cambridge University Press, 2002. pp 157-183

5. Bauman, Zygmunt. 'Dream of Purity', *Postmodernity and Its Discontents*. United Kingdom: NYU Press, 1997.

6. Dubravka Ugrešic: "The Writer in Exile" https://cudzoziemki.weebly.com/uploads/2/6/3/4/26347577/dubravka_ugresic_writer_in_exile.pdf

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-17) INDIA AND THE WORLD

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-17 India and the World | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #17 International collaboration and partnership*

### Learning Objectives

- To examine the impact of Indian heritage, literary traditions, and artistic styles on global narratives and cultures.
- To explore connections between India's cultural heritage and transnational influences, thereby enhancing understanding of India's role in the international arts and literature.

### Learning Outcomes

By the end of the course students will be able to:

- have a substantial understanding and a nuanced appreciation of the interconnectedness of cultures and India's pivotal role in enriching the world's literary and cultural fabric.
- learn in detail about India's literary and cultural heritage and its intellectual connections across centuries.

**SYLLABUS OF DSE-17**

**Unit 1: (15 Weeks- 1 hour/week)**
Charles Wilkin. *The Bhăgvăt-gēētā: Or, Dialogues of Krĕĕshnă and Ărjŏŏn; in Eighteen Lectures with Notes*. United Kingdom, C. Nourse, 1785.

**Unit 2: (15 weeks-1 hour/week)**
William Jones: "The Third Anniversary Discourse" (delivered 2 February 1786, by the President at the Asiatic Society of Bengal).
Edwin Arnold: *The Light of Asia or The Great Renunciation* (1879), Zinc Read, 2023.

**Unit 3: (15 weeks-1 hour/week)**
Swami Vivekanand: "Address at the Parliament of Religions" (1893) (From *Penguin Swami Vivekanand Reader*, edited by Makarand Paranjape, Penguin 2004)

Rabindranath Tagore: *Greater India*, (1921), Rupa Publications, 2003.

"Vishva Sahitya" (From *Rabindranath Tagore in the 21st Century Theoretical Renewals*, Springer 2015)

**Unit 4: (15 weeks-1 hour/week)**
Meena Alexander: "Water Crossing", "Acqua Alta", "Crossing the Indian Ocean"
Sugata Bose: "Expatriate Patriots: Anticolonial Imagination and Action", "A Different Universalism? Oceanic Voyages of Poet as Pilgrim", *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*, Harvard University Press, 2006.

**Suggested Readings:**
Michael J. Franklin. *'Orientalist Jones': Sir William Jones, Poet, Lawyer, and Linguist, 1746- 1794*, Oxford University Press, 2011.
Claude Markovits. *India and the World: A History of Connections*, C. 1750-2000, Cambridge University Press, 2021.
Edward A. Alpers. *The Indian Ocean in World History*. Oxford University Press, 2014.
Martín Gurvich. *Living Traditions in Indian Art. Museum of Sacred Art*, 2010.
Supriya Choudhri, "Singular Universals: Rabindranath Tagore on World Literature and Literature in the World", S. Datta and S. Dasgupta (eds.) *Tagore: The World as His Nest*, Jadavpur University Press, 2016.

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# Common Pool of Generic Elective (GE) Courses for ODD Semesters

**NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester VII students.**

# Department of English

## COURSES OFFERED BY DEPARTMENT OF ENGLISH

# SEMESTER VIII

**DISCIPLINE SPECIFIC CORE COURSE– (DSC-20): Postcolonial Literature**

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSC-20 Postcolonial Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #5 – Gender Equality, 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions*

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with a foundational understanding of the continuing danger of pressures of colonization and of the need to resist these through a study of post-coloniality.
- To open up a sense of pan-national resistance through a study of emergent literatures in English from a range of former colonies and their shared experience of dispossession.

**Learning outcomes**

By studying this course

- Students will be able to instill a basic sense of how postcolonialism signals new affiliations among emergent nation-states by reflecting upon the erasure of ancient, connected histories erased through colonialism.
- Students will develop an understanding of how both colonialism and postcolonialism are transitional categories of thought that shape our contemporary world in ways that are still nascent.

**SYLLABUS OF DSC-20**

**UNIT – I (15 weeks-1 hour/week)**

Chinua Achebe: *Things Fall Apart.* Penguin. 1994.

**UNIT – II (15 weeks-1 hour/week)**

Bessie Head. "The Collector of Treasures", *The Collector of Treasures and Other Botswana Village Tales*. Spain: Longman Publishing Group, 1992.

Ama Ata Aidoo. "The Girl Who Can", *The Girl Who Can and Other Stories*. UK: Pearson Education, 2002.

Grace Ogot. "The Green Leaves", *Land without Thunder*. Kenya: East African Publishing House, 1968.

**UNIT – III (15 weeks-1 hour/week)**

Adil Jussawalla: (i) "Colour Problems in the Family" (ii) "The Man and the Poet"
Derek Walcott: (i) "A Far Cry from Africa" (ii) "Names"
Mamang Dai: (i) "Small Towns and the River" (ii) "The Voice of the Mountain"

**Unit IV (15 Weeks 1hour/week)**
Amitav Ghosh. *Sea of Poppies*. Penguin India. 2011.

**Suggested readings:**


1. Fanon, Franz. "The Negro and Language", *Black Skin, White Masks*. tr. Charles Lam Markmann, London: Pluto Press, 2008. pp 8–27
2. Thiong'o, Ngugi wa. "The Language of African Literature", *Decolonising the Mind*. London: James Curry, 1986. sections 4–6.
3. Marquez, Gabriel Garcia. "The Nobel Prize Acceptance Speech", *Gabriel Garcia Marquez: New Readings*. ed. Bernard McGuirk and Richard Cardwell, Cambridge: Cambridge University Press, 1987.

4. Said, Edward. "Introduction", "The Scope of Orientalism", *Orientalism*. Harmondsworth: Penguin, 1978.
5. Young, Robert. "Colonialism and the Politics of Postcolonial Critique", *Postcolonialism: An Historical Introduction*. Blackwell Publishing, 2001. pp 1-11

# Common Pool of Discipline Specific Elective (DSE) Courses for Semester VIII

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-18) TRAVEL WRITINGS

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-18 Travel Writings | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action*

**Learning Objectives:**

- To introduce students to travel writing, its historical development, key characteristics, and diverse forms
- To develop critical reading and analytical skills by evaluating travel narratives, their rhetorical strategies, and their cultural, historical and literary significance.

**Learning Outcomes:**

At the end of this course

- Students will be able to analyze the conventions of travel writing, examining how they shape perceptions of place, culture, and identity and histories.
- Students will critically engage with travel writing's ethical implications, its role in cultural representation, and its broader literary and social impact.



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**SYLLABUS OF DSE-18**

**UNIT – I (15 weeks-1 hour/week)**

Dervla Murphy. *On a Shoestring to Coorg: An Experience of Southern India.* Speaking Tiger, 2018.

**UNIT – II (15 weeks-1 hour/week)**

Paul Theroux. *The Great Railway Bazaar*. Penguin UK. 2008.

**UNIT – III (15 weeks-1 hour/week)**

Ved Mehta. *Walking the Indian Streets.* Legare Street Press. 2022.

**UNIT – IV (15 weeks-1 hour/week)**

Eric Newby. *Slowly Down the Ganges*. United Kingdom, HarperCollins Publishers Limited, 2011.

**Suggested Readings:**


1. Susan Bassnett. "Travel Writing and Gender", *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Tabish Khair. "An Interview with William Dalyrmple and Pankaj Mishra", *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Casey Balton. "Narrating Self and Other: A Historical View", *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Sachidananda Mohanty. "Introduction: Beyond the Imperial Eyes", *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-19) GENRE FICTION

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-19 Genre Fiction | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #13 Climate Action, # 5 Gender Equality*

**Learning Objectives**

- To introduce students to genre fiction, its defining characteristics, conventions, and subgenres, so that they develop an understanding of the depth of cultural conversation.
- To develop critical reading and analytical skills by examining how genre influences narrative structure, character development, and thematic concerns.

**Learning Outcomes**

At the end of this course:

- Students will be able to analyze the key conventions of different genres, understanding how they shape reader expectations and literary interpretation, and also develop an understanding of the complexity of popular culture.
- Students will critically engage with genre fiction's cultural significance, its relation to literary trends, and its engagement with historical and cultural representations.

**SYLLABUS OF DSE-19**

**UNIT – I (15 weeks-1 hour/week)**

Arthur Conan Doyle: *The Sign of Four.* Penguin UK. 2014.

**UNIT – II (15 weeks-1 hour/week)**

Kashigo Ishiguro: *Never Let Me Go.* Thorndike. 2005.

**UNIT – III (15 weeks-1 hour/week)**
Rajat Chaudhuri. *The Butterfly Effect*. India, Niyogi Books, 2018.

**Unit IV (15 Weeks – 1 Hour/week)**
Issac Asimov. *The Foundation*. HarperCollins, 2016.s

**Suggested readings:**


1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)

2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)

3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)

4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

https://post45.org /2018/08/literar y-fiction-and-the-genres-of-genre-fiction/

## DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-20) AFRICAN LITERATURE

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-20 African Literature | 4 | 3 | 1 | 0 | Passed Class XII | NIL | English |

**Learning Objectives**

- To introduce students to African literature's diverse forms, styles, and thematic concerns through a range of texts based on ideas of indigeneity, folk lore, and orality.
- To develop students' critical and analytical skills for interpreting African literary texts within historical, cultural, and postcolonial contexts that demonstrate the retrieval of lost histories and traditions.

**Learning Outcomes**

By the end of this course

- Students will be able analyze key themes, motifs, and literary techniques in African literature, exploring its engagement with identity, colonialism, and social change.
- Students will become aware of histories of cultural erasure and political mis-representation that shape African literary texts, using textual evidence and critical perspectives to support their arguments.

**SYLLABUS OF DSE-20**

**UNIT – I (15 weeks-1 hour/week)**

Nwapa Flora: *Efuru.* Bloomsbury. 2023.

**UNIT – II (15 weeks-1 hour/week)**

Wole Soyinka. "A Dance of the Forests", *Collected Plays: Vol 1.* OUP, 1997.

**UNIT – III (15 weeks-1 hour/week)**

Nadine Gordimer. "Jump", *Jump and Other Stories*, UK: Bloomsbury Publishing, 2012.

Gabriel Okara. "Once upon a time", *Collected Poems African Poetry Book Series*. ed. Brenda Marie Osbey, University of Nebraska Press 2016.

Otok P Bitek. "Song of Lawino", *Anthology of African Literature*. ed. Anthonia C. Kalu, New Delhi: Viva Books, 2012. pp 739-51

**Unit IV (15 weeks-1 hour/week)**

Mandela, Nelson. 'Part 4: The Struggle is My Life' and 'Part 7: Riviona', "The Birth of a Freedom Fighter," *Long Walk to Freedom*. London: Abacus, 1995. pp 153-64 and pp 319-22

Nelson Mandela. "Zenanai and Zindzi Mandela (23.06.69)," "To Nolusapho Irene Mkwayi (29.09.69)" and "To K. D Matanzima (19.05.86)" From *Prison Letters: Nelson Madela*, edited by Sahm Venter, Liverright, 2019.

**Suggested Readings:**

1. Mphahlele, Ezekiel and Es'kia Mphahlele. 'The African Personality' and 'What Price Negritude?', *The African Image*. NY: Praeger, 1962. pp 19-24 and 31-39

2. Achebe, Chinua. 'The African Writer and the English Language', *Morning yet on Creation Day*. London: Heinemann, 1975.

3. Adichie, Chimananda. *We Should All Be Feminists*. New York: Vintage, 2014.

# DISCIPLINE SPECIFIC ELECTIVE COURSE- (DSE-21) INTRODUCTION TO DIGITAL HUMANITIES

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department offering the course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| DSE-21 Introduction to Digital Humanities | 4 | 3 | 0 | 1 | Passed Class XII | NIL | English |

*This paper is aligned with Sustainability Development Goals 2030: #8 Decent Work and Economic Growth, # 10 – Reduced Inequality and #16 – Peace, Justice and Strong Institutions*

**Learning Objectives**

The course aims at;

1. Developing familiarity with theoretical and applied aspects of Digital Humanities.
2. Enhancing competence in digital research practices.

**Learning Outcomes**

After the completion of the course, the students will be able to;

1. Understand the diverse approaches to digital humanities critically and apply their knowledge of digital tools and methods.
2. Prepare digital portfolios and develop research projects by utilizing available digital tools and resources.

**SYLLABUS OF DSE-21**

**Unit I: Introducing Digital Humanities (15 weeks-1 hour/week)**

1. Overview of the field of Digital Humanities: Definitions; origin, growth and development; approaches to digital humanities.

2. Key concepts in Digital Humanities: Digitisation, Archiving, Metadata, Platformization, Blogging, Electronics Literature, Digital Storytelling, Digital Pedagogy.



No

3. Digital Humanities and English Studies in India.

**Unit II: Digital Humanities and Literary Studies (15 weeks-1 hour/week)**

4. Mathew G. Kirschenbaum, "What is Digital Humanities and What's it Doing in English Departments?" *ADE Bulletin*, No. 150, 2010.

5. Franco Moretti, "Network Theory and Plot Analysis," from, *Distant Reading*, Verso, 2013.

6. Marilyn Deegan, "English Research Methods and the Digital Humanities," in Gabrielle Griffin, ed. *Research Methods in English Studies*, Edinburgh University Press, 2013.

**Unit III: E Literature (15 weeks-1 hour/week)**

7. Shelley Jackson *Patchwork Girl, Or, A Modern Monster: A Graveyard, a Journal, a Quilt, a Story & Broken Accents*. United States, Eastgate Systems, 2014.

**Unit IV: Application: Projects and Practical Work (15 weeks-1 hour/week)**

8. Creation of digital archives of Indian cultural heritage
9. Text Analysis of Indian knowledge Texts
10. Storytelling with digital tools

**Suggested Readings:**


Johanna Drucker. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*. Abingdon & New York: Routledge, 2021.

Eileen Gardiner and Ronald G Musto. *The Digital Humanities: A Primer for Students and Scholars*. New York: Cambridge University Press, 2015.

Adam Hammond. *Literature in the Digital Age: An Introduction*. Cambridge University Press; 2016.

Nidhi Kalra and Maya Dodd. *Exploring Digital Humanities in India: Pedagogies, Practices, and Institutional Possibilities.* Delhi: Routledge India, 2020.

Roy Rosenzweig and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* Pennsylvania: University of Pennsylvania Press, 2005.

Jeffrey Schnapp. *Digital Humanities*. Cambridge: MIT Press, 2021

Clair Warwick, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice.* Facet Publishing, 2012


Anjana Sharma

UNIVERSITY OF DELHI

# UNDERGRADUATE PROGRAMMES OF STUDY

## STRUCTURE, COURSES & SYLLABI OF SEMESTER -VII

**DEPARTMENT OF ENGLISH**
**UNIVERSITY OF DELHI**

Draft B.A. Journalism Syllabus Under UGCF

Semester VII and VIII

## STRUCTURE OF DISCIPLINE SPECIFIC CORE PAPERS

### SEMESTER VII:

DSC 19: New Media and Digital Communication

### SEMESTER VIII:

DSC 20: Data Journalism

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## STRUCTURE OF DISCIPLINE SPECIFIC ELECTIVE PAPERS (DSE)

**SEMESTER VII:**

DSE 13 Visual Communication
DSE 14 Media, Polity and Democracy
DSE 15 Investigative Journalism

**SEMESTER VIII:**

DSE 16 Environmental Journalism
DSE 17 Video Production
DSE 18 Law, Media and Society

**Common Pool of Generic Electives (GE) Courses for ODD Semesters**

NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester VII students.

**ODD SEMESTERS**

GE 1 Basics of Journalism
GE 2 Introduction to Media Studies
GE 3 Basics of Photography
GE 4 Advertising and Corporate Communication
GE 5 Television Journalism
GE 6 Web Journalism
GE 7 Print Journalism
GE 8 Media Management
GE 9 Documentary Production

**Common Pool of Generic Electives (GE) Courses for EVEN Semesters**

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VIII students.

**EVEN SEMESTERS**

GE 10 Media and Popular Culture
GE 11 Media Laws & Society
GE 12 Basics of Sports Journalism
GE 13 Film Appreciation & Criticism
GE 14 War Reporting
GE 15 Investigative Reporting
GE 16 Content and Brand Marketing
GE 17 Social Media & Governance

## COURSES OFFERED BY DEPARTMENT OF ENGLISH

### SEMESTER -VII

[UG Programme for Bachelor in Journalism (Honours) degree]

## DISCIPLINE SPECIFIC CORE COURSE-19 (DSC-19) : New Media and Digital Communication

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title and Code | Credits | Credit distribution of the Course | | | Eligibility Criteria | Pre-requisite of the Course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical /Practice | | |
| DSC-19: New Media and Digital Communication | 4 | 3 | 0 | 1 | Passed Class XII with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of various new media formats and genres of new media
- To familiarise students with a philosophical understanding of debates around human-machine interaction.

### Learning Outcomes:

The Learning Outcomes of this course are as follows:

- By the end of the course students will be able to create engaging digital multimedia stories and effective content for websites, blogs, and social media by understanding online user behaviour and participatory cultures.
- Students will be able to critically analyse key issues in digital media, including ownership, economics, cybersecurity, gender, politics, regulation, privacy, and identity.



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Syllabus of DSC-19

**Unit I: Introduction to New Media Forms and Genres (15 hours)**

- Understanding New Media and Digital Communication: Definition, Key Concepts and Characteristics
- Forms of Storytelling: Trans-media Storytelling, Multimedia storytelling, Interactive Storytelling, Data-Driven Storytelling, Immersive Storytelling, Social Media Storytelling
- Genres of new media: digital art, digital cinema – new media fiction and documentary, Video Games, Memes, Vlogs, Podcasts, AR/VR

**Essential Readings:**

1. *The New Media Theory Reader*, edited by Robert Hassan and Julian Thomas, Open University Press, 2006. (Pages 5-13)
2. *New Media Old Media: A History and Theory Reader*, edited by Wendy Hui Kyong Chun & Thomas Keenan, Routledge, 2006. (Pages 418-431)
3. *New Media: a critical introduction*, edited by Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly, Routledge, 2003 (Pages 9-13), (Pages 105-132)

**UNIT II: Application in Society: Technology and social dynamics (15 hours)**

- Social construction of technology, Utopian-Dystopian Perspectives
- Digital inequalities – digital divide, access and participation
- New Media Campaigns, Digital Identities
- Digital Preservation of Indigenous Knowledge

**Essential Readings:**

1. *New Media: A Critical introduction*, edited by Martin Lister, Jon Dovey, Seth Giddings, Iain Grant and Kieran Kelly, Routledge, 2006 (Pages 237-307)
2. *Digital Divide*, Jan Van Dijk, Polity Press, 2020 (Pages 1-13)
3. *Digital Identities: Creating and Communicating the Online Self* by Rob Cover, Academic Press, 2016 (Pages 4-21)

**UNIT III: Impact and Governance – Ownership, Control and Surveillance (15 hours)**

- Ownership and control of new media
- Net-neutrality
- Surveillance, cyber-security and issues of privacy
- Convergence Culture - social media ecosystems and participatory media culture

**Essential Readings:**

1. *Convergence Culture: Where Old and New Media Collide*, Henry Jenkins, New York University Press, 2006 (Pages 1-24)
2. *Net Neutrality and the Battle for the Open Internet*, Danny Kimball, University of Michigan Press, 2022, (Pages 1-17)



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3. *After Net Neutrality: A New Deal for the Digital Age*, Victor Pickard and David Elliot Berman, Yale University Press, 2019 (Pages 1-44)

**UNIT IV: Project Work (15 hours)**

- Multimedia storytelling project (e.g., documentary, transmedia narrative)
- Digital identity audit or meme analysis
- An observational field project on use of new media in panchayats and rural areas like the Bharat Broadband, mobile phones, WhatsApp, government apps, or internet services.
- A mobile capsule for social activism and marketing it through social networks & actively participate in a cyber media campaign.

**Suggested readings:**


- Kishore Sharma (2010) *Visual Journalism: A Guide for New Media Professionals*, Anmol Publications
- Valerie Alia, *The New Media Nation*, Berghahn Books, 2010
- Jingala, Neha & Bhardwaj, Devender. (Eds.). 2024. *The Handbook of Digital Media & Journalism: Practices and Perspectives*. Galgotia Publishing Company
- Kohli, Aakriti. (2022). *Medium is the Sensation: OTT Platforms on the Smartphone Screen*. Akademos. Vol. 16, 17-46.
- *New Media and New Technologies* by Lister Dovey, Giddings, Grant & Kelly, 2003
- May, Keenan & Peter Newcomb. (2008, July) *How the Web was won*. Vanity Fair,
- retrieved from http://www.vanityfair.com/culture/features/2008/07/internet200807
- *"Privacy vs. the Internet: Americans Should Not Be Forced to Choose"* (ACLU report, 2008)
- Nakamura, —*Race In/For Cyberspace: Identity Tourism and Racial Passing on the Internet*, 1995
- Bogost, Ian. *Persuasive games: The expressive power of videogames*. MIT Press, 2007.


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# Common Pool of Discipline Specific Elective (DSE) Courses for Semester VII

## DISCIPLINE SPECIFIC ELECTIVE COURSE-13 (DSE-13) : Visual Communication

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-13: Visual Communication | 4 | 3 | 0 | 1 | Passed Class XII with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To equip students with the fundamentals of visual design
- To understand various schools of visual design thought
- To understand various emerging issues and trends in the domain of visual design

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will learn to apply visual communication theory and basic design principles across various media.
- Through short exercises, they will build visual vocabulary and practical skills, preparing them for roles as visual designers in diverse organizations.

### Syllabus of DSE-13

**Unit I: Fundamental of Visual Communication ( 15 hours)**

- Defining visual communication design, Elements and principles
- Iconography, symbolism and analogy

- Photographic truth: framing, editing and manipulation
- Visual Narratives in Indian Indigenous Communication: Use of Warli art, Madhubani, Patachitra, etc.

**Essential Readings:**

1) *Visual Communication: From Theory to Practice*, Baldwin, Jonathan & Roberts, Lucienne, Lausanne: AVA Publishing, 2006, Chapters 1 & 2: What is Visual Communication?, Visual Language, (Page 10–47).
2) *Visual Communication: Understanding Images in Media Culture*, Aiello, Giorgia & Parry, Katy, London: Sage, 2019, Chapter 2: Photographic Truth and Image Manipulation, (Page 38–55).
3) *Reading Images: The Grammar of Visual Design*, Kress, Gunther & van Leeuwen, Theo, London: Routledge, 2021, Chapter 1: The Semiotic Landscape, (Page 1–24).

**Unit II: Practicing Visual Design Principles (15 hours)**

- Design Theory: Gestalt Principles and Visual perception
- Typography and composition
- Colour Theory
- Aesthetics in Branding and identity

**Essential Readings:**

1) *Visual Communication Design*, Davis, Meredith & Hunt, Jamer, London:Bloomsbury, 2017, Chapter 3: Visual Form and Structure, Chapter 5: Typography and Layout Principles, (Page 56–73, 90–109).
2) *Visual Literacy: Reading, Thinking, and Communicating with Visuals*, Newman, Mark & Ogle, Donna, Lanham: Rowman and Littlefield, 2019), Chapter 3: Colour and Visual Meaning, Chapter 7: Designing for Impact, (Page 49–68, 119–137).
3) *Handbook of Visual Communication: Theory, Methods and Media*, Barbatsis, Gretchen et al., London: Taylor and Francis, 2004, Chapter 4: Perception and Gestalt Psychology, (Page 83–102).

**Unit III: Contemporary Challenges and Ethical Issues in Digital Media Culture (15 hours)**

- Remix culture: Fan edits, meme remixing, etc.
- Internet memes and Digital satire: Virality, Misinformation, trolling, etc.
- Intellectual property in the digital age
- Digital identity and augmented reality: Surveillance, Privacy, Identity theft, etc.
- Visual bias and representation in media

**Essential Readings:**

1) *Visual Communication: Understanding Images in Media Culture*, Aiello, Giorgia & Parry, Katy, London: Sage, 2019, Chapters 6 & 8: Memes and Visual Politics, Digital Identity and Surveillance, (Page 112–131, 146–162).

2) *Handbook of Visual Communication: Theory, Methods and Media*, Barbatsis, Gretchen et al., London: Taylor and Francis, 2004, Chapter 11: Visual Ethics in the Digital Age, (Page 220–237).
3) *Vision in Context: Historical and Contemporary Perspectives on Sight*, Brennan, Teresa & Martin, Jay (Eds.), London: Routledge, 1996, Chapter 5: Visual Truths and the Ethics of Seeing, (Page 85–97).

**Unit IV: Field Work (15 hours)**

Students will conceptualize, design, and produce visual media content that effectively communicates a journalistic story, issue, or campaign. The project will also require them to critically reflect on their design choices, audience targeting, and the overall visual communication strategy.

**Suggested Readings:**

- Evans, Jessica, and Stuart Hall, eds. *Visual Culture: The Reader*. London: Sage Publications, 1999.
- Mirzoeff, Nicholas, ed. *The Visual Culture Reader*. London: Routledge, 2002.
- Jay, Martin. *Downcast Eyes: The Denigration of Vision in Twentieth-Century French Thought*. Berkeley: University of California Press, 1993.
- Mitchell, W. J. T. *Picture Theory: Essays on Verbal and Visual Representation*. Chicago: University of Chicago Press, 1994.
- Kohli, Aakriti. "Consuming 'Candidness': Contemporary Wedding Photography Practices in India." *Samiksha* 2, no. 2 (December 2023): 15–25.
- Lester, Paul Martin. *Visual Communication: Images with Messages*. Boston: Cengage Learning, 2020.
- McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperCollins, 1993.
- Rose, Gillian. *Visual Methodologies*. London: Sage, 2022.
- Jenkins, Henry, Sam Ford, and Joshua Green. *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York: NYU Press, 2013.

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## DISCIPLINE SPECIFIC ELECTIVE COURSE-14 (DSE-14) : Media, Polity and Democracy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-14: Media, Polity and Democracy | 4 | 3 | 0 | 1 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the evolution of media's role in Indian politics.
- To explore media's influence in democracy and agenda-setting.
- To analyse media's relationship with governance and national security.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- By the end of this course, students will be able to analyse the relationship between media and key state institutions, including the government, judiciary, and security forces.
- The course will enable students to apply theoretical and practical knowledge to real-world case studies reflecting the media-politics-democracy interface.

### Syllabus of DSE – 14

**Unit I: Media relationship with Polity (15 hours)**

- Historical Perspective: Colonial period, Post-Independence India, Emergency era and the rise of private news media (1990s onward)
- Digital media and new political engagement (post-2010)
- Relevance of media in shaping political discourse today

**Essential Readings:**

1. *Handbook of Journalism and Mass Communication,* Vir Bala Aggarwal, VS Gupta, Concept Publishing, 2002 (Pages 1-178)

2. *The Political Web: Media, Participation and Alternative Democracy*, Peter Dahlgren, Palgrave Macmillan, 2013 (Pages 1-47)
3. Dahlgren, Peter (2012) 'Public Intellectuals, Online Media and Public Spheres: Current Realignments'. *International Journal of Politics, Culture and Society* 25(4), (Pages 95-110)

**Unit II: Role of the Media in a Democracy (15 hours)**

- Democracy and Freedom of the Press
- Role of the media in agenda setting
- Critical review of the Media in India
- Role of media in safeguarding democratic values

**Essential Readings:**

1. *Indian Media: Global Approaches*, Adrian Athique, Polity Press, 2012 (Pages 13-31)
2. *The Handbook of Media and Mass Communication Theory*, edited by Robert S. Fortner and P. Mark Fackler, Wiley Blackwell (Pages 251-268)
3. *Rich Media, Poor Democracy: Communication Politics in Dubious Times*, Robert McChesney, University of Illinois Press, 2015 (Pages 1-14)

**Unit III: Media and the Governance (15 hours)**

- Media – Government relationship
- Media-Judiciary interactions
- National Security Concerns and Freedom of the Press

**Essential Readings:**

1. *Mass Media and Related Laws in India*, B. Manna, Academic Publishers, 2006, (Pages 54-167)
2. *Media And Judiciary: Revitalization of Democracy*, Sudhanshu Ranjan, Journal of the Indian Law Institute, Vol. 57, No. 3 (July-September 2015), pp. 415-436
3. *Satellites Over South Asia*, David Page and William Crawley, Sage, 2001. (Pages 35-71)
4. *Freedom of the Press: The Pentagon Papers Fifty Years on*. Lee C. Bollinger and Geoffrey R. Stone, Oxford University Press, 2021 (Pages 39-73)

**Unit IV: Project Work (15 hours)**

Students will conduct an in-depth case study examining a real-world intersection of media, polity, and democracy in 2500-3000 words.

**Suggested Readings:**

- *Necessary Secrets: National Security, The Media and the Rule of Law*, Gabriel Schoenfeld, W.W. Norton & Company, 2010
- Iyengar, Shanto, and McGrady, Jennifer A., *Media Politics: A Citizen Guide*, New York:W.W. Norton, 2011.

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- Lippman, Water. *Public Opinion*. New York: Macmillan, 1922.
- Mitchell, Army et al. " *Millennials and Political News: Social Media the local TV for the next generation?*', Pew Research Center Journalism & Mass Media, 2015.
- Snowden, Edward. "*The World say No to Surveillance*". The New York Times, 2015.
- Toobin, Jeffrey." *Edward Snowden is No Hero*". The New Yorker, 2013.
- Young, Dannagal Goldwaithe, The Daily Show as the New Journalism: In Their Own words", Laughing Matters: Humor and American politics in the Media Age, New York: Routledge, 2008


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## DISCIPLINE SPECIFIC ELECTIVE COURSE-15 (DSE-15) : Investigative Journalism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-15: Investigative Journalism | 4 | 3 | 1 | 0 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basics of investigative journalism
- To study investigative stories, their processes and impact
- To familiarise with ethical-legal issues in investigative journalism

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- The course will help the students understand and analyse the key areas of investigative journalism required for working as successful investigative reporters.

### Syllabus of DSE – 15

**Unit 1: Foundations of Investigative Journalism (15 hours)**

- Investigative Reporting: History, Concept, Purpose, Process
- Investigative Journalist- Qualities, Career & Opportunities
- Tools: Sting Operations, Internet / Social media, Right to Information
- Press Commissions: Recommendations on press responsibility, autonomy, and the public interest mandate

**Essential Readings:**

1) *Investigative Reporting: A Study in Technique*, Focal Press, 2012 – Spark, David, Chapter 2: Getting the Story. (Page 20–42).
2) *Tell Me No Lies: Investigative Journalism and Its Triumphs*, Vintage Digital, 2011 – Pilger, John (ed.), Introduction & Case . (Page1–32).
3) *Committees And Commissions In India,* Kumar, Virendra, *Vol. 1: 1947-54*. Concept Publishing Company, 1976.

**Unit 2: Tools and Techniques (15 hours)**

- News Sources – Traditional and Digital
- Confidentiality of Source (On/Off the record)
- Fact Checking
- Legal Tools: Right to Information Act, 2005 (RTI), Bharatiya Nyaya Sanhita , Whistleblower Protection Act, 2014, Information Technology Act, 2000, etc.

**Essential Readings:**

1) *Investigative Journalism: Proven Strategies for Reporting the Story*, CQ Press, 2007 – Gaines, William C., Chapter 3: Legal Strategies. (Page 54–73)
2) *Investigative Reporting: A Study in Technique*, Focal Press, 2012 – Spark, David, Chapter 4: Sources and Confidentiality. (Page 63–80)
3) *Journalism Through RTI: Information, Investigation, Impact*, Yadav, Shyamlal, Taylor & Francis, 2024.

**Unit 3: Impact of Investigative Journalism (15 hours)**

- Investigative Journalism's Role in Exposing Corruption
- Landmark Investigations: Panama Papers (2016), Watergate (1972), etc.
- Challenges Faced by Investigative Journalists

**Essential Readings:**

1) *Tell Me No Lies: Investigative Journalism and Its Triumphs*, Vintage Digital, 2011 – Pilger, John, Chapter: The Watergate Scandal. (Page 90–112).
2) *Investigative Journalism in India: Challenges and the Way Forward*, Media Watch Journal, 2015 – Kumar, M. (Page 33–46)
3) *Democracy's detectives: The economics of investigative journalism*. Hamilton, James T, Harvard University Press, 2016.
4) *Investigative journalism* , De Burgh, Hugo, Routledge, 2008.

**Unit 4: Ethical Issues and Concerns (15 hours)**

- Ethico-legal Coefficient
- Right to Privacy Vs Public Interest
- Accuracy, Fairness & Conflict of Interest
- Guidelines and principles for ethical journalism

**Essential Readings:**

1) *Ethics for Digital Journalists: Emerging Best Practices*, Routledge, 2015 – Craig, David & Zion, L., Chapter 2: Privacy and Public Interest. (Page 41–58)
2) *Investigative Journalism: Proven Strategies for Reporting the Story*, CQ Press, 2007 – Gaines, William C., Chapter 5: Ethical Concerns. (Page 87–103)
3) *Investigative journalism*, Kieran, Matthew. "The regulatory and ethical framework for investigative journalism." Routledge, 2013. 149-166.

**Practical component: (NIL)**

**Suggested Readings:**

- S.K. Aggarwal; Investigative Journalism in India, Mittal Publications, New Delhi.
- John Carreyrou; *Bad Blood: Secrets and Lies in a Silicon Valley Startup*, Knopf, 2018
- Janet Malcolm, *The Journalist and the Murderer*, Vintage, 1990
- Reports from the *International Consortium of Investigative Journalists (ICIJ)* – https://www.icij.org
- *Investigative Journalism Manual*, Global Investigative Journalism Network (GIJN), available at https://gijn.org

## Common Pool of Generic Elective (GE) Courses for ODD Semesters

**NOTE: The Generic Electives for the ODD SEMESTERS will also run for Semester VII students.**

UNIVERSITY OF DELHI

# UNDERGRADUATE PROGRAMMES OF STUDY

## STRUCTURE, COURSES & SYLLABI OF SEMESTER -VIII

Anjana Sharma

## Department of English

## COURSES OFFERED BY DEPARTMENT OF ENGLISH

### SEMESTER -VIII

[UG Programme for Bachelor in Journalism (Honours) degree]

## DISCIPLINE SPECIFIC CORE COURSE-20 (DSC-20) : Data Journalism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC-20: Data Journalism | 4 | 3 | 0 | 1 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the emergence of data journalism in a changing news room
- To study existing data-driven stories to understand their process and impact
- To learn the techniques and skills for producing data stories

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- It will equip students to use data to produce stories about sustainable development initiatives.
- The course will enable the students to find a data driven story from available digital information. Students will learn to process it, and make a judicious use of the essential tool kit to tell an effective data driven story in their work as data journalists.

## Syllabus of DSC-20

**Unit I: Data Journalism – An Overview (15 hours)**

- Data Journalism: History, Importance and Scope
- Key sources of data – websites, social media, blogs, open data portals, government data portals (Ministry of Statistics and Program Implementation, Niti Aayog), international bodies- World Bank, UNO and other online platforms
- Elements of effective visual storytelling – clarity, design, impact

**Essential Readings:**

1) *The Data Journalism Handbook*, O'Reilly Press, 2012 – Chapters 1 & 2, pp. 1–28
2) *Between Objectivity and Openness: The Mediality of Data for Journalism*, Cogitatio Press, 2014 – Lesage, F., & Hackett, R.A., pp. 2–14
3) *Journalism Next: A Practical Guide to Digital Reporting and Publishing*, CQ Press, 2013 – Briggs, M., Chapter 6: Visual Storytelling with Data, pp. 135–150
4) *The Data Journalism Handbook,* Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.), Chapter 1: Introduction, (Page 1-21)

**Unit II: Techniques and Skills (15 hours)**

- Data Collection and preparation of Data Sheets
- Arrangement and Presentation – charts & graphs, diagrams & Flowcharts, tables & statistics, maps, plot lines, sketches/ illustrations, , infographics, timelines
- Advanced Visualization techniques – Scroll- based, animated Graphs, bubble plots, heat maps, Choropleth Maps and other interactive visuals
- Contemporary data Driven Stories by national and international media houses

**Essential Readings:**

1) *The Data Journalism Handbook*, O'Reilly Press, 2012 – Chapter 3: Visualizing Data. (Page 35–56)
2) *The Data Journalism Handbook,* Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Chapter 5:Understanding the Data , (Page 147-176)
3) *The Data Journalism Handbook,*Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Chapter 6:Delivering Data , (Page 177-218)
4) *Challenge and Change: Reassessing Journalism's Global Future*, Henninger, Maureen, UTS e Press, 2013, Chapter 7: Data-driven journalism (Page 158-184) ).

**Unit III: Role of Data Journalism (15 hours)**

- Role of Data Journalism in Accountability and Transparency
- Data Journalism in Public Health and Climate Reporting
- Influence on Policy and Public Discourse, Sustainable Development Initiatives
- Case studies: Wikileaks, NSA Files, etc.

**Essential Readings:**

1) *Precision Journalism: A Reporter's Introduction to Social Science Methods*, Rowman & Littlefield Publishers, 2002 – Meyer, Philip., Chapters 2 & 3. (Page 20–65)
2) *The Data Journalism Handbook, Eds. Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, Chapter 3:Case Studies , (Page 61-106)*
3) *The Truthful Art: Data, Charts, and Maps for Communication*, Alberto Cairo, *New Riders, 2016, Chapter :Mapping Data (Page 263-296)*

**Unit IV: Future perspective and Field Work (15 Hours)**

- Role of AI, automation, and algorithms
- Fact-checking with digital tools and emerging tech platforms
- Ethical concerns – privacy, bias, transparency, data misuse
- Students will create data-driven stories by applying advanced visualization techniques, enabling them to present complex data in a compelling and accessible manner for diverse audiences.

**Essential Readings:**

1) *Ethics for Digital Journalists: Emerging Best Practices*, Routledge, 2015 – Craig, D. & Zion, L., Chapters 4 & 5. (Page 67–95)
2) *Journalism, Fake News & Disinformation: A Handbook for Journalism Education and Training*, UNESCO, 2018 – Chapter 6: Fact-Checking in the Digital Age. (Page 85–104)
3) *Journalism in the Data Age* , Tong, Jingrong. Chapter: Data Journalism, Vol. 0. 55 City Road: SAGE Publications Ltd, 2022

**Suggested Readings:**

- Susman-Pena, T. *Understanding Data: Can News Media Rise to the Challenge?*" The Center for International Media Assistance, 2014.
- Wong, D, T*he Wall Street Journal guide to Information Graphics- The Do's and Don'ts of Presenting Data, Facts and Figures*, New York: W.W. Norton & Company, 2014
- Aitamurto, Tanja, Esa Sirkkunen, and Pauliina Lehtonen. "*Trends in data journalism.*" Espoo: VTT (2011): 0-27.
- Mair, John, and Richard Lance Keeble. *Data Journalism*. Harry N. Abrams, Inc., 2014.
- Lewis, Norman P., Mindy McAdams, and Florian Stalph. "*Data journalism.*" Journalism & Mass Communication Educator 75.1 (2020): 16-21.
- *The Data Journalism Handbook: Towards a Critical Data Practice*. Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Amsterdam University Press, 2021, Chapter 1: "Introduction: Data Journalism in Context", (Page 15–24)
- *Fundamentals of Data Visualization*, Claus O. Wilke, O'Reilly Media, 2019, Chapter: "Principles of Visual Perception", (Page 13–30)
- *The Data Journalism Handbook: Towards a Critical Data Practice,* Gray Jonathan, Bounegru, Liliana, Chambers, Lucy, (Eds.) Amsterdam University Press, 2021, Chapter: Experiencing Data, (Page 157–211)

## DISCIPLINE SPECIFIC ELECTIVE COURSE-16 (DSE-16) : Environmental Journalism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-16: Environmental Journalism | 4 | 3 | 0 | 1 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the field of environmental journalism
- To analyse critical environmental issues
- To learn the skills and techniques of environmental reporting

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- It will equip students to understand sustainable development goals and their implementation.
- Upon successful completion of the course students will be able to demonstrate ability to communicate various environmental issues in appropriate journalistic form as environmental journalists.

### Syllabus of DSE-16

**Unit I: Environmental Journalism: An Overview (15 hours)**

- Environment Journalism: Meaning, Significance & Scope
- Relevance of environmental studies in journalism
- Understanding the Five Elements of Environment: Air, Water, Land, Living Organisms, and Energy
- Key environmental challenges: climate change, pollution, resource depletion

**Essential Readings:**

1) *The Green Pen: Environmental Journalism in India and South Asia*, Acharya, K. & Noronha, F., New Delhi: Sage Publications, 2010, Chapters 1 & 2: Introduction to Environmental Journalism, (Page 1–30).
2) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 1: Defining Environmental Communication, (Page 1–25).
3) *Our Environment*, Futerhally, Laeeq, New Delhi: National Book Trust, 2021, Chapter 3: Environmental Challenges in India, (Page 45–60).

**Unit II: Environmental Movements – India and the World (15 hours)**

- Ancient traditions and ecological wisdom in Indian culture
- Major Indian environmental movements: Chipko, Narmada Bachao Andolan, Save Aarey, etc.
- Overview of global environmental movements
- Environmental consciousness in Indian Knowledge System: An Overview

**Essential Readings:**

1) *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*, Mallick, Krishna, Amsterdam: Amsterdam University Press, 2021, Chapters 2 & 3: Case Studies of Indian Environmental Movements, (Page 40–85).
2) *Ecology & Sustainable Development*, Ramakrishnan, P.S., New Delhi: National Book Trust, 2015, Chapter 5: Traditional Ecological Knowledge in India, (Page 90–110).
3) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 4: Social Media's Influence on Environmental Movements, (Page 60–80).

**Unit III: Environmental Reporting and Ethical Concerns (15 hours)**

- Key Themes: E-waste management, 3R policy, Green Chemistry, climate & health, organic farming, Extreme weather patterns and phenomena, Climate, influence of climate change on extinction of species
- Techniques: news production, gatekeeping, balance, and objectivity
- Comparative insights: Indian and global media coverage of environmental issues
- Paris Agreement (2016) and International Climate Policies

**Essential Readings:**

1) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 6: Environmental Journalism Practices, (Page 130–160).
2) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 7: Ethical Challenges in Environmental Reporting, (Page 120–140).

**Unit IV: Ethical Issues and Field Work (15 hours)**

- Environmental ethics in reporting: accuracy, advocacy vs. neutrality
- Citizen journalism and alternative media in environmental advocacy
- Students will do a case study on an environmental issue in 2500-3000 words.

**Essential Readings:**

1) *The Green Pen: Environmental Journalism in India and South Asia*, Acharya, K. & Noronha, F., New Delhi: Sage Publications, 2010, Chapter 5: Ethics in Environmental Journalism, (Page 100–120).
2) *Environmental Communication and the Public Sphere*, Cox, Robert, 5th Edition, London: Sage Publications, 2021, Chapter 9: Advocacy and Objectivity in Environmental Reporting, (Page 200–220).
3) *Environmental Awareness and the Role of Social Media*, Narula, Sumit, Rai, Swapnil & Sharma, Archana (Eds.), Hershey, PA: IGI Global, 2018, Chapter 10: Citizen Journalism and Environmental Advocacy, (Page 180–200).

**Suggested Readings:**


- Srivarnesh, S. N., and I. Aram. "Framing of Environmental Issues in Indian News Channels." *Recent Advances in Journalism & Mass Communication* 2, no. 1 (2024): 25–40.
- Aram, I. "Climate Communication and Indian Media: Challenges and Responses." *International Journal of Social Science* 11, no. 2 (2023): 50–65.
- Mallick, Krishna. *Environmental Movements of India: Chipko, Narmada Bachao Andolan, Navdanya*. Amsterdam: Amsterdam University Press, 2021.
- Narula, Sumit, Swapnil Rai, and Archana Sharma, eds. *Environmental Awareness and the Role of Social Media*. Hershey, PA: IGI Global, 2018.
- Jingala, Neha, and Nidhi Chaudhry. "Media's Role in Global Ecopolitics: Unravelling Climate Change Narratives and Fostering Informed Dialogue." In *Eco-Politics and Global Climate Change*, 170–190. Cham: Springer Nature Switzerland, 2024.
- Futerhally, Laeeq. *Our Environment*. New Delhi: National Book Trust, 2021.
- Ramakrishnan, P. S. *Ecology & Sustainable Development*. New Delhi: National Book Trust, 2015.
- Acharya, K., and F. Noronha. *The Green Pen: Environmental Journalism in India and South Asia*. New Delhi: Sage Publications, 2010.
- Cox, Robert. *Environmental Communication and the Public Sphere*. 5th ed. London: Sage Publications, 2021.

## DISCIPLINE SPECIFIC ELECTIVE COURSE-17 (DSE-17) : Video Production

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-17: Video Production | 4 | 3 | 0 | 1 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the basics of video production
- To understand the scripting process
- To learn the various other stages of production

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Upon successful completion of the course students will be able to produce video content (fiction and non-fiction) as well as be conversant in the production process, right from pre-production to post-production stages.

### Syllabus of DSE-17

**Unit I: Scripting and Planning for Video Production (15 hours)**

- Conceptualisation, research, and location scouting (recee)
- Developing ideas into scripts: fiction and non-fiction
- Shooting scripts and storyboards
- Scripting specifics: news reels, documentaries, docudramas

**Essential Readings:**

1) *An Introduction to Writing for Electronic Media: Scriptwriting Essentials Across the Genres*, Musburger, Robert B., Oxford: Focal Press, 2007, Chapter 2: The Writing Process for Electronic Media, (Page 21–38).

2) *Broadcast News: Writing, Reporting and Producing*, White, Ted & Bernas, Frank Oxford: Focal Press, 2010, Chapter 6: Script Writing, (Page 85–101).

**Unit II: Camera and Visual Language Fiction (15 hours)**

- Understanding Video Formats and Genres: Fiction, Non- Fiction, Participatory
- Introduction to video equipment and components: Lens, Imager, Recorder, Memory card
- Composition techniques and Basics of lighting

**Essential Readings:**

1) *Practice of Looking: An Introduction to Visual Culture*, Sturken, Marita & Cartwright, Lisa, Oxford: Oxford University Press, 2001, Chapter 1: Practices of Looking, (Page 9–45).
2) *Television Journalism*, Yorke, Ivor, London: Routledge, 2001, Chapter 3: Camera and Composition Techniques, (Page 52–70).

**Unit III: Production Process and Post-Production (15 hours)**

- Pre-production: planning, scheduling, budgeting
- Production: location setup, set design, filming, sound management
- Post-production: editing video and audio, visual effects, CGI

**Essential Readings:**

1) *Communication Technology for Development*, Pannu, Poonam & Tomar, Y.A., New Delhi: IK International Publishing House, 2011, Chapters 18 & 19: Video for Development, Participatory Video, (Page 209–230).
2) *India on Television*, Mehta, Nalin, New Delhi: Harper Collins India, 2008, Chapter 6: Visual Framing and News Scripting, (Page 112–135).

**Unit IV: Project Work (15 hours)**

Students can produce a 5-10 minutes short film (fiction or non-fiction), create news reels, and develop a documentary or docudrama, honing their skills in both storytelling and technical aspects of video production.

**Suggested Readings:**


- Ninan, Sevanti. *Headlines from the Heartland*. New Delhi: Sage Publications India, 2007.
- Vasudevan, Ravi, ed. *Making Meaning in Indian Cinema*. New Delhi: Oxford University Press India, 2000.
- Dwyer, Rachel. *Bollywood's India: Hindi Cinema as a Guide to Modern India*. London: Reaktion Books, 2014.
- Mishra, Vijay. *Bollywood Cinema: Temples of Desire*. London: Routledge, 2002.
- Thoraval, Yves. *The Cinemas of India*. New Delhi: Macmillan India, 2000.
- Kapur, Jyotsna. *Coining for Capital: Movies, Marketing, and the Transformation of Childhood*. New Brunswick: Rutgers University Press, 2005.
- Deshpande, Satish. *Contemporary India: A Sociological View*. New Delhi: Penguin Books, 2003.
- Ray, Satyajit. *Our Films, Their Films*. Hyderabad: Orient BlackSwan, 1993.

## DISCIPLINE SPECIFIC ELECTIVE COURSE-18 (DSE-18) : Law, Media and Society

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-18: Law, Media and Society | 4 | 3 | 1 | 0 | Passed Class XIIth with English | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the legal framework within which media operates
- To understand various debates around media practices

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- This course will enable students to understand the nuances and legal provisions outlined in the Constitution of India.
- Students will gain insights into contemporary media practices and debates, equipping them with the skills to engage in legal reporting and conduct research for organizations.

### Syllabus of DSE-18

**Unit I: Ethical Framework and Media Practice (15 hours)**

- Freedom of Expression: Article 19(1)(a) and reasonable restrictions [Article 19(2)], Defamation: Libel and slander
- Issues of privacy and surveillance in media and society, Right to Information and the concept of Fair Trial vs. Trial by Media
- Copyright concerns in media production, Legality and ethicality of live reporting, sting operations, phone tapping
- Case study: Cross Roads (1951)

**Essential Readings:**

1) *Communication Law in India* – Lexis Nexis, 2007, Vikram Raghavan, Chapter 2: Freedom of Speech and Expression. (Page 35–60)
2) *Where Law Meets Popular Culture* – The University of Alabama Press, 2011, Austin Sarat, Chapter 4: Trial by Media. (Page 78–95)

3) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 5: Copyright and Related Issues. (Page 112–130)

**Unit II: Safeguarding Women's Rights in Media (15 hours)**

- Representation of women in advertisement and popular media
- Legal framework: Indecent Representation of Women (Prohibition) Act, 1986 and Rules, 1987, Section 67 of the IT Act, 2000, Protection of Women against Sexual Harassment Bill, 2007
- Media's role in shaping perceptions and challenging gender norms
- Highlighting gender sensitivity and legal action

**Essential Readings:**

1) *Censorium: Cinema and the Open Edge of Mass Publicity* – Duke University Press, 2013, William Mazzarella, Chapter 2: Gender Representation in Indian Media. (Page 40–58)
2) *Media law and ethics*, Neelamalar, Maraimalai, PHI Learning Pvt. Ltd., 2009, Chapter-12, (Page 139-143)

**Unit III: Media Regulation and Content Ethics (15 hours)**

- Regulatory bodies: Press Council of India, Central Board of Film Certification , Advertising Standards Council of India, News Broadcasting & Digital Standards Authority
- Ethical codes and professional conduct in journalism and broadcasting, Self-regulation
- Media content and morality: censorship, cultural taboos, and public accountability
- Press Commissions and Media Ethics: Key recommendations on regulation, accountability, and ethical standards in journalism

**Essential Readings:**

1) *Media Ethics* – Arnold Publishers, 1998, Barrie McDonald & Michel Petheram, Chapter 1: Journalistic Ethics and Professional Conduct. (Page 12–35)
2) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 6: Press Commissions and Regulatory Frameworks. (Page142–165)
3) *The Indian Press: Profession to Industry* – Oxford University Press, 2000, Robin Jeffrey, Chapter 3: Regulating the Fourth Estate. (Page 73–92)
4) *Media laws in India: A brief observation*, Mishra, Akash Kamal, Notion Press, 2020.Chapter 9: Authorities Regulating the Media Industry, (Page 70-79)

**Unit IV: Media and Social Responsibility (15 hours)**

- Media and marginality: Children, Dalits, tribals, gender, differently-abled, senior citizens
- Ethical representation and inclusivity
- Media coverage of violence and related laws: inflammatory writing, Sedition-incitement to violence, Hate speech

**Essential Readings:**

1) *Mass Media Laws and Regulations in India* – AMIC, 2000, Iyer Venkat, Chapter 7: Violence and Hate Speech in the Media. (Page 175–193)
2) *Cyber Crimes And Laws*. Goswami, Siddhartha Goswami, Dr Partha Sarathi. . BFC Publications, 2024
3) *Offences Against Women and Children under Bharatiya Nyaya Sanhita,* Singh, Priyamvada, SSRN, *4973425* (2024)

**Practical Component: (NIL)**

**Suggested Readings:**

- Linda Williams, Hard Core: Power, Pleasure, and the "Frenzy of the Visible", University of California, 1999
- Hulin, Adeline, and Mike Stone. *The online media self-regulation guidebook*. OSCE Office of the Representative on Freedom of the Media, 2013.
- Crone, Tom. *Law and the Media*. Taylor & Francis, 2013.
- Basu, Durga Das, et al. *Introduction to the Constitution of India*. Vol. 163. Gurgaon: LexisNexis, 2015.

## Common Pool of Generic Elective (GE) Courses for EVEN Semesters

**NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VIII students.**

**Annexure-3**

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Prog.) Hindi

## VII Semester


| Sr. No. | Paper Type | Paper Name | Page No. |
|---|---|---|---|
| 1 | DSC-14 | • राम काव्य परंपरा | 2-3 |
| | | | |
| 2 | DSE (रचनाकार केंद्रित अध्ययन) | • मीरा | 4-5 |
| | | • घनानंद | 6-7 |
| | | • सूर्यकांत त्रिपाठी 'निराला' | 8-9 |
| | | • रघुवीर सहाय | 10-11 |
| | | • कृष्णा सोबती | 12-13 |
| | | • हरिशंकर परसाई | 14-15 |
| | | | |

# राष्ट्रीय शिक्षा नीति 2020

## BA (Prog) With Hindi

## Sem VII – DSC14

## राम काव्य परंपरा

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC14 राम काव्य परंपरा | 4 | 3 | 1 | — | VI सेमेस्टर उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हिंदी में राम काव्य की परंपरा का समुचित ज्ञान कराना।
- वर्तमान समय में राम कथा की राष्ट्रीय एकता में भूमिका से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- हिंदी की राम काव्य परंपरा के विषय में ज्ञान अर्जित कर सकेंगे।
- राम कथा के माध्यम से राष्ट्रीय एकता की भावना और मानव मूल्य का परिचय प्राप्त कर सकेंगे।

**इकाई 1 : राम काव्य : परंपरा और विकास** **(9 घंटे)**

- हिंदी में राम काव्य परंपरा का विकास
- रामकथा और राष्ट्रीय भावात्मक एकता

**इकाई 2 : भक्तिकालीन राम काव्य** **(12 घंटे)**

- तुलसीदास : विनय पत्रिका (पद संख्या : 45, 156, 168) विनय पत्रिका, सं. हनुमान प्रसाद पोद्दार, नागरी प्रचारणी सभा
- केशवदास : रामचंद्रिका (छब्बीसवाँ प्रकाश - राम नाम महिमा - पद 135-142)

**इकाई 3 : रीतिकालीन राम काव्य** **(12 घंटे)**

- गुरु गोविंद सिंह : रामावतार (पद 616-622) दशम ग्रंथ-पहली सैंची, अनुवाद : डॉ. जोधसिंह, भुवन वाणी ट्रस्ट, लखनऊ-द्वितीय संस्करण-1990
- पद्माकर : राम के प्रति (पृष्ठ 211-213) {पद्माकर की काव्य साधना, अखोरी गंगाप्रसाद सिंह, साहित्य सेवा सदन, काशी, 1991 वि.}

हिन्दी विभाग
दिल्ली विश्वविद्यालय

**इकाई 4 : आधुनिककालीन राम काव्य** **(12 घंटे)**

- मैथिलीशरण गुप्त : साकेत (चतुर्थ सर्ग - 'यदि न आज वन जाऊँ मैं' से लेकर 'बना रहे वह, यह वर दो!' तक) - साकेत, मैथिलीशरण गुप्त, साहित्य सदन, झांसी, वि. 2021
- अयोध्या सिंह उपाध्याय हरिऔध : वैदेही वनवास (पद संख्या 46-53, तृतीय सर्ग), हिंदी साहित्य कुटीर, बनारस, 1996 वि.

