दिल्ली विश्वविद्यालय
University of Delhi

परिषद शाखा - II, कमरा नं: 211, नया प्रशासनिक खंड, दिल्ली विश्वविद्यालय, दिल्ली-110007, दूरभाष: 011-27001156/54
Council Branch - II, Room No. 211, New Administrative Block, University of Delhi, Delhi – 110007, Ph: 27001156/54

CNC-II/093/1/EC-1282/26/3(v)
Dated: 03.09.2026

NOTIFICATION

Sub: Amendment to Ordinance V

(ECR 4-1-3/ dated 29.04.2026)

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

Add the following:

The syllabi of following Department under the Faculty of Arts based on Postgraduate Curriculum Framework 2024 are notified herewith for the information of all concerned:

DEPARTMENT	SYLLABI
Indian Languages & Literary Studies	(i) One Year M.A. Tamil for semester I/II (Coursework only) - Annexure-1 (ii) One Year M.A. Tamil for semester I/II (Coursework + Research only) - Annexure-2 (iii) 2 year M.A. Tamil Semester -III/IV (Coursework only) - Annexure-3 (iv) 2 year M.A. Tamil Semester-III/IV (Coursework + Research) - Annexure-4 (v) 2 year M.A. Bengali - Structure-1 for Semester -III/IV-Annexure-5 (vi) 2 year M.A. Bengali - Structure-2 for Semester-III/IV - Annexure-6 (vii) One Year M.A. Bengali for Semester -I/II (Only Course work) - Annexure-7 (viii) One Year M.A. Bengali for Semester-I/II (Coursework and Research) Annexure-8 (ix) 2 year M.A. Comparative Indian Literature (CIL)-Structure-1 for Semester-III/IV- Annexure-9 (x) 2 year M.A. Comparative Indian Literature (CIL)- Structure-2 for Semester-III/IV - Annexure-10

REGISTRAR

MASTER OF ARTS

(TAMIL)

COURSES FOR ONE YEAR PG (TAMIL) PROGRAMME

BASED ON NEP- 2020

Semester I and II

For

Structure 1 (Level 6.5): PG Curriculam Structure with Only Coursework

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

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINESPECIFIC CORE COURSE (DSC)	02	
DISCIPLINESPECIFIC ELECTIVE COURSES (DSE)	02-03	

GENERIC ELECTIVE COURSES (GE)	04	
SKILLBASED COURSES (SBC)	02	

Semester I

Discipline Specific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAM DSC 101		Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	03	01	04
TAM DSC 102		Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum (Research Methodology and Dissertation Writing)	03	01	04
Total	3		06	02	08

Semester II

DisciplineSpecific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSC 201		Canga Ilakkiyam (Sangam Literature))	03	01	04
TAMDSC 202		Ilakkaṇam: Tolkāppiyam – Porul (Grammar: Tolkāppiyam – Prose & Prosody))	03	01	04
Total	3		06	02	08

Discipline Specific Elective Courses (DSE)

Semester I

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 101		Thani Padalgal (Individual compositions i)	03	01	04
TAMDSE 102		Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum	03	01	04

		(Post-modernism and Post-colonialism)			
TAMDSE 103		Cittar ilakkiyam Siddhar Literature	03	01	04

Semester II

Discipline Specific Elective Courses (DSE)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 201		Dramas (Nadakangal)	03	01	04
TAMDSE 202		Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ (Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)	03	01	04
TAMDSE 203		Thamil kovil panpaadu (Tamil Temple Culture)	03	01	04

Generic Elective Courses (GE)

Semester I

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMGE 101		Ūḍagat Tamiḻ (Tamiḻ through Media)	03	01	04
TAMGE 102		Kathai Padalkal(Folk Ballads)	03	01	04

Generic Elective Courses (GE)
Semester II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMGE 201		Cemmoḻit tamiḻ (Classical Tamil)	03	01	04
TAMGE 202		Uraiyāciriyarkaḷum urai marapukaḷum (Commentators and Textual Traditions)	03	01	04

Skill Based Courses (SBC)

Semester I

Paper no	Course Title	Credit Distribution of the

		Course		
		Lecture	Practical	Total
TAMSBC 101	Tolliyal marrum kalveṭṭiyal Archaeology and Epigraphy	01	01	02

Skill Based Courses (SBC)

Semester II

Paper no	Course Title	Credit Distribution of the Course		
		Lecture	Practical	Total
TAMSBC 201	Manuscripts (Olaisuvadiyiyal)	01	01	02

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI

SEMESTER I

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 101

Ilakkaṇam: Tolkāppiyam – 'Col'
(Grammar: Tolkāppiyam – 'Word')

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	04	03	01	NIL

Learning Objectives:

- To explain the Tamil grammatical concepts and analytical techniques with specialreference to Morphology, Syntax, and Semantics.
- To comprehend *'Col Adigāram'* (Section deals with various aspects of Words) of Tolkāppiyamin historical and comparative perspectives.
- To impart knowledge about the contribution of the commentators to the interpretations, development of grammatical theory and practice.
- To illustrate the Tamil grammatical concepts and analytical techniques about words, categories of words, compounds, etymology, morphology, case system, clitics, poeticexpression, syntax, and semantics.

Course learning outcomes:

- The course would make students aware of the Tamil language's distinct grammaticalcharacteristics with special reference to words, parts of speech, formation, and categoriesof words.
- The students would gain desired traditional Tamil grammatical knowledge on/about issues of word classes, of compounds, semantic problems, and rich lexical data, and also about certain rules to be adhered to in borrowing words from Sanskrit.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical works. (15 hours)

Unit: II

Illustrating the role of case in syntax, some case-suffixes denote other case-meanings and the formation of the vocative case. (10 hours)

Unit: III

Nouns, Verbs, Partial words of prefix and suffix, and their formation in syntax, structural morphemes. (10 hours)

Unit: IV

Participles, residual components, the nature of words, and their other points in syntax formation. (10hours)

Tutorial

- Reading of Each Grammatical Rule with extensive examples.
- Demonstration of Tamil Morphology formation.
- Sharing of various grammatical structures among the students.
- Preparation of charts of Tamil words according to Tolkāppiyam.

Essential Reading:

தொல்காப்பியர், *தொல்காப்பியம் (சேனாவரையர்உரை).*சென்னை: திருநெல்வேலி,
தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1980.(Tolkāppiyar. Tolkāppiyam (cēṉāvaraiyar urai). Ceṉṉai: Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1980).

Suggested Readings:

அருளப்பன், ஆப்ரஹாம்.&வி.ஐ. சுப்பிரமணியன் (ப.ஆ.). *தொல்காப்பியம் – சொல்லதிகாரம்: உரைக்கோவை. (பகுதி I).* அருள்அச்சகம்:1963. (Aruḷappaṉ, āprahām. & Vi.Ai. Cuppiramaṇiyaṉ (pa.Ā.). Tolkāppiyam – collatikāram: Uraikkōvai. (Pakuti I). Aruḷ accakam: 1963).

சண்முகதாஸ்.
*தமிழ்மொழிஇலக்கணஇயல்புகள்.*முத்தமிழ்வெளியீட்டுக்கழகம்:
1982.(Caṇmukatās. Tamiḻmoḻi ilakkaṇa iyalpukaḷ. Muttamiḻ veḷiyīṭṭuk kaḻakam: 1982).

சுப்பிரமணியன், ச.வே.*தொல்காப்பியம் - தெளிவுரை.*மணிவாசகர்பதிப்பகம்: 2006.(Kappirāmaṇiyaṉ, ca.Vē. Tolkāppiyam - tēḻivurai. Maṇivācakar paṭippakam: 2006).

தொல்காப்பியர்,*தொல்காப்பியம் - சொல்லதிகாரம் (இளம்பூரணர்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981. (Tolkāppiyar, tolkāppiyam - collatikāram (iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

பாலசுந்தரம், எஸ். *தொல்காப்பியம்: சொல்லதிகாரம்ஆராய்ச்சியுரை.*தாமரைவெளியீட்டகம்: 1988. (Pālacuntaram, es. Tolkāppiyam: Collatikāram ārāycciyurai. Tāmarai veḷiyīṭu: 1988).

தொல்காப்பியர், *தொல்காப்பியம் (நச்சினார்க்கினியர்உரை).*தஞ்சாவூர்: சரசுவதிமகால்வெளியீடு:1962. (Tolkāppiyar, tolkāppiyam (nacciṉārkkiṉiyar urai). Tañcāvūr: Caracuvati makāl veḷiyīṭu: 1962).

நாச்சிமுத்து, கி. *இலக்கணஆராய்ச்சிக்கட்டுரைகள்.*கோயம்புத்தூர்மொழிமற்றும்பண்பாட்டுஆய்வுநிறுவனம்: 2007.(Nāccimuttu, ki. Ilakkaṇa ārāyccik kaṭṭuraikaḷ. Kōyamputtūr moḻi marrum paṇpāṭṭu āyvu niṟuvaṉam: 2007).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 102
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum
(Research Methodology and Dissertation Writing)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum **(Research Methodology and Dissertation Writing)**	04	03	01	0

Learning Objectives:

- To develop advanced and critical research skills using interdisciplinary, digital, textual, linguistic, and field-based approaches in Tamil studies.
- To equip students with advanced skills in research design, data analysis, academic writing, citation, research ethics, and responsible use of AI.
- To develop expertise in planning, writing, presenting, and defending an original research dissertation.

Course learning outcomes:

- Students will be able to formulate original research problems and apply advanced and appropriate research methodologies.
- Students will be able to critically analyse, interpret, and present complex research data using scholarly and digital tools.
- Students will be able to independently produce and defend a well-structured, ethical, and academically rigorous dissertation.

Course Units:

Unit:**I**

Primary and secondary sources, literature review and research gaps, fieldwork techniques, interviews, questionnaires, observation. (15 marks)

Unit: II

Data collection methods, qualitative and quantitative research, textual criticism and interpretation, data classification and analysis, and an introduction to digital research tools and database. (10 hours)

Unit: III

Citation, footnotes, bibliography, MLA, APA, and Chicago styles, plagiarism and academic integrity, research ethics, and responsible use of AI (10 hours)

Unit: IV

Research proposal and synopsis, dissertation structure and chapter organization, introduction, methodology, analysis, findings, and conclusion, editing, proofreading, formatting, seminar presentation, and viva voce. (10 hours)

Tutorial

- Introduce research concepts, types, and methodologies with practical examples.
- Train students to frame research problems, objectives, and hypotheses effectively.
- Demonstrate data collection, analysis, and interpretation techniques.
- Guide students in dissertation structure, referencing, and academic writing skills.

Prescribed Texts:

பஞ்சாங்கம், கே.*ஆய்வு நெறிமுறைகள்*, அன்னம் பதிப்பகம், தஞ்சாவூர், 2017.

Pañcāṅkam, K. Āyvu Neṟimuṟaikaḷ, Aṉṉam Patippakam, Tañcāvūr, 2017.

முத்துச்சண்முகன்,டாக்டர்&சு.வேங்கடராமன்,இலக்கியஆராய்ச்சிநெறிமுறைகள்.நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013.(Muttuccaṇmukaṉ, ṭākṭar& cu. Vēṅkaṭarāmaṉ, ilakkiya ārāycci neṟimuṟaikaḷ. Niyū ceñcuri puk havus: 2013).

பொற்கோ., ஆராய்ச்சிநெறிமுறைகள்.ஐந்திணைப்பதிப்பகம்: 2004.

(Poṟkō., Ārāycci neṟimuṟaikaḷ. Aintiṇaip patippakam: 2004).

தமிழண்ணல்&எம்.எஸ். இலக்குமணன். தமிழண்ணல்எம். எஸ். இலக்குமணன்,ஆய்வியல்அறிமுகம்.மதுரை: மீனாட்சிபுத்தகநிலையம்:

1979. (Tamiḻaṇṇal& em.Es. Ilakkumaṇaṉ. Tamiḻaṇṇal em. Es. Ilakkumaṇaṉ, āyviyal aṟimukam. Maturai: Mīṉāṭci puttaka nilaiyam: 1979).

Essential Readings:

இராமநாதன், ஆறு. (ப.ஆ.), நாட்டுப்புறவியல் - களஆய்வுநெறிமுறைகள்.தென்னிந்தியமொழிகளின்நாட்டுப்புறவியல்கழகம்: 2003.(Irāmanātaṉ, āṟu. (Pa.Ā.), Nāṭṭuppuṟaviyal - kaḷa'āyvu neṟimuṟaikaḷ. Teṉṉintiya moḻikaḷiṉ nāṭṭuppuṟaviyal kaḻakam: 2003).

பாலசுப்பிரமணியன், கு.வெ. பாலசுப்பிரமணியன், கு.வெ, ஆய்வியல்நெறிமுறைகள். : உமாநூல்வெளியீட்டகம்:2004. (Pālacuppiramaṇiyaṉ, ku.Ve. Pālacuppiramaṇiyaṉ, ku.Ve, āyviyal neṟimuṟaikaḷ. : Umā nūl veḷiyīṭu:2004).

நாராயணன்.க,ஆய்வுஎது? எப்படி? ஏன்?சென்னை: தமிழ்ப்புத்தகாலயம் : 1987.(Nārāyaṇaṉ. Ka, āyvu etu? Eppaṭi? Ēṉ? Ceṉṉai: Tamiḻp puttakālayam: 1987).

Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd: 2008.

Altick, Richard. D, *The Art of Literary Research*. W.W. Norton Company: New York: 1963.

Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications: 2014.

Guerin, Wilfred L. (*et al*). (Eds), *A Handbook of Critical Approaches to Literature*. (4th ed.). Oxford University Press: 2010.

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 201
Canga Ilakkiyam
(Sangam Literature)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Canga Ilakkiyam **(Sangam Literature)**	04	03	01	0

Learning Objectives:

- To introduce the ancient Tamil literary corpus called Sangam literature.
- To explain the ancient Tamil literary texts in the framework of the *Tiṇai* concept,*i.e.,Akam* (Interior feelings,*i.e.,*love) and *Puṟam* (Exterior actions,*i.e.,*heroic poems on war, ferocity, death, glory of kings, personal virtue, social values, *etc*.) theories defined by Tolkāppiyar in his treatise.
- To elucidate the seven kinds of *Akam* themes, such as *Kuṟiñci*, *Mullai*, *Marudam*, Neydal, *Pālai*, *Kaikkiḷai,*and *Peruntiṇai,*and seven kinds of *Puṟam* themes, such as Veṭci, *Vañci, Uḻiñai, Tumbai, Vāgai, Kāñci*, and *Pāḍāṉ*.
- To discuss and deliberate on the unique characteristics of *Tiṇai* poetry, its two uniqueliterary techniques such as *'Uḷḷuṟai'* (hidden metaphor) and*'Iṟaicci'* (implied meaning), ethical and social values.

Course learning outcomes:

- The course would enable the students to understand *Tiṇai* concept of Sangam poems, *viz*. *Akam* and *Puṟam* themes in the backdrop of *akam* and *puṟam* theories of *Tolkāppiyam*.
- Thestudents would acquire proper knowledge about seven love themes, such as sexual union oflovers, yearning, sulking, pining, and separation, and seven non-love themes, such as cattleraid, beginning of invasion, seizing of fort, pitched battle, victory, transient nature of victory, and praise over the victory. And they would comprehend the ability of realizing the ecological knowledge of Tamil minds of bygone era and the metaphorical references of flora and fauna described in the Sangam classics.

Course Units:

Unit: I

A brief survey of ancient Tamil literature and a brief account of *Eṭṭuttogai* and Pattuppāṭṭuanthologies. (15 Hours)

Unit: II

Deliberating in detail about the *akam* and *puṟam* theories of *Tolkāppiyam* and categories of *akam* and *puṟam* themes (10 Hours)

Unit: III

Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. (10 Hours)

Unit: IV

Detailed discussion on *Kuṟiñcippāṭṭu*, *Neḍunalvāḍai*, and *Ciṟupāṇāṟṟuppaḍai* texts.

(10 Hours)

Tutorial:

- Introduce the historical background and significance of Sangam age and literature.
- Explain themes, genres, and poets of *Ettuthokai* and *Pattuppāṭṭu* with examples.
- Analyze selected poems focusing on love (*Akam*) and heroism (*Puram*).
- Encourage group discussions and presentations on cultural and linguistic aspects.

Essential Readings:

கபிலர். *குறிஞ்சிப்பாட்டு (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Kapilar. Kuṟiñcippāṭṭu (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நக்கீரர்.*நெடுநல்வாடை (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968.Nakkīrar. (Neṭunalvāṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நத்தத்தனார்.சிறுபாணாற்றுப்படை (பொ.வே. சோமசுந்தரனார்உரை). தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Nattattaṉār. Ciṟupāṇāṟṟuppaṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

*புறநானூறு (முதல்200 கவிதைகள்மட்டும்). (பொ.வே.சோம-சுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1978. (Puṟanāṉūṟu (mutal 200 kavitaikaḷ maṭṭum). (Po.Vē.Cōma- cuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1978).

குறுந்தொகை (முதல்200 கவிதைகள்மட்டும்). (முத்துச்-சண்முகம்பிள்ளைஉரை).தமிழ்ப்பல்கலைக்கழகம்:1985). (Kuṟuntokai (mutal 200 kavitaikaḷ maṭṭum). (Muttuc- caṇmukam piḷḷai urai).Tamiḻp palkalaikkaḻakam:1985).

SuggestedReadings:

அறவாணன், க.ப. அற்றைநாட்காதலும்வீரமும். சென்னை: பாரிநிலையம்: 1987. (Aṟavāṇaṉ, ka.Pa. Aṟṟai nāṭṭu kātalum vīramum. Ceṉṉai: Pāri nilaiyam: 1987).

கடிகாசலம், ந.&ச. சிவகாமி. சங்கஇலக்கியம். உலகத்தமிழ்ஆராய்ச்சிநிலையம்:1998. (Kaṭikācalam, na. & Ca. Civakāmi. Caṅka ilakkiyam. Ulakat tamiḻ ārāycci nilaiyam:1998).

செட்டியார், வித்வான்எஸ். வெங்கடராம். *புனையாஓவியம். (நெடுநல்வாடைவிளக்கம்).*பாரிநிலையம்: 1958. (Ceṭṭiyār, vitvāṉ es. Veṅkaṭarām. Puṉaiyā ōviyam. (Neṭunalvāṭai viḷakkam). Pāri nilaiyam: 1958).

பாலசுப்பிரமணியன், கு.வெ. *சங்கஇலக்கியத்தில்புறப்பொருள்.*உமாபதிப்பகம்: 1986. (Pālacuppiramaṇiyaṉ, ku.Ve. Caṅka ilakkiyattil puṟapporuḷ. Umā patippakam: 1986).

மாணிக்கம், வ.சுப. *தமிழ்க்காதல்.*சென்னை: பாரிநிலையம்: 1962. (Māṇikkam, va.Cupa. Tamiḻkkātal. Ceṉṉai: Pāri nilaiyam: 1962).

ராஜ்கௌதமன். *பாட்டும்தொகையும்தொல்காப்பியமும்தமிழ்ச்சமூகஉருவாக்கமும்.* தமிழினி: 2012.(Rāj kautamaṉ. Pāṭṭum tokaiyum tolkāppiyamum tamiḻc camūka uruvākkamum. Tamiḻiṉi: 2012).

வாச்சக், யரோஸ்லவ் (கோ. பாலசுப்பிரமணியன், மொ.ஆ.). *சங்கஇலக்கியத்தில்இயற்கைக்குறியீடு.*புத்தாநத்தம்: அடையாளம்: 2015. (Vāccak, yarōslav (kō. Pālacuppiramaṇiyaṉ, mo.Ā.). Caṅka ilakkiyattil iyaṟkaik kuṟiyīṭu. Puttanattam: Aṭaiyāḷam: 2015).

சிவலிங்கனார், ஆ. *தொல்காப்பியம்பொருளதிகாரம்உரைவளம்.* உலகத்தமிழ்ஆராய்ச்சிநிலையம்: 1985. (Civaliṅkaṉār, ā. Tolkāppiyam poruḷatikāram uraivaḷam.
Ulakat tamiḻ ārāycci nilaiyam: 1985).

தட்சிணாமூர்த்தி, அ. *சங்கஇலக்கியங்கள்உணர்த்தும்மனிதஉறவுகள்.*நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Taṭciṇāmūrtti, a. Caṅka ilakkiyaṅkaḷ uṇarttum maṉita uṟavukaḷ. Niyū ceñcuri puk havus: 2016).

மாதையன், பெ. அகத்திணைக்கோட்பாடும்சங்கஅகக்கவிதைமரபும்.

பாவைபப்ளிகேஷன்ஸ்2009. (Mātaiyaṉ, pe. Akattiṇaik kōṭpāṭum caṅka akakkavitai marapum. Pāvai papḷikēṣaṉs 2009).

முருகேசபாண்டியன், நா. *மறுவாசிப்பில்செவ்வியல்இலக்கியப்படைப்புகள்.*சென்னை: நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Murukēcapāṇṭiyaṉ, na. Maṟuvācippil cevviyal ilakkiyap paṭaippukaḷ. Ceṉṉai: Niyū ceñcuri puk havus: 2016).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 202
Ilakkaṇam: Tolkāppiyam – Porul
(Grammar: Tolkāppiyam – Prose & Prosody)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
***Ilakkaṇam: Tolkāppiyam – Porul(Grammar:* Tolkāppiyam – Prose & Prosody)**	04	03	01	NIL

Learning Objectives:

- To familiarize *Tolkāppiyam* (*c*. 200 BCE) with special reference to its third book *Poruḷ Adigāram* (Section on Prose and Prosody).
- To make students familiar with the unique literary theories, *viz*. *Agattiṇai* (Love Theme) deals with the premarital and post-marital love affairs of literary personae.
- To elucidate on the subject matter of the non-love theme called *Puṟattiṇai* (War and Non-Love Theme) that deals mostly with warfare, heroics, munificence of kings/patrons, *etc*.
- To illustrate the theories of *Meyppāḍu* (the emotions and physical reactions) of readers while relishing a poem, similes, prosody, rhetoric, *etc*.

Course learning outcomes:

- By introducing and explaining the basic facts about the subject matter of the ancient Tamil language, the course would make the students aware of the said language's distinct literary love themes, such as mutual love, clandestine love, and wedded love.

- The students would gain an appropriate level of knowledge as a reader, while relishing a literary piece, and similes and components of prosody found therein.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical work that dealt with love and warfare themes and prosody. (15hours)

Unit: II

Introducing and illustrating the details about the literary concepts, *viz*. *Agattiṇai*, Puṟattiṇai, *Kaḷavu, Kaṟpu,*and aspects of love situations. (10 hours)

Unit: III

Dramaturgy and simile, and their significance in the classical Tamil literature. (10 hours)

Unit: IV

Prosody and the art of composition, tradition, and literary usage. (10 marks)

Tutorial:

- Introduce the structure and significance of *Tolkāppiyam* in Tamil grammar.
- Explain grammatical rules related to prose and prosody with illustrations.
- Analyze examples from classical texts to demonstrate linguistic principles.
- Engage students in exercises on verse construction and prose analysis.