**सहायक ग्रंथ :**


1. मिश्र, डॉ. भगीरथ सं. (1987), रामकथा : विविध आयाम, डॉ. रामनाथ त्रिपाठी अभिनंदन समिति और राम-शोध-संस्थान, दिल्ली।
2. बुल्के, फादर कामिल (2019), रामकथा : उत्पत्ति और विकास, , लोकभारती प्रकाशन, इलाहाबाद।
3. शम्भूनाथ (1974), रामकथा और नए प्रतिमान, विश्वभारती अनुसंधान परिषद, वाराणसी।
4. महाराज, रामकुमार दास जी (1957), वेदों में रामकथा, सेठ श्री ब्रजमोहन दास जी विजय, शुजालपुर।

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B.A. (Prog.) Hindi

सेमेस्टर VII – DSE

मीरा

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE मीरा | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को मीरा के जीवन एवं व्यक्तित्व से परिचित कराना।
- भक्ति आंदोलन के संदर्भ में मीरा के साहित्यिक योगदान से अवगत कराना।
- मीरा के काव्य के विविध पहलुओं की विशिष्ट जानकारी देना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी मीरा के जीवन एवं व्यक्तित्व से परिचित हो सकेंगे।
- भक्ति आंदोलन के संदर्भ में मीरा के साहित्यिक योगदान को जान पाएंगे।
- मीरा के काव्य के विविध पहलुओं की विशिष्ट समझ विकसित होगी।

**इकाई – 1 : मीरा का जीवनवृत्त एवं समय** (12 घंटे)

- मीरा का जीवन (जन्म, विवाह, परिवार, शिक्षा-दीक्षा, मृत्यु)
- मीरा का समय (सामाजिक, राजनीतिक, धार्मिक एवं सांस्कृतिक परिस्थितियां)
- भक्ति आंदोलन एवं मीरा
- भारतीय भक्त कवियों में मीरा का स्थान

**इकाई – 2 : मीरा का साहित्यिक व्यक्तित्व** (12 घंटे)

- मीरा की रचनाएं
- प्रेम-भावना
- भक्ति-भावना (सगुण भक्ति, माधुर्य भक्ति, दांपत्य भक्ति, पाद सेवन, भजन-कीर्तन)
- विरह की अनुभूति (पूर्व-राग, मान, प्रवास)
- राजसत्ता का विरोध, स्त्री चेतना, लोक संस्कृति एवं परंपरा का चित्रण



4

**इकाई – 3 : मीरा की काव्य-कला / अभिव्यक्ति विधान** **(9 घंटे)**

- भाषा-शैली
- गीतात्मकता / लयात्मकता
- छंद विधान एवं अलंकार विधान

**इकाई – 4 : पाठपरक अध्ययन** (मीरांबाई की पदावली – आचार्य परशुराम चतुर्वेदी, संपादक) **(12 घंटे)**

- पद संख्या – 3, 7, 10, 18, 19, 25, 32, 34, 36, 38, 44, 46, 48, 51, 66, 74 (कुल 16 पद)

**सहायक ग्रंथ :**


1. चतुर्वेदी, आचार्य परशुराम (संपादक); मीरांबाई की पदावली, हिंदी साहित्य सम्मेलन, प्रयाग।
2. त्रिपाठी, विश्वनाथ; मीरा का काव्य, हिंदुस्तान प्रिंटर्स, दिल्ली।
3. हाड़ा, माधव; पचरंग चोला पहर सखी री (मीरां का जीवन और समाज), वाणी प्रकाशन, दिल्ली।
4. पल्लव (संपादक); मीरा : एक पुनर्मूल्यांकन, आधार प्रकाशन, पंचकूला, हरियाणा।
5. चतुर्वेदी, परशुराम; उत्तर भारत की संत परंपरा, लोकभारती प्रकाशन, दिल्ली।
6. सिन्हा, सावित्री; मध्यकालीन हिंदी कवयित्रियां, आत्माराम एण्ड संस प्रकाशन, दिल्ली।
7. लाल, डॉ. श्रीकृष्ण; मीरांबाई (जीवन, चरित और आलोचना), हिंदी साहित्य सम्मेलन, प्रयागराज।
8. तिवारी, डॉ. भगवानदास; मीरां की भक्ति और उनकी काव्य-साधना का अनुशीलन, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
9. श्रीवास्तव, प्रो. मुरलीधर; मीरां दर्शन, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
10. माधव, डॉ. भुनेश्वरनाथ मिश्र; मीरा की प्रेम-साधना, राजकमल प्रकाशन, दिल्ली।


हिन्दी विभाग दिल्ली विश्वविद्यालय



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राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VII – DSE

घनानंद

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE घनानंद | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को रीतिकालीन काव्य परंपरा की जानकारी देना।
- घनानंद के व्यक्तित्व एवं कृतित्व को रेखांकित करना।
- घनानंद के काव्य-वैशिष्ट्य से परिचित करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रीतिकालीन काव्य परंपरा की जानकारी प्राप्त कर सकेंगे।
- घनानंद के काव्य की विशिष्टाओं से परिचित होंगे।
- रीतिमुक्त काव्य परंपरा में घनानंद का महत्व समझ सकेंगे।

**इकाई – 1 : रीतिकालीन काव्य और घनानंद** **(12 घंटे)**

- रीतिकालीन काव्य पृष्ठभूमि, परिवेश एवं परिस्थितियां
- रीतिकालीन काव्य की प्रवृत्तियां
- रीतिकालीन काव्यधारा और अन्य कवि
- स्वच्छंदतावादी काव्यधारा और घनानंद

**इकाई – 2 : घनानंद : व्यक्ति और रचनाकार** **(9 घंटे)**

- घनानंद का रचनाकार व्यक्तित्व एवं रचनाएं
- घनानंद के काव्य का आधार
- घनानंद का काव्य-वैशिष्ट्य : प्रेम और विरह की अभिव्यक्ति

**इकाई – 3 : घनानंद की काव्य-कला** **(12 घंटे)**

- घनानंद की कविता में प्रयुक्त काव्य रूप

दिल्ली विश्वविद्यालय

- घनानंद की काव्य भाषा और भाषा-संबंधी प्रयोग
- घनानंद के काव्य में उपमा, रूपक, बिंब एवं प्रतीक
- रीतिमुक्त का संदर्भ : भाव एवं शिल्प

**इकाई – 4 : पाठपरक अध्ययन** **(12 घंटे)**

- घनानंद कवित्त – पद संख्या : 2, 5, 6, 7, 8, 12, 15, 24, 27, 39, 60, 71, 79, 82, 84, 90 (कुल 16 पद)

**सहायक ग्रंथ :**


1. मिश्र, विश्वनाथ प्रसाद; घनानंद कवित्त, वाणी वितान प्रकाशन, वाराणसी।
2. शुक्ल, रामदेव; घनानंद का काव्य, लोक भारती प्रकाशन, दिल्ली।
3. वशिष्ठ, राम; महाकवि घनानंद, विनोद पुस्तक मंदिर, आगरा।
4. राय, लल्लन; घनानंद, साहित्य अकादमी प्रकाशन, दिल्ली।
5. शुक्ल, रामचंद्र; रस मीमांसा, काशी नागरी प्रचारिणी सभा, वाराणसी।
6. गौड़, डॉ. मनोहर लाल; घनानंद और स्वच्छंद काव्यधारा, नागरी प्रचारिणी सभा, वाराणसी।
7. लाल, किशोरी; घनानंद सुजान शतक, मधु प्रकाशन, इलाहाबाद।
8. सिन्हा, डॉ. उषा; घनानंद : व्यक्तित्व एवं कृतित्व, कीकत पब्लिकेशन, दिल्ली।


दिल्ली विश्वविद्यालय



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# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VII – DSE
## सूर्यकांत त्रिपाठी 'निराला'

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE सूर्यकांत त्रिपाठी 'निराला' | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को साहित्यकार के रूप में सूर्यकांत त्रिपाठी 'निराला' की रचना-दृष्टि से परिचित कराना।
- हिंदू नवोत्थान, स्वराज की भावना और छायावाद के विकास में निराला साहित्य के साहित्यिक-सांस्कृतिक योगदान को रेखांकित करना।
- आधुनिक हिंदी साहित्य में मुक्त छंद, नवीन अलंकार-योजना, अर्थ-गांभीर्य और लालित्य-सृजन के स्वरूप की जानकारी प्रदान करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी सूर्यकांत त्रिपाठी 'निराला' के रचनाकर्म से परिचित हो सकेंगे।
- हिंदी नवजागरण, स्वराज की भावना और छायावाद के विकास में निराला के साहित्यिक-सांस्कृतिक अवदान को रेखांकित कर सकेंगे।
- निराला साहित्य के अध्ययन के साथ-साथ तत्कालीन हिंदी गद्य साहित्य के बदलते स्वरूप और भाषा-शिल्प प्रयोगों की समझ विकसित होगी।

**इकाई – 1 : हिंदू नवोत्थान, नवजागरण, छायावादी काव्य और सूर्यकांत त्रिपाठी 'निराला' (12 घंटे)**

- हिंदू नवोत्थान : पृष्ठभूमि, प्रमुख चिंतक, रचनाएं और उनके विचार
- सूर्यकांत त्रिपाठी 'निराला' के साहित्य निर्माण की पृष्ठभूमि और साहित्य संबंधी दृष्टिकोण
- छायावादी कविता का सौंदर्य-विधान और निराला साहित्य में उसकी अभिव्यक्ति

**इकाई – 2 : सूर्यकांत त्रिपाठी 'निराला' की काव्य-दृष्टि (9 घंटे)**

- स्वराज की जिजीविषा और निराला का काव्य
- छायावादी कविता का उत्कर्ष काल : निराला का प्रदेय
- स्वाधीनता के पश्चात निराला की साहित्य चेतना, भाषा एवं शिल्प में अभिनव प्रयोग

**इकाई – 3 : सूर्यकांत त्रिपाठी 'निराला': गद्य-साहित्य** **(12 घंटे)**

- हिंदी की प्रमुख गद्य-विधाएं और निराला का गद्य साहित्य
- पत्रकार 'निराला' : वैचारिक और सांस्कृतिक पक्ष
- कथा साहित्य में लोक जीवन की अभिव्यक्ति, सामाजिक-सांस्कृतिक आयाम
- भाषा और शिल्प-संरचना

**इकाई – 4 : सूर्यकांत त्रिपाठी 'निराला': पाठपरक अध्ययन** **(12 घंटे)**

- **कविता :** भारत वंदना, वर दे! वीणावादिनी, अभी न होगा मेरा अंत
- **निबंध :** खड़ीबोली के कवि और कविता, साहित्य का आदर्श
- **उपन्यास :** प्रभावती (व्याख्या हेतु, परिच्छेद 1 से 12 तक)
- **कहानी :** देवी, भक्त और भगवान
- **संस्मरण :** महर्षि दयानंद सरस्वती और युगांतर

**सहायक ग्रंथ :**


1. नवल, नंद किशोर (संपादक); निराला रचनावली (भाग 1 से 8), राजकमल प्रकाशन, दिल्ली।
2. सरस्वती, स्वामी दयानंद; सत्यार्थ प्रकाश, आर्य साहित्य प्रचार ट्रस्ट, दिल्ली।
3. वाजपेयी, नंददुलारे; कवि निराला, लोकभारती प्रकाशन, प्रयागराज।
4. शर्मा, रामविलास; निराला की साहित्य साधना (तीन खंड), राजकमल प्रकाशन, दिल्ली।
5. दीक्षित, सूर्यप्रसाद; निराला समग्र, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
6. वाजपेयी, नंददुलारे; आधुनिक साहित्य : सृजन और समीक्षा, स्वराज प्रकाशन, दिल्ली।
7. सिंह, दूधनाथ; निराला : आत्महंता आस्था, लोकभारती प्रकाशन, दिल्ली।
8. सिंह, नामवर; छायावाद, राजकमल प्रकाशन, दिल्ली।




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राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VII – DSE

रघुवीर सहाय

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE रघुवीर सहाय | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को रचनाकार के रूप में रघुवीर सहाय के व्यक्तित्व और कृतित्व से परिचित कराना।
- साठोत्तरी हिंदी रचनाशीलता में रघुवीर सहाय के साहित्यिक-सांस्कृतिक योगदान को रेखांकित करना।
- रघुवीर सहाय की रचनाधर्मिता और प्रयोगों की जानकारी प्रदान करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रघुवीर सहाय के साहित्यिक योगदान से परिचित हो सकेंगे।
- साठोत्तरी हिंदी रचनाशीलता में रघुवीर सहाय के साहित्यिक-सांस्कृतिक अवदान को समझेंगे।
- रघुवीर सहाय की रचनाधर्मिता और प्रयोगों की समझ विकसित होगी।

**इकाई – 1 : स्वातंत्र्योत्तर रचनाशीलता और रघुवीर सहाय : सामान्य परिचय** **(12 घंटे)**

- स्वातंत्र्योत्तर हिंदी कविता : परिवेश एवं पृष्ठभूमि
- नयी कविता, साठोत्तरी कविता, अकविता, समकालीन कविता
- रघुवीर सहाय का रचनात्मक योगदान : पत्रकारिता, कहानी, बाल साहित्य, नाटक, समीक्षा और अनुवाद साहित्य
- रघुवीर सहाय की रचनाशीलता : सामाजिक आधार

**इकाई – 2 : रघुवीर सहाय : काव्य पक्ष** **(9 घंटे)**

- रघुवीर सहाय की वैचारिक पृष्ठभूमि, काव्य की अंतर्वस्तु और कविता संबंधी विचार
- रघुवीर सहाय की कविता के मुख्य सरोकार : स्त्री, जाति, राजनीति और भाषा
- रघुवीर सहाय की काव्य-भाषा एवं शिल्प

दिल्ली विश्वविद्यालय

**इकाई – 3 : रघुवीर सहाय : पत्रकारिता एवं कहानियां** **(12 घंटे)**

- दिनमान और रघुवीर सहाय : रघुवीर सहाय की पत्रकारिता की प्रमुख विशेषताएं
- हिंदी पत्रकारिता की नयी शब्दावली और भाषा
- नयी कहानी आंदोलन और रघुवीर सहाय, रघुवीर सहाय की कहानियां : प्रयोग और मूल्य
- कहानियों की शिल्प-संरचना

**इकाई – 4 : रघुवीर सहाय : पाठपरक अध्ययन** **(12 घंटे)**

- **कविता :** स्वाधीन व्यक्ति, हँसो-हँसो जल्दी हँसो, अधिनायक, हिंदी
- **कहानी :** रास्ता इधर से है, ग्यारहवीं कहानी
- **साहित्यिक लेख :** परंपरा और प्रगति, चुनौती साहित्य देता है
- **पत्रकारिता :** मध्यवर्ग – हिंसा में मनोरंजन का नया विषय

**सहायक ग्रंथ :**


1. शर्मा, सुरेश (संपादक); रघुवीर सहाय रचनावली (खंड 1 से 6), राजकमल प्रकाशन, दिल्ली।
2. शर्मा, सुरेश; रघुवीर सहाय का कवि-कर्म, वाणी प्रकाशन, दिल्ली।
3. सिंह, नामवर, कहानी नयी कहानी, राजकमल प्रकाशन, दिल्ली।
4. जोशी, मनोहर श्याम, रचनाओं के बहाने एक स्मरण, वाणी प्रकाशन, दिल्ली।
5. वाजपेयी, अशोक, कवि कह गया है, राजकमल प्रकाशन, दिल्ली।
6. नागर एवं जैदी, विष्णु एवं असद (संपादक); रघुवीर सहाय, आधार प्रकाशन, दिल्ली।
7. सिंह, नामवर; कविता के नए प्रतिमान, राजकमल प्रकाशन, दिल्ली।
8. मिश्र, अच्युतानंद; तीन श्रेष्ठ कवियों का हिंदी पत्रकारिता में अवदान (अज्ञेय, रघुवीर सहाय, धर्मवीर भारती), राष्ट्रीय पुस्तक न्यास, नई दिल्ली।
9. नागर, विष्णु; असहमति में उठा एक हाथ (रघुवीर सहाय की जीवनी), राजकमल प्रकाशन, दिल्ली।




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# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VII – DSE
## कृष्णा सोबती

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE कृष्णा सोबती | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को हिंदी कहानी लेखन की संक्षिप्त परंपरा और उसमें कृष्णा सोबती के साहित्यिक अवदान से परिचित करना।
- स्त्री संदर्भित सवालों के प्रति आलोचनात्मक दृष्टिकोण विकसित करना।
- हिंदी स्त्री-लेखन की समृद्ध परंपरा से परिचित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी स्त्री लेखन के गांभीर्य को समझेंगें।
- स्त्री संदर्भित सवालों के प्रति आलोचनात्मक दृष्टिकोण का विकास होगा।
- हिंदी स्त्री-लेखन की समृद्ध परंपरा से परिचित होंगे।

**इकाई – 1 : कृष्णा सोबती का रचनाकर्म और परिवेश** **(9 घंटे)**

- स्वातंत्र्योत्तर हिंदी कहानी की विकास यात्रा
- हिंदी में स्त्री लेखन की परंपरा और कृष्णा सोबती का स्थान
- कृष्णा सोबती का रचनाकार जीवन और परिवेश

**इकाई – 2 : कृष्णा सोबती का कथा साहित्य : पाठपरक अध्ययन** **(12 घंटे)**

- मित्रो मरजानी (व्याख्येय अंश, प्रथम 50 पृष्ठ)
- ऐ लड़की (व्याख्येय अंश, प्रथम 50 पृष्ठ)
- सिक्का बदल गया
- दादी-अम्मा


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**इकाई – 3 : कृष्णा सोबती का कथेतर साहित्य : पाठपरक अध्ययन** **(12 घंटे)**

- **निबंध :** भारतीय संस्कृति और बदलते मूल्य (हम हशमत, भाग 4)
- **यात्रावृत्तांत :** बुद्ध का कमंडल 'लद्दाख' (व्याख्येय अंश, पृष्ठ संख्या 5 से 26)
- **संस्मरण :** जयदेव (शब्दों के आलोक में)
- **आत्मकथात्मक अंश :** मैं, मेरा समय और मेरा रचना संसार (सोबती : एक सोहबत)

**इकाई – 4 : आलोचनात्मक दृष्टि** **(12 घंटे)**

- नई कहानी आंदोलन में कृष्णा सोबती का योगदान
- स्त्री विमर्श और कृष्णा सोबती का कथा-संसार
- कृष्णा सोबती के साहित्य में विभाजन की त्रासदी और मानवीय संबंधों का चित्रण
- कृष्णा सोबती की भाषा-शैली (कहानी, उपन्यास और अन्य गद्य विधाओं के संदर्भ में)

**सहायक ग्रंथ :**


1. सोबती, कृष्णा; मित्रो मरजानी, राजकमल प्रकाशन, दिल्ली।
2. सोबती, कृष्णा; बादलों के घेरे, राजकमल प्रकाशन, दिल्ली।
3. सोबती, कृष्णा; बुद्ध का कमंडल 'लद्दाख', राजकमल प्रकाशन, दिल्ली।
4. सोबती, कृष्णा; ऐ लड़की, राजकमल प्रकाशन, दिल्ली।
5. सोबती, कृष्णा; हम हशमत (भाग 4), राजकमल प्रकाशन, दिल्ली।
6. सोबती, कृष्णा; शब्दों के आलोक में, राजकमल प्रकाशन, दिल्ली।
7. सोबती, कृष्णा; सोबती : एक सोहबत, राजकमल प्रकाशन, दिल्ली।
8. माधव, नीरजा; हिंदी साहित्य का ओझल नारी इतिहास (1857-1947), सामयिक बुक्स, दिल्ली।
9. सिंह, नामवर, कहानी नई कहानी, लोकभारती प्रकाशन, प्रयागराज।
10. राठी, गिरधर; दूसरा जीवन : कृष्णा सोबती की जीवनी, सेतु प्रकाशन, दिल्ली।
11. सिंह, सुधा, ज्ञान का स्त्रीवादी पाठ, ग्रंथ शिल्पी, दिल्ली।
12. Paul & Sethi, Sukrita & Rekha (Editor); Krishna Sobti: A Counter Archive, Routledge India.
13. वर्मा, कंचन; साझी संस्कृति, देश-विभाजन और कृष्णा सोबती का रचना संसार, शिवालिक प्रकाशन, दिल्ली।
14. सिंह, सुधा / चतुर्वेदी, जगदीश्वर (संपादक); हिंदी साहित्येतिहास का वैकल्पिक परिप्रेक्ष्य, स्त्री-अस्मिता और साहित्य, हंस प्रकाशन, दिल्ली।


दिल्ली-7 दिल्ली विश्वविद्यालय



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राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VII – DSE

हरिशंकर परसाई

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE हरिशंकर परसाई | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हरिशंकर परसाई की व्यंग्य रचनाओं से परिचित कराना।
- विधा के रूप में व्यंग्य के महत्व को समझाना।
- व्यंग्यकार के रूप में हरिशंकर परसाई के योगदान से परिचय कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थियों में व्यंग्यात्मक साहित्य के सामाजिक राजनीतिक अध्ययन की समझ विकसित होगी।
- साहित्य और समाज के पारस्परिक संबंधों की पहचान होगी।
- हरिशंकर परसाई की व्यंग्य रचनाओं का विश्लेषण करने में सक्षम होंगे।

**इकाई – 1 : हरिशंकर परसाई और व्यंग्य साहित्य** **(12 घंटे)**

- व्यंग्य का अर्थ एवं परिभाषा
- हास्य और व्यंग्य में अंतर
- हिंदी व्यंग्य की परंपरा और हरिशंकर परसाई का स्थान
- प्रमुख हिंदी व्यंग्यकार : श्रीलाल शुक्ल, शरद जोशी, सूर्यबाला

**इकाई – 2 : हरिशंकर परसाई का रचनात्मक वैशिष्ट्य** **(9 घंटे)**

- हरिशंकर परसाई : व्यक्ति और रचना-कर्म
- हरिशंकर परसाई के व्यंग्य लेखन की विशेषताएं : कथ्य और शिल्प
- हरिशंकर परसाई का कॉलम लेखन : 'कल्पना' से 'देशबंधु' तक



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**इकाई – 3 : व्यंग्य निबंधकार के रूप में हरिशंकर परसाई : पाठपरक अध्ययन – 1** **(12 घंटे)**

- **निबंध :** कर कमल हो गए, ठिठुरता हुआ गणतंत्र, अकाल-उत्सव, विकलांग श्रद्धा का दौर, बेईमानी की परत (प्रतिनिधि व्यंग्य : हरिशंकर परसाई)

**इकाई – 4 : कथाकार के रूप में हरिशंकर परसाई : पाठपरक अध्ययन – 2** **(12 घंटे)**

- **कहानी :** सुदामा के चावल
- **उपन्यास :** रानी नागफनी की कहानी (व्याख्या हेतु प्रथम 50 पृष्ठ)

**सहायक ग्रंथ :**


1. त्रिपाठी, विश्वनाथ; हरिशंकर परसाई देश के इस दौर, राजकमल प्रकाशन, दिल्ली।
2. गुप्त, विजय (संपादक); कथा शिखर हरिशंकर परसाई, कौटिल्य बुक्स, दिल्ली।
3. प्रसाद, कमला (संपादक); आँखन देखी, वाणी प्रकाशन, दिल्ली।
4. त्रिपाठी, सेवाराम; हरिशंकर परसाई : पुनर्पाठ और पुनर्विचार, न्यू वर्ल्ड पब्लिकेशन, दिल्ली।
5. प्रकाश, स्वयं; हमसफ़रनामा, अंतिका प्रकाशन, गाजियाबाद।
6. परसाई, हरिशंकर; पूछो परसाई से, राजकमल प्रकाशन, दिल्ली।
7. पल्लव (संपादक); शताब्दी स्मरण : हरिशंकर परसाई विशेषांक, बनास जन, अंक 62, 2023, दिल्ली।
8. परसाई, हरिशंकर; प्रतिनिधि व्यंग्य, राजकमल पेपरबैक्स, दिल्ली।




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# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Prog.) Hindi

## VIII Semester


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राष्ट्रीय शिक्षा नीति 2020

BA (Prog) With Hindi

Sem VIII – DSC15

हिंदी निबंध

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC15 हिंदी निबंध | 4 | 3 | 1 | — | VII सेमेस्टर उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- निबंध के उद्भव और विकास से परिचित कराना।
- निबंध की सर्वांगीण समझ विकसित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी निबंध के उद्भव और विकास से परिचित हो सकेंगे।
- विद्यार्थी निबंध की शैलियों का ज्ञान प्राप्त कर सकेंगे।

**इकाई 1 : हिंदी निबंध : स्वरूप और विकास** (9 घंटे)

- निबंध की परिभाषा और स्वरूप
- हिंदी निबंध का संक्षिप्त इतिहास

**इकाई 2 : हिंदी निबंध पाठ 1** (12 घंटे)

- प्रेमचंद : साहित्य का उद्देश्य
- अध्यापक पूर्ण सिंह : आचरण की सभ्यता

**इकाई 3 : हिंदी निबंध पाठ 2** (12 घंटे)

- हजारी प्रसाद द्विवेदी : देवदारु
- विद्यानिवास मिश्र : मेरे राम का मुकुट भीग रहा है

**इकाई 4 : हिंदी निबंध पाठ 3** (12 घंटे)

- वासुदेव शरण अग्रवाल – संस्कृति का स्वरूप
- नर्मदा प्रसाद उपाध्याय – कुंभ : मनुष्यता की अमर यात्रा का संकल्प पर्व

दिल्ली विश्वविद्यालय

**सहायक ग्रंथ :**


1. माचवे, प्रभाकर; हिंदी निबंध, राजकमल प्रकाशन, दिल्ली।
2. जिज्ञासु, मोहनलाल; हिंदी गद्य का विकास, मेहरचंद लक्ष्मणदास, दिल्ली।
3. भारद्वाज, विदुषी; हिंदी का ललित निबंध साहित्य और आचार्य हजारी प्रसाद द्विवेदी, राधा पब्लिकेशन।
4. मिश्र, विभुराम; ज्योतिश्वर मिश्र, प्रतिनिधि हिंदी निबंधकार, लोकभारती प्रकाशन, दिल्ली।

राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VIII – DSE

रंगभूमि

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE रंगभूमि | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हिंदी उपन्यास की परंपरा से परिचय करवाना।
- प्रेमचंद के व्यक्तित्व, विचार एवं रचना-संसार से परिचय करवाना।
- उपन्यास के तत्वों का ज्ञान और उनके आधार पर विशिष्ट कृति का अध्ययन करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी हिंदी साहित्य में प्रेमचंद के शब्द और कर्म से परिचित हो सकेंगे।
- यथार्थवाद, आदर्शवाद, गांधीवाद, सत्याग्रह जैसे पदों से परिचित हो सकेंगे।
- रंगभूमि के संदर्भ में उपन्यास के विभिन्न तत्वों की समझ विकसित होगी।

**इकाई – 1 : रचनाकार एवं युग परिचय** **(9 घंटे)**

- प्रेमचंद : शब्द और कर्म (कथाकार, संपादक, विचारक)
- युगीन परिस्थितियां
- हिंदी उपन्यास की परंपरा और प्रेमचंद के उपन्यासों के विषय : एक परिचय

**इकाई – 2 : अंतर्वस्तु का विन्यास** **(12 घंटे)**

- कथानक
- केंद्रीय समस्या
- पात्र-योजना
- दृष्टिबाधित समाज : सामाजिक समायोजन की समस्याएं

**इकाई – 3 : कृति का पाठ** **(12 घंटे)**

- युगीन संदर्भ (स्वाधीनता आंदोलन, गांधीवाद, सत्याग्रह, अहिंसा)
- सूरदास पर गांधी की छाया
- औपनिवेशिक सत्ता संरचना, भूमि अधिग्रहण, विकास का मॉडल
- आदर्शोन्मुख यथार्थवाद

**इकाई – 4 : रंगभूमि : कथा-कौशल** **(12 घंटे)**

- औपन्यासिक शिल्प
- भाषा, बिंब, प्रतीक, दृश्यात्मकता
- संवाद-योजना
- रंगभूमि की महाकाव्यात्मकता

**सहायक ग्रंथ :**


1. देवी, शिवरानी; प्रेमचंद घर में, रोशनाई प्रकाशन, कोलकाता।
2. राय, अमृत; प्रेमचंद : कलम का सिपाही, हंस प्रकाशन, दिल्ली।
3. गोपाल, मदन; कलम का मजदूर, राजकमल प्रकाशन, दिल्ली।
4. शर्मा, रामविलास; प्रेमचंद और उनका युग, राजकमल प्रकाशन, दिल्ली।
5. मिश्र, रामदरस; हिंदी उपन्यास : एक अंतर्यात्रा, राजकमल प्रकाशन, दिल्ली।
6. तलवार, वीर भारत; किसान, राष्ट्रीय आंदोलन और प्रेमचंद, वाणी प्रकाशन, दिल्ली।
7. आचार्य, नंदकिशोर (संपादक); प्रेमचंद का चिंतन, वाग्देवी प्रकाशन, बीकानेर।
8. गिरि, राजीव रंजन; अथ : साहित्य पाठ और प्रसंग, अनुज्ञा बुक्स, दिल्ली।

# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VIII – DSE
## शृंखला की कड़ियां

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE शृंखला की कड़ियां | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objective):**

- विद्यार्थियों को महादेवी वर्मा के निबंध साहित्य में स्त्री-संबंधी विचारों से अवगत कराना।
- स्त्री-विमर्श के क्षेत्र में 'शृंखला की कड़ियां' के वैचारिक अवदान से परिचित कराना।
- महादेवी वर्मा की दृष्टि से स्त्री की समाज में स्थिति और विविध समस्याओं से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी महादेवी वर्मा की दृष्टि से स्त्री की समाज में दशा और दिशा से परिचित होंगे।
- विचारात्मक निबंध विधा की विशेषताओं से परिचित हो सकेंगे।
- स्त्री-प्रश्न पर सामूहिक विमर्श की पूर्व-पीठिका के रूप में 'शृंखला की कड़ियां' के महत्व को समझ सकेंगे।

**इकाई – 1 : महादेवी वर्मा की रचनात्मकता और उनका समय** **(9 घंटे)**

- छायावाद की पृष्ठभूमि और महादेवी वर्मा का लेखन
- हिंदी नवजागरण और स्त्री प्रश्न
- संपादक महादेवी : विचार और वैशिष्ट्य

**इकाई – 2 : शृंखला की कड़ियां : वैचारिक और शिल्पगत अध्ययन** **(12 घंटे)**

- शृंखला की कड़ियां : संवेदना और यथार्थ
- शृंखला की कड़ियां और स्त्री विमर्श
- भारतीय सामाजिक-आर्थिक संरचना और शृंखला की कड़ियां
- शृंखला की कड़ियां : भाषा और शिल्प संरचना

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**इकाई – 3 : शृंखला की कड़ियां : पाठपरक अध्ययन – 1** **(12 घंटे)**

- समाज और व्यक्ति
- नारीत्व का अभिशाप
- घर और बाहर
- हमारी समस्याएं

**इकाई – 4 : शृंखला की कड़ियां : पाठपरक अध्ययन – 2** **(12 घंटे)**

- हमारी शृंखला की कड़ियां
- युद्ध और नारी
- आधुनिक नारी
- स्त्री के अर्थ-स्वातंत्र्य का प्रश्न

**सहायक ग्रंथ :**


1. अनामिका; स्त्री विमर्श का लोकपक्ष, वाणी प्रकाशन, दिल्ली।
2. कुमार, राधा; स्त्री संघर्ष का इतिहास, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
3. शर्मा, क्षमा; स्त्रीत्व-विमर्श : समाज और साहित्य, राजकमल प्रकाशन, दिल्ली।
4. सिंह, प्रो. सुधा; स्त्री संदर्भ में महादेवी, अनामिका प्रकाशन, दिल्ली।
5. पालीवाल, कृष्णदत्त; नवजागरण और महादेवी के रचनाकर्म में स्त्री विमर्श के स्वर, किताबघर प्रकाशन, दिल्ली।
6. सिंह, दूधनाथ; महादेवी, राजकमल प्रकाशन, दिल्ली।
7. जोशी, गोपा; भारत में स्त्री असमानता : एक विमर्श, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
8. अग्रवाल, रोहिणी; स्त्री लेखन : स्वप्न और संकल्प, राजकमल प्रकाशन, दिल्ली।
9. गिरि, राजीव रंजन (संपादक); स्त्री मुक्ति : यथार्थ और यूटोपिया, अनुज्ञा बुक्स, दिल्ली।

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## सेमेस्टर VIII – DSE

## दोहरा अभिशाप

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE दोहरा अभिशाप | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को आत्मकथा विधा की जानकारी प्रदान करना।
- समाज के अध्ययन के लिए आत्मकथा के महत्व को रेखांकित करना।
- 'दोहरा अभिशाप' की पाठगत विशिष्टताओं का अध्ययन कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी आत्मकथा की विधागत जानकारी प्राप्त कर सकेंगे।
- साहित्य अध्ययन में आत्मकथा के महत्व से परिचित हो सकेंगे।
- 'दोहरा अभिशाप' पाठ के विभिन्न पक्षों की समझ विकसित होगी।

**इकाई – 1 : आत्मकथा का परिचय, इतिहास और विकास** **(9 घंटे)**

- आत्मकथा विधा, अस्मितामूलक साहित्य और कौशल्या बैसंत्री
- आत्मकथा परंपरा और विकास
- दलित स्त्रीवाद के संदर्भ में 'दोहरा अभिशाप'
- आत्मकथा के इतिहास में 'दोहरा अभिशाप'

**इकाई – 2 : दोहरा अभिशाप : पाठपरक अध्ययन** **(12 घंटे)**

- दलित समाज का ऐतिहासिक संघर्ष
- भारतीय सामाजिक संरचना : दलित समाज, जातिवाद और पितृसत्ता
- दोहरा अभिशाप : दलित स्त्री की संघर्षशीलता
- स्त्री आत्मकथा लेखन की विशेषताएं

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**इकाई – 3 : दोहरा अभिशाप : समाजपरक अध्ययन** **(12 घंटे)**

- दलित समाज में मध्यवर्ग का उदय
- दलित स्त्रीवाद का उदय
- दोहरा अभिशाप में चित्रित समय और समाज
- संस्कृतिकरण की जटिलताएं और दलित समाज

**इकाई – 4 : दोहरा अभिशाप : कौशल्या बैसंत्री के आत्मकथा लेखन का वैशिष्ट्य** **(12 घंटे)**

- नए दृश्य बिंब और कहन की भंगिमा
- दलित स्त्री आत्मकथा की भाषा
- रचना शिल्प (आत्मकथा या समाजकथा)
- आत्मकथा मूल्यांकन की समस्याएं और 'दोहरा अभिशाप'

**सहायक ग्रंथ :**


1. मीणा, उमा; आत्मकथा साहित्य : स्मृतियों का प्रत्याख्यान, स्वराज प्रकाशन, दिल्ली।
2. चंद्र, सुरेश (संपादक); हिंदी दलित-आत्मकथा साहित्य का मूल्यांकन (खंड 1), अमन प्रकाशन, कानपुर।
3. नैमिशराय, मोहनदास (संपादक); एक सौ दलित आत्मकथाएं : इतिहास एवं विश्लेषण, वाणी प्रकाशन, दिल्ली।
4. सिंह, तेज (संपादक); अंबेडकरवादी स्त्री-चिंतन (सामाजिक शोषण के खिलाफ आत्मवृत्तात्मक संघर्ष), स्वराज प्रकाशन, दिल्ली।
5. सिंह, डॉ. रामगोपाल; सामाजिक न्याय एवं दलित संघर्ष, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
6. तिलक, रजनी (संपादक); समकालीन भारतीय दलित महिला लेखन, स्वराज प्रकाशन, दिल्ली।
7. भारती, अनीता; समकालीन नारीवाद और दलित स्त्री का प्रतिरोध, स्वराज प्रकाशन, दिल्ली।
8. राम, नरेश राम; दलित स्त्रीवाद की आत्मकथात्मक अभिव्यक्ति, नई किताब प्रकाशन, दिल्ली।

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## सेमेस्टर VIII – DSE

## एक दुनिया : समानांतर

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE एक दुनिया : समानांतर | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को नई कहानी आंदोलन से परिचित करवाना।
- आजादी के बाद की कहानियों में अभिव्यक्त नए यथार्थ से अवगत करवाना।
- राजेंद्र यादव के साहित्यिक दृष्टिकोण से परिचित करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी नई कहानी आंदोलन से परिचित हो सकेंगे।
- आजादी के बाद की बदली हुई सामाजिक परिस्थितियों से परिचित हो सकेंगे।
- नई कहानी त्रयी में राजेंद्र यादव की भूमिका को समझ सकेंगे।

**इकाई – 1 : नई कहानी का उदय** **(9 घंटे)**

- नई कहानी आंदोलन की पृष्ठभूमि
- नई कहानी का स्वरूप और विकास
- नई कहानी त्रयी में राजेंद्र यादव की भूमिका और दृष्टिकोण

**इकाई – 2 : 'एक दुनिया : समानांतर' में चयन की प्रासंगिकता** **(12 घंटे)**

- यथार्थ की अभिव्यक्ति
- विषय वैविध्य, कथ्य परिवर्तन एवं उपयोगिता
- विडंबना और व्यंग्य
- भाषा और शिल्प की विशिष्टता

**इकाई – 3 : पाठपरक अध्ययन – 1** **(12 घंटे)**

- जिंदगी और जोंक – अमरकांत
- खोई हुई दिशाएं – कमलेश्वर
- परिंदे – निर्मल वर्मा
- तीसरी कसम उर्फ़ मारे गए गुलफ़ाम – फणीश्वरनाथ 'रेणु'

**इकाई – 4 : पाठपरक अध्ययन – 2** **(12 घंटे)**

- यही सच है – मन्नू भंडारी
- टूटना – राजेंद्र यादव
- प्रेत मुक्ति – शैलेश मटियानी
- एक और जिंदगी – मोहन राकेश

**सहायक ग्रंथ :**


1. यादव, राजेंद्र; एक दुनिया समानांतर, राधाकृष्ण प्रकाशन, दिल्ली।
2. सिंह, नामवर; कहानी नई कहानी, लोकभारती प्रकाशन, दिल्ली।
3. हिंदी कहानी का विकास, मधुरेश, लोकभारती प्रकाशन, दिल्ली।
4. कमलेश्वर, नई कहानी की भूमिका, राजकमल प्रकाशन, दिल्ली।
5. यादव, राजेंद्र; कहानी : स्वरूप और संवेदना, वाणी प्रकाशन, दिल्ली।
6. त्रिपाठी, छविनाथ; कहानी कला और उसका विकास, साहित्य सदन, देहरादून।
7. मार्कण्डेय; कहानी की बात, लोकभारती प्रकाशन, दिल्ली।
8. अवस्थी, देवीशंकर; नई कहानी : संदर्भ और प्रकृति, राजकमल प्रकाशन, दिल्ली।


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## सेमेस्टर VIII – DSE

## परंपरा का मूल्यांकन

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
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| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE परंपरा का मूल्यांकन | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को रामविलास शर्मा की आलोचना-दृष्टि एवं इतिहास-बोध से परिचित कराना।
- हिंदी सहित देश की हजारों वर्षों की साहित्यिक विरासत एवं मान्यताओं का अध्ययन कराना।
- संस्कृत साहित्य से लेकर खड़ीबोली हिंदी के साहित्य तक एक संपूर्ण इतिहास-दृष्टि के साथ-साथ परंपरा और साहित्य के अंतर्संबंधों का बोध कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रामविलास शर्मा की आलोचना-दृष्टि एवं इतिहास-बोध से परिचित हो सकेंगे।
- हिंदी सहित देश की अन्य साहित्यिक विरासत एवं मान्यताओं का ज्ञान होगा।
- संस्कृत साहित्य से लेकर खड़ीबोली हिंदी के साहित्य तक एक संपूर्ण इतिहास-दृष्टि, परंपरा और साहित्य के अंतर्संबंधों का बोध होगा।

**इकाई – 1 : रामविलास शर्मा का रचनाकर्म** **(9 घंटे)**

- रामविलास शर्मा के आलोचनात्मक प्रतिमान : लोकजागरण, नवजागरण, हिंदी जाति
- रामविलास शर्मा की परंपरा संबंधी अवधारणा
- रामविलास शर्मा की इतिहास-दृष्टि

**इकाई – 2 : भारतीय परंपरा, हिंदी भाषा और साहित्य** **(12 घंटे)**

- रामविलास शर्मा का 'भाषा', 'समाज' और 'संस्कृति' संबंधी चिंतन
- भक्ति आंदोलन और भक्ति काव्य
- रीतिकाल की अवधारणा

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- आधुनिकता की अवधारणा

**इकाई – 3 : पाठपरक अध्ययन – 1** **(12 घंटे)**

- परंपरा का मूल्यांकन
- हिंदी जाति के सांस्कृतिक इतिहास की रूपरेखा
- संत-साहित्य के अध्ययन की समस्याएं
- तुलसी साहित्य के सामंत विरोधी मूल्य

**इकाई – 4 : पाठपरक अध्ययन – 2** **(12 घंटे)**

- रीतिकालीन काव्य-परंपरा
- भारतेंदु हरिश्चंद्र
- प्रेमचंद
- साहित्य में लोकजीवन की प्रतिष्ठा और जयशंकर प्रसाद

**सहायक ग्रंथ :**


1. शर्मा, रामविलास; परंपरा का मूल्यांकन, राजकमल प्रकाशन, दिल्ली।
2. त्रिपाठी एवं प्रकाश, विश्वनाथ एवं अरुण (संपादक); हिंदी के प्रहरी : डॉ. रामविलास शर्मा, वाणी प्रकाशन, दिल्ली।
3. सिंह एवं त्रिपाठी, विजय बहादुर एवं राधा वल्लभ (संपादक); संस्कृति के प्रश्न और रामविलास शर्मा, वाणी प्रकाशन, दिल्ली।
4. शिशिर, कर्मेंदु; डॉ. रामविलास शर्मा : नवजागरण एवं इतिहास लेखन, विभा प्रकाशन, इलाहाबाद।
5. शंभुनाथ; राष्ट्रीय पुनर्जागरण और रामविलास शर्मा, नयी किताब प्रकाशन, दिल्ली।
6. सिंह, प्रो. सुधा; आधुनिक साहित्य और रामविलास शर्मा, स्वराज प्रकाशन, दिल्ली।
7. चतुर्वेदी, जगदीश्वर; रामविलास शर्मा : परवर्ती पूंजीवाद और साहित्येतिहास की समस्याएं, अनामिका प्रकाशन, दिल्ली।
8. वसुधा (पत्रिका), अंक – 51 (रामविलास शर्मा पर केंद्रित)

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## VII Semester


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हिन्दी विभाग हिन्दी-7 दिल्ली विश्वविद्यालय

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## B.A. (Hons.) Hindi
## सेमेस्टर VII – DSC
## हिंदी एवं अन्य भारतीय भाषाएं

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC-19 हिंदी एवं अन्य भारतीय भाषाएं | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को भारत के बहुभाषिक परिदृश्य के प्रति जागरूक करना।
- भारत में भारतीय भाषाओं के महत्व को रेखांकित करना।
- हिंदी एवं अन्य भारतीय भाषाओं के अंतर्संबंध एवं सहअस्तित्व से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी भारत के बहुभाषिक परिदृश्य के प्रति सजग होंगे।
- भारत में भारतीय भाषाओं के महत्व को समझ सकेंगे।
- हिंदी एवं अन्य भारतीय भाषाओं के अंतर्संबंध एवं सहअस्तित्व से परिचित होंगे।

**इकाई – 1 : भारत का भाषिक परिदृश्य** (12 घंटे)

- भारत की भाषिक विविधता
- भाषा परिवार एवं भारतीय भाषाएं
- भारत की शास्त्रीय भाषाएं
- आधुनिक भारतीय भाषाएं

**इकाई – 2 : भारतीय भाषाओं का संवैधानिक परिप्रेक्ष्य** (9 घंटे)

- संविधान सभा में भारतीय भाषाओं का प्रश्न
- आठवीं अनुसूची की संकल्पना
- राजभाषा हिंदी

हिन्दी विभाग दिल्ली-7 दिल्ली विश्वविद्यालय

**इकाई – 3 : देवनागरी लिपि एवं भारतीय भाषाएं** **(12 घंटे)**

- भाषा एवं लिपि का अंतर्संबंध
- प्रमुख भारतीय भाषाएं एवं उनकी लिपि
- देवनागरी लिपि एवं विभिन्न भारतीय भाषाएं
- लिपि रहित भारतीय भाषाओं का संदर्भ एवं लिपि निर्माण

**इकाई – 4 : हिंदी एवं अन्य भारतीय भाषाओं का अंतर्संबंध** **(12 घंटे)**

- वि-उपनिवेशीकरण की प्रक्रिया एवं भारतीय भाषाएं
- 'स्व' की अवधारणा एवं 'स्वभाषा' का प्रश्न
- राष्ट्रीय स्वतंत्रता आंदोलन एवं भारतीय भाषाएं
- भारत का वर्तमान बहुभाषिक परिप्रेक्ष्य एवं संपर्क भाषा

**सहायक ग्रंथ :**


1. बोरा, डॉ. राजमल; भारत की भाषाएं, वाणी प्रकाशन, दिल्ली।
2. तिवारी, भोलानाथ; हिंदी भाषा का इतिहास, वाणी प्रकाशन, दिल्ली।
3. चाटुर्ज्या, सुनीति कुमार; भारतीय आर्यभाषा और हिंदी, राजकमल प्रकाशन, दिल्ली।
4. शर्मा, रामविलास; भारत की भाषा समस्या, राजकमल प्रकाशन, दिल्ली।
5. चट्टोपाध्याय, सुनीति कुमार; भारत की भाषाएं और भाषा संबंधी समस्याएं, महादेव साहा (अनुवाद), हिंदी भवन, प्रयागराज, उत्तर प्रदेश।
6. शास्त्री, कलानाथ; मानक हिंदी का स्वरूप, राधाकृष्ण प्रकाशन, दिल्ली।
7. शर्मा, रामविलास; भारत की प्राचीन भाषा परिवार और हिंदी, राजकमल प्रकाशन, दिल्ली।
8. शर्मा, रामविलास; भाषा और समाज, राजकमल प्रकाशन, दिल्ली।
9. गिरि, राजीव रंजन; परस्पर : भाषा-साहित्य-आंदोलन, राजकमल प्रकाशन, दिल्ली।
10. देवी, गणेश (मुख्य संपादक); भारतीय भाषा लोक सर्वेक्षण, ओरिएंट ब्लैकस्वान, नोएडा, उत्तर प्रदेश।
11. नंदकुमार, जे.; राष्ट्रीय स्वत्व के लिए संघर्ष : अतीत, वर्तमान और भविष्य, इंडस स्क्रॉल प्रेस, नयी दिल्ली।

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सेमेस्टर VII – DSE

कबीरदास

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE कबीरदास | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- भक्ति आंदोलन में कबीरदास के महत्व को रेखांकित करना।
- कबीरदास के व्यक्तित्व एवं कृतित्व से परिचित कराना।
- कबीरदास के रचनात्मक योगदान को रेखांकित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी भक्ति आंदोलन में कबीरदास के महत्व को समझ सकेंगे।
- कबीरदास के बहुआयामी व्यक्तित्व एवं कृतित्व से परिचित हो सकेंगे।
- कबीरदास के रचनात्मक योगदान को जान सकेंगे।

**इकाई – 1 : कबीर का जीवन वृत्त एवं रचनाएं** **(9 घंटे)**

- कबीर का जीवन परिचय
- भक्ति आंदोलन और कबीर
- कबीर की रचनाएं (साखी, सबद, रमैनी)
- कबीर की भाषा

**इकाई – 2 : कबीर का समय** **(12 घंटे)**

- सामाजिक परिस्थितियां
- राजनीतिक परिस्थितियां
- धार्मिक परिस्थितियां
- सांस्कृतिक परिस्थितियां

**इकाई – 3 : कबीर का व्यक्तित्व** **(12 घंटे)**

- कबीर का समाज सुधार
- कबीर का चिंतन (दर्शन एवं धर्म)
- कबीर की भक्ति
- कबीर की लोकप्रियता एवं कबीर पंथ

**इकाई – 4 : पाठ आधारित व्याख्या (साखी एवं पदावली से चुने हुए अंश)** **(12 घंटे)**

- नैनां अंतरि आव तूं ..... हम जाणौं अरु दुख ॥ (निहकर्मी पतिब्रता कौ अंग, दोहा संख्या 2 से 6)
- लोग विचारा नींदई ..... मुकति न कबहूँ न होइ ॥ (निंद्या कौ अंग, दोहा संख्या 1 से 5)
- करम कोटि कौ ग्रेह रच्यौ रे, ..... उदित भया तम षीनां ॥ (पद संख्या 5 से 16)
- गुण मैं निर्गुण निर्गुण मैं गुण है, ..... जानि ढारें पासा ॥ (पद संख्या 180 एवं 235)
  **(कबीर ग्रंथावली, डॉ. श्यामसुंदर दास (संपादक), इंडियन प्रेस लिमिटेड, प्रयागराज)**

**सहायक ग्रंथ :**


1. कबीर साखी : कबीर पारख संस्थान, प्रीतम नगर, इलाहाबाद, उत्तर प्रदेश।
2. बीजक : लक्ष्मी प्रकाशन, बल्लीमरान, दिल्ली।
3. दास, डॉ. श्यामसुंदर; कबीर ग्रंथावली, वाणी प्रकाशन, दिल्ली।
4. अग्रवाल, पुरुषोत्तम; कबीर (साखी और सबद), नेशनल बुक ट्रस्ट, नयी दिल्ली।
5. द्विवेदी, डॉ. हजारी प्रसाद; कबीर, राजकमल प्रकाशन, दिल्ली।
6. नीलोत्पल (संपादक); कबीर दोहावली, प्रभात पेपर बैक्स, नयी दिल्ली।
7. द्विवेदी, केदारनाथ; कबीर और कबीर पंथ, हिंदी साहित्य सम्मेलन, प्रयागराज, उत्तर प्रदेश।
8. चतुर्वेदी, परशुराम; उत्तरी भारत की संत परंपरा, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
9. बड़थ्वाल, पीतांबर दत्त; कबीर काव्य की निर्गुण धारा, तक्षशिला प्रकाशन, नयी दिल्ली।
10. तिवारी, रामचंद्र; कबीर मीमांसा, लोकभारती प्रकाशन, प्रयागराज।

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**सेमेस्टर VII – DSE**

**तुलसीदास**

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE तुलसीदास | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- तुलसीदास के साहित्यिक योगदान से परिचय करवाना।
- भक्ति आंदोलन के संदर्भ में तुलसीदास का आलोचनात्मक अध्ययन।
- तुलसी-साहित्य (बालकांड, सुंदरकांड एवं विनय पत्रिका) का अध्ययन-विश्लेषण।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी तुलसीदास के जीवन के विविध पहलुओं से परिचित हो सकेंगे।
- विद्यार्थी भक्ति आंदोलन के संदर्भ में तुलसीदास के साहित्य को जान पाएंगे।
- विद्यार्थी बालकांड, सुंदरकांड एवं विनय पत्रिका के महत्व को समझने में समर्थ होंगे।

**इकाई – 1 : तुलसीदास : युग एवं साहित्य** **(12 घंटे)**

- तुलसीदास का साहित्यिक योगदान
- भक्ति आंदोलन का स्वरूप और तुलसीदास
- रामभक्ति शाखा की विशेषताएं
- रामकाव्य परंपरा में तुलसीदास
- भारतीय सौंदर्य-बोध और तुलसीदास

**इकाई – 2 : श्री रामचरितमानस** (गीता प्रेस, गोरखपुर द्वारा प्रकाशित) **(12 घंटे)**

- बालकांड : दोहा 201 से 205 तक (चौपाई सहित)
- सुंदरकांड : दोहा 3 से 10 तक (चौपाई सहित)

**इकाई – 3 : विनयपत्रिका** (गीता प्रेस, गोरखपुर द्वारा प्रकाशित) **(9 घंटे)**

- पद संख्या – 100 से 110 तक

**इकाई – 4 : तुलसी-साहित्य की प्रवृत्तियां** **(12 घंटे)**

- तुलसीदास की भक्ति-भावना
- तुलसीदास की समन्वय-चेतना
- तुलसीदास की सामाजिक-चेतना
- रामचरितमानस में राम-सुग्रीव मैत्री-प्रसंग
- तुलसीदास का भाषा-शिल्प

**सहायक ग्रंथ :**


1. त्रिपाठी, विश्वनाथ; लोकवादी तुलसीदास, राधाकृष्ण प्रकाशन, दिल्ली।
2. शुक्ल, आचार्य रामचंद्र; गोस्वामी तुलसीदास, प्रकाशन संस्थान, दिल्ली।
3. शुक्ल, आचार्य रामचंद्र; त्रिवेणी, अनन्य प्रकाशन, दिल्ली।
4. गुप्त, माताप्रसाद; तुलसीदास, लोकभारती प्रकाशन, दिल्ली।
5. सिंह, उदयभानु; तुलसी (संपादित), राधाकृष्ण प्रकाशन, दिल्ली।
6. सिंह, उदयभानु; तुलसी काव्य मीमांसा, राधाकृष्ण प्रकाशन, दिल्ली।
7. तिवारी, रामचंद्र; मध्ययुगीन काव्य-साधना, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश।
8. सिंह, गोपेश्वर; भक्ति आंदोलन के सामाजिक आधार, वाणी प्रकाशन, दिल्ली।
9. राय, प्रो. अनिल; भक्ति संवेदना और मानव-मूल्य, नयी किताब प्रकाशन, दिल्ली।
10. शर्मा, रामविलास; भारतीय सौंदर्य-बोध और तुलसीदास, साहित्य अकादमी, नयी दिल्ली।
11. हाड़ा, माधव; तुलसीदास (संपादित), राजपाल एंड संस प्रकाशन, दिल्ली।

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**सेमेस्टर VII – DSE**

**भारतेंदु हरिश्चंद्र**

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE भारतेंदु हरिश्चंद्र | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- आधुनिक हिंदी साहित्य की पृष्ठभूमि को समझाना।
- हिंदी सहित्य में भारतेंदु के योगदान को रेखांकित करना।
- नवजागरण तथा आधुनिक भावबोध की अवधारणा से परिचित करवाना।
- प्रथम स्वाधीनता संग्राम के बाद की राष्ट्रीय-सांस्कृतिक परिदृश्य से अवगत करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- नवजागरण एवं आधुनिक भावबोध की संकल्पना से परिचित हो सकेंगे।
- भारतेंदु की रचनाओं एवं रचना-दृष्टि से परिचित होंगे।
- भारतेंदु युगीन परिस्थितियों एवं साहित्यिक प्रवृत्तियों से अवगत होंगे।
- भारतेंदु की रचनाओं में व्याप्त राष्ट्रीय एवं सांस्कृतिक बोध से परिचित हो सकेंगे।

**इकाई – 1 : आधुनिक हिंदी साहित्य की पृष्ठभूमि और भारतेंदु युग** **(12 घंटे)**

- भारतेंदु हरिश्चंद्र का रचना संसार : सामान्य परिचय
- भारतेंदु युगीन परिस्थितियां
- भारतेंदु युगीन साहित्यिक प्रवृत्तियां
- भारतेंदु हरिश्चंद्र और हिंदी नवजागरण

**इकाई – 2 : भारतेंदु हरिश्चंद्र : काव्य पक्ष एवं पत्रकारिता** **(9 घंटे)**

- गंगा वर्णन
- दशरथ विलाप
- मातृभाषा प्रेम से संबंधित दोहे – निज भाषा उन्नति, भ्रातगन आय
- मुकरियां – धन लेकर कहु, नहीं सखि चुंगी, सुंदर बानी, नहीं विद्यासागर



हिन्दी विभाग दिल्ली विश्वविद्यालय

- संपादक के रूप में भारतेंदु हरिश्चंद्र – बालाबोधिनी, हरिश्चंद्र मैग्जीन

**इकाई – 3 : भारतेंदु हरिश्चंद्र : नाट्यपक्ष** **(12 घंटे)**

- अंधेर नगरी
- सत्य हरिश्चंद्र

**इकाई – 4 : निबंध एवं अन्य गद्य विधाएं** **(12 घंटे)**

- भारतवर्षोन्नति कैसे हो सकती है? (निबंध)
- दिल्ली दरबार दर्पण (निबंध)
- नाटक (निबंध )
- सरयूपार की यात्रा (यात्रा-संस्मरण)
- स्वर्ग में विचार सभा का अधिवेशन (हास्य व्यंग्य)

**सहायक ग्रंथ :**


1. शर्मा, रामविलास; भारतेंदु युग, राजकमल प्रकाशन, दिल्ली।
2. ब्रजरत्नदास; भारतेंदु हरिश्चंद्र, हिंदुस्तानी एकेडमी, इलाहाबाद, उत्तर प्रदेश।
3. शंभुनाथ; हिंदी नवजागरण (भारतेंदु और उनके बाद), वाणी प्रकाशन, दिल्ली।
4. तनेजा, सत्येंद्र; नाटककार भारतेंदु की रंग परिकल्पना, राधाकृष्ण प्रकाशन, दिल्ली।
5. अमरनाथ, डॉ.; हिंदी आलोचना की पारिभाषिक शब्दावली, राजकमल प्रकाशन, दिल्ली।
6. श्रीवास्तव, परमानंद (संपादक); अंधेर नगरी – भारतेंदु हरिश्चंद्र, राजकमल प्रकाशन, दिल्ली।
7. ब्रजरत्नदास (संकलनकर्ता), भारतेंदु ग्रंथावली, काशी नागरी प्रचारिणी सभा, वाराणसी, उत्तर प्रदेश।
8. शर्मा, रामविलास; भारतीय नवजागरण और यूरोप, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।


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B. A. (Hons.) Hindi

सेमेस्टर VII – DSE

जयशंकर प्रसाद

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE जयशंकर प्रसाद | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- छायावाद के संदर्भ में जयशंकर प्रसाद की भूमिका और महत्व से परिचित करवाना।
- जयशंकर प्रसाद के कवि, नाटककार, निबंधकार एवं कथाकार रूप को समझाना।
- जयशंकर प्रसाद के साहित्य के आधार पर हिंदी साहित्य की राष्ट्रीय-सांस्कृतिक चेतना को समझाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थियों में जयशंकर प्रसाद के साहित्यिक व्यक्तित्व की गहरी समझ विकसित होगी।
- छायावाद और भारतीय राष्ट्रीय स्वाधीनता आंदोलन के अंतर्संबंधों से परिचित हो सकेंगे।
- जयशंकर प्रसाद के साहित्य के आधार पर यथार्थवादी-आदर्शवादी विचारधारा से परिचित हो सकेंगे।

**इकाई – 1 : जयशंकर प्रसाद का जीवनवृत्त** **(9 घंटे)**

- जीवन परिचय
- छायावाद और जयशंकर प्रसाद
- जयशंकर प्रसाद की राष्ट्रीय-सांस्कृतिक चेतना

**इकाई – 2 : काव्य** **(12 घंटे)**

- जयशंकर प्रसाद की काव्य-यात्रा : सामान्य परिचय
- अरी वरुणा की शांत कछार
- पेशोला की प्रतिध्वनि
- मुझको न मिला रे कभी प्यार
  (प्रसाद ग्रंथावली, खंड 1, रत्नशंकर प्रसाद (संपादक), लोकभारती प्रकाशन, इलाहाबाद)

**इकाई – 3 : नाटक** **(12 घंटे)**

- जयशंकर प्रसाद की नाट्य-यात्रा : सामान्य परिचय
- स्कंदगुप्त
  (प्रसाद ग्रंथावली, खंड 2 – रत्नशंकर प्रसाद (संपादक), लोकभारती प्रकाशन, इलाहाबाद)

**इकाई – 4 : निबंध एवं अन्य विधाएं** **(12 घंटे)**

- काव्य और कला (निबंध)
- रंगमंच (निबंध)
- मधुआ (कहानी)
  (प्रसाद ग्रंथावली, खंड 4 – रत्नशंकर प्रसाद (संपादक), लोकभारती प्रकाशन, इलाहाबाद)

**सहायक ग्रंथ :**


1. सिंह, नामवर; छायावाद, राजकमल प्रकाशन, दिल्ली।
2. प्रेमशंकर; प्रसाद का काव्य, राजकमल प्रकाशन, दिल्ली।
3. वाजपेयी, नंददुलारे; जयशंकर प्रसाद, लोकभारती प्रकाशन, दिल्ली।
4. गौतम, रमेश; नाटककार प्रसाद : तब और अब, अनन्य प्रकाशन, दिल्ली।
5. श्रोत्रिय, प्रभाकर; जयशंकर प्रसाद की प्रासंगिकता, भारतीय ज्ञानपीठ, दिल्ली।
6. चातक, गोविंद; प्रसाद के नाटक : स्वरूप और संरचना, साहित्य भारती प्रकाशन, दिल्ली।
7. शाही, विनोद; जयशंकर प्रसाद : एक पुनर्मूल्यांकन, आधार प्रकाशन, पंचकूला, हरियाणा।
8. उपाध्याय, करुणाशंकर; जयशंकर प्रसाद : महानता के आयाम, राधाकृष्ण प्रकाशन, दिल्ली।
9. प्रभाकर, विष्णु / शाह, रमेशचंद (संपादक); प्रसाद रचना संचयन, साहित्य अकादमी, नयी दिल्ली।


दिल्ली विश्वविद्यालय

राष्ट्रीय शिक्षा नीति-2020

**B.A. (Hons.) Hindi**

**Semester VII – DSE**

**महादेवी वर्मा**

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE महादेवी वर्मा | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- छायावाद के अंतर्गत महादेवी वर्मा के योगदान से परिचय करवाना।
- महादेवी वर्मा का साहित्यिक-सांस्कृतिक अवदान रेखांकित करना।
- महादेवी वर्मा की रचनात्मक गतिविधियों की जानकारी प्रदान करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी छायावाद के अंतर्गत महादेवी वर्मा के रचनात्मक योगदान से परिचित होंगे।
- महादेवी वर्मा के साहित्यिक-सांस्कृतिक अवदान की समझ विकसित होगी।
- महादेवी वर्मा के रचनात्मक कार्यों से परिचित हो सकेंगे।

**इकाई – 1 : छायावाद और महादेवी वर्मा : सामान्य परिचय** **(12 घंटे)**

- छायावाद : अर्थ, वैशिष्ट्य, स्वच्छंदतावाद और छायावाद
- छायावाद और महादेवी वर्मा
- स्वाधीनता आंदोलन में महादेवी वर्मा का योगदान
- संपादक के रूप में महादेवी वर्मा

**इकाई – 2 : महादेवी वर्मा : काव्य पक्ष** **(9 घंटे)**

- काव्य यात्रा
- वेदना तत्त्व, रहस्य भावना, सौंदर्य चेतना
- काव्य संवेदना
- काव्य शिल्प : भाषा, बिंब, प्रतीक, गीत

**इकाई – 3 : महादेवी वर्मा : गद्य पक्ष** **(12 घंटे)**

- स्त्री समस्या और आलोचना कर्म
- रेखाचित्रों का वैशिष्ट्य : कथ्य एवं शिल्प
- संस्मरण लेखन : विषयवस्तु एवं अभिव्यक्ति
- गद्य का वैशिष्ट्य

**इकाई – 4 : महादेवी वर्मा : पाठ आधारित अध्ययन** **(12 घंटे)**

- कविता : मैं नीर भरी दुःख की बदली, कौन तुम मेरे हृदय में, मधुर-मधुर मेरे दीपक जल
- आलोचना : आधुनिक नारी
- संस्मरणात्मक रेखाचित्र : सुभद्रा कुमारी चौहान
- परख : मेरा परिवार (पुस्तक)

**सहायक ग्रंथ :**


1. पांडेय, गंगा प्रसाद; महीयसी महादेवी, लोकभारती प्रकाशन, दिल्ली।
2. गुप्त, सुरेश चंद्र; महादेवी की काव्य साधना, रीगल बुक डिपो, नयी दिल्ली।
3. गुप्त, डॉ. गणपतिचंद्र, महादेवी : नया मूल्यांकन, लोकभारती प्रकाशन, दिल्ली।
4. मदान, इंद्रनाथ (संपादक); महादेवी चिंतन और कला, राधाकृष्ण प्रकाशन, दिल्ली।
5. श्रीवास्तव, परमानंद (संपादक); महादेवी, लोकभारती प्रकाशन, दिल्ली।
6. गुप्त, जगदीश; महादेवी, साहित्य अकादमी, नयी दिल्ली।
7. सिंह, विजय बहादुर; महादेवी की कविता का नेपथ्य, वाणी प्रकाशन, दिल्ली।
8. गुप्त, रामचंद्र; महादेवी : साहित्य, कला, जीवन दर्शन, सरस्वती पुस्तक सदन, आगरा, उत्तर प्रदेश।
9. गौतम, लक्ष्मण दत्त; महादेवी वर्मा कवि और गद्यकार, कोणार्क प्रकाशन, दिल्ली।
10. पांडेय, रामजी (संपादक); महादेवी और उनका काव्य, सरस्वती बुक डिपो।
11. सिंह, दूधनाथ; महादेवी, राजकमल प्रकाशन, दिल्ली।

राष्ट्रीय शिक्षा नीति-2020

B.A. (Hons.) Hindi

Semester VIII – DSE

सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय'

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- हिंदी साहित्य के अंतर्गत प्रयोगवाद से परिचित होना।
- अज्ञेय के रचना कर्म को समझना।
- साहित्यकार के रूप में अज्ञेय के योगदान से परिचित होना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी हिंदी साहित्य के इतिहास के अंतर्गत प्रयोगवादी साहित्यिक आंदोलन से परिचित होंगे।
- अज्ञेय के रचना-कर्म का विश्लेषण करने में सक्षम होंगे।
- रचनात्मक लेखन हेतु अभिप्रेरित होंगे।

**इकाई – 1 : अज्ञेय का साहित्यिक योगदान** **(12 घंटे)**

- प्रयोगवाद और अज्ञेय
- प्रयोगवाद की प्रमुख विशेषताएं
- अज्ञेय का काव्य : सामान्य परिचय
- अज्ञेय का गद्य-साहित्य : सामान्य परिचय

**इकाई – 2 : अज्ञेय का कवि-कर्म** **(12 घंटे)**

- कलगी बाजरे की
- यह दीप अकेला

- जितना तुम्हारा सच है
- आज थका हिय हारिल मेरा
- शब्द और सत्य

**इकाई – 3 : अज्ञेय का कथा-साहित्य** **(12 घंटे)**

- शरणदाता (कहानी)
- खितीन बाबू (कहानी)
- अपने-अपने अजनबी (उपन्यास)

**इकाई – 4 : अन्य गद्य विधाएं** **(9 घंटे)**

- अज्ञेय : अपनी निगाह में (निबंध)
- बहता पानी निर्मला (यात्रा-संस्मरण)
- रूढ़ि और मौलिकता (आलोचना) (संवत्सर निबंध संग्रह में)

**सहायक ग्रंथ :**


1. पालीवाल, कृष्णदत्त; अज्ञेय के सामाजिक-सांस्कृतिक सरोकार, सस्ता साहित्य मंडल, दिल्ली।
2. पालीवाल, कृष्णदत्त (संपादक); अज्ञेय के साक्षात्कार, सस्ता साहित्य मंडल, दिल्ली।
3. आचार्य, नंदकिशोर; अज्ञेय की काव्य-तितीर्षा, वाग्देवी प्रकाशन, नोएडा, उत्तर प्रदेश।
4. सिंह, प्रेम; अज्ञेय : चिंतन और साहित्य, लोकभारती प्रकाशन, दिल्ली।
5. अज्ञेय; संवत्सर, राजकमल प्रकाशन, दिल्ली।
6. कुमार, संजीव; जैनेंद्र और अज्ञेय : सृजन का सैद्धांतिक नेपथ्य, स्वराज प्रकाशन, दिल्ली।
7. शाह, रमेशचंद्र; वागर्थ का वैभव, वाणी प्रकाशन, दिल्ली।
8. राय, रामकमल; शिखर से सागर तक, नेशनल पब्लिशिंग हाउस, दिल्ली।

**UNIVERSITY OF DELHI**

**UNDERGRADUATE PROGRAMMES OF STUDY**

**STRUCTURE, COURSES & SYLLABI OF SEMESTER – 7 & 8**

**Semester - 7**

बी.ए.आनर्स हिन्दी पत्रकारिता एवं जनसंचार

**Category I**

**(B.A. Honours in Hindi Journalism & Mass Communication)**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSC समाचार समितियाँ** | 4 | 3 | | 1 | 12th Pass | NIL |

**Learning Objective**

- समाचार समिति की अवधारणा से परिचित कराना।
- समाचार समिति की कार्यशैली से अवगत करना।
- समाचार जगत में इसकी आवश्यकता व महत्व से परिचित कराना।
- समाचार समिति पत्रकारिता के विकास से परिचित कराना

**Course Learning Outcomes**

- समाचार समिति की अवधारणा से परिचित होंगे।
- समाचार समिति की कार्यशैली से अवगत होंगे।
- समाचार जगत में समाज समिति के महत्त्व से परिचित होंगे।
- रोजगार के अवसरों की जानकारी प्राप्त होगी।

**इकाई-1. समाचार समिति: अवधारणा और विकास** **10 घंटे**

- समाचार समिति:परिभाषा, उद्देश्य और महत्व
- समाचार समिति: उद्भव और विकास
- हिंदी की प्रमुख समाचार समितियां

**इकाई-2. समाचार समिति: स्वरूप और संरचना** **10 घंटे**

- समाचार समिति का स्वरूप: एकल समिति और बहुल समिति
- समाचार समिति की संरचना और प्रबंधन
- समाचार समिति के कार्य और चुनौतियां

**इकाई-3. समाचार समिति की कार्यप्रणाली** **10 घंटे**

- समाचार समिति का कार्य क्षेत्र
- समाचार माध्यम और समाचार समिति का संबंध
- समाचार समितियां की विभिन्न सेवाएं

**इकाई-4. समाचार समिति: समाचार संकलन और लेखन शैली** **15 घंटे**

- समाचार समिति रिपोर्टिंग की तकनीक और सिद्धांत

- बीट रिपोर्टिंग और लेखन शैली
- समाचार समिति रिपोर्टर की विशेषताएं और दायित्व

**प्रायोगिक कार्य:** **30 घंटे**

- समाचार पत्र, पत्रिकाओं, रेडियो , टीवी चैनल की सामग्री का अध्ययन करने के उपरांत विभिन्न मुद्दों जैसे कंटेंट, कवरेज, नैतिक दृष्टिकोण के आधार पर रिपोर्ट तैयार करना।
- किसी एक समाचार समिति पर केस स्टडी तैयार करना।
- समाचार समिति पत्रकारिता पर प्रस्तुति (प्रेजेंटेशन) तैयार करना।
- सामाजिक, सांस्कृतिक एवं मानवीय अभिरुचि के विषयों पर रिपोर्ट, फीचर और लेख तैयार करना।

**सहायक पुस्तकें :**


- हिंदी पत्रकारिता, डॉ कृष्ण बिहारी मिश्र, भारतीय ज्ञानपीठ प्रकाशन, नई दिल्ली
- हिंदी पत्रकारिता की विकास यात्रा, आशा गुप्ता, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स नई दिल्ली
- हिंदी पत्रकारिता के विविध आयाम, डॉ. वेद प्रताप वैदिक, हिंदी बुक सेंटर, नई दिल्ली
- हिंदी पत्रकारिता का आलोचनात्मक इतिहास: डॉ. रमेश कुमार जैन
- समाचार समिति की पत्रकारिता,काशीनाथ गोविंदराव जोगलेकर, संपादक रामचरण जोशी, राधा कृष्ण प्रकाशन संस्करण 2003
- मीडिया: प्रॉब्लम्स एंड प्रॉस्पेक्ट्स नेशनल मीडिया सेंटर नई दिल्ली द्वारा प्रकाशित
- न्यूज़पेपर मैनेजमेंट इन इंडिया, गुलाब कोठारी, इंटरक्लचरल ओपन यूनिवर्सिटी नीदरलैंड द्वारा प्रकाशित, 1995

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 5 समसामयिक विश्व एवं भारत (क)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- समसामयिकता के स्वरूप की जानकारी देना।
- समसामयिक विश्व और भारत के महत्त्व से परिचित कराना।
- समसामयिक वैश्विक परिदृश्य से जुड़े क्षेत्रों में रोजगारपरक संभावनाओं पर प्रकाश डालना।

### Course Learning Outcomes

- विद्यार्थी समसामयिकता की अवधारणा से परिचित होंगे।
- समसामयिक विश्व के परिप्रेक्ष्य में भारत के महत्त्व और गौरव को समझेंगे।
- रोजगार की संभावनाएँ विकसित होंगी।

**इकाई-1 समसामयिक विश्व : सामान्य परिचय** **10 घंटे**

- समसामयिकता: अर्थ और अवधारणा
- समसामयिक घटनाएँ और विश्व
- समकालीन विश्व और मीडिया

**इकाई-2 समसामयिक विश्व और राजनीति** **10 घंटे**

- समसामयिक विश्व में लोकतंत्र
- सामयिक मुद्दे और वैश्विक राजनीति
- वैश्वीकरण और भारत

**इकाई-3 समसामयिक विश्व और भारत** **10 घंटे**

- वैश्विक मंच और भारत
- जियो पॉलिटिक्स और भारत
- बहु-ध्रुवीय विश्व और भारत

**इकाई-4 समकालीन विश्व मुद्दे और चुनौतियां** **15 घंटे**

- एजेंडा सेटिंग और वैश्विक मीडिया
- समसामयिक पर्यावरणीय मुद्दे और मीडिया

- युद्ध आतंकवाद, ग्रीन एनर्जी, योग, स्वास्थ्य पोषण और मीडिया

**प्रायोगिक कार्य :** **30 घंटे**

- प्रिंट अथवा इलेक्ट्रोनिक मीडिया में भारत और उसके पड़ोसी देशों के सम्बन्धों की मीडिया कवरेज का अध्ययन और रिपोर्ट प्रस्तुति।
- वैश्विक मंच पर भारत की भूमिका केन्द्रित केस स्टडीज़।
- वैश्विक मुद्दों और जियो पॉलिटिक्स पर समूह चर्चा।
- भारत की छवि का निर्माण और वैश्विक मीडिया (अलजजीरा, सी एन एन,बी बी सी न्यूज़ आदि ) - साक्षात्कार केस स्टडीज़।
- विभिन्न वैश्विक मुद्दों - युद्ध ,आतंकवाद, ग्रीन एनर्जी, योग, स्वास्थ्य पोषण आदि पर रिपोर्ट तैयार करना एवं पी पी टी प्रस्तुति।
- अंतरराष्ट्रीय मीडिया में प्रकाशित एवं प्रसारित मुद्दों पर समूह चर्चा।

**सहायक पुस्तकें:**


- भारत एवं विश्व - सी पी नेमा एवं सी त्रिपाठी - कॉलेज बुक डिपो , विश्व भारती पब्लिकेशन्स ,जयपुर
- इंडिया अर्थात भारत - उपनिवेशिकता ,सभ्यता , संविधान - जे साईं दीपक , ब्लूमबेरी इंडिया
- समकालीन भारत - डॉ. मनोहर प्रभाकर , प्रो. संजीव भानावत, राजस्थान हिन्दी ग्रंथ अकादमी
- भारत महान का विश्व को अवदान - डॉ रमेश चंद्र यादव 'कृष्ण '- आर्यावर्त संस्कृति संस्थान
- भारतीय राजनीति - सिद्धान्त समस्याएँ और सुधार - डॉ सुभाष काश्यप ,विश्व प्रकाश गुप्त , राधा पब्लिकेशन्स

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 5 ग्लोबल मीडिया एवं भारत (ख)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- ग्लोबल मीडिया के सिद्धांतों और उनके प्रभावों से परिचित कराना।
- ग्लोबल मीडिया नेटवर्क और भारत के समकालीन मीडिया नेटवर्क के अंतर्संबंध को समझाते हुए फेक न्यूज, मिस इन्फॉर्मेशन और प्रोपेगेंडा से परिचित कराना।
- ग्लोबल मीडिया और संस्कृति के माध्यम से सॉफ्ट पावर कूटनीति और विश्व को समझाना

### Course Learning Outcomes

- विद्यार्थी ग्लोबल मीडिया के सिद्धांतों और उनके प्रभावों से परिचित होंगे।
- ग्लोबल मीडिया नेटवर्क और भारत के समकालीन मीडिया नेटवर्क के अंतर्संबंध को समझते हुए फैक न्यूज, मिस इन्फॉर्मेशन और प्रोपेगेंडा से परिचित होंगे।
- ग्लोबल मीडिया के माध्यम से सॉफ्ट पावर कूटनीति और विश्व से परिचित होंगे।

**इकाई- 1. ग्लोबल मीडिया का परिचय** **10 घंटे**

- ग्लोबल मीडिया की अवधारणा, विकास
- ग्लोबल मीडिया परिदृश्य में भारतीय मीडिया का विकास
- विश्व के प्रमुख घटनाक्रम और ग्लोबल मीडिया

**इकाई-2. ग्लोबल मीडिया के सिद्धांत और भारत** **10 घंटे**

- सांस्कृतिक साम्राज्यवाद का सिद्धांत : हर्बर्ट शिलर और सांस्कृतिक संकरण का सिद्धांत : होमी के. भामा
- सार्वजनिक क्षेत्र का सिद्धांत **(Public Sphere Theory)** : जुर्गेन हेबरमास और ग्लोबल मीडिया के सिद्धांत
- ग्लोबल गांव का सिद्धांत: मार्शल मैक्लुहान और एजेंडा-सेटिंग का सिद्धांत : मैक्सवेल मेक कोम्बस और डोनाल्ड शो

**इकाई-3. ग्लोबल मीडिया नेटवर्क और भारत (फेक न्यूज, मिस इन्फॉर्मेशन, प्रोपेगेंडा)10 घंटे**

- अंतरराष्ट्रीय समाचार एजेंसियाँ और भारत : रॉयटर्स, एसोसिएटेड प्रेस, एजेंस फ्रांस-प्रेस, ब्लूमबर्ग
- प्रमुख समाचार नेटवर्क और भारत : **BBC, CNN,** अल जजीरा, फॉक्स न्यूज़, **CGTN,** रूस टुडे **(RT), WION** एवं सोशल मीडिया प्लेटफ़ॉर्म: मेटा (फेसबुक, इंस्टाग्राम, व्हाट्सएप), ट्विटर **(X), YouTube**
- मीडिया समूह: प्रभुत्व और भारत (डिज्नी, वार्नर ब्रदर्स डिस्कवरी, वायाकॉम सीबीएस **(Viacom CBS),** न्यूज़ कॉर्प), एशियाई विस्तार: सोनी, टेनसेंट, अलीबाबा, **CGTN**

**इकाई-4. ग्लोबल मीडिया, सांस्कृतिक प्रभाव और भारत** **15 घंटे**

- ग्लोबल मीडिया में सांस्कृतिक पहचान, मूल्य और वैश्विक जनमत
- भारतीय मनोरंजन उद्योग का ग्लोबल मीडिया में सांस्कृतिक प्रभाव
- ग्लोबल मीडिया और संस्कृति के माध्यम से सॉफ्ट पावर कूटनीति (डीप स्टेट, हिंडनबर्ग, कैम्ब्रिज एनालिटिका, पेगासस स्पाइवेयर, विकीलीक्स)

**प्रायोगिक कार्य :** **30 घंटे**

- ग्लोबल मीडिया प्रणालियाँ और मॉडल को विश्लेषित करना।
- मीडिया प्रणालियों का तुलनात्मक विश्लेषण करना (सत्तावादी, स्वतंत्रतावादी, सामाजिक उत्तरदायित्व, विकासात्मक)
- ग्लोबल मीडिया स्वामित्व पैटर्न का तुलनात्मक अध्ययन करना।
- ग्लोबल मीडिया स्वतंत्रता पर विभिन्न देशों के सरकारी नीतियों के प्रभाव का अध्ययन।
- विभिन्न मीडिया मॉडलों की केस स्टडी करना (अमेरिका, ब्रिटेन, चीन, भारत, रूस)
- ग्लोबल मीडिया में एकाधिकार संबंधी चिंताएँ, मीडिया पूर्वाग्रह, आर्थिक प्रभाव का विश्लेषण करना।
- समाज में ग्लोबल मीडिया के सूचना प्रसार: ब्रेकिंग न्यूज़, रियल-टाइम अपडेट आदि पर प्रोजेक्ट तैयार करना।
- ग्लोबल मीडिया और भारत के सांस्कृतिक आदान-प्रदान संबंधी फ़िल्में, संगीत, साहित्य पर प्रोजेक्ट तैयार करना।
- ग्लोबल परिदृश्य में भारतीय मीडिया का विकास, ग्लोबल मीडिया नियम, ग्लोबल संदर्भ में प्रेस की सेंसरशिप और स्वतंत्रता और भारतीय मीडिया पर ग्लोबल मीडिया कानूनों का प्रभाव आदि का तुलनात्मक अध्ययन।
- अंतरराष्ट्रीय मीडिया सहयोग और भारत की भूमिका का अध्ययन

**सहायक पुस्तकें :**


- रत्तू,कृष्ण कुमार. नयी संचार प्रौद्योगिकी पत्रकारिता, हरियाणा साहित्य अकादमी
- कुमार, सुरेश. ऑनलाइन मीडिया,पियरसन एजुकेशन इंडिया
- मीडिया तकनीक और संचार क्रांति, डॉ. संजय द्विवेदी, अवधेश प्रकाशन
- डिजिटल मीडिया: एक परिचय, सुरेश कुमार,पियरसन इंडिया
- Understanding Media: The Extensions of Man, Marshall McLuhan
- Convergence Culture: Where Old and New Media Collide, Henry Jenkins
- Media Technologies: Essays on Communication, Materiality, and Society,Editors: Tarleton Gillespie, Pablo J. Boczkowski, and Kirsten A. Foot
- The Language of New Media, Lev Manovich
- Digital Media: A Handbook, Simon Lindgren

- New Media: A Critical Introduction, Authors: Martin Lister, Jon Dovey, Seth Giddings, Iain Grant, and Kieran Kelly
- Artificial Intelligence and Journalism: Algorithms, Automation, and News, Seth Lewis
- Media and Society: A Critical Perspective, Arthur Asa Berger
- Daya Kishan Thussu. International Communication: Continuity and Change, Oxford University Press ,2003.
- Yahya R. Kamalipour and Nancy Snow. War, Media and Propaganda-A Global Perspective, Rowman and Littlefield Publishing Group, 2004.
- Communication and Society, Today and Tomorrow " Many Voices One World"Unesco Publication, Rowman and Littlefield publishers, 2004.
- Barbie Zelizer and Stuart Allan. Journalism after 9/11, Taylor and FrancisPublication, 2012.
- Daya Kishan Thussu .War and the media : Reporting conflict 24x7, Sage Publications,2003.
- Stuart Allan and Barbie Zelizer. Reporting war : Journalism in war time, Routledge Publication, 2004.
- Lee Artz and Yahya R. Kamalipor. The Globalization of Corporate Media Hegemony, New York Press,2003.


**Teaching-Learning Process (शिक्षण प्रशिक्षण प्रक्रिया)**

इस पाठ्यक्रम के अध्ययन-अध्यापन के दौरान निम्नलिखित प्रक्रिया को अपनाया जाएगा -

कक्षा में विषय आधारित व्याख्यान, सामूहिक चर्चा, सरल से जटिलतर अध्यापन की ओर उन्मुखता, जटिल विषयों पर कक्षा के अलावा विषय विशेषज्ञों के व्याख्यान और कार्यशाला का आयोजन, कक्षा में इंटरएक्टिव मोड में अध्यापन, स्मार्ट क्लासरूम का प्रयोग, ग्लोबल मीडिया और भारत के सांस्कृतिक आदान-प्रदान संबंधी फ़िल्में, संगीत, साहित्य का अध्ययन और उसका प्रोजेक्ट पर प्रदर्शन, ग्लोबल मीडिया के सिद्धांत का प्रयोग, ग्लोबल मीडिया नेटवर्क जैसे **AP, AFP,** ब्लूमबर्ग, **BBC, CNN,** अल जजीरा, फॉक्स न्यूज़, **CGTN,** रूस टुडे **(RT), WION** आदि के लाइव प्रोजेक्ट तैयार कर उसका प्रेज़न्टेशन एवं प्रैक्टिकल-प्रोजेक्ट के लिए छात्रों को बाहर ले जाया जा सकता है।

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 5 वीडियो निर्माण (ग)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- वीडियो निर्माण के विभिन्न प्रारूपों की जानकारी प्रदान करना।
- टीवी, इंटरनेट या वेब के लिए वीडियो निर्माण में तकनीक कौशल विकसित करना।
- लाइव कैप्चरिंग, पोस्ट कैप्चरिंग (वीडियो संपादन) में कौशल विकसित करना।
- स्क्रिप्ट, शूटिंग, संपादन, आफ्टर इफेक्ट्स एवं ध्वनियों की जानकारी प्रदान करना।

### Course Learning Outcomes

- वीडियो निर्माण के विभिन्न प्रारूपों की जानकारी प्राप्त होगी।
- वीडियो निर्माण का कौशल विकसित होगा।
- वीडियो संपादन क्षेत्र में कौशल विकसित होगा।
- रेडियो, टेलीविजन, विज्ञापन, संगीत, वीडियो, वेब वीडियो के क्षेत्र में रोजगारपरक संभावनाओं की जानकारी मिलेगी।

### इकाई-1. वीडियो फॉर्मेट — 10 घंटे

- वीडियो फॉर्मेट - परिभाषा, महत्त्व और उपयोग
- वीडियो फॉर्मेट के प्रकार - **MP4, MOV, WMV, FLV, AVI, AVCHD** (एडवांस्ड वीडियो कोडिंग हाई डेफ़िनेशन), **WebM, MKV** आदि
- वीडियो निर्माण के प्रकार - लघु फिल्म, लंबी फिल्में, टेलीविजन विज्ञापन, संगीत, मार्केटिंग वीडियो, वेब वीडियो, वेब वीडियो विज्ञापन आदि

### इकाई-2. वीडियो निर्माण प्रक्रिया — 10 घंटे

- प्री-प्रोडक्शन – पूर्व योजना, विषय निर्धारण, बजट, रणनीति, साइट विज़िट (रेकी), स्टोरीबोर्ड निर्माण, शूट प्लान (लोकेशन, क्रू का सेटअप पर आने का समय, शूट की अवधि, ज़रूरी कास्ट, प्रॉप्स आदि), कास्ट (अभिनेता, अभिनेत्री, वॉयस ओवर आर्टिस्ट एवं अन्य), स्क्रिप्टिंग, क्रू (वीडियोग्राफर, निर्देशक, सहायक निर्माता (एपी), ऑडियो तकनीशियन, ड्रोन वीडियोग्राफर आदि)

- प्रोडक्शन - फिल्मांकन, वीडियो उपकरण सेट करना, लाइटिंग सेट करना, ऑडियो उपकरण सेट करना, स्थान का फिल्मांकन, वीडियो रिकॉर्डिंग, साउंड मिश्रण
- पोस्ट प्रोडक्शन - वीडियो सामग्री को व्यवस्थित करना, चयन करना और संपादन करना, फुटेज की समीक्षा, वीडियो की शैली के अनुरूप संगीत का चयन, दृश्य चयन, साक्षात्कार को संपादित करना, वॉयस ओवर रिकॉर्ड करना (यदि आवश्यकता हो), इंट्रो बनाना, स्क्रीन पर टेक्स्ट/लोगो के आफ्टर इफेक्ट्स और एनिमेशन का प्रयोग (यदि आवश्यक हो), पब्लिसिटी और डिस्ट्रीब्यूशन

**इकाई-3. प्रकाश व्यवस्था (लाइटिंग)** **10 घंटे**

- प्रकाश की अवधारणा, प्रकाश का उपयोग, प्रकाश स्रोत
- प्रकाश तकनीक - इनडोर और आउटडोर प्रकाश तकनीक, थ्री पॉइंट लाइटिंग
- विभिन्न प्रकार की रोशनी - हार्ड लाइट, सॉफ्ट लाइट, स्पॉटलाइट, मल्टी लाइट, स्कीमर का उपयोग, रिफ्लेक्टर का उपयोग, प्रकाश व्यवस्था (हाई की लाइटिंग, लो की लाइटिंग, रात में प्रकाश व्यवस्था और स्टूडियो प्रकाश व्यवस्था)

**इकाई-4. वीडियो कैमरा** **15 घंटे**

- वीडियो कैमरा का अर्थ एवं महत्त्व एवं प्रकार
- वीडियो कैमरा का इतिहास
- वीडियो कैमरा सेट अप - फ्रेम प्रति सेकंड (एफपीएस), शटर स्पीड, एपर्चर, ISO), विभिन्न प्रकार के शॉट्स - एक्सट्रीम वाइड शॉट (ELS), लॉन्ग शॉट (LS) / वाइड शॉट (WS), फुल शॉट (FS), मीडियम लॉन्ग शॉट (MLS) / मीडियम वाइड शॉट (MWS), मीडियम शॉट (MS), मीडियम क्लोज अप (MCU), क्लोज अप (CU), एक्सट्रीम क्लोज अप (ECU), एस्टेब्लिशिंग शॉट), वीडियो कैमरा एंगल - आई लेवल शॉट (ELS), लो ऐंगल शॉट (LAS), हाई ऐंगल शॉट (HAS), हिप लेवल शॉट (HLS), नी लेवल शॉट (KLS), ग्राउन्ड लेवल शॉट (GLS), शोल्डर लेवल शॉट (SLS), बर्ड्स आई व्यू शॉट (BEVS), एरियल शॉट या हेलिकाप्टर शॉट (AS/HS)

**प्रायोगिक कार्य :** **30 घंटे**

- टेलिविज़न विज्ञापन का निर्माण (30 सेकेंड)
- लघु फिल्म का निर्माण (1 से 3 मिनट)
- डाक्यूमेंट्री का निर्माण ( 5 मिनट से 15 मिनट)
- डाक्यूड्रामा का निर्माण (3 मिनट से 15 मिनट)

- वेब के लिए सामाजिक, सांस्कृतिक, आर्थिक, ऐतिहासिक एवं समकालीन विषयों पर वीडियो निर्माण (2 मिनट से 30 मिनट)

**सहायक पुस्तकें :**


- मोलिसॉन, मारथा. (2007). प्रोड्यूसिंग विडिओज - अ कम्प्लीट गाइड. एलेन उनवीन : साउथ एशियन एडिशन
- ब्राउन, बलैन. (2020). द बेसिक्स ऑफ फिल्ममैकिंग : स्क्रीन राइटिंग, प्रोड्यूसिंग, डाएरेक्टिंग, सिनेमॅटोग्राफी, ऑडियो एंड एडिटिंग. राऊटलेज.
- सिंह, परमवीर. (2022). वीडियो प्रोडक्शन.


**Teaching-Learning Process** (शिक्षण प्रशिक्षण प्रक्रिया)

इस पाठ्यक्रम के अध्ययन-अध्यापन के दौरान निम्नलिखित प्रक्रिया को अपनाया जाएगा -

कक्षा में विषय आधारित व्याख्यान, सामूहिक चर्चा, सरल से जटिलतर अध्यापन की ओर उन्मुखता, जटिल विषयों पर कक्षा के अलावा विषय विशेषज्ञों के व्याख्यान और वीडियो निर्माण प्रक्रिया का व्यावहारिक प्रशिक्षण, वीडियो निर्माण कार्यशाला का आयोजन, कक्षा में इंटरएक्टिव मोड में अध्यापन, स्मार्ट क्लासरूम का प्रयोग, कैमरा तकनीक, प्रकाश व्यवस्था, संपादन, पटकथा विकास, निर्देशन शैली, आदि के द्वारा लघु फिल्म, लंबी फिल्में, टेलीविजन विज्ञापन, संगीत, मार्केटिंग वीडियो और वेब वीडियो का निर्माण।

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 5 मीडिया तकनीक (घ)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- मीडिया तकनीक के ऐतिहासिक विकास और उनके सामाजिक प्रभावों से परिचित कराना।
- मीडिया तकनीक के सिद्धांतों और उनके प्रभावों से परिचित कराना।
- मीडिया उपकरणों और प्लेटफार्मों के व्यावहारिक अनुभव को विकसित करना।
- AI, AR/VR और ब्लॉकचेन सहित मीडिया तकनीक में उभरते रुझानों को विकसित करना।

### Course Learning Outcomes

- छात्र मीडिया तकनीक के ऐतिहासिक विकास और उनके सामाजिक प्रभावों से परिचित होंगे।
- छात्र मीडिया तकनीक के सिद्धांतों और उनके प्रभावों से परिचित होंगे।
- छात्र मीडिया उपकरणों और प्लेटफार्मों के व्यावहारिक अनुभव को समझेंगे।
- छात्र AI, AR/VR और ब्लॉकचेन जैसे मीडिया तकनीक से परिचित होंगें।

**इकाई-1. मीडिया तकनीक का परिचय** **10 घंटे**

- ऐतिहासिक विकास: प्रिंट से डिजिटल तक
- मुख्य अवधारणाएँ : अभिसरण, डिजिटलीकरण और अन्तरक्रियाशीलता
- गेमिंग, फिल्म और इंटरैक्टिव मीडिया में अनुप्रयोग और तकनीक का सामाजिक आकार (गोपनीयता, डीपफेक, गलत सूचना)

**इकाई-2. मीडिया तकनीक के सिद्धांत** **10 घंटे**

- मार्शल मैक्लुहान और हरोल्ड इननिस : तकनीकी नियतिवाद (TD), पिन्च और बिजकर : तकनीकी की सामाजिक संरचना (SCOT)
- ब्रूनो लैटौर और मिशेल कैलन : अभिनेता-नेटवर्क सिद्धांत (एएनटी), जॉन बी. थॉम्पसन और रोजर सिल्वरस्टोन : मध्यस्थता के सिद्धांत (Theory of Mediation)

- जे डेविड बोल्टर और रिचर्ड ग्रुसिन : उपचार सिद्धांत **(Remediation Theory)**, जीन बॉडरिलार्ड : मीडिया का उत्तर आधुनिक सिद्धांत **(Postmodern Theories of Media)**

**इकाई-3. मीडिया तकनीक और डिजिटल सामग्री निर्माण** **10 घंटे**

- ग्राफ़िक डिज़ाइन, ऑडियो और वीडियो उत्पादन के लिए उपकरण
- ऑडियो और वीडियो सॉफ़्टवेयर : ऑडेसिटी**(Audacity)**, प्रो टूल्स**(Pro Tools)** एडोब प्रेमिर प्रो **(Adobe Premiere Pro)**, फाइनल कट प्रो**(Final Cut Pro)** और दविंसी रिज़ॉल्व**(DaVinci Resolve)**, डिजिटल प्रारूप **(जैसे, MP3, MPEG, MP4, 4K, 8K)**
- वेब विकास **(HTML, CSS, JavaScript)** और मोबाइल प्लेटफ़ॉर्म **(मोबाइल ऐप इंटरफ़ेस, 360-डिग्री वीडियो और क्रॉस-प्लेटफ़ॉर्म मीडिया)**

**इकाई-4. स्ट्रीमिंग मीडिया तकनीक और क्लाउड टेक्नोलॉजीज** **15 घंटे**

- वीडियो/ऑडियो स्ट्रीमिंग प्लेटफॉर्म, कंटेंट डिलीवरी नेटवर्क **(CDN)** और क्लाउड स्टोरेज
- कंटेंट निर्माण के लिए **AI: जनरेटिव AI (जैसे, ChatGPT, Gemini, DALL-E)** और ब्लॉकचेन तकनीक
- संवर्धित वास्तविकता **(AR)** और आभासी वास्तविकता **(VR)** टूल और प्लेटफॉर्म को समझना

**प्रायोगिक कार्य :** **30 घंटे**

- वीडियो/ऑडियो स्ट्रीमिंग प्लेटफॉर्म का डिजिटल डॉक्यूमेंट तैयार करना।
- कंटेंट निर्माण के लिए जनरेटिव **AI** कंटेंट की सीरीज तैयार करना
- संवर्धित वास्तविकता **(AR)** और आभासी वास्तविकता **(VR)** टूल कंटेंट पर प्रोजेक्ट तैयार करना
- मीडिया तकनीक के सिद्धांत का प्रयोग कर अभिसरण, डिजिटलीकरण और अन्तरक्रियाशीलता पर प्रोजेक्ट तैयार करना।
- ग्राफ़िक डिज़ाइन, ऑडियो और वीडियो उत्पादन के लिए उपकरण का प्रयोग कर गेमिंग, फिल्म और इंटरैक्टिव मीडिया पर प्रोजेक्ट तैयार करना।
- पॉडकास्ट बनाना, वेबसाइट डिज़ाइन करना।
- मीडिया कंपनियों द्वारा नई तकनीकों को अपनाने का केस स्टडी और उसका विश्लेषण
- पत्रकारिता में तकनीक की भूमिका: पारंपरिक रिपोर्टिंग से डेटा-संचालित पत्रकारिता तक का केस स्टडी एवं विश्लेषण
- मनोरंजन उद्योगों पर तकनीक के प्रभाव का विश्लेषण जैसे, फ़िल्म, गेमिंग और संगीत आदि पर।
- मीडिया उत्पादन सॉफ़्टवेयर का उपयोग करके व्यावहारिक असाइनमेंट।

- वास्तविक दुनिया की समस्या को हल करने के लिए उन्नत मीडिया उपकरणों का उपयोग करके व्यक्तिगत या टीम परियोजना।

सहायक पुस्तकें :


- रत्तू,कृष्ण कुमार. नयी संचार प्रौद्योगिकी पत्रकारिता, हरियाणा साहित्य अकादमी
- सिंह, भारत. संचार, माध्यम और तकनीक, मनीष प्रकाशन, वाराणसी
- कुमार, सुरेश. ऑनलाइन मीडिया,पियरसन एजुकेशन इंडिया
- सिंह, अजय कुमार. मीडिया की बदलती भाषा, रेखता बुक्स
- मीडिया तकनीक और संचार क्रांति, डॉ. संजय द्विवेदी, अवधेश प्रकाशन
- डिजिटल मीडिया: एक परिचय, सुरेश कुमार,पियरसन इंडिया
- Understanding Media: The Extensions of Man, Marshall McLuhan
- Convergence Culture: Where Old and New Media Collide, Henry Jenkins
- Media Technologies: Essays on Communication, Materiality, and Society,Editors: Tarleton Gillespie, Pablo J. Boczkowski, and Kirsten A. Foot
- The Language of New Media, Lev Manovich
- Digital Media: A Handbook, Simon Lindgren
- New Media: A Critical Introduction, Authors: Martin Lister, Jon Dovey, Seth Giddings, Iain Grant, and Kieran Kelly
- Artificial Intelligence and Journalism: Algorithms, Automation, and News, Seth Lewis
- Media and Society: A Critical Perspective, Arthur Asa Berger


**Teaching-Learning Process (शिक्षण प्रशिक्षण प्रक्रिया)**

इस पाठ्यक्रम के अध्ययन-अध्यापन के दौरान निम्नलिखित प्रक्रिया को अपनाया जाएगा –

कक्षा में विषय आधारित व्याख्यान, सामूहिक चर्चा, सरल से जटिलतर अध्यापन की ओर उन्मुखता, जटिल विषयों पर कक्षा के अलावा विषय विशेषज्ञों के व्याख्यान और कार्यशाला का आयोजन, कक्षा में इंटरएक्टिव मोड में अध्यापन, स्मार्ट क्लासरूम का प्रयोग, ChatGPT, Gemini, DALL-E और ब्लॉकचेन तकनीक के द्वारा प्रोजेक्ट तैयार करना, वीडियो/ऑडियो स्ट्रीमिंग प्लेटफॉर्म कंटेंट निर्माण और उसका प्रोजेक्ट पर प्रदर्शन, TD, SCOT, ANT, Theory of Mediation, Remediation Theory, Postmodern Theories of Media, आदि के मीडिया तकनीक का सैद्धांतिक प्रयोग, मोबाइल ऐप इंटरफ़ेस और क्रॉस-प्लेटफ़ॉर्म मीडिया बुनियादी संचालन और कार्यों को प्रैक्टिकल करना। प्रैक्टिकल-प्रोजेक्ट के लिए छात्रों को बाहर ले जाया जा सकता है।

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| परियोजना कार्य (1) | 2 | 0 | 0 | 2 | 12th Pass | NIL |

### Learning Objective

- विभिन्न प्रकार की मीडिया परियोजनाओं को समझाना।
- वृत्तचित्र, पॉडकास्ट, समाचार रिपोर्ट, सोशल मीडिया अभियान, विज्ञापन संबंधित मीडिया परियोजनाओं का परिचय कराना।
- परियोजना के विषय को चुनना और उसके उद्देश्यों को परिभाषित कराना।
- मीडिया प्रोडक्शन में नैतिक विचार और अनुसंधान को समझाना।
- साक्षात्कार की योजना बनाना और स्रोत जुटाना।
- लक्ष्यित दर्शकों की पहचान करना।
- तथ्यों की जाँच और सटीकता के लिए सामग्री की समीक्षा को समझाना।
- फ़ोटोग्राफ़ी, वीडियोग्राफ़ी और ऑडियो रिकॉर्डिंग, संपादन उपकरण (एडोब प्रीमियर, ऑडेसिटी, कैनवा, आदि), सोशल मीडिया रणनीतियाँ, इन्फोग्राफ़िक्स और मल्टीमीडिया सामग्री, स्क्रिप्टिंग और स्टोरीबोर्डिंग आदि संबंधित विषय पर परियोजना कार्य करवाना।

### Course Learning Outcomes

- विभिन्न प्रकार की मीडिया परियोजनाओं की समझ होगी।
- वृत्तचित्र, पॉडकास्ट, समाचार रिपोर्ट, सोशल मीडिया अभियान, विज्ञापन संबंधित मीडिया परियोजनाओं को बनाएंगे।
- परियोजना के विषय को चुनना और उसके उद्देश्यों को परिभाषित करेंगे।
- मीडिया प्रोडक्शन में नैतिक विचार और उसके अनुसंधान को समझेंगे।
- साक्षात्कार की योजना बनाएंगे और स्रोत जुटाएंगे।
- लक्ष्यित दर्शकों की पहचान करेंगे।
- तथ्यों की जाँच और सटीकता के लिए सामग्री की समीक्षा को समझाएंगे।
- फ़ोटोग्राफ़ी, वीडियोग्राफ़ी और ऑडियो रिकॉर्डिंग, संपादन उपकरण (एडोब प्रीमियर, ऑडेसिटी, कैनवा, आदि), सोशल मीडिया रणनीतियाँ, इन्फोग्राफ़िक्स और मल्टीमीडिया सामग्री, स्क्रिप्टिंग और स्टोरीबोर्डिंग आदि संबंधित विषय पर परियोजना कार्य तैयार करेंगे।

### Syllabus

60 घंटे

- मीडिया अनुसंधान और प्री-प्रोडक्शन
- आध्यात्म संचार कौशल

- शोध की मीडिया उत्पादन तकनीकें
- मोबाइल पत्रकारिता और कम बजट का उत्पादन संबंधी शोध
- डिजिटल मीडिया और शोध
- दृश्य, ऑडियो और शोध
- पोस्ट-प्रोडक्शन और शोध
- वीडियो/ऑडियो संपादन तकनीकें और शोध
- वॉयसओवर, संगीत और शोध
- मीडिया उद्योग और शोध
- डिजिटल मीडिया, पत्रकारिता और शोध
- मीडिया उत्पादन में कैरियर और शोध
- संचार की रचनात्मक प्रतिक्रिया और शोध

# बी.ए.आनर्स हिन्दी पत्रकारिता एवं जनसंचार

## Category I

## (B.A. Honours in Hindi Journalism & Mass Communication)

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC संपादकीय लेखन | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- संपादकीय का महत्त्व बताना
- संपादकीय लेखन से परिचित कराना
- संपादकीय लेखन में दक्ष बनाना

### Course Learning Outcomes

- विद्यार्थी संपादकीय का महत्व समझ सकेंगे
- संपादकीय तकनीक से परिचित होंगे
- संपादकीय लेखन में दक्ष बनकर रोजगार के अवसर प्राप्त करने में सक्षम होंगे

**इकाई-1, संपादकीय का परिचय** **10 घंटे**

- संपादन : अर्थ, उद्देश्य और महत्व
- संपादन और पुनर्लेखन
- संपादन के सिद्धांत

**इकाई-2, समाचार संपादन** **10 घंटे**

- कॉपी संपादन, ऑनलाइन संपादन
- ग्राफिक्स, कार्टून,फोटो चयन और संपादन
- लेआउट, डिजाइन और पेज मेकअप

**इकाई-3, संपादकीय तकनीक** 10 घंटे

- संपादकीय पृष्ठ की संरचना और संपादकीय विभाग
- संपादकीय नीति और स्टाइल पुस्तिका
- संपादकीय चिन्ह और प्रूफ संशोधन

**इकाई-4, संपादकीय एवं विशेष लेखन** 15 घंटे

- संपादकीय लेखन और उसकी विशेषताएं
- अग्रलेख, फीचर, नियमित स्तंभ, साक्षात्कार
- टिप्पणी, विश्लेषण, समीक्षा,संपादक के नाम पत्र

**प्रायोगिक कार्य :** 30 घंटे

- संपादकीय पृष्ठ का डमी निर्माण
- किन्हीं दो समाचार पत्र के संपादकीय पृष्ठ की तुलना
- किन्हीं दो समकालीन महत्वपूर्ण विषयों पर संपादकीय लेखन करना

**सन्दर्भ पुस्तकें :**


- संपादन कला- के.पी. नारायण, हिन्दी ग्रंथ अकादमी, मध्यप्रदेश
- प्रोफेशनल जर्नलिज्म - एम.वी. कामथ - विकास पब्लिशिंग हाउस
- समाचार फीचर लेखन एवं संपादन कला- डॉ. हरिमोहन- तक्षशिला प्रकाशन
- टेक्सबुक ऑफ़ एडिटिंग एंड रिर्पोटिंग - एम.के. जोसेफ – विज़्डम प्रेस
- न्यूज़ एडिटिंग एंड रिर्पोटिंग- मधु सेळवराज – डोमीनेन्ट पब्लिशर्स एंड डिस्टरीबूटर
- द एडिटोरियल आई - टी. हैरिंगटन- बेडफोर्ड सैंट मार्टिन, बोस्टन

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 6 राष्ट्रीय सुरक्षा एवं मीडिया (क)** | 4 | 3 | | 1 | 12th Pass | NIL |

**Learning Objective**

- राष्ट्रीय सुरक्षा की अवधारणा को समझाना।
- राष्ट्रीय सुरक्षा और मीडिया को प्रभावित करने वाले विभिन्न कारकों की व्याख्या और विश्लेषण से परिचित कराना।
- राष्ट्रीय सुरक्षा और भारत के समकालीन मीडिया नेटवर्क के अंतर्संबंध को समझाते हुए फेक न्यूज, मिस इन्फॉर्मेशन और प्रोपेगेंडा से परिचित कराना।

**Course Learning Outcomes**

- विद्यार्थी राष्ट्रीय सुरक्षा की अवधारणा से परिचित होंगे।
- राष्ट्रीय सुरक्षा और मीडिया को प्रभावित करने वाले विभिन्न कारकों की व्याख्या से परिचित होंगे।
- राष्ट्रीय सुरक्षा और मीडिया नेटवर्क और भारत के समकालीन मीडिया नेटवर्क के अंतर्संबंध को समझाते हुए फेक न्यूज, मिस इन्फॉर्मेशन और प्रोपेगेंडा से परिचित होंगे।

**इकाई-1. राष्ट्रीय सुरक्षा और मीडिया** **10 घंटे**

- राष्ट्रीय सुरक्षा और मीडिया : अवधारणा, कारक और ऐतिहासिक विकास
- पारंपरिक एवं गैर-पारंपरिक सुरक्षा और मीडिया
- राष्ट्रीय और अंतरराष्ट्रीय सुरक्षा और मीडिया

**इकाई- 2. मीडिया की भूमिका, राष्ट्रीय सुरक्षा और भारत** **10 घंटे**

- राष्ट्रीय सुरक्षा में मीडिया उपकरण : डिश इन्फॉर्मेशन, दुष्प्रचार और मनोवैज्ञानिक वारफेयर
- दबावपूर्ण कूटनीति, मीडिया और राष्ट्रीय सुरक्षा
- संकट प्रबंधन में मीडिया, साइबर खतरा और राष्ट्रीय सुरक्षा

**इकाई- 3. राष्ट्रीय सुरक्षा और मीडिया के सिद्धांत** **10 घंटे**

- रचनात्मक दृष्टिकोण का सिद्धांत और फ़्रेमिंग थ्योरी

हिन्दी विभाग दिल्ली विश्वविद्यालय

- सुरक्षा करण सिद्धांत और एजेंडा-सेटिंग सिद्धांत
- सूचना युद्ध सिद्धांत और प्रचार मॉडल का सिद्धांत (Theory of Propaganda Model - Herman & Chomsky)

**इकाई- 4. भारत की राष्ट्रीय सुरक्षा और मीडिया** **15 घंटे**

- साइबर सुरक्षा एवं राष्ट्रीय सुरक्षा: वर्तमान स्थिति और संभावनाएँ
- मीडिया रिपोर्टिंग तथा सीमा सुरक्षा (भारत-चीन सीमा संघर्ष, भारत-पाकिस्तान संघर्ष, भारत की समुद्री सुरक्षा और इंडो-पैसिफिक रणनीति)
- क्षेत्रीय और वैश्विक सुरक्षा में भारत की भूमिका और हिंदी मीडिया: नक्सलवाद, पूर्वोत्तर भारत में उग्रवाद, (सार्क, क्वॉड, संयुक्त राष्ट्र शांति मिशन)

**प्रायोगिक कार्य :** **30 घंटे**

1. राष्ट्रीय सुरक्षा और मीडिया प्रणालियाँ और मॉडल को विश्लेषित करना।
2. राष्ट्रीय सुरक्षा और मीडिया प्रणालियों का तुलनात्मक विश्लेषण करना (सत्तावादी, स्वतंत्रतावादी, सामाजिक उत्तरदायित्व, विकासात्मक)
3. राष्ट्रीय सुरक्षा और मीडिया पैटर्न का तुलनात्मक अध्ययन करना।
4. राष्ट्रीय सुरक्षा और मीडिया के पारंपरिक बनाम गैर-पारंपरिक सुरक्षा खतरों का अध्ययन।
5. राष्ट्रीय सुरक्षा के सिद्धांत (यथार्थवाद, उदारवाद, रचनावाद, सुरक्षा सिद्धांत) का अध्ययन।
6. भारत के सुरक्षा का संवैधानिक और संस्थागत ढांचा और मीडिया का अध्ययन।
7. राष्ट्रीय सुरक्षा के कैबिनेट समिति (CCS) की भूमिका और मीडिया का अध्ययन।
8. राष्ट्रीय सुरक्षा परिषद, खुफिया एजेंसियां, रक्षा और अर्धसैनिक बल और मीडिया का अध्ययन।
9. भारत की बाहरी सुरक्षा चुनौतियाँ, सीमा सुरक्षा और क्षेत्रीय विवाद, साइबर सुरक्षा और सूचना युद्ध का अध्ययन।
10. क्षेत्रीय और वैश्विक सुरक्षा में भारत की भूमिका (SAARC, QUAD, UN शांति स्थापना) और मीडिया का अध्ययन।