Essential Readings:

தொல்காப்பியர்,தொல்காப்பியம் – பொருளதிகாரம். (இளம்பூரணர்உரை).தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981 (Tolkāppiyar, tolkāppiyam – poruḷatikāram. (Iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

Suggested Readings:

சிவலிங்கனார். ஆ, பொருளதிகாரம்உரைவளம். உலகத்தமிழாராய்ச்சிநிறுவனம்:1985. (Civaliṅkaṉār. Ā, poruḷatikāram uraivaḷam. Ulakat tamiḻarāycci niṟuvaṉam:1985).

சுப்பிரமணியன். ச.வே,தொல்காப்பியம் - தெளிவுரை. மணிவாசகர்பதிப்பகம்: 2006.(Cuppiramaṇiyaṉ. Ca. Vē, tolkāppiyam - teḷivurai. Maṇivācakar patippakam: 2006).

தமிழண்ணல், தொல்காப்பியரின்இலக்கியக்கொள்கை. (பகுதிI) மீனாட்சிபுத்தகநிலையம்: 2004.(Tamiḻaṇṇal, tolkāppiyariṉ ilakkiyak koḷkai. (Pakuti I) mīṉāṭci puttaka nilaiyam: 2004)

ஐந்திலக்கணம்,திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1937 (Aintilakkaṇam, tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1937).

நக்கீரர். (உ.ஆ.),இறையனார்அகப்பொருள்மூலம். திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1972. (Nakkīrar. (U.Ā.), (Iṟaiyaṉār akapporuḷ mūlam. Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1972).

Vellaivaranan. K, Tolkappiyam: A History of Tamil Literature. Annamalai University:1957.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 101
Thanippadalgal (Individual Poems)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Thanippadalgal (Individual Poems)	04	03	01	NIL

Course Objectives

- To introduce students to the concept, origin, and evolution of **Thanippadalgal** as a distinct genre in Tamil literature.
- To help students understand the differences between individual poem collections and classical anthologies.
- To explore the historical, social, and cultural contexts of **Thanippadalgal** and their thematic and literary richness.
- To familiarize students with the contributions of major poets and important compilations of **Thanippadalgal**.

Course Outcomes

- Students will be able to understand the nature and characteristics of **Thanippadalgal** and distinguish them from other Tamil poetic traditions.
- Students will develop the ability to analyse the thematic, philosophical, and stylistic aspects of individual poems.
- Students will understand the historical and social contexts associated with **Thanippadalgal** and identify key poets and significant works.
- Students will critically appreciate the literary and cultural significance of **Thanippadalgal** within the broader framework of Tamil literature.

Course Units:

Unit I: Concept and definition of Thanippadalgal. Meaning of Thanippadal Thirattu. Nature and characteristics of individual poems. Distinction between Thanippadalgal and major anthologies like Ettuthokai and Pathupattu. Historical background and literary context. (15hours)

Unit II:Chronological development of Thanippadalgal. Compilation practices after the 12th century CE. Role of different poets across various periods. Social and cultural circumstances that influenced the creation of individual poems. (10hours)

Unit III: Major themes such as life experiences, morality, philosophy, devotion, praise, and specific occasions. Stylistic features, poetic expression, situational creativity, and personal voice of poets. Reflection of social realities and ethical thought. (10hours)

Unit IV: Study of prominent poets such as Avvaiyar,kalamegapulavar and their individual poems. Introduction to important compilations like Thanippadal Thirattu. Literary significance and contribution of these works to Tamil literary heritage. (10hours)

Prescribed Text;

புலியூர் கேசிகன் ஔவையார் தனிப்பாடல்கள். சென்னை: அமராவதி பதிப்பகம், 2012
Puliyur Kesigan. Avvaiyar Thanippadalgal. Chennai: Amaravathi Pathippagam, 2012.
புலியூர்க் கேசிகன். காளமேகப் புலவர் தனிப்பாடல்கள் மூலமும் உரையும். சென்னை : சாரதா பதிப்பகம், 2014.
Puliyurk Kesigan. Kaalamega Pulavar Thanippadalgal Moolamum Uraiyum. Chennai: Saratha Pathippagam, 2014.
பிள்ளை, கா.சு. தனிப்பாடல் திரட்டு (இரண்டு பாகங்கள்) சென்னை: கௌரா பதிப்பகம், 2024
Pillai, Kaa. Su. Thanippadal Thirattu (Irandu Paagangal). Chennai: Goura Pathippagam, 2024.
கருப்பக்கிளர் சு.அ. இராமசாமிப் புலவர் தனிப்பாடல் திரட்டு உரைக் குறிப்புக்களுடன். திருநெல்வேலி: திருநெல்வேலித் தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட், 1964

Karuppakkilar, Su. A. Ramasami Pulavar Thanippadal Thirattu Urai Kurippugaludan. Tirunelveli: Tirunelveli Thenindhiya Saiva Siddhanta Nool Pathippu Kazhagam, Limited, 1964.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 102
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum
(Post-modernism and Post-colonialism)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum **(Post-modernism and Post-colonialism)**	04	03	01	NIL

Learning Objectives:

- To discuss the emergence of the two most important theoretical orientations incontemporary literary and cultural studies, called „Post-modernismand Post-colonialism.
- To elucidate on the theories of „Post-modernismand „Post-colonialism.
- To discourse on the reception of these *'isms'* in the contemporary art forms such asliterature, plays, films, *etc*.
- To familiarize the concepts and ideologies of post-modernism and post-colonialism withthe students of Tamil literature to make them understand the contemporary Tamil narratives from the perspectives of the ideas above.

Course learning outcomes:

- To develop a critical understanding of the major contemporary theoretical schools of **Postmodernism and Postcolonialism**.
- To examine the reception and development of these theoretical approaches in the Indian context.
- To familiarize students with contemporary literary and cultural ideologies and their applications.
- To enable students to critically appreciate serious literature, drama, paintings, and other cultural expressions of the postmodern and globalization era.

Course Units:

Unit: I

Postmodern Literature and Postmodern Theory: Historical overview. (!5 hours)

Unit: II

Circulation of Post-modernism in dependent cultures. (10 hours)

Unit: III

Development of Postcolonial Studies as a discipline. (10 hours)

Unit: IV

Reception of Post-colonialism in India. (10 hours)

Tutorial:

- Introduce key concepts and theorists of Post-modernism and Post-colonialism.
- Discuss major themes like identity, hybridity, and power relations through literary texts.
- Encourage comparative analysis of pre- and post-colonial perspectives.
- Facilitate group discussions and critical reviews of selected theoretical essays.

Essential Readings:

ஆனந்தகுமார். பா,தொகுப்புகளில்பின்னைக்காலனியம். தமிழ்நாடுகலைபெருமன்றம்: 2007.(Āṉanta kumār. Pā, tokuppukaḷil piṉṉaikkālaṉiyam. Tamiḻnāṭu kalai perumaṉṟam: 2007).

சிவத்தம்பி. கார்த்திகேசு,*நவீனத்துவம்-தமிழ்-பின்நவீனத்துவம்.*மக்கள்வெளியீடு: 2001.(Civattampi. Kārttikēcu, navīṉattuvam-tamiḻ-piṉṉavīṉattuvam. Makkaḷ veḷiyīṭu: 2001).

சுரேஷ். எம்.ஜி,*பின்நவீனத்துவம்என்றால்என்ன?.*புதுப்புனல்: 2004.(Curēṣ. Em.Ji, piṉṉavīṉattuvam eṉṟāl eṉṉa?. Putuppuṉal: 2004).

ஞானி. *தமிழில்நவீனத்துவம்பின்நவீனத்துவம்.*காவ்யா: 1997. (Ñāṉi. Tamiḻil navīṉattuvam piṉ navīṉattuvam. Kāvyā: 1997).

தமிழவன். (தொ.ஆ.). *நவீனத்தமிழும்பின்-நவீனத்துவமும்.*பெங்களூர்: காவ்யா: 1994. (Tamiḻavaṉ. (To.Ā.). Navīṉat tamiḻum piṉ-navīṉattuvamum. Peṅkaḷūr: Kāvyā: 1994).

பூரணச்சந்திரன், க. . (2ஆம்பதி.). *அமைப்பியமும்பின்அமைப்பியமும்.* அடையாளம்: 2009. (Pūraṇaccantiraṉ, ka. . (2Ām pati.). Amaippiyamum piṉamaippiyamum. Aṭaiyāḷam: 2009).

முத்துமோகன், *அமைப்பியல்பின்-அமைப்பியல்.* காவ்யா: 1998. (Muttu mōkaṉ, amaippiyal piṉ-amaippiyal. Kāvyā: 1998).

ரத்தினக்குமார். ந, பின்காலனியம்: *சமூகம், இலக்கியம், அரசியல்.*பாவை./பப்ளிகேஷன்ஸ்: 2017. (Rattiṉakkumār. Na, piṉkālaṉiyam: Camūkam, ilakkiyam, araciyal. Pāvai. /Papḷikēṣaṉs: 2017)

ராபர்ட், ஜே.சி. யங். (அ.மங்கை,மொ.ர்.). *பின்காலனியம் – மிகச்சுருக்கமானஅறிமுகம்.*அடையாளம். 2003. (Rāparṭ, jē. Ci.Yaṅ. (A.Maṅkai,mo.Ār.). Piṉkālaṉiyam – mikaccurukkamāṉa aṟimukam. Aṭaiyāḷam. 2003).

Suggested Readings:

தமிழவன், *இருபதில்நவீனத்தமிழ்விமர்சனங்கள்.*காவ்யா.2000. (Tamiḻavaṉ, irupatil navīṉattamiḻ vimarcaṉaṅkaḷ.Kāvyā.2000).

தமிழவன், *அமைப்பியலும்அதன்பிறகும்.*அடையாளம்: 2008. (Tamiḻavaṉ, amaippiyalum ataṉpiṟakum. Aṭaiyāḷam: 2008).

பூமிச்செல்வம். ஆ. *பின்னைநவீனத்துவம்.*அகரம்வெளியீடு.2008. (Pūmiccelvam. Ā. Piṉṉai navīṉattuvam. Akaram veḷiyīṭu.2008).

மார்க்ஸ், அ. *பின்நவீனத்துவம் - இலக்கியம் - அரசியல்.*கோவை: விடியல்பதிப்பகம். 1996. (Mārks, a. Piṉṉavīṉattuvam - ilakkiyam - araciyal. Kōvai: Viṭiyal patippakam. 1996).

Bertens, Hans & Fokkema, Douwe., Eds. *International Postmodernism: Theory and Literary Practice. Amsterdam:*John Benjamin Publishing Company. 1997.

Loomba, Ania. et al. (Eds.). *Postcolonial Studies and Beyond.*Permanent Black. 2006.

Sim, Stuart. Irony and Crisis: *A Critical History of Postmodern Culture.*ICON Books. 2002

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 103

Cittar ilakkiyam

Siddhar Literature

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical / Practice
Cittar ilakkiyam **(Siddhar Literature)**	04	03	01	NIL

Learning Objectives:

- Understand the origin and development of Tamil Siddhar literature.
- Explore the philosophical, spiritual, and medical ideas expressed by the Siddhars.
- Examine the poetic style, language, and symbolism used in Siddhar's works.
- Analyze the cultural and historical significance of the Siddha tradition in Tamil society.

Course learning outcomes:

- Students will identify major Siddhars and their literary contributions.
- They will interpret the philosophical and mystical concepts in Siddhar poems.
- Students will evaluate the social, cultural, and medical ideas in Siddhar literature.
- They will appreciate the influence of the Siddha tradition on Tamil thought and heritage.

Course Units:

Unit I *Introduction to Siddhar Tradition* – Origin, historical background, and the emergence of Siddhar literature in Tamil. (15 Hours)

Unit II *Major Siddhars and Their Works* – Agastiyar, Akappey, sivavaakiyar, Thirumoolar, Bogar, Konganar, and others; their key contributions and themes. (10 Hours)

Unit III *Philosophy and Ideas in Siddhar Literature* – Concepts of spirituality, medicine, yoga, alchemy, and humanism. (10 Hours)

Unit IV *Language, Style, and Cultural Impact* – Poetic techniques, symbolic expressions, and the influence of Siddhar thought on Tamil culture and society. (10 Hours)

Tutorial:

- Reading and discussion of selected verses from major Siddhar texts.
- Group analysis of philosophical and mystical ideas in Siddhar poems.
- Comparative study of different Siddhars' literary styles and teachings.
- Preparation of notes and presentations on the social and cultural relevance of Siddhar literature.

Essential Readings:

இளமதி சானகிராமன், க. சித்தர்களின் சிந்தனைகள். குறிஞ்சிப் பதிப்பகம்: 1991.(Iḷamati cāṉakirāmaṉ, ka. Cittarkaḷiṉ cintaṉaikaḷ. Kuṟiñcip patippakam: 1991).

சோம சுந்தரம், மீ. ப. சித்தர் இலக்கியம் (1-3 தொகுதிகள்). அண்ணாமலை பல்கலைக் கழக வெளியீடு:1989; 2004.

மாணிக்க வாசகம், இரா. நம் நாட்டுச் சித்தர்கள். அன்னை அபிராமி அருள்: (1982.
Māṇikkam, irā. Nam nāṭṭuc cittarkaḷ. Aṉṉai apirāmi aruḷ: 1982).

Suggested Readings:

இளமதி சானகிராமன், க. பேரின்பப் பெரு வாழ்வு. குறிஞ்சிப் பதிப்பகம்: 1989. (Iḷamati cāṉakirāmaṉ, ka. Pēriṉpap peru vāḻvu. Kuṟiñcip patippakam: 1989).

இளமதி சானகிராமன், க. சித்தர்களும் சமூகப் பார்வையும். குறிஞ்சிப் பதிப்பகம்: 1990. (Iḷamati cāṉakirāmaṉ, ka. Cittarkaḷum camūkap pārvaiyum. Kuṟiñcip patippakam: 1990).

மாணிக்க வாசகம், இரா. திருமந்திர ஆராய்ச்சி. அன்னை அபிராமி அருள்: 1982.(Māṇikka vācakam, irā. Tirumantira ārāycci. Aṉṉai apirāmi aruḷ: 1982).

இராமநாதன், அரு. ஞானக்கோவை என வழங்கும் சித்தர் பாடல்கள். பிரேமா பிரசுரம்:1959. (Irāmanātaṉ, aru. Ñāṉakkōvai eṉa vaḻaṅkum cittar pāṭalkaḷ. Pirēmā piracuram:1959).

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 201

Nadagangal (Drama)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Nadagangal (Drama)	04	03	01	0

Course Objectives:

- To introduce students to modern Tamil dramatic literature and its development.
- To explore the Tamil literary trends and movements that have influenced modern dramatic texts.
- To familiarize students with the forms, themes, techniques, theories, concepts, and structures of Tamil drama.
- To examine the historical backgrounds and aesthetic sensibilities of prominent Tamil dramatic texts from ancient, modern, and postmodern periods.

Course learning outcomes:

- Students will understand the content, forms, and aesthetic features of Tamil dramas, including poetic and rhetorical elements.
- Students will develop the ability to analyse and interpret Tamil dramatic literature from medieval, modern, and contemporary periods.
- Students will gain knowledge of major literary and theatre movements and ideologies across different periods.
- Students will critically appreciate dramatic texts through theoretical frameworks such as Epic Theatre, Musical Theatre, Theatre of the Absurd, Farce, and other dramatic traditions.

Course Units:

Unit I: The development of modern and contemporary Tamil drama, focusing on the historical contexts of the 19th and 20th centuries. The social, cultural, and political forces such as colonial influence, reform movements, and modernization (15 hours)

Unit II: Literary and theatrical elements found in modern Tamil poetry and drama. Themes, structures, techniques, characterisation, dialogues, symbolism, and performance aesthetics, of global literary theories on Tamil writing. (10 hours)

Unit III: Gender, humanism, and modernity.Poetic devices, stylistic features, and the influence of literary movements such as Manikodi, feminist writing, and postmodern trends. (10 hours)

Unit IV: Representing various theatre movements, , epic theatre, musical theatre, absurd theatre Marxism, feminism, nationalism, and Dalit perspectives. (10 hours)

Prescribed Readings:

அண்ணாதுரை, சி.என். வேலைக்காரி. (பேரறிஞர் அண்ணாவின் நாடகங்கள், தொகுதி 1). சென்னை: பூம்புகார் பதிப்பகம், 1998

Annadurai, C.N. Velaikkaari (Perarignar Annavin Naadagangal, Thoguthi 1). Chennai: Poompuhar Pathippagam, 1998.

அரசு, வீ. (ப.ஆ.). இரணியன் நாடகம் அல்லது பிரஹலாதா. (சங்கரதாஸ் சுவாமிகள் நாடகத் திரட்டு). புதுச்சேரி: வல்லினம் ட்ரஸ்ட், 2009

Arasu, V. (Ed.). Iraniyan Naadagam allathu Prahaladhaa (Sankaradas Swamigal Naadaga Thirattu). Puducherry: Vallinam Trust, 2009.

இந்திரா பார்த்தசாரதி. நந்தன் கதை (இந்திரா பார்த்தசாரதி நாடகங்கள்). சென்னை: கிழக்குப் பதிப்பகம், 2007

Indira Parthasarathy. Nandan Kadhai (Indira Parthasarathy Naadagangal). Chennai: Kizhakku Pathippagam, 2007.

பகவதி, கு. (பதி). தமிழ் நாடகம் : நேற்றும் இன்றும். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2000

Bhagavathi, K. (Ed.). Tamil Naadagam: Nettrum Indrum. Chennai: Ulaga Tamil Research Institute, 2000.

குணசேகரன், கே.ஏ. இன்றைய தமிழ் நாடகச் சூழல். பாண்டிச்சேரி: தன்னானே பதிப்பகம், 1999

Gunasekaran, K.A. Inraiya Tamil Naadaga Choozhal. Pondicherry: Thannane Pathippagam, 1999.

மங்கை, அ. பெண் – அரங்கம் – தமிழ்ச்சூழல். சென்னை: ஸ்நேகா பதிப்பகம், 2001

Mangai, A. Pen – Arangam – Tamil Choozhal. Chennai: Sneha Pathippagam, 2001.

முத்துசாமி, ந. அன்று பூட்டிய வண்டி. சிவகங்கை: அன்னம் புத்தக மையம், 1982

Muthusamy, N. Andru Poottiya Vandi. Sivagangai: Annam Puthaga Maiyam, 1982.

Suggested Readings

அழகப்பன், ஆறு. தமிழ் நாடகம்: தோற்றமும் வளர்ச்சியும். அண்ணாமலை நகர்: அண்ணாமலைப் பல்கலைக்கழகம், 1987

Azhagappan, Aaru. Tamil Naadagam: Thotramum Valarchiyum. Annamalai Nagar: Annamalai University, 1987.

சாஸ்திரியார், வி.கோ. சூரியநாராயணன். நாடகவியல். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2004

Sasthriyar, V. Ko. Sooriyanarayanan. Naadagaviyal. Chennai: Ulaga Tamil Research Institute, 2004.

இராமசுவாமி, மு.; முருகேசன், கு.; கோவிந்தசாமி, பெ. (பதி). இருபதாம் நூற்றாண்டுத் தமிழ் நாடகங்கள். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 1999

Ramasamy, Mu.; Murugesan, Ku.; Govindasamy, Pe. (Ed.). Irubathaam Nootraandu Tamil Naadagangal. Chennai: Ulaga Tamil Research Institute, 1999.

மகேந்திர விக்கிரமவர்ம பல்லவன். மத்தவிலாச அங்கதம். சென்னை: கிறித்துவ இலக்கியச் சங்கம், 1981

Mahendra Vikramavarma Pallavan. Mathavilaasa Angatham. Chennai: Christian Ilakkiya Sangam, 1981.

ரங்கராஜன், வெளி. தமிழ் நாடகச் சூழல்: ஒரு பார்வை. சென்னை: தி பார்க்கர் பதிப்பகம், 2003

Rangarajan, Veli. Tamil Naadaga Choozhal: Oru Paarvai. Chennai: The Parker Pathippagam, 2003.

ராமசாமி, அ. நாடகங்கள்: விவாதங்கள், ஒப்பனை, ஒத்திகை. கோவை: விடியல் பதிப்பகம், 1992

Ramasamy, A. Naadagangal: Vivaathangal, Oppanai, Othigai. Coimbatore: Vidiyal Pathippagam, 1992.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 202

Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ
(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ **(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)**	04	03	01	0

Learning Objectives:

- To familiarize the students with the two striking socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- To make students aware of the thoughtful ideas of EVR Periyār and Ayōthidāsar that just jostled the then-existingsociety, to create meaningful existence for everyone.
- To illustrateto the students about these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and an enormous number of writers.
- To familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Learning Outcomes:

- The course is expected to familiarize and orient the students with the two prominent socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- The course shall also discuss and deliberate on these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and a large number of writers, and their impact on society.

- This course shall also aim to familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Units:

Unit: I

A brief survey of the socio-religious-political situation of Tamil Nadu since ancient times, more specifically the historical context of the 18th, 19th, and 20th centuries (15 hours)

Unit: II

The socio-political factors of the 19th century that led EVR Periyār and Ayōthidāsar as Tamil revolutionary leaders. (10 hours)

Unit: III

Ideologies, writings, speeches, and service of Periyār and Ayōthidāsar. (10 hours)

Unit: IV

Analyzing and understanding the ancient, medieval, modern, and post-modern Tamilliterature with the theoretical background of manifestos and writings of Periyār and Ayōthidāsar. (10 hours)

Tutorial:

- Introduce the socio-political background of Reformist Movements in Tamil Nadu.
- Explain the philosophies and contributions of Ayōthidāsar and E.V.R. Periyār.
- Analyze their writings, speeches, and impact on social justice and rationalism.
- Encourage discussions and presentations on their relevance in contemporary society.

Essential Readings:

அன்புபொன்னோவியம்.
*பண்டிதர்அயோத்திதாசர்ஒருகண்ணோட்டம்.*சித்தார்த்தாபதிப்பகம்:
2010.(Aṉpu poṉṉōviyam. Paṇṭitar ayōttitācar oru kaṇṇōṭṭam. Cittārttā patippakam:2010).

சம்பத், இரா. *பன்முகநோக்கில்அயோத்திதாசர்.*சாகித்தியஅகாதமி:2017. (Campat, irā. Paṉmuka nōkkil ayōttitācar. Cākittiya akātami:2017).

சுப்பிரமணியன்.
(தொ.ஆ.).*அயோத்திதாசப்பண்டிதர்வாழ்க்கைவரலாறு.*தமிழ்வேந்தன்பதிப்பகம்:2010. (Cuppiramaṇiyaṉ. (To.Ā.).Ayōttitācap paṇṭitar vāḻkkai varalāṟu. Tamiḻ vēntaṉ patippakam:2010).

வெங்கடாசலம், வெ. *அயோத்திதாசரின்சமூகச்சிந்தனைகளும்செயல்களும்:*
புலம்.2015. (Veṅkaṭācalam, ve. Ayōttitācariṉ camūkac cintaṉaikaḷum ceyalkaḷum: Pulam. 2015).

Suggested Readings:

அரங்கன், கவி. *பண்டிதர்அயோத்திதாசர்: செங்கை: அயோத்திதாசரைப்பரப்பும்அறவியல்.*பாசறை: 2012. (Araṅkaṉ, kavi. Paṇṭitar ayōttitācar. Ceṅkai: Ayōttitācaraip parappum aṟaviyal. Pācaṟai: 2012).