**सहायक पुस्तकें :**


- K. Subrahmanyam – India's Security Perspectives
- Jaswant Singh – Defending India
- Rajesh Basrur – India's Strategic Thought
- C. Raja Mohan – Modi's World: Expanding India's Sphere of Influence
- David Malone – Does the Elephant Dance? Contemporary Indian Foreign Policy
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## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 6 आर्थिक एवं व्यावसायिक पत्रकारिता (ख)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- आर्थिक व्यावसायिक मुद्दों की समझ विकसित करना।
- आर्थिक व्यावसायिक पत्रकारिता में लेखन कौशल विकसित करना।
- आर्थिक व्यावसायिक पत्रकारिता क्षेत्र में रोजगार परक संभावनाओं की ओर छात्र-छात्राओं को उन्मुख करना।

### Course Learning Outcomes

- आर्थिक व्यावसायिक क्षेत्र में आर्थिक मुद्दों की समझ विकसित होगी
- छात्र-छात्राएँ आर्थिक व्यावसायिक रिपोर्टिंग करने में सक्षम होंगे।
- छात्र-छात्राओं को कैरियर निर्माण करने में सफलता मिलेगी।

**इकाई-1. आर्थिक व्यावसायिक पत्रकारिता : सामान्य परिचय** **10 घंटे**

- आर्थिक व्यावसायिक पत्रकारिता -स्वरूप प्रकार और उद्देश्य
- आर्थिक व्यावसायिक पत्रकारिता का विकास
- उदारीकरण और आर्थिक व्यावसायिक पत्रकारिता का वैश्विक परिदृश्य

**इकाई-2. आर्थिक व्यावसायिक पत्रकारिता: जनमाध्यमों में प्रस्तुति** **10 घंटे**

- प्रमुख आर्थिक व्यावसायिक पत्र पत्रिकाएँ,आर्थिक व्यावसायिक पृष्ठ संरचना, आर्थिक व्यावसायिक रिपोर्ट लेखन, आर्थिक व्यावसायिक फोटोग्राफी
- आर्थिक व्यावसायिक प्रमुख न्यूज़ चैनल्स और डिजिटल माध्यमों में आर्थिक व्यावसायिक कंटेंट प्रस्तुति
- रेडियो , सोशल मीडिया और प्रमुख वेबसाइट्स और एप्स में आर्थिक व्यावसायिक समाचार प्रस्तुति

**इकाई-3. आर्थिक व्यावसायिक पत्रकारिता : लेखन कौशल** **10 घंटे**

- आर्थिक व्यावसायिक मुद्दे और लेखन कौशल , भाषिक संरचना
- आर्थिक व्यावसायिक संपादकीय लेखन, आर्थिक समीक्षात्मक लेख और आलोचनात्मक लेखन
- बाजार शेयर मार्केट न्यूज़, बिजनेस न्यूज़, साक्षात्कार, टी वी परिचर्चा, वृतचित्र निर्माण, पॉडकास्ट निर्माण

**इकाई-4. आर्थिक व्यावसायिक पत्रकारिता और आचार संहिता** **10 घंटे**

हिन्दी विभाग दिल्ली विश्वविद्यालय

- आर्थिक व्यावसायिक पत्रकारिता और नैतिकता
- आर्थिक व्यावसायिक पत्रकारिता संबंधी पारिभाषिक शब्दावली
- आर्थिक व्यावसायिक पत्रकारिता - चुनौतियां और संभावनाएं

**प्रायोगिक कार्य :** **30 घंटे**

- आर्थिक व्यावसायिक पत्र पत्रिकाओं की सामग्री का अध्ययन करना और एक व्यापक रिपोर्ट प्रस्तुति।
- टेलीविज़न के लिए आर्थिक व्यावसायिक कार्यक्रम – बिसनेस न्यूज़ बुलेटिन ,आर्थिक समीक्षा या साक्षात्कार का निर्माण करना। ( 5 मिनट की अवधि )
- समसामयिक आर्थिक व्यावसायिक मुद्दों संबंधी केस स्टडी।
- आर्थिक व्यावसायिक मुद्दों को केंद्र में रखते हुए न्यूज लेटर निर्माण करना।
- सामूहिक कार्य के अंतर्गत आर्थिक व्यावसायिक विषयों पर केंद्रित 20 पृष्ठ की पत्रिका निर्मित करना।

**सहायक पुस्तकें :**


- आर्थिक व्यावसायिक पत्रकारिता - आलोक पुराणिक, प्रभात प्रकाशन
- आर्थिक पत्रकारिता - भरत झुनझुनवाला, संपादन रूप चंद्र गौतम, श्री नटराज प्रकाशन
- आर्थिक व्यावसायिक पत्रकारिता - हिमांशु शेखर, डायमंड पॉकेट बुक्स दिल्ली
- BUSINESS JOURNALISM – Keith Hayes, Apress Berkeley CA
- Business Correspondence & Reporting – Dr C.B. Gupta, Anuradha Singh Taxmann Publications

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 6 पत्रकारिता की भारतीय विरासत (ग)** | 4 | 3 | | 1 | 12th Pass | NIL |

**Learning Objective**

- विद्यार्थी को भारतीय पत्रकारिता की ऐतिहासिक विरासत से परिचित कराना।
- स्वाधीनता संग्राम के मूल्यों का बोध कराना।
- चर्चित पत्रों का विस्तार से परिचय देना।

**Course Learning Outcomes**

- पत्रकारिता की महान विरासत से परिचित होंगे।
- स्वाधीनता की महान मूल्य परंपरा और संघर्ष को जानेंगे।
- चर्चित पत्रों का विस्तृत अध्ययन कर सकेंगे।

**इकाई-1. पत्रकारिता की भारतीय विरासत -ऐतिहासिक परिप्रेक्ष्य** 10 घंटे

- पत्रकारीय विरासत
- राजनीतिक विरासत
- सामाजिक विरासत
- सांस्कृतिक विरासत

**इकाई-2. पत्रकारीय विरासत के आधार स्तंभ** 10 घंटे

- भारतेंदु हरिश्चंद्र, महावीर प्रसाद द्विवेदी ,बाबूराव विष्णु पराड़कर ,गणेश शंकर विद्यार्थी
- प्रेमचंद, माखनलाल चतुर्वेदी, महात्मा गांधी ,मदन मोहन मालवीय
- दीनदयाल उपाध्याय, डा. भीमराव अम्बेडकर ,राजेंद्र माथुर ,प्रभाष जोशी

**इकाई-3. पत्रकारिता विरासत के प्रस्थान बिंदु** 10 घंटे

- उदंत मार्तंड, हरिश्चंद्र चंद्रिका, सरस्वती
- हंस, कर्मवीर, आज
- प्रताप, केसरी, मूकनायक, राष्ट्र धर्म

**इकाई-4. पत्रकारीय विरासत के प्रमुख बिन्दु** **15 घंटे**

- स्वाधीनता, देशप्रेम और स्वराज चेतना, साम्राज्यवाद विरोध, भेदभाव निर्मूलन
- समरसता, शोषण और अन्याय विरोध, अंध विश्वास और रूढ़िवाद विरोध ,वैज्ञानिक चेतना का प्रसार
- सशक्त और समृद्ध भारत का स्वप्न, लोकतंत्र और मानव अधिकार चेतना, परंपरा और आधुनिकता का समन्वय, समाज सुधार और नारी उत्थान

**प्रायोगिक कार्य :** **30 घंटे**

- किसी एक महान पत्रकार पर **15** पृष्ठ की शोध रिपोर्ट बनाना।
- स्वतंत्रता पूर्व के किसी एक प्रमुख पत्र पर **15** मिनट के वृत्तचित्र या पॉडकास्ट का निर्माण।
- पत्रकारिता के मूल्यों पर **15** मिनट की वीडियो रिपोर्ट बनाना।
- हिन्दी पत्रकारिता पर किसी चर्चित पत्रकार का साक्षात्कार।

**सहायक पुस्तकें :**


- हिन्दी पत्रकारिता -डॉ कृष्ण बिहारी मिश्र
- हिन्दी पत्रकारिता का इतिहास –जगदीश प्रसाद चतुर्वेदी
- हिन्दी पत्रकारिता :विविध आयाम -वेद प्रताप वैदिक
- हिन्दी पत्रकारिता का वृहद इतिहास -डॉ अर्जुन तिवारी

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 6 डिजिटल फोटोग्राफी (घ)** | 4 | 3 | | 1 | 12th Pass | NIL |

### Learning Objective

- छात्रों को फोटोग्राफी, कैमरा संचालन, प्रकाश तकनीक और दृश्य तकनीक के मूल सिद्धांतों से परिचित कराना।
- कैमरा के विभिन्न प्रकार, कैमरा शॉट, मूवमेंट, कंपोजिशन से परिचित कराना।
- कैमरा संचालन के कौशल को विकसित करना।

### Course Learning Outcomes

- छात्र फोटोग्राफी, कैमरा संचालन, प्रकाश तकनीक और दृश्य तकनीक के मूल सिद्धांतों के परिचित होंगे।
- छात्र कैमरा के विभिन्न प्रकार, कैमरा शॉट, मूवमेंट, कंपोजिशन से परिचित होंगे।
- कैमरा संचालन का कौशल प्राप्त करेंगे।

**इकाई-1. फोटोग्राफी का इतिहास** **10 घंटे**

- फोटोग्राफी का संक्षिप्त इतिहास
- फोटोग्राफी का स्वरूप और महत्व, कैमरा ऑब्सक्यूरा
- फोटोग्राफी का सिद्धांत – रूल ऑफ थर्डस, लीडींग लाइंस, सिमिट्री, बैलन्स, फ्रेमिंग

**इकाई-2. डिजिटल कैमरा** **10 घंटे**

- कैमरा : परिचय, भाग और कार्य
- कैमरा : तत्त्व, सहायक उपकरण
- कैमरा : प्रकार, एपर्चर नियंत्रण, लेंस के कार्य और प्रकार

**इकाई-3. फोटोग्राफ़ी के प्रकार** **10 घंटे**

- फोटोग्राफी – पोर्ट्रेट, लैंडस्केप, लॉन्ग एक्सपोज़र और मैक्रो फोटोग्राफी
- फोटोग्राफी शॉट्स - एक्सट्रीम वाइड शॉट (ELS), लॉन्ग शॉट (LS) / वाइड शॉट (WS), फुल शॉट (FS), मीडियम लॉन्ग शॉट (MLS) / मीडियम वाइड शॉट (MWS), मीडियम शॉट (MS), मीडियम क्लोज अप (MCU), क्लोज अप (CU), एक्सट्रीम क्लोज अप (ECU), एस्टेब्लिशिंग शॉट (ES)
- फोटोग्राफी एंगल्स - विडिओ कैमरा एंगल – आई लेवल शॉट (ELS), लो ऐंगल शॉट (LAS), हाई ऐंगल शॉट (HAS), हिप लेवल शॉट (HLS), नी लेवल शॉट (KLS), ग्राउन्ड लेवल शॉट (GLS), शोल्डर लेवल शॉट (SLS), बर्ड्स आई व्यू शॉट (BEVS), एरियल शॉट या हेलिकाप्टर शॉट (AS/HS)

**इकाई-4. प्रकाश संरचना और फोटोग्राफी मुद्रण पद्धति** **15 घंटे**

- प्रकाश संरचना : स्रोत, उपकरण (प्रमुख और गौण ) सिद्धांत और उपयोग (डिफ्यूज़र, रिफ्लेक्टर, कटर और जेल)।
- प्रकाश का एक्सपोजर और मापन
- डिजिटल फोटो : प्रिंटिंग, फोटो परिवर्तन, फोटो का प्रभाव विश्लेषण

**प्रायोगिक कार्य :** **30 घंटे**

- 20 सिल्हूट फोटोग्राफी का डिजिटल डॉक्यूमेंट तैयार करना।
- किसी एक स्थान विशेष लैंडस्केप फोटोग्राफी की सीरीज तैयार करना
- डॉक्यूमेंट्री फोटोग्राफी पर प्रोजेक्ट तैयार करना
- स्थान विशेष एरियल फोटोग्राफी पर प्रोजेक्ट तैयार करना।
- स्पोर्ट्स और नेचर फोटोग्राफी पर प्रोजेक्ट तैयार करना।

**सहायक पुस्तकें :**


- कोठारी, गुलाब. (2015). प्रकाश लेखन : फोटो पत्रकारिता. जयपुर : पत्रिका प्रकाशन.
- यादव, नरेंद्र सिंह. (2013). फोटोग्राफी तकनीक एवं प्रयोग. जयपुर : राजस्थान हिन्दी ग्रंथ अकादमी.
- ब्रायन, पीटरसन. (2016). अंडर्स्टैंडिंग एक्सपोजर. यूएसए:एनवाई. एमफोटो बुक्स. ISBN-13978-1607748502

- पीटर. (2021). डिजिटल फोटोग्राफी कम्प्लीट कोर्स. यूके: डिके पब्लिशिंग हाउस. ISBN-13978-0241446614
- **जोबसन, केविन. (2020). गेटिंग स्टारटेड विद डीएसएलआर फोटोग्राफी : अ बिगीनर्स गाइड टू कैपचरिंग ब्यूटीफुल फ़ोटोज़ विद योर डिजिटल कैमरा. एचवाईएम.** ISBN-13978-1637608593


Teaching-Learning Process (शिक्षण प्रशिक्षण प्रक्रिया)

इस पाठ्यक्रम के अध्ययन-अध्यापन के दौरान निम्नलिखित प्रक्रिया को अपनाया जाएगा -

कक्षा में विषय आधारित व्याख्यान, सामूहिक चर्चा, सरल से जटिलतर अध्यापन की ओर उन्मुखता, जटिल विषयों पर कक्षा के अलावा विषय विशेषज्ञों के व्याख्यान और कार्यशाला का आयोजन, कक्षा में इंटरएक्टिव मोड में अध्यापन, स्मार्ट क्लासरूम का प्रयोग, फोटोग्राफी के लिए फोटोग्राफी प्रोजेक्ट तैयार करना, फोटोग्राफ का प्रोजेक्ट पर प्रदर्शन, फोटोग्राफी कैमरा शॉट, मूवमेंट, कंपोजिशन, साथ ही कैमरा के बुनियादी संचालन और कार्यों को प्रैक्टिकल करना। प्रैक्टिकल-प्रोजेक्ट / फोटो एल्बम। छात्रों को फोटो शूट के लिए बाहर ले जाया जा सकता है।

हिन्दी विभाग दिल्ली-7 दिल्ली विश्वविद्यालय

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| परियोजना कार्य (2) | 2 | 0 | 0 | 2 | 12th Pass | NIL |

### Learning Objective

- विभिन्न प्रकार की मीडिया परियोजनाओं को समझाना।
- वृत्तचित्र, पॉडकास्ट, समाचार रिपोर्ट, सोशल मीडिया अभियान, विज्ञापन संबंधित मीडिया परियोजनाओं का परिचय कराना।
- परियोजना के विषय को चुनना और उसके उद्देश्यों को परिभाषित कराना।
- मीडिया प्रोडक्शन में नैतिक विचार और अनुसंधान को समझाना।
- साक्षात्कार की योजना बनाना और स्रोत जुटाना।
- लक्षित दर्शकों की पहचान करना।
- तथ्यों की जाँच और सटीकता के लिए सामग्री की समीक्षा को समझाना।
- फोटोग्राफी, वीडियोग्राफी और ऑडियो रिकॉर्डिंग, संपादन उपकरण (एडोब प्रीमियर, ऑडेसिटी, कैनवा, आदि), सोशल मीडिया रणनीतियाँ, इन्फो ग्राफिक्स और मल्टीमीडिया सामग्री, स्क्रिप्टिंग और स्टोरीबोर्डिंग आदि संबंधित विषय पर परियोजना कार्य करवाना।

### Course Learning Outcomes

- विभिन्न प्रकार की मीडिया परियोजनाओं की समझ होगी।
- वृत्तचित्र, पॉडकास्ट, समाचार रिपोर्ट, सोशल मीडिया अभियान, विज्ञापन संबंधित मीडिया परियोजनाओं को बनाएंगे।
- परियोजना के विषय को चुनना और उसके उद्देश्यों को परिभाषित करेंगे।
- मीडिया प्रोडक्शन में नैतिक विचार और उसके अनुसंधान को समझेंगे।
- साक्षात्कार की योजना बनाएंगे और स्रोत जुटाएंगे।
- लक्षित दर्शकों की पहचान करेंगे।
- तथ्यों की जाँच और सटीकता के लिए सामग्री की समीक्षा को समझाएंगे।
- फोटोग्राफी, वीडियोग्राफी और ऑडियो रिकॉर्डिंग, संपादन उपकरण (एडोब प्रीमियर, ऑडेसिटी, कैनवा, आदि), सोशल मीडिया रणनीतियाँ, इन्फो ग्राफिक्स और मल्टीमीडिया सामग्री, स्क्रिप्टिंग और स्टोरीबोर्डिंग आदि संबंधित विषय पर परियोजना कार्य तैयार करेंगे।

### Syllabus

60 घंटे

- मीडिया अनुसंधान और प्री-प्रोडक्शन
- अध्यात्म संचार कौशल
- शोध की मीडिया उत्पादन तकनीकें
- मोबाइल पत्रकारिता और कम बजट का उत्पादन संबंधी शोध
- डिजिटल मीडिया और शोध

- दृश्य, ऑडियो और शोध
- पोस्ट-प्रोडक्शन और शोध
- वीडियो/ऑडियो संपादन तकनीकें और शोध
- वॉयस ओवर, संगीत और शोध
- मीडिया उद्योग और शोध
- डिजिटल मीडिया, पत्रकारिता और शोध
- मीडिया उत्पादन में कैरियर और शोध
- संचार की रचनात्मक प्रतिक्रिया और शोध

# राष्ट्रीय शिक्षा नीति 2020

## Pool of Generic Elective (GE)

## (Offered by Department of Hindi for All UG Courses)

### VII & VIII Semester


| Sr. No. | Semester | Paper Type | Paper Name | Page No. |
|---|---|---|---|---|
| 1 | VII | GE | • आख्यानपरक हिंदी साहित्य | 2-3 |
| | | | • हिंदी साहित्य का सिनेमा में रुपांतरण | 4-5 |
| | | | • हिंदी साहित्य और सोशल मीडिया | 6-7 |
| | | | • हिंदी साहित्य का इतिहास (भाग 1) | 8-9 |
| | | | | |
| 2 | VIII | GE | • हिंदी साहित्य और सांस्कृतिक चिंतन | 10-11 |
| | | | • नाट्य-रूपांतरण | 12-13 |
| | | | • हिंदी शिक्षण | 14-15 |
| | | | • हिंदी साहित्य का इतिहास (भाग 2) | 16-17 |
| | | | | |

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Hons.) Hindi

## Semester VII – GE

## आख्यानपरक हिंदी साहित्य

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE आख्यानपरक हिंदी साहित्य | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- आख्यान की परंपरा एवं स्वरूप की समझ विकसित करना।
- आख्यान की भारतीय परंपराओं की विशेषताओं का ज्ञान प्रदान करना।
- आधुनिक साहित्य के उत्स आख्यानकों से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- पौराणिक एवं ऐतिहासिक आख्यान संबंधी आधारभूत समझ विकसित होगी।
- रामायण तथा महाभारत संबंधी आख्यान का परिचय प्राप्त हो सकेगा।
- बौद्ध कालीन साहित्य संबंधी आख्यान की मान्यताओं का बोध विकसित हो सकेगा।

**इकाई – 1 : आख्यानमूलक साहित्य का परिचय** **(12 घंटे)**

- आख्यान की भारतीय परंपरा
- आख्यान : स्वरूप, संरचना और प्रकार
- पौराणिक तथा ऐतिहासिक आख्यानकों की सुदीर्घ परंपरा
- आख्यान का साहित्य निर्माण में आधारभूत योगदान

**इकाई – 2 : आख्यानमूलक साहित्य का विधागत वैशिष्ट्य** **(9 घंटे)**

- कथा साहित्य की आख्यानमूलक परंपरा
- काव्य की आख्यानमूलक परंपरा
- निबंध आदि अन्य गद्य विधाओं की आख्यानमूलक परंपरा

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**इकाई – 3 : काव्य की रामायण आधारित आख्यान परंपरा** **(12 घंटे)**

- राम विनय – बालमुकुंद गुप्त
- जो पुल बनाएंगे – अज्ञेय
- राम की जल समाधि – भारत भूषण
- संशय की एक रात (चतुर्थ सर्ग, संदिग्ध मन का संकल्प और सवेरा) – नरेश मेहता

**इकाई – 4 : गद्य साहित्य की महाभारत तथा बौद्धकालीन आख्यान परंपरा** **(12 घंटे)**

- एक और द्रोणाचार्य – शंकर शेष (नाटक)
- कृष्ण का दूत कर्म (महासमर 7, प्रत्यक्ष) – नरेंद्र कोहली (उपन्यास)
- भाव पुरुष श्रीकृष्ण – विद्यानिवास मिश्र (निबंध)
- थेरीगाथा (तेरहवां वर्ग) – डॉ. भरत सिंह उपाध्याय (लघुकथा)

**सहायक ग्रंथ :**


1. चंदेल, उमापति राय; पौराणिक आख्यानों का विकासात्मक अध्ययन, कोणार्क प्रकाशन, दिल्ली।
2. मेहता, नरेश; काव्य का वैष्णव व्यक्तित्व, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
3. गुप्त, गणपतिचंद्र; हिंदी भाषा एवं साहित्य कोश, सस्ता साहित्य मंडल, नयी दिल्ली।
4. अग्रवाल, वासुदेव शरण; भारत सावित्री, सस्ता साहित्य मंडल, नयी दिल्ली।
5. मिश्र, विद्यानिवास; महाभारत का काव्यार्थ, नेशनल पब्लिशिंग हाउस, दिल्ली।
6. गौड़, रामशरण; पौराणिक आख्यान कोश : कृष्ण काव्य के संदर्भ में।
7. गंगाधरन, वी.; द्विवेदी युगीन आख्यान काव्य, लोकभारती प्रकाशन, नयी दिल्ली।
8. हीरा, राजवंश सहाय; भारतीय साहित्य शास्त्र कोश, बिहार हिंदी ग्रंथ अकादमी, पटना, बिहार।
9. त्रिपाठी, राधावल्लभ; श्रेष्ठ पौराणिक कहानियां।
10. एनसाइक्लोपीडिया ऑफ इंडियन लिटरेचर, साहित्य अकादमी में आख्यान प्रविष्टि।

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Hons.) Hindi

## सेमेस्टर VII – GE

## हिंदी साहित्य का सिनेमा में रुपांतरण

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी साहित्य का सिनेमा में रुपांतरण | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- साहित्य एवं सिनेमा के रूपांतरण की आधारभूत समझ विकसित करना।
- साहित्य एवं सिनेमा के रूपांतरण के मूल सिद्धांतों से परिचय कराना।
- सिनेमा में रूपांतरण के कला एवं तकनीकी पक्ष की मूल मान्यताओं से परिचय करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- साहित्य एवं सिनेमा में रूपांतरण की आधारभूत समझ विकसित होगी।
- साहित्य एवं सिनेमा रूपांतरण के मूल सिद्धांतों से परिचय प्राप्त हो सकेगा।
- सिनेमा में रूपांतरण के कला एवं तकनीकी पक्ष की मूल मान्यताओं का बोध विकसित होगा।

**इकाई – 1 : साहित्य एवं सिनेमा : अर्थ, स्वरूप एवं महत्व** **(12 घंटे)**

- साहित्य एवं सिनेमा : परिभाषा, अर्थ एवं स्वरूप
- साहित्य एवं सिनेमा के भेद, तत्व एवं प्रकार
- साहित्य सिनेमा का अंतःसंबंध
- साहित्य सिनेमा की विकास यात्रा

**इकाई – 2 : हिंदी साहित्य का सिनेमा में रूपांतरण** **(9 घंटे)**

- हिंदी साहित्य का सिनेमा में रूपांतरण : स्वरूप एवं महत्व
- हिंदी एवं हिंदीतर साहित्य पर आधारित फिल्मों का संक्षिप्त परिचय
- विभिन्न साहित्यिक विधाओं का सिनेमा में रूपांतरण

- हिंदी साहित्य एवं सिनेमा : रूपांतरण की समस्याएं

**इकाई – 3 : साहित्य एवं सिनेमा के रूपांतरण की रचना प्रक्रिया** **(12 घंटे)**

- शब्द, वाक्य, कथोपकथन बनाम शॉट, सीन, संवाद
- काव्य, पाठक, लेखक बनाम सिनेमा में गीत, दर्शक, निर्देशक
- दृश्य रूपांतरण का तकनीकी पक्ष : दृश्य निर्माण, सिनेमैटोग्राफी
- सिनेमा में रूपांतरण का कला पक्ष : अभिनय, भाषा एवं संवाद

**इकाई – 4 : हिंदी साहित्यिक कृतियों पर आधारित फिल्मों का अध्ययन** **(12 घंटे)**

- काली आंधी (कमलेश्वर) – आंधी (गुलजार, 1975)
- शतरंज के खिलाड़ी (प्रेमचंद) – शतरंज के खिलाड़ी (सत्यजीत रे, 1977)
- कोहबर की शर्त (केशव प्रसाद मिश्र) – नदिया के पार (गोविंद मुनीश, 1982)
- दुविधा (विजयदान देथा) – पहेली (अमोल पालेकर, 2005)

**सहायक ग्रंथ :**


1. ब्रह्मात्मज, अजय; सिनेमा की सोच, वाणी प्रकाशन, दिल्ली।
2. ओझा, अनुपम; भारतीय सिने सिद्धांत, राधाकृष्ण प्रकाशन, दिल्ली।
3. अख्तर, ज़ावेद; सिनेमा के बारे में, राजकमल प्रकाशन, दिल्ली।
4. अग्रवाल, प्रहलाद; हिंदी सिनेमा आदि से अनंत (चार खंड), साहित्य भंडार, इलाहाबाद, उत्तर प्रदेश।
5. चड्ढा, मनमोहन; हिंदी सिनेमा का इतिहास, सचिन प्रकाशन, दिल्ली।
6. भारद्वाज, विनोद; सिनेमा कल आज कल, वाणी प्रकाशन, दिल्ली।
7. पांडेय, आलोक रंजन (संपादक); हिंदी सिनेमा और समाज : युग संदर्भ, नटराज प्रकाशन, दिल्ली।
8. कुमार, विपुल; साहित्य और सिनेमा : अंतःसंबंध और रूपांतरण, मनीष प्रकाशन, दिल्ली।
9. प्रसाद, कमला (संपादक); फ़िल्म का सौंदर्यशास्त्र और भारतीय सिनेमा, शिल्पायन प्रकाशन, दिल्ली।
10. कुमार, हरीश; सिनेमा और साहित्य, संजय प्रकाशन, दिल्ली।


दिल्ली विश्वविद्यालय

# राष्ट्रीय शिक्षा नीति 2020

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## सेमेस्टर VII – GE

## हिंदी साहित्य और सोशल मीडिया

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी साहित्य और सोशल मीडिया | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को हिंदी और सोशल मीडिया के आपसी संबंधों की समझ प्रदान करना।
- डिजिटल युग में हिंदी साहित्य के विकास, सोशल मीडिया के प्रभाव, भाषा के बदलाव, अभिव्यक्ति की स्वतंत्रता, और साहित्य के भविष्य की संभावनाओं पर ध्यान केंद्रित कराना।
- सोशल मीडिया के नए माध्यमों से परिचित कराना और डिजिटल लेखन में उनकी सृजनात्मकता को विकसित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- हिंदी साहित्य के डिजिटल स्वरूप को समझ सकेंगे।
- सोशल मीडिया पर हिंदी भाषा के प्रयोग और उसके प्रभाव का विश्लेषण कर सकेंगे।
- डिजिटल लेखन और सोशल मीडिया पर साहित्यिक अभिव्यक्ति के नए रूपों की पहचान कर सकेंगे।

**इकाई – 1 : सोशल मीडिया : अर्थ एवं अवधारणा** **(9 घंटे)**

- सोशल मीडिया के विविध रूप
- सोशल मीडिया : भाषा, समाज और संस्कृति
- मुख्यधारा और सोशल मीडिया

**इकाई – 2 : जन जागरूकता एवं जन जागरण** **(12 घंटे)**

- जनभागीदारी, जन जागरूकता एवं सोशल मीडिया
- जन आंदोलन एवं सोशल मीडिया
- जन संपर्क एवं जनमत निर्माण

- नियमन का प्रश्न और सोशल मीडिया

**इकाई – 3 : सोशल मीडिया का व्यावसायिक परिप्रेक्ष्य** **(12 घंटे)**

- मार्केटिंग और सोशल मीडिया
- रोजगार और सोशल मीडिया : ब्लॉग लेखन, पॉडकास्ट, शॉर्ट्स एवं रील
- सोशल मीडिया एवं साहित्य : व्यावसायिक परिप्रेक्ष्य
- व्यवसायिक प्रतिस्पर्धा एवं सोशल मीडिया

**इकाई – 4 : हिंदी साहित्य और सोशल मीडिया** **(12 घंटे)**

- साहित्य और सोशल मीडिया का अंतर्संबंध
- सोशल मीडिया : स्थिति और संभावनाएं
- सोशल मीडिया पर हिंदी लेखन (फेसबुक, ट्विटर, इंस्टाग्राम, व्हाट्सएप)
- साहित्यकारों की डिजिटल उपस्थिति : हिंदी समय, प्रसार भारती आदि

**सहायक ग्रंथ :**


1. प्रकाश, अरुण; डिजिटल युग में हिंदी साहित्य।
2. सिंह, डॉ. राजेंद्र प्रसाद; हिंदी साहित्य और समकालीन परिदृश्य।
3. कुमार, विनय; सोशल मीडिया का भाषाई प्रभाव।
4. शर्मा, संजय; ब्लॉगिंग और डिजिटल लेखन।
5. कुमार, नवीन; डिजिटल साहित्य की अवधारणा।
6. द्विवेदी, संजय (संपादक); सोशल नेटवर्किंग : नए समय का संवाद, यश पब्लिकेशंस, दिल्ली।
7. द्विवेदी, संजय (संपादक); मीडिया भूमंडलीकरण और समाज।
8. रमा; सोशल मीडिया और स्त्री, नॉर्दन बुक सेंटर, नयी दिल्ली।

राष्ट्रीय शिक्षा नीति 2020

**B.A. (Hons.) Hindi**

**Semester VII – GE**

**हिंदी साहित्य का इतिहास (भाग 1)**

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **GE हिंदी साहित्य का इतिहास (भाग 1)** | **4** | **3** | **1** | — | **12वीं उत्तीर्ण** | **Annexure** |

**पाठ्यक्रम का उद्देश्य (Course Objectives):**

- हिंदी साहित्य के इतिहास की जानकारी प्रदान करना।
- नामकरण एवं काल विभाजन का बोध कराना।
- साहित्य इतिहास के ग्रंथों से परिचय कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- हिंदी साहित्य के इतिहास का ज्ञान हो सकेगा।
- इतिहास निर्माण की पद्धति से परिचित हो सकेंगे।
- साहित्य इतिहास के ग्रंथों से अवगत हो सकेंगे।

**इकाई – 1 : हिंदी साहित्य का इतिहास लेखन** **(12 घंटे)**

- इतिहास की परिभाषा एवं स्वरूप
- हिंदी साहित्य के इतिहास का उद्भव एवं विकास
- हिंदी साहित्य – नामकरण एवं काल विभाजन

**इकाई – 2 : आदिकाल** **(9 घंटे)**

- आदिकाल की पृष्ठभूमि
- सिद्ध, नाथ एवं जैन साहित्य
- रासो एवं लौकिक काव्य

दिल्ली विश्वविद्यालय

**इकाई – 3 : भक्तिकाल** **(12 घंटे)**

- भक्ति आंदोलन : उद्भव एवं विकास
- निर्गुण भक्ति काव्यधारा
- सगुण भक्ति काव्यधारा

**इकाई – 4 : रीतिकाल** **(12 घंटे)**

- रीतिकाल : युगीन परिस्थितियां
- रीतिबद्ध और रीतिसिद्ध काव्य
- रीतिमुक्त एवं अन्य काव्य धाराएं

**सहायक ग्रंथ :**


1. शुक्ल, रामचंद्र; हिंदी साहित्य का इतिहास, लोकभारती प्रकाशन, दिल्ली।
2. द्विवेदी, हजारी प्रसाद; हिंदी साहित्य की भूमिका, राजकमल प्रकाशन, दिल्ली।
3. द्विवेदी, हजारी प्रसाद; हिंदी साहित्य का उद्भव और विकास, राजकमल प्रकाशन, दिल्ली।
4. त्रिपाठी, विश्वनाथ; हिंदी साहित्य का सरल इतिहास, ओरिएंट ब्लैकस्वान, नोएडा, उत्तर प्रदेश।
5. चतुर्वेदी, रामस्वरूप; हिंदी साहित्य एवं संवेदना का विकास, लोकभारती प्रकाशन, दिल्ली।
6. डॉ. नगेंद्र / डॉ. हरदयाल (संपादक); हिंदी साहित्य का इतिहास, मयूर बुक्स, दिल्ली।
7. सिंह, बच्चन; हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, दिल्ली।
8. गुप्त, गणपति चंद्र; हिंदी साहित्य का वैज्ञानिक इतिहास, लोकभारती प्रकाशन, दिल्ली।
9. पांडेय, मैनेजर; साहित्य और इतिहास दृष्टि, वाणी प्रकाशन, दिल्ली।
10. शर्मा, नलिन विलोचन; साहित्य का इतिहास दर्शन, अनन्य प्रकाशन, दिल्ली।

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Hons.) Hindi

## सेमेस्टर VIII – GE

## हिंदी साहित्य और सांस्कृतिक चिंतन

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी साहित्य और सांस्कृतिक चिंतन | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- हिंदी साहित्य की आधारभूत समझ विकसित करना।
- सांस्कृतिक चिंतन के मूल सिद्धांतों से परिचय कराना।
- साहित्य और संस्कृति के अंतर्संबंधों से अवगत कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थियों में हिंदी साहित्य संबंधी आधारभूत समझ विकसित होगी।
- सांस्कृतिक चिंतन के मूल सिद्धांतों से परिचय प्राप्त हो सकेगा।
- साहित्य और संस्कृति के अंतर्संबंधों के साथ मूल मान्यताओं का बोध विकसित होगा।

**इकाई – 1 : संस्कृति : परिचय एवं स्वरूप** **(12 घंटे)**

- संस्कृति की अवधारणा
- सभ्यता और संस्कृति का अंत:संबंध
- भारतीय समाज और संस्कृति

**इकाई – 2 : भारतीय सांस्कृतिक चिंतन परंपरा** **(9 घंटे)**

- वैदिक चिंतन
- जैन चिंतन
- बौद्ध चिंतन

हिन्दी विभाग दिल्ली विश्वविद्यालय

**इकाई – 3 : हिंदी साहित्य में सांस्कृतिक चिंतन एवं दृष्टि (पद्य)** **(12 घंटे)**

- तुलसीदास – रामलला नहछू (पद संख्या – 2, 3, 5, 9 एवं 19)
- गुरुनानक – नानक वाणी, जयराम मिश्र, मित्र प्रकाशन प्राइवेट लिमिटेड, इलाहाबाद (पद संख्या – 9, 12, 22, 38 एवं 16{1})
- मलिक मुहम्मद जायसी – पद्मावत, रामचंद्र शुक्ल (संपादक), लोकभारती प्रकाशन, नयी दिल्ली (पद – षट् ऋतु वर्णन खंड : 2, 5, 6, 9 एवं 10)
- जयशंकर प्रसाद – कामायनी, विश्वंभर मानव, लोकभारती प्रकाशन, नयी दिल्ली (पद – आनंद सर्ग : 47, 52, 57, 77 एवं 78)

**इकाई – 4 : हिंदी साहित्य में सांस्कृतिक चिंतन एवं दृष्टि (गद्य)** **(12 घंटे)**

- हजारी प्रसाद द्विवेदी – भारतीय संस्कृति की देन (निबंध)
- विद्यानिवास मिश्र – हल्दी – दूब और दधि – अच्छत (निबंध)
- फणीश्वरनाथ रेणु – सिरपंचमी का सगुन (कहानी)
- कुबेर नाथ राय – रस आखेटक (निबंध)

**सहायक ग्रंथ :**


1. शुक्ल, आचार्य रामचंद्र; हिंदी साहित्य का इतिहास, वाणी प्रकाशन, दिल्ली।
2. दिनकर, रामधारी सिंह; संस्कृति के चार अध्याय, राजकमल प्रकाशन, दिल्ली।
3. गुलाबराय, बाबू; भारतीय संस्कृति की रूपरेखा, स्वराज प्रकाशन, दिल्ली।
4. धर्मपाल; भारतीय चित्त, मानस और काल, पुस्तकायन ट्रस्ट, अहमदाबाद, गुजरात।
5. बदरीनारायण; लोक संस्कृति में इतिहास, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
6. अग्रवाल, वासुदेवशरण; कला और संस्कृति, बिहार राष्ट्रभाषा परिषद, पटना, बिहार।
7. उपाध्याय, कृष्णदेव; लोक संस्कृति, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
8. पांडेय; गोविंद चंद्र, वैदिक संस्कृति, लोकभारती प्रकाशन, दिल्ली।
9. पांडेय, नंद किशोर, आधुनिक हिंदी साहित्य और संस्कृति बोध, प्रभात प्रकाशन, दिल्ली।

राष्ट्रीय शिक्षा नीति-2020

B.A. (Hons.) Hindi

सेमेस्टर VIII – GE

नाट्य रूपांतरण

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE नाट्य रूपांतरण | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- हिंदी नाट्य साहित्य के अंतर्गत नाट्य रूपांतरण के इतिहास से परिचित कराना।
- नाट्य रूपांतरण की प्रक्रिया और तकनीक की जानकारी प्रदान करना।
- रूपांतरण हेतु संपादन कला की समझ विकसित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी हिंदी नाट्य साहित्य के अंतर्गत नाट्य रूपांतरण के इतिहास से परिचित होंगे।
- नाट्य रूपांतरण की प्रक्रिया और तकनीक की जानकारी प्राप्त कर सकेंगे।
- रूपांतरण हेतु संपादन कला की समझ विकसित होगी।

**इकाई – 1 : नाट्य रूपांतरण की अवधारणा** **(9 घंटे)**

- नाट्य रूपांतरण : अर्थ एवं स्वरूप
- नाट्य रूपांतरण : प्रक्रिया
- नाट्य रूपांतरण : रंग तकनीक
- नाट्य रूपांतरण हेतु संपादन

**इकाई – 2 : हिंदी कहानी का रंगमंच** **(12 घंटे)**

- हिंदी कहानी का रंगमंच : इतिहास
- संपादन की प्रक्रिया और नाट्य रूपांतरण
- कहानी : मूल पाठ का संरक्षण और रंग-आलेख
- तीन एकांत : देवेंद्रराज अंकुर द्वारा किया गया नाट्य रूपांतरण

**इकाई – 3 : हिंदी उपन्यास का रंगमंच** **(12 घंटे)**

- हिंदी उपन्यास के रंगमंच की विकास यात्रा
- उपन्यास के संपादन एवं रूपांतरण की रंग तकनीक
- उपन्यास के मूल पाठ का संरक्षण और रंग-आलेख
- कुरु कुरु स्वाहा : रंजीत कपूर द्वारा किया गया नाट्य रूपांतरण

**इकाई – 4 : हिंदी कविता का रंगमंच** **(12 घंटे)**

- हिंदी कविता के रंगमंच की विकास-यात्रा
- कविता का संपादन एवं रंग-तकनीक
- काव्य नाट्य रूपांतरण : मूल पाठ का संरक्षण
- राम की शक्ति पूजा : व्योमेश शुक्ल द्वारा किया गया नाट्य रूपांतरण

**सहायक ग्रंथ :**


1. वर्मा, निर्मल; तीन एकांत (धूप का एक टुकड़ा, डेढ़ इंच ऊपर, वीक एंड), राजकमल प्रकाशन, दिल्ली।
2. आनंद, महेश; कहानी का रंगमंच, राष्ट्रीय नाट्य विद्यालय, नयी दिल्ली।
3. अंकुर, देवेंद्रराज; रंग कोलाज, राजकमल प्रकाशन, दिल्ली।
4. आनंद, महेश; रंग दस्तावेज़, राष्ट्रीय नाट्य विद्यालय, नयी दिल्ली।
5. शुक्ल, व्योमेश; झांकी (नाट्यालेख), राम की शक्ति पूजा।
6. आनंद, महेश / अंकुर, देवेंद्रराज; रंगमंच के सिद्धांत, राजकमल प्रकाशन, दिल्ली।
7. अंकुर, देवेंद्रराज; रंगमंच का सौंदर्यशास्त्र, राजकमल प्रकाशन, दिल्ली।
8. https://www.youtube.com/watch?v=WnoNKhwPAts : देवेंद्रराज अंकुर से अमिताभ श्रीवास्तव की बातचीत।
9. Adaptation in contemporary Theatre: Performing Literature, Frances, Bloomsbury Collections, New York, USA.

# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Hons.) Hindi
## सेमेस्टर VIII – GE
## हिंदी शिक्षण

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी शिक्षण | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- भाषा शिक्षण की अवधारणा, महत्व, राष्ट्रीय, सामाजिक और शैक्षिक संदर्भ से परिचित कराना।
- भाषा शिक्षण की आधारभूत संकल्पनाओं का ज्ञान देना।
- हिंदी शिक्षण के अंतर्गत भाषाई कौशलों एवं भाषा परीक्षण की विभिन्न पद्धतियों की जानकारी देना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी भाषा शिक्षण की अवधारणा और महत्व से परिचित हो सकेंगे।
- भाषा शिक्षण की संकल्पनाओं और राष्ट्रीय, सामाजिक, शैक्षिक एवं भाषिक संदर्भों को जान सकेंगे।
- विभिन्न भाषाई कौशलों के साथ शिक्षण, मीडिया, अभिनय आदि क्षेत्र में प्रतिभा का विकास कर सकेंगे।

**इकाई – 1 : भाषा शिक्षण की अवधारणा** **(9 घंटे)**

- भाषा शिक्षण का अभिप्राय एवं उद्देश्य
- भाषा शिक्षण का राष्ट्रीय, सामाजिक, शैक्षिक और भाषिक संदर्भ
- शिक्षण और प्रशिक्षण
- अर्जन और अधिगम

**इकाई – 2 : भाषा शिक्षण की आधारभूत संकल्पनाएं एवं शिक्षण विधियां** **(12 घंटे)**

- प्रथम भाषा, मातृ भाषा तथा अन्य भाषा (द्वितीय एवं विदेशी) की संकल्पना
- मातृ भाषा तथा अन्य भाषा शिक्षण के उद्देश्य
- मातृ भाषा, द्वितीय भाषा और विदेशी भाषा का शिक्षण
- सामान्य और विशिष्ट प्रयोजन के लिए भाषा शिक्षण
- भाषा शिक्षण की विभिन्न विधियां (प्रत्यक्ष, व्याकरण अनुवाद, श्रव्य भाषा एवं अन्य विधियां)

**इकाई – 3 : हिंदी शिक्षण** **(12 घंटे)**

- भाषा कौशल – सुनना, बोलना, पढ़ना, लिखना
- हिंदी का मातृभाषा के रूप में शिक्षण
- द्वितीय भाषा के रूप में शिक्षण
- विदेशों में हिंदी भाषा शिक्षण

**इकाई – 4 : भाषा परीक्षण और मूल्यांकन** **(12 घंटे)**

- भाषा परीक्षण की संकल्पना
- भाषा मूल्यांकन की संकल्पना
- भाषा परीक्षण के विविध प्रकार
- मूल्यांकन के प्रकार

**सहायक ग्रंथ :**


1. श्रीवास्तव, डॉ. रवींद्रनाथ; भाषा शिक्षण, वाणी प्रकाशन, दिल्ली।
2. श्रीवास्तव, डॉ. रवींद्रनाथ; अनुपयुक्त भाषा विज्ञान : सिद्धांत एवं प्रयोग, राधाकृष्ण प्रकाशन, दिल्ली।
3. सिंह, अमर बहादुर; अन्य भाषा शिक्षण के कुछ पक्ष (संपादित), केंद्रीय हिंदी संस्थान, आगरा।
4. वर्मा, ब्रजेश्वर; भाषा शिक्षण तथा भाषा विज्ञान (संपादित), केंद्रीय हिंदी संस्थान, आगरा।
5. तिवारी, भोलानाथ; हिंदी भाषा शिक्षण, लिपि प्रकाशन, दिल्ली।
6. शर्मा,बीना; हिंदी शिक्षण का अंतरराष्ट्रीय परिप्रेक्ष्य, नयी किताब, दिल्ली।
7. भोसले, सदानंद; हिंदी भाषा शिक्षण (संपादित), राजकमल प्रकाशन, दिल्ली।
8. सिंह, पांडेय, गुप्ता, डॉ. सावित्री, डॉ. शिवपूजन, डॉ. महिमा; हिंदी शिक्षण, आर. लाल बुक डिपो, मेरठ।
9. सिंह, प्रो. दिलीप; भाषा, साहित्य और संस्कृति शिक्षण, वाणी प्रकाशन, दिल्ली।
10. भाटिया, डॉ. कैलाशचंद; आधुनिक भाषा शिक्षण, तक्षशिला प्रकाशन, नयी दिल्ली।
11. बालकुमार, एम. (संपादक); सूचना युग में हिंदी शिक्षण एवं परीक्षण : समस्याएं एवं परिप्रेक्ष्य, भारतीय भाषा संस्थान, मैसूर, कर्नाटक।

राष्ट्रीय शिक्षा नीति 2020

B.A. (Hons.) Hindi

सेमेस्टर VIII – GE

हिंदी साहित्य का इतिहास (भाग 2)

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| GE हिंदी साहित्य का इतिहास (भाग 2) | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objectives):**

- आधुनिक हिंदी साहित्य के इतिहास की जानकारी प्रदान करना।
- आधुनिकता की अवधारणा विकसित करना।
- हिंदी गद्य की विकास यात्रा से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- आधुनिक हिंदी साहित्य के इतिहास का ज्ञान हो सकेगा।
- आधुनिकता के स्वरूप से परिचित हो सकेंगे।
- हिंदी गद्य की विकास यात्रा से परिचित हो सकेंगे।

**इकाई – 1 : भारतेंदु एवं द्विवेदी काल** **(12 घंटे)**

- आधुनिकता एवं नवजागरण की अवधारणा
- भारतेंदु युग और स्वाधीनता आंदोलन
- द्विवेदी भारतेंदु युग : खड़ी बोली आंदोलन

**इकाई – 2 : छायावाद, प्रगतिवाद और प्रयोगवाद** **(12 घंटे)**

- छायावाद: अर्थ, स्वरूप एवं प्रवृत्तियां
- प्रगतिवाद: अर्थ, स्वरूप एवं प्रवृत्तियां
- प्रयोगवाद: अर्थ, स्वरूप एवं प्रवृत्तियां

**इकाई – 3 : नयी कविता एवं अन्य काव्य धाराएं** **(9 घंटे)**

- नयी कविता
- साठोत्तरी कविता
- समकालीन कविता

**इकाई – 4 : हिंदी गद्य साहित्य : उद्भव एवं विकास** **(12 घंटे)**

- कथा साहित्य : कहानी एवं उपन्यास
- नाटक, निबंध और अन्य गद्य विधाएं
- आलोचना

**सहायक ग्रंथ :**


1. शुक्ल, रामचंद्र; हिंदी साहित्य का इतिहास, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
2. त्रिपाठी, विश्वनाथ; हिंदी साहित्य का सरल इतिहास, ओरिएंट ब्लैकस्वान, नोएडा, उत्तर प्रदेश।
3. चतुर्वेदी, रामस्वरूप; हिंदी साहित्य एवं संवेदना का विकास, लोकभारती प्रकाशन, प्रयागराज।
4. डॉ. नगेंद्र, डॉ. हरदयाल (संपादक); हिंदी साहित्य का इतिहास, मयूर बुक्स, दिल्ली।
5. सिंह, बच्चन; हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, दिल्ली।
6. वाजपेयी, नंददुलारे; आधुनिक साहित्य, राजकमल प्रकाशन, दिल्ली।
7. गुप्त, गणपति चंद्र; हिंदी साहित्य का वैज्ञानिक इतिहास, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
8. सिंह, नामवर; छायावाद, राजकमल प्रकाशन, दिल्ली।
9. सिंह, नामवर; आधुनिक साहित्य की प्रवृत्तियां, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
10. तिवारी, रामचंद्र; हिंदी का गद्य साहित्य, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश।
11. सिंह, बच्चन; आधुनिक हिंदी साहित्य का इतिहास, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
12. शाह, रमेशचंद्र; छायावाद की प्रांसगिकता, वाग्देवी पॉकेट बुक्स, नोएडा, उत्तर प्रदेश।
13. चतुर्वेदी, रामस्वरूप; नयी कविता एक साक्ष्य, लोकभारती प्रकाशन, प्रयागराज, उत्तर प्रदेश।
14. मुक्तिबोध, गजानन माधव; नयी कविता का आत्मसंघर्ष, राजकमल प्रकाशन, दिल्ली।
15. शर्मा, रामविलास; नयी कविता और आस्तित्ववाद, राजकमल प्रकाशन, दिल्ली।
16. त्रिपाठी, विश्वनाथ; हिंदी आलोचना, राजकमल प्रकाशन, दिल्ली।
17. ओझा, डॉ. दशरथ; हिंदी नाटक उद्भव और विकास, राजपाल एंड संस, दिल्ली।


हिन्दी विभाग दिल्ली दिल्ली विश्वविद्यालय

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Prog.) Hindi

## VII Semester


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| | | • कृष्णा सोबती | 12-13 |
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राष्ट्रीय शिक्षा नीति 2020

BA (Prog) With Hindi

Sem VII – DSC14

राम काव्य परंपरा

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
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| DSC14 राम काव्य परंपरा | 4 | 3 | 1 | — | VI सेमेस्टर उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हिंदी में राम काव्य की परंपरा का समुचित ज्ञान कराना।
- वर्तमान समय में राम कथा की राष्ट्रीय एकता में भूमिका से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- हिंदी की राम काव्य परंपरा के विषय में ज्ञान अर्जित कर सकेंगे।
- राम कथा के माध्यम से राष्ट्रीय एकता की भावना और मानव मूल्य का परिचय प्राप्त कर सकेंगे।

**इकाई 1 : राम काव्य : परंपरा और विकास** **(9 घंटे)**

- हिंदी में राम काव्य परंपरा का विकास
- रामकथा और राष्ट्रीय भावात्मक एकता

**इकाई 2 : भक्तिकालीन राम काव्य** **(12 घंटे)**

- तुलसीदास : विनय पत्रिका (पद संख्या : 45, 156, 168) विनय पत्रिका, सं. हनुमान प्रसाद पोद्दार, नागरी प्रचारणी सभा
- केशवदास : रामचंद्रिका (छब्बीसवाँ प्रकाश - राम नाम महिमा - पद 135-142)

**इकाई 3 : रीतिकालीन राम काव्य** **(12 घंटे)**

- गुरु गोविंद सिंह : रामावतार (पद 616-622) दशम ग्रंथ-पहली सैंची, अनुवाद : डॉ. जोधसिंह, भुवन वाणी ट्रस्ट, लखनऊ-द्वितीय संस्करण-1990
- पद्माकर : राम के प्रति (पृष्ठ 211-213) {पद्माकर की काव्य साधना, अखोरी गंगाप्रसाद सिंह, साहित्य सेवा सदन, काशी, 1991 वि.}

हिन्दी विभाग दिल्ली विश्वविद्यालय

**इकाई 4 : आधुनिककालीन राम काव्य** **(12 घंटे)**

- मैथिलीशरण गुप्त : साकेत (चतुर्थ सर्ग - 'यदि न आज वन जाऊँ मैं' से लेकर 'बना रहे वह, यह वर दो!' तक) - साकेत, मैथिलीशरण गुप्त, साहित्य सदन, झांसी, वि. 2021
- अयोध्या सिंह उपाध्याय हरिऔध : वैदेही वनवास (पद संख्या 46-53, तृतीय सर्ग), हिंदी साहित्य कुटीर, बनारस, 1996 वि.