கௌதம், சன்னா. க. *அயோத்திதாசபண்டிதர்.*சாகித்தியஅகாதமி; 2007. (Kautam, caṉṉā. Ka. Ayōttitāca paṇṭitar. Cākittiya akātami; 2007).

ராஜ்கௌதமன். க. *அயோத்திதாசர்ஆய்வுகள்.*நாகர்கோவில், தமிழ்நாடு: காலச்சுவடு: 2004. (Rāj kautamaṉ. Ka. Ayōttitācar āyvukaḷ. Nākarkōvil, tamiḻnāṭu: Kālaccuvaṭu: 2004).

ஜெயபாலன், க. *அயோத்திதாசப்பண்டிதர்தேர்ந்தெடுக்கப்பட்டசிந்தனைகள் (இலக்கியக்கடலில்சிலதுளிகள்).*கலகம்வெளியீட்டகம்: 2010. (Jeyapālaṉ, ka. Ayōttitācap paṇṭitar tērnteṭukkappaṭṭa cintaṉaikaḷ (ilakkiyak kaṭalil cila tuḷikaḷ). Kalakam veḷiyīṭu: 2010).

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 203

Tamil kovil Panpaadu

(Tamil Temple Culture)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Tamil kovil Panpaadu (Tamil Temple Culture)	04	03	01	0

COURSE OBJECTIVES:

- Provides a comprehensive understanding of Tamil temple culture through its historical evolution and religious foundations.
- Examines temples as dynamic institutions with social functions, including their role in shaping community life and cultural identity.
- Highlights artistic expressions such as architecture, rituals, festivals, and literary patronage associated with temples.
- Encourages viewing temples as centres of faith, power, economy, and cultural continuity in Tamil society.

Course Outcomes:

- Understand the historical evolution of Tamil temples, identify key architectural features and structural styles, and analyze the development of sculptural art and iconography.
- Interpret temple rituals, worship practices, and festival traditions within their cultural and social contexts, while recognizing their connections with allied arts such as dance, drama, painting, and culinary traditions.
- Assess the impact of modernization on traditional temple culture and appreciate the continuing relevance of temples in shaping Tamil religious and cultural identity.

Unit I:
Origin and evolution of Tamil temples with reference to *Tolkappiyam*, Sangam literature, and early worship practices, including temple descriptions in *Silappatikaram* and *Manimekalai*. (15 Hours)

Unit II:
Development of temple architecture from Pallava to Nayak periods, key structural elements, and modern conservation efforts. (10 Hours)

Unit III:
Growth of sculptural art, icon formation, rituals, and religious iconography, including Saiva and folk traditions. (10 Hours)

Unit IV:
Temple rituals, worship practices, festivals, associated arts, and the impact of modernization on temple culture. (10 Hours)

Prescribed Texts:

பரமசிவன் தொ. *அழகர் கோயில்*. சென்னை;நற்றிணை பதிப்பகம்,2023
பவுன்துரை இராசு,*தமிழகக் கோயிற் கட்டடக்கலை மரபு*. சிதம்பரம் மெய்யப்பன் பதிப்பகம்,. 2005
கண்ணகி கலைக்கோவன் (தொ.ஆ*), தமிழகத்துக் கோயிற்கலை*, திருவையாறு; தமிழய்யா வெளியீட்டகம், 2006,
கதிர் முருகு. *நாட்டுப்புற வழிபாட்டில் தொன்மங்கள்*, சென்னை; நாம்தமிழர் பதிப்பகம்,. 2007
சரவணன்,ப. *மதுரை மீனாட்சி அம்மன் திருக்கோவில் – வரலாறும் வழிபாடும்* மதுரை: சுவாசம் பதிப்பகம்,2022.

Suggested Reading:

காந்தி. க. *தமிழர் பழக்கவழக்கங்களும் நம்பிக்கைகளும்*, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை , 2002,
இராசமாணிக்கம். தி., *இந்துக் கடவுளரின் திருவுருவங்கள்*, சென்னை சைவசித்தாந்த நூற்பதிப்புக் கழகம், 1982
இராகவன். அ, *ஆலய வழிபாடு*, சென்னை அழகு பதிப்பகம், 2010
அம்பை மணிவண்ணன், *ஆகம சிற்ப சாஸ்திரங்களில் திருக்கோயில் அமைப்பும் திருவுருவ அமைதியும்* .மதுரை:,ஏ.ஆர். பப்ளிகேஷன்ஸ், 2009,
குடவாயில் பாலசுப்பிரமணியன், *தமிழகக் கோயிற்கலை மரபு*. தஞ்சாவூர்.;சரசுவதி மஹால், 2005,
மயிலை வேங்கடசாமி, சீனி.*தமிழர் வளர்த்த அழகுக் கலைகள்* சென்னை ; பாரி நிலையம், 1960
வைத்தியலிங்கன், செ.*தமிழ்ப் பண்பாட்டு வரலாறு : இரண்டு பாகங்கள்* சிதம்பரம்;அண்ணாமலைப் பல்கலைக்கழகம்,1997

Generic Elective Courses (GE)

TAMGE 101 Semester I

***Ūḍagat Tamiḻ* (Tamiḻ through Media)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ūḍagat Tamiḻ **(Tamiḻ through Media)**	04	03	01	NIL

Learning Objectives:

- To make students familiar with the origin and development of mass communicative systems called Media, and its types,*viz*. Print, Electronic, and Digital media.
- To make students familiar with the theories of media, including films in Tamil.
- To elucidate on the role of print media (Newspapers, Magazines, *etc*.), electronic anddigital media (Radio, Television, Cinema, Computer, Mobiles, *etc*.) in communicatingnews, marketing goods, promoting art and literature, and personalities from art, education, business, politics, films, *etc*.
- To deliberate on the power of media as the fourth pillar of democracy and its impact onsociety.

Course learning outcomes:

- This course would enable the students to understand the traditional and modern masscommunicative systems.
- The students would understand the power of newspapers and radios in modern times, as well as television, cinema, computers, and mobile phones in our postmodern times, in imparting news and influencing thepublic on every matter. By acquiring a comprehensiveknowledge of the theories and technicalities of media, some of the students may turn into media-savvy and pressmen in the future.

Course Units:

Unit:I

Origin and development of mass communicative systems in the past, medieval, modern, and contemporary times. (15 Hours)

Unit: II

Theories and technicalities and types of media, and the history of Indian Journalism withspecial reference to Tamil media. (10 hours)

Unit: III

Role of print and visual media in war times and the freedom struggle, and promoting finearts and trade. (10 hours)

Unit IV

Role of digital media in promoting fine arts, trade, politics, *etc*.,at present. (10 hours)

Tutorial:

- Introduce various forms of media that promote Tamil language and culture.
- Analyze Tamil usage in print, radio, television, and digital platforms.
- Discuss media influence on language development and public communication.
- Encourage students to create or review Tamil media content critically.

Essential Readings

அந்தோணிராசு.ஆ.பி,
*இதழியல்ஓர்அறிமுகம்.*ஆரோக்கியம்பதிப்பகம்:1986.(Antōṇirācu. Ā.Pi, italiyal ōr arimukam. Ārōkkiyam patippakam:1986).
இராசா. கி, *இதழியல்நுட்பங்கள்.*பார்த்திபன்பதிப்பகம்: 1987. (Irācā. Ki, italiyal nuṭpaṅkaḷ. Pārttipaṉ patippakam: 1987).

கலைவாணி.சோ,*பத்திரிக்கைக்கலை.*சாரதாவெளியீடு: 1993. (Kalaivāṇi. Cō, pattirikkaik kalai. Cāratā veḷiyīṭu: 1993).

இதழியல்உத்திகள். குற்றாலம்:ஸ்ரீபராசக்திவெளியீடு. (Italiyal ūttikaḷ.Kurrālam: Śrīparācakti veḷiyīṭu).
குருசாமி.மா.பா,*இதழியல்கலை.* தேன்மொழிபதிப்பகம்:2010. (Kurucāmi.Mā.Pā, italiyal kalai. Tēṉmoḻi patippakam:2010).

கோதண்டபாணி.இரா, *இதழியல்.*கற்பகம்வெளியீடு: 1982.(Kōtaṇṭapāṇi. Irā, italiyal. Karpakam veḷiyīṭu: 1982).

சந்திரசேகர், *சினிமாபிறந்தகதை.*பாவைபப்ளிகேஷன்ஸ்: 1998. (Cantiracēkar, ciṉimā piranta katai. Pāvai papḷikēṣaṉs: 1998).

சாமி. அ.மா, *தமிழ்இதழ்களின்தோற்றமும்வளர்ச்சியும்.*நவமணிபதிப்பகம்: (1987.Cāmi. A. Mā, tamiḻ itaḻkaḷiṉ tōṟṟamum vaḷarcciyum. Navamaṇi patippakam: 1987).

நல்லதம்பி. வே, *தொலைக்காட்சியும்பிறதகவல்துறைகளும்.*வள்ளுவன்வெளியீட்டகம்: 1989. (Nallatampi. Vē, tolaikkāṭciyum piṟa takaval tuṟaikaḷum. Vaḷḷuvaṉ veḷiyīṭu: 1989).

நாராயணன். அறந்தை, *தமிழ்சினிமாவின்கதை.*நியூசெஞ்சுரிபுக்ஹவுஸ்: 2008. (Nārāyaṇaṉ. Aṟantai, tamiḻ ciṉimāviṉ katai. Niyū ceñcuri puk havus: 2008).

மணி.பெ.சு, *விடுதலைப்போரில்தமிழ்இதழ்கள்.*மணிவாசகர்பதிப்பகம்: 1998. (Maṇi. Pe. Cu, viṭutalaip pōril tamiḻ itaḻkaḷ. Maṇivācakar patippakam: 1998).

மணிமேகலை.க,*தமிழ்க்கல்விக்குஊடகங்கள்.*அம்சாபதிப்பகம்: 2011 (Maṇimēkalai. Ka, tamiḻk kalvikku ūṭakaṅkaḷ. Amca patippakam: 2011).

Suggested Readings:

இராசா, கி. *மக்கள்தகவல்தொடர்பியல்.*சென்னை: பாவைபப்ளிகேஷன்ஸ்: 1999.(Irācā, ki. Makkaḷ takaval toṭarpiyal. Ceṉṉai: Pāvai papḷikēṣaṉs: 1999).

இளங்கோவன், மா.ரா. *முற்காலத்தமிழிதழ்கள்ஓர்அறிமுகம்.*சென்னை: சேகர்பதிப்பகம்:1979.(Iḷaṅkōvaṉ, mā.Rā. Muṟkālat tamiḻitaḻkaḷ ōr aṟimukam. Ceṉṉai: Cēkar patippakam:1979).

கலைமணி, என்.வி. *இதழியல்அன்றும்இன்றும்.*வள்ளலார்நூலகம்: 2004. (Kalaimaṇi, eṉ.Vi. Itaḻiyal aṉṟum iṉṟum. Vaḷḷalār nūlakam: 2004).

சம்பந்தன், மா.சு. *தமிழ்இதழியல்வரலாறு.*தமிழர்பதிப்பகம்: 1987. (Campantaṉ, mā.Cu. Tamiḻ itaḻiyal varalāṟu. Tamiḻar patippakam: 1987).

சிவபாதசுந்தரம்,சோ. *ஒலிபரப்புக்கலை.*அமுதநிலையம்: 1957. (Civapātacuntaram,cō. Oliparappuk kalai. Amutanilaiyam: 1957).

செல்வம்,கோ. *உங்கள்வானொலி.*புவனம்பதிப்பகம்: 2007. (Celvam,kō. Uṅkaḷ vāṉoli. Puvaṉam patippakam: 2007).

சோமலெ. *தமிழ்இதழ்கள்.*சென்னைப்பல்கலைக்கழகம்: 1975. (Cōmale. Tamiḻ itaḻkaḷ. Ceṉṉaip palkalaikkaḻakam: 1975).

பிரகாஷ், கு. தமிழ்*வானொலிவரலாறு (1938-1950).*நெய்தல்பதிப்பகம்: 2013. (Pirakāṣ, ku. Tamiḻ vāṉoli varalāṟu (1938-1950). Neytal patippakam (2013).

பிரபாகரன், முனைவர்உ. *இலக்கியம், கல்விவளர்ச்சியில் (மலேசியா, சிங்கப்பூர்) தமிழ்ஊடகங்கள்.* தமிழ்த்திணை: 2014. (Pirapākaraṉ, muṉaivar u. Ilakkiyam, kalvi vaḷarcciyil (malēciyā, ciṅkappūr) tamiḻ ūṭakaṅkaḷ. Tamiḻttiṇai: 2014).

தங்கமணியன். *பத்திரிகையியல்.*மைசூர்: மாணிக்கம்பதிப்பகம்:1998.(Taṅka maṇiyaṉ. Pattirikaiyiyal. Maicūr: Māṇikkam patippakam:1998).

Generic Elective Courses (GE)

TAMGE 102 Semester I

Kadhaipadalkal (Folk Ballads)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kadhaipadalkal (Folk Ballads)	04	03	01	0

Course Objectives:

- Introduces Tamil oral epics (Nattuppura Kadhaipadalgal) in their performance, ritual, and social contexts as carriers of collective memory and local deity traditions.
- Examines regional variations across Kongu, Pandya, and Tondaimandalam, highlighting themes of caste, gender, power, and religion.
- Applies key folklore and performance theories through selected case studies to understand subaltern identities and narrative practices.

Course Learning Outcomes:

- Understand core concepts of Tamil oral tradition and performance, including the relationship between orality, memory, and history.
- Analyze and compare major Tamil oral epics, examining social influences such as caste, gender, and cultural contexts in their formation and styles.
- Evaluate the transformation of oral epics from ritual contexts to print and digital forms, and apply relevant theories to interpret them as both text and performance.

Unit I – Nature of oral tradition, performance, memory, and transmission; relationship with local history; dominant themes like heroism, sacrifice, death, and deification, including the rise of guardian deities (Kaval Dheivam). (15 Hours)

Unit II – Annanmar Kathai (Kongu – lineage and cult formation), Muthupattan Kathai (South TN – inter-caste sacrifice and deification), Madurai Veeran Kathai (Central TN – loyalty, martyrdom, and hero worship). (10 Hours)

Unit III – Women in oral tradition (folk Kannagi), Draupadi cult, village goddesses like Mariamman and Kali, and women-centred ballads such as Alli Arasani and Pavalakodi. (10 Hours)

Unit IV – Application of Oral-Formulaic Theory and Performance Theory to analyze language patterns, ritual function, aesthetic form, and audience interaction in Tamil oral epic performance. (10 Hours)

Prescribed Texts:

பெருமாள், அ. நா.தமிழில் கதைப் பாடல்.சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம்,1987.

இராமச்சந்திரன், தி.நா. துடியான சாமிகள் வில்லுப்பாட்டும் சமூகச் சிக்கல்களும் சென்னை நியூ செஞ்சுரி புக் ஹவுஸ் 2022
நா.வானமாமலை முத்துப்பட்டன் கதை, காத்தவராயன் கதைப்பாடல் கௌரா பதிப்பகம் பதிப்பகம் 2009
சக்திக்கனல் அண்ணன்மார் கதைப்பாடல். சென்னை;நர்மதா பதிப்பகம் 1971
குணசேகரன், கே.ஏ. நகர்சார் நாட்டுப்புறக் கதைப்பாடல்கள். சென்னை;அன்னம் - அகரம் வெளியீட்டகம்,2008.
கண்ணா கருப்பையா,த.மதுரை வீரன் வழிபாட்டு மரபும் வழக்காறுகளும் சென்னை;பரிசல் பதிப்பகம்,2023.

Suggested Reading:

வானமாமலை, நா. தமிழர் வரலாறும் பண்பாடும் (ஆராய்ச்சிக் கட்டுரைகள்).சென்னை : நியூ செஞ்சுரி புக் ஹவுஸ், 1966
சண்முகசுந்தரம், நான்கு கதைப் பாடல்கள் தில்லி: சாகித்திய அகாடெமி 2020
மாணிக்கம் ,வே. கதைப்பாடல்களில் கட்டபொம்மன்.சென்னை; காலச்சுவடு பதிப்பகம்,2014
நீலமோகன், ந. மதுரை வீரன் கதை - ஒரு திறனாய்வு சென்னை;பார்க்கர் பதிப்பகம் ,2005
லூர்து தே., நாட்டார் வழக்காற்றியல் சில அடிப்படைகள், பாளையங்கோட்டை;நாட்டார் வழக்காற்றியல் ஆய்வு மையம், 2000.
சக்திவேல், சு. நாட்டுப்புற இயல் ஆய்வு சிதம்பரம். மணிவாசகர் பதிப்பகம் 2022.

GENERAL ELECTIVE (GE) -TAMGE 201

Cemmolit thamil
(CLASSICAL TAMIL)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cemmolit tamil (CLASSICAL TAMIL)	04	03	01	0

Learning Objectives:

- Understand the historical background and evolution of the Classical Tamil language and literature.
- Analyze major themes, genres, and stylistic features of Classical Tamil texts.
- Interpret selected works to appreciate their linguistic and cultural significance.
- Develop critical and comparative perspectives on Classical Tamil traditions.

Course Learning Outcomes:

- To gain knowledge of the origin and growth of the Classical Tamil language and literature.
- To understand the themes and values reflected in Classical Tamil texts.
- To develop the ability to read, interpret, and analyze ancient Tamil works.
- To appreciate the cultural and historical significance of Classical Tamil heritage.

Course Units:

Unit I: Origin, development, and linguistic features of Classical Tamil with historical background. (15Hours)

Unit II:

Overview of world classical languages (Greek, Latin, Chinese, Sanskrit, Tamil) and their cultural and intellectual significance. (10 Hours)

Unit III:

External sources such as inscriptions, coins, and archaeological evidence highlighting the antiquity and usage of Classical Tamil. (10 Hours)

Unit IV:

Key criteria of classical languages and their application to Tamil and other traditions. (10 Hours)

Tutorial:

- Introduce the origin, features, and importance of Classical Tamil language and literature.
- Explain key texts from the Sangam and post-Sangam periods with contextual analysis.

- Engage students in reading, interpreting, and discussing selected Classical Tamil poems.
- Encourage comparative studies and creative presentations on Classical Tamil culture.

Essential Readings:

அகத்தியலிங்கம், ச. சங்க இலக்கியங்கள் செவ்வியல் இலக்கியங்களே. மணிவாசகர் பதிப்பகம்: (Akattiyaliṅkam, ca. Caṅka ilakkiyaṅkaḷ cevviyal ilakkiyaṅkaḷē. Maṇivācakar patippakam:1997).

பாலசுப்பிரமணியன். சின்னமனூர். தமிழ்மொழி நம்மொழி செம்மொழி. செவீ பதிப்பகம்: 2008.
(Pālacuppiramaṇiyaṉ. Ciṉṉamaṉūr. Tamiḻmoḻi nam'moḻi cem'moḻi. Cevi patippakam (2008).

நடராசன், இரா. செம்மொழிகள். ஸ்னேகா பதிப்பகம்: 2005.(Naṭarācaṉ, irā. Cem'moḻikaḷ. Sṉēkā patippakam: 2005).

முஸ்தபா, மணவை. செம்மொழி உள்ளும் புறமும். அறிவியல் தமிழ் அறக்கட்டளை: 1996.
(Mustapā, maṇavai. Cem'moḻi uḷḷum puṟamum. Aṟiviyal tamiḻ aṟakkaṭṭaḷai: 1996).

மலையமான், செவ்வியல் மொழி தமிழ். அன்புப் பதிப்பகம் : 2001. (Malaiyamāṉ, cevviyal moḻi tamiḻ. Aṉpup patippakam: 2001).

கருணாநிதி,மு. செம்மொழி வரலாற்றில் சில செப்பேடுகள். செம்மொழித் தமிழ் மத்திய நிறுவனம்: 2010. (Karuṇāniti,mu. Cem'moḻi varalāṟṟil cila ceppēṭukaḷ. Cem'moḻit tamiḻ mattiya niṟuvaṉam: 2010).

குழந்தைசாமி,வா.செ. உலகச் செம்மொழி வரிசையில் தமிழ். பாரதி பதிப்பகம்: 2005. Kuḻantaicāmi, vā.Ce. Ulakac cem'moḻi varicaiyil tamiḻ. Pārati patippakam: 2005.

Suggested Readings:

அகத்தியலிங்கம், ச.தமிழ் மொழி அமைப்பியல். மெய்யப்பன் தமிழ் ஆய்வகம்: 2002. (Akattiyaliṅkam, ca. Tamiḻ moḻi amaippiyal. Meyyappaṉ tamiḻ āyvakam: 2002).

கண்ணுசாமி பிள்ளை, சிவ. கால்டுவெல் ஒப்பிலக்கணம். சாரதா பதிப்பகம்: 2010

(Kaṇṇucāmi piḷḷai, civa. Kālṭuvel oppilakkaṇam. Cāratā patippakam: 2010).

சக்திவேல், சு. தமிழ் மொழி வரலாறு. மணி வாசகர் பதிப்பகம்: 1984.

Caktivēl, cu. Tamiḻ moḻi varalāṟu. Maṇi vācakar patippakam: 1984.

ராஜன், கா. தொல்லியல் நோக்கில் சங்க காலம். உலகத் தமிழாராய்ச்சி நிறுவனம்: 2004.

(Rājaṉ, kā. Tolliyal nōkkil caṅka kālam. Ulakat tamiḻārāycci niṟuvaṉam: 2004).

GENERAL ELECTIVE (GE) -TAMGE 202

Uraiyāciriyarkaḷum urai marapukaḷum

Commentators and Textual Traditions

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Uraiyāciriyarkaḷum urai marapukaḷum (Commentators and Textual Traditions)	04	03	01	0

Learning Objectives:

• Understand the historical role and significance of commentators in classical literature.

• Explore major Tamil commentators and their interpretative methods.

• Examine the development and continuity of textual traditions across periods.

• Analyze how commentaries influence literary meaning and cultural transmission.

Course Learning Outcomes:

• Students will identify major Tamil commentators and their literary contributions.

• They will interpret classical texts using traditional methods of commentary.

• Students will assess the development and preservation of textual traditions.

• They will apply commentarial insights to analyze Tamil literature and culture.

Course Units:

Unit I: Introduction to Commentaries and Textual Traditions – Nature, purpose, and importance of commentary in classical literature. (15 Hours)

Unit II: Major Tamil Commentators – Contributions of scholars like Ilampuranar, Senavaraiyar, Nacchinarkiniyar, and others. (10 Hours)

Unit III: Methods and Styles of Commentary – Traditional interpretative techniques, linguistic analysis, and contextual explanations. (10 Hours)

Unit IV: Evolution and Significance of Textual Traditions – Transmission, preservation, and impact of commentarial traditions on Tamil literary heritage. (10 Hours)

Tutorial:

• Reading and discussion of selected passages from classical Tamil commentaries.

• Comparative study of different commentators' interpretations.

• Group presentations on the evolution of textual traditions.

• Preparation of charts and notes on major commentators and their works.