**सहायक ग्रंथ :**


1. मिश्र, डॉ. भगीरथ सं. (1987), रामकथा : विविध आयाम, डॉ. रामनाथ त्रिपाठी अभिनंदन समिति और राम-शोध-संस्थान, दिल्ली।
2. बुल्के, फादर कामिल (2019), रामकथा : उत्पत्ति और विकास, , लोकभारती प्रकाशन, इलाहाबाद।
3. शम्भूनाथ (1974), रामकथा और नए प्रतिमान, विश्वभारती अनुसंधान परिषद, वाराणसी।
4. महाराज, रामकुमार दास जी (1957), वेदों में रामकथा, सेठ श्री ब्रजमोहन दास जी विजय, शुजालपुर।

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B.A. (Prog.) Hindi

सेमेस्टर VII – DSE

मीरा

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
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**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को मीरा के जीवन एवं व्यक्तित्व से परिचित कराना।
- भक्ति आंदोलन के संदर्भ में मीरा के साहित्यिक योगदान से अवगत कराना।
- मीरा के काव्य के विविध पहलुओं की विशिष्ट जानकारी देना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी मीरा के जीवन एवं व्यक्तित्व से परिचित हो सकेंगे।
- भक्ति आंदोलन के संदर्भ में मीरा के साहित्यिक योगदान को जान पाएंगे।
- मीरा के काव्य के विविध पहलुओं की विशिष्ट समझ विकसित होगी।

**इकाई – 1 : मीरा का जीवनवृत्त एवं समय** (12 घंटे)

- मीरा का जीवन (जन्म, विवाह, परिवार, शिक्षा-दीक्षा, मृत्यु)
- मीरा का समय (सामाजिक, राजनीतिक, धार्मिक एवं सांस्कृतिक परिस्थितियां)
- भक्ति आंदोलन एवं मीरा
- भारतीय भक्त कवियों में मीरा का स्थान

**इकाई – 2 : मीरा का साहित्यिक व्यक्तित्व** (12 घंटे)

- मीरा की रचनाएं
- प्रेम-भावना
- भक्ति-भावना (सगुण भक्ति, माधुर्य भक्ति, दांपत्य भक्ति, पाद सेवन, भजन-कीर्तन)
- विरह की अनुभूति (पूर्व-राग, मान, प्रवास)
- राजसत्ता का विरोध, स्त्री चेतना, लोक संस्कृति एवं परंपरा का चित्रण



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**इकाई – 3 : मीरा की काव्य-कला / अभिव्यक्ति विधान** **(9 घंटे)**

- भाषा-शैली
- गीतात्मकता / लयात्मकता
- छंद विधान एवं अलंकार विधान

**इकाई – 4 : पाठपरक अध्ययन** (मीरांबाई की पदावली – आचार्य परशुराम चतुर्वेदी, संपादक) **(12 घंटे)**

- पद संख्या – 3, 7, 10, 18, 19, 25, 32, 34, 36, 38, 44, 46, 48, 51, 66, 74 (कुल 16 पद)

**सहायक ग्रंथ :**


1. चतुर्वेदी, आचार्य परशुराम (संपादक); मीरांबाई की पदावली, हिंदी साहित्य सम्मेलन, प्रयाग।
2. त्रिपाठी, विश्वनाथ; मीरा का काव्य, हिंदुस्तान प्रिंटर्स, दिल्ली।
3. हाड़ा, माधव; पचरंग चोला पहर सखी री (मीरां का जीवन और समाज), वाणी प्रकाशन, दिल्ली।
4. पल्लव (संपादक); मीरा : एक पुनर्मूल्यांकन, आधार प्रकाशन, पंचकूला, हरियाणा।
5. चतुर्वेदी, परशुराम; उत्तर भारत की संत परंपरा, लोकभारती प्रकाशन, दिल्ली।
6. सिन्हा, सावित्री; मध्यकालीन हिंदी कवयित्रियां, आत्माराम एण्ड संस प्रकाशन, दिल्ली।
7. लाल, डॉ. श्रीकृष्ण; मीरांबाई (जीवन, चरित और आलोचना), हिंदी साहित्य सम्मेलन, प्रयागराज।
8. तिवारी, डॉ. भगवानदास; मीरां की भक्ति और उनकी काव्य-साधना का अनुशीलन, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
9. श्रीवास्तव, प्रो. मुरलीधर; मीरां दर्शन, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद।
10. माधव, डॉ. भुनेश्वरनाथ मिश्र; मीरा की प्रेम-साधना, राजकमल प्रकाशन, दिल्ली।


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घनानंद

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
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**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को रीतिकालीन काव्य परंपरा की जानकारी देना।
- घनानंद के व्यक्तित्व एवं कृतित्व को रेखांकित करना।
- घनानंद के काव्य-वैशिष्ट्य से परिचित करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रीतिकालीन काव्य परंपरा की जानकारी प्राप्त कर सकेंगे।
- घनानंद के काव्य की विशिष्टाओं से परिचित होंगे।
- रीतिमुक्त काव्य परंपरा में घनानंद का महत्व समझ सकेंगे।

**इकाई – 1 : रीतिकालीन काव्य और घनानंद** **(12 घंटे)**

- रीतिकालीन काव्य पृष्ठभूमि, परिवेश एवं परिस्थितियां
- रीतिकालीन काव्य की प्रवृत्तियां
- रीतिकालीन काव्यधारा और अन्य कवि
- स्वच्छंदतावादी काव्यधारा और घनानंद

**इकाई – 2 : घनानंद : व्यक्ति और रचनाकार** **(9 घंटे)**

- घनानंद का रचनाकार व्यक्तित्व एवं रचनाएं
- घनानंद के काव्य का आधार
- घनानंद का काव्य-वैशिष्ट्य : प्रेम और विरह की अभिव्यक्ति

**इकाई – 3 : घनानंद की काव्य-कला** **(12 घंटे)**

- घनानंद की कविता में प्रयुक्त काव्य रूप

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- घनानंद की काव्य भाषा और भाषा-संबंधी प्रयोग
- घनानंद के काव्य में उपमा, रूपक, बिंब एवं प्रतीक
- रीतिमुक्त का संदर्भ : भाव एवं शिल्प

**इकाई – 4 : पाठपरक अध्ययन** **(12 घंटे)**

- घनानंद कवित्त – पद संख्या : 2, 5, 6, 7, 8, 12, 15, 24, 27, 39, 60, 71, 79, 82, 84, 90 (कुल 16 पद)

**सहायक ग्रंथ :**


1. मिश्र, विश्वनाथ प्रसाद; घनानंद कवित्त, वाणी वितान प्रकाशन, वाराणसी।
2. शुक्ल, रामदेव; घनानंद का काव्य, लोक भारती प्रकाशन, दिल्ली।
3. वशिष्ठ, राम; महाकवि घनानंद, विनोद पुस्तक मंदिर, आगरा।
4. राय, लल्लन; घनानंद, साहित्य अकादमी प्रकाशन, दिल्ली।
5. शुक्ल, रामचंद्र; रस मीमांसा, काशी नागरी प्रचारिणी सभा, वाराणसी।
6. गौड़, डॉ. मनोहर लाल; घनानंद और स्वच्छंद काव्यधारा, नागरी प्रचारिणी सभा, वाराणसी।
7. लाल, किशोरी; घनानंद सुजान शतक, मधु प्रकाशन, इलाहाबाद।
8. सिन्हा, डॉ. उषा; घनानंद : व्यक्तित्व एवं कृतित्व, कीकत पब्लिकेशन, दिल्ली।


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# राष्ट्रीय शिक्षा नीति 2020
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## सेमेस्टर VII – DSE
## सूर्यकांत त्रिपाठी 'निराला'

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE सूर्यकांत त्रिपाठी 'निराला' | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को साहित्यकार के रूप में सूर्यकांत त्रिपाठी 'निराला' की रचना-दृष्टि से परिचित कराना।
- हिंदू नवोत्थान, स्वराज की भावना और छायावाद के विकास में निराला साहित्य के साहित्यिक-सांस्कृतिक योगदान को रेखांकित करना।
- आधुनिक हिंदी साहित्य में मुक्त छंद, नवीन अलंकार-योजना, अर्थ-गांभीर्य और लालित्य-सृजन के स्वरूप की जानकारी प्रदान करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी सूर्यकांत त्रिपाठी 'निराला' के रचनाकर्म से परिचित हो सकेंगे।
- हिंदी नवजागरण, स्वराज की भावना और छायावाद के विकास में निराला के साहित्यिक-सांस्कृतिक अवदान को रेखांकित कर सकेंगे।
- निराला साहित्य के अध्ययन के साथ-साथ तत्कालीन हिंदी गद्य साहित्य के बदलते स्वरूप और भाषा-शिल्प प्रयोगों की समझ विकसित होगी।

**इकाई – 1 : हिंदू नवोत्थान, नवजागरण, छायावादी काव्य और सूर्यकांत त्रिपाठी 'निराला' (12 घंटे)**

- हिंदू नवोत्थान : पृष्ठभूमि, प्रमुख चिंतक, रचनाएं और उनके विचार
- सूर्यकांत त्रिपाठी 'निराला' के साहित्य निर्माण की पृष्ठभूमि और साहित्य संबंधी दृष्टिकोण
- छायावादी कविता का सौंदर्य-विधान और निराला साहित्य में उसकी अभिव्यक्ति

**इकाई – 2 : सूर्यकांत त्रिपाठी 'निराला' की काव्य-दृष्टि (9 घंटे)**

- स्वराज की जिजीविषा और निराला का काव्य
- छायावादी कविता का उत्कर्ष काल : निराला का प्रदेय
- स्वाधीनता के पश्चात निराला की साहित्य चेतना, भाषा एवं शिल्प में अभिनव प्रयोग

**इकाई – 3 : सूर्यकांत त्रिपाठी 'निराला': गद्य-साहित्य** **(12 घंटे)**

- हिंदी की प्रमुख गद्य-विधाएं और निराला का गद्य साहित्य
- पत्रकार 'निराला' : वैचारिक और सांस्कृतिक पक्ष
- कथा साहित्य में लोक जीवन की अभिव्यक्ति, सामाजिक-सांस्कृतिक आयाम
- भाषा और शिल्प-संरचना

**इकाई – 4 : सूर्यकांत त्रिपाठी 'निराला': पाठपरक अध्ययन** **(12 घंटे)**

- **कविता :** भारत वंदना, वर दे! वीणावादिनी, अभी न होगा मेरा अंत
- **निबंध :** खड़ीबोली के कवि और कविता, साहित्य का आदर्श
- **उपन्यास :** प्रभावती (व्याख्या हेतु, परिच्छेद 1 से 12 तक)
- **कहानी :** देवी, भक्त और भगवान
- **संस्मरण :** महर्षि दयानंद सरस्वती और युगांतर

**सहायक ग्रंथ :**


1. नवल, नंद किशोर (संपादक); निराला रचनावली (भाग 1 से 8), राजकमल प्रकाशन, दिल्ली।
2. सरस्वती, स्वामी दयानंद; सत्यार्थ प्रकाश, आर्य साहित्य प्रचार ट्रस्ट, दिल्ली।
3. वाजपेयी, नंददुलारे; कवि निराला, लोकभारती प्रकाशन, प्रयागराज।
4. शर्मा, रामविलास; निराला की साहित्य साधना (तीन खंड), राजकमल प्रकाशन, दिल्ली।
5. दीक्षित, सूर्यप्रसाद; निराला समग्र, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
6. वाजपेयी, नंददुलारे; आधुनिक साहित्य : सृजन और समीक्षा, स्वराज प्रकाशन, दिल्ली।
7. सिंह, दूधनाथ; निराला : आत्महंता आस्था, लोकभारती प्रकाशन, दिल्ली।
8. सिंह, नामवर; छायावाद, राजकमल प्रकाशन, दिल्ली।


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रघुवीर सहाय

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
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| DSE रघुवीर सहाय | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को रचनाकार के रूप में रघुवीर सहाय के व्यक्तित्व और कृतित्व से परिचित कराना।
- साठोत्तरी हिंदी रचनाशीलता में रघुवीर सहाय के साहित्यिक-सांस्कृतिक योगदान को रेखांकित करना।
- रघुवीर सहाय की रचनाधर्मिता और प्रयोगों की जानकारी प्रदान करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रघुवीर सहाय के साहित्यिक योगदान से परिचित हो सकेंगे।
- साठोत्तरी हिंदी रचनाशीलता में रघुवीर सहाय के साहित्यिक-सांस्कृतिक अवदान को समझेंगे।
- रघुवीर सहाय की रचनाधर्मिता और प्रयोगों की समझ विकसित होगी।

**इकाई – 1 : स्वातंत्र्योत्तर रचनाशीलता और रघुवीर सहाय : सामान्य परिचय** **(12 घंटे)**

- स्वातंत्र्योत्तर हिंदी कविता : परिवेश एवं पृष्ठभूमि
- नयी कविता, साठोत्तरी कविता, अकविता, समकालीन कविता
- रघुवीर सहाय का रचनात्मक योगदान : पत्रकारिता, कहानी, बाल साहित्य, नाटक, समीक्षा और अनुवाद साहित्य
- रघुवीर सहाय की रचनाशीलता : सामाजिक आधार

**इकाई – 2 : रघुवीर सहाय : काव्य पक्ष** **(9 घंटे)**

- रघुवीर सहाय की वैचारिक पृष्ठभूमि, काव्य की अंतर्वस्तु और कविता संबंधी विचार
- रघुवीर सहाय की कविता के मुख्य सरोकार : स्त्री, जाति, राजनीति और भाषा
- रघुवीर सहाय की काव्य-भाषा एवं शिल्प

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**इकाई – 3 : रघुवीर सहाय : पत्रकारिता एवं कहानियां** **(12 घंटे)**

- दिनमान और रघुवीर सहाय : रघुवीर सहाय की पत्रकारिता की प्रमुख विशेषताएं
- हिंदी पत्रकारिता की नयी शब्दावली और भाषा
- नयी कहानी आंदोलन और रघुवीर सहाय, रघुवीर सहाय की कहानियां : प्रयोग और मूल्य
- कहानियों की शिल्प-संरचना

**इकाई – 4 : रघुवीर सहाय : पाठपरक अध्ययन** **(12 घंटे)**

- **कविता :** स्वाधीन व्यक्ति, हँसो-हँसो जल्दी हँसो, अधिनायक, हिंदी
- **कहानी :** रास्ता इधर से है, ग्यारहवीं कहानी
- **साहित्यिक लेख :** परंपरा और प्रगति, चुनौती साहित्य देता है
- **पत्रकारिता :** मध्यवर्ग – हिंसा में मनोरंजन का नया विषय

**सहायक ग्रंथ :**


1. शर्मा, सुरेश (संपादक); रघुवीर सहाय रचनावली (खंड 1 से 6), राजकमल प्रकाशन, दिल्ली।
2. शर्मा, सुरेश; रघुवीर सहाय का कवि-कर्म, वाणी प्रकाशन, दिल्ली।
3. सिंह, नामवर, कहानी नयी कहानी, राजकमल प्रकाशन, दिल्ली।
4. जोशी, मनोहर श्याम, रचनाओं के बहाने एक स्मरण, वाणी प्रकाशन, दिल्ली।
5. वाजपेयी, अशोक, कवि कह गया है, राजकमल प्रकाशन, दिल्ली।
6. नागर एवं जैदी, विष्णु एवं असद (संपादक); रघुवीर सहाय, आधार प्रकाशन, दिल्ली।
7. सिंह, नामवर; कविता के नए प्रतिमान, राजकमल प्रकाशन, दिल्ली।
8. मिश्र, अच्युतानंद; तीन श्रेष्ठ कवियों का हिंदी पत्रकारिता में अवदान (अज्ञेय, रघुवीर सहाय, धर्मवीर भारती), राष्ट्रीय पुस्तक न्यास, नई दिल्ली।
9. नागर, विष्णु; असहमति में उठा एक हाथ (रघुवीर सहाय की जीवनी), राजकमल प्रकाशन, दिल्ली।


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# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VII – DSE
## कृष्णा सोबती

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE कृष्णा सोबती | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को हिंदी कहानी लेखन की संक्षिप्त परंपरा और उसमें कृष्णा सोबती के साहित्यिक अवदान से परिचित करना।
- स्त्री संदर्भित सवालों के प्रति आलोचनात्मक दृष्टिकोण विकसित करना।
- हिंदी स्त्री-लेखन की समृद्ध परंपरा से परिचित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी स्त्री लेखन के गांभीर्य को समझेंगें।
- स्त्री संदर्भित सवालों के प्रति आलोचनात्मक दृष्टिकोण का विकास होगा।
- हिंदी स्त्री-लेखन की समृद्ध परंपरा से परिचित होंगे।

**इकाई – 1 : कृष्णा सोबती का रचनाकर्म और परिवेश** **(9 घंटे)**

- स्वातंत्र्योत्तर हिंदी कहानी की विकास यात्रा
- हिंदी में स्त्री लेखन की परंपरा और कृष्णा सोबती का स्थान
- कृष्णा सोबती का रचनाकार जीवन और परिवेश

**इकाई – 2 : कृष्णा सोबती का कथा साहित्य : पाठपरक अध्ययन** **(12 घंटे)**

- मित्रो मरजानी (व्याख्येय अंश, प्रथम 50 पृष्ठ)
- ऐ लड़की (व्याख्येय अंश, प्रथम 50 पृष्ठ)
- सिक्का बदल गया
- दादी-अम्मा

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**इकाई – 3 : कृष्णा सोबती का कथेतर साहित्य : पाठपरक अध्ययन** **(12 घंटे)**

- **निबंध :** भारतीय संस्कृति और बदलते मूल्य (हम हशमत, भाग 4)
- **यात्रावृत्तांत :** बुद्ध का कमंडल 'लद्दाख' (व्याख्येय अंश, पृष्ठ संख्या 5 से 26)
- **संस्मरण :** जयदेव (शब्दों के आलोक में)
- **आत्मकथात्मक अंश :** मैं, मेरा समय और मेरा रचना संसार (सोबती : एक सोहबत)

**इकाई – 4 : आलोचनात्मक दृष्टि** **(12 घंटे)**

- नई कहानी आंदोलन में कृष्णा सोबती का योगदान
- स्त्री विमर्श और कृष्णा सोबती का कथा-संसार
- कृष्णा सोबती के साहित्य में विभाजन की त्रासदी और मानवीय संबंधों का चित्रण
- कृष्णा सोबती की भाषा-शैली (कहानी, उपन्यास और अन्य गद्य विधाओं के संदर्भ में)

**सहायक ग्रंथ :**


1. सोबती, कृष्णा; मित्रो मरजानी, राजकमल प्रकाशन, दिल्ली।
2. सोबती, कृष्णा; बादलों के घेरे, राजकमल प्रकाशन, दिल्ली।
3. सोबती, कृष्णा; बुद्ध का कमंडल 'लद्दाख', राजकमल प्रकाशन, दिल्ली।
4. सोबती, कृष्णा; ऐ लड़की, राजकमल प्रकाशन, दिल्ली।
5. सोबती, कृष्णा; हम हशमत (भाग 4), राजकमल प्रकाशन, दिल्ली।
6. सोबती, कृष्णा; शब्दों के आलोक में, राजकमल प्रकाशन, दिल्ली।
7. सोबती, कृष्णा; सोबती : एक सोहबत, राजकमल प्रकाशन, दिल्ली।
8. माधव, नीरजा; हिंदी साहित्य का ओझल नारी इतिहास (1857-1947), सामयिक बुक्स, दिल्ली।
9. सिंह, नामवर, कहानी नई कहानी, लोकभारती प्रकाशन, प्रयागराज।
10. राठी, गिरधर; दूसरा जीवन : कृष्णा सोबती की जीवनी, सेतु प्रकाशन, दिल्ली।
11. सिंह, सुधा, ज्ञान का स्त्रीवादी पाठ, ग्रंथ शिल्पी, दिल्ली।
12. Paul & Sethi, Sukrita & Rekha (Editor); Krishna Sobti: A Counter Archive, Routledge India.
13. वर्मा, कंचन; साझी संस्कृति, देश-विभाजन और कृष्णा सोबती का रचना संसार, शिवालिक प्रकाशन, दिल्ली।
14. सिंह, सुधा / चतुर्वेदी, जगदीश्वर (संपादक); हिंदी साहित्येतिहास का वैकल्पिक परिप्रेक्ष्य, स्त्री-अस्मिता और साहित्य, हंस प्रकाशन, दिल्ली।

# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VII – DSE
## हरिशंकर परसाई

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| DSE हरिशंकर परसाई | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हरिशंकर परसाई की व्यंग्य रचनाओं से परिचित कराना।
- विधा के रूप में व्यंग्य के महत्व को समझाना।
- व्यंग्यकार के रूप में हरिशंकर परसाई के योगदान से परिचय कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थियों में व्यंग्यात्मक साहित्य के सामाजिक राजनीतिक अध्ययन की समझ विकसित होगी।
- साहित्य और समाज के पारस्परिक संबंधों की पहचान होगी।
- हरिशंकर परसाई की व्यंग्य रचनाओं का विश्लेषण करने में सक्षम होंगे।

**इकाई – 1 : हरिशंकर परसाई और व्यंग्य साहित्य** **(12 घंटे)**

- व्यंग्य का अर्थ एवं परिभाषा
- हास्य और व्यंग्य में अंतर
- हिंदी व्यंग्य की परंपरा और हरिशंकर परसाई का स्थान
- प्रमुख हिंदी व्यंग्यकार : श्रीलाल शुक्ल, शरद जोशी, सूर्यबाला

**इकाई – 2 : हरिशंकर परसाई का रचनात्मक वैशिष्ट्य** **(9 घंटे)**

- हरिशंकर परसाई : व्यक्ति और रचना-कर्म
- हरिशंकर परसाई के व्यंग्य लेखन की विशेषताएं : कथ्य और शिल्प
- हरिशंकर परसाई का कॉलम लेखन : 'कल्पना' से 'देशबंधु' तक

**इकाई – 3 : व्यंग्य निबंधकार के रूप में हरिशंकर परसाई : पाठपरक अध्ययन – 1** **(12 घंटे)**

- **निबंध :** कर कमल हो गए, ठिठुरता हुआ गणतंत्र, अकाल-उत्सव, विकलांग श्रद्धा का दौर, बेईमानी की परत (प्रतिनिधि व्यंग्य : हरिशंकर परसाई)

**इकाई – 4 : कथाकार के रूप में हरिशंकर परसाई : पाठपरक अध्ययन – 2** **(12 घंटे)**

- **कहानी :** सुदामा के चावल
- **उपन्यास :** रानी नागफनी की कहानी (व्याख्या हेतु प्रथम 50 पृष्ठ)

**सहायक ग्रंथ :**


1. त्रिपाठी, विश्वनाथ; हरिशंकर परसाई देश के इस दौर, राजकमल प्रकाशन, दिल्ली।
2. गुप्त, विजय (संपादक); कथा शिखर हरिशंकर परसाई, कौटिल्य बुक्स, दिल्ली।
3. प्रसाद, कमला (संपादक); आँखन देखी, वाणी प्रकाशन, दिल्ली।
4. त्रिपाठी, सेवाराम; हरिशंकर परसाई : पुनर्पाठ और पुनर्विचार, न्यू वर्ल्ड पब्लिकेशन, दिल्ली।
5. प्रकाश, स्वयं; हमसफ़रनामा, अंतिका प्रकाशन, गाजियाबाद।
6. परसाई, हरिशंकर; पूछो परसाई से, राजकमल प्रकाशन, दिल्ली।
7. पल्लव (संपादक); शताब्दी स्मरण : हरिशंकर परसाई विशेषांक, बनास जन, अंक 62, 2023, दिल्ली।
8. परसाई, हरिशंकर; प्रतिनिधि व्यंग्य, राजकमल पेपरबैक्स, दिल्ली।

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Prog.) Hindi

## VIII Semester


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| | | • श्रृंखला की कड़ियां | 6-7 |
| | | • दोहरा अभिशाप | 8-9 |
| | | • एक दुनिया : समानांतर | 10-11 |
| | | • परंपरा का मूल्यांकन | 12-13 |
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# राष्ट्रीय शिक्षा नीति 2020
## BA (Prog) With Hindi
## Sem VIII – DSC15
## हिंदी निबंध

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC15 हिंदी निबंध | 4 | 3 | 1 | — | VII सेमेस्टर उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- निबंध के उद्भव और विकास से परिचित कराना।
- निबंध की सर्वांगीण समझ विकसित करना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी निबंध के उद्भव और विकास से परिचित हो सकेंगे।
- विद्यार्थी निबंध की शैलियों का ज्ञान प्राप्त कर सकेंगे।

**इकाई 1 : हिंदी निबंध : स्वरूप और विकास** (9 घंटे)

- निबंध की परिभाषा और स्वरूप
- हिंदी निबंध का संक्षिप्त इतिहास

**इकाई 2 : हिंदी निबंध पाठ 1** (12 घंटे)

- प्रेमचंद : साहित्य का उद्देश्य
- अध्यापक पूर्ण सिंह : आचरण की सभ्यता

**इकाई 3 : हिंदी निबंध पाठ 2** (12 घंटे)

- हजारी प्रसाद द्विवेदी : देवदारु
- विद्यानिवास मिश्र : मेरे राम का मुकुट भीग रहा है

**इकाई 4 : हिंदी निबंध पाठ 3** (12 घंटे)

- वासुदेव शरण अग्रवाल – संस्कृति का स्वरूप
- नर्मदा प्रसाद उपाध्याय – कुंभ : मनुष्यता की अमर यात्रा का संकल्प पर्व

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**सहायक ग्रंथ :**


1. माचवे, प्रभाकर; हिंदी निबंध, राजकमल प्रकाशन, दिल्ली।
2. जिज्ञासु, मोहनलाल; हिंदी गद्य का विकास, मेहरचंद लक्ष्मणदास, दिल्ली।
3. भारद्वाज, विदुषी; हिंदी का ललित निबंध साहित्य और आचार्य हजारी प्रसाद द्विवेदी, राधा पब्लिकेशन।
4. मिश्र, विभुराम; ज्योतिश्वर मिश्र, प्रतिनिधि हिंदी निबंधकार, लोकभारती प्रकाशन, दिल्ली।

राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VIII – DSE

रंगभूमि

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE रंगभूमि | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को हिंदी उपन्यास की परंपरा से परिचय करवाना।
- प्रेमचंद के व्यक्तित्व, विचार एवं रचना-संसार से परिचय करवाना।
- उपन्यास के तत्वों का ज्ञान और उनके आधार पर विशिष्ट कृति का अध्ययन करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी हिंदी साहित्य में प्रेमचंद के शब्द और कर्म से परिचित हो सकेंगे।
- यथार्थवाद, आदर्शवाद, गांधीवाद, सत्याग्रह जैसे पदों से परिचित हो सकेंगे।
- रंगभूमि के संदर्भ में उपन्यास के विभिन्न तत्वों की समझ विकसित होगी।

**इकाई – 1 : रचनाकार एवं युग परिचय** **(9 घंटे)**

- प्रेमचंद : शब्द और कर्म (कथाकार, संपादक, विचारक)
- युगीन परिस्थितियां
- हिंदी उपन्यास की परंपरा और प्रेमचंद के उपन्यासों के विषय : एक परिचय

**इकाई – 2 : अंतर्वस्तु का विन्यास** **(12 घंटे)**

- कथानक
- केंद्रीय समस्या
- पात्र-योजना
- दृष्टिबाधित समाज : सामाजिक समायोजन की समस्याएं

**इकाई – 3 : कृति का पाठ** **(12 घंटे)**

- युगीन संदर्भ (स्वाधीनता आंदोलन, गांधीवाद, सत्याग्रह, अहिंसा)
- सूरदास पर गांधी की छाया
- औपनिवेशिक सत्ता संरचना, भूमि अधिग्रहण, विकास का मॉडल
- आदर्शोन्मुख यथार्थवाद

**इकाई – 4 : रंगभूमि : कथा-कौशल** **(12 घंटे)**

- औपन्यासिक शिल्प
- भाषा, बिंब, प्रतीक, दृश्यात्मकता
- संवाद-योजना
- रंगभूमि की महाकाव्यात्मकता

**सहायक ग्रंथ :**


1. देवी, शिवरानी; प्रेमचंद घर में, रोशनाई प्रकाशन, कोलकाता।
2. राय, अमृत; प्रेमचंद : कलम का सिपाही, हंस प्रकाशन, दिल्ली।
3. गोपाल, मदन; कलम का मजदूर, राजकमल प्रकाशन, दिल्ली।
4. शर्मा, रामविलास; प्रेमचंद और उनका युग, राजकमल प्रकाशन, दिल्ली।
5. मिश्र, रामदरस; हिंदी उपन्यास : एक अंतर्यात्रा, राजकमल प्रकाशन, दिल्ली।
6. तलवार, वीर भारत; किसान, राष्ट्रीय आंदोलन और प्रेमचंद, वाणी प्रकाशन, दिल्ली।
7. आचार्य, नंदकिशोर (संपादक); प्रेमचंद का चिंतन, वाग्देवी प्रकाशन, बीकानेर।
8. गिरि, राजीव रंजन; अथ : साहित्य पाठ और प्रसंग, अनुज्ञा बुक्स, दिल्ली।

राष्ट्रीय शिक्षा नीति 2020

B.A. (Prog.) Hindi

सेमेस्टर VIII – DSE

श्रृंखला की कड़ियां

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE श्रृंखला की कड़ियां | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objective):**

- विद्यार्थियों को महादेवी वर्मा के निबंध साहित्य में स्त्री-संबंधी विचारों से अवगत कराना।
- स्त्री-विमर्श के क्षेत्र में 'श्रृंखला की कड़ियां' के वैचारिक अवदान से परिचित कराना।
- महादेवी वर्मा की दृष्टि से स्त्री की समाज में स्थिति और विविध समस्याओं से परिचित कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी महादेवी वर्मा की दृष्टि से स्त्री की समाज में दशा और दिशा से परिचित होंगे।
- विचारात्मक निबंध विधा की विशेषताओं से परिचित हो सकेंगे।
- स्त्री-प्रश्न पर सामूहिक विमर्श की पूर्व-पीठिका के रूप में 'श्रृंखला की कड़ियां' के महत्व को समझ सकेंगे।

**इकाई – 1 : महादेवी वर्मा की रचनात्मकता और उनका समय** **(9 घंटे)**

- छायावाद की पृष्ठभूमि और महादेवी वर्मा का लेखन
- हिंदी नवजागरण और स्त्री प्रश्न
- संपादक महादेवी : विचार और वैशिष्ट्य

**इकाई – 2 : श्रृंखला की कड़ियां : वैचारिक और शिल्पगत अध्ययन** **(12 घंटे)**

- श्रृंखला की कड़ियां : संवेदना और यथार्थ
- श्रृंखला की कड़ियां और स्त्री विमर्श
- भारतीय सामाजिक-आर्थिक संरचना और श्रृंखला की कड़ियां
- श्रृंखला की कड़ियां : भाषा और शिल्प संरचना

**इकाई – 3 : शृंखला की कड़ियां : पाठपरक अध्ययन – 1** **(12 घंटे)**

- समाज और व्यक्ति
- नारीत्व का अभिशाप
- घर और बाहर
- हमारी समस्याएं

**इकाई – 4 : शृंखला की कड़ियां : पाठपरक अध्ययन – 2** **(12 घंटे)**

- हमारी शृंखला की कड़ियां
- युद्ध और नारी
- आधुनिक नारी
- स्त्री के अर्थ-स्वातंत्र्य का प्रश्न

**सहायक ग्रंथ :**


1. अनामिका; स्त्री विमर्श का लोकपक्ष, वाणी प्रकाशन, दिल्ली।
2. कुमार, राधा; स्त्री संघर्ष का इतिहास, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
3. शर्मा, क्षमा; स्त्रीत्व-विमर्श : समाज और साहित्य, राजकमल प्रकाशन, दिल्ली।
4. सिंह, प्रो. सुधा; स्त्री संदर्भ में महादेवी, अनामिका प्रकाशन, दिल्ली।
5. पालीवाल, कृष्णदत्त; नवजागरण और महादेवी के रचनाकर्म में स्त्री विमर्श के स्वर, किताबघर प्रकाशन, दिल्ली।
6. सिंह, दूधनाथ; महादेवी, राजकमल प्रकाशन, दिल्ली।
7. जोशी, गोपा; भारत में स्त्री असमानता : एक विमर्श, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।
8. अग्रवाल, रोहिणी; स्त्री लेखन : स्वप्न और संकल्प, राजकमल प्रकाशन, दिल्ली।
9. गिरि, राजीव रंजन (संपादक); स्त्री मुक्ति : यथार्थ और यूटोपिया, अनुज्ञा बुक्स, दिल्ली।

# राष्ट्रीय शिक्षा नीति 2020

## B.A. (Prog.) Hindi

## सेमेस्टर VIII – DSE

## दोहरा अभिशाप

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE दोहरा अभिशाप | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम का उद्देश्य (Course Objective):**

- विद्यार्थियों को आत्मकथा विधा की जानकारी प्रदान करना।
- समाज के अध्ययन के लिए आत्मकथा के महत्व को रेखांकित करना।
- 'दोहरा अभिशाप' की पाठगत विशिष्टताओं का अध्ययन कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी आत्मकथा की विधागत जानकारी प्राप्त कर सकेंगे।
- साहित्य अध्ययन में आत्मकथा के महत्व से परिचित हो सकेंगे।
- 'दोहरा अभिशाप' पाठ के विभिन्न पक्षों की समझ विकसित होगी।

**इकाई – 1 : आत्मकथा का परिचय, इतिहास और विकास** **(9 घंटे)**

- आत्मकथा विधा, अस्मितामूलक साहित्य और कौशल्या बैसंत्री
- आत्मकथा परंपरा और विकास
- दलित स्त्रीवाद के संदर्भ में 'दोहरा अभिशाप'
- आत्मकथा के इतिहास में 'दोहरा अभिशाप'

**इकाई – 2 : दोहरा अभिशाप : पाठपरक अध्ययन** **(12 घंटे)**

- दलित समाज का ऐतिहासिक संघर्ष
- भारतीय सामाजिक संरचना : दलित समाज, जातिवाद और पितृसत्ता
- दोहरा अभिशाप : दलित स्त्री की संघर्षशीलता
- स्त्री आत्मकथा लेखन की विशेषताएं

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**इकाई – 3 : दोहरा अभिशाप : समाजपरक अध्ययन** **(12 घंटे)**

- दलित समाज में मध्यवर्ग का उदय
- दलित स्त्रीवाद का उदय
- दोहरा अभिशाप में चित्रित समय और समाज
- संस्कृतिकरण की जटिलताएं और दलित समाज

**इकाई – 4 : दोहरा अभिशाप : कौशल्या बैसंत्री के आत्मकथा लेखन का वैशिष्ट्य** **(12 घंटे)**

- नए दृश्य बिंब और कहन की भंगिमा
- दलित स्त्री आत्मकथा की भाषा
- रचना शिल्प (आत्मकथा या समाजकथा)
- आत्मकथा मूल्यांकन की समस्याएं और 'दोहरा अभिशाप'

**सहायक ग्रंथ :**


1. मीणा, उमा; आत्मकथा साहित्य : स्मृतियों का प्रत्याख्यान, स्वराज प्रकाशन, दिल्ली।
2. चंद्र, सुरेश (संपादक); हिंदी दलित-आत्मकथा साहित्य का मूल्यांकन (खंड 1), अमन प्रकाशन, कानपुर।
3. नैमिशराय, मोहनदास (संपादक); एक सौ दलित आत्मकथाएं : इतिहास एवं विश्लेषण, वाणी प्रकाशन, दिल्ली।
4. सिंह, तेज (संपादक); अंबेडकरवादी स्त्री-चिंतन (सामाजिक शोषण के खिलाफ आत्मवृत्तात्मक संघर्ष), स्वराज प्रकाशन, दिल्ली।
5. सिंह, डॉ. रामगोपाल; सामाजिक न्याय एवं दलित संघर्ष, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर।
6. तिलक, रजनी (संपादक); समकालीन भारतीय दलित महिला लेखन, स्वराज प्रकाशन, दिल्ली।
7. भारती, अनीता; समकालीन नारीवाद और दलित स्त्री का प्रतिरोध, स्वराज प्रकाशन, दिल्ली।
8. राम, नरेश राम; दलित स्त्रीवाद की आत्मकथात्मक अभिव्यक्ति, नई किताब प्रकाशन, दिल्ली।

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सेमेस्टर VIII – DSE

एक दुनिया : समानांतर

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE एक दुनिया : समानांतर | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को नई कहानी आंदोलन से परिचित करवाना।
- आजादी के बाद की कहानियों में अभिव्यक्त नए यथार्थ से अवगत करवाना।
- राजेंद्र यादव के साहित्यिक दृष्टिकोण से परिचित करवाना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी नई कहानी आंदोलन से परिचित हो सकेंगे।
- आजादी के बाद की बदली हुई सामाजिक परिस्थितियों से परिचित हो सकेंगे।
- नई कहानी त्रयी में राजेंद्र यादव की भूमिका को समझ सकेंगे।

**इकाई – 1 : नई कहानी का उदय** **(9 घंटे)**

- नई कहानी आंदोलन की पृष्ठभूमि
- नई कहानी का स्वरूप और विकास
- नई कहानी त्रयी में राजेंद्र यादव की भूमिका और दृष्टिकोण

**इकाई – 2 : 'एक दुनिया : समानांतर' में चयन की प्रासंगिकता** **(12 घंटे)**

- यथार्थ की अभिव्यक्ति
- विषय वैविध्य, कथ्य परिवर्तन एवं उपयोगिता
- विडंबना और व्यंग्य
- भाषा और शिल्प की विशिष्टता

**इकाई – 3 : पाठपरक अध्ययन – 1** **(12 घंटे)**

- जिंदगी और जोंक – अमरकांत
- खोई हुई दिशाएं – कमलेश्वर
- परिंदे – निर्मल वर्मा
- तीसरी कसम उर्फ़ मारे गए गुलफ़ाम – फणीश्वरनाथ 'रेणु'

**इकाई – 4 : पाठपरक अध्ययन – 2** **(12 घंटे)**

- यही सच है – मन्नू भंडारी
- टूटना – राजेंद्र यादव
- प्रेत मुक्ति – शैलेश मटियानी
- एक और जिंदगी – मोहन राकेश

**सहायक ग्रंथ :**


1. यादव, राजेंद्र; एक दुनिया समानांतर, राधाकृष्ण प्रकाशन, दिल्ली।
2. सिंह, नामवर; कहानी नई कहानी, लोकभारती प्रकाशन, दिल्ली।
3. हिंदी कहानी का विकास, मधुरेश, लोकभारती प्रकाशन, दिल्ली।
4. कमलेश्वर, नई कहानी की भूमिका, राजकमल प्रकाशन, दिल्ली।
5. यादव, राजेंद्र; कहानी : स्वरूप और संवेदना, वाणी प्रकाशन, दिल्ली।
6. त्रिपाठी, छविनाथ; कहानी कला और उसका विकास, साहित्य सदन, देहरादून।
7. मार्कण्डेय; कहानी की बात, लोकभारती प्रकाशन, दिल्ली।
8. अवस्थी, देवीशंकर; नई कहानी : संदर्भ और प्रकृति, राजकमल प्रकाशन, दिल्ली।


दिल्ली विश्वविद्यालय दिल्ली-7

# राष्ट्रीय शिक्षा नीति 2020
## B.A. (Prog.) Hindi
## सेमेस्टर VIII – DSE
## परंपरा का मूल्यांकन

| Course title & Code | Credits | Credit distribution of the course | | | Pre-requisite of the course (if any) | Content of Course and reference is in |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE परंपरा का मूल्यांकन | 4 | 3 | 1 | — | 12वीं उत्तीर्ण | Annexure |

**पाठ्यक्रम के उद्देश्य (Course Objectives):**

- विद्यार्थियों को रामविलास शर्मा की आलोचना-दृष्टि एवं इतिहास-बोध से परिचित कराना।
- हिंदी सहित देश की हजारों वर्षों की साहित्यिक विरासत एवं मान्यताओं का अध्ययन कराना।
- संस्कृत साहित्य से लेकर खड़ीबोली हिंदी के साहित्य तक एक संपूर्ण इतिहास-दृष्टि के साथ-साथ परंपरा और साहित्य के अंतर्संबंधों का बोध कराना।

**पाठ्यक्रम अध्ययन के परिणाम (Course Learning Outcomes):**

- विद्यार्थी रामविलास शर्मा की आलोचना-दृष्टि एवं इतिहास-बोध से परिचित हो सकेंगे।
- हिंदी सहित देश की अन्य साहित्यिक विरासत एवं मान्यताओं का ज्ञान होगा।
- संस्कृत साहित्य से लेकर खड़ीबोली हिंदी के साहित्य तक एक संपूर्ण इतिहास-दृष्टि, परंपरा और साहित्य के अंतर्संबंधों का बोध होगा।

**इकाई – 1 : रामविलास शर्मा का रचनाकर्म** **(9 घंटे)**

- रामविलास शर्मा के आलोचनात्मक प्रतिमान : लोकजागरण, नवजागरण, हिंदी जाति
- रामविलास शर्मा की परंपरा संबंधी अवधारणा
- रामविलास शर्मा की इतिहास-दृष्टि

**इकाई – 2 : भारतीय परंपरा, हिंदी भाषा और साहित्य** **(12 घंटे)**

- रामविलास शर्मा का 'भाषा', 'समाज' और 'संस्कृति' संबंधी चिंतन
- भक्ति आंदोलन और भक्ति काव्य
- रीतिकाल की अवधारणा

- आधुनिकता की अवधारणा

**इकाई – 3 : पाठपरक अध्ययन – 1** **(12 घंटे)**

- परंपरा का मूल्यांकन
- हिंदी जाति के सांस्कृतिक इतिहास की रूपरेखा
- संत-साहित्य के अध्ययन की समस्याएं
- तुलसी साहित्य के सामंत विरोधी मूल्य

**इकाई – 4 : पाठपरक अध्ययन – 2** **(12 घंटे)**

- रीतिकालीन काव्य-परंपरा
- भारतेंदु हरिश्चंद्र
- प्रेमचंद
- साहित्य में लोकजीवन की प्रतिष्ठा और जयशंकर प्रसाद

**सहायक ग्रंथ :**


1. शर्मा, रामविलास; परंपरा का मूल्यांकन, राजकमल प्रकाशन, दिल्ली।
2. त्रिपाठी एवं प्रकाश, विश्वनाथ एवं अरुण (संपादक); हिंदी के प्रहरी : डॉ. रामविलास शर्मा, वाणी प्रकाशन, दिल्ली।
3. सिंह एवं त्रिपाठी, विजय बहादुर एवं राधा वल्लभ (संपादक); संस्कृति के प्रश्न और रामविलास शर्मा, वाणी प्रकाशन, दिल्ली।
4. शिशिर, कर्मेंदु; डॉ. रामविलास शर्मा : नवजागरण एवं इतिहास लेखन, विभा प्रकाशन, इलाहाबाद।
5. शंभुनाथ; राष्ट्रीय पुनर्जागरण और रामविलास शर्मा, नयी किताब प्रकाशन, दिल्ली।
6. सिंह, प्रो. सुधा; आधुनिक साहित्य और रामविलास शर्मा, स्वराज प्रकाशन, दिल्ली।
7. चतुर्वेदी, जगदीश्वर; रामविलास शर्मा : परवर्ती पूंजीवाद और साहित्येतिहास की समस्याएं, अनामिका प्रकाशन, दिल्ली।
8. वसुधा (पत्रिका), अंक – 51 (रामविलास शर्मा पर केंद्रित)

**Annexure-4**

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**DEPARTMENT OF ARABIC**


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# Discipline Specific Core Course (DSC) No. - 19
# ILM-AL-BALAGHAH (RHETORIC) علم البلاغة

**Semester VII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSC<br>**ILM-AL-BALAGHAH (Rhetoric) علم البلاغة** | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To make the students aware of fundamentals of Arabic Rhetoric.
- To make students equipped with different forms of Arabic Rhetoric.
- To make students able to write and speak Arabic with eloquence.
- To make students capable to understand Arabic Metaphors.

**Learning Outcomes**

Learning Outcomes of this course are as follows:

- Students will become acquainted with fundamentals of Rhetoric.
- Students will have expertise in translating various texts from Arabic into English and vice versa applying various forms of Arabic Rhetoric.
- Students will be able to understand Arabic Metaphors.

## SYLLABUS OF DSC

## Unit-1 (15 hours)

Ilm-al-Balaghah (Rhetoric): Introduction and definition

## Unit-2 (15 hours)

*Tashbeeh* : Introduction, components, and types: *maqloob & tamtheel*

## Unit-3 (15 hours)

Intoduction to *ijaaz, itnaab, musawaat, jinaas, tibaaq, tauriyah*

**Books Suggested:**


1. البلاغة الواضحة، على الجارم ومصطفى أمين ، دار المعارف بالقاهرة 1999م
2. الإيضاح في علوم البلاغة الخطيب القزويني، دار الكتب العلمية بيروت 2002م
3. تسہیل البلاغة، محمد عبیداللہ اسعدی، مجلس نشریات اسلام، دہلی
4. توضیح البلاغة، شرح اردو دروس البلاغة ، مصلح الدین قاسمی ، مکتبہ عکاظ دیوبند ،یوپی


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


1. The Essence of Arabic Rhetorics, by Ali al-Jarim & Mustafa Amin
2. The clarification of the sciences of Rhetorics, by Al-Khateeb-al-Qazwini
3. Simple Arabic Rhetorics, by Mohammad Ubaidullah
4. Explanation of Arabic Rhetorics, by Muslehuddin Qasmi

## DISCIPLINE SPECIFIC CORE COURSE – 20
## LITERARY CRITICISM

### Semester - VIII

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE- REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| literary criticism | 4 | 3 | 1 | 0 | UG Sem.-VII | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

1. Understanding the unique nature and function of literature.
2. The main aim of this subject is to impart critical sense to the students.
3. Differentiating the classical and modern literary theories and concepts.

### Learning outcomes

Upon successful completion of this course students will be able to:

1. It will show the students various approaches to literary criticism such as historic, psychological, social, structural etc.
2. It will also make the students cognizant of the modern methods of Arabic criticism with some applications.

**SYLLABUS OF DSC-20 (CATEGORY-I)**

***Unit 1 (20 hours)***

1. Introduction to Literary Criticism
2. Adab wa ‘Anasir al-Adab

Aqsam al-Adab: An-Nasr wa al-She’r.

3.

***Unit 2 (20 hours)***

1. Brief History of Literary Criticism in Pre-Islamic Period.
2. Literary Criticism during Umayyad and Abbasid Periods.
3. Modern Arabic Literary Criticism

***Unit 3 (20 hours)***

**Prominent Arab Critics:**

1. Qudamah bin Jafar
2. Ibn Qutebah
3. Taha Husain

***Books prescribed:***

1- Shauqi Daif : Al Adab al Arabi al Mua’asir fi Misr.
Darul Maarif Misr, Cairo, nd.

2- Ahmad Hasan al Zayyat : Tarikh al Adab al Arabi
Faisal Publications, New Delhi, nd.

3- Ahmad Al SHaib: Usool Al Naqd Al Adabi: .Maktabtun Nahza Al-Misria, 1994

4- Ahmad Amin: Al-Naqd Al-Adabi: Darul Kutub Al-Arabi,Berut 2005.

5- Dept. of Arabic AMU, Fusul fi al Naqd.

**Suggested Readings**

1. Ahmad al-Shaib : Usul al-Naqd al-Adabi.
2. I. A. Richards : Principles of literary criticism.
3. W. H. Hudson : An Introduction to the study of literature.
4. Mohd. Al-Rabi al-Hasani Al-Nadwi : Al-Adab al-Arabi Baina Ardhin wa Naqdin.
5. Badwi Tabana : Al-Tayyarat al-Muasara fi al-Naqd al-Adabi.
6. Taha Hussain : Fi al-Adab al-Jahili.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 12

# Research Methodology

**Semester - VI**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research Methodology | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

**Course Objectives:**

This paper aims at providing students with an overview of objectives of research, selection of topic, preparation of synopsis, collecting related material, information related to manuscript editing.

**Course Learning Outcomes:**

After completing this paper, the student will be able:

a. To understand basic concept of research.
b. To select research topic.
c. To benefit from the data available in various libraries.
d. To edit manuscripts.
e. To produce well-structured research work.

**Unit I:**

a. Definition of Research
b. Selection of topic for research
c. Synopsis Preparation
d. Research ethics

**Unit II:**

a. Collection of Research Material
b. Editing of Manuscripts
c. Bibliography Preparation
d. Terminology used in Manuscript-editing

**Unit III:**

a. Renowned Oriental Libraries
b. Reference Resources

c. International Phonetic Alphabets
d. Various kinds of Arabic Scripts

**Suggested Readings:**


1كيف تكتب بحثا أو رسالة، د. أحمد شلبي، مصر

(How you should write a research paper or thesis.)

Maktabah-al-Nahdha-al-Misriyah, Cairo - 1968

2كيف تكتب بحثا جامعيا - د. عبد العزيز شرف+ د. محمد عبد المنعم خفاجي، لبنان

(How to write university level research paper.)

Maktabah-al-Engilo-al-Misriah, Cairo, nd

3أزمة البحث العلمي في العالم العربي، د. عبد الفتاح خض ر

(The Crisis of Scientific Research in the Arab World)

Riadh KSA 1992

4تحقيق النصوص ونشرها عبد السلام هارون، مص ر

(Text Editing and Publishing.)

Maktabah-al-Khanji, Cairo 1998

5قواعد تحقيق المخطوطات صلاح الدين المنجد، لبنا ن

(Rules for Editing Manuscripts.)

Darul Kitab-al-Jadeed, Beirut 1987

6. How to Write Assignments, Research Papers, Dissertations and Theses by Prof. Dr. V. H. Bedekar, Kanak Publications, New Delhi, 1982.

7اصول تحقیق، مصنف: ڈاکٹر ظفر الاسلام خان، پبلشرز: فاروس میڈیا دہلی

(Principles of Research)

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 13

# Research Methodology

**Semester - VII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Research Methodology | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

**Course Objectives:**

This paper aims at providing students with an overview of objectives of research, selection of topic, preparation of synopsis, collecting related material, information related to manuscript editing.

**Course Learning Outcomes:**

After completing this paper, the student will be able:

a. To understand basic concept of research.
b. To select research topic.
c. To benefit from the data available in various libraries.
d. To edit manuscripts.
e. To produce well-structured research work.

**Unit I:**

a. Definition of Research
b. Selection of topic for research
c. Synopsis Preparation
d. Research ethics

**Unit II:**

a. Collection of Research Material
b. Editing of Manuscripts
c. Bibliography Preparation
d. Terminology used in Manuscript-editing

**Unit III:**

a. Renowned Oriental Libraries
b. Reference Resources

c. International Phonetic Alphabets
d. Various kinds of Arabic Scripts

**Suggested Readings:**


1كيف تكتب بحثا أو رسالة، د. أحمد شلبي، مصر

(How you should write a research paper or thesis.)

Maktabah-al-Nahdha-al-Misriyah, Cairo - 1968

2كيف تكتب بحثا جامعيا - د. عبد العزيز شرف+ د. محمد عبد المنعم خفاجي، لبنان

(How to write university level research paper.)

Maktabah-al-Engilo-al-Misriah, Cairo, nd

3أزمة البحث العلمي في العالم العربي، د. عبد الفتاح خض ر

(The Crisis of Scientific Research in the Arab World)

Riadh KSA 1992

4تحقيق النصوص ونشرها عبد السلام هارون، مص ر

(Text Editing and Publishing.)

Maktabah-al-Khanji, Cairo 1998

5قواعد تحقيق المخطوطات صلاح الدين المنجد، لبنا ن

(Rules for Editing Manuscripts.)

Darul Kitab-al-Jadeed, Beirut 1987

6. How to Write Assignments, Research Papers, Dissertations and Theses by Prof. Dr. V. H. Bedekar, Kanak Publications, New Delhi, 1982.

7اصول تحقیق، مصنف: ڈاکٹر ظفر الاسلام خان، پبلشرز: فاروس میڈیا دہلی

(Principles of Research)

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 14
## CLASSICAL ARABIC PROSE & POETRY-1

**Semester-VII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Classical Arabic Prose & Poetry | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

### Course Objectives

The main objective of this course is to enhance students' ability to read and understand the classical Arabic text and make them aware of different prose styles of the classical period.

### Course Learning Outcomes

After completing this course, the learner will be able to read and understand the classical Arabic prose easily. He will also be able to identify and describe distinct literary characteristics of the classical period.

**Contents:**

**Unit I:**

| | | |
|---|---|---|
| 1 | أكثم بن صيفي(Aktham bin Sayfi) | خطبة : إن أفضل الأشياء أعاليها (Sermon of Aktham bin Sayfi: The best of the things are of their highest qualities) |
| 2 | البيهقي (Al-Baihaqi) | جوامع الكلم (Most Concise Words) |
| 3 | أبو بكر (Abu Bakr) | على وفاة الرسول (صلى الله عليه وسلم) (On the death of the Prophet P.B.U.H) |

**Unit II**:

| | | |
|---|---|---|
| 1 | الحجاج بن يوسف (Al-Hajjaj bin Yusuf) | خطبة الحجاج بعد دير الجماجم (Hajjaj's Sermon at Dair al-Jamajim) |
| 2 | عبد الحميد الكاتب (Abdul Hamid al-Katib) | إليكم يا معشر الكتّاب (O' the group of writers) |

| | | |
|---|---|---|
| 3 | ابن المقفع (Ibn al-Muqaffa) | إخوان الصفا (Sincere Friends) |

**Unit III**

| رقم | اسم الشاعر<br>Poet's Name | بداية القصيدة<br>Start of the Poem | نهاية القصيدة<br>End of the Poem | عدد الأبيات<br>No. of Couplets |
|---|---|---|---|---|
| 1 | امرؤ القيس<br>Imrul Qais | وقد اغتدي والطير في وكناتها... (Poem) | ... قائما غير مرسل (Poem) | 18 |
| 2 | زهير بن أبي سلمى<br>Zuhair bin Abi Sulma | سئمت تكاليف الحياة.... (Poem) | ... بعد السفاهة يحلم (Poem) | 15 |
| 3 | الخنساء<br>Al-Khansa | يؤرقني التذكر حين أمسي.. (Poem) | ... وفيه يمسي (Poem) | 15 |

**Prescribed Readings:**

A Collection of Classical Prose compiled by the Department of Arabic, University of Delhi.

A Collection of Classical Poetry compiled by the Department of Arabic, University of Delhi.

**Suggested Readings:**

1. البيان والتبيين للجاحظ، تحقيق عبد السالم محمد هارون، مكتبة الخانجي، القاهرة ج/2 (ط5) 1985م.
   Expression & Illustration by a-Jahiz
2. تاريخ ابن خلدون (المقدمة) لابن خلدون، دار إحياء التراث العربي بيروت ج1، (د.ت.).
   Preaface of Tareekh Ibn Khaldun
3. مختارات من أدب العرب ج/1-2 لأبي الحسن علي الحسني الندوي، لكناؤ 1423هـ/2000م.
   Collections from Arabic Literature, by Abul Hasan Ali
4. جواهر الأدب، للهاشمي: مطبعة المقتطف والمقطم بمصر 1341هـ/1923م.
   Pearls of Literature by al-Hashmi
5. المفيد في الأدب العربي لجوزف هاشم وزملائه، المكتب التجاري للطباعة والنشر، بيروت، ج/1.
   Useful Arabic Literary pieces by Joseph-al Hashmi
6. جمهرة خطب العرب رقم الصفحة: 21 لأحمد زكي صفوت ، مصر
   Collection of Arabic Oratory, by Ahmad Zaki

7. Arabic Poetry – A Primer for students by A. J. Arberry, Cambridge university press, 1965.
8. The Seven Odds, A. J. Arberry, The Macmillan Company, New York, 1957, and

George Allen & Unwin Ltd. London, 1957.

9. (An English Translation of Classical Poetry): "The Literary Heritage of the Arabs – An Anthology", Edited by Suheil Bushrui & James M. Malarkey in collaboration with C. Bayanbruss, Saqi books, London 2012.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 15
## CLASSICAL ARABIC PROSE & POETRY-2

**Semester-VIII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Classical Arabic Prose & Poetry | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

### Course Objectives

The main objective of this course is to enhance students' ability to read and understand the classical Arabic text and make them aware of different prose styles of the classical period.

### Course Learning Outcomes

After completing this course, the learner will be able to read and understand the classical Arabic prose easily. He will also be able to identify and describe distinct literary characteristics of the classical period.

**Contents:**
**Unit I:**

| | | |
|---|---|---|
| 1 | الجاحظ (Al-Jahiz) | بخيل حكيم (A wise miser) |
| 2 | بديع الزمان الهمذاني (Badi al-Zaman al-Hamadani) | المقامة المضيرية (Maqamah Muziriyah) |
| 3 | ابن شهيد (Ibn Shuhayd) | القصص الخيالي (Imaginary Story-telling) |

**Unit II:**

| رقم | اسم الشاعر<br>Poet's Name | بداية القصيدة<br>Start of the Poem | نهاية القصيدة<br>End of the Poem | عدد الأبيات<br>No. of Couplets |
|---|---|---|---|---|
| 1 | كعب بن زهير (Kab bin Zuhair) | بانت سعاد... (Poem) | حياض الموت تهليل ... (Poem) | 21 |

| | | | | |
|---|---|---|---|---|
| 2 | حسان بن ثابت (Hassan bin Thahit) | الله أكرمنا بنصر نبيه... (Poem) | ... اللبيب به على الأقوام (Poem) | 16 |
| 3 | جرير (Jareer) | أقلي اللوم.... (Poem) | ... ذا الجريرة والمصابا (Poem) | 20 |

**Unit III**

| رقم | اسم الشاعر<br>Poet's Name | بداية القصيدة<br>Start of the Poem | نهاية القصيدة<br>End of the Poem | عدد الأبيات<br>No. of Couplets |
|---|---|---|---|---|
| 1 | المتنبي (Al-Mutanabbi) | إني نزلت بكذابين ضيفهم ... (Poem) | ... فكيف الخصية السود (Poem) | 23 |
| 2 | أبو العلاء المعري (Abul Ala al-Maarri) | غير مجد في ملتي... (Poem) | ... مصيره للفساد (Poem) | 25 |
| 3 | ابن زيدون (Ibn Zaidun) | أضحى التنائي... (Poem) | ... أخذنا الصبر تلقينا (Poem) | 11 |

**Prescribed Readings:**

A Collection of Classical Prose compiled by the Department of Arabic, University of Delhi.

A Collection of Classical Poetry compiled by the Department of Arabic, University of Delhi.

**Suggested Readings:**

1. البيان والتبيين للجاحظ، تحقيق عبد السالم محمد هارون، مكتبة الخانجي، القاهرة ج/2 (ط5) 1985م.
   Expression & Illustration by a-Jahiz
2. تاريخ ابن خلدون (المقدمة) لابن خلدون، دار إحياء التراث العربي بيروت ج1، (د.ت.).
   Preaface of Tareekh Ibn Khaldun
3. مختارات من أدب العرب ج/1-2 لأبي الحسن علي الحسني الندوي، لكناؤ 1423هـ/2000م.
   Collections from Arabic Literature, by Abul Hasan Ali
4. جواهر الأدب، للهاشمي: مطبعة المقتطف والمقطم بمصر 1341هـ/1923م.
   Pearls of Literature by al-Hashmi
5. المفيد في الأدب العربي لجوزف هاشم وزملائه، المكتب التجاري للطباعة والنشر، بيروت، ج/1.
   Useful Arabic Literary pieces by Joseph-al Hashmi
6. Arabic Poetry – A Primer for students by A. J. Arberry, Cambridge university press, 1965.
7. The Seven Odds, A. J. Arberry, The Macmillan Company, New York, 1957, and

George Allen & Unwin Ltd. London, 1957.