Essential Readings:

அரவிந்தன்,மு.வை . உரையாசிரியர்கள். மணிவாசகர் பதிப்பகம்: 2012. (Aravintaṉ,mu.Vai. Uraiyāciriyarkaḷ. Maṇivācakar patippakam: 2012).

மோகன்,இரா. உரை மரபுகள். மணிவாசகர் பதிப்பகம்: 1985. (Mōkaṉ,irā. Urai marapukaḷ. Maṇivācakar patippakam: 1985).

நடராசன், தி. சு. உரைகளும் உரையாசிரியர்களும். நியூ செஞ்சுரி புக் ஹவுஸ்: 2013. (Naṭarācaṉ, ti. Cu. Uraikaḷum uraiyāciriyarkaḷum. Niyū ceñcuri puk havus: 2013).

Suggested Readings:

முனிஸ் மூர்த்தி, மு. உரையாரியர்களின் செவ்வியல் நோக்கு. இராச. குணா பதிப்பகம்: 2016. (Muṉis mūrtti, mu. Uraiyāriyarkaḷiṉ cevviyal nōkku. Irāca. Kuṇā patippakam: 2016).

தசரதன், இலக்கிய உரையாசிரியர்களின் தொடரியல் கோட்பாடுகள். இண்டர் நேஷனல் பிரிண்டர்ஸ் அண்டு பப்ளிகேஷன்: 1983. (Tacarataṉ, ilakkiya uraiyāciriyarkaḷiṉ toṭariyal kōṭpāṭukaḷ. Iṇṭar nēṣaṉal piriṇṭars aṇṭu papḷikēṣaṉ: 1983).

தண்டபாணி தேசிகர்,ச. திருக்குறள் உரைக்கொத்து (பாயிரவியல்). மதுரை காமராசர் பல்கலைக் கழகம்:1999. (Taṇṭapāṇi tēcikar,ca. Tirukkuṟaḷ uraikkottu (pāyiraviyal). Maturai kāmarācar palkalaik kaḻakam:1999

SKILL-BASED COURSE (SBC101)

Tolliyal maṟṟum kalveṭṭiyal
Archaeology and Epigraphy

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Tolliyal maṟṟum kalveṭṭiyal Archaeology and Epigraphy	2	1	0	1

Learning Objectives:

- Understand the fundamental concepts and methods of Archaeology and Epigraphy.
- Identify and analyze archaeological sources and inscriptional evidence.
- Interpret inscriptions to reconstruct historical, cultural, and linguistic contexts.
- Develop skills for documentation, preservation, and research in heritage studies.

Course Learning Outcomes:

- Demonstrate knowledge of archaeological methods and epigraphical analysis.
- Evaluate inscriptions and artifacts to interpret historical developments.
- Apply field and analytical skills in studying cultural heritage materials.
- Critically assess the significance of epigraphical sources in reconstructinghistory.

Course Units:

Unit I - Definition, scope, and development of Archaeology; types of archaeology; excavation methods and dating techniques. Study of artifacts, monuments, and cultural remains; preservation and conservation of archaeological heritage. (10 hours)

Unit II - Origin, nature, and importance of inscriptions; scripts and languages used in Indian and Tamil inscription Major Tamil inscriptions, copper plates, and their historical significance; contribution of epigraphy to South Indian history. (5 hours)

Practical (30 Hours)

- Field visits to archaeological sites, temples, museums, and inscriptional locations with on-site observation and documentation. (10 Hours)
- Preparation of detailed field reports based on visits, including recording inscriptions and artefacts. (5 Hours)
- Deciphering ancient scripts (Tamil-Brahmi, Vatteluttu, Grantha) through guided exercises. (10Hours)
- Introduction to archaeological tools, artefact analysis, and digital cataloguing methods. (5 Hours)

Essential readings:

மனோன்மணி, தி.செல்வநாயகி,த. தொல்லியல், நியூசெஞ்சுரிபுக்ஹவுஸ்:2018. (Maṉōṉmaṇi, ti.Celvanāyaki,ta. Tolliyal, niyūceñcuripuk'havus:2018).

சுப்பராயலு, எ. இராசு, செ. தமிழ்க்கல்வெட்டியலும்வரலாறும், தமிழ்ப்பல்கலைக்கழகம்:2017. (Cupparāyalu, e. Irācu, ce. Tamiḻkkalveṭṭiyalum varalāṟum, tamiḻppalkalaikkaḻakam:2017).

இராசமாணிக்கனார்,மா. கல்வெட்டுக்களும்தமிழ்ச்சமூகவரலாறும், நியூசெஞ்சுரிபுக்ஹவுஸ்: 2008. (Irācamāṇikkaṉār,mā. Kalveṭṭukkaḷum tamiḻccamūkavaralāṟum, niyū ceñcuri puk'havus: 2008).

நீலகண்டசாஸ்திரி, கே.ஏ. தென்னிந்தியவரலாறு, ஸ்ரீசெண்பகாபதிப்பகம்: 2023. (Nīlakaṇṭacāstiri, kē.Ē. Teṉṉintiyavaralāṟu, śrīceṇpakāpatippakam: 2023).

நடராசன், செந்தீ. தொல்தமிழ்எழுத்துகள்ஓர்அறிமுகம், நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013. (Naṭarācaṉ, centī. Toltamiḻeḻuttukaḷ ōr'aṟimukam, niyūceñcuripuk'havus: 2013).

Suggested readings:

ராஜன்,கா. தொன்மைத்தமிழ்எழுத்தியல், உலகத்தமிழாராய்ச்சிநிறுவனம்: 2021. (Rājaṉ,kā. Toṉmaittamiḻ eḻuttiyal, ulakattamiḻārāycci niṟuvaṉam: 2021).

ராஜவேலு,சு.தொல்லியல்சுடர்கள், சேகர்பதிப்பகம்: 2007. (Rājavēlu,cu.Tolliyalcuṭarkaḷ, cēkarpatippakam: 2007).

ராஜன்,கா.தொல்லியல்நோக்கில்சங்ககாலம், உலகத்தமிழாராய்ச்சிநிறுவனம்:2011. (Rājaṉ,kā.Tolliyalnōkkil caṅkakālam, ulakattamiḻārāycci niṟuvaṉam:2011).

வேதாசலம், வே.பாண்டியநாட்டுச்சமுதாயமும்பண்பாடும், தனலெட்சுமிபதிப்பகம்:2020 (Vētācalam, vē.Pāṇṭiyanāṭṭuc camutāyamumpaṇpāṭum, taṉaleṭcumipatippakam:2020).

வேதாசலம். வே.பாண்டியநாட்டுவரலாற்றுமுறைசமூகநிலவியல்:0தனலெட்சுமிபதிப்பகம்: 2022.Vētācalam. Vē.Pāṇṇiyanāṭṭu varalāṟṟumuṟai camūkanilaviyal: Taṉaleṭcumipatippakam: 2022.

பாவெல்பாரதி. வைகைவெளித்தொல்லியல்(கற்காலம்முதல்கட்டுமானம்வரை),கருத்துப்பட்டறை. 2021.(Pāvelpārati. Vaikaiveḷittolliyal(kaṟkālam'mutalkaṭṭumāṉamvarai), karuttuppaṭṭaṟai. 2021).

Skill Based COURSE (SBC) -TAMSBC 201

Manuscriptology

(Suvadiyiyal)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Suvadiyiyal Manuscriptology	02	01	0	01

Course Objectives:

- Introduces the study of Tamil manuscripts, their historical significance, writing materials, and methods of preservation.
- Explores techniques of deciphering, cataloging, and analyzing manuscript traditions, with special focus on Tamil palm-leaf manuscripts and archival sources.
- Examines modern approaches to manuscript conservation, including digital preservation and documentation practices.

Course Outcomes:

- Highlights the role of Tamil manuscript studies in preserving historical knowledge while integrating modern digital advancements.
- Emphasizes the significance of palm-leaf manuscripts as key sources for understanding ancient Tamil culture, language, and knowledge systems.
- Recognizes the multidisciplinary nature of these manuscripts, covering fields such as literature, medicine, astronomy, and philosophy, and reflecting the intellectual traditions of Tamil society.

Unit 1:

Definition, scope, and significance of manuscript studies History of manuscript writing in India and Tamil Nadu Difference between manuscripts and printed texts Evolution of Tamil script and writing systems, Materials used: Palm leaves, copper plates, stone inscriptions writing instruments: Stylus (ezhuthani), ink, and other tools Role of temples, matas, and Tamil scholars in manuscript preservation (10Hours)

Unit 2:

Literary manuscripts: Sangam literature, Bhakti literature, Siddha texts Scientific and medical manuscripts: Siddha medicine, astronomy, astrology Manuscripts in folklore ballads Causes of manuscript deterioration (climate, insects, handling) Traditional methods of manuscript preservation in Tamil Nadu Modern conservation techniques:

Chemical treatment, digitization Government and private archives: Tamil Nadu Archives, Saraswati Mahal Library, French Institute of Pondicherry (5 Hours)

Practical (30 Hours)

- Field visits to manuscript libraries, archives, and conservation centres with observation of palm-leaf manuscripts and preservation practices. (10 Hours)
- Preparation of field reports documenting manuscript collections, storage methods, and conservation techniques. (5 Hours)
- Hands-on training in handling palm-leaf manuscripts, including cleaning, preservation, and storage methods. (5 Hours)
- Introduction to deciphering scripts and reading manuscript texts (Tamil-Brahmi, Vatteluttu, Grantha basics). (5 Hours)

Prescribed Texts::

அறிவுடைநம்பி, ம.சா *பதிப்புச் சிந்தனைகள்*, சென்னை:ராஜ ராஜேஸ்வரி புத்தகாலயம், 2005.
இளங்குமரன், இரா. *சுவடிக்கலை* சேலம்: அரிமாப்பதிப்பகம், 1991.
சுப்பிரமணியம், பூ *சுவடியியல்*, உலகத் தமிழராய்ச்சி நிறுவனம், சென்னை 1991

கோவைமணி,மோ.கோ. *ஓலைச்சுவடியியல்* தஞ்சாவூர்; பாமொழி பதிப்பகம் 2013

தாமரைப்பாண்டியன், சு. *கதைப் பாடல் சுவடித் திரட்டும் பதிப்பும்*,சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம் 2014

Suggested Readings:

மாதவன், வே.இரா. *சுவடிப்பதிப்பியல்*, தஞ்சாவூர்: பாவைவெளியீட்டகம், டிசம்பர் 2000.
பரமசிவம், த. கோ. *சுவடிப்பதிப்புநெறிமுறைகள்* (கருத்தரங்கக்கட்டுரைகள்), தஞ்சாவூர்: தமிழ்ப்பல்கலைக்கழகம், 1989.
விநாயகமூர்த்தி, அ. *மூலபாட ஆய்வியல்*, மதுரை: பாலமுருகன்பதிப்பகம்,1978.
சம்பந்தன், மா.சு. அச்சும்பதிப்பும், சென்னை: தமிழர்பதிப்பகம்,1980.
தாமரைப்பாண்டியன், சு. *பழந்தமிழ்ச்சுவடிகளில் கூட்டெழுத்துகளும் குறியீடுகளும்* சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம் 2025.

MASTER OF ARTS

(TAMIL)

COURSES FOR ONE YEAR PG (TAMIL) PROGRAMME

BASED ON NEP- 2020

Semester I and II

For

Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research

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

Total: 44 Credits

INDEX **Semester-I Credits 22 Semester-II Credits 22**

Course Type	Outline	Detailed Syllabus
DISCIPLINESPECIFIC CORE COURSE (DSC)	02	08 credits
DISCIPLINESPECIFIC ELECTIVE COURSES (DSE)	02	08 credits

Dissertation/Academic Project/ Entrepreneurship	1	06 credits

Semester I

Discipline Specific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAM DSC 101		Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	03	01	04
TAM DSC 102		Āyviyal Neṟimuṟaiyum Āyvēḍu Eṟududalum (Research Methodology and Dissertation Writing)	03	01	04
Total	2		06	02	08

Semester II

DisciplineSpecific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSC 201		Canga Ilakkiyam (Sangam Literature))	03	01	04
TAMDSC 202		Ilakkaṇam: Tolkāppiyam – Porul (Grammar: Tolkāppiyam – Prose & Prosody))	03	01	04
Total	2		06	02	08

Discipline Specific Elective Courses (DSE)

Semester I

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 101		Thani Padalgal (Individual compositions i)	03	01	04
TAMDSE 102		Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum (Post-modernism and Post-colonialism)	03	01	04

Total	2		06	02	08

Semester II

Discipline Specific Elective Courses (DSE)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 201		Dramas (Nadakangal)	03	01	04
TAMDSE202		Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ (Reformist Movements: Thoughts of Ayōthidāsar and EVRPeriyār)	03	01	04
Total	2		06	02	08

Dissertation/Academic Project/ Entrepreneurship Credits 06

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI

SEMESTER I

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 101

Ilakkaṇam: Tolkāppiyam – 'Col'
(Grammar: Tolkāppiyam – 'Word')

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	04	03	01	NIL

Learning Objectives:

- To explain the Tamil grammatical concepts and analytical techniques with specialreference to Morphology, Syntax, and Semantics.
- To comprehend *'Col Adigāram'* (Section deals with various aspects of Words) of Tolkāppiyamin historical and comparative perspectives.
- To impart knowledge about the contribution of the commentators to the interpretations, development of grammatical theory and practice.
- To illustrate the Tamil grammatical concepts and analytical techniques about words, categories of words, compounds, etymology, morphology, case system, clitics, poeticexpression, syntax, and semantics.

Course learning outcomes:

- The course would make students aware of the Tamil language's distinct grammaticalcharacteristics with special reference to words, parts of speech, formation, and categoriesof words.
- The students would gain desired traditional Tamil grammatical knowledge on/about issues of word classes, of compounds, semantic problems, and rich lexical data, and also about certain rules to be adhered to in borrowing words from Sanskrit.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical works. (15 hours)

Unit: II

Illustrating the role of case in syntax, some case-suffixes denote other case-meanings and the formation of the vocative case. (10 hours)

Unit: III

Nouns, Verbs, Partial words of prefix and suffix, and their formation in syntax, structural morphemes. (10 hours)

Unit: IV

Participles, residual components, the nature of words, and their other points in syntax formation. (10hours)

Tutorial

- Reading of Each Grammatical Rule with extensive examples.
- Demonstration of Tamil Morphology formation.
- Sharing of various grammatical structures among the students.
- Preparation of charts of Tamil words according to Tolkāppiyam.

Essential Reading:

தொல்காப்பியர், *தொல்காப்பியம் (சேனாவரையர்உரை).*சென்னை: திருநெல்வேலி,
தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1980.(Tolkāppiyar. Tolkāppiyam (cēṉāvaraiyar urai). Ceṉṉai: Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1980).

Suggested Readings:

அருளப்பன், ஆப்ரஹாம்.&வி.ஐ. சுப்பிரமணியன் (ப.ஆ.). *தொல்காப்பியம் – சொல்லதிகாரம்: உரைக்கோவை. (பகுதி).* அருள்அச்சகம்:1963. (Aruḷappaṉ, āprahām. & Vi.Ai. Cuppiramaṇiyaṉ (pa.Ā.). Tolkāppiyam – collatikāram: Uraikkōvai. (Pakuti I). Aruḷ accakam: 1963).

சண்முகதாஸ்.
*தமிழ்மொழிஇலக்கணஇயல்புகள்.*முத்தமிழ்வெளியீட்டுக்கழகம்:
1982.(Caṇmukatās. Tamiḻmoḻi ilakkaṇa iyalpukaḷ. Muttamiḻ veḷiyīṭṭuk kaḻakam: 1982).

சுப்பிரமணியன், ச.வே.*தொல்காப்பியம் - தெளிவுரை.*மணிவாசகர்பதிப்பகம்: 2006.(Kappirāmaṇiyaṉ, ca.Vē. Tolkāppiyam - tēḻivurai. Maṇivācakar paṭippakam: 2006).

தொல்காப்பியர்,*தொல்காப்பியம் - சொல்லதிகாரம் (இளம்பூரணர்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981. (Tolkāppiyar, tolkāppiyam - collatikāram (iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

பாலசுந்தரம், எஸ். *தொல்காப்பியம்: சொல்லதிகாரம்ஆராய்ச்சியுரை.*தாமரைவெளியீட்டகம்: 1988. (Pālacuntaram, es. Tolkāppiyam: Collatikāram ārāycciyurai. Tāmarai veḷiyīṭu: 1988).

தொல்காப்பியர், *தொல்காப்பியம் (நச்சினார்க்கினியர்உரை).*தஞ்சாவூர்: சரசுவதிமகால்வெளியீடு:1962. (Tolkāppiyar, tolkāppiyam (nacciṉārkkiṉiyar urai). Tañcāvūr: Caracuvati makāl veḷiyīṭu: 1962).

நாச்சிமுத்து, கி. *இலக்கணஆராய்ச்சிக்கட்டுரைகள்.*கோயம்புத்தூர்மொழிமற்றும்பண்பாட்டுஆய்வுநிறுவனம்: 2007.(Nāccimuttu, ki. Ilakkaṇa ārāyccik kaṭṭuraikaḷ. Kōyamputtūr moḻi maṟṟum paṇpāṭṭu āyvu niṟuvaṉam: 2007).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 102
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum
(Research Methodology and Dissertation Writing)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum **(Research Methodology and Dissertation Writing)**	04	03	01	0

Learning Objectives:

- To develop advanced and critical research skills using interdisciplinary, digital, textual, linguistic, and field-based approaches in Tamil studies.
- To equip students with advanced skills in research design, data analysis, academic writing, citation, research ethics, and responsible use of AI.
- To develop expertise in planning, writing, presenting, and defending an original research dissertation.

Course learning outcomes:

- Students will be able to formulate original research problems and apply advanced and appropriate research methodologies.
- Students will be able to critically analyse, interpret, and present complex research data using scholarly and digital tools.
- Students will be able to independently produce and defend a well-structured, ethical, and academically rigorous dissertation.

Course Units:

Unit:**I**

Primary and secondary sources, literature review and research gaps, fieldwork techniques, interviews, questionnaires, observation. (15 marks)

Unit: II

Data collection methods, qualitative and quantitative research, textual criticism and interpretation, data classification and analysis, and an introduction to digital research tools and database. (10 hours)

Unit: III

Citation, footnotes, bibliography, MLA, APA, and Chicago styles, plagiarism and academic integrity, research ethics, and responsible use of AI (10 hours)

Unit: IV

Research proposal and synopsis, dissertation structure and chapter organization, introduction, methodology, analysis, findings, and conclusion, editing, proofreading, formatting, seminar presentation, and viva voce. (10 hours)

Tutorial

- Introduce research concepts, types, and methodologies with practical examples.
- Train students to frame research problems, objectives, and hypotheses effectively.
- Demonstrate data collection, analysis, and interpretation techniques.
- Guide students in dissertation structure, referencing, and academic writing skills.

Prescribed Texts:

பஞ்சாங்கம், கே.*ஆய்வு நெறிமுறைகள்*, அன்னம் பதிப்பகம், தஞ்சாவூர், 2017.

Pañcāṅkam, K. Āyvu Neṟimuṟaikaḷ, Aṉṉam Patippakam, Tañcāvūr, 2017.

முத்துச்சண்முகன்,டாக்டர்&சு.வேங்கடராமன்,இலக்கியஆராய்ச்சிநெறிமுறைகள்.நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013.(Muttuccaṇmukaṉ, ṭākṭar& cu. Vēṅkaṭarāmaṉ, ilakkiya ārāycci neṟimuṟaikaḷ. Niyū ceñcuri puk havus: 2013).

பொற்கோ., ஆராய்ச்சிநெறிமுறைகள்.ஐந்திணைப்பதிப்பகம்: 2004.

(Poṟkō., Ārāycci neṟimuṟaikaḷ. Aintiṇaip patippakam: 2004).

தமிழண்ணல்&எம்.எஸ். இலக்குமணன். தமிழண்ணல்எம். எஸ். இலக்குமணன்,ஆய்வியல்அறிமுகம்.மதுரை: மீனாட்சிபுத்தகநிலையம்: 1979. (Tamiḻaṇṇal& em.Es. Ilakkumaṇaṉ. Tamiḻaṇṇal em. Es. Ilakkumaṇaṉ, āyviyal aṟimukam. Maturai: Mīṉāṭci puttaka nilaiyam: 1979).

Essential Readings:

இராமநாதன், ஆறு. (ப.ஆ.), நாட்டுப்புறவியல் - களஆய்வுநெறிமுறைகள்.தென்னிந்தியமொழிகளின்நாட்டுப்புறவியல்கழகம்: 2003.(Irāmanātaṉ, āṟu. (Pa.Ā.), Nāṭṭuppuṟaviyal - kaḷa'āyvu neṟimuṟaikaḷ. Teṉṉintiya moḻikaḷiṉ nāṭṭuppuṟaviyal kaḻakam: 2003).

பாலசுப்பிரமணியன், கு.வெ. பாலசுப்பிரமணியன், கு.வெ, ஆய்வியல்நெறிமுறைகள். : உமாநூல்வெளியீட்டகம்:2004. (Pālacuppiramaṇiyaṉ, ku.Ve. Pālacuppiramaṇiyaṉ, ku.Ve, āyviyal neṟimuṟaikaḷ. : Umā nūl veḷiyīṭu:2004).

நாராயணன்.க,ஆய்வுஎது? எப்படி? ஏன்?சென்னை: தமிழ்ப்புத்தகாலயம் : 1987.(Nārāyaṇaṉ. Ka, āyvu etu? Eppaṭi? Ēṉ? Ceṉṉai: Tamiḻp puttakālayam: 1987).

Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd: 2008.

Altick, Richard. D, *The Art of Literary Research*. W.W. Norton Company: New York: 1963.

Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications: 2014.

Guerin, Wilfred L. (*et al*). (Eds), *A Handbook of Critical Approaches to Literature*. (4th ed.). Oxford University Press: 2010.

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 201
Canga Ilakkiyam
(Sangam Literature)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Canga Ilakkiyam **(Sangam Literature)**	04	03	01	0

Learning Objectives:

- To introduce the ancient Tamil literary corpus called Sangam literature.

- To explain the ancient Tamil literary texts in the framework of the *Tiṇai* concept,*i.e.,Akam* (Interior feelings,*i.e.,*love) and *Puṟam* (Exterior actions,*i.e.,*heroic poems on war, ferocity, death, glory of kings, personal virtue, social values, *etc*.) theories defined by Tolkāppiyar in his treatise.

- To elucidate the seven kinds of *Akam* themes, such as *Kuṟiñci*, *Mullai*, *Marudam*, Neydal, *Pālai*, *Kaikkiḷai,*and *Peruntiṇai,*and seven kinds of *Puṟam* themes, such as Veṭci, *Vañci, Uḻiñai, Tumbai, Vāgai, Kāñci*, and *Pāḍāṇ*.

- To discuss and deliberate on the unique characteristics of *Tiṇai* poetry, its two uniqueliterary techniques such as *'Uḷḷuṟai'* (hidden metaphor) and*'Iṟaicci'* (implied meaning), ethical and social values.

Course learning outcomes:

- The course would enable the students to understand *Tiṇai* concept of Sangam poems, *viz*. *Akam* and *Puṟam* themes in the backdrop of *akam* and *puṟam* theories of *Tolkāppiyam*.

- Thestudents would acquire proper knowledge about seven love themes, such as sexual union oflovers, yearning, sulking, pining, and separation, and seven non-love themes, such as cattleraid, beginning of invasion, seizing of fort, pitched battle, victory, transient nature of victory, and praise over the victory. And they would comprehend the ability of realizing the ecological knowledge of Tamil minds of bygone era and the metaphorical references of flora and fauna described in the Sangam classics.

Course Units:

Unit: I A brief survey of ancient Tamil literature and a brief account of *Eṭṭuttogai* and Pattuppāṭṭuanthologies. (15 Hours)

Unit: II Deliberating in detail about the *akam* and *puṟam* theories of *Tolkāppiyam* and categories of *akam* and *puṟam* themes (10 Hours)

Unit: III Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. (10 Hours)

Unit: IV Detailed discussion on *Kuṟiñcippāṭṭu*, *Neḍunalvāḍai*, and *Ciṟupāṇāṟṟuppaḍai* texts.

(10 Hours)

Tutorial:

- Introduce the historical background and significance of Sangam age and literature.
- Explain themes, genres, and poets of *Ettuthokai* and *Pattuppāṭṭu* with examples.
- Analyze selected poems focusing on love (*Akam*) and heroism (*Puram*).
- Encourage group discussions and presentations on cultural and linguistic aspects.

Essential Readings:

கபிலர். *குறிஞ்சிப்பாட்டு (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Kapilar. Kuṟiñcippāṭṭu (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நக்கீரர்.*நெடுநல்வாடை (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968.Nakkīrar. (Neṭunalvāṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நத்தத்தனார்.சிறுபாணாற்றுப்படை (பொ.வே. சோமசுந்தரனார்உரை). தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Nattattaṉār. Ciṟupāṇāṟṟuppaṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

*புறநானூறு (முதல்200 கவிதைகள்மட்டும்). (பொ.வே.சோம-சுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1978. (Puṟanāṉūṟu (mutal 200 kavitaikaḷ maṭṭum). (Po.Vē.Cōma- cuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1978).

குறுந்தொகை (முதல்200 கவிதைகள்மட்டும்). (முத்துச்-சண்முகம்பிள்ளைஉரை).தமிழ்ப்பல்கலைக்கழகம்:1985). (Kuṟuntokai (mutal 200 kavitaikaḷ maṭṭum). (Muttuc- caṇmukam piḷḷai urai).Tamiḻp palkalaikkaḻakam:1985).

SuggestedReadings:

அறவாணன், க.ப. அற்றைநாட்காதலும்வீரமும். சென்னை: பாரிநிலையம்: 1987. (Aṟavāṇaṉ, ka.Pa. Aṟṟai nāṭṭu kātalum vīramum. Ceṉṉai: Pāri nilaiyam: 1987).

கடிகாசலம், ந.&ச. சிவகாமி. சங்கஇலக்கியம். உலகத்தமிழ்ஆராய்ச்சிநிலையம்:1998. (Kaṭikācalam, na. & Ca. Civakāmi. Caṅka ilakkiyam. Ulakat tamiḻ ārāycci nilaiyam:1998).

செட்டியார், வித்வான்எஸ். வெங்கடராம். *புனையாஓவியம்.(நெடுநல்வாடைவிளக்கம்).*பாரிநிலையம்: 1958. (Ceṭṭiyār, vitvāṉ es. Veṅkaṭarām. Puṉaiyā ōviyam. (Neṭunalvāṭai viḷakkam). Pāri nilaiyam: 1958).

பாலசுப்பிரமணியன், கு.வெ. *சங்கஇலக்கியத்தில்புறப்பொருள்.*உமாபதிப்பகம்: 1986. (Pālacuppiramaṇiyaṉ, ku.Ve. Caṅka ilakkiyattil puṟapporuḷ. Umā patippakam: 1986).

மாணிக்கம், வ.சுப. *தமிழ்க்காதல்.*சென்னை: பாரிநிலையம்: 1962. (Māṇikkam, va.Cupa. Tamiḻkkātal. Ceṉṉai: Pāri nilaiyam: 1962).

ராஜ்கௌதமன். *பாட்டும்தொகையும்தொல்காப்பியமும்தமிழ்ச்சமூகஉருவாக்கமும்.* தமிழினி: 2012.(Rāj kautamaṉ. Pāṭṭum tokaiyum tolkāppiyamum tamiḻc camūka uruvākkamum. Tamiḻiṉi: 2012).

வாச்சக், யரோஸ்லவ் (கோ. பாலசுப்பிரமணியன், மொ.ஆ.). *சங்கஇலக்கியத்தில்இயற்கைக்குறியீடு.*புத்தாநத்தம்: அடையாளம்: 2015. (Vāccak, yarōslav (kō. Pālacuppiramaṇiyaṉ, mo.Ā.). Caṅka ilakkiyattil iyaṟkaik kuṟiyīṭu. Puttanattam: Aṭaiyāḷam: 2015).

சிவலிங்கனார், ஆ. *தொல்காப்பியம்பொருளதிகாரம்உரைவளம்.* உலகத்தமிழ்ஆராய்ச்சிநிலையம்: 1985. (Civaliṅkaṉār, ā. Tolkāppiyam poruḷatikāram uraivaḷam.
Ulakat tamiḻ ārāycci nilaiyam: 1985).

தட்சிணாமூர்த்தி, அ. *சங்கஇலக்கியங்கள்உணர்த்தும்மனிதஉறவுகள்.*நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Taṭciṇāmūrtti, a. Caṅka ilakkiyaṅkaḷ uṇarttum maṉita uṟavukaḷ. Niyū ceñcuri puk havus: 2016).
மாதையன், பெ. அகத்திணைக்கோட்பாடும்சங்கஅகக்கவிதைமரபும். பாவைபப்ளிகேஷன்ஸ்2009. (Mātaiyaṉ, pe. Akattiṇaik kōṭpāṭum caṅka akakkavitai marapum. Pāvai papḷikēṣaṉs 2009).

முருகேசபாண்டியன், ந. *மறுவாசிப்பில்செவ்வியல்இலக்கியப்படைப்புகள்.*சென்னை:

நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Murukēcapāṇṭiyaṉ, na. Maṟuvācippil cevviyal ilakkiyap paṭaippukaḷ. Ceṉṉai: Niyū ceñcuri puk havus: 2016).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 202
Ilakkaṇam: Tolkāppiyam – Porul
(Grammar: Tolkāppiyam – Prose & Prosody)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ilakkaṇam: Tolkāppiyam – Porul(Grammar: **Tolkāppiyam – Prose & Prosody)**	04	03	01	NIL

Learning Objectives:

- To familiarize *Tolkāppiyam* (*c*. 200 BCE) with special reference to its third book *Poruḷ Adigāram* (Section on Prose and Prosody).
- To make students familiar with the unique literary theories, *viz*. *Agattiṇai* (Love Theme) deals with the premarital and post-marital love affairs of literary personae.
- To elucidate on the subject matter of the non-love theme called *Puṟattiṇai* (War and Non-Love Theme) that deals mostly with warfare, heroics, munificence of kings/patrons, *etc*.
- To illustrate the theories of *Meyppāḍu* (the emotions and physical reactions) of readers while relishing a poem, similes, prosody, rhetoric, *etc*.

Course learning outcomes:

- By introducing and explaining the basic facts about the subject matter of the ancient Tamil language, the course would make the students aware of the said language's distinct literary love themes, such as mutual love, clandestine love, and wedded love.
- The students would gain an appropriate level of knowledge as a reader, while relishing a literary piece, and similes and components of prosody found therein.

Course Units:

Unit: I A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical work that dealt with love and warfare themes and prosody. (15hours)

Unit: II Introducing and illustrating the details about the literary concepts, *viz*. *Agattiṇai*, Puṟattiṇai, *Kaḷavu, Kaṟpu,*and aspects of love situations. (10 hours)

Unit: III Dramaturgy and simile, and their significance in the classical Tamil literature. (10 hours)

Unit: IV Prosody and the art of composition, tradition, and literary usage. (10 marks)

Tutorial:

- Introduce the structure and significance of *Tolkāppiyam* in Tamil grammar.
- Explain grammatical rules related to prose and prosody with illustrations.
- Analyze examples from classical texts to demonstrate linguistic principles.
- Engage students in exercises on verse construction and prose analysis.

Essential Readings:

தொல்காப்பியர்,தொல்காப்பியம் – பொருளதிகாரம். (இளம்பூரணர்உரை).தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981 (Tolkāppiyar, tolkāppiyam – poruḷatikāram. (Iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

Suggested Readings:

சிவலிங்கனார். ஆ, பொருளதிகாரம்உரைவளம். உலகத்தமிழாராய்ச்சிநிறுவனம்:1985. (Civaliṅkaṉār. Ā, poruḷatikāram uraivaḷam. Ulakat tamiḻarāycci niṟuvaṉam:1985).

சுப்பிரமணியன். ச.வே,தொல்காப்பியம் - தெளிவுரை. மணிவாசகர்பதிப்பகம்: 2006.(Cuppiramaṇiyaṉ. Ca. Vē, tolkāppiyam - teḷivurai. Maṇivācakar patippakam: 2006).

தமிழண்ணல், தொல்காப்பியரின்இலக்கியக்கொள்கை. (பகுதிI) மீனாட்சிபுத்தகநிலையம்: 2004.(Tamiḻaṇṇal, tolkāppiyariṉ ilakkiyak koḷkai. (Pakuti I) mīṉāṭci puttaka nilaiyam: 2004)

ஐந்திலக்கணம்,திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1937 (Aintilakkaṇam, tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1937).

நக்கீரர். (உ.ஆ.),இறையனார்அகப்பொருள்மூலம். திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1972. (Nakkīrar. (U.Ā.),

(Iṟaiyaṉār akapporuḷ mūlam. Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1972).

Vellaivaranan. K, Tolkappiyam: A History of Tamil Literature. Annamalai University:1957.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 101
Thanippadalgal (Individual Poems)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Thanippadalgal (Individual Poems)	04	03	01	NIL

Course Objectives

- To introduce students to the concept, origin, and evolution of **Thanippadalgal** as a distinct genre in Tamil literature.
- To help students understand the differences between individual poem collections and classical anthologies.
- To explore the historical, social, and cultural contexts of **Thanippadalgal** and their thematic and literary richness.
- To familiarize students with the contributions of major poets and important compilations of **Thanippadalgal**.

Course Outcomes

- Students will be able to understand the nature and characteristics of **Thanippadalgal** and distinguish them from other Tamil poetic traditions.
- Students will develop the ability to analyse the thematic, philosophical, and stylistic aspects of individual poems.
- Students will understand the historical and social contexts associated with **Thanippadalgal** and identify key poets and significant works.
- Students will critically appreciate the literary and cultural significance of **Thanippadalgal** within the broader framework of Tamil literature.

Unit I: Concept and definition of Thanippadalgal. Meaning of Thanippadal Thirattu. Nature and characteristics of individual poems. Distinction between Thanippadalgal and major anthologies like Ettuthokai and Pathupattu. Historical background and literary context. (15hours)

Unit II:Chronological development of Thanippadalgal. Compilation practices after the 12th century CE. Role of different poets across various periods. Social and cultural circumstances that influenced the creation of individual poems. (10hours)

Unit III: Major themes such as life experiences, morality, philosophy, devotion, praise, and specific occasions. Stylistic features, poetic expression, situational creativity, and personal voice of poets. Reflection of social realities and ethical thought. (10hours)

Unit IV: Study of prominent poets such as Avvaiyar,kalamegapulavar and their individual poems. Introduction to important compilations like Thanippadal Thirattu. Literary significance and contribution of these works to Tamil literary heritage. (10hours)

Prescribed Text;

புலியூர் கேசிகன் ஔவையார் தனிப்பாடல்கள். சென்னை: அமராவதி பதிப்பகம், 2012
Puliyur Kesigan. Avvaiyar Thanippadalgal. Chennai: Amaravathi Pathippagam, 2012.
புலியூர்க் கேசிகன். காளமேகப் புலவர் தனிப்பாடல்கள் மூலமும் உரையும். சென்னை : சாரதா பதிப்பகம், 2014.
Puliyurk Kesigan. Kaalamega Pulavar Thanippadalgal Moolamum Uraiyum. Chennai: Saratha Pathippagam, 2014.
பிள்ளை, கா.சு. தனிப்பாடல் திரட்டு (இரண்டு பாகங்கள்) சென்னை: கௌரா பதிப்பகம், 2024
Pillai, Kaa. Su. Thanippadal Thirattu (Irandu Paagangal). Chennai: Goura Pathippagam, 2024.
கருப்பக்கிளர் சு.அ. இராமசாமிப் புலவர் தனிப்பாடல் திரட்டு உரைக் குறிப்புக்களுடன். திருநெல்வேலி: திருநெல்வேலித் தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட், 1964
Karuppakkilar, Su. A. Ramasami Pulavar Thanippadal Thirattu Urai Kurippugaludan. Tirunelveli: Tirunelveli Thenindhiya Saiva Siddhanta Nool Pathippu Kazhagam, Limited, 1964.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 102
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum
(Post-modernism and Post-colonialism)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum **(Post-modernism and Post-colonialism)**	04	03	01	NIL

Learning Objectives;

- To discuss the emergence of the two most important theoretical orientations incontemporary literary and cultural studies, called „Post-modernismand Post-colonialism.
- To elucidate on the theories of „Post-modernismand „Post-colonialism.
- To discourse on the reception of these *'isms'* in the contemporary art forms such asliterature, plays, films, *etc*.
- To familiarize the concepts and ideologies of post-modernism and post-colonialism withthe students of Tamil literature to make them understand the contemporary Tamil narratives from the perspectives of the ideas above.

Course learning outcomes:

- To develop a critical understanding of the major contemporary theoretical schools of **Postmodernism and Postcolonialism**.
- To examine the reception and development of these theoretical approaches in the Indian context.
- To familiarize students with contemporary literary and cultural ideologies and their applications.
- To enable students to critically appreciate serious literature, drama, paintings, and other cultural expressions of the postmodern and globalization era.

Course Units:

Unit: I Postmodern Literature and Postmodern Theory: Historical overview. (!5 hours)

Unit: II Circulation of Post-modernism in dependent cultures. (10 hours)

Unit: III Development of Postcolonial Studies as a discipline. (10 hours)

Unit: IV Reception of Post-colonialism in India. (10 hours)

Tutorial:

- Introduce key concepts and theorists of Post-modernism and Post-colonialism.
- Discuss major themes like identity, hybridity, and power relations through literary texts.
- Encourage comparative analysis of pre- and post-colonial perspectives.
- Facilitate group discussions and critical reviews of selected theoretical essays.

Essential Readings:

ஆனந்தகுமார். பா,தொகுப்புகளில்பின்னைக்காலனியம். தமிழ்நாடுகலைபெருமன்றம்: 2007.(Āṉanta kumār. Pā, tokuppukaḷil piṉṉaikkālaṉiyam. Tamiḻnāṭu kalai perumaṉṟam: 2007).

சிவத்தம்பி. கார்த்திகேசு,*நவீனத்துவம்-தமிழ்-பின்நவீனத்துவம்*.மக்கள்வெளியீடு: 2001.(Civattampi. Kārttikēcu, navīṉattuvam-tamiḻ-piṉṉavīṉattuvam. Makkaḷ veḷiyīṭu: 2001).

சுரேஷ். எம்.ஜி,*பின்நவீனத்துவம்என்றால்என்ன?*.புதுப்புனல்: 2004.(Curēṣ. Em.Ji, piṉṉavīṉattuvam eṉṟāl eṉṉa?. Putuppuṉal: 2004).

ஞானி. *தமிழில்நவீனத்துவம்பின்நவீனத்துவம்*.காவ்யா: 1997. (Ñāṉi. Tamiḻil navīṉattuvam piṉ navīṉattuvam. Kāvyā: 1997).

தமிழவன். (தொ.ஆ.). *நவீனத்தமிழும்பின்-நவீனத்துவமும்*.பெங்களூர்: காவ்யா: 1994. (Tamiḻavaṉ. (To.Ā.). Navīṉat tamiḻum piṉ-navīṉattuvamum. Peṅkaḷūr: Kāvyā: 1994).

பூரணச்சந்திரன், க. . (2ஆம்பதி.). *அமைப்பியமும்பின்அமைப்பியமும்*. அடையாளம்: 2009. (Pūraṇaccantiraṉ, ka. . (2Ām pati.). Amaippiyamum piṉamaippiyamum. Aṭaiyāḷam: 2009).

முத்துமோகன், *அமைப்பியல்பின்-அமைப்பியல்.* காவ்யா: 1998. (Muttu mōkaṉ, amaippiyal piṉ-amaippiyal. Kāvyā: 1998).

ரத்தினக்குமார். ந, பின்காலனியம்: *சமூகம், இலக்கியம், அரசியல்.*பாவை./பப்ளிகேஷன்ஸ்: 2017. (Rattiṉakkumār. Na, piṉkālaṉiyam: Camūkam, ilakkiyam, araciyal. Pāvai. /Papḷikēṣaṉs: 2017)

ராபர்ட், ஜே.சி. யங். (அ.மங்கை,மொ.ர்.). *பின்காலனியம் – மிகச்சுருக்கமானஅறிமுகம்.*அடையாளம். 2003. (Rāparṭ, jē. Ci.Yaṅ. (A.Maṅkai,mo.Ār.). Piṉkālaṉiyam – mikaccurukkamāṉa aṟimukam. Aṭaiyāḷam. 2003).

Suggested Readings:

தமிழவன், *இருபதில்நவீனத்தமிழ்விமர்சனங்கள்.*காவ்யா.2000. (Tamiḻavaṉ, irupatil navīṉattamiḻ vimarcaṉaṅkaḷ.Kāvyā.2000).

தமிழவன், *அமைப்பியலும்அதன்பிறகும்.*அடையாளம்: 2008. (Tamiḻavaṉ, amaippiyalum ataṉpiṟakum. Aṭaiyāḷam: 2008).

பூமிச்செல்வம். ஆ. *பின்னைநவீனத்துவம்.*அகரம்வெளியீடு.2008. (Pūmiccelvam. Ā. Piṉṉai navīṉattuvam. Akaram veḷiyīṭu.2008).

மார்க்ஸ், அ. *பின்நவீனத்துவம் - இலக்கியம் - அரசியல்.*கோவை: விடியல்பதிப்பகம். 1996. (Mārks, a. Piṉṉavīṉattuvam - ilakkiyam - araciyal. Kōvai: Viṭiyal patippakam. 1996).

Bertens, Hans & Fokkema, Douwe., Eds. *International Postmodernism: Theory and Literary Practice. Amsterdam:*John Benjamin Publishing Company. 1997.

Loomba, Ania. et al. (Eds.). *Postcolonial Studies and Beyond.*Permanent Black. 2006.

Sim, Stuart. Irony and Crisis: *A Critical History of Postmodern Culture.*ICON Books. 2002

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 201

Nadagangal (Drama)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Nadagangal (Drama)	04	03	01	0

Course Objectives:

- To introduce students to modern Tamil dramatic literature and its development.
- To explore the Tamil literary trends and movements that have influenced modern dramatic texts.
- To familiarize students with the forms, themes, techniques, theories, concepts, and structures of Tamil drama.
- To examine the historical backgrounds and aesthetic sensibilities of prominent Tamil dramatic texts from ancient, modern, and postmodern periods.

Course learning outcomes:

- Students will understand the content, forms, and aesthetic features of Tamil dramas, including poetic and rhetorical elements.
- Students will develop the ability to analyse and interpret Tamil dramatic literature from medieval, modern, and contemporary periods.
- Students will gain knowledge of major literary and theatre movements and ideologies across different periods.
- Students will critically appreciate dramatic texts through theoretical frameworks such as Epic Theatre, Musical Theatre, Theatre of the Absurd, Farce, and other dramatic traditions.

Course Units:

Unit I: The development of modern and contemporary Tamil drama, focusing on the historical contexts of the 19th and 20th centuries. The social, cultural, and political forces such as colonial influence, reform movements, and modernization (15 hours)

Unit II: Literary and theatrical elements found in modern Tamil poetry and drama. Themes, structures, techniques, characterisation, dialogues, symbolism, and performance aesthetics, of global literary theories on Tamil writing. (10 hours)

Unit III: Gender, humanism, and modernity.Poetic devices, stylistic features, and the influence of literary movements such as Manikodi, feminist writing, and postmodern trends. (10 hours)

Unit IV: Representing various theatre movements, , epic theatre, musical theatre, absurd theatre Marxism, feminism, nationalism, and Dalit perspectives. (10 hours)

Prescribed Readings:

அண்ணாதுரை, சி.என். வேலைக்காரி. (பேரறிஞர் அண்ணாவின் நாடகங்கள், தொகுதி 1). சென்னை: பூம்புகார் பதிப்பகம், 1998

Annadurai, C.N. Velaikkaari (Perarignar Annavin Naadagangal, Thoguthi 1). Chennai: Poompuhar Pathippagam, 1998.

அரசு, வீ. (ப.ஆ.). இரணியன் நாடகம் அல்லது பிரஹலாதா. (சங்கரதாஸ் சுவாமிகள் நாடகத் திரட்டு). புதுச்சேரி: வல்லினம் ட்ரஸ்ட், 2009

Arasu, V. (Ed.). Iraniyan Naadagam allathu Prahaladhaa (Sankaradas Swamigal Naadaga Thirattu). Puducherry: Vallinam Trust, 2009.

இந்திரா பார்த்தசாரதி. நந்தன் கதை (இந்திரா பார்த்தசாரதி நாடகங்கள்). சென்னை: கிழக்குப் பதிப்பகம், 2007

Indira Parthasarathy. Nandan Kadhai (Indira Parthasarathy Naadagangal). Chennai: Kizhakku Pathippagam, 2007.

பகவதி, கு. (பதி). தமிழ் நாடகம் : நேற்றும் இன்றும். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2000

Bhagavathi, K. (Ed.). Tamil Naadagam: Nettrum Indrum. Chennai: Ulaga Tamil Research Institute, 2000.

குணசேகரன், கே.ஏ. இன்றைய தமிழ் நாடகச் சூழல். பாண்டிச்சேரி: தன்னானே பதிப்பகம், 1999

Gunasekaran, K.A. Inraiya Tamil Naadaga Choozhal. Pondicherry: Thannane Pathippagam, 1999.

மங்கை, அ. பெண் – அரங்கம் – தமிழ்ச்சூழல். சென்னை: ஸ்நேகா பதிப்பகம், 2001

Mangai, A. Pen – Arangam – Tamil Choozhal. Chennai: Sneha Pathippagam, 2001.

முத்துசாமி, ந. அன்று பூட்டிய வண்டி. சிவகங்கை: அன்னம் புத்தக மையம், 1982

Muthusamy, N. Andru Poottiya Vandi. Sivagangai: Annam Puthaga Maiyam, 1982.

Suggested Readings

அழகப்பன், ஆறு. தமிழ் நாடகம்: தோற்றமும் வளர்ச்சியும். அண்ணாமலை நகர்: அண்ணாமலைப் பல்கலைக்கழகம், 1987

Azhagappan, Aaru. Tamil Naadagam: Thotramum Valarchiyum. Annamalai Nagar: Annamalai University, 1987.