8. (An English Translation of Classical Poetry): "The Literary Heritage of the Arabs – An Anthology", Edited by Suheil Bushrui & James M. Malarkey in collaboration with C. Bayanbruss, Saqi books, London 2012.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 16
## MODERN ARABIC PROSE & POETRY-1

**Semester-VII**

*No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)*

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course(if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Modern Arabic Prose & Poetry | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

### Course Objectives

The objective of the course is to make students aware of different literary trends, styles and characteristics of modern Arabic prose.

### Course Learning Outcomes

After completing this course, the learner will be able to identify and describe different literary trends in the development of modern Arabic prose. He will also be able to analyze important literary works of modern Arabic writers for their structure, style and meaning.

**Contents:**

## Unit I:

| | | |
|---|---|---|
| 1 | مصطفى لطفي المنفلوطي (Mustafa Lutfi al-Manfaluti) | الحرية (Freedom) |
| 2 | أحمد أمين (Ahmad Amin) | جيلنا وجيلكم (Our generation and your generation) |
| 3 | طه حسين (Taha Husein) | في الأزهر (At al-Azhar) |

## Unit II:

| | | |
|---|---|---|
| 1 | جبران خليل جبران (Gibran Khalil Gibran) | الكآبة الخرساء (Mute Melancholy) |

| | | |
|---|---|---|
| 2 | عباس محمود العقاد (Abbas Mahmoud al-Aqqad) | عبقرية الصديق: "نموذجان" (Abqariyyah al-siddiq: Two specimens) |
| 3 | إبراهيم عبد القادر المازني (Ibrahim Abdul Qadir al-Mazini) | كيف كنت عفريتا من الجن(How I became a ghost) |

## Unit III:

| رقم | اسم الشاعر<br>Poet's Name | بداية القصيدة<br>Start of the Poem | نهاية القصيدة<br>End of the Poem | عدد الأبيات<br>No. of Couplets |
|---|---|---|---|---|
| 1 | محمود السامي البارودي (Mahmoud al-Sami al-Baroudi) | أعد يا دهر....(Poem) | .... على حكم المروءة والتغابي (Poem) | 23 |
| 2 | أحمد شوقي (Ahmad Shouqi) | ولد الهدى....(Poem) | .... واهتزت العذراء(Poem) | 16 |
| 3 | حافظ إبراهيم (Hafiz Ibrahim) | خرج الغواني يحتجبن... (Poem) | ... وأشفقوا من كيدهن(Poem) | 17 |

**Prescribed Books:**

A Collection of Modern Prose compiled by the Department of Arabic, University of Delhi.

A Collection of Modern Poetry compiled by the Department of Arabic, University of Delhi.

**Suggested Readings:**


1. نخبة الأدب، قسم اللغة العربية وآدابها، الجامعة الإسلامية بعليكره، علي كره (ط7) 2000م.
   The Literary Elite. Department of Arabic, AMU, Aligarh.
2. مختارات من أدب العرب للشيخ أبي الحسن علي الحسني الندوي، الجزء الأول، مؤسسة الصحافة والنشر لكناؤ، 2002م.
   Selections from Arabic Literature by Abul Hasan Ali.
3. وحي القلم لمصطفي صادق الرافعي، دار الكتاب العربي، بيروت، (ج2) 2000م.
   The Muse of the Pen by Mustafa Sadiq-al-Rafaie.

4. النظرات للمنفلوطي، مكتبة مصر للطباعة، القاهرة، مصر، 1993م.
Glimpses by al-Manfaluti.

5. الأجنحة المتكسرة، جبران خليل جبران، مكتبة هلال، مصر، (د.ت.)
Broken wings by Jibran.

6. المسرح المنوع، توفيق الحكيم، مكتبة الآداب للطباعة والنشر والتوزيع، 1998م.
The variety of theater by Taufeequl-Hakeem.

7. ماذا خسر العالم بانحطاط المسلمين، الشيخ أبو الحسن علي الندوي، المجمع الإسلامي العلمي، لكناؤ، 1994م.
What has the world lost by Abul Hasan Ali.

8. مختار الشعر الحديث: مصطفى البدوي، دار النهار للطباعة والنشر والتوزيع، القاهرة، مصر، 1969م.

**Selections from Modern Arabic Poetry, by Mustafa-al-Badwi**

9. تاريخ الشعر العربي الحديث: أحمد قبش، دار الجيل، بيروت، لبنان 1971م.

**History of Modern Arabic Poetry, by Ahmad Qabish**

10. الشعر العربي المعاصر: أحمد شوقي ضيف

**Contemporary Arabic Poetry, by Shauqi Daif**

11. الشعر العربي الحديث 1800م- 1970م تطور أشكاله وموضوعاته بتأثير الأدب الغربي، سي موريه، دار الفكر العربي، القاهرة، 1986م

**Modern Arabic Poetry 1800-1970, by C. Mauriah**

12. A Reader in Modern Literary Arabic by Farhat J. Ziadeh, University of Washington, Press Seattle and London 1964.
13. History of Islam by Akbar Shah Najeeb Abadi, Dar-us-Salam, 2021.
14. Trends and Movements in Modern Arabic Poetry by Samla Khadra Jayyusi, Leiden, E. J.Brill, 1977.
15. Modern Arabic Literature, M. M. Badawi, & Others, Cambridge University Press, 1992.
16. A Critical Introduction to Modern Arabic Poetry, M. M. Badawi, Cambridge UniversityPress, 1975.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 17
## MODERN ARABIC PROSE & POETRY-2

**Semester-VIII**

No. of hours: 60 (Theory: 45 hours, Tutorials: 15 hours)

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Modern Arabic Prose & Poetry | 4 | 3 | 1 | 0 | XII Pass | NIL |

### Course Objectives

The objective of the course is to make students aware of different literary trends, styles and characteristics of modern Arabic prose.

### Course Learning Outcomes

After completing this course, the learner will be able to identify and describe different literary trends in the development of modern Arabic prose. He will also be able to analyze important literary works of modern Arabic writers for their structure, style and meaning.

**Contents:**

### Unit I:

| | | | |
|---|---|---|---|
| 1 | محمود تيمور (Mahmoud Taymour) | في القطار (In the Train) | |
| 2 | توفيق الحكيم (Taufiq al-Hakim) | أصحاب الكهف (People of the Cave) | |
| 3 | قاسم أمين (Qasim Amin) | عبودية المرأة (Slavery of Women) | |

### Unit II:

| رقم | اسم الشاعر (Poet's Name) | بداية القصيدة (Start of the Poem) | نهاية القصيدة (End of the Poem) | عدد الأبيات (No. of couplets) |
|---|---|---|---|---|
| 1 | خليل مطران | شاد فأعلى وبنى... | ... حرزا يقيه بالردى من الردى | 15 |

| | | | | |
|---|---|---|---|---|
| | (Khalil Mutran) | (Poem) | (Poem) | |
| 2 | عبد الرحمن شكري<br>(Abdel Rahman Shokry) | رأيت في النوم أني رهن..<br>(Poem) | .. ومن جناية ما يأتي به الكلم<br>(Poem) | 19 |
| 3 | أحمد زكي أبو شادي<br>(Ahmad Zaki Abu Shadi) | جثث تلهم البحر أسرارها..<br>(Poem) | ... من الأرض تكرم من زارها<br>(Poem) | 22 |

## Unit III:

| رقم | اسم الشاعر<br>(Poet's Name) | بداية القصيدة<br>(Start of the Poem) | نهاية القصيدة<br>(End of the Poem) | عدد الأبيات<br>(No. of couplets) |
|---|---|---|---|---|
| 1 | أبو القاسم الشابي<br>(Abul Qasim al Shabi) | نحن نمشي وحولنا هاته..<br>(Poem) | ... فهيا، نجرب الموت.. هيا<br>(Poem) | 20 |
| 2 | إيليا أبو ماضي<br>(Elia Abu Madi) | أنا من أنا يا ترى...<br>(Poem) | ...فإني سأمضي وأنتم معي<br>(Poem) | 23 |
| 3 | نازك الملائكة<br>(Nazik al Malaika) | الليل يسأل من أنا...<br>(Poem) | ... وأعود أمنحها النشور<br>(Poem) | كاملا |
| 4 | محمود درويش<br>(Mahmoud Darwish) | سجّل أنا عربي...<br>(Poem) | ... ومن غضبي<br>(Poem) | 11 |

**Prescribed Books:**

A Collection of Modern Prose compiled by the Department of Arabic, University of Delhi.

A Collection of Modern Poetry compiled by the Department of Arabic, University of Delhi.

**Suggested Readings:**


1. نخبة الأدب، قسم اللغة العربية وآدابها، الجامعة الإسلامية بعليكره، علي كره (ط7) 2000م.
   The Literary Elite. Department of Arabic, AMU, Aligarh.
2. مختارات من أدب العرب للشيخ أبي الحسن علي الحسني الندوي، الجزء الأول، مؤسسة الصحافة والنشر لكناؤ، 2002م.
   Selections from Arabic Literature by Abul Hasan Ali.
3. وحي القلم لمصطفي صادق الرافعي، دار الكتاب العربي، بيروت، (ج2) 2000م.
   The Muse of the Pen by Mustafa Sadiq-al-Rafaie.
4. النظرات للمنفلوطي، مكتبة مصر للطباعة، القاهرة، مصر، 1993م.
   Glimpses by al-Manfaluti.
5. الأجنحة المتكسرة، جبران خليل جبران، مكتبة هلال، مصر، (د.ت.)
   Broken wings by Jibran.
6. المسرح المنوع، توفيق الحكيم، مكتبة الآداب للطباعة والنشر والتوزيع، 1998م.
   The variety of theater by Taufeequl-Hakeem.
7. ماذا خسر العالم بانحطاط المسلمين، الشيخ أبو الحسن علي الندوي، المجمع الإسلامي العلمي، لكناؤ، 1994م.
   What has the world lost by Abul Hasan Ali.
8. مختار الشعر الحديث: مصطفى البدوي، دار النهار للطباعة والنشر والتوزيع، القاهرة، مصر، 1969م.

   **Selections from Modern Arabic Poetry, by Mustafa-al-Badwi**
9. تاريخ الشعر العربي الحديث: أحمد قبش، دار الجيل، بيروت، لبنان 1971م.

   **History of Modern Arabic Poetry, by Ahmad Qabish**
10. الشعر العربي المعاصر: أحمد شوقي ضيف

    **Contemporary Arabic Poetry, by Shauqi Daif**
11. الشعر العربي الحديث 1800م- 1970م تطور أشكاله وموضوعاته بتأثير الأدب الغربي، سي موريه، دار الفكر العربي، القاهرة، 1986م

    **Modern Arabic Poetry 1800-1970, by C. Mauriah**
12. A Reader in Modern Literary Arabic by Farhat J. Ziadeh, University of Washington, Press Seattle and London 1964.
13. History of Islam by Akbar Shah Najeeb Abadi, Dar-us-Salam, 2021.
14. Trends and Movements in Modern Arabic Poetry by Samla Khadra Jayyusi, Leiden, E. J.Brill, 1977.
15. Modern Arabic Literature, M. M. Badawi, & Others, Cambridge University Press, 1992.
16. A Critical Introduction to Modern Arabic Poetry, M. M. Badawi, Cambridge

UniversityPress, 1975.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 18
## History of Arabic Literature-3
***(Up to Umayyad & Andalusian Period)***

**Semester - VII**

No. of hours: 60 (Theory: 45 hours, Tutorials: 15 hours)

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| History Of Arabic Literature -3 up to Umayyad & Andalusian Period | 4 | 3 | 1 | 0 | Sem.-VI | NIL |

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students acquainted with the history of Arabic Literature.
2. To make familiar to famous Prose writers and Poets.

**Learning Outcomes**

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Know about the development of Arabic Literature during Islamic period.
2. Understand the impact of Qur'an on the poetry of Mukhadram poets.
3. Know about different literary personalities of Andalusian period.

**SYLLABUS**

**Unit 1** (15 Hours) Pre-Islamic & Umayyad Period (622-750 AD)

- Ka`b Bin Zuhayr
- Al-Khansa`
- Al-Akhtal
- Jarir

**Unit 2** (15 Hours) Andalusian Period-A (710-1492 AD)

- Muwashshah
- Ibn Khafajah
- Ibn al-Khatib

**Unit 3** (15 Hours) Andalusian Period-B (710-1492 AD)

- Ibn Shuhayd
- Ibn Hazm
- Abu Hayyan
- Ibn Hani

Practical component (if any) – Nil

**Essential/Recommended Readings**


1. Umar Farrukh: Tarikh al-Adab al-Arabi
   Darul Ilm, Beirut 1981
2. Shauqi Zaif: Tarikh al-Adab al-Arabi
   Darul Maarif Misr, Cairo 1995
3. Ahmad Hasan al-Zayyat: Tarikh al-Adab al-Arabi
   Faisal Publication, New Delhi, nd
4. Jaudat al-Rakabi: Fi al-Adab al-Andalusi
   Darul Maarif Misr, Cairo 1966
5. K.A. Fariq: History of Arabic Literature
   Vikas Publications, New Delhi 1972


**Suggestive Readings**


1. Dr. Abdul Halim Nadwi: Arabi Adab Ki Tareekh

2. Hanna Fakhuri: Al-Jami' Fi Tarikh al-Adab al-Arabi


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 19
### HISTORY OF ARABIC LITERATURE-4
*(Abbasid & Modern Period)*

**Semester-VIII**

No. of hours: 60 (Theory: 45 hours, Tutorials: 15 hours)

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| History Of Arabic Literature-3 Abbasid & Modern Period | 4 | 3 | 1 | 0 | Sem.-VII | NIL |

**Learning Objectives:**

The Learning Objectives of this course are as follows:

1. To make students acquainted with the history of Arabic Literature in Abbasid & Modern periods.
2. To make familiar to famous Prose writers and Poets in Abbasid & Modern periods.

**Learning Outcomes:**

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Know about the development of Arabic literature during Abbasid period.
2. Know about different literary schools and movements during Abbasid period.
3. Understand the Arab renaissance and its impacts on Arabic literature in the Modern period.
4. Know about the famous Prose writers and Poets in Abbasid & Modern periods.

**SYLLABUS**

**Unit 1** (15 Hours)

- Introduction to Abbasid prose with special reference to four literary schools.
- Ibn al-`Amid
- Al-Hariri
- Abu Nuwas
- Abu Tammam

**Unit 2** (15 Hours) Modern Period-Prose (1798-2000 AD)

- Arab renaissance and its impacts on Arabic literature.
- Abbas Mahmud al-Aqqad

- Muhammad Husain Haykal
- Taufiq al-Hakim

**Unit 3** (15 Hours) Modern Period-Poetry (1798-2000 AD)
- Introduction to Modern Arabic poetry
- Nizar Qabbani
- Fadwa Tuqan
- Abu Shadi
- Nazik al-Malaika

Practical component (if any) – Nil

**Essential/Recommended Readings**


1. Ahmad Hasan Al-Zayyat: Tarikh Al-Adab Al-Arabi
   Faisal Publication, New Delhi, nd
2. Umar Farrukh: Tarikh Al-Adab Al-Arabi
   Darul Ilm, Beirut 1981
3. Shauqi Zaif: Tarikh Al-Adab Al-Arabi
   Darul Maarif Misr, Cairo 1995
4. K.A. Fariq: History of Arabic Literature
   Vikas Publications, New Delhi 1972
5. Ismat Mahdi: Modern Arabic Literature, 1900-1967
   Rabi Publishers, Hyderabad, India 1983


**Suggested Readings**


1. Dr. Abdul Halim Nadwi: Arabi Adab Ki Tareekh
   Taraqqi Urdu Board, Govt. of India, New Delhi 1979
2. Hanna Al-Fakhoori: Al-Jami' Fi Tarikh Al-Adab Al-Arabi
   Darul Jeel, Beirut 1986


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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 20

## Translation & Essay Writing (Theory and Practice)-1

**Semester-VII**

**Learning Objectives**

**The Learning Objectives of this course are as follows:**

1. To make students acquainted with the principles of translation and essay writing.

2. To help students get jobs of translators/interpreters in national and international companies.

3. To help students develop skills in both translation and essay writing.

**Learning Outcomes**

**The Learning Outcomes of this course are as follows:**

After completing this course, the learner will be able to:

1. Know about the principles and methodology of translation and essay writing.

2. Translate different texts on political and commercial topics.

3. Get jobs of translator and interpreter in companies and offices.

**Contents:**

**Unit I:**

(a) Introduction to Translation tools and Technologies.

(b) Importance of Translation in Modern Age.

(c) General vocabulary, vocabulary related to politics, trade & commerce

**Unit II:** Translation from Arabic into English:

(a) General Translation
(b) Political translation

**Unit III:** Translation from English into Arabic:

(a) General Translation

(b) Translation based on Trade and Commerce.

**Unit IV:** Essay Writing:

(a) General topics
(b) Current affairs

**Suggested Readings:**


1. الترجمة أصلها ومبادئها وتطبيقاتها: عبد العليم السيد منسي / عبد الله عبد الرزاق إبراهيم دار المريخ للنشر الرياض ١٩٨٨م.

The Translation: Principles & Methods by Syed Abdullah

2. أصول الترجمة العربية والإنجليزية النظرية والتطبيق): د صلاح حامد إسماعيل نهضة مصر للطباعة والنشر والتوزيع، ط ٢٠٠٧.٢٠م.

Fundamentals of Translation in Arabic and English by Salah Hamid.

3. دليل تدريب المترجمين في الترجمة العامة مجموعة طلال بن غزالة ٢٠٠٧م.

Guide Book for Translators, by Talal bin Ghazala Group

4. فن الترجمة سيد إحسان الرحمن ١٩٩٨، جواهر لال نهرو - دلهي الهند.

The Art of Translation by S.A. Rehman.

5. أسس الترجمة Translation من الإنجليزية إلى العربية وبالعكس. د. عز الدين محمد نجيب دار ابن سينا للطباعة والنشر والتوزيع، ط ٢٠٠٥.٥٠م.

Basics of Translation, by Izzuddin

6. الترجمة من الإنجليزية إلى العربية - مناهجها وأصولها: د معين الدين الأعظمي، دايماند بروسس، حيدر آباد ١٩٩٠م.

Rules and Methods of Translation from English into Arabic, by Moinuddin Azmi

7. Media Arabic: An Essential Vocabulary: Elisabeth Kendall, Edinburgh University Press, 2005
8. الترجمة الإنجليزية العربية المتقدمة: نصوص مختارة(AL-TARJAMA AL-ENGLIZIYYA AL-ARABIYYA(:

Professor Mujeebur Rahman, Brown Books Publishers, Aligarh, U.P. 2023


**Teaching Plan:**

Week I to Week 4: Unit 1
Week 5 to Week 8: Unit 2nd
Week 9 to Week 12: Unit 3rd
Week 13 to Week 16: Unit 4th

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 21

## Translation & Essay Writing (Theory and Practice)-2

**Semester-VIII**

**Learning Objectives**

**The Learning Objectives of this course are as follows:**

1. To make students acquainted with the principles of translation and essay writing.

2. To help students get jobs of translators/interpreters in national and international companies.

3. To help students develop skills in both translation and essay writing.

**Learning Outcomes**

**The Learning Outcomes of this course are as follows:**

After completing this course, the learner will be able to:

1. Know about the principles and methodology of translation and essay writing.

2. Translate different texts on political and commercial topics.

3. Get jobs of translator and interpreter in companies and offices.

**Contents:**

**Unit I:**

(a) Translation related to Medical Terms, Economy & Finance and Sports.
(b) Application of Translation and Job Opportunities.
(c) General vocabulary, vocabulary related to Science and Technology.

**Unit II:** Translation from Arabic into English:

(a) General Translation
(b) Medical Terms
(c) Economy & Finance

**Unit III:** Translation from English into Arabic:

(a) General Translation

(b) Science and Technology
(c) Tourism and Sports

**Unit IV:** Essay Writing:

(a) General topics
(b) Current affairs

**Suggested Readings:**


1. الترجمة أصلها ومبادئها وتطبيقاتها: عبد العليم السيد منسي / عبد الله عبد الرزاق إبراهيم دار المريخ للنشر الرياض ١٩٨٨م.

The Translation: Principles & Methods by Syed Abdullah

2. أصول الترجمة العربية والإنجليزية النظرية والتطبيق): د صلاح حامد إسماعيل نهضة مصر للطباعة والنشر والتوزيع، ط ٢٠٠٧٠٢٠م.

Fundamentals of Translation in Arabic and English by Salah Hamid.

3. دليل تدريب المترجمين في الترجمة العامة مجموعة طلال بن غزالة ٢٠٠٧م.

Guide Book for Translators, by Talal bin Ghazala Group

4. فن الترجمة سيد إحسان الرحمن ١٩٩٨، جواهر لال نهرو - دلهي الهند.

The Art of Translation by S.A. Rehman.

5. أسس الترجمة Translation من الإنجليزية إلى العربية وبالعكس. د. عز الدين محمد نجيب دار ابن سينا للطباعة والنشر والتوزيع، ط ٢٠٠٥.٥٠م.

Basics of Translation, by Izzuddin

6. الترجمة من الإنجليزية إلى العربية - مناهجها وأصولها: د معين الدين الأعظمي، دايماند بروسس، حيدر آباد ١٩٩٠م.

Rules and Methods of Translation from English into Arabic, by Moinuddin Azmi

7. Media Arabic: An Essential Vocabulary: Elisabeth Kendall, Edinburgh University Press, 2005

8. الترجمة الإنجليزية العربية المتقدمة: نصوص مختارة (AL-TARJAMA AL-ENGLIZIYYA AL-ARABIYYA):

Professor Mujeebur Rahman, Brown Books Publishers, Aligarh, U.P. 2023


**Teaching Plan:**

Week I to Week 4: Unit 1
Week 5 to Week 8: Unit 2nd
Week 9 to Week 12: Unit 3rd

Week 13 to Week 16: Unit 4th

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

# Discipline Specific Elective Course (DSE-22)
# Ilmul-Arudh (Prosody) علم العروض

**Semester VII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Ilmul-Arudh | 4 | 3 | 1 | Nil | XII passed | |

**Learning Objectives**

The Learning Objective of this course is to help the student to acquire:

- The sense of poetic meters in Arabic Literature.
- Knowledge about Arabic Scholars & their contributions to Prosody.
- Knowledge about a few Arabic poetic meters.

**Learning outcomes**

After completing this course the student will have an overall understanding of:

- Fundamentals of Arabic Prosody.
- Important works done in Arabic Prosody.
- The methods & Techniques used in analysing a poem.

**Unit-1**

Definition of I*lmul-Arudh* (Prosody): Origin & Development

**Unit-2**

Khaleel bin Ahmad: an introduction

**Unit-3**

Introduction to following Arabic poetic meters:

I. Al-Taweel
II. Al-Kamil
III. Al-Wafir

**Books Suggested:**


1. Al-Hashemi, Ahmad, *Mizan Aldhahab Fi Sinaeat Shaer Alearbi* ميزان الذهب في صناعة شعر العرب, Syria, Damascus, Dar al-Bayrouti Library, third edition 1427 AH - 2006 AD.
2. Al-Tabrizi, Abu Zakariya Yahya ibn Ali ibn Muhammad al-Shaybani, known as al-Khatib, *kitab alkafi fi aleurud walqawafi* كتاب الكافي في العروض والقوافي, Egypt, Cairo, Al-Khanji Library, third edition 1994 AH - 1415 AD.
3. Atiq, Abdul Aziz, *ilm al-arooz walqafi*, علم العروض والقافية Egypt, Cairo, first edition 2006 AD.
4. Mustafa Harakat, *awzan alshaera* أوزان الشعر, Egypt, Cairo, Cultural House for Publishing, first edition 1998 AD.
5. Al-Makhzoumi, Mahdi, *alkhalil bin 'ahmad alfarahidi 'aemaluh wamanhajuhu*, الخليل بن أحمد الفراهيدي أعماله ومنهجه Iraq, Baghdad, Al-Zahra Press, 1960 edition.
6. Mustafa, Mahmoud, *'ahdaa sabil 'iilaa eilmay alkhalil alearud walqafiat*, أهدى سبيل إلى علمي الخليل العروض والقافية Lebanon, Beirut, Alam al-Kutub, 1st edition First 1996


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

# Discipline Specific Elective Course (DSE-23)
# Al-Sihafah Al-Arabiyah (Arabic Journalism) الصحافة العربية

## Semester VIII

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| DSE-؟؟؟<br>Al-Sihafah Al-Arabiyah (Arabic Journalism) | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with Arabic journalism and information on matters of public interest, aiming to keep the students informed about current events and developments.
- This includes covering social, political, and economic events, as well as cultural and artistic events/news.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire understanding of Arabic journalism.
- Students will develop advanced Arabic language skills, including reading, writing, speaking, and listening comprehension, particularly in the context of news and media content.
- Students will learn to produce different types of media content, including news articles, reports, and other forms of writing.
- They will develop analytical skills to interpret and evaluate information from various sources, including news reports and other media.

**SYLLABUS OF DSE-22**

**UNIT – I (15 hours)**

● Introduction to Arabic Journalism: fundamental & principles.

**UNIT – II (15 hours)**

● Arabic Journalism in India: an introduction.

**UNIT – III (15 hours)**

● Introduction to following reputed Arabic newspapers & journals:

1. Al-Ahram
2. Al-Sharq Al-Awsat
3. Al-Arabi
4. Thaqafat-ul-Hind

**Practical component (if any) - NIL Essential/recommended readings-** as listed in the units
**Suggestive readings:**


1. Nadwi, Muhammad Ayyub Tazuddin, 1997, Al- sahafah al- Arabia Fi al-hind: Nash'atuha wa Tatau' uraha, Dar al- Hijrah printing press, Jammu wa Kashmir.
2. Nadwi, Muhammad Ayyub Tazuddin, 2019, Dalil al- Jaraid wa al- Majallat wa Arabia Fi al Hind, Riyadh.
3. Nadwi, Saeedur Rahman " Arabic Journalism: Its Origins and Development" Nadwatul Ulama Lucknow, 2009.
4. N. Jayaplan, Journalism, Atlantic Publications and Distributors, New Delhi-27, Ed.2001.
5. Padmanabhan. Dr. N, History of Journalism, University of Calicut, Ed. 2011.
6. Ashfaq Ahmad, 2013, Al-Nathr al- Arabi al- Mu'athir Fi al- Hind, Umar Printing Press New Delhi-
7. Salimur Rahman Khan, 2010, Al- Sahafah al- Islamiyyah Fi al- Hind, Al- Majma al- Islami al-Ilmi, Lucknow-
8. Subhabn Alam Khan, 2015, Zadid Arabi Sahafat ke Irtiqa may Madaris –e Arabiyyah ka Hissah, Farid Book Depot pvt. ltd, New Delhi-

# Discipline Specific Elective Course (DSE-24) Professional Translation - I (From English to Arabic & Vice Versa)

## Semester VII

**No. of hours- 60 (Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Professional Translation - I | 4 | 3 | 1 | | Passed Class XII | Nill |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To help students acquire professional translation skills compatible with industry standards.
- To develop in students expertise in specific domains such as legal, information technology and current issues translation.
- To help students gain ability to produce standard translation for different job requirements.
- To provide them with job opportunities in different fields.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After completing this course, the learner will be able to:

- acquire the ability to do standard professional translation from English to Arabic and vice-versa.
- acquire the ability to translate different texts on professional works.

- Get jobs of translation and interpretation in companies and offices.

## SYLLABUS OF DSE-1

**UNIT – I** Translation based on judicial & Legal issues **(15 hours)**

**UNIT – II** Translation based on information technology **(15 hours)**

**UNIT – III** Translation based on current issues **(15 hours)**

**Suggested Readings:**


1. الترجمة أصلها ومبادئها وتطبيقاتها: عبد العليم السيد منسي / عبد الله عبد الرزاق إبراهيم دار المريخ للنشر الرياض ١٩٨٨م.

   The Translation: Principles & Methods by Syed Abdullah

2. أصول الترجمة العربية والإنجليزية النظرية والتطبيق): د صلاح حامد إسماعيل نهضة مصر للطباعة والنشر والتوزيع، ط ٢٠٠٧٠٢٠م.

   Fundamentals of Translation in Arabic and English by Salah Hamid.

3. دليل تدريب المترجمين في الترجمة العامة مجموعة طلال بن غزالة ٢٠٠٧م.

   Guide Book for Translators, by Talal bin Ghazala Group

4. فن الترجمة سيد إحسان الرحمن ١٩٩٨، جواهر لال نهرو - دلهي الهند.

   The Art of Translation by S.A. Rehman.

5. أسس الترجمة Translation من الإنجليزية إلى العربية وبالعكس. د. عز الدين محمد نجيب دار ابن سينا للطباعة والنشر والتوزيع، ط ٢٠٠٥.٥٠م.

   Basics of Translation, by Izzuddin

6. الترجمة من الإنجليزية إلى العربية - مناهجها وأصولها: د معين الدين الأعظمي، دايماند بروسس، حيدر آباد ١٩٩٠م.

   Rules and Methods of Translation from English into Arabic, by Moinuddin Azmi


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

# Discipline Specific Elective Course (DSE-25) Professional Translation - II (From Arabic to English & Vice Versa)

**Semester VIII**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Professional Translation – II | 4 | 3 | 1 | 0 | Passed Class XII | NIL |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To help students acquire ability to produce high quality translation.
- To help students gain knowledge of cultural nuances and expressions in professional translation.
- To make students aware of modern tools and techniques of professional translation.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After completing this course, the learner will be able to:

- Acquire in-depth knowledge of professional Arabic translation skills.
- Be acquainted with the professional translation theories and principles.
- Get competence in doing professional translation of high standard on specific topics such as social issues, sales & marketing and management matters.

## SYLLABUS OF DSE-1

**UNIT – I** Translation based on social issues **(15 hours)**

**UNIT – II** Translation based on sales & marketing **(15 hours)**

**UNIT – III** Translation based on management matters **(15 hours)**

**Suggested Readings:**


1. فن الترجمة سيد إحسان الرحمن ١٩٩٨، جواهر لال نهرو - دلهي الهند.
   The Art of Translation by S.A. Rehman.
2. في فن الترجمة بين العربية والإنجليزية، عبد المحسن إسماعيل رمضان، مكتبة جزيرة الورد، القاهرة ٢٠٠٩م.
   The Art of Translation from Arabic into English and vice versa, by Abdul Mohsin Ismail
3. الترجمة: أصلها ومبادئها وتطبيقاتها: عبد العليم السيد علمي / عبد الله عبد الرزاق إبراهيم، دار المريخ للنشر الرياض ١٩٨٨م.
   The Translation: Principles & Methods by Syed Abdul Aleem
4. أصول الترجمة العربية والإنجليزية (النظرية والتطبيق): د صلاح حامد إسماعيل، نهضة مصر للطباعة والنشر والتوزيع، ط ٢٠،٢٠٠٧م
   Fundamentals of Translation in Arabic and English by Salah Hamid.
5. الإنشاء العربي الميسر، فيصل حسين طحيمر العلي، دار ابن كثير، دمشق، سوريا، ٢٠١٥م.
   Easy Arabic Composition, by Faisal Husain
6. أسلوب الرسائل، بدر الزمان القاسمي الكيرانوي، مكتبة وحيدية ، دلهي، ١٩٩٦م.

   Letter writing, by Badruzzaman Qasmi


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

## GENERIC ELECTIVE – 16
## INDIAN LITERATURE IN ARABIC

**Semester-VII**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE- REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Indian Literature in Arabic | 4 | 3 | 1 | 0 | Sem.-VI | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners familiar with the Indian Writers & Poets.
2. To make them familiar with the Indian legacy.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Learn about the life and service of the Indian writers & Poets.
2. Understand the role of played by different scholars in the field of poetry.
3. Assess the contributions of Indian scholars to the promotion of Indian languages in India.

### SYLLABUS OF GE-16 (CATEGORY-I)

***Unit 1 (20 hours)***

Bengali: Rabindrnath Tagore (عودة الطفل)
Punjabi: Amrita Pritam (رائحة الكيروسين)

***Unit 2 (20 hours)***

Hindi: Premchandra (الكفن)
Hindi: Panishwar Nath Renu (الوشاح المدنس)

***Unit 3 (20 hours)***

Urdu: Ismat Chughtai (ربة البيت)
Urdu: Joginder Pal (الساحر)**)**

**Suggested readings**

1.

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

## GENERIC ELECTIVE – 17
## ARABIC LITERATURE REVIEW
## (ARABIC SHORT STORY)

**Semester-VIII**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE- REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Literature Review (Arabic Short Story) | 4 | 3 | 1 | 0 | Sem.-VII | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

1. Able to understand the different types of language expressions through short stories, drama, and novel.
2. • Able to know different kinds of sentence structure in the writings of different writers.
3. To know the literary genres like Story, short story, novel and dramas.

### Learning outcomes

Upon successful completion of this course students will be able to:

This course covers the fictional part of Arabic prose in modern period. Students are expected to be conversant with the beginning and development of drama and short story in Arabic in Syria, Egypt and other Arab lands along with the very brief notice of some eminent Arab playwrights. This course would help students to know about the Arab culture, the way of life, the norms and beliefs of the Arab society. The objective of this course is to develop skills and sound knowledge in

Student which will help them to understand the Arab culture very well.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. The meaning of the story, origin of the Arabic story, history of the stories of the pre-Islamic era and about the stories of the Holy Qur'an.

2. The definition of the short story, its salient features and the constituent elements.

3. The history of the origin and development of the short story in the modern period.

4. Basic features of and dissimilarities between the Arabic short stories and the European short stories in terms of themes.

5. About the pioneer of the Arabic short story, about the first artistic short story and also about some prominent short story writers.

## SYLLABUS OF GE-17 (CATEGORY-I)

***Unit 1 (20 hours)***

- **Introduction:**

**A. Origin and Development of Short Story.**

**B. Definition and Elements of Short Story.**

**C. Kinds of Short Story.**

***Unit 2 (20 hours)***

**Brief Introduction to the following Short Story Writers.**

- A. **Muḥammad Taymūr (محمد تيمور)**
- **B. Mahmud Taymur (محمود تيمور)**
- **C. Abdul Hamid Judah As- Sahhar (عبد الحميد جودة السحار)**

*Unit 3 (20 hours)*

- **3. Literary Review of the Following Short Stories:**

**A. Ma Tarahul 'Oyoon (ما تراه العيون)**

**B. Al-Shaikh Jumah (الشيخ جمعة)**

**C. Armila min Filastin. ( أرملة من فلسطين)**

-

Books prescribed:

Essential/recommended readings:

1) Duktur Muhammad Shaukat: Al-Nass al-Qasasi Min al-Adab al-Arabi al-Hadith

2) Abbas Khidhar: Al-Qissah al-Qasirah fi Misr

3) Duktur Ahmad Haykal: Al-Adab al-Qasasiwa al-Masrahi fi Misr

4) Duktur Yusuf Najm: Al-Qissah fi al-Adab al-Arabi al-Hadith

5) Muhammad Yusuf: Fann al-Qissah

**Suggested readings**

1) Ahmad Abu Sa'eed: Fann al-Qissah

2) Muhammad Taymur: Fann al-Qissah

3) Duktur Muhammad Yunus Abdul 'Aal: Fi al Nasr alArabiQadhayawaFununwaNusus, Al Sharikah al-Misriyyah al-Aalamiyyah Li alNashr, Longman

4) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

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

# GENERIC ELECTIVE – 18
# ARABIC LITERATURE REVIEW
# (ARABIC NOVEL)

**Semester-VII**

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE- REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Arabic Literature Review (Arabic Novel) | 4 | 3 | 1 | 0 | UG Sem.- VII | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

1. Able to understand the different types of language expressions through short stories, drama, and novel.
2. Able to know different kinds of sentence structure in the writings of different writers.
3. To know the literary genre like Story, short story, novel and dramas.

### Learning outcomes

Upon successful completion of this course students will be able to:
Studying Arabic novels provides a rich and multifaceted learning experience, fostering a deeper understanding of literature, culture, history, and social dynamics in the Arab world. It encourages critical thinking, empathy, and global awareness, making it a valuable area of study for those interested in both the literary arts and the cultural contexts in which they emerge.

Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. The meaning of the novel, origin of the Arabic Novel, history of the Novel.

2. The definition of the Arabic Novel, its salient features and the constituent elements.

3. The history of the origin and development of the Novel in the modern period.

4. About the pioneer of the Arabic Novelist.

5. Students will gain a deeper understanding of the social, political, and cultural history of the Arab world as depicted in Arabic novels.

## SYLLABUS OF GE-18 (CATEGORY-I)

***Unit 1 (20 hours)***

- **Introduction:**

**1. Novel**

**A. The Origin and Development of Novel.**

**B. Definition and Elements of Novel.**

**C. Kinds of Arabic Novel.**

***Unit 2 (20 hours)***

- **2. Brief Introduction to the following Novelists.**

**A. Taha Hussain**

**B. Jubran Khalil Jubran**

**C. Najeeb Mahfouz**

-

***Unit 3 (20 hours)***

- **3. Literary Review of the following Novels:**

**A. The Nightingale's Prayer, by Taha Husain (دعاء الكروان)**

**B. The Broken Wings, by Kehlil Jibran ( الأجنحة المتكسرة)**

**C. Sugar Street, by Najeeb Mahfooz (السكرية)**

Books prescribed:

Essential/Recommended Readings:

1. Ahmad Haykal : Al-Adab al-Qasai wa al-Masrahi fi Misr.
2. Ahmed Haykal : Tatawwur al-Adab al-Hadith fi Misr

**Suggested Readings**

1) J. M. Cowan: Modern Arabic Literature"

2) Ferial J. Ghazoul: “The Arabic Novel: A Historical and Critical Introduction”

3) M. M. Badawi "The Arabic Novel: An Historical and Critical Introduction"

4) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

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

## GENERIC ELECTIVE – 19
## ARABIC LITERATURE REVIEW
## (ARABIC DRAMA)

**Semester-VIII**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE- REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Arabic Literature Review (Arabic Drama) | 4 | 3 | 1 | 0 | UG Sem.-VII | NIL |

### Learning Objectives

1. To make students acquainted with the Arabic Drama.
2. To make familiar to famous Dramatists.

### Learning Outcomes:

Drama is an important part of the Modern Arabic Literature. It contributes a lot in promotion of the Arabic language and literature across the world. By studding this paper students will learn about:

a) The basic elements of drama,

b) Emergence of drama as an important part of the Arabic literature,

c) The pioneers of the drama who had contributed a lot in its development,

d) Some selected and most famous prose and poetic drama.

### SYLLABUS OF GE-19 (CATEGORY-I)

## Unit 1 (20 hours)

- **Introduction:**

**A. Origin & Development of Drama.**

**B. Definition and Elements of Drama.**

**C. Kinds of Drama & Difference between Novel & Drama.**

## Unit 2 (20 hours)

**Brief Introduction to the following Drama Writers:**

**A. Tawfiq al Hakim (توفيق الحكيم)**

**B. Ali Ahmad Bakathir (علي أحمد باكثير)**

**C. Ahmad Shauqi (أحمد شوقي)**

## Unit 3 (20 hours)

- **Literary Review of the following Dramas:**

**A. Ahlul Kahaf (أهل الكهف)**

**B. Majnuno Laila (مجنون ليلى)**

**C. Al-Firaun Al-mauood (الفرعون الموعود)**

## Books prescribed:

Essential/Recommended Readings:

1) Hanna AL-Fakhuri: Tarikhul Al Adabil Arabi

2) Ali Sabri: Al- Masrahi yatu Nashatuha

3) Ahmad Haykal: Al-Adabul Al-Qasasi Wal Masrahi fi Misr.

4) Taha Badr, Abdul Muhsin, (1983), Tatawwur al-Riwaya al-Arabiyya al-Haditha, Cairo: Dar al-Ma'arif.

**Suggested Readings**

1) Duktur Muhammad Yunus Abdul 'Aal: Fi al Nasr alArabiQadhayawaFununwaNusus, Al Sharikah al-Misriyyah al-Aalamiyyah Li alNashr, Longman

2) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

3) Umar Al-Dasuqi: Al-Masrahia

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

**Annexure-5**

# Department of Urdu

## 4th Year of UG as per UGCF 2022 (existing)

| Semester | DSC | DSE | Dissertation/Academic Project/ Entrepreneurship | Total Credits |
|---|---|---|---|---|
| **Semester-VII** | **1 DSC**<br><br>**(4 credits)** | **3 DSEs**<br>OR<br>**2 DSEs & 1 GE**<br>OR<br>**1DSE & 2GEs**<br><br>**(12 credits)** | Only one to be opted throughout the 4th year, with assessment of specified outcomes at the end of VII and VIII semesters<br><br>**(6 credits)** | **22** |
| **Semester-VIII** | **1 DSC**<br><br>**(4 credits)** | **3 DSEs**<br>OR<br>**2 DSEs & 1 GE**<br>OR<br>**1DSE & 2 GEs**<br><br>**(12 credits)** | Continuation and completion of the chosen option<br><br>**(6 credits)** | **22** |

# Department of Urdu

## 4th Year of UG as per UGCF 2022 (existing)

| Semester | DSC | DSE | Dissertation/Academic Project/ Entrepreneurship | Total Credits |
|---|---|---|---|---|
| **Semester-VII** | **DSC-19**<br>1- Literary Criticism<br><br>**(4 credits)** | **DSEs**<br>1- Research Methodology<br>2- Tanqeedi Dabistan<br>3- Art of Translation<br>4- Urdu mein Aalami Fiction<br>5- Urdu Theatre<br>6- Media Writings<br><br>**GEs**<br>19- Taraqqi Pasand Adab<br>20- Naya Afsana 1980 ke Baad<br>21- Nai Ghazal<br>22- Bachchon ka Adab<br>23- Urdu Afsane mein Taneesiyat<br><br>**(12 credits)** | Only one to be opted throughout the 4th year, with assessment of specified outcomes at the end of VII and VIII semesters<br><br>**(6 credits)** | **22** |
| **Semester-VIII** | **DSC-20**<br>1- Textual Criticism in Urdu<br><br>**(4 credits)** | **DSEs**<br>1- Sociology of Literature<br>2- Essay Writing Skills in Urdu<br>3- Script Writings<br>4- Urdu mein Hindustani Fiction<br>5- Cinema and Urdu Literature<br>6- Deegar Asnaf-e-Nazm<br><br>**GEs**<br>24- Nai Nazm<br>25- Urdu Autobiography<br>26- Urdu Safarnama (Urdu Travel Literature)<br>27- Popular Urdu Literature<br>28- Urdu Shayeri mein Taneesiyat<br><br>**(12 credits)** | Continuation and completion of the chosen option<br><br>**(6 credits)** | **22** |

# SEMESTER - VII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

## Category I

DISCIPLINE SPECIFIC CORE COURSE - 19 (DSC-19): LITERARY CRITICISM

Credit distribution, Eligibility and Prerequisites of the Course

| Course title Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Literary Criticism | 4 | 3 | 1 | 0 | Urdu in XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Literary Criticism in academic areas.
- To give knowledge of Literary Criticism.
- To give basic knowledge of collecting data for doing Literary Criticism.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to find research.
- Students will be able to contribute in nation building through their Literary Criticism
- Students will be able to do Literary Criticism in different areas of their research.

### SYLLABUS OF DSE -2

UNIT-1 (10 Hours)

1. Tanqeed ki Tareef Aur Mahiyat (Definition and nature of criticism)
2. Sher-o- Adab ki Tanqeed ( Criticism of Poetry and Prose Literature)
3. Fasahat o Balaghat Ke Usoo l(Principles of Eloquence and Rhetoric in Literature)
4. Takhaiyul, Muhakaat Aur Tafahhus-e- Alfaz (Use of Imagination, Imagery and Sublime words)

UNIT-II (10 Hours)

1. Klasiki Maghribi Tanqid (Classical Western criticism)

2. Sanskrit Jamaliyat Ke Usool-o- Zawabit, Ras Aur Alankar (Principles and rules of Sanskrit aesthetics, Rasa and Alankara)
3. Romanvi aur Taraqqi Pasand Nazariya-e Tanqeed (Romantic and Progressive View of literature)

III (10 Hours)

1. Adabi Tanqeed Samajiyati Nuqta-e- Nazar se (Literary criticism from a sociological perspective)
2. Adabi Tanqeed Nafsiyati Nuqta-e- Nazar se (Literary criticism from a psychological perspective)

IV (15 Hours)

1. Ahad-e- Hazir Ke Mukhtalif Tanqeedi Mailanat- Jadidiyat, Ma-baad-e Jadidiyat, Bainul-Mutuniyat, Tanisiyat, Radd-e Tashkil (Various critical trends - Postmodernism, Modernism, Intertextuality, Feminism, Structuralism and Deconstruction)

**Practical component (if any) -**

**Essential/recommended readings**

1. Tanqeedi Nazriyat- Syed Ehtisham Husain, Delhi
2. Marat-ush-Sher - Molvi Abdur Rahman, Delhi
3. Fan-Tanqeed aur Urdu Tanqid Nigari - Noorul Hasan Naqvi, Aligarh
4. Urdu Tanqeed Ka Irtiqa- Ibadat Barelvi, Aligarh
5. Qadim Adabi Tanqeed- Wahab Ashrafi, Patna
6. Jadeed Urdu Tanqeed- Sharib Rudaulvi, Lucknow
7. Sanskrit Sheryaat- Ambar Bahraichi, Lucknow
8. Jamaliyaat Aur Urdu Shayari- Qazi Jamal Hussain, Aligarh

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

# SEMESTER - VII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE -1 (DSE-1) – : RESEARCH METHODOLOGY IN URDU**

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### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| RESEARCH METHODOLOGY IN URDU | 4 | 3 | 0 | 1 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Research Methods in academic areas.
- To give knowledge about Research Methodology.
- To give basic knowledge of collecting data for doing scientific research.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to do research.
- Students will be able to contribute in their research works.
- Students will be able to do scientific research in different areas.

**UNIT – I (15 Hours)**

1. Tahqeeq ki Tareef aur Aqsaam, Buniyadi Sharait (Definition and types of research, Principles of Research)
2. Tahqeeq-o-Tanqeed ka Rishta (The Relationship between Research and Criticism)
3. Urdu mein Tahqeeq ki Riwayat (Tradition of Research and Textual Criticism in Urdu)
   (I) Qazi Abdul Wadood (ii) Malik Ram
   (iii) Mahmood Shirani (iv) Maulvi Abdul Haq

**UNIT – II (15 Hours)**

4. Mauzoo ka Intekhab (Tahqiqi Mauzuaat ki Qismen, Munasib Mauzu ki Talash, Ifadiyat aur Ahamiyat) (Choosing the topic, Types of research topics, Finding the right topic, Usefulness and Importance)
5. Tahqeeq kaise Karen (Khaka Tayyar karne ke Tariqe, Existing Research, Mauzu ke Etabar se Research Methodology ka Intakhab, Abwab ki Taqseem, Tehqeeq ki Zabaan, Hawalon ka Intezam, Hashiye, Tadween, Ishariyah, Zamimah, Kitabiyaat. (Research methods, writing Synopsis, Existing Research, choosing a research methodology based on the topic, Chapterisation, Language for research, References, Index, Appendix, Bibliography.)
6. Maakhiz - Bunyadi Ma'akhiz, Sanvi Ma'akhiz, Ma'akhiz ki sehat. (Source material- Primary sources, secondary sources, how to check authenticity of sources)

**UNIT – III (15 Hours)**

7. Mawad ki Qismain aur Waseele - Mawad ki Tarteeb-o-Taqseem, Mawad ka Tajziya aur Tanqidi Jayeza. (Types of reading material and sources (various types of Libraries, personal collections), Sorting and choosing reading material, analysis and critical review)
8. Mawad ki Farahami, Parakh aur Intakhab ke usool, Mutale'a aur Notes lena, Maqale ko Tarteeb dene ke Tariqe, Maqaale ki Zabaan aur Bayan-Maaruziyat, Wazeh Bayani, Qataiyat aur Istadlal (Procuring and collecting reading Material, principles of chosing and selection of material, Study and Making notes, organizing and writing, Language and narration, objectivity, legibility, clarity, rationale and logical arguments)

**Practical component (if any) - NIL**

1. Students will prepare a synopsis on a topic under the supervision of their teachers.

**Suggestive readings**


1. Tahqeeq ka Fan – Gyan Chan Jain, Uttar Pradesh Urdu Akademi, Lucknow
2. Tahqeeq keTariqa-e-kaar – Sheen Akhtar, Ranchi
3. Usool-e Tahqeeq aur Tarteeb-e-Matn – Tanveer Ahmad Alvi, Delhi


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

# COURSES OFFERED BY DEPARTMENT OF URDU

## DISCIPLINE SPECIFIC ELECTIVE COURSE –2 (DSE-2): TANQEEDI DABISTAN

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **Tanqeedi Dabistan** (Schools of Literary Criticism) | **4** | **3** | **0** | **1** | **Urdu in class XII or X** | **NIL** |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the learners to a wide range of critical methods and literary theories
- To enable them to use the various critical approaches and advanced literary Theories
- To enable them to mobilize various theoretical parameters in the analysis of

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the Concepts of Criticism of Urdu.
- Express about the importance of Tanqeedi (Critical) books in Urdu

### SYLLABUS OF DSE-

**UNIT – I (10 Hours)**

1. Urdu mein Adabi Tanqeed ka Aaghaz o Irtiqa (Origin of Literary Criticism in Urdu)
2. Adabi Tanqeed ki Tareekh (History of Literary Criticism in Urdu)

**UNIT – II (10 Hours)**

3. Tanqeed ke Ibtidai namune (Early samples of Literary Criticism):
   (i) *Tazkire*
   (ii) *Aab-e-Hayaat*- by Mohammed Husain Azad
   (iii) *Muqaddama-e-Sher-o-Shairi (*Preface to Poetry) by Altaf Husain Hali

**UNIT – III (15 Hours)**

4. Tanqeed ka Jamaliyati Dabistan (School of Aesthetics)
5. Tanqeed ka Taassurati Dabistan (Impressionist School of Criticism)

6. Tanqeed ka Rumanwai Dabistan (Romantic School of Criticism)

**UNIT – IV (10 Hours)**

7. Tanqeed ka Taraqqi Pasand Dabistan (Progressive School of Criticism)
8. Tanqeed ka Jadeed Dabistan (Modernists School of Criticism)

**Practical component (if any) –**

1. kisi ek Takhleeq (Nasr/Nazm) par kisi ek Tanqeedi Dabistan ke mutabiq Tabsra kiya jayega. (Critical review of one poetic or prose writing, basing it on the principles of any literary school)

**Essential/recommended readings**

1. Fan-e-Tanqeed Aur Urdu Tanqeed Nigari- Noorul Hasan Naqvi, Aligarh https://www.rekhta.org/ebooks/detail/fan-e-tanqeed-aur-urdu-tanqeed-nigari-noorul-hasan-naqvi-ebooks-1
2. Aab-e-Hayaat- Maulana Mohammah Husain Azad, Delhi https://www.rekhta.org/ebooks/aab-e-hayat-mohammad-husain-azad-ebooks-16
3. Muqaddama-e-Sher-o-Shairi- Altaf Husain Hali, Delhi https://www.rekhta.org/ebooks/muqaddama-e-sher-o-shairi-altaf-hussain-hali-ebooks-7

**Suggestive readings**

1. Tanqeedi Dabistan- Saleem Akhtar, Book Corporation, Delhi
2. Usool-e Intiqaad-e Adabiyaat- Abid Ali Abid, Rekhta, Delhi
3. Urdu Tanqeed ka Irtiqa- Sharib Rudaulvi, Delhi

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

# VII

# COURSES OFFERED BY DEPARTMENT OF URDU

## DISCIPLINE SPECIFIC ELECTIVES (DSE-3): ART OF TRANSLATION

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Art of Translation | 4 | 3 | 0 | 1 | Urdu in Class XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students understand the role and use of translation in liberal democracy.
- To give a practice of translation from English or Hindi to Urdu and vice versa.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

**UNIT – I (15 Hours)**

1. Tarjume ka Fan (The art of translation)
2. Tarjume ki Zarurat or Ahmiyat (The need and importance of translation)
3. Tarjume ke Imkanat (Ways of Translation)

**UNIT – II (15 Hours)**

4. Tarjume ki Aqsam (Types of translation)
5. Tarjume ka Amal: Mutala, Mafhoom, Tabeer, aur Takhleeq e Nau (The process of translation: study, meaning, interpretation, and re-creation)
6. Tarjume ke liye Istilah Sazi (Terminology-coining Terms for translation)

**UNIT – III (15 Hours)**

7. Urdu me Trajume ki Riwayat (The tradition of translation in Urdu)
8. Urdu me Tarjume ka Mojuda Manzarnama (The current scenario of Urdu translation)

9. Adabi tarjuma, Sahafati Tarjuma aur Tadreesi Kitabon ka Tarjuma (Literary Translation, Translation for media and press, translation of Textbooks)

**Practical component (if any) –**

1. Practice of translation of various texts into Urdu from English or Hindi and vice versa. (5-6 translations)

**Essential/recommended reading**


1. TARJUMA: RIWAYAT AUR FAN- Nisar Ahmed Qureshi, Rekhta, Delhi
2. Tarjuma Ka Fun Aur Riwayat- Qamar Rais, Delhi
3. Fan e Tarjuma Nigari- Khaleeq Anjum, Delhi


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

# Semester VII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

## DICIPLINE CORE ELECTIVE-04 (DSE-4) –URDU MEIN AALAMI FICTION

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| Urdu mein Aalami Fiction (World Fiction In Urdu ) | | 3 | 0 | 1 | Urdu in class XII or X | - |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce major writers of different countries through Urdu translations.
- To give an idea of different literary concerns and themes.
- To give an idea about cultural and social diversity.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Students will get an idea of the major writers of the world.
- to understand the diversity of literary themes, styles of writing in different languages.
- To understand the cultural and social diversity through literature of different languages.,

**Unit I. (15 hours)**

1. Urdu men Tarjuma-shuda adab ki Riwayat ka Jayeza (An Overview to the History of translated literature in Urdu)
2. Introduction of Writers and their fiction included in the syllabus

**Short stories :**

1. Anton Chekhov - *Girgit* (Russian), Tr. Mohammed Mehdi

2. Guy de Maupassant- Dariya Par (French), Tr. Tahir Qureshi

**Unit II. (15 hours)**

3. Shirley Jackson- *Lottery* (English), Tr. Asma Hussain
4. Abdul Salam al-Ujayli - *Khwab* (Arabic), Tr. Ata Siddiqi
5. Sadiq Hidayat - Fransisi Qaidi (Farsi), Tr. Nayyar Masud

**Unit III. (15 hours)**

6. Karel Čapek-*Paanch Rotiyan* (Czech), Tr. Mohammad Salim-ur Rehman
7. Yasunari Kawabata - Ek Tarah-daar Khudkushi (Japanese), Tr. Nikhat Hasan
8. *Darakht Nashin*- Italo Calvino (Italian Novelette), Urdu tr. of the *Baron of the Trees* by Rashid Mufti

**Practical component (if any) -**

1. One story should be analysed by the student from each of the three units of the syllabus.

**Essential/recommended readings**

1. Chekhov ki Badi aur Chhoti Kahaniyan, Moscow https://www.rekhta.org/ebooks/detail/anton-chekhov-ki-badi-aur-choti-kahaniyan-anton-chekhov-ebooks?lang=ur
2. Aligarh Magazine, Aalami Afsana Number, AMU, 1994 https://www.rekhta.org/ebooks/aligarh-magazine-aalmi-afsana-number-mohammad-zafar-mahfooz-nomani-magazines?lang=ur
3. Shirley Jackson- *Lottery* (English), Tr. Asma Hussain https://www.humsub.com.pk/343034/asma-hussain-7/
4. Arabi Kahaniyan, ed. Ajmal Kamal, available on Rekhta, Delhi
5. Farsi Kahaniyan-1, ed. Nayyar Masud, available on Rekhta, Delhi https://www.rekhta.org/ebooks/farsi-kahaniyan-1-ebooks?lang=ur
6. Aaj, Shumara 055, available on Rekhta, Delhi https://www.rekhta.org/ebooks/aaj-karachi-shumara-number-055-ajmal-kamal-magazines
7. Aaj, Shumara 034, available on Rekhta, Delhi https://www.rekhta.org/ebooks/aaj-karachi-shumara-number-034-ajmal-kamal-magazines

**Suggested Readings (Poetry)**

1. Vaqar Azim, Funn-e Afsana Nigari, Educational Book House, Aligarh, 1997 https://www.rekhta.org/ebooks/fan-e-afsana-nigari-waqar-azeem-ebooks-1
2. Wahab Ashrafi , *Tarikh-e Adabiyat-e Aalam*, Educational Publishing House Delhi/ or on Rekhta : https://www.rekhta.org/authors/wahaab-ashrafi/ebooks?ref=web&lang=ur

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

# Semester VII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE COURSE - 5 (DSE-5): URDU THEATRE**

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Urdu Theatre | 4 | 3 | 0 | 1 | Urdu in XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Theatre.
- To give knowledge of Indian & Urdu Theatre and Script Writings.
- To give a glimpse of classical literature with special reference to Urdu Theatre.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts of Theatre.
- Exercising concepts through Reading and participating in Theatre.
- Demonstrating conceptual, textual understanding and performance in tests and exams.