சாஸ்திரியார், வி.கோ. சூரியநாராயணன். நாடகவியல். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2004

Sasthriyar, V. Ko. Sooriyanarayanan. Naadagaviyal. Chennai: Ulaga Tamil Research Institute, 2004.

இராமசுவாமி, மு.; முருகேசன், கு.; கோவிந்தசாமி, பெ. (பதி). இருபதாம் நூற்றாண்டுத் தமிழ் நாடகங்கள். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 1999

Ramasamy, Mu.; Murugesan, Ku.; Govindasamy, Pe. (Ed.). Irubathaam Nootraandu Tamil Naadagangal. Chennai: Ulaga Tamil Research Institute, 1999.

மகேந்திர விக்கிரமவர்ம பல்லவன். மத்தவிலாச அங்கதம். சென்னை: கிறித்துவ இலக்கியச் சங்கம், 1981

Mahendra Vikramavarma Pallavan. Mathavilaasa Angatham. Chennai: Christian Ilakkiya Sangam, 1981.

ரங்கராஜன், வெளி. தமிழ் நாடகச் சூழல்: ஒரு பார்வை. சென்னை: தி பார்க்கர் பதிப்பகம், 2003

Rangarajan, Veli. Tamil Naadaga Choozhal: Oru Paarvai. Chennai: The Parker Pathippagam, 2003.

ராமசாமி, அ. நாடகங்கள்: விவாதங்கள், ஒப்பனை, ஒத்திகை. கோவை: விடியல் பதிப்பகம், 1992

Ramasamy, A. Naadagangal: Vivaathangal, Oppanai, Othigai. Coimbatore: Vidiyal Pathippagam, 1992.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 202
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ
(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ **(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)**	04	03	01	0

Learning Objectives:

- To familiarize the students with the two striking socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- To make students aware of the thoughtful ideas of EVR Periyār and Ayōthidāsar that just jostled the then-existingsociety, to create meaningful existence for everyone.
- To illustrateto the students about these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and an enormous number of writers.
- To familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Learning Outcomes:

- The course is expected to familiarize and orient the students with the two prominent socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- The course shall also discuss and deliberate on these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and a large number of writers, and their impact on society.

- This course shall also aim to familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Units:

Unit: IA brief survey of the socio-religious-political situation of Tamil Nadu since ancient times, more specifically the historical context of the 18th, 19th, and 20th centuries (15 hours)

Unit: II The socio-political factors of the 19th century that led EVR Periyār and Ayōthidāsar as Tamil revolutionary leaders. (10 hours)

Unit: III Ideologies, writings, speeches, and service of Periyār and Ayōthidāsar. (10 hours)

Unit: IV Analyzing and understanding the ancient, medieval, modern, and post-modern Tamilliterature with the theoretical background of manifestos and writings of Periyār and Ayōthidāsar. (10 hours)

Tutorial:

- Introduce the socio-political background of Reformist Movements in Tamil Nadu.
- Explain the philosophies and contributions of Ayōthidāsar and E.V.R. Periyār.
- Analyze their writings, speeches, and impact on social justice and rationalism.
- Encourage discussions and presentations on their relevance in contemporary society.

Essential Readings:

அன்புபொன்னோவியம்.
*பண்டிதர்அயோத்திதாசர்ஒருகண்ணோட்டம்.*சித்தார்த்தாபதிப்பகம்:
2010.(Aṉpu poṉṉōviyam. Paṇṭitar ayōttitācar oru kaṇṇōṭṭam. Cittārttā patippakam:2010).

சம்பத், இரா. *பன்முகநோக்கில்அயோத்திதாசர்.*சாகித்தியஅகாதமி:2017.
(Campat, irā. Paṉmuka nōkkil ayōttitācar. Cākittiya akātami:2017).

சுப்பிரமணியன்.
(தொ.ஆ.).*அயோத்திதாசப்பண்டிதர்வாழ்க்கைவரலாறு.*தமிழ்வேந்தன்பதிப்பகம்:2010. (Cuppiramaṇiyaṉ. (To.Ā.).Ayōttitācap paṇṭitar vāḻkkai varalāṟu. Tamiḻ vēntaṉ patippakam:2010).

வெங்கடாசலம், வெ.

அயோத்திதாசரின்சமூகச்சிந்தனைகளும்செயல்களும்: புலம்.2015. (Veṅkaṭācalam, ve. Ayōttitācariṉ camūkac cintaṉaikaḷum ceyalkaḷum: Pulam. 2015).

Suggested Readings:

அரங்கன், கவி. *பண்டிதர்அயோத்திதாசர்: செங்கை: அயோத்திதாசரைப்பரப்பும்அறவியல்.*பாசறை: 2012. (Araṅkaṉ, kavi. Paṇṭitar ayōttitācar. Ceṅkai: Ayōttitācaraip parappum aṟaviyal. Pācaṟai: 2012).

கௌதம், சன்னா. க. *அயோத்திதாசபண்டிதர்.*சாகித்தியஅகாதமி; 2007. (Kautam, caṉṉā. Ka. Ayōttitāca paṇṭitar. Cākittiya akātami; 2007).

ராஜ்கௌதமன். க. *அயோத்திதாசர்ஆய்வுகள்.*நாகர்கோவில், தமிழ்நாடு: காலச்சுவடு: 2004. (Rāj kautamaṉ. Ka. Ayōttitācar āyvukaḷ. Nākarkōvil, tamiḻnāṭu: Kālaccuvaṭu: 2004).

ஜெயபாலன், க. *அயோத்திதாசப்பண்டிதர்தேர்ந்தெடுக்கப்பட்டசிந்தனைகள் (இலக்கியக்கடலில்சிலதுளிகள்).*கலகம்வெளியீட்டகம்: 2010. (Jeyapālaṉ, ka. Ayōttitācap paṇṭitar tērnteṭukkappaṭṭa cintaṉaikaḷ (ilakkiyak kaṭalil cila tuḷikaḷ). Kalakam veḷiyīṭu: 2010).

DISSERTATION/ ACADEMIC PROJECTS/ ENTREPRENEURSHIP

SEMESTER III

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

SEMESTER IV

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Research Problem identification

ii. Review of literature

iii. Research design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation iii. Research output in the form of any one of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

(Academic Project should be application-based research (not an exploratory or descriptive research) or real-life problem-solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Problem identification

ii. Review of literature

iii. Design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Project output in the form of any one of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

C. Learning outcomes of Entrepreneurship track in the 2nd Year of PG Programmes are as follows:

Milestones for VII Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Idea Generation and Validation	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.
3-4	Finalizing the Business Idea	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	Market Research and Customer Discovery	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.

7-14	Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

Week	Topic	Deliverable	Activities	Mentor Checkpoint
11-12	Financial and Legal Planning	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.
13-14	Pitch Preparation	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	Final Presentation and Review	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Review and Refinement of Prototype/ MVP	Review of the progress made in the 7th semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester.	Review and approval of the refined business plan and prototype/MVP

Week	Topic	Deliverable	Activities	Mentor Checkpoint
3-12	Legal and Regulatory Compliance	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	Operational Planning	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.

5-10	Marketing and Sales Strategy	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.
9-14	Financial Planning and Fundraising	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.
9-14	Risk Management and	Risk management plan detailing	Identify key risks (e.g., market, operational,	Risk management
	Contingency Planning	potential risks and corresponding mitigation strategies.	financial) and develop contingency plans.	plan review and feedback.
13-14	Final Preparations for Launch	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and approval of launch readiness.

15-16	Final Presentation and Review	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

Ref: https://www.du.ac.in/uploads/new-web/17022025-ugcf Final_scanned_Notification_3_pgcf.pdf

MASTER OF ARTS

(TAMIL)

COURSES FOR TWO YEAR PG (TAMIL) PROGRAMME

BASED ON NEP- 2020

Semester III and IV

For

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

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

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINESPECIFIC CORE COURSE (DSC)	02	
DISCIPLINESPECIFIC ELECTIVE COURSES (DSE)	02-03	

GENERIC ELECTIVE COURSES (GE)	04	
SKILLBASED COURSES (SBC)	02	

Semester III

Discipline Specific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAM DSC 301		Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	03	01	04
TAM DSC 302		Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum (Research Methodology and Dissertation Writing)	03	01	04
Total	3		06	02	08

Semester IV

DisciplineSpecific Core Course (DSC)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSC 401		Canga Ilakkiyam (Sangam Literature))	03	01	04
TAMDSC 402		Ilakkaṇam: Tolkāppiyam – Porul (Grammar: Tolkāppiyam – Prose & Prosody))	03	01	04
Total	3		06	02	08

Discipline Specific Elective Courses (DSE)

Semester III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 301		Thani Padalgal (Individual compositions i)	03	01	04
TAMDSE 302		Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum (Post-modernism and Post-colonialism)	03	01	04
TAMDSE 303		Cittar ilakkiyam Siddhar Literature	03	01	04

Semester IV

Discipline Specific Elective Courses (DSE)

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 401		Dramas (Nadakangal)	03	01	04
TAMDSE 402		Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ (Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)	03	01	04
TAMDSE 403		Thamil kovil panpaadu (Tamil Temple Culture)	03	01	04

Generic Elective Courses (GE)

Semester III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMGE 301		Ūḍagat Tamiḻ (Tamiḻ through Media)	03	01	04
TAMGE 302		Kathai Padalkal (Folk Ballads)	03	01	04

Generic Elective Courses (GE)
Semester IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMGE 401		Cemmoḻit tamiḻ (CLASSICAL TAMIL)	03	01	04
TAMGE 402		Uraiyāciriyarkaḷum urai marapukaḷum (Commentators and Textual Traditions)	03	01	04

Skill Based Courses (SBC)

Semester III

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
TAMSBC 301	Tolliyal marrum kalveṭṭiyal Archaeology and Epigraphy	01	01	02

Skill Based Courses (SBC)

Semester IV

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
TAMSBC 401	Manuscripts (Olaisuvadiyiyal)	01	01	02

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI

SEMESTER III

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 301

Ilakkaṇam: Tolkāppiyam – 'Col'
(Grammar: Tolkāppiyam – 'Word')

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice

Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	04	03	01	NIL

Learning Objectives:

- To explain the Tamil grammatical concepts and analytical techniques with specialreference to Morphology, Syntax, and Semantics.
- To comprehend *'Col Adigāram'* (Section deals with various aspects of Words) of Tolkāppiyamin historical and comparative perspectives.
- To impart knowledge about the contribution of the commentators to the interpretations, development of grammatical theory and practice.
- To illustrate the Tamil grammatical concepts and analytical techniques about words, categories of words, compounds, etymology, morphology, case system, clitics, poeticexpression, syntax, and semantics.

Course learning outcomes:

- The course would make students aware of the Tamil language's distinct grammaticalcharacteristics with special reference to words, parts of speech, formation, and categoriesof words.
- The students would gain desired traditional Tamil grammatical knowledge on/about issues of word classes, of compounds, semantic problems, and rich lexical data, and also about certain rules to be adhered to in borrowing words from Sanskrit.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical works. (15 hours)

Unit: II

Illustrating the role of case in syntax, some case-suffixes denote other case-meanings and the formation of the vocative case. (10 hours)

Unit: III

Nouns, Verbs, Partial words of prefix and suffix, and their formation in syntax, structural morphemes. (10 hours)

Unit: IV

Participles, residual components, the nature of words, and their other points in syntax formation. (10hours)

Tutorial

- Reading of Each Grammatical Rule with extensive examples.
- Demonstration of Tamil Morphology formation.
- Sharing of various grammatical structures among the students.
- Preparation of charts of Tamil words according to Tolkāppiyam.

Essential Reading:

தொல்காப்பியர், *தொல்காப்பியம் (சேனாவரையர்உரை).*சென்னை: திருநெல்வேலி,
தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1980.(Tolkāppiyar. Tolkāppiyam (cēṉāvaraiyar urai). Ceṉṉai: Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1980).

Suggested Readings:

அருளப்பன், ஆப்ரஹாம்.&வி.ஐ. சுப்பிரமணியன் (ப.ஆ.). *தொல்காப்பியம் – சொல்லதிகாரம்: உரைக்கோவை. (பகுதி).* அருள்அச்சகம்:1963. (Aruḷappaṉ, āprahām. & Vi.Ai. Cuppiramaṇiyaṉ (pa.Ā.). Tolkāppiyam – collatikāram: Uraikkōvai. (Pakuti I). Aruḷ accakam: 1963).

சண்முகதாஸ்.
*தமிழ்மொழிஇலக்கணஇயல்புகள்.*முத்தமிழ்வெளியீட்டுக்கழகம்:
1982.(Caṇmukatās. Tamiḻmoḻi ilakkaṇa iyalpukaḷ. Muttamiḻ veḷiyīṭṭuk kaḻakam: 1982).

சுப்பிரமணியன், ச.வே.*தொல்காப்பியம் - தெளிவுரை.*மணிவாசகர்பதிப்பகம்: 2006.(Kappirāmaṇiyaṉ, ca.Vē. Tolkāppiyam - tēḻivurai. Maṇivācakar paṭippakam: 2006).

தொல்காப்பியர்,*தொல்காப்பியம் - சொல்லதிகாரம் (இளம்பூரணர்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981. (Tolkāppiyar, tolkāppiyam - collatikāram (iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

பாலசுந்தரம், எஸ். *தொல்காப்பியம்: சொல்லதிகாரம்ஆராய்ச்சியுரை.*தாமரைவெளியீட்டகம்: 1988. (Pālacuntaram, es. Tolkāppiyam: Collatikāram ārāycciyurai. Tāmarai veḷiyīṭu: 1988).

தொல்காப்பியர், *தொல்காப்பியம் (நச்சினார்க்கினியர்உரை).*தஞ்சாவூர்: சரசுவதிமகால்வெளியீடு:1962. (Tolkāppiyar, tolkāppiyam (nacciṉārkkiṉiyar urai). Tañcāvūr: Caracuvati makāl veḷiyīṭu: 1962).

நாச்சிமுத்து, கி. *இலக்கணஆராய்ச்சிக்கட்டுரைகள்.*கோயம்புத்தூர்மொழிமற்றும்பண்பாட்டுஆய்வுநிறுவனம்: 2007.(Nāccimuttu, ki. Ilakkaṇa ārāyccik kaṭṭuraikaḷ. Kōyamputtūr moḻi maṟṟum paṇpāṭṭu āyvu niṟuvaṉam: 2007).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 302
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum
(Research Methodology and Dissertation Writing)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum **(Research Methodology and Dissertation Writing)**	04	03	01	0

Learning Objectives:

- To develop advanced and critical research skills using interdisciplinary, digital, textual, linguistic, and field-based approaches in Tamil studies.

- To equip students with advanced skills in research design, data analysis, academic writing, citation, research ethics, and responsible use of AI.

- To develop expertise in planning, writing, presenting, and defending an original research dissertation.

Course learning outcomes:

- Students will be able to formulate original research problems and apply advanced and appropriate research methodologies.

- Students will be able to critically analyse, interpret, and present complex research data using scholarly and digital tools.

- Students will be able to independently produce and defend a well-structured, ethical, and academically rigorous dissertation.

Course Units:

Unit:**I**

Primary and secondary sources, literature review and research gaps, fieldwork techniques, interviews, questionnaires, observation. (15 marks)

Unit: II

Data collection methods, qualitative and quantitative research, textual criticism and interpretation, data classification and analysis, and an introduction to digital research tools and database. (10 hours)

Unit: III

Citation, footnotes, bibliography, MLA, APA, and Chicago styles, plagiarism and academic integrity, research ethics, and responsible use of AI (10 hours)

Unit: IV

Research proposal and synopsis, dissertation structure and chapter organization, introduction, methodology, analysis, findings, and conclusion, editing, proofreading, formatting, seminar presentation, and viva voce. (10 hours)

Tutorial

- Introduce research concepts, types, and methodologies with practical examples.
- Train students to frame research problems, objectives, and hypotheses effectively.
- Demonstrate data collection, analysis, and interpretation techniques.

- Guide students in dissertation structure, referencing, and academic writing skills.

Prescribed Texts:

பஞ்சாங்கம், கே.*ஆய்வு நெறிமுறைகள்*, அன்னம் பதிப்பகம், தஞ்சாவூர், 2017.

Pañcāṅkam, K. Āyvu Neṟimuṟaikaḷ, Aṉṉam Patippakam, Tañcāvūr, 2017.

முத்துச்சண்முகன்,டாக்டர்&சு.வேங்கடராமன்,இலக்கியஆராய்ச்சிநெறிமுறைகள்.நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013.(Muttuccaṇmukaṉ, ṭākṭar& cu. Vēṅkaṭarāmaṉ, ilakkiya ārāycci neṟimuṟaikaḷ. Niyū ceñcuri puk havus: 2013).

பொற்கோ., ஆராய்ச்சிநெறிமுறைகள்.ஐந்திணைப்பதிப்பகம்: 2004.

(Poṟkō., Ārāycci neṟimuṟaikaḷ. Aintiṇaip patippakam: 2004).

தமிழண்ணல்&எம்.எஸ். இலக்குமணன். தமிழண்ணல்எம். எஸ். இலக்குமணன்,ஆய்வியல்அறிமுகம்.மதுரை: மீனாட்சிபுத்தகநிலையம்: 1979. (Tamiḻaṇṇal& em.Es. Ilakkumaṇaṉ. Tamiḻaṇṇal em. Es. Ilakkumaṇaṉ, āyviyal aṟimukam. Maturai: Mīṉāṭci puttaka nilaiyam: 1979).

Essential Readings:

இராமநாதன், ஆறு. (ப.ஆ.), நாட்டுப்புறவியல் - களஆய்வுநெறிமுறைகள்.தென்னிந்தியமொழிகளின்நாட்டுப்புறவியல்கழகம்: 2003.(Irāmanātaṉ, āṟu. (Pa.Ā.), Nāṭṭuppuṟaviyal - kaḷa'āyvu neṟimuṟaikaḷ. Teṉṉintiya moḻikaḷiṉ nāṭṭuppuṟaviyal kaḻakam: 2003).

பாலசுப்பிரமணியன், கு.வெ. பாலசுப்பிரமணியன், கு.வெ, ஆய்வியல்நெறிமுறைகள். : உமாநூல்வெளியீட்டகம்:2004. (Pālacuppiramaṇiyaṉ, ku.Ve. Pālacuppiramaṇiyaṉ, ku.Ve, āyviyal neṟimuṟaikaḷ. : Umā nūl veḷiyīṭu:2004).

நாராயணன்.க,ஆய்வுஎது? எப்படி? ஏன்?சென்னை: தமிழ்ப்புத்தகாலயம் : 1987.(Nārāyaṇaṉ. Ka, āyvu etu? Eppaṭi? Ēṉ? Ceṉṉai: Tamiḻp puttakālayam: 1987).

Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd: 2008.

Altick, Richard. D, *The Art of Literary Research*. W.W. Norton Company: New York: 1963.

Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications: 2014.

Guerin, Wilfred L. (*et al*). (Eds), *A Handbook of Critical Approaches to Literature*. (4th ed.). Oxford University Press: 2010.

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 401
Canga Ilakkiyam
(Sangam Literature)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Canga Ilakkiyam **(Sangam Literature)**	04	03	01	0

Learning Objectives:

- To introduce the ancient Tamil literary corpus called Sangam literature.
- To explain the ancient Tamil literary texts in the framework of the *Tiṇai* concept, *i.e., Akam* (Interior feelings, *i.e.,* love) and *Puṟam* (Exterior actions,*i.e.,*heroic poems on war, ferocity, death, glory of kings, personal virtue, social values, *etc*.) theories defined by Tolkāppiyar in his treatise.
- To elucidate the seven kinds of *Akam* themes, such as *Kuṟiñci*, *Mullai*, *Marudam*, Neydal, *Pālai*, *Kaikkiḷai,* and *Peruntiṇai,* and seven kinds of *Puṟam* themes, such as Veṭci, *Vañci, Uḻiñai, Tumbai, Vāgai, Kāñci*, and *Pāḍāṇ*.
- To discuss and deliberate on the unique characteristics of *Tiṇai* poetry, its two uniqueliterary techniques such as *'Uḷḷuṟai'* (hidden metaphor) and *'Iṟaicci'* (implied meaning), ethical and social values.

Course learning outcomes:

- The course would enable the students to understand *Tiṇai* concept of Sangam poems, *viz. Akam* and *Puṟam* themes in the backdrop of *akam* and *puṟam* theories of *Tolkāppiyam*.
- Thestudents would acquire proper knowledge about seven love themes, such as sexual union oflovers, yearning, sulking, pining, and separation, and seven

non-love themes, such as cattleraid, beginning of invasion, seizing of fort, pitched battle, victory, transient nature of victory, and praise over the victory. And they would comprehend the ability of realizing the ecological knowledge of Tamil minds of bygone era and the metaphorical references of flora and fauna described in the Sangam classics.

Course Units:

Unit: I

A brief survey of ancient Tamil literature and a brief account of *Eṭṭuttogai* and Pattuppāṭṭuanthologies. (15 Hours)

Unit: II

Deliberating in detail about the *akam* and *puṟam* theories of *Tolkāppiyam* and categories of *akam* and *puṟam* themes (10 Hours)

Unit: III

Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. (10 Hours)

Unit: IV

Detailed discussion on *Kuṟiñcippāṭṭu*, *Neḍunalvāḍai*, and *Ciṟupāṇāṟṟuppaḍai* texts. (10 Hours)

Tutorial:

- Introduce the historical background and significance of Sangam age and literature.
- Explain themes, genres, and poets of *Ettuthokai* and *Pattuppāṭṭu* with examples.
- Analyze selected poems focusing on love (*Akam*) and heroism (*Puram*).
- Encourage group discussions and presentations on cultural and linguistic aspects.

Essential Readings:

கபிலர். *குறிஞ்சிப்பாட்டு (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Kapilar. Kuṟiñcippāṭṭu (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நக்கீரர்.*நெடுநல்வாடை (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968.Nakkīrar. (Neṭunalvāṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நத்தத்தனார்.சிறுபாணாற்றுப்படை (பொ.வே. சோமசுந்தரனார்உரை). தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Nattattaṉār. Ciṟupāṇāṟṟuppaṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

*புறநானூறு (முதல்200 கவிதைகள்மட்டும்). (பொ.வே.சோம-சுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1978. (Puṟanāṉūṟu (mutal 200 kavitaikaḷ maṭṭum). (Po.Vē.Cōma- cuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1978).

குறுந்தொகை (முதல்200 கவிதைகள்மட்டும்). (முத்துச்-சண்முகம்பிள்ளைஉரை).தமிழ்ப்பல்கலைக்கழகம்:1985). (Kuṟuntokai (mutal 200 kavitaikaḷ maṭṭum). (Muttuc- caṇmukam piḷḷai urai).Tamiḻp palkalaikkaḻakam:1985).

SuggestedReadings:

அறவாணன், க.ப. அற்றைநாட்காதலும்வீரமும். சென்னை: பாரிநிலையம்: 1987. (Aṟavāṇaṉ, ka.Pa. Aṟṟai nāṭṭu kātalum vīramum. Ceṉṉai: Pāri nilaiyam: 1987).

கடிகாசலம், ந.&ச. சிவகாமி. சங்கஇலக்கியம். உலகத்தமிழ்ஆராய்ச்சிநிலையம்:1998. (Kaṭikācalam, na. & Ca. Civakāmi. Caṅka ilakkiyam. Ulakat tamiḻ ārāycci nilaiyam:1998).

செட்டியார், வித்வான்எஸ். வெங்கடராம். *புனையாஓவியம். (நெடுநல்வாடைவிளக்கம்).*பாரிநிலையம்: 1958. (Ceṭṭiyār, vitvāṉ es. Veṅkaṭarām. Puṉaiyā ōviyam. (Neṭunalvāṭai viḷakkam). Pāri nilaiyam: 1958).

பாலசுப்பிரமணியன், கு.வெ. *சங்கஇலக்கியத்தில்புறப்பொருள்.*உமாபதிப்பகம்: 1986. (Pālacuppiramaṇiyaṉ, ku.Ve. Caṅka ilakkiyattil puṟapporuḷ. Umā patippakam: 1986).

மாணிக்கம், வ.சுப. *தமிழ்க்காதல்.*சென்னை: பாரிநிலையம்: 1962. (Māṇikkam, va.Cupa. Tamiḻkkātal. Ceṉṉai: Pāri nilaiyam: 1962).

ராஜ்கௌதமன்.
பாட்டும்தொகையும்தொல்காப்பியமும்தமிழ்ச்சமூகஉருவாக்கமும்.

தமிழினி: 2012.(Rāj kautamaṉ. Pāṭṭum tokaiyum tolkāppiyamum tamiḻc camūka uruvākkamum. Tamiḻiṉi: 2012).

வாச்சக், யரோஸ்லவ் (கோ. பாலசுப்பிரமணியன், மொ.ஆ.). *சங்கஇலக்கியத்தில்இயற்கைக்குறியீடு*.புத்தாநத்தம்: அடையாளம்: 2015. (Vāccak, yarōslav (kō. Pālacuppiramaṇiyaṉ, mo.Ā.). Caṅka ilakkiyattil iyaṟkaik kuṟiyīṭu. Puttanattam: Aṭaiyāḷam: 2015).

சிவலிங்கனார், ஆ. *தொல்காப்பியம்பொருளதிகாரம்உரைவளம்*. உலகத்தமிழ்ஆராய்ச்சிநிலையம்: 1985. (Civaliṅkaṉār, ā. Tolkāppiyam poruḷatikāram uraivaḷam.
Ulakat tamiḻ ārāycci nilaiyam: 1985).

தட்சிணாமூர்த்தி, அ. *சங்கஇலக்கியங்கள்உணர்த்தும்மனிதஉறவுகள்*.நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Taṭciṇāmūrtti, a. Caṅka ilakkiyaṅkaḷ uṇarttum maṉita uṟavukaḷ. Niyū ceñcuri puk havus: 2016).

மாதையன், பெ. அகத்திணைக்கோட்பாடும்சங்கஅகக்கவிதைமரபும். பாவைபப்ளிகேஷன்ஸ்2009. (Mātaiyaṉ, pe. Akattiṇaik kōṭpāṭum caṅka akakkavitai marapum. Pāvai papḷikēṣaṉs 2009).

முருகேசபாண்டியன், ந. *மறுவாசிப்பில்செவ்வியல்இலக்கியப்படைப்புகள்*.சென்னை: நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Murukēcapāṇṭiyaṉ, na. Maṟuvācippil cevviyal ilakkiyap paṭaippukaḷ. Ceṉṉai: Niyū ceñcuri puk havus: 2016).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 402
Ilakkaṇam: Tolkāppiyam – Porul
(Grammar: Tolkāppiyam – Prose & Prosody)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice

Learning Objectives:

- To familiarize *Tolkāppiyam* (*c*. 200 BCE) with special reference to its third book *Poruḷ Adigāram* (Section on Prose and Prosody).
- To make students familiar with the unique literary theories, *viz*. *Agattiṇai* (Love Theme) deals with the premarital and post-marital love affairs of literary personae.
- To elucidate on the subject matter of the non-love theme called *Puṟattiṇai* (War and Non-Love Theme) that deals mostly with warfare, heroics, munificence of kings/patrons, *etc*.
- To illustrate the theories of *Meyppāḍu* (the emotions and physical reactions) of readers while relishing a poem, similes, prosody, rhetoric, *etc*.

Course learning outcomes:

- By introducing and explaining the basic facts about the subject matter of the ancient Tamil language, the course would make the students aware of the said language's distinct literary love themes, such as mutual love, clandestine love, and wedded love.
- The students would gain an appropriate level of knowledge as a reader, while relishing a literary piece, and similes and components of prosody found therein.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical work that dealt with love and warfare themes and prosody. (15 hours)

Unit: II

Introducing and illustrating the details about the literary concepts, *viz*. *Agattiṇai*, Puṟattiṇai, *Kaḷavu, Kaṟpu,*and aspects of love situations. (10 hours)

Unit: III

Dramaturgy and simile, and their significance in the classical Tamil literature. (10 hours)

Unit: IV

Prosody and the art of composition, tradition, and literary usage. (10 marks)

Tutorial:

- Introduce the structure and significance of *Tolkāppiyam* in Tamil grammar.
- Explain grammatical rules related to prose and prosody with illustrations.

- Analyze examples from classical texts to demonstrate linguistic principles.
- Engage students in exercises on verse construction and prose analysis.

Essential Readings:

தொல்காப்பியர்,தொல்காப்பியம் – பொருளதிகாரம். (இளம்பூரணர்உரை).தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981 (Tolkāppiyar, tolkāppiyam – poruḷatikāram. (Iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

Suggested Readings:

சிவலிங்கனார். ஆ, பொருளதிகாரம்உரைவளம். உலகத்தமிழாராய்ச்சிநிறுவனம்:1985. (Civaliṅkaṉār. Ā, poruḷatikāram uraivaḷam. Ulakat tamiḻarāycci niṟuvaṉam:1985).

சுப்பிரமணியன். ச.வே,தொல்காப்பியம் - தெளிவுரை. மணிவாசகர்பதிப்பகம்: 2006.(Cuppiramaṇiyaṉ. Ca. Vē, tolkāppiyam - teḷivurai. Maṇivācakar patippakam: 2006).

தமிழண்ணல், தொல்காப்பியரின்இலக்கியக்கொள்கை. (பகுதிI) மீனாட்சிபுத்தகநிலையம்: 2004.(Tamiḻaṇṇal, tolkāppiyariṉ ilakkiyak koḷkai. (Pakuti I) mīṉāṭci puttaka nilaiyam: 2004)

ஐந்திலக்கணம்,திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1937 (Aintilakkaṇam, tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1937).

நக்கீரர். (உ.ஆ.),இறையனார்அகப்பொருள்மூலம். திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1972. (Nakkīrar. (U.Ā.), (Iṟaiyaṉār akapporuḷ mūlam. Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1972).

Vellaivaranan. K, Tolkappiyam: A History of Tamil Literature. Annamalai University:1957.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 301
Thanippadalgal (Individual Poems)

Course title & Code	Credits	Credit Distribution of the course

		Lecture	Tutorial	Practical/ Practice
Thanippadalgal (Individual Poems)	04	03	01	NIL

Course Objectives

- To introduce students to the concept, origin, and evolution of **Thanippadalgal** as a distinct genre in Tamil literature.
- To help students understand the differences between individual poem collections and classical anthologies.
- To explore the historical, social, and cultural contexts of **Thanippadalgal** and their thematic and literary richness.
- To familiarize students with the contributions of major poets and important compilations of **Thanippadalgal**.

Course Outcomes

- Students will be able to understand the nature and characteristics of **Thanippadalgal** and distinguish them from other Tamil poetic traditions.
- Students will develop the ability to analyse the thematic, philosophical, and stylistic aspects of individual poems.
- Students will understand the historical and social contexts associated with **Thanippadalgal** and identify key poets and significant works.
- Students will critically appreciate the literary and cultural significance of **Thanippadalgal** within the broader framework of Tamil literature.

Unit I: Concept and definition of Thanippadalgal. Meaning of Thanippadal Thirattu. Nature and characteristics of individual poems. Distinction between Thanippadalgal and major anthologies like Ettuthokai and Pathupattu. Historical background and literary context. (15hours)

Unit II: Chronological development of Thanippadalgal. Compilation practices after the 12th century CE. Role of different poets across various periods. Social and cultural circumstances that influenced the creation of individual poems. (10hours)

Unit III: Major themes such as life experiences, morality, philosophy, devotion, praise, and specific occasions. Stylistic features, poetic expression, situational creativity, and personal voice of poets. Reflection of social realities and ethical thought. (10hours)

Unit IV: Study of prominent poets such as Avvaiyar, kalamegapulavar and their individual poems. Introduction to important compilations like Thanippadal Thirattu. Literary significance and contribution of these works to Tamil literary heritage. (10hours)

Prescribed Text;

புலியூர் கேசிகன் ஔவையார் தனிப்பாடல்கள்.சென்னை:அமராவதி பதிப்பகம்,2012

புலியூர்க் கேசிகன்.காளமேகப் புலவர் தனிப்பாடல்கள் மூலமும் உரையும்.சென்னை :சாரதா பதிப்பகம், 2014.

பிள்ளை,, கா.சு. தனிப்பாடல் திரட்டு (இரண்டு பாகங்கள்) சென்னை: கௌரா பதிப்பகம், 2024

கருப்பக்கிளர் சு.அ.இராமசாமிப் புலவர் தனிப்பாடல் திரட்டு உரைக் குறிப்புக்களுடன்

திருநெல்வேலி;திருநெல்வேலித் தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட் 1964

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 302

Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum

(Post-modernism and Post-colonialism)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum **(Post-modernism and Post-colonialism)**	04	03	01	NIL

Learning Objectives;

- To discuss the emergence of the two most important theoretical orientations incontemporary literary and cultural studies, called „Post-modernismand Post-colonialism.
- To elucidate on the theories of „Post-modernismand „Post-colonialism.
- To discourse on the reception of these *'isms'* in the contemporary art forms such asliterature, plays, films, *etc*.
- To familiarize the concepts and ideologies of post-modernism and post-colonialism withthe students of Tamil literature to make them understand the contemporary Tamil narratives from the perspectives of the ideas above.

Course learning outcomes:

- To develop a critical understanding of the major contemporary theoretical schools of **Postmodernism and Postcolonialism**.
- To examine the reception and development of these theoretical approaches in the Indian context.
- To familiarize students with contemporary literary and cultural ideologies and their applications.
- To enable students to critically appreciate serious literature, drama, paintings, and other cultural expressions of the postmodern and globalization era.

Course Units

Unit: I Postmodern Literature and Postmodern Theory: Historical overview. (!5 hours)

Unit: II Circulation of Post-modernism in dependent cultures. (10 hours)

Unit: III Development of Postcolonial Studies as a discipline. (10 hours)

Unit: IV Reception of Post-colonialism in India. (10 hours)

Tutorial:

- Introduce key concepts and theorists of Post-modernism and Post-colonialism.
- Discuss major themes like identity, hybridity, and power relations through literary texts.
- Encourage comparative analysis of pre- and post-colonial perspectives.
- Facilitate group discussions and critical reviews of selected theoretical essays.

Essential Readings:

ஆனந்தகுமார். பா,தொகுப்புகளில்பின்னைக்காலனியம். தமிழ்நாடுகலைபெருமன்றம்: 2007.(Āṉanta kumār. Pā, tokuppukaḷil piṉṉaikkālaṉiyam. Tamiḻnāṭu kalai perumaṉṟam: 2007).

சிவத்தம்பி. கார்த்திகேசு,*நவீனத்துவம்-தமிழ்-பின்நவீனத்துவம்.*மக்கள்வெளியீடு: 2001.(Civattampi. Kārttikēcu, navīṉattuvam-tamiḻ-piṉṉavīṉattuvam. Makkaḷ veḷiyīṭu: 2001).

சுரேஷ். எம்.ஜி,*பின்நவீனத்துவம்என்றால்என்ன?.*புதுப்புனல்: 2004.(Curēṣ. Em.Ji, piṉṉavīṉattuvam eṉṟāl eṉṉa?. Putuppuṉal: 2004).

ஞானி. *தமிழில்நவீனத்துவம்பின்நவீனத்துவம்.*காவ்யா: 1997. (Ñāṉi. Tamiḻil navīṉattuvam piṉ navīṉattuvam. Kāvyā: 1997).

தமிழவன். (தொ.ஆ.). *நவீனத்தமிழும்பின்-நவீனத்துவமும்.*பெங்களூர்: காவ்யா: 1994. (Tamiḻavaṉ. (To.Ā.). Navīṉat tamiḻum piṉ-navīṉattuvamum. Peṅkaḷūr: Kāvyā: 1994).

பூரணச்சந்திரன், க. . (2ஆம்பதி.). *அமைப்பியமும்பின்அமைப்பியமும்.* அடையாளம்: 2009. (Pūraṇaccantiraṉ, ka. . (2Ām pati.). Amaippiyamum piṉamaippiyamum. Aṭaiyāḷam: 2009).

முத்துமோகன், *அமைப்பியல்பின்-அமைப்பியல்.* காவ்யா: 1998. (Muttu mōkaṉ, amaippiyal piṉ-amaippiyal. Kāvyā: 1998).

ரத்தினக்குமார். ந, பின்காலனியம்: *சமூகம், இலக்கியம், அரசியல்.*பாவை./பப்ளிகேஷன்ஸ்: 2017. (Rattiṉakkumār. Na, piṉkālaṉiyam: Camūkam, ilakkiyam, araciyal. Pāvai. /Papḷikēṣaṉs: 2017)

ராபர்ட், ஜே.சி. யங். (அ.மங்கை,மொ.ர்.). *பின்காலனியம் – மிகச்சுருக்கமானஅறிமுகம்.*அடையாளம். 2003. (Rāparṭ, jē. Ci.Yaṅ. (A.Maṅkai,mo.Ār.). Piṉkālaṉiyam – mikaccurukkamāṉa aṟimukam. Aṭaiyāḷam. 2003).

Suggested Readings:

தமிழவன், *இருபதில்நவீனத்தமிழ்விமர்சனங்கள்.*காவ்யா.2000. (Tamiḻavaṉ, irupatil navīṉattamiḻ vimarcaṉaṅkaḷ.Kāvyā.2000).

தமிழவன், *அமைப்பியலும்அதன்பிறகும்.*அடையாளம்: 2008. (Tamiḻavaṉ, amaippiyalum ataṉpiṟakum. Aṭaiyāḷam: 2008).

பூமிச்செல்வம். ஆ. *பின்னைநவீனத்துவம்.*அகரம்வெளியீடு.2008. (Pūmiccelvam. Ā. Piṉṉai navīṉattuvam. Akaram veḷiyīṭu.2008).

மார்க்ஸ், அ. *பின்நவீனத்துவம் - இலக்கியம் - அரசியல்.*கோவை: விடியல்பதிப்பகம். 1996. (Mārks, a. Piṉṉavīṉattuvam - ilakkiyam - araciyal. Kōvai: Viṭiyal patippakam. 1996).

Bertens, Hans & Fokkema, Douwe., Eds. *International Postmodernism: Theory and Literary Practice. Amsterdam:*John Benjamin Publishing Company. 1997.

Loomba, Ania. et al. (Eds.). *Postcolonial Studies and Beyond.*Permanent Black. 2006.

Sim, Stuart. Irony and Crisis: *A Critical History of Postmodern Culture*.ICON Books. 2002

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 303

Cittar ilakkiyam

Siddhar Literature

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical / Practice
Cittar ilakkiyam **(Siddhar Literature)**	04	03	01	NIL

Learning Objectives:

- Understand the origin and development of Tamil Siddhar literature.
- Explore the philosophical, spiritual, and medical ideas expressed by the Siddhars.
- Examine the poetic style, language, and symbolism used in Siddhar's works.
- Analyze the cultural and historical significance of the Siddha tradition in Tamil society.

Course learning outcomes:

- Students will identify major Siddhars and their literary contributions.
- They will interpret the philosophical and mystical concepts in Siddhar poems.
- Students will evaluate the social, cultural, and medical ideas in Siddhar literature.
- They will appreciate the influence of the Siddha tradition on Tamil thought and heritage.

Course Units:

Unit I Introduction to Siddhar Tradition – Origin, historical background, and the emergence of Siddhar literature in Tamil. (15 Hours)

Unit II Major Siddhars and Their Works – Agastiyar, Akappey, sivavaakiyar, Thirumoolar, Bogar, Konganar, and others; their key contributions and themes. (10 Hours)

Unit III Philosophy and Ideas in Siddhar Literature – Concepts of spirituality, medicine, yoga, alchemy, and humanism. (10 Hours)

Unit IV Language, Style, and Cultural Impact – Poetic techniques, symbolic expressions, and the influence of Siddhar thought on Tamil culture and society. (10 Hours)

Tutorial:

• Reading and discussion of selected verses from major Siddhar texts.

• Group analysis of philosophical and mystical ideas in Siddhar poems.

• Comparative study of different Siddhars' literary styles and teachings.

• Preparation of notes and presentations on the social and cultural relevance of Siddhar literature.

Essential Readings:

இளமதி சானகிராமன், க. சித்தர்களின் சிந்தனைகள். குறிஞ்சிப் பதிப்பகம்: 1991.(Iḷamati cāṉakirāmaṉ, ka. Cittarkaḷiṉ cintaṉaikaḷ. Kuṟiñcip patippakam: 1991).

சோம சுந்தரம், மீ. ப. சித்தர் இலக்கியம் (1-3 தொகுதிகள்). அண்ணாமலை பல்கலைக் கழக வெளியீடு:1989; 2004.

மாணிக்க வாசகம், இரா. நம் நாட்டுச் சித்தர்கள். அன்னை அபிராமி அருள்: (1982.

Māṇikkam, irā. Nam nāṭṭuc cittarkaḷ. Aṉṉai apirāmi aruḷ: 1982).

Suggested Readings:

இளமதி சானகிராமன், க. பேரின்பப் பெரு வாழ்வு. குறிஞ்சிப் பதிப்பகம்: 1989. (Iḷamati cāṉakirāmaṉ, ka. Pēriṉpap peru vāḻvu. Kuṟiñcip patippakam: 1989).

இளமதி சானகிராமன், க. சித்தர்களும் சமூகப் பார்வையும். குறிஞ்சிப் பதிப்பகம்: 1990. (Iḷamati cāṉakirāmaṉ, ka. Cittarkaḷum camūkap pārvaiyum. Kuṟiñcip patippakam: 1990).

மாணிக்க வாசகம், இரா. திருமந்திர ஆராய்ச்சி. அன்னை அபிராமி அருள்: 1982.(Māṇikka vācakam, irā. Tirumantira ārāycci. Aṉṉai apirāmi aruḷ: 1982).

இராமநாதன், அரு. ஞானக்கோவை என வழங்கும் சித்தர் பாடல்கள். பிரேமா பிரசுரம்:1959. (Irāmanātaṉ, aru. Ñāṉakkōvai eṉa vaḻaṅkum cittar pāṭalkaḷ. Pirēmā piracuram:1959).

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 401

Nadagangal (Drama)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice

Nadagangal (Drama)	04	03	01	0

Course Objectives:

- To introduce students to modern Tamil dramatic literature and its development.
- To explore the Tamil literary trends and movements that have influenced modern dramatic texts.
- To familiarize students with the forms, themes, techniques, theories, concepts, and structures of Tamil drama.
- To examine the historical backgrounds and aesthetic sensibilities of prominent Tamil dramatic texts from ancient, modern, and postmodern periods.

Course learning outcomes:

- Students will understand the content, forms, and aesthetic features of Tamil dramas, including poetic and rhetorical elements.
- Students will develop the ability to analyse and interpret Tamil dramatic literature from medieval, modern, and contemporary periods.
- Students will gain knowledge of major literary and theatre movements and ideologies across different periods.
- Students will critically appreciate dramatic texts through theoretical frameworks such as Epic Theatre, Musical Theatre, Theatre of the Absurd, Farce, and other dramatic traditions.

Course Units:

- Unit I: The development of modern and contemporary Tamil drama, focusing on the historical contexts of the 19th and 20th centuries. The social, cultural, and political forces such as colonial influence, reform movements, and modernization (15 hours)

- Unit II: Literary and theatrical elements found in modern Tamil poetry and drama. Themes, structures, techniques, characterisation, dialogues, symbolism, and performance aesthetics, of global literary theories on Tamil writing. (10 hours)

- Unit III: Gender, humanism, and modernity. Poetic devices, stylistic features, and the influence of literary movements such as Manikodi, feminist writing, and postmodern trends. (10 hours)

- Unit IV: Representing various theatre movements, , epic theatre, musical theatre, absurd theatre Marxism, feminism, nationalism, and Dalit perspectives. (10 hours)

Prescribed Readings:

அண்ணாதுரை, சி.என். *வேலைக்காரி (பேரறிஞர் அண்ணாவின் நாடகங்கள், தொகுதி 1.* சென்னை: பூம்புகார் பதிப்பகம்.1998

அரசு, வீ. (ப.ஆ.). *இரணியன் நாடகம் அல்லது பிரஹலாதா (சங்கரதாஸ் சுவாமிகள் நாடகத் திரட்டு*. புதுச்சேரி: வல்லினம் ட்ரஸ்ட்.2009

இந்திரா பார்த்தசாரதி. *நந்தன் கதை (இந்திரா பார்த்தசாரதி நாடகங்கள்).*சென்னை: கிழக்குப் பதிப்பகம்,.2007

பகவதி.கு.,(பதி).*தமிழ் நாடகம் ; நேற்றும் இன்றும்*, சென்னை; உலகத்தமிழ் ஆராய்ச்சி நிறுவனம், 2000

குணசேகரன்,கே.ஏ., *இன்றைய தமிழ் நாடகச் சூழல்*, பாண்டிச்சேரி;தன்னானே பதிப்பகம், 1999

மங்கை.அ. *பெண்-அரங்கம்- தமிழ்ச்சூழல்*, , சென்னை:ஸ்நேகா பதிப்பகம்,2001.

முத்துசாமி, ந. *அன்று பூட்டிய வண்டி*. சிவகங்கை: அன்னம் புத்தக மையம்.1982

Suggested Readings:

அழகப்பன், ஆறு. (1987). *தமிழ் நாடகம் தோற்றமும் வளர்ச்சியும்*. அண்ணாமலை நகர்:அண்ணாமலைப் பல்கலைக்கழகம்.

சாஸ்திரியார், வி.கோ. சூரியநாராயண. நாடகவியல். சென்னை: உலகத்தமிழ் ஆராய்ச்சி நிறுவனம்.2004

இராமசுவாமி,மு., முருகேசன், கு. கோவிந்தசாமி,பெ.(பதி) (1999) ; *இருபதாம் நூற்றாண்டுத் தமிழ் நாடகங்கள்*, உலகத்தமிழ் ஆராய்ச்சி நிறுவனம், சென்னை

மகேந்திர விக்கிரமவர்ம பல்லவன். *மத்தவிலாச அங்கதம்*. சென்னை:கிறித்துவ இலக்கியச் சங்கம்.1981

ரங்கராஜன், வெளி. *தமிழ் நாடகச் சூழல் ஒரு பார்வை*. சென்னை: தி பார்க்கர் பதிப்பகம்.2003

ராமசாமி,அ. *நாடகங்கள் விவாதங்கள்,ஒப்பனை ஒத்திகை*.கோவை; விடியல் பதிப்பகம்,1992.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 402
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ
(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ **(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)**	04	03	01	0

Learning Objectives:

- To familiarize the students with the two striking socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- To make students aware of the thoughtful ideas of EVR Periyār and Ayōthidāsar that just jostled the then-existingsociety, to create meaningful existence for everyone.