**UNIT-1 (10 Hours)**

1. Theatre Ka Taarruf (Introduction of Theatre)
2. Script aur Peshkash ka farq (script and staging of a Play)
3. Theatre Ke Lawazim (Essentials of a Theatre)

**UNIT-II (15 Hours)**

4. Theatre Ka Aaghaz -o-Irteqa (Origin and development of theatre)
5. Hindustan mein Urdu Theatre ki Tarikh (History of Urdu Theatre in India)

6. Indra Sabha aur Parsi Theatre – Taaruf, Peshkash Aur Riwayat (Indra Sabha and Parsi Theatre – Introduction, staging and History and Tradition of these theatres)
7. IPTA Aur Urdu Theatre (IPTA and Urdu Theatre)
8. Maujooda Ahad Mein Urdu Theatre (Contemporary Urdu theatre)

**UNIT-III (20 Hours)**

1. *Yahoodi ki Ladki* by Aagha Hashr Kashmiri
2. *Ghair Zaroori Log* by Shahid Anwar

**Practical component (if any) -**

11. Perform any One of The Following form/types of Urdu theatre
    (i) Realistic
    (ii) Folk
    (iii) Farce
    (iv) Epic /Alienation
    (v) Absurd
    (vi) Street Play (Nukkad Natak)

**Essential/recommended readings**

1. Inder Sabha (Amanat Lucknawi), Ed. Masihuzzaman, Allahabad
2. Yahoodi ki Ladki (Aagha Hashr Kashmiri), available on Rekhta, Delhi
3. Ghair Zaroori Log (Shahid Anwar), Educational Publishing House, Delhi

**Suggestive readings (if any)**

1. Urdu Drama ka Irteqa - Ishrat Rahmani, Educational Book House, Aligarh
2. Urdu Drame Rewayat aur Tajarba - Atia Nishat, Lucknow
3. Natak Sagar - Mohammad Umar, Noor Ilahi, Uttar Pradesh Urdu Academy, Lucknow
4. Hindustani Drama - Safdar Aah, NBT of India, New Delhi
5. Urdu Drama Fan aur Manzilein - Waqar Azeem, Delhi
6. Urdu Theatre Kal aur Aaj- ed. Makhmoor Saeedi, Anis Azmi
7. Drama- Funn aur Takneek, Zaheer Anwar, Kolkata

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

# Semester VII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVES (DSE-6) MEDIA WRITINGS**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Media Writing | 4 | 3 | 0 | 1 | Urdu in Class XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of the history of Urdu Sahafat.
- To provide a chance to write different genres of media writing.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in tests and exams.

**UNIT – I (15 Hours)**

1. Urdu Sahafat ki Ibteda aur Ahad-ba-Ahad Irteqa (The Origins and Development of Urdu Journalism)
2. Reporting ka tareeqa aur iske buniyadi Usool (Reporting method and its basic principles)
3. Reporting ki Zuban (language of Reporting)

**UNIT – II (15 Hours)**

4. Social media, Blog writing
5. Dialogues writings for reels to post on social media
6. Writing literary features, conducting interviews for podcasts to be posted on Youtube or Spotify.

**UNIT – III (15 Hours)**

7. Writing features for radio.
8. Script writing for the video in creative mode to be uploaded on Youtube.

**Practical component (if any)**

1. Practice of different script writings- Advertisement, Mime, Dialogue, Feature, Documentary, Drama etc.

**Essential/recommended readings**


1. *Radio aur Television mein Tarsil-o Iblagh ki Zaban* by Kamal Ahmad Siddiqi, NCPUL, Delhi
2. *Television Nashriyat-Tarikh, Tehrir, Takneek*, Anjum Usmani, Delhi
3. *Broadcasting* – Rifat Sarosh, Delhi
4. *Khabar Nigari* by Shafey Qidwai, Aligarh
5. *Urdu Media*, ed. Khwaja Md. Ekramuddin, NCPUL, New Delhi
6. The Serial Podcast and Storytelling in the Digital Age- Ellen McCracken, Routledge , 2017
7. *The Podcaster's Audio Handbook*- Corey Marie Green, Springer, 2021
8. वीडियो ब्लॉगिंग / Video Blogging, Anupama Chaudhri, Bhasha Prakashan


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

# Semester-VII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

### GENERIC ELECTIVE -19 (GE-19) TARAQQI PASAND ADAB

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Taraqqi Pasand Adab (Progressive Literature) | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge about Progressive writings.
- To give knowledge about poetry under progressive movement.
- To give knowledge about fiction under progressive movement.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Describe about progressive writings
- Express views on poetry and fiction under progressive movement.

.

**SYLLABUS OF GE-19**

**UNIT – I (15 Hours)**

1. Taaraqqi Pasand Tehreek Aghraaz -o-Maqasid (The Progressive movement: Aims and Objectives)
2. Hiduastan mein Taraqqi Pasand Tehreek ka Qayaam aur Pahli kul-Hind Conference (Progressive Movement in India and the First All-India Conference)

**UNIT – II (15 Hours)**

1. Taraqi Pasand Nzam (Progressive poets- Ali Sardar Jafri, Asrar-ul-Haq Majaaz, Josh Malihabadi, Sahir Ludhianvi)
2. Taraqi Pasand Ghazal ((Progressive Ghazal Go- Firaaq Gorakhpuri, Mueen Ahsan Jazbi, Fiaz Ahmad Faiz, Majrooh Sultanpuri)

**UNIT – III (15 Hours)**

1. Taraqqi Pasand Afsana – (Progressive short-stories- Prem Chand (Budhi Kaki), Hayatulla Ansari (Aakhiri Koshish), Krishan Chander (Maha Laxmi ka Pul), Rajinder Singh Bedi-Lajwanti)
2. Progressive Novel - *Aur Insaan Mar Gaya*- by Ramanand Sagar

**UNIT – III (15 Hours)**

1. Taraqqi Pasand Tanqeed (Progressive criticism of Aal-e Ahmad Suroor, Ehtesham Hussain aur Mohammed Hasan)

**Practical component (if any) – NIL**

**Essential/recommended readings**

1. Texts of short stories.
2. *Aur Insan Mar Gaya***-** https://www.rekhta.org/ebooks/aur-insan-mar-gaya-ramanand-sagar-ebooks?lang=hi

**Suggestive readings**

1. Adab aur Zindagi- Akhtar Husain Raipuri, Delhi
2. Urdu mein Tarraqi Pasand Adabi Tehreek: Khalilur Rahman Azmin, Delhi
3. Tarraqi Pasand Adab ke Memaar: Qamar Rais, Delhi
4. Tarraqi Pasand Adab: Ali Sardar Jafri, Delhi
5. Tarraqi Pasand Adab: Aziz Ahmad, Delhi
6. Adab aur Inqalab- Akhtar Husain Raipuri, Mumbai

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

# Semester-VII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**Generic Elective Course-20 (GE-20) : NAYA AFSANA 1980 KE BAAD**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **Naya Afsana (1980 ke Baad)** (New Fiction) | **4** | **3** | **1** | **0** | **Urdu in class XII or X** | **-** |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpse of modern writing with special reference to Urdu short stories.
- To give a variety of Different short stories so students can get a profound knowledge of the society and social issues of contemporary modern India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of Contemporary short story writers.
- Students can express their views on the stories they have read.
- Students can analyze critically the theme, the style and the language of the short story writer.

### SYLLABUS OF GE-20

**UNIT – I (15 Hours)**

1. Urdu Mein Afasane Ki Riwayat 1980 Ke Baad (The tradition of fiction writing in Urdu after 1980)
2. Aham afsana nigar aur unki takhliqaat (Important writers and their works)

**UNIT – II (15 Hours)**

Texts :

3. Baaz goi (Surendra Prakash)
4. Ahraam Ka Meer Mahasib (Naiyer Masud)
5. Kimiyagar (Ghyas Ahmad Gaddi)

**UNIT – III (15 Hours)**

1. Haddu Ka Hathi (Zakia Mashhadi)
2. Daar se Bichhde-Syed Mohammed Ashraf
3. Lakeer (Tariq Chhatari)

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Surendar Prakash- https://www.rekhta.org/ebooks/baaz-goi-surendra-prakash-ebooks
2. Naiyer Masud- https://www.rekhta.org/stories/ahraam-ka-meer-muhasib-naiyer-masud-stories?lang=ur
3. Ghyas Ahmad Gaddi – https://www.rekhta.org/ebooks/parinda-pakadne-wali-gaadi-ghayas-ahmad-gaddi-ebooks
4. Zakia Mashhadi - https://www.rekhta.org/ebooks/muntakhab-afsane-zakia-mashhadi-ebooks
5. Syed Mohammed Ashraf- https://www.rekhta.org/stories/daar-se-bichhde-syed-mohammad-ashraf-stories?lang=ur
6. Tariq Chhatari- https://www.rekhta.org/ebooks/bagh-ka-darwaza-tariq-chhatari-ebooks-1

**Suggestive readings**

1. Urdu Afsana: Riwayat wo Masail- Gopi Chand Narang, New Delhi https://www.rekhta.org/ebooks/urdu-afsana-riwayat-aur-masail-ebooks-1?lang=ur
2. JADEED AFSANA AUR USKE MASAIL By Waris Alwi, Delhi https://www.rekhta.org/ebooks/detail/jadeed-afsana-aur-uske-masail-waris-alvi-ebooks
3. Naya Afsana Masail aur Mailanat- Qamar Rais, Delhi https://www.rekhta.org/ebooks/naya-afsana-masaail-aur-mailanat-ebooks?lang=hi

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

# Semester-VII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

### GENERIC ELECTIVE COURSE- 21 (GE-21) NAI GHAZAL

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Nai Ghazal (New Ghazal) | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpse of modern writing with special reference to Urdu Ghazal.
- To give a variety of Different Ghazals so students can get a profound knowledge of the society and social issues of contemporary modern India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of Contemporary Ghazal.
- Students can express their views on the Ghazal they have read.
- Students can analyse critically the theme, the style and the language of the Ghazal.

### SYLLABUS OF GE-21

**UNIT – I (10 Hours)**

1. Ghazal ki Tareef aur iske Ajza-e-Tarkeebi (Definition of Ghazal and its components)
2. Urdu mein Ghazal ka Irtiqa (The evolution of ghazal in Urdu)
3. Nai Ghazal mein Istiara aur Alamat (Metaphors and Symbolism in New Ghazal)
4. Nai Ghazal ke aham mauzuaat (Main themes of New Ghazal)

**UNIT – II (10 Hours)**

5. Nai Ghazal ke Memar: (Founders of New Ghazal)

01. Mohammad Alvi

(a) *Chand ki Dagar Roshan*

(b) *Achanak Teri Yaad ka Silsila*

02. Shakeb Jalali

(a) *Koi Is Dil ka Haal Kiya Jane*

(b) *Jahan Talak bhi yeh Sehra Dikhai Deta Hai*

03. Rajinder Manchanda Bani

(a) *Din ko Daftar mein Akela Shab Bhar Ghar mein Akela*

(b) *Mujhe Pata Tha ke yeh Haadsa to Hona Tha*

**UNIT – III (10 Hours)**

04. Shahryar

(a) *Zindagi Jaisi Tawaqqo Thi Nahin Kuchh Kam Hai.*

(b) *Umeed se kam chashme Kharidar mein aaye.*

05. Irfan Siddiqui

(a) Badan mein jese lahoo taziyana ho gaya hai

(b) Mere hone mein kisi tor se shamil ho jao

06. Ahmad Mushtaq

(a) *Mil hi jayega kabhi dil ko yaqeen rehta hai.*

(b) *Tum Aae ho tumhen bhi Aazma kar dekh letaa hoon.*

**UNIT – IV (15 Hours)**

07. Zafar Iqbal

(a) *Khamoshi achchi nahi inkaar hona chahiye*

(b) *Hamen bhi matlab-o-maani ki justujoo hai bahut.*

08. Nida Fazli

(a) *muTThī bhar logoñ ke hāthoñ meñ lākhoñ kī taqdīreñ haiñ*

(b) *aaj zarā fursat paa.ī thī aaj use phir yaad kiyā.*

09. Bashir Badr

(a) yunhi be-sabab na phira karo koi sham ghar mein raha karo

(b) log TuuT jaate haiñ ek ghar banāne meñ

10. Farhat Ehsas

(a) maiñ ronā chāhtā huuñ ḳhuub ronā chāhtā huuñ main

(b) tumheñ us se mohabbat hai to himmat kyuuñ nahīñ karte

**Practical component (if any) – NIL**

**Essential/recommended readings**


1. *Jadeed Ghazal*- Rashid Ahmad Siddiqi, Aligarh
2. *Ghazal ka Naya Manzarnama*- Shamim Hanfi, Delhi
3. *Ghazal ke Jadeed Rujhanaat*: Khalid Alvi, New Delhi
4. Jadeed Ghazal ki Alamaten- Najma Rahmani, Delhi


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

# Semester-VII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

### GENERIC ELECTIVE COURSE- 22 (GE-22) BACHCHON KA ADAB

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Urdu Mein Bachchon Ka Adab (Children Literature in Urdu) | 4 | 3 | 1 | 0 | Urdu in Class XII or X | Nil |

### Learning Objectives

- The Learning Objectives of this course are as follows:
- To give knowledge about children's literature.
- To provide a chance to write different genres for children.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in tests and exams.

**Unit I: (15 hours)**

1. Bachchon ka Adab aur Darsi Kutub (Children's literature and textbooks)
2. Bachche ki Nafsiyat awr Adab-e-Itfal (Child Psychology and Children's Literature)
3. Bachchon ka Adab : Zarooriyat aur Masail (Children's literature: needs and problems)

**Unit II: (15 hours)**

1. Urdu Main Bachchon ke Adab ki Rawayat (The tradition of children's literature in Urdu)

2. Bachchon ka Adab - Ibtada se 1857 tak (Children's literature: from beginning to 1857)
3. Bachchon ka Adab - 1857 se 1947 tak (Children's literature: 1857 to 1947)
4. Bachchon ka Adab - 1947 se Ta Haal (Children's literature : 1947 to present)

**Unit III: (15 hours)**

Bachchon ke Adab ki Takhliqi Asnaf ka Tajazyati Mutala (Analytical study of creative genres of children's literature)

1. Shayari ( Poetry)
2. Kahaniyan (Short Story)
3. Drama
4. Novel

**Essential/recommended reading**

1. Urdu men Adab-e Atfal- Ek Jayeza by Akbar Ramani, Jalgaon
2. Adab-e Atfal : Ek mutala – Bano Sartaj, Delhi
3. Urdu Mein Bchchon ka Adab- Khushhal Zaidi, Delhi
4. Bachchon ke Adab ki Khasusiyat- Mushir Fatima, Delhi

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

# Semester-VII

## COURSES OFFERED BY DEPARTMENT OF URDU

## Common Pool of Generic Electives (GE)

### GENERIC ELECTIVE -23 (GE-23) : URDU AFSANE MEIN TANEESIYAT

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| **Urdu Afsane mein Taneesiyat** (Feminism in Urdu Short-story) | | **3** | **1** | **0** | **Urdu in class XII or X** | **-** |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To define the concept of feminism at a theoretical level and identify different shades of feminism in literature in general.
- To underline the traces of feminist in Urdu literature.
- Do feminist reading of literary texts through short stories.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the concept of feminism at a theoretical level and different shades of feminism in literature in general.
- To learn the history of social reforms and justice for women as reflected in Urdu literature.
- To understand feminist literary texts through short stories.

### SYLLABUS OF GE-23

**Unit I. (10 hours)**
**Introduction to Feminism:**
Tanisiyat ki Tareef aur Ahmiyat (Definition of feminism and Importance)

Taneesi Nazariyat–Roshan Khayal Tanisiyat, Inquilabi, Ishtiraki/Marxi, Dalit Tanisiyat, (Feminist ideologies–Liberal, Radical, Socialist/Marxist, Cultural, Dalit feminisms etc.)

**Unit II. (10 hours)**
**Women writers in Urdu literature and feminist ideas:**
Prominent Feminist writers of Urdu - Rashid Jahan, Ismat Chughtai, Qurratulain Haider, Fehmida Riaz, Zahida Hina etc.

**Unit III. (25 hours)**
**FEMINIST SHORT STORIES (CRITICAL ANALYSIS)**

1. *Nanhi ki Naani* by Ismat Chugtai
2. *Nazzara Darmiyan Hai* by Qurratulain Haider
3. *Aadmi* by Zakia Mash'hadi
4. *Jhaadu* by Khalida Hasan
5. *Kumkum Aaram se Hai* by Zahida Hina

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Ismat Chugtai, *Nanhi ki Naani*, New Delhi
2. Athar Parvez, *Urdu ke Terah Afsane*, Educational Publishing House, Delhi
3. Khalida Hasan, *Hain Khwab men Hunuz,* on Rekhta, New Delhi
4. Zahida Hina, *Raqs Bismil Hai*, on Rekhta, New Delhi
5. Zakia Mash'hadi *Diya Bati ki Bela,* Educational Publishing House, Delhi, 2022

**Suggestive readings**

1. Anwar Pasha (ed.), *Taneesiyat aur Adab*, Arshia Publications, Delhi, 2014 https://www.rekhta.org/ebooks/tanisiyat-aur-adab-part-001-002-ebooks
2. Shahnaz Nabi, *Taneesi Tanqid*, Kolkata University, 2009 https://www.rekhta.org/ebooks/tanisi-tanqid-shahnaz-nabi-ebooks
3. Zahida Hina, *Aurat Zindagi ka Zindaan*, Takhliqkar Publications, New Delhi, 2006, https://www.rekhta.org/ebooks/aurat-zindagi-ka-zindan-zahida-hina-ebooks-3

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

# VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

## Category I

**DISCIPLINE SPECIFIC CORE COURSE -20 (DSC-20) – : TEXTUAL CRITICISM IN URDU**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Textual Criticism in Urdu | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Research Methods about finding out original texts.
- To make students able to understand the Importance of original texts.
- To give basic knowledge of collecting original data for doing scientific research.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to do their research with much confidence.
- Students will be able to contribute to nation building through their fair and true research works.
- The Value of research work will increase.

### SYLLABUS OF DSC-20

**UNIT – I (15 Hours)**

1. Matni Tanqeed ka Mafhoom aur Ahmiyat (Meaning and Importance of Textual Criticism)

2. Matni Tanqeed aur Matni Tahqeeq ka Farq (Difference between Textual Criticism and Textual Research)
3. Matni Tanqeed ki Buniyadi Zaruriyat (Basic needs of Textual Criticism)

**UNIT – II (15 Hours)**

4. Usool-e Tadween aur Uske Masail (Rules of editing and challenges)
5. Makhtutaat ke Mawazne aur Tarjeeh ke Usool (Principles of Comparison and Prioritizing of Manuscripts)
6. Makhtuta Shanasi ke Usool (Rules of Identification of Manuscripts)

**UNIT – III (15 Hours)**

7. Taaiyun-e-Zaman ke Usool (Rules of identifying the Time Period of a manuscript)
8. Chand Muhaqqiqeen (Some important Researchers)
    (a) Maulvi Abdul Haq
    (b) Tanveer Ahmad Alvi
    (c) Rasheed Hasan Khan
    (d) Haneef Naqvi

**Practical component (if any) - NIL**

**Essential/recommended readings**


1. Usool-e-Tahqeeq aur Tarteeb-e-Matn – Tanveer Ahmad Alvi, Delhi
2. Tahqeeq ka Fan – Gyan Chand Jain, Uttar Pradesh Urdu Akademi, Lucknow
3. Matni Tanqeed – Khaliq Anjum, Delhi
4. Tahqeeq-o-Tadween Masail Aur Mabahis – Haneef Naqvi, Delhi
5. Adabi Tahqeeq Masayil aur Tajziya – Rasheed Hasan Khan, Delhi


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

# Semester VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE COURSE -01 (DSE-01) – : SOCIOLOGY OF LITERATURE**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Sociology of Literature | 4 | 3 | 0 | 1 | Urdu in class XII or X | - |

### Learning Objectives

- To give knowledge of social aspects of Literature.
- To give knowledge of Sociology of Literature.
- To give basic knowledge of the ways of Literature should be written.

### Learning outcomes

- Students will be able to analyse the literary content in a better way.
- It will help the students to analyse and do research in a good manner, particularly the social importance of literary writings.
- It will develop understanding within students what is good or bad for our society. This way only the right literary content will be among us in future.

### SYLLABUS OF DSE-01

**UNIT – I (20 Hours)**

1. Samajiyat Aur Samajiyati Mutale Ki Tareef (Sociology of Literature and Defining Sociological Studies)
2. Sheri Asnaf (Poetic Forms)
   (Sociological Study of Ghazal, Nazm, Masnavi, Marsiya and Qasida)

**UNIT – II (25 Hours)**

3. Nasri Asnaf (Prose Forms)
   (Afsana, Novel and Non-fiction) mein Zaat-Paat Aur Tabqati Nizam Ka Mutala
   (Sociological Study of Class and Caste in Urdu Afsana, Novel and Non-fiction)
4. Sinfi Tafreeq ka Mutala -Sheri aur Nasri Asnaaf mein (Sociological Study of gender bias in prose and poetry)
5. Tehzeeb o Saqafat ka Mutala - Sheri aur Nasri Asnaaf mein (Sociological Study of Culture and Civilization in prose and poetry)
6.

**UNIT – III (15 Hours)**

7. Siasat-o Maeeshat ka Mutala (Sociological Study of Politics and Economy in Literature)
8. Mahauliyat ka Mutala (Sociological study Environmental issues in Literature)

**Practical component-**

(Identify and read such essays, Stories and Poems in which deals with all above mentioned topics .

**Essential/recommended readings**


1. Adabi Samajiyat – Mohammad Hassan, Delhi
2. Urdu Shayeri ka Samaji Pas-Manzar – Ejaz Husain, Delhi
3. Sociology of Literature: A Study of Urdu Novels – Syed Fazale Rab, New Delhi
4. Marsiye ki Samajiyat- Dr. Syed Muhammed Aqeel, Allahabad


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

# VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE-2 (DSE-2) – ESSAY WRITING SKILLS IN URDU**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Essay Writing Skills in Urdu | 4 | 3 | 0 | 1 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge about essay writing in detail.
- To give students a chance to express their thoughts through essay writing.
- To use the best language and set a style of their own.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Write essays on contemporary topics.
- Express in detail and argue with the right perspective.
- Students will be able to write essays in different areas.

### SYLLABUS OF DSE-2

**UNIT – I (15 Hours)**

1. Mazmoon Nigari Ka Fan (Art of Essay Writings)
2. Mazmoon Ki Saakht (Structure of Essay)
   (a) Tamheed (Introduction)
   (b) Nafs-e-Mazmoon (Narration)
   (c) Khatma (Conclusion)

**UNIT – II (15 Hours)**

3. Mazameen ki Aqsaam (Types of Essays)
    (a) Tanqeedi/Adabi (Critical)
    (b) Tahqiqi (Research based)
    (c) Scienci (Science based)
    (d) Samaji (Social)
    (e) Siyasi (Political)
    (f) Tareekhi (Historical)
    (g) Mazhabi (Religious)
    (h) Tehzibi (Cultural)
    (i) Sahafati etc. (Journalistic)

**UNIT – III (15 Hours)**

5. Mazmoon aur Inshaaye ke Mabaahis (Discourse of Mazmoon and Inshaiya)
6. Inshaaye aur Mazmoon mein Farq (Difference between Mazmoon and Inshaiya)
7. Mazmoon ke Asaaleeb (Styles of Essay writing)

**Practical component (if any) -**

Practice of Mazmoon Nigari .

(Students will be give some topics for essay writing and they would write a long essay on the topics of their choice.)

**Essential/recommended readings**

1. Mazmoon nigari- Akhlaq Dehlwi, Delhi
2. Mazmoon nigari ka Fan- Idarae Abad, Allahabad
   https://www.rekhta.org/ebooks/mazmoon-nigari-ka-fan-unknown-author-ebooks
3. Urdu Mazmoon nigari ka Irteqa- Seydda Qaisar, Delhi
4. Urdu Essays- Seyad Zahiruddin Madani, Delhi

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

# Semester VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC CORE COURSE –3 (DSE-3): Script Writings**

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Script Writings | 4 | 3 | 0 | 1 | Urdu in class XII or X | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable advanced skills in writing scripts for selected media (e.g. film, television, Radio)
- To enable critical awareness of how script-writing skills are shaped by production processes.
- To enable critical understanding of how existing stories can be adapted and developed in the writing of scripts for different media.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to write advanced skills in writing scripts for selected media (e.g. film, television, Radio)
- Students will be able to adopt critical awareness of how script-writing skills are shaped by production processes.
- students will be able to understand critical understanding of how existing stories can be adapted and developed in the writing of scripts for different media.

### SYLLABUS OF DSE- 3

**UNIT – I (15 Hours)**

1. Script ki Tareef (Definition of Script)
2. Script ke Lawaazim (Essentials of Script writing)

3. Script ke Aqsaam (Types of Script)

**UNIT – II (10 Hours)**

4. Film Script
    (a) Screenplay
    (b) Story Board
    (c) Shooting Script

**UNIT – III (10 Hours)**

5. TV Script
    (a) Documentary
    (b) Web Series
    (c) TV Serial

**UNIT – IV (10 Hours)**

6. Radio Script
    (a) Radio Drama
    (b) Radio Documentary
    (c) Radio Jockey

**Practical component (if any) –** Practice of script wirting for Film scenes, TV and Radio.

**Essential/recommended readings**


1. Script Writing Amali Hidayaat- Asghar Wajahat, Delhi
2. Television Nashriyat : Tareekh, Tahreer, Technique- Anjum Usmani, Delhi
3. Adabi Script- Musharraf Alam Zauqi, Delhi
4. Mirza Ghalib: Ek Sawanihi Manzarnama- Gulzar, NCPUL, Delhi
5. Film Writer kaise banen- S. Khan, Mumbai
   https://www.rekhta.org/ebooks/film-writer-kaise-banen-s-khan-ebooks?lang=ur
6. https://egyankosh.ac.in/bitstream/123456789/8366/1/Unit-3.pdf

# Semester VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE-04 (DSE-4) –URDU MEIN HINDUSTANI FICTION (INDIAN FICTION IN URDU)**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| Urdu mein Hindustani Fiction (INDIAN FICTION IN URDU) | 4 | 3 | 0 | 1 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce some writers from Indian languages through Urdu translations.
- To give an idea of different literary themes and styles across India.
- To give an idea about cultural and linguistic diversity and unity of India through literature.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will get an idea of the major writers of India
- to understand the diversity of literary themes, styles of writing in different languages.
- To understand the cultural and linguistic diversity and unity of India through literature.

### SYLLABUS OF DSE-4

**Unit I. (10 hours)**

Introduction of 20th Century Major writers and their books from different Indian languages.

**Unit II. (25 hours)**

**Short stories :**

1. *Malbe ka Malik*- Mohan Rakesh (Hindi)

2. *Sadhu* by G A Kulkarni (Marathi), Tr. Salam Bin Razzaq
3. *Taveez* - Vaikum Mohammed Bashir –(Malayalam), Tr. Masudul Haq
4. *Kursi* - Ki Rajnarayan (Tamil), Tr. Zakia Mashhadi
5. *Lalu* - Saratchandra Chattopadhyay – (Bangla), Tr. Arjumand Ara
6. *Pehli Udasi*- Ajit Kaur (Punjabai), Tr. Riaz Ahmad

**Unit II. (10 hours)**

7. **Play:** Vijay Tendulkar - Sakharam Binder (Marathi) Tr. Vaqar Qadri

**Practical component (if any) -**

1. Analysis of at least 2 short stories included in the Syllabus.

**Essential/recommended readings**

1. Kitne Toba Tek Singh (Malbe ka Malik), ed. Bhishm Sahini, PPH, New Delhi https://www.rekhta.org/ebooks/kitne-toba-tek-singh-taqseem-e-watan-ki-kahaniyan-ebooks?lang=ur
2. G A Kulkarni ki Kahaniyan, Tr. Salam Bin Razzaq https://www.rekhta.org/ebooks/gakulkarni-ki-kahaniyan-g-a-kulkarni-ebooks
3. *Tamil Khazane Se*, Tr. Zakia Mashhadi, Arshia Publications, 2024
4. Vaikum Mohammed Bashir, Muntakhab Kahaniyan, Tr. Masudul Haq< Sahitya Akademi, New Delhi https://www.rekhta.org/ebooks/muntakhab-kahaniyan-vaikom-muhammad-basheer-ki-kahaniyan-vaikom-muhammad-basheer-ebooks?lang=ur
5. Aaj, Shumara no. 046 (Ajit Kaur) https://www.rekhta.org/ebooks/detail/aaj-karachi-shumara-number-046-ajmal-kamal-magazines?lang=ur
6. Awr, Urdu Journal, New Delhi https://awrurdu.com/sarat-chandra-chattopadhyay-ki-kahani-laalu/
7. Vijay Tendulkar ke Teen Marathi Natak, Tr. Vaqar Qadri, Kitabdaar, Mumbai

**Suggested Readings**

1. Fiction (Modern Indian Literature an Anthology Vol 2), by K. M. George , Sahitya Akademi, 1992

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

# Semester VIII
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE COURSE –5 (DSE-5): CINEMA AND URDU LITERATURE**

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Cinema and Urdu Literature | 4 | 3 | 0 | 1 | Urdu in class XII or X | NIL |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge about cinema and Urdu literature
- To give chance to students to express their thoughts about cinema and Urdu literature

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Write about cinema and contribution of Urdu
- Express in detail about popularity of Urdu in Filmy dialogues

### SYLLABUS OF DSE- 5

**UNIT – I (05 Hours)**

1. Hindustani Cinema ki Tareekh (History of Indian Cinema)
2. Cinema ki Zaban (Language of Cinema)
3. Film aur Zaban ka Talluq (Relation of Film and Language)

**UNIT – II (10 Hours)**

4. Urdu-Hindi Cinema ke Mukalme (Dialogue of Hindi and Urdu Cinema)
5. Hindi Cinema par Urdu Zaban ke Asarat (Effects of Urdu Language on Hindi Cinema)

(Mirza Ghalib, Mughal-e Azam, Mere Mahboob, Mera Naam Joker, Aadmi, Laila Majnoo, Garam Hawa, Bazaar, Umrao Jaan (Dr. Muzaffar Husain), Sholey, My Name is Khan)

**UNIT – III (10 Hours)**

1. Cinema aur Mutawassit Tabqa (Cinema and Middle class Society)
2. Cinema aur Hubbul Watani (Cinema and Patriotism)
3. Cinema aur Samaj (Cinema and Society)
   (Mother India, Do-Beeghe Zamin, Kranti, Mandi, Slumdog Millionaire, My Name is Kalam, Rang De Basanti)

**UNIT – IV (10 Hours)**

Cinema aur Urdu Fiction

A. Mughal-e- Azam (Anar kali by Imtiyaz Ali Taj)
B. Umrao Jaan (Umrao Jane Ada by Mirza Hadi Ruswa)
C. Ek Chadar Maili Si (Ek Chadar maili si by Rajender Sing Bedi)
D. Sewa Sadan (Bazare Husn by Pren Chand)
E. Tawaif (Bahut Der Kar Di by Alim Masroor)
F. Manto, Directed by Nandita Daas

**UNIT – V (10 Hours)**

Cinema aur Filmi Naghme
(Majrooh Sultanpuri, Sahir Ludhiyanvi, Shakeel Badayuni, Raja Mahdi Ali Khan)

**Practical component-**

Filmon Ka Tajziya - Mughle Azam, Umrao jaan, Pakeeza, Shatranj ke Khiladi

**Essential/recommended readings**


1. Hindustani Cinema ka Aghaz-o Irtiqa, Dr. Alif Ansari, Arshia Publications, New Delhi
2. Electronic Media ka Mutale'a (BUDS-186), IGNOU, Delhi
   https://egyankosh.ac.in/handle/123456789/100343
3. Hindustani Cinema ki Tareekhi Filmein- Javed Hameed, MR Publishers, Delhi
4. Hamari Filmein aur urdu- Khalid Abdi, Mumbai
5. Hindi Cinema ke Chand Sutoon- Javed Hameed, Delhi
6. Urdu aur Bollywood- Suhail Akhtar Warsi, NBT India, Delhi


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

# Semester VIII

## COURSES OFFERED BY DEPARTMENT OF URDU

**DISCIPLINE SPECIFIC ELECTIVE COURSE -6 (DSE-6) DEEGAR ASNAF E NAZM (DIFFERENT FORMS OF POEMS)**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Deegar Asnaf-e Nazm (Different forms of Poems) | 4 | 3 | 0 | 1 | Urdu in Class XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of different genres of Urdu poetry
- To provide a chance to write about different genres.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in tests and exams.

### SYLLABUS OF DSE-6

**UNIT – I (20 Hours)**

1. **Rubai** Ki Tareef, Urdu Mein Rubai Ki Riwayat (Definition of Rubai, Tradition of Rubai in Urdu)
2. Aham Rubai-Go Shu'ara (Important Poets of Rubai)
3. Anees : Following Rubaiyat:
   *(a) Rutba Jise duniya Mein KHuda deta hai*
   *(b) Itna na ghurur kar ki marna hai tujhe*
   *(c) Gulshan mein phirun ki sair-e-sahra dekhun*
   *(d) Ahbab se ummid hai be-ja mujhko*
   *(e) Aadam ko ajab KHuda ne rutba baKHsha*
   *(f) Gulshan mein saba ko justuju teri hai*

4. Hali: Following Rubaiyat:
   *(a) Aalim o jahil mein kya farq hai, Ishq*
   *(b) Jab mayusi dilon pe chha jati hai*
   *(c) Sakhti ka jawab narmi hai*
   *(d) Inqalab-e-rozgar*

5. Jagat Mohanlal Rawan: Following Rubaiyat:
   *(a) Aflas achchha na fikr-e-daulat achchhi*
   *(b) Milna kis kaam ka agar dil na mile*
   *(c) Phulon se tamiz-e-Khaar paida kar len*
   *(d) Andaz-e-jafa badal ke dekho to sahi*
   *(e) Sarmaya-e-eatibar de den tumko*
   *(f) Har qalb pe bijliyan giraati aai*

6. Amjad Hyderabadi: Following Rubaiyat:
   *(a) Hai unki yahi KHushi ki hum gham mein rahen*
   *(b) Is jism ki kechuli mein ek nag bhi hai*
   *(c) Sab kahte hain markaz-e-badi hai duniya*
   *(d) Sarmaya-e-ilm-o-fazal khoya maine*
   *(e) Jo mani-e-mazmun hai wahi unwan hai*

7. Raghupati Sahay Firaq Gorakhpuri: Following Rubaiyat:
   *(a) Khote hain agar jaan to kho lene de*
   *(b) Karte nahin kuchh to kaam karna kya aae*
   *(c) Tu hath ko jab hath mein le leti hai*
   *(d) Kahti hain yahi teri nigahen ai dost*
   *(e) Har saaz se hoti nahin ye dhun paida*
   *(f) Pate jaana hai aur na khote jaa*

**UNIT – II (15 Hours)**

8. **Shahar Ashoob** Ki tareef (Definition of Shahar Ashoob)
9. Urdu mein Shahar Ashoob Ki Riwayat (Tradition of Shahar Ashoob in Urdu)
10. Mirza Mohd. Rafi Sauda; Qasida Shahar Ashoob: Ibtidai 10 Ashaar

**UNIT – III (15 Hours)**

11. **Rekhti** Ki Tareef, Fun aur Riwayat (Definition of Rekhti, Art and Tradition)
12. Saadat Yaar Khan Rangeen: Following Rekhti:
    *(a) Niiñd aatī nahīñ kam-baḳht divānī aa jā*
    *(b) Karūñ maiñ kahāñ tak mudārāt roz*

13. **Qitaa** ki Tareef Fan aur Riwayat ((Definition of Qitaa, Art and Tradition)

Aham Qita-Go Shu'ara (Important Poets of Qitaa)
Akhtar Ansari, Following Qitat:
*Sher Goi, Bahar, Haseen Rat, Mehtab, Bansuri, Dhoop or Menh, Gumshuda Zindagi*

**Essential/recommended readings**

1. URDU RUBAI: FANNI-O-TAREEKHI IRTIQA- Farman Fatehpuri, Delhi
2. SHAHR-AASHOB KA TAHQEEQI MUTALE'A- Naeem Ahmad, Aligarh
3. SHAHR-AASHOB EK TAJZIYA- Ameer Aarifi, Department of Urdu, DU, Delhi https://www.rekhta.org/ebooks/shahr-e-aashob-ek-tajziya-ameer-aarifi-ebooks
4. CM Naim, *Transvestic Words?: the Rekhti in Urdu* (article) https://minds.wisconsin.edu/bitstream/handle/1793/18271/6_Naim.pdf?sequence=2
5. TAZKIRA-E-REKHTI- Syed Tamkeen Kazmi, Hyderabad https://www.rekhta.org/ebooks/tazkira-e-rekhti-ebooks-1

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

# Semester-VIII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**GENERIC ELECTIVE COURSE–24 (GE-24) NAI NAZM (NEW POEM)**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Nai Nazm (Modern Poem writing) | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpse of modern writing with special reference to Urdu Nazm.
- To give a variety of Different Nazm so students can get a profound knowledge of the society and social issues of contemporary modern India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of Contemporary Nazm.
- Students can express their views on the Nazm they have read.
- Students can analyse critically the theme, the style and the language of the Nazm.

### SYLLABUS OF GE-24

**UNIT – I (15 Hours)**

1. Urdu mein 1980 ke baad ki Nai Nazm (Nai Nazm in Urdu after 1980)
2. 1980 ke baad ki nazm ka irtaqa (Development of Nai Nazm in Urdu after 1980)
3. Nai nazm ke asaleeb (Styles of Nai Nazm)
4. Azad Nazm, Mu'arra Nazm (Free Verse, Blank Verse)

**UNIT – II (10 Hours)**

**Nai Nazm ke Memaar (Founders of Nai Nazm)**

1. Khalilur Rahman Azmi : Mein Guatam Nahi hoon
2. Baqar Mehdi : Tute Sheeshe ki Aakhri Nazm
3. Ameeq Hanafi : Utar aai hai Shaam

**UNIT – III (10 Hours)**

4. Balraj Komal : Rishta-e-Dil
5. Mohammad Alvi : Subh, Shaam
6. Zubair Rizvi : Ali bin Muttaqi roya

**UNIT – IV (10 Hours)**

1. Sajida Zaidi : Shaam-e- Tanhaee
2. Munir Niyazi : Hamesha Der kar Deta Hoon Mein

**Practical component (if any) – NIL**

**Essential/recommended readings**


1. Nai Nazm Tajziya aur Intekhab- Zubair Rizvi, New Delhi
2. Nai Nazm aur Poora Aadmi- Salim Ahmad, Rekhta, New Delhi
3. Maarfat-e- Sher-e Nau- Shamsur Rahman Farooqui, Hyderabad
4. Jadeed Urdu Nazm aur Europi Asraat- Hamidi Kashmiri, Delhi
5. Jadeed Urdu Nazm. Nazarya-o-Amal- Aqeel Ahmad Siddiqui, Aligarh
6. Urdu Nazm- 1960 ke Baad, Delhi Urdu Akademi, Delhi
7. Nai Nazm ka Safar- Khalilur Rahman Azmi, Maktaba Jamia, Delhi


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

# Semester-VIII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**GENERIC ELECTIVE COURSE–25 (GE-25) URDU AUTOBIOGRAPHY**

### Credit distribution, Eligibility and Prerequisites of the Course

| Course title Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| URDU AUTOBIOGRAPHY | 4 | 3 | 1 | 0 | Urdu in XII or X | Nil |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Urdu Autobiographer's way of life and their thoughts through the Autobiography.
- To give knowledge of Autobiographer's society and cultural aspects.
- To give a glimpse of Urdu literature with special reference to Urdu Autobiography.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts of special forms of autobiographical Literature.
- Understanding the Life of an Auto biographer.
- Understanding the narration of a Biographer's life.
- Understanding the complete accounts of Biographer's own experiences.

### SYLLABUS OF DSE -2

**UNIT-1 (15 Hours)**

1. Khud-Nawisht Sawaneh Nigari Ka Fun (Art of Autobiography)
2. Khud-Nawisht Sawaneh Aur Sawaneh ka Farq (Difference between Auto-Biography and Biography)
3. Khud-Nawisht Aur Aap biti (different forms of Autobiographical writings)

**UNIT-II (15 Hours)**

4. Urdu Mein Khud-Nawisht Ka Aaghaz o Irteqa (Beginning and development of Autobiographical writings in Urdu)
5. Khud Nawisht Sawaneh Ki Mukhtalif Noyiyaten (Different forms of Autobiographical writings)
   (a) Roznamcha (Dairy) (b) Safar Nama (Travelogue) (c) Khutut (Letters) (d) Reportage (Report)

**UNIT-III (15 Hours)**

6. Urdu Ki Aham Khud-Nawisht Sawaneh (Important Autobiographies in Urdu)
   (a) Dastaan-e-Ghadar-Zaheer Dehlavi (Text of the First Chapter)
   (b) Yaadon Ki Baraat-Josh Malihabadi (Text of *Chand Ibtedai Baten*)
   (c) Buri Aurat Ki Katha-Kishwar Naheed (Text of *Pahli Seedhi*)
   (d) Deewaron Ke Bich-Nida Fazli (Text of the First Chapter)

**Practical component (if any) -**

**Essential/recommended readings**


1. Urdu Mein Khud-Nawisht Sawaneh Hayaat- Sabeeha Anwar, Lucknow
2. Urdu Mein Khud-Nawisht Sawaneh: Funn-o Tajziya – Wahajuddin Alavi, New Delhi
3. Fun Aur Shakhsiyat (Aap Biti Number), Mumbai
4. Nuqush Ka Aap Beeti Number, on Rekhta, Delhi


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

# Semester-VIII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**GENERIC ELECTIVE COURSE -26 (GE-26) URDU SAFARNAMA**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Urdu Safarnama | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To define the concept of travelogue at a theoretical level and identify different shades of travelogue in literature in general.
- To underline the traces of travelogue in Urdu literature.
- Do reading of literary texts through travelogue

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the concept of travelogue at theoretical level and different shades of travelogue in literature in general.
- To learn the history of travelogue in Urdu literature.
- To understand travelogue literary texts through short stories.

### SYLLABUS OF GE-26

**UNIT – I (15 Hours)**

1. Safarnaame ka Fun (Art of Travelogue writing)
2. Urdu mein Safarnaame ka Aghaz-o-Irtiqa (Origin and Development of Travelogue writing in Urdu)

**UNIT – II (10 Hours)**

3. Safarnamon ki Aqsam : Sayyahati Safarnaame, Hajj ke Safarnaame, Mazahiya Safarnaame (Types of Travelogue writing- Tourism, Haj, Humour and satirical)
4. Safarnaame aur Reportage meim mumaasilaten aur Farq. (Similarities and differences of Travelogue writing and Reportage)

**UNIT – III (10 Hours)**

5. Tareekh-e-Yousafi Al-maaroof beh Ajaebaat-e-Farang. Yousuf Khan Kambal Posh (20 pages from begining).
6. Labbaik : Mumtaz Mufti (chapters: Unwanaat, Makka Muazzama, Masjidul Haraam)

**UNIT – IV (10 Hours)**

7. Musafiran-e-London : Sir Syed (Bombay Se Wilayat Rawangi)
8. Japan Chalo Japan Chalo : Mujtaba Hussain (Chapters: Tokyo mein hamara Warood-o-masood, Tokiyo mein Yaad ibne Insha ki)

**Practical component (if any) – NIL**

**Essential/recommended readings**

1.

**Suggestive readings:**

1. Urdu Safarnaamon ka Tanqeedi mutale'a : Khalid Mehmood, JMI, New Delhi
2. Urdu Adab mein Safarnama : Anwar Sadeed, MR Publications, Delhi
3. Urdu Safarnaame ki Mukhtasar Tareekh : Mirza Hamid Baig, Rekhta, New Delhi
4. Urdu Safarnaame Unneeswin Sadi mein : Qudsiya Qureshi, Maktaba Jamia, New Delhi

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

# Semester-VIII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**GENERIC ELECTIVE COURSE -27 (GE-27) – : POPULAR URDU LITERATURE**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Popular Urdu Literature | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Popular Culture and Literature.
- To give knowledge of available literature other than academic places.
- To make students aware of the importance of culture and heritage by saving popular literary materials.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to understand cultural and literary aspects of those contents which are popular but that are not in any academic place.
- Students will be able to understand postmodernism literature.
- Students will be able to read and write out of some particular literary forms. This will produce much more broad literary content.

### SYLLABUS OF GE - 27

**UNIT – I (5 Hours)**

1. Popular Literature: Ek Taarruf (An Introduction of Urdu Popular Literature)
2. Popular Adab ki Riwayat (Tradition of Popular Urdu Literature)

**UNIT – II (10 Hours)**

3. Popular Literature ki Aqsaam: Tareekhi Novel (Types of Popular Literature: Historical Novel)

4. Popular Literature ki Aqsaam: Jasoosi aur Tilismati Novels (Types of Popular Literature: Detective and Mystery Novels)
5. Popular Literature ki Aqsaam: Muhimmati Novels (Types of Popular Literature: Adventurous Novels)
6. Popular Literature ki Aqsaam: Romantic Novels (Types of Popular Literature: Romantic Novels)
7. Popular Magazines – Khatoon-e Mashriq, Huda, Huma, Shabistan, Shama, Pakeeza Anchal Mujrim, Tilismi Duniya, Rumani Duniya

**UNIT – III (30 Hours)**

8. **Text** - Tareekhi Novels (Historical Novels)
   (a) Hasan Anjelina- Abdul Haleem Sharar
9. **Text** - Jasoosi aur Tilismati Novels (Detective and Mystery Novels)
   (a) Dedh Matwale- Ibne Safi
   (b) Kale Daire- Izhar Asar
10. **Text** - Muhimmati Novels (Adventurous Novels)
    (a) Roshni ki raftar- Qurratul ain Haider
11. **Text** - Romantic Novels
    (a) Aagosh -Siraj Anwar

**Practical component (if any) - NIL**

**Essential/recommended readings**


1. Hasan Anjelina- Abdul Haleem Sharar, New Delhi
2. Dedh matwale- Ibne Safi, New Delhi
3. Kale Daire- Izhar Asar, New Delhi
4. Roshni ki Raftar- Qurratul ain Haider, New Delhi
5. Aagosh -Siraj Anwar
   https://www.rekhta.org/ebooks/aaghosh-siraj-anwar-ebooks

1. Urdu mein Popular Literature Riwayat aur Ahmiyat- Irtiza Kareem, Izhar Usmani, Urdu Academy Delhi

   https://www.rekhta.org/ebooks/urdu-main-popular-literature-riwayat-aur-ahmiyat-ebooks


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

# Semester-VIII

## COURSES OFFERED BY DEPARTMENT OF URDU
## Common Pool of Generic Electives (GE)

**GENERIC ELECTIVE COURSE-28 (GE-28) – : URDU SHAYERI MEIN TANEESIYAT (FEMINISM IN URDU POETRY)**

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical / Practice | | |
| URDU SHAYERI MEIN TANEESIYAT (FEMINISM IN URDU POETRY) | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To define the concept of feminism at a theoretical level and identify different shades of feminism in literature in general.
- To underline the traces of feminist in Urdu literature.
- Do feminist reading of literary texts through Urdu poetry.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To understand the concept of feminism at a theoretical level and different shades of feminism in literature in general.
- To learn the history of social reforms and justice for women as reflected in Urdu literature.
- To understand feminist literary texts through poetry.

### SYLLABUS OF GE-28

**Unit I. (10 hours)**
**Introduction to Feminism**
Taneesiyat ki Tareef aur Ahmiyat (Definition of feminism and Importance)
Taneesi Nazariyat–Roshan Khayal Tanisiyat, Inquilabi, Ishtiraki/Marxi, Dalit Tanisiyat, (Feminist ideologies–Liberal, Radical, Socialist/Marxist, Cultural, Dalit feminisms etc.)

**Unit II. (10 hours)**
**Feminine and Feminist Poetry in Urdu literature:**

Urdu shairi mein Nisaaiyat aur Tanisiyat ki numainda shairaat ka jayeza (a Cursory look on the representative feminine and feminist poets of Urdu) – Ada Jafri, Darab Bano Wafa, Sara Shagufta, Yasmin Hamid, Shahida Hasan, Zahida Zaidi, Sajida Zaidi, Bilqis Zafirul Hasan, Rafia Shabnam Abidi, Tarannum Riaz, Shahnaz Nabi, Tanvir Anjum, etc.

**Unit III. (25 hours)**
**Feminist Poetry in Urdu (Critical Analysis):**

**Nazmen:**

- Rafia Shabnam Abidi - *Wamandagi-e Shauq Tarashey hai Panaahen, Yaum-e Khawateen*
- Bilquis Zafirul Hasan – *Hawa ki Mujh se Dushmani Hai, Kharbuza aur Chhuri*
- Shahnaz Nabi – *Agli Rut ki Namaz, Azaadi Apni Sharton Par*
- *Chadar aur Chardiwari, Dilli Teri Chhaon*
- *Nickname (Tum mujh ko gudia kehte ho*, *Khwab (Khule Paniyon men ghiri ladkiyaan)*
- *Hum Gunahgar Auraten, Ghaas tu Mujh Jaisi Hai*

**Ghazlen:**

1. 2 Ghazals of Yasmin Hamid :
   i. *Rah-e be-sayebaan se koi Rishta jod kar dekhun*
   ii. *Ek-ik harf sameto mujhe tehrir karo*
2. 2 Ghazals of Shahida Hasan :
   i. *Saliqa ishq mein merey bade kamal ka tha*
   ii. *Saneha ho ke raha chashm ka murjha jaana*

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Prescribed Poetry of Rafia Shabnam Abidi and Shahnaz Nabi, Bilquis Zafirul Hasan and others
2. Prescribed Poetry of Bilquis Zafirul Hasan from *Geela Eindhan*
3. Yasmin Hamid, https://www.rekhta.org/poets/yasmeen-hameed/ghazals?lang=ur
4. Shahida Hasan, https://www.rekhta.org/authors/shahida-hasan/ghazals?lang=ur

**Suggested Readings**

1. *Urdu Shairi ka Nisai Shaur*, Anjuman Taraqqi Urdu Hind, 2024 https://www.rekhta.org/ebooks/urdu-shayirat-aur-nisai-shaoor-so-baras-ka-safar-1920-ta-2020-fatima-hasan-ebooks
2. *Aurat Zindagi ka Zindaan*, Takhliqkar Publications, New Delhi, 2006 https://www.rekhta.org/ebooks/aurat-zindagi-ka-zindan-zahida-hina-ebooks-3
3. Najma Rahmani, *Hindustani Shairaat*, Arshia Publications, 2016

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

# Semester-V
# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

## Category I

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

**DISCIPLINE SPECIFIC CORE COURSE (DSC-15) –: DIFFERENT FORMS OF URDU POETRY**

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Different Form of Urdu Poetry | 4 | 3 | 1 | 0 | Urdu in class XII or X | - |

### Learning Objectives

The Learning Objectives of this course are as follows:

- To Give a Glimpse of Poetry Writing which Includes Tarkeeb Band, Tarjeeh Band, Mustazad, Mukhammas and Musaddas.
- Give an Idea of Evolution of Urdu Poetry through various forms of Urdu Poetry.

### Learning outcomes

**The Learning Outcomes of this course are as follows:**

- Students can describe the features and style of Poets.
- Students can express their views on the essays,Tarkeeb Band, Tarjeeh Band, Mustazad, Mukhammas and Musaddas they have read.
- Students can critically analyze the theme, the style and the language of the Different forms of Urdu Poetry.

### SYLLABUS OF DSC-15

**UNIT – I (15 Hours)**

1. Mauzuaati Haiaten (Forms of Poetry based on theme)

2. Shairi Heyaten : Taaruf aur Fun (Poetic forms: Introduction and Art)
3. Shairi Heyaton ki Aqsam (Types of forms of Urdu poetry)

**UNIT – II (10 Hours)**

1. Tarkeeb Band: Khizare Rah (teaching of the text)
2. Tarjee Band: Makafate Amal (teaching of the text)

**UNIT – III (10 Hours)**

3. Mustazad : Naghma-e-Zindagi (teaching of the text)
4. Mukhammas : Wan un ne dil kiya hai manind sang-e- khara (Meer) - (teaching of the text)

**UNIT – IV (10 Hours)**

5. Musaddas: Shikwa (teaching of the text)

**Practical component (if any) – NIL**

**Essential/recommended readings**

1. Dars-e-Balaghat- NCPUL, New Delhi
2. Asnaf-e Adab-e Urdu- Qamar Rais, Khaliq Anjum, Aligarh
3. Sinfiyaat- Qazi Afzal Husain, Aligarh
4. Texts of prescribed poems

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

**Annexure-6**

DEPARTMENT OF SLAVONIC & FINNO-UGRIAN STUDIES – BA HONS RUSSIAN

Based on Under Graduate Curriculum Framework 2022

# UNIVERSITY OF DELHI

## UNDER GRADUATE PROGRAMMES OF STUDY

### STRUCTURE, COURSES & SYLLABI OF UG RUSSIAN
### Semester III & IV

DEPARTMENT OF SLAVONIC AND FINNO-UGRIAN STUDIES
**(RUSSIAN SECTION)**

## DEPARTMENT OF SLAVONIC AND FINNO-UGRIAN STUDIES

Based on Undergraduate Curriculum Framework 2022

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

# DEPARTMENT OF SLAVONIC AND FINNO-UGRIAN STUDIES

Based on Under Graduate Curriculum Framework 2022

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| 2. | Semester-IV | |
| | **B.A. (Russian)- DSC**<br><br>1. Grammar, Reading and Writing Comprehension<br>2. Listening Comprehension and Spoken Expression<br>3. Appreciation of Russian Literature<br><br>**B.A. (Russian)- DSE**<br>1. Russian Folklore<br>2. Newspaper Translation<br><br>**B.A. (Russian)- GE**<br>1. Basic Russian Language II<br>2. Culture and Heritage of Russia<br>3. Contemporary Women Writers of Russia | |

## SEMESTER III
## CORE COURSE – CC-7

### CORE COURSE- DSC-7
### RUSSIAN LANGUAGE-7 (Grammar, Reading & Writing Comprehension)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | |
| **RUSSIAN LANGUAGE-7 Grammar, Reading & Writing Comprehension**<br><br>BAHRUCC-7 | 3 | 1 | - | As per university rules | NA |

**Aims & Objectives:**

- To enhance reading writing and presentation skills of the student using intermediate grammar and vocabulary when writing and reading.
- To enable students to summarize the text in Russian focussing on the main points.
- To develop language skills (reading, listening and writing) at intermediate level. The students will be encouraged to write simple as well as complex sentences
- On completion of the course, the students will be able to: Read, understand and write long texts write expressions and compositions.
- They will be able to develop aptitude (linguistic, sociolinguistic, and sociocultural) at this level

**Keywords:** Russian, Grammar comprehension, Reading, Writing, Comprehension

**UNIT I.**

1. Meaning of Prefixes: В-, Вы-, пере-, по-. etc.
2. Adverbial Participles, Verbal prefixes
3. Text Analysis of select texts
4. Adjectives governing the prepositional case with preposition В

**UNIT II**

1. Active Participles, Participial phrases
2. Text Analysis of select texts
3. Verbs of general reflexive meaning, Verbs governing the instrumental case with preposition ЗА
4. Denoting numbers, amount, volume, device, parameter, etc.
   Text Analysis of select texts

**UNIT III**

1. Reading & Understanding Passage
2. Summarizing the text
   (The unit enables students to read and understand passages on diverse topics of intermediate level and answer the passage- based questions.)

**UNIT IV**

1. Essay Writing (200-250 words)
2. Letter Writing (Business, Academic)
3. Dialogue writing on given situations.

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

**Recommended textbooks:**

1) Wagner, V.N. and Ovsienko, Y.G. Russian. Moscow 2008. Chapter 6 - 12.
2) Овсиенко Ю. Г. «Русский язык для начинающих: Учебник (для говорящих на английском языке).» - 15-е изд., стереотип. М.: Рус. яз. Курсы, 2008 - 472 с.
   Ovsienko Y.U. Russki yzik dlya nachinayushikh . Uchebnik dlya govoryashikh na angliskom izike 15 editions, M. 2008

**********

**Semester- III**
**Core Course - (CC-8)**
**BAHRUCC-8**

## CORE COURSE-8:
## RUSSIAN LANGUAGE-8 (Listening comprehension and Spoken expression)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | |
| **RUSSIAN LANGUAGE-8 Listening comprehension and Spoken expression**<br><br>BAHRUCC-8 | 3 | 1 | - | As per university rules | NA |

**Aims & Objectives**

1. The course aims to develop B1-level proficiency in Russian, focusing on phonetics, communicative grammar, listening comprehension, and spoken expression.
2. Enhance socio-linguistic and socio-cultural communication in everyday situations.
3. Develop phonetic, lexical-semantic, socio-linguistic, discourse, and strategic competence.
4. Utilize computer-aided, audio-visual learning for interactive language acquisition.

**Assessment Methods:**
**As per the university examination/assessment scheme**

**UNITS (1-4)**

**Unit 1: Phonetics and Pronunciation** **(15 Hours)**
Refinement of pronunciation of complex sounds and stress patterns
Intonation in different types of speech (declarative, interrogative, imperative, expressive)
Reduction of phonetic interference and development of self-monitoring pronunciation skills
**Unit 2: Listening Comprehension:** **(15 Hours)**

Understanding the main idea, specific details, and speaker's intention
Monologues (informative, narrative, and descriptive), Monologue comprehension: 300–450 words
Dialogues from real-life and professional settings, Dialogue comprehension: 150–250 words
Types of texts: media reports, social conversations, formal and informal public speech
Unit 3: **Spoken Reproduction of text & Spoken Expression of one's opinion on topical issues.**

**(15 Hours)**

Summarizing media texts, historical and biographical accounts, Russian culture and traditions
Retelling texts in one's own words
Expressing Opinion on a topical issue ("For or Against")
Monologue: 3–5 minutes
Dialogue/Debate: 7–10 minutes

**UNIT 4: Communicative Competence in Everyday and Socio-Cultural Situations (15 Hours)**

1. Free time and hobbies
2. Travel and tourism
3. Man and nature
4. Mass media and entertainment
5. Life in Russia: festivals, traditions, daily life
6. Situational Dialogues:
7. Making complaints, giving advice, expressing agreement/disagreement
8. Telephone conversations (booking, asking for information)
9. Role-playing real-life interactions (shopping, transportation, emergencies)

**Recommended textbooks:**

1. Karavanova N. B. Govorite pravil'no! (Survival Russian). Kurs russkoy razgovornoy rechi.
2. Klement'eva T. B., D. S. Truanova. 7 shagov k obshcheniyu na russkom yazyke.
3. Karetnikova L. G. Da, ya govoryu po-russki: russkiy yazyk dlya nachinayushchikh.
4. Danilina O. V., Shipitso L. V. Interesno poslushat'. Posobie po audirovaniyu.
5. Govorim po-russki. Posobie po razvitiyu rechi dlya inostrannykh uchashchikhsya. Elementarnyy uroven'+ (A1+) / G. V. Belyaeva, N. V. Ivanova, I. A. Khotkevich, O. O. Shuvalova.
6. Ovsienko Yu. G. Russian. Textbook I & II. RLC, Moscow, 2004.
7. Khavronina S. A., Shirochenskaya A. E. Russian in Exercises. “Russkiy yazyk”, Moscow, 2004.
8. Kopytina G. M. Very Simple! Russian for Beginners. Ochen' prosto! Russkiy yazyk dlya nachinayushchikh (+CD), “Russkiy yazyk”, ISBN: 978-5-88337-292-6.
9. Wagner V. N., Ovsienko Yu. G. Russian. Moscow.

Core Course - 9
BAHRUCC-9 History & Culture of Russia

**BA Hons. in Russian**
**Semester III**
**Core Course - 9**

**CORE COURSE-9: History & Culture of Russia**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) | Department offering the course |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical /Practice | | | |
| **History & Culture of Russia** BAHRUCC-9 | 3 | 1 | - | As per the University rules | | Department of Slavonic & Finno–Ugrian Studies |

**Aims & Objectives:**

The aim of the course is:

- To introduce the birth of Russian civilization and its progression through history
- To trace Russian history chronologically, pairing each era with its greatest artistic or literary achievement.;
- to familiarize the students with the unique characteristics of Russian culture, history and society with the help of literature;
- to create an understanding about the origins of Russian people, history of Russia and history of Russian literature.

**Assessment Methods:**

As per the University's evaluation scheme.

**Unit 1: Before the Russians, Kievan Rus, and Muscovite Russia (Tenth Century b.c.e.– 1462 c.e.) (15 Hours)**

1. Kievan Rus- the mother of all Russian cities.
2. The rule of Vladimir: From Paganism to Christianity
3. Cyrillic script – Emergence & Development
4. The Mongol Period - Tatar yoke
5. Rise of Moscow
6. Ivan Grozny- The First Tsar

**Unit: 2 Independence and Unification: The Last Rurikids to the Romanovs (1462–1917) (15**

**(15 hours)**

1. Tsar Fyoder-Boris Godunov- Times of Trouble
2. Peter I – Beginning of a new epoch in Russia: Reforms of Peter I
3. The Patriotic War of 1812
4. The Decembrist revolt
5. Revolt of Pugachev
6. Emancipation of Serfdom
7. Russian first Revolution
8. October and Civil Revolution

**Unit 3: Soviet Russia: Reform, Decline, and Collapse (15 hours)**

1. The formation of USSR
2. The reforms of Lenin
3. Stalinism or Stalin Era
4. Era of Stagnation
5. Perestroika & Glasnost
6. Disintegration of USSR

**Unit 4: The Golden and Silver Ages: Russian Cultural Achievement from Pushkin to World War I (1820–1917) (15 hours)**

1. The Golden Age of Russian Literature: Poetry and Early Prose
2. Gogol and Literary Realism
3. Realism and Turgenev
4. Dostoyevsky and Tolstoy: Masters of the Novel
5. Music during the Golden age
6. Sergei Diaghilev and the Ballets Russes
7. Oleg Kulik – Performance Artist, Painter, Sculpter
8. Olga Bulgakova – Painter
9. Zurab Tsereteli – Sculptor
10. Igor Moukhin – Photographer

11. Dmitry Konradt – Photographer
12. Marina Fedorova – Painter

Recommended books:

Kort, Michael, 1944 - A brief history of Russia, ISBN-13: 978-0-8160-7112-8

Basu, S. 1984– Culture of Civilization of USSR

Roomi, N. S.- Russia from Ancient times to the Revolution, National Publishing House, New Delhi

Spector Ivar 1954 – An Introduction to Russian History and Culture, second edition, New York

https://archive.org/details/in.ernet.dli.2015.58976/page/n498/mode/1up?view=theater

Kapitanoff T, Lorraine 1990- Russian Culture and Civilization, Hunt Publishing House, ISBN- 0-8403-5863-6

https://archive.org/details/russianculturec i0000kapi/page/n3/mode/1up?view=theate

**Discipline Specific Elective (DSE)**
**For B.A (Hons.) in Russian**
**Theory and Practice of Translation**

**Discipline Specific Elective (DSE) 1: Theory and Practice of Translation**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 1- Theory and Practice of Translation** | 3 | 1 | 0 | As per university guidelines | NA |

**Aims & Objectives:**
The aim of the course is:

- To develop a basic proficiency in translation from Russian into English & vice-versa.
- To discuss the concept, process and channels of translation and the purpose of the "Theory of Translation" is to familiarize with the main concepts of translation studies and to develop translation communicative competence in its theoretical and practical aspects.
- To introduce students the complexities and nuances of translation as a separate discipline of knowledge.
- to empower students to think critically and analytically about translation.
- To enhance language-based skills and editing skills of students and make them competent bilinguals and improve scope of employment.

- Utilization of prescribed textbooks, e-learning resources, and additional materials
- Open-ended project work, including team-based collaborations
- Activities fostering development of transferable skills, subject-specific skills, and generic skills
- Internship opportunities for practical experience

**Assessment Methods:**

As per the University's evaluation scheme.

**Keywords:** Translation, adequacy, Source language, Target language

**SYLLABUS OF DSE -1**
**UNITS**

**Unit 1: Translation as a type of interlanguage and intercultural communication**

**(15 hours)**

- What is translation?
- Subject of Translation Theory
- The Essence of Translation
- Adequacy of translation

**Unit 2: Types of Translation by content (genre) or functional and communicative orientation (15 hours)**

- Artistic, socio-political and special translation
- Written to written, written to oral, oral to oral and oral to written translation
- Simultaneous Interpretation

**Unit 3: The problem of the unit of translation (15 hours)**

- Problem on phoneme level (for written speech - graphemes), morpheme level; - word level, phrase level, sentence level & text level

3.1 **Lexical issues of translation**

- False friends of the translator
- Neologism
- Multifunctional words
- Transcription and transliteration

3.2 **Translation difficulties that arise from the grammatical features of the source language**

- Translation difficulties caused by morphological features
- The difficulties of translation caused by the syntactic features

**Unit 4: Transformations used in translation (15 hours)**

- Lexical transformation
- Grammatical transformation
- Stylistic and other transformation

**Recommended information resources**

**In Russian:**

1. Алимов, В. В. (2004) «Теория перевода- перевод в сфере профессиональной коммуникации». - 2 изд., УРСС М.
(Alimov, V. V. (2004) “Translation Theory - Translation in the Sphere of Professional Communication”. - 2nd ed., URSS M.)

2. Бархударов Л. С. (1975) «Язык и перевод. Вопросы общей и частной теории перевода» Ю Междунар. отношения, М.
(Barkhudarov L. S. (1975) “Language and Translation. Issues of General and Specific Translation Theory”. International Relations, M.)

3. Гак, В.Г. Теория и практика перевода. Учеб. пособие / В.Г.Гак, Б.Б.Григорьев. – 7 е изд. - М.: ЛКИ, 2007. – 456 с.
(Gak, V. G. Translation Theory and Practice. Textbook / V. G. Gak, B. B. Grigoriev. - 7th ed. - M.: LKI, 2007. - 456 p.)

4. Гарбовский Н. К. (2007), «Теория перевода», изд. Моск. ун-та, 2004. – 544 с.
(Garbovsky N. K. (2007), “Translation Theory”, Moscow University Publishing House, 2004. - 544 p.)

5. Илюшкина М. Ю. (2015), «Теория перевода: основные понятия и проблемы» Издательство Уральского университета, М-во образования и науки Рос. Федерации, Урал. федер. ун-т. — Екатеринбург: Изд-во Урал. ун-та, 2015. — 84 с., ISBN 978-57996-1574-1
(Ilyushkina M. Yu. (2015), "Translation Theory: Basic Concepts and Problems" Ural University Publishing House, Ministry of Education and Science of the Russian Federation, Ural. Federal University. - Ekaterinburg: Ural. University Publishing House, 2015. - 84 p., ISBN 978-57996-1574-1)

6. Комиссаров В. Н. (2001), «Лингвистика перевода», Москва. – 166
(Komissarov V. N. (2001), "Linguistics of Translation", Moscow. - 166)

7. Сдобников В.В., Петрова О.В. Теория перевода. – М.: АСТ: Восток-Запад, 2007. – 448 с.

(Sdobnikov V.V., Petrova O.V. Translation Theory. - Moscow: AST: Vostok-Zapad, 2007. - 448 p.)

8. Слепович, В.С. (2006), Настольная книга переводчика с русского языка на английский = Russian - English Translation Handbook / В.С. Слепович. - 2-е изд. - Мн. ТетраСистемс, 2006. - 304 с. ISBN 985-470-466-1
(Slepovich, V.S. (2006), Handbook of a Translator from Russian into English = Russian - English Translation Handbook / B.S. Slepovich. - 2nd ed. - Mn. TetraSystems, 2006. - 304 p. ISBN 985-470-466-1)

9. Слепович, В. С.(2008) Курс перевода (английский <-> русский язык) = Translation Course (English <-> Russian) : учеб. пособие для студентов учреждений, обеспечивающих получение высшего образования по специальности «Мировая экономика и международные экономические отношения» / В. С. Слепович. - 7-е изд. - Минск : ТетраСистемс, 2008. - 320 с. ISBN 978-985 - 470-648-1
(Slepovich, V. S. (2008) Translation Course (English <-> Russian): a textbook for students of institutions providing higher education in the specialty "World Economy and International Economic Relations" / V. S. Slepovich. - 7th ed. - Minsk: TetraSystems, 2008. - 320 p. ISBN 978-985 - 470-648-1)

10. Фёдоров, А.В. Основы общей теории перевода (лингвистические проблемы): Для институтов и факультетов иностр. языков. Учеб. пособие. – 5-е изд. – СПб.: Фил. факультет СПбГУ; М.: ООО «Издательский Дом «ФИЛОЛОГИЯ ТРИ», 2002. – 416
(Fedorov, A. V. Fundamentals of General Translation Theory (linguistic problems): For institutes and faculties of foreign languages. Textbook. - 5th ed. - St. Petersburg: Philological Faculty of St. Petersburg State University; M.: OOO “Publishing House “PHYLOLOGY THREE”, 2002. – 416)

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

**Semester- III**
**DSE – 7**
**Theory of Literature**

## Discipline-Specific Elective Course-7
## Theory of Literature

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) | Department offering the course |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | | |
| **Theory of Literature** | 3 | 1 | - | As per university rules | NA | Department of Slavonic & Finno– Ugrian Studies |

**Aims and Objectives:**

1. To introduce students to the fundamental concepts of literature and its role in society.
2. To familiarize students with the historical and theoretical foundations of literary studies.
3. To develop students' analytical skills in examining literary forms, genres, and structures.
4. To provide a comprehensive understanding of the evolution of literature from ancient to modern times.

**Assessment Methods:**

**As per the university examination/assessment scheme**

**Unit 1: Theory of Literature** **(15 Hours)**

1.1. Literature and its significance in society.
1.2. The relationship between literature and folklore.
1.3. Types and genres of literature: poetry, prose, drama, and hybrid forms.

**Unit 2: Historical and Literary Processes** **(15 Hours)**

2.1. Definitions and salient features of literary periods.
2.2. Key literary movements: Classicism, Romanticism, Realism, Modernism, and Postmodernism.
2.3. The influence of historical events on literary development.

**Unit 3: The Idea of a Literary Work** **(15 Hours)**

3.1. Basic elements of a literary text: plot, theme, and motif.
3.2. Conflict and its types in literature.
3.3. Composition and structure of a literary work.
3.4. Narrative techniques and point of view.

**Unit 4: Historical Background of Literature (15 Hours)**

4.1. Overview of ancient literature (Greek, Roman, and Indian traditions).
4.2. Medieval and Renaissance literature.
4.3. The evolution of Russian literature from its origins to the modern era.

**Recommended books/readings:**

1. Barisova, Irina. Theory of Literature. Moscow, 2010.
2. Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford University Press, 1997.
3. Eagleton, Terry. Literary Theory: An Introduction. Blackwell, 1983.
4. Gulaev, Theory of Literature. Moscow, 2015.
5. Khalizev, V.I. Theory of Literature. Moscow, 2002.
6. Lotman, Yuri. The Structure of the Artistic Text. University of Michigan Press, 1977.
7. Pospelova, G.N. Introduction to Literary Studies (Introduction to Literary Studies). Moscow, 2005.
8. Propp, Vladimir. Morphology of the Folktale. University of Texas Press, 1928.
9. Gasparov, Mikhail. A History of European Versification. Oxford University Press, 1996.
10. Todorov, Tzvetan. Introduction to Poetics. University of Minnesota Press, 1981.
11. Titarenko, E.A., & Khadyko, E.F. Literature in Diagram. Minsk, 2005.
12. Wellek, René & Warren, Austin. Theory of Literature. Harcourt, 1949.

Common Pool of Generic Electives (GE) Courses Offered by
Common Pool of Generic Electives (GE) Courses
Offered by
Department of Slavonic & Finno-Ugrian Studies

**General Elective Course: 3**
**RUSSIAN NOVEL OF GOLDEN ERA**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | | |
| **GE 3- Russian Novel of Golden Era** | 4 | 3 | 1 | - | As per university rules | NIL |

**Learning Objective:**

- To develop the analytical skills of the learners;
- To be able to comprehend and critically interpret the text and the subtext of the literary work;
- To be able to recognize literary elements such as theme, plot, characterization and the genre of the work;
- To develop the ability to recognise and coherently express views and thoughts;
- To develop writing and discussion skills through compositions and discussions.

**Outcome of this course:**

- the learners will learn to appreciate literary beauty, style, and artistic expression;
- will be able to understand the interconnectedness between historical, political, and philosophical influences and the literary work;
- will enhance the capacity to engage with multifaceted ideas and various outlooks;
- will enhance the skill to empathise with literary characters and learn from their experience.

**Assessment Methods:**

As per the University's evaluation scheme.

SYLLABUS OF G.E.-3

**Unit 1:** Alexender S. Pushkin – 'Evgeni Onegin' (1825) (15 Hours)

- Understanding the literary landscape of 19th-century Russia.
- A.S. Pushkin's Life and Works: Overview of Pushkin's literary career, notable writings, and contributions.
- Evgeni Onegin: In-depth analysis of Pushkin's iconic novel:

- Social and literary context.
- Structured reading and comprehension.
- Character analysis: The ideal Russian woman and the superfluous hero.
- Plot and conflict.
- Exploration of syncretic Realism.

**Unit 2: Ivan S. Turgenev – 'On the Eve' (1859)** (15 Hours)

- Placing the writer in the literary process of the 19th century
- Symbolism behind the title of the novel On the Eve;
- quest for an idealistic, selfless hero and the fate of Russia;
- Russian intellectual passivity vs. foreign radical passion;
- Elena Stakhova – a symbol of strong-willed, independent woman;

Or

**Ivan Sergievich Turgenev – 'Fathers and Sons' (1862)**

- Placing the writer in the literary process of the 19th century
- Life and literary writings by Turgenev: an overview.
- 'Fathers and Sons'- Structured reading
- Analysis of the work – contextualising the novel; the 'intellectual-democrate as the central literary type; the 'nihilist' hero; the plot, conflict and the characters. Conflict of generations - sons against fathers.

**Unit: 3 Ivan Goncharov – 'Oblomov' (1859)** (15 Hours)

- Placing the writer in the literary process of the 19th century
- Social and literary context.
- Structured reading and comprehension.
- the phenomenon of 'Oblomovism' in the novel
- critique of the aristocratic class and the inertia of 19th century Russian society
- The Symbolism of the Sofa in the novel
- The challenges of women character

**Unit 4: Leo N. Tolstoy – 'Anna Karenina' (1879)** **(15 hours)**

- Situating the writer in the literary process of the mid-19th century
- Literary career and literary writings by Tolstoy: an overview
- The reflections on the social-political situation of Russia;
- 'Anna Karenina' – Structured reading
- Analysis of the novel- Specificities of plot and the composition; Anna's tragedy; the 'woman' and the 'peasant' question;

Reading list:

Madesker, M. “Romanticism and Realism in Pushkin's Evgenii Onegin” McMaster university Hamilton v Ontario
https://macsphere.mcmaster.ca/bitstream/11375/9596/1/fulltext.pdf

Milton, Ehre “Oblomov and His Creator-The Life and Art of Ivan Goncharov” Princeton University Press, ISBN: 0-691-06245-5
https://api.pageplace.de/preview/DT0400.9781400868186_A26068417/preview-9781400868186_A26068417.pdf

J. Douglas Clayton, “New Directions in Soviet Criticism on Evgenii Onegin” Pages 208-219 Published online: 14 Apr 2015
https://doi.org/10.1080/00085006.1980.11091624

**Novels:**

Eugene Onegin: A novel in verse by Alexander Pushkin
https://almabooks.com/wp-content/uploads/2020/04/Eugene-Onegin-extract-1.pdf

On the eve: Ivan S. Turgenev
https://archive.org/details/ontheeve00turg

Oblamov: Ivan Goncharov
https://archive.org/details/cu31924026662092/page/n2/mode/1up

Anna Karenina: L.N Tolstoy
**https://dn790000.ca.archive.org/0/items/annakareninatols00tolsiala/annakareninatols00tolsiala.pdf**

Department of Slavonic & Finno–Ugrian Studies
University of Delhi

Common Pool of Generic Electives (GE) Courses
Offered by
**Department of Slavonic & Finno - Ugrian Studies**
**B.A. (Hons.)**
**Semester- III**

# Generic Elective Course-4: Russian Short Stories

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) | Department Offering the course |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | | |
| **Russian Short Stories** | 3 | 1 | - | As per university rules | NA | Department of Slavonic & Finno–Ugrian Studies |

**Course Objectives:**

1. To introduce students to the rich tradition of Russian short stories.
2. To explore the historical, social, and cultural contexts of Russian short fiction.
3. To develop students' critical reading and analytical skills through close readings of key texts.
4. To familiarize students with different literary styles and movements in Russian literature.

**Assessment Methods:**
**As per the university examination/assessment scheme**

**Unit 1: Introduction to the Russian Short Story (15 Hours)**

1.1. The origins and evolution of the Russian short story.
1.2. Key themes and characteristics of Russian short story.
1.3. The influence of folklore and oral storytelling traditions.
1.4. The role of short fiction in Russian literary history.

**Unit 2: 19th Century Russian Short Stories (15 Hours)**

2.1. Alexander Pushkin – The Queen of Spades.
2.2. Nikolai Gogol – The Overcoat.

2.3 Leo Tolstoy – How Much Land Does a Man Need?

2.4 Anton Chekhov – The Lady with the Dog.

2.5 Maxim Gorky – Old Izergil

**Unit 3: 20th-Century Russian Short Stories (15 Hours)**

3.1. Mikhail Zoshchenko – The Crisis.
3.2. Isaac Babel – My First Goose.
3.3. Daniil Kharms – The Old Woman.
3.5. Varlam Shalamov – Kolyma Tales (Selected Stories).

**Unit 4: Contemporary Russian Short Stories (15 Hours)**

4.1. Ludmila Petrushevskaya – The Time: Night (excerpts) or any other short story
4.2. Victor Pelevin – Hermit and Six-Toes.
4.3. Tatyana Tolstaya – Night.
4.4. Vladimir Sorokin – Horse Soup.

**Primary Readings:**

1. Pushkin, Alexander. The Queen of Spades. Translated by Richard Pevear and Larissa Volokhonsky. New York Review Books, 2009.
2. Gogol, Nikolai. The Overcoat and Other Stories. Translated by Ronald Wilks. Penguin Classics, 2006.
3. Dostoevsky, Fyodor. The Dream of a Ridiculous Man and Other Stories. Translated by David Magarshack. Penguin Classics, 2009.
4. Tolstoy, Leo. How Much Land Does a Man Need? and Other Stories. Translated by Aylmer Maude. Penguin Classics, 1993.
5. Chekhov, Anton. The Lady with the Dog and Other Stories. Translated by Constance Garnett. Dover Publications, 1992.
6. Babel, Isaac. Red Cavalry and Other Stories. Translated by Peter Constantine. W.W. Norton & Co., 2003.
7. Platonov, Andrei. Soul and Other Stories. Translated by Robert Chandler. New York Review Books, 2008.
8. Petrushevskaya, Ludmila. The Time: Night. Translated by Sally Laird. Northwestern University Press, 1994.. Translated by Keith Gessen and Anna Summers. Penguin Books, 2009.
9. Sorokin, Vladimir. Red Pyramid: Selected Stories. Translated by Max Lawton. Introduction by Will Self. NYRB Classics, 2023.
10. Tolstaya, Tatyana. Night. Translated by Jamey Gambrell. New York Review Books, 2013.
11. Secondary Readings:

12. Kahn, Andrew. The Cambridge Companion to the Russian Short Story. Cambridge University Press, 2006.
13. Terras, Victor. A History of Russian Literature. Yale University Press, 1991.
14. Wachtel, Michael. The Russian Short Story: A Critical Anthology. Oxford University Press, 2010.
15. Erlich, Victor. Russian Formalism: History, Doctrine. Mouton, 1981.
16. Bethea, David. The Russian Short Story: From Pushkin to Pelevin. Routledge, 2007.

# Common Pool of Generic Electives (GE)
# Courses Offered by
# Department of Slavonic & Finno-Ugrian Studies

## GENERIC ELECTIVE - 5
## SLAVIC LINGUISTICS

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| SLAVIC LINGUISTICS | 4 | 3 | 1 | 0 | As per university rules | NIL |

### Aims & Objectives:

- This course will provide an examination of the linguistic features of Slavic languages.
- Participants will learn Slavic orthographic systems and the characteristics of vowels and consonants, nouns, pronouns, adjectives, numerals, verbs, adverbs, prepositions, phrases, clauses, and sentences.
- Additionally, the origins and significant periods of the linguistic history of the Slavs will be addressed. Participants will become acquainted with the essential characteristics of Slavic phonetics, phonology, morphology, syntax, lexicology, and pragmatics.
- Upon completing this course, individuals will have a foundational understanding of how Slavic languages relate to and interpret reality, preparing them for advanced studies in Slavic languages and linguistics.

### SYLLABUS OF G.E.-5

**Unit 1** **(15 hours)**

**Introduction of Slavs**

1. Who are the Slavs?
2. What are Slavic languages?
3. Where are the Slavs?
4. When did the Slavs show up?
5. Why do the Slavs speak?
6. How do the Slavs write?

***Unit 2*** ***(15 hours)***

**Phonetics**

1. What is a sound/phone?
2. What is a syllable?
3. What are vowels and consonants?

**Unit 3** **(15 hours)**

**Grammar**

1. What is a noun?
2. What is meant by gender?
3. What is meant by case?
4. What is a pronoun?
5. What is a personal pronoun?
6. What is a demonstrative pronoun? What is an interrogative pronoun?
7. What is an adjective?
8. What is a descriptive adjective? What is a possessive adjective? What is a demonstrative adjective?
9. What is an interrogative adjective?
10. What is meant by comparison?
11. What are cardinal numerals? What are ordinal numerals? What are collective numerals?
12. What is a verb? What is a verb conjugation? What are transitive and intransitive verbs?
13. What is a reflexive verb? What is the present tense?

**Unit 4** **(15 hours)**

**Syntax**

1. What are sentences, phrases and clauses?
2. What is a subject? What is a predicate?
3. What are objects?
4. What is a preposition?
5. What is an adverb?

DEPARTMENT OF SLAVONIC & FINNO-UGRIAN STUDIES – BA HONS RUSSIAN

6. What is meant by active and passive voice?
7. What is meant by aspect?
8. What is a participle?
9. What is a gerund?

**Practical component (if any) - NIL**

**Essential/recommended readings**

CRUISE, EDWINA J. *English Grammar for Students of Russian*. Ann Arbor: The Olivia Hill Press.

**Suggestive readings**

CRYSTAL, DAVID. *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Publishing. [P29 .C65 2008]

SUSSEX, ROLAND, and PAUL CUBBERLEY. 2006. *The Slavic Languages*. Cambridge and New York: Cambridge University Press. [PG41 .S87 2006]

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

**SEMESTER IV**
**CORE COURSE – 10**

**CORE COURSE- 10**
**RUSSIAN LANGUAGE-10 (Grammar, Reading & Writing Comprehension)**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | |
| **RUSSIAN LANGUAGE-10 Grammar, Reading & Writing Comprehension**<br><br>BAHRUCC-10 | 3 | 1 | - | As per University rules - | NA |

**Aims & Objectives:**

- To enhance reading writing and presentation skills of the student using intermediate grammar and vocabulary when writing and reading.
- To enable students to summarize the text in Russian focussing on the main points.
- To develop language skills (reading, listening and writing) at intermediate level. The students will be encouraged to write simple as well as complex sentences.
- On completion of the course, the students will be able to: Read, understand and write long texts write expressions and compositions.
- They will be able to develop aptitude (linguistic, sociolinguistic, and sociocultural) at this level

**Keywords:** Russian, Grammar comprehension, Reading, Writing, Comprehension

**UNIT I.** **(15 Hours)**

1. Verbs ending in СЯ that have a passive meaning, Passive
2. Participles in present tense.
3. Gerundial Nouns, Use of Dative case (Purpose, destination)
4. Text analysis of selected texts

**UNIT II. .** **(15 Hours)**

1. Passive Participles in Past tense, Personal pronouns in all the forms of CAM
2. Instrumental Case of Time, Dual-aspect Verbs
3. Text Analysis of select texts

**UNIT III.** **(15 Hours)**

1. Full and short form of Passive Past participles
2. Comparative and Superlative Degrees of Adjective and adverbs
3. Text Analysis of select texts
4. Reading & Understanding of Passages

**UNIT IV**. **(15 Hours)**

1. Essay writing (250-300 words)
2. Letter Writing (Personal & Formal)
3. Dialogue writing on given situations.

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

**Recommended textbooks:**

3) Wagner, V.N. and Ovsienko, Y.G. Russian. Moscow 2008. Chapter 6 - 12.
4) Khavronina S. A., Shirochenskaya A. E. Russian in Exercises. "Russkiy yazyk", Moscow, 2004.
5) Kopytina G. M. Very Simple! Russian for Beginners. Ochen' prosto! Russkiy yazyk dlya nachinayushchikh (+CD), "Russkiy yazyk", ISBN: 978-5-88337-292-6.
Wagner V. N., Ovsienko Yu. G. Russian. Moscow.

**Semester- IV**
**Core Course - (CC-11)**
**BAHRUCC-11**

## CORE COURSE-11:
## RUSSIAN LANGUAGE-11 (Listening comprehension and Spoken expression)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisites of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | |
| **RUSSIAN LANGUAGE-11 Listening comprehension and Spoken expression**<br><br>BAHRUCC-11 | 3 | 1 | - | As per the university rules | NA |

**Aims & Objectives**

5. The course aims to develop B1 level proficiency in Russian, focusing on phonetics, communicative grammar, listening comprehension, and spoken expression. Developing more structured spoken discourse, improving fluency, and engaging in complex communication.
6. Enhance socio-linguistic and socio-cultural communication in everyday situations.
7. Develop phonetic, lexical-semantic, socio-linguistic, discourse, and strategic competence.
8. Utilize computer-aided, audio-visual learning for interactive language acquisition.
9. Encourage multimedia presentations, role-plays, discussions, and study games.

**Assessment Methods:**
**As per the university examination/assessment scheme**

**UNITS (1-4)**

**Unit 1: Phonetics: Specific Rules of Pronunciation, Intonation constructions (15 Hrs.)**

**Unit 2: Listening Comprehension: (15 Hrs.)**

Understanding news, interviews, and discussions

Recognising the speaker's emotions and attitudes

Listening to news reports (300–450 words) and summarizing key points

Analyzing emotions in spoken texts (e.g., recognizing irony, humour)

Unit 3: **Spoken Reproduction of text & Spoken Expression of one's opinion on topical issues.**

**(15 Hours)**

Structuring arguments with supporting examples

Expressing agreement, disagreement, and counterarguments

Formal debates (4–5 min per student)

Persuasive speaking exercises such as defending a point of view

Monologue: 3–5 minutes

Dialogue/Debate: 7–10 minutes

**Unit 4: Communicative Competence in Everyday and Socio-Cultural Situations. (15 Hours)**

Topics: Discussing work, studies, and plans

Practicing phone conversations and email responses

Mock job interviews

Presentation on a topical issue or short projects

Booking flights, and hotels, asking for directions

Describing experiences: Talking about a recent trip, cultural observations

Handling problems while travelling: Lost luggage, hotel complaints, asking for assistance

Any other topical issue

**Recommended textbooks:**

1. Karavanova N. B. Govorite pravil'no! (Survival Russian). Kurs russkoy razgovornoy rechi.
2. Klementeva T. B., D. S. Truanova. 7 shagov k obshcheniyu na russkom yazyke.
3. Karetnikova L. G. Da, ya govoryu po-russki: russkiy yazyk dlya nachinayushchikh.
4. Danilina O. V., Shipitso L. V. Interesno poslushat'. Posobie po audirovaniyu.
5. Belyaeva G. V., Ivanova N. V., Khotkevich I. A., Shuvalova O. O. Govorim po-russki. Posobie po razvitiyu rechi dlya inostrannykh uchashchikhsya. Elementarnyy uroven'+ (A1+).
6. Ovsienko Yu. G. Russian. Textbook I & II. RLC, Moscow, 2004.
7. Khavronina S. A., Shirochenskaya A. E. Russian in Exercises. "Russkiy yazyk", Moscow, 2004.
8. Kopytina G. M. Very Simple! Russian for Beginners. Ochen' prosto! Russkiy yazyk dlya nachinayushchikh (+CD), "Russkiy yazyk", ISBN: 978-5-88337-292-6.
9. Wagner V. N., Ovsienko Yu. G. Russian. Moscow.

Core Course - 12
BAHRUCC-12 Apperception of Russian Literature

**BA Hons. in Russian**
**Semester IV**
**Core Course - 12**

# CORE COURSE-12: Appreciation of Russian Literature

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) | Department offering the course |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical /Practice | | | |
| Appreciation of Russian Literature<br><br>BAHRUCC-12 | 3 | 1 | - | As per university rules | NIL | Department of Slavonic & Finno–Ugrian Studies |

**Aims & Objectives:**

- to introduce the Russian literature
- to introduce the famous Russian writers and their Literary works
- to explore the unique characteristics of the Russian people, culture, and society through literary works.
- to familiarise the students with the unique characteristics of Russian people with the help of literature;
- to provide the students a deeper understanding of Russian history and its realities through the lens of literature.

**Assessment Methods**
As per the University's evaluation scheme.

**Units**

**Unit 1: Exploring Russian Literature: An Introduction to Classic Russian Work**
**(15 Hours)**

- The literary monument "The Tale of Igor's Campaign" full title "The Tale of Igor's Campaign, Igor the son of Svyatslav, grandson of Olgov"

“Journey Beyond Three Seas” by A. Nikitin

**Unit 2: Russian Poetry: A World of Lyricism and Symbolism** (15 Hours)

- “To Chaadaev”- poem by Alexander Pushkin
- “The Sail” (Parus) – poem Mikhail Lermontov
- “The Birch Tree” - Sergei Yesenin.
- “I had a voice” - Anna Akhmatova

**Unit 3: The Russian Stories: Masterpieces of Russian Literature** (15 Hours)

- “The Shot”, Alexander Pushkin (1830)
- “The Nose” by Nikolai Gogol (1837)
- “Mumu”, Ivan Turgenev (1852)
- “The Death of Government clerk” Anton Chekhov (1883)

**Unit 4: The Russian Stories (повесть): selected Masterpieces of 19th and 20th Century Literature** (15 Hours)

- “Boarding house girl” Nadezhda Khvoshchinskaya (1860)
- “Fate of a Man” Mikhail Sholokhov (1959)

Recommended books:

1. Кусков В.В., «История древнерусской литературы»
   История древнерусской литературы - В.В. Кусков - читать, скачать (azbyka.ru)
   (Kuskov V.V., "The history of ancient Russian literature" The history of Ancient Russian literature - V.V. Kuskov - read, download (azbyka.ru))
2. Кулешов В. И. (1989) «История Русской литературы X- XX ВВ.» изд. «Русский Язык». ISSN: 5-200-00336-9
   (Kuleshov V. I. (1989) "The history of Russian literature of the X-XX centuries." ed. "Russian Language". ISSN: 5-200-00336-9)
3. Кусков В.В., «История древнерусской литературы»
   (Kuskov V.V., "The History of Ancient Russian literature")
   https://azbyka.ru/otechnik/Istorija_Tserkvi/istorija-drevnerusskoj-literatury/
4. Мерщерякова М. И. (2000) «Литература в таблицах и смемах»
   (Merscheryakova M. I. (2000) "Literature in tables and diagrams")
5. Степанян Г. Л., «Русская литература: учебник для иностранных студентов», ред. А. Г. Коваленко. – Москва: РУДН, 2017. – 200 с.

(Stepanyan G. L., "Russian literature: a textbook for foreign students", ed. by A. G. Kovalenko. – Moscow: RUDN University, 2017. – 200 p.)

6. Титаренко Е. А. «Литератур в схемах и таблицах» М. 320 с., ISBN 978-5-699-56202-2
   (Titarenko E. A. "Literature in diagrams and tables" M. 320 p., ISBN 978-5-699-56202-2)

7. Владимирова, Т. Л. Русская литература XIX века. Издательство Томского политехнического университета, 2008. Рекомендовано в качестве учебно-методического пособия для иностранных студентов. Федеральное агентство по образованию, Государственное образовательное учреждение высшего профессионального образования «Томский политехнический университет».

   (Vladimirova, T. L. Russian literature of the 19th century. Tomsk Polytechnic University Press, 2008. It is recommended as a teaching aid for international students. Federal Agency for Education, State Educational Institution of Higher Professional Education "Tomsk Polytechnic University".)

8. Попова, И. М., Губанова, Т. В., and Любезная, Е. В. Современная русская литература: учебное пособие. Издательство Тамбовского государственного технического университета, 2008. 64 с. ISBN 978-5-8265-0699-8. Рецензенты: М. Н. Макеева, С. В. Пискунова.

   (Popova, I. M., Gubanova, T. V., and Lyubozhnaya, E. V. Modern Russian literature: a textbook. Publishing House of Tambov State Technical University, 2008. 64 p. ISBN 978-5-8265-0699-8. Reviewers: M. N. Makeeva, S. V. Piskunova.)

9. Касарова, В. Г., and М. Л. Супоницкая. Из истории русской литературы XIX века: учебное пособие для иностранных студентов довузовский этап. Московский автомобильный дорожный институт (государственный технический университет), 2007.

   (Kasarova, V. G., and M. L. Suponitskaya. From the history of Russian literature of the 19th century: a textbook for international students of the pre-university stage. Moscow Automobile Road Institute (State Technical University), 2007.)

10. Захарова С. Н. и Н. И. Черкес. Русская литература: Учебное пособие для 9 класса среднего образования с Бело-русским и русскими языками Обучения. Под редакцией С. Н. Захаровой, Национальный институт образования, 2019: - 304 с.

    (Zakharova S. N. and N. I. Cherkess. Russian Russian literature: A textbook for the 9th grade of secondary education with Belarusian and Russian languages of Instruction. Edited by S. N. Zakharova, National Institute of Education, 2019. P. 304)

11. Литература. Учебник для общеобразовательных организаций 10 класс. Базовый уровень. В двух частях. Часть 2. 3-е издание. Просвещение, 2016. Рекомендовано Министерством образования и науки Российской Федерации.

    ( Literature. References. Textbook for general education organizations 10th grade. The basic level. In two parts. Part 2. 3rd edition. Enlightenment, 2016. Recommended by the Ministry of Education and Science of the Russian Federation.

**Bachelor of Russian (Hons)**
**Discipline Specific Elective: DSE-6**

# Discipline Specific Elective DSE-6 - RUSSIAN FOLKLORE

## Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Russian Folklore DSE -6 | 04 | 3 | 1 | 0 | As per university rules | Nil | Department of Slavonic and Finno-Ugrian Studies |

**Objective of the course:**

- Folklore remains an integral part of Russian culture. Introduction to Russian Folklore will provide students with a background not only in Russian folk beliefs and the major tales, but also in the history folklore analysis.
- This course is a thorough overview of different types of folklore throughout Russian history. We will cover a brief history of Russia from pagan times and continue into a thorough analysis of various examples of Russian folklore.
- Teaching-learning process is oriented towards enabling students to attain the defined learning outcomes relating to the course within a programme.
- The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. This course lends itself to well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process.
- Teaching methods include: lectures supported by group tutorial work; the use of prescribed textbooks and e-learning resources and other materials; open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship.
- Task Based learning modules that integrate real life situations within the context of the classroom; Learners are expected to perform certain tasks in day-to-day life situations in groups.

**UNIT I** **(15 Hours)**

1. Folklore as a subject of philological study
2. Collecting and researching Russian folklore
3. The pre-scientific period
4. Russian folklore studies of the XIX- early XX centuries. (before 1917)
5. Russian folklore studies after 1917

**UNIT II** **(15 Hours)**

1. Small genres of folklore, Proverbs and sayings, Riddles Fairy tales
2. Animal Tales Fairy tales, Household tales. Anecdotal tales
3. Short story tales. Fables, Demonological stories
4. Legends, Epics., Historical songs

**UNIT III** **(15 Hours)**

1. The Ballads, Spiritual Verses.
2. Lyrical non-ritual songs
3. Fortune-telling., Classical folklore
4. Rituals and ritual folklore.

**UNIT IV** **(15 Hours)**

1. Calendar rituals and their poetry
2. Family rituals and their poetry
3. The wedding ceremony.
4. Lamentations Traditions

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

**Recommended Books:**


- Зуева Т., Кирдан Б. Русский фольклор. Учебник | Кирдан Борис Петрович, Зуева Татьяна Васильевна Издательство Флинт, НаукаГод выпуска, 2003 — Воронеж, 1960.
  Zueva T, Kirdan B, Ruski Folklore, Uchebnik , aaaaaaaflint nauka 2003, Voronezh
- Крупянская В. Ю., Полищук Н. С. Культура и быт рабочих горнозаводского Урала (конец XIX — начало XX в.). — М., 1971. Алексеева О. Б. Устная поэзия русских рабочих: Дореволюционный период / Отв. ред.
  Krupyanskaya V Yu, Poloshik H.C Kultura I byt rabochik gornozavodskogo russkikh rabochikh Dorevoljusioni period.

**Discipline Specific Elective (DSE)**
**For B.A (Hons.) Semester**
**Newspaper Translation**

**Discipline Specific Elective (DSE) 11: Newspaper Translation**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/ Practice | | |
| **DSE 11: Newspaper Translation** | 3 | 1 | 0 | As per university rules | NIL |

**Aims & Objectives:**

The aim of the course is:

- To develop a basic proficiency in translation from Russian into English & vice-versa.
- to enhance student's knowledge of the Russian language through the translation of newspaper materials, while also introducing them to the fundamentals of translation.
- To develop translation skills through the techniques for translating Russian texts into English, focusing on newspaper-style language.
- To enable students to apply translation techniques to real-world materials, covering various newspaper sections.

**Course Outcomes:**

By the end of this course, students will be able to:

- Translate Russian newspaper texts into English with accuracy and fluency.
- Identify and apply appropriate translation techniques for various grammatical constructions, abbreviations, and complex vocabulary.
- Develop their Russian language skills through practical translation exercises.
- Utilize their translation skills for practical purposes in academic, professional, or personal contexts.

**Course Structure:**

The course consists of:

1. Translation Exercises: 10-15 Russian texts (200-250 words each) to be translated into English.

Vocabulary Building: Each text is accompanied by:

- Russian words, phrases, and sentences to be translated into English.
- Commonly used words, phrases, and sentences (typical of newspaper style) to be translated from English into Russian.
- Practice exercises translating English constructions into Russian.

2. Specialized Glossaries: Compilation of glossaries related to the topics covered, enhancing students' vocabulary and subject-specific knowledge.

**Assessment Methods:**

As per the University's evaluation scheme.

**Units**

**Unit 1: Words and Phrases on the topics (15 Hours)**

1. Arrivals,
2. Visits, Bilateral talks,
3. Bilateral relations,
4. Agreements,
5. Reports etc.

**Unit 2: Translation of newspaper headlines, advertisements, and editorials**

**(15 Hours)**

**Unit 3: Translation of the texts 100-150 words on the topic (15 Hours)**

- **Official visits,**
  1. meetings,
  2. diplomatic talks.
  3. Bilateral relations,
  4. agreements,
  5. treaties.
  6. Signing of pacts, protocols,
  7. Economic and social issues, trade, and commerce.

**Unit 4: Translation practice on the selected text (15 Hours)**

1. India's relations and cooperation with Russia
2. Official receptions, negotiations and contracts between India and Russia
3. Meetings, conferences and summits of international and regional organizations
4. Declarations, statements, communiques, press releases

**Recommended textbooks:**

1. Слепович, В.С. (2006), Настольная книга переводчика с русского языка на английский = Russian - English Translation Handbook / В.С. Слепович. - 2-е изд. - МнраСистемс, 2006. - 304 с. ISBN 985-470-466-1

(Slepovich, V.I. (2006), The translator's desk book from Russian to English = Russian - English Translation Handbook / B.C. Slepovich. -2nd ed. - MnraSystems, 2006. - 304 p. ISBN 985-470-466-1)

2. Слепович, В. С.(2008) Курс перевода (английский-русский язык) = Translation Course (English - Russian) : учеб. пособие для студентов учреждений, обеспечивающих получение высшего образования по специальности «Мировая экономика и международные экономические отношения» / В. С. Слепович. - 7-е изд. - Минск: ТетраСистемс, 2008. - 320 с. ISBN 978-985 - 470-648-1
(Slepovich, V. I.(2008) Course of translation (English-Russian) = Translation Course (English - Russian) : study. a manual for students of institutions providing higher education in the specialty "World Economy and international economic relations" / B.
I. Slepovich. -7th ed. Minsk: TetraSystems, 2008. 320 p. ISBN 978-985 - 470-648-1)
3. Malhotra, R. & Beniwal, S- Nastoyashchiye Vremena Textbook on Translation Of Russiani English & English-Russian Newspaper Texts, Goyal Publishers, New Delhi,
4. Narain M. A Systematic Approach to Translation of Newspaper Materials from Russian into English (Part 1). Goyal Publishers, New Delhi, 2012
5. Narain M. A Handbook on Translation of Newspaper and Social Science Materials. Goyal Publishers, New Delhi, 2012

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

## Common Pool of Generic Electives (GE) Courses

## Offered by

## Department of Slavonic & Finno-Ugrian Studies

### GENERIC ELECTIVE– 2
### BASIC RUSSIAN LANGUAGE II

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Basic Russian Language II | 4 | 3 | 1 | 0 | As per university rules | Students who have already opted for GE-1 (BRL-I) in Russian in either Semester I or II (Alternative semester) |

**Aims & Objectives** :

- This course is structured for students who have previously attained a foundational understanding of the Russian language.
- Participants will engage in an in-depth exploration of various linguistic elements throughout the course.
- The curriculum will address advanced grammatical concepts, distinguishing them from the prior semester, and will place particular focus on enhancing Russian vocabulary and syntactical comprehension.
- Upon completion of this course, students will not only achieve proficiency in everyday conversational Russian but will also cultivate an interest in the practice of translation across multiple languages.

**Learning outcomes :**

- ✓ Upon completion of this course, students will be expected to convey both oral and written information accurately in Russian.
- ✓ Additionally, they will acquire the skills necessary to function as translators and interpreters across multiple languages.
- ✓ This program offers a distinct advantage for those interested in conducting research related to Russian, as students will have the capability to gather written and oral data independently, without the need to rely on another language for effective communication.

## SYLLABUS OF G.E.-2

### Unit 1 (15 hours)

**Reading Russian**

1. Conversation in Russian
2. Translation between two or more languages

### Unit 2 (15 hours)

**Writing Russian**

1. Short Paragraph writing
2. Structure of Sentence formation in the Russian language
3. Framing different types of sentences (Simple, Compound, Complex)
4. Idiomatic uses of Assamese words in the sentence
5. Phrases and proverbs

### Unit 3 (15 hours)

**Vocabulary**

1. The structure of the vocabulary of the Russian language
2. Use of Homophones and Homonyms
3. Use of Synonyms and Antonyms
4. Introduction to Russian Dialectical, colloquial and new words

### Unit 4 (15 hours)

**Grammar**

1. Grammatical cases(till Genitive case)
2. Singular nouns according to cases
3. Plural nouns according to cases
4. Verb (Conjugations type I, II)
5. A Few Phrases
6. Verbs of Motion
7. Use of Который
8. Subordinate clause
9. Date, year
(Prepositional, Genitive cases)
10. Adjectives & their declensions (till Genitive)
11. Ordinal Numbers

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Ovsienko, Y.G. Russian for beginners. Part I. Moscow: "Ruski Yazik" 2013.Chapter 7 - 32.

**Suggestive readings**

1. Wagner, V.N. and Ovsienko, Y.G. Russian. Moscow 2008. Chapter 7- 24.
2. Khavronina, S.A., Shirochenskaya, A.I. Russian in Exercises. Moscow: Progress. 2007.

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

# Common Pool of Generic Electives
# Course offered by
# Department of Slavonic and Finno-Ugrian Studies

## CULTURE AND HERITAGE OF RUSSIA –GE-8

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course | Department Offering the Course |
|---|---|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | | | |
| Culture and Heritage of Russia – GE-8 | 04 | 3 | 1 | 0 | As per university guidelines | NIL | Department of Slavonic and Finno-Ugrian Studies |

**Learning Objectives:**

- The course acquaints students with the general contours of Cultural Heritage of Russia from the origins to the recent past.
- The course aims to give a general outline of Russian cultural heritage while highlighting certain epochs and issues.
- Although the course's focus is on the Russian Culture and Heritage rather than on history, some historical background is necessary to properly understand and interpret it.
- A knowledge of Russian is not required, as lectures, discussions, presentations and all the readings are in English.

**Unit I. Culture, Heritage and Identity** **(15 Hours)**

1. Meaning of Culture, Heritage and Identity.
2. The relevance of Cultural Heritage.
3. The concept of Culture and Civilization

**Unit II Geography and History of Russia (15 Hours)**

1. Physical and Political Map of Russia
2. History of Russia: From 862 to 1917
3. Cultural Cities: Moscow, St. Petersburg, Nizhny Novgorod
4. Architecture: Russian Church Architecture, Winter Palace

**Unit III Religion and Traditions of Russia (15 Hours)**

1. The Russian Orthodox Christianity
2. Russian icons: The Holy Trinity
3. Traditional Russian Folk Art: Khokhloma, Dymkovo Toys, Gzhel, Matryoshka dolls, Palekh miniature
4. Russian Ballet: Swan Lake
5. Russian Films: Battleship Potemkin (1925), Moscow doesn't believe in Tears (1980), The Irony of Fate (1976)

**Unit IV. Russian State Symbols (15 Hours)**

1. State Emblem:
2. Russian National Flag
3. National Anthem
4. New Year Holidays, Russian Orthodox Christmas, Victory Day, International Women's Day, Day of Russia, Maslenitsa Festival, White Nights
5. Famous Russian Cuisines: Blini, Pelemeni, Kasha, Russian Pirozhki

**Recommended resources:**


- Hilton, Alison. *Russian folk art*. Bloomington: Indiana University Press, 1995.
- Hosking, Geoffrey A.., *Hosking, Emeritus Professor of Russian History Geoffrey*. *Russia and the Russians: a history*. Cambridge: Belknap Press of Harvard University Press, 2001.
- Reference Guide to Russian Literature. United Kingdom: Taylor & Francis, 2013.
- Tarasov, Oleg. *Framing Russian Art: From Early Icons to Malevich*. United Kingdom: Reaktion Books, 2014.
- *The Cambridge Companion to Modern Russian Culture*. United Kingdom: Cambridge University Press, 1998.
- *The Culture of Russia*. United States: Rosen Publishing Group, 2018.


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

Common Pool of Generic Electives (GE) Courses
Offered by
**Department of Slavonic & Finno - Ugrian Studies**

**B.A. (Hons.) Semester- IV**

# Generic Elective Course-9 : Contemporary Women Writers of Russia

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course Title & Code Credits | Credit Distribution of the Course | | | Eligibility Criteria | Pre-requisite of the course (if any) | Department offering the course |
|---|---|---|---|---|---|---|
| | Lecture | Tutorial | Practical/Practice | | | |
| **Contemporary Women Writers of Russia** | 3 | 1 | - | As per university rules | NA | Department of Slavonic & Finno–Ugrian Studies |

**Aims and Objectives:**

1. To introduce students to the contributions of contemporary Russian women writers.
2. To explore themes such as gender, identity, family, and society in modern Russian literature.
3. To analyze narrative techniques and literary styles unique to contemporary women's writing in Russia.
4. To develop critical thinking and interpretative skills through the study of selected texts.

**Unit 1: Introduction to Contemporary Women's Writing in Russia (15 Hours)**

1.1. Overview of women's literature in Russia from the late Soviet period to the present.
1.2. Key themes and characteristics of contemporary women's writing.
1.3. Feminist perspectives in Russian literature.
1.4. The role of women writers in shaping modern Russian literary discourse.

**Unit 2: Post-Soviet Women Writers and New Literary Trends (15 Hours)**

2.1. Lyudmila Ulitskaya – Sonechka (excerpts)/ or any other story
2.2. Tatyana Tolstaya – Kys (excerpts)/ or any other story/work

2.3. Ludmila Petrushevskaya – Selected short stories from There Once Lived a Woman Who Tried to Kill Her Neighbor's Baby.

**Unit 3: Themes of Gender, Identity, and Family in Contemporary Women's Fiction**

**(15 Hours)**

3.1. Maria Stepanova – In Memory of Memory (excerpts)/selected stories
3.2. Alisa Ganieva – Bride and Groom (excerpts)/selected stories
3.3. Anna Starobinets – The Living (excerpts).

**Unit 4: Experimental and Postmodernist Trends in Women's Writing (15 Hours)**

4.1. Polina Dashkova – Madness Treads Lightly (excerpts).
4.2. Elena Chizhova – The Time of Women (excerpts).
4.3. Guzel Yakhina – Zuleikha Opens Her Eyes (excerpts).

**Readings:**


1. Ulitskaya, Lyudmila. Sonechka. Translated by Arch Tait. Schocken Books, 2005.
2. Tolstaya, Tatyana. Kys. Translated by Jamey Gambrell. New York Review Books, 2003.
3. Petrushevskaya, Ludmila. There Once Lived a Woman Who Tried to Kill Her Neighbor's Baby. Translated by Keith Gessen and Anna Summers. Penguin Books, 2009.
4. Stepanova, Maria. In Memory of Memory. Translated by Sasha Dugdale. New Directions, 2021.
5. Ganieva, Alisa. Bride and Groom. Translated by Carol Apollonio. Deep Vellum, 2018.
6. Starobinets, Anna. The Living. Translated by James Rann. Hesperus Press, 2012.
7. Dashkova, Polina. Madness Treads Lightly. Translated by Marian Schwartz. Amazon Crossing, 2018.
8. Chizhova, Elena. The Time of Women. Translated by Simon Patterson and Nina Chordas. Glagoslav, 2012.
9. Yakhina, Guzel. Zuleikha Opens Her Eyes. Translated by Lisa C. Hayden. Oneworld Publications, 2019.**:**
10. Kelly, Catriona. A History of Russian Women's Writing 1820-1992. Oxford University Press, 1994.
11. Goscilo, Helena. Dehexing Sex: Russian Womanhood During and After Glasnost. University of Michigan Press, 1996.
12. Marsh, Rosalind. Gender and Russian Literature: New Perspectives. Cambridge University Press, 1998.
13. Lipovetsky, Mark. Postmodern Crises: From Lolita to Pussy Riot. Academic Studies Press, 2018.