- To illustrateto the students about these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and an enormous number of writers.

- To familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Learning Outcomes:

- The course is expected to familiarize and orient the students with the two prominent socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.

- The course shall also discuss and deliberate on these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and a large number of writers, and their impact on society.

- This course shall also aim to familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Units:

Unit: I

A brief survey of the socio-religious-political situation of Tamil Nadu since ancient times, more specifically the historical context of the 18th, 19th, and 20th centuries (15 hours)

Unit: II

The socio-political factors of the 19th century that led EVR Periyār and Ayōthidāsar as Tamil revolutionary leaders. (10 hours)

Unit: III

Ideologies, writings, speeches, and service of Periyār and Ayōthidāsar. (10 hours)

Unit: IV

Analyzing and understanding the ancient, medieval, modern, and post-modern Tamilliterature with the theoretical background of manifestos and writings of Periyār and Ayōthidāsar. (10 hours)

Tutorial:

- Introduce the socio-political background of Reformist Movements in Tamil Nadu.
- Explain the philosophies and contributions of Ayōthidāsar and E.V.R. Periyār.
- Analyze their writings, speeches, and impact on social justice and rationalism.
- Encourage discussions and presentations on their relevance in contemporary society.

Essential Readings:

அன்புபொன்னோவியம். *பண்டிதர்அயோத்திதாசர்ஒருகண்ணோட்டம்.*சித்தார்த்தாபதிப்பகம்: 2010.(Aṉpu poṉṉōviyam. Paṇṭitar ayōttitācar oru kaṇṇōṭṭam. Cittārttā patippakam:2010).

சம்பத், இரா. *பன்முகநோக்கில்அயோத்திதாசர்.*சாகித்தியஅகாதமி:2017. (Campat, irā. Paṉmuka nōkkil ayōttitācar. Cākittiya akātami:2017).

சுப்பிரமணியன். (தொ.ஆ.).*அயோத்திதாசப்பண்டிதர்வாழ்க்கைவரலாறு.*தமிழ்வேந்தன்பதிப்பகம்:2010. (Cuppiramaṇiyaṉ. (To.Ā.).Ayōttitācap paṇṭitar vāḻkkai varalāṟu. Tamiḻ vēntaṉ patippakam:2010).

வெங்கடாசலம், வெ. *அயோத்திதாசரின்சமூகச்சிந்தனைகளும்செயல்களும்:* புலம்.2015. (Veṅkaṭācalam, ve. Ayōttitācariṉ camūkac cintaṉaikaḷum ceyalkaḷum: Pulam. 2015).

Suggested Readings:

அரங்கன், கவி. *பண்டிதர்அயோத்திதாசர். செங்கை: அயோத்திதாசரைப்பரப்பும்அறவியல்.*பாசறை: 2012. (Araṅkaṉ, kavi. Paṇṭitar ayōttitācar. Ceṅkai: Ayōttitācaraip parappum aṟaviyal. Pācaṟai: 2012).

கௌதம், சன்னா. க. *அயோத்திதாசபண்டிதர்.*சாகித்தியஅகாதமி; 2007. (Kautam, caṉṉā. Ka. Ayōttitāca paṇṭitar. Cākittiya akātami; 2007).

ராஜ்கௌதமன். க. *அயோத்திதாசர்ஆய்வுகள்.*நாகர்கோவில், தமிழ்நாடு: காலச்சுவடு: 2004. (Rāj kautamaṉ. Ka. Ayōttitācar āyvukaḷ. Nākarkōvil, tamiḻnāṭu: Kālaccuvaṭu: 2004).

ஜெயபாலன், க.

*அயோத்திதாசப்பண்டிதர்தேர்ந்தெடுக்கப்பட்டசிந்தனைகள் (இலக்கியக்கடலில்சிலதுளிகள்).*கலகம்வெளியீட்டகம்: 2010. (Jeyapālaṉ, ka. Ayōttitācap paṇṭitar tērnteṭukkappaṭṭa cintaṉaikaḷ (ilakkiyak kaṭalil cila tuḷikaḷ). Kalakam veḷiyīṭu: 2010).

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 403

Tamil kovil Panpaadu

(Tamil Temple Culture)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Tamil kovil Panpaadu (Tamil Temple Culture)	04	03	01	0

COURSE OBJECTIVES:

- Provides a comprehensive understanding of Tamil temple culture through its historical evolution and religious foundations.
- Examines temples as dynamic institutions with social functions, including their role in shaping community life and cultural identity.
- Highlights artistic expressions such as architecture, rituals, festivals, and literary patronage associated with temples.
- Encourages viewing temples as centres of faith, power, economy, and cultural continuity in Tamil society.

Course Outcomes

- Understand the historical evolution of Tamil temples, identify key architectural features and structural styles, and analyze the development of sculptural art and iconography.
- Interpret temple rituals, worship practices, and festival traditions within their cultural and social contexts, while recognizing their connections with allied arts such as dance, drama, painting, and culinary traditions.

- Assess the impact of modernization on traditional temple culture and appreciate the continuing relevance of temples in shaping Tamil religious and cultural identity.

Unit I:
Origin and evolution of Tamil temples with reference to *Tolkappiyam*, Sangam literature, and early worship practices, including temple descriptions in *Silappatikaram* and *Manimekalai*. (15 Hours)

Unit II:
Development of temple architecture from Pallava to Nayak periods, key structural elements, and modern conservation efforts. (10 Hours)

Unit III:
Growth of sculptural art, icon formation, rituals, and religious iconography, including Saiva and folk traditions. (10 Hours)

Unit IV:
Temple rituals, worship practices, festivals, associated arts, and the impact of modernization on temple culture. (10 Hours)

Prescribed Texts:

பரமசிவன் தொ. *அழகர் கோயில்*. சென்னை;நற்றிணை பதிப்பகம்,2023
பவுன்துரை இராசு,*தமிழகக் கோயிற் கட்டடக்கலை மரபு*. சிதம்பரம் மெய்யப்பன் பதிப்பகம்,. 2005
கண்ணகி கலைக்கோவன் (தொ.ஆ), *தமிழகத்துக் கோயிற்கலை*, திருவையாறு; தமிழய்யா வெளியீட்டகம், 2006,
கதிர் முருகு. *நாட்டுப்புற வழிபாட்டில் தொன்மங்கள்*, சென்னை; நாம்தமிழர் பதிப்பகம்,. 2007
சரவணன்,ப. *மதுரை மீனாட்சி அம்மன் திருக்கோவில் – வரலாறும் வழிபாடும்* மதுரை: சுவாசம் பதிப்பகம்,2022.

Suggested Reading:

காந்தி. க. *தமிழர் பழக்கவழக்கங்களும் நம்பிக்கைகளும்*, உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை , 2002,
இராசமாணிக்கம். தி., *இந்துக் கடவுளரின் திருவுருவங்கள்*, சென்னை சைவசித்தாந்த நூற்பதிப்புக் கழகம், 1982
இராகவன். அ, *ஆலய வழிபாடு*, சென்னை அழகு பதிப்பகம், 2010
அம்பை மணிவண்ணன், *ஆகம சிற்ப சாஸ்திரங்களில் திருக்கோயில் அமைப்பும் திருவுருவ அமைதியும்* .மதுரை:,ஏ.ஆர். பப்ளிகேஷன்ஸ், 2009,
குடவாயில் பாலசுப்பிரமணியன், *தமிழகக் கோயிற்கலை மரபு*. தஞ்சாவூர்.;சரசுவதி மஹால், 2005,

மயிலை வேங்கடசாமி, சீனி.*தமிழர் வளர்த்த அழகுக் கலைகள்* சென்னை ; பாரி நிலையம், 1960
வைத்தியலிங்கன், செ.*தமிழ்ப் பண்பாட்டு வரலாறு : இரண்டு பாகங்கள்* சிதம்பரம்;அண்ணாமலைப் பல்கலைக்கழகம்,1997

Generic Elective Courses (GE)

TAMGE 301 Semester III

***Ūḍagat Tamiḻ* (Tamiḻ through Media)**

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ūḍagat Tamiḻ **(Tamiḻ through Media)**	04	03	01	NIL

Learning Objectives:

- To make students familiar with the origin and development of mass communicative systems called Media, and its types,*viz*. Print, Electronic, and Digital media.
- To make students familiar with the theories of media, including films in Tamil.
- To elucidate on the role of print media (Newspapers, Magazines, *etc*.), electronic anddigital media (Radio, Television, Cinema, Computer, Mobiles, *etc*.) in communicatingnews, marketing goods, promoting art and literature, and personalities from art, education, business, politics, films, *etc*.
- To deliberate on the power of media as the fourth pillar of democracy and its impact onsociety.

Course learning outcomes:

- This course would enable the students to understand the traditional and modern masscommunicative systems.
- The students would understand the power of newspapers and radios in modern times, as well as television, cinema, computers, and mobile phones in our postmodern times, in imparting news and influencing thepublic on every matter. By acquiring a comprehensiveknowledge of the theories and technicalities of media, some of the students may turn into media-savvy and pressmen in the future.

Course Units:

Unit:I

Origin and development of mass communicative systems in the past, medieval, modern, and contemporary times. (15 Hours)

Unit: II

Theories and technicalities and types of media, and the history of Indian Journalism withspecial reference to Tamil media. (10 hours)

Unit: III

Role of print and visual media in war times and the freedom struggle, and promoting finearts and trade. (10 hours)

Unit IV

Role of digital media in promoting fine arts, trade, politics, *etc*.,at present. (10 hours)

Tutorial:

- Introduce various forms of media that promote Tamil language and culture.
- Analyze Tamil usage in print, radio, television, and digital platforms.
- Discuss media influence on language development and public communication.
- Encourage students to create or review Tamil media content critically.

Essential Readings

அந்தோணிராசு.ஆ.பி,
*இதழியல்ஓர்அறிமுகம்.*ஆரோக்கியம்பதிப்பகம்:1986.(Antōṇirācu. Ā.Pi, italiyal ōr arimukam. Ārōkkiyam patippakam:1986).
இராசா. கி, *இதழியல்நுட்பங்கள்.*பார்த்திபன்பதிப்பகம்: 1987. (Irācā. Ki, italiyal nuṭpaṅkaḷ. Pārttipaṉ patippakam: 1987).

கலைவாணி.சோ,*பத்திரிக்கைக்கலை.*சாரதாவெளியீடு: 1993. (Kalaivāṇi. Cō, pattirikkaik kalai. Cāratā veḷiyīṭu: 1993).

இதழியல்உத்திகள். குற்றாலம்:ஸ்ரீபராசக்திவெளியீடு. (Italiyal ūttikaḷ.Kurrālam: Śrīparācakti veḷiyīṭu).
குருசாமி.மா.பா,*இதழியல்கலை.* தேன்மொழிபதிப்பகம்:2010. (Kurucāmi.Mā.Pā, italiyal kalai. Tēṉmoḻi patippakam:2010).

கோதண்டபாணி.இரா, *இதழியல்.*கற்பகம்வெளியீடு: 1982.(Kōtaṇṭapāṇi. Irā, italiyal. Karpakam veḷiyīṭu: 1982).

சந்திரசேகர், *சினிமாபிறந்தகதை.*பாவைபப்ளிகேஷன்ஸ்: 1998. (Cantiracēkar, ciṉimā piranta katai. Pāvai papḷikēṣaṉs: 1998).

சாமி. அ.மா,
*தமிழ்இதழ்களின்தோற்றமும்வளர்ச்சியும்.*நவமணிபதிப்பகம்: (1987.Cāmi. A. Mā, tamiḻ italkaḷiṉ tōrramum vaḷarcciyum. Navamaṇi patippakam: 1987).

நல்லதம்பி. வே,
*தொலைக்காட்சியும்பிறதகவல்துறைகளும்.*வள்ளுவன்வெளியீட்டகம்: 1989. (Nallatampi. Vē, tolaikkāṭciyum piṟa takaval tuṟaikaḷum. Vaḷḷuvaṉ veḷiyīṭu: 1989).

நாராயணன். அறந்தை, *தமிழ்சினிமாவின்கதை.*நியூசெஞ்சுரிபுக்ஹவுஸ்: 2008. (Nārāyaṇaṉ. Aṟantai, tamiḻ ciṉimāviṉ katai. Niyū ceñcuri puk havus: 2008).

மணி.பெ.சு, *விடுதலைப்போரில்தமிழ்இதழ்கள்.*மணிவாசகர்பதிப்பகம்: 1998. (Maṇi. Pe. Cu, viṭutalaip pōril tamiḻ italkaḷ. Maṇivācakar patippakam: 1998).

மணிமேகலை.க,*தமிழ்க்கல்விக்குஊடகங்கள்.*அம்சாபதிப்பகம்: 2011 (Maṇimēkalai. Ka, tamiḻk kalvikku ūṭakaṅkaḷ. Amca patippakam: 2011).

Suggested Readings:

இராசா, கி. *மக்கள்தகவல்தொடர்பியல்.*சென்னை: பாவைபப்ளிகேஷன்ஸ்: 1999.(Irācā, ki. Makkaḷ takaval toṭarpiyal. Ceṉṉai: Pāvai papḷikēṣaṉs: 1999).

இளங்கோவன், மா.ரா. *முற்காலத்தமிழிதழ்கள்ஓர்அறிமுகம்.*சென்னை: சேகர்பதிப்பகம்:1979.(Iḷaṅkōvaṉ, mā.Rā. Muṟkālat tamiḻitaḻkaḷ ōr aṟimukam. Ceṉṉai: Cēkar patippakam:1979).

கலைமணி, என்.வி. *இதழியல்அன்றும்இன்றும்.*வள்ளலார்நூலகம்: 2004. (Kalaimaṇi, eṉ.Vi. Itaḻiyal aṉṟum iṉṟum. Vaḷḷalār nūlakam: 2004).

சம்பந்தன், மா.சு. *தமிழ்இதழியல்வரலாறு.*தமிழர்பதிப்பகம்: 1987. (Campantaṉ, mā.Cu. Tamiḻ itaḻiyal varalāṟu. Tamiḻar patippakam: 1987).

சிவபாதசுந்தரம்,சோ. *ஒலிபரப்புக்கலை.*அமுதநிலையம்: 1957. (Civapātacuntaram,cō. Oliparappuk kalai. Amutanilaiyam: 1957).

செல்வம்,கோ. *உங்கள்வானொலி.*புவனம்பதிப்பகம்: 2007. (Celvam,kō. Uṅkaḷ vāṉoli. Puvaṉam patippakam: 2007).

சோமலெ. *தமிழ்இதழ்கள்.*சென்னைப்பல்கலைக்கழகம்: 1975. (Cōmale. Tamiḻ itaḻkaḷ. Ceṉṉaip palkalaikkaḻakam: 1975).

பிரகாஷ், கு. தமிழ்*வானொலிவரலாறு (1938-1950).*நெய்தல்பதிப்பகம்: 2013. (Pirakāṣ, ku. Tamiḻ vāṉoli varalāṟu (1938-1950). Neytal patippakam (2013).

பிரபாகரன், முனைவர்உ. *இலக்கியம், கல்விவளர்ச்சியில் (மலேசியா, சிங்கப்பூர்) தமிழ்ஊடகங்கள்.* தமிழ்த்திணை: 2014. (Pirapākaraṉ, muṉaivar u. Ilakkiyam, kalvi vaḷarcciyil (malēciyā, ciṅkappūr) tamiḻ ūṭakaṅkaḷ. Tamiḻttiṇai: 2014).

தங்கமணியன். *பத்திரிகையியல்.*மைசூர்: மாணிக்கம்பதிப்பகம்:1998.(Taṅka maṇiyaṉ. Pattirikaiyiyal. Maicūr: Māṇikkam patippakam:1998).

TAMGE 302

Kadhaipadalkal (Folk Ballads)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Kadhaipadalkal (Folk Ballads)	04	03	01	0

Course Objectives:

- Introduces Tamil oral epics (Nattuppura Kadhaipadalgal) in their performance, ritual, and social contexts as carriers of collective memory and local deity traditions.
- Examines regional variations across Kongu, Pandya, and Tondaimandalam, highlighting themes of caste, gender, power, and religion.
- Applies key folklore and performance theories through selected case studies to understand subaltern identities and narrative practices.

Course Learning Outcomes:

- Understand core concepts of Tamil oral tradition and performance, including the relationship between orality, memory, and history.
- Analyze and compare major Tamil oral epics, examining social influences such as caste, gender, and cultural contexts in their formation and styles.
- Evaluate the transformation of oral epics from ritual contexts to print and digital forms, and apply relevant theories to interpret them as both text and performance.

Unit I – Nature of oral tradition, performance, memory, and transmission; relationship with local history; dominant themes like heroism, sacrifice, death, and deification, including the rise of guardian deities (Kaval Dheivam). (15 Hours)

Unit II – Annanmar Kathai (Kongu – lineage and cult formation), Muthupattan Kathai (South TN – inter-caste sacrifice and deification), Madurai Veeran Kathai (Central TN – loyalty, martyrdom, and hero worship). (10 Hours)

Unit III – Women in oral tradition (folk Kannagi), Draupadi cult, village goddesses like Mariamman and Kali, and women-centred ballads such as Alli Arasani and Pavalakodi. (10 Hours)

Unit IV – Application of Oral-Formulaic Theory and Performance Theory to analyze language patterns, ritual function, aesthetic form, and audience interaction in Tamil oral epic performance. (10 Hours)

Prescribed Texts:

பெருமாள், அ. நா.தமிழில் கதைப் பாடல்.சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம்,1987.

இராமச்சந்திரன், தி.நா. துடியான சாமிகள் வில்லுப்பாட்டும் சமூகச் சிக்கல்களும் சென்னை நியூ செஞ்சுரி புக் ஹவுஸ் 2022

நா.வானமாமலை முத்துப்பட்டன் கதை, காத்தவராயன் கதைப்பாடல் கௌரா பதிப்பகம் பதிப்பகம் 2009

சக்திக்கனல் அண்ணன்மார் கதைப்பாடல். சென்னை;நர்மதா பதிப்பகம் 1971

குணசேகரன், கே.ஏ. நகர்சார் நாட்டுப்புறக் கதைப்பாடல்கள். சென்னை;அன்னம் - அகரம் வெளியீட்டகம்,2008.

கண்ணா கருப்பையா,த.மதுரை வீரன் வழிபாட்டு மரபும் வழக்காறுகளும் சென்னை;பரிசல் பதிப்பகம்,2023.

Suggested Reading:

வானமாமலை, நா. தமிழர் வரலாறும் பண்பாடும் (ஆராய்ச்சிக் கட்டுரைகள்).சென்னை : நியூ செஞ்சுரி புக் ஹவுஸ், 1966

சண்முகசுந்தரம், நான்கு கதைப் பாடல்கள் தில்லி: சாகித்திய அகாடெமி 2020

மாணிக்கம் ,வே. கதைப்பாடல்களில் கட்டபொம்மன்.சென்னை; காலச்சுவடு பதிப்பகம்,2014

நீலமோகன், ந. மதுரை வீரன் கதை - ஒரு திறனாய்வு சென்னை;பார்க்கர் பதிப்பகம் ,2005

லூர்து தே., நாட்டார் வழக்காற்றியல் சில அடிப்படைகள், பாளையங்கோட்டை;நாட்டார் வழக்காற்றியல் ஆய்வு மையம், 2000.

சக்திவேல், சு. நாட்டுப்புற இயல் ஆய்வு சிதம்பரம். மணிவாசகர் பதிப்பகம் 2022.

GENERAL ELECTIVE (GE) -TAMGE 401

(CLASSICAL TAMIL)
Cemmolit thamil

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cemmolit tamil (CLASSICAL TAMIL)	04	03	01	0

Learning Objectives:

- Understand the historical background and evolution of the Classical Tamil language and literature.
- Analyze major themes, genres, and stylistic features of Classical Tamil texts.
- Interpret selected works to appreciate their linguistic and cultural significance.
- Develop critical and comparative perspectives on Classical Tamil traditions.

Course Learning Outcomes:

- To gain knowledge of the origin and growth of the Classical Tamil language and literature.
- To understand the themes and values reflected in Classical Tamil texts.
- To develop the ability to read, interpret, and analyze ancient Tamil works.
- To appreciate the cultural and historical significance of Classical Tamil heritage.

Course Units:

Unit I: Origin, development, and linguistic features of Classical Tamil with historical background. (15Hours)

Unit II:

Overview of world classical languages (Greek, Latin, Chinese, Sanskrit, Tamil) and their cultural and intellectual significance. (10 Hours)

Unit III:

External sources such as inscriptions, coins, and archaeological evidence highlighting the antiquity and usage of Classical Tamil. (10 Hours)

Unit IV:

Key criteria of classical languages and their application to Tamil and other traditions. (10 Hours)

Tutorial:

- Introduce the origin, features, and importance of Classical Tamil language and literature.
- Explain key texts from the Sangam and post-Sangam periods with contextual analysis.
- Engage students in reading, interpreting, and discussing selected Classical Tamil poems.
- Encourage comparative studies and creative presentations on Classical Tamil culture.

Essential Readings:

அகத்தியலிங்கம், ச. சங்க இலக்கியங்கள் செவ்வியல் இலக்கியங்களே. மணிவாசகர் பதிப்பகம்: (Akattiyaliṅkam, ca. Caṅka ilakkiyaṅkaḷ cevviyal ilakkiyaṅkaḷē. Maṇivācakar patippakam:1997).

பாலசுப்பிரமணியன். சின்னமனூர். தமிழ்மொழி நம்மொழி செம்மொழி. செவீபதிப்பகம்: 2008.

(Pālacuppiramaṇiyaṉ. Ciṉṉamaṉūr. Tamiḻmoḻi nam'moḻi cem'moḻi. Cevi patippakam (2008).

நடராசன், இரா. செம்மொழிகள். ஸ்னேகா பதிப்பகம்: 2005.(Naṭarācaṉ, irā. Cem'moḻikaḷ. Sṉēkā patippakam: 2005).

முஸ்தபா, மணவை. செம்மொழி உள்ளும் புறமும். அறிவியல் தமிழ் அறக்கட்டளை: 1996.
(Mustapā, maṇavai. Cem'moḻi uḷḷum puṟamum. Aṟiviyal tamiḻ aṟakkaṭṭaḷai: 1996).

மலையமான், செவ்வியல் மொழி தமிழ். அன்புப் பதிப்பகம் : 2001. (Malaiyamāṉ, cevviyal moḻi tamiḻ. Aṉpup patippakam: 2001).

கருணாநிதி,மு. செம்மொழி வரலாற்றில் சில செப்பேடுகள். செம்மொழித் தமிழ் மத்திய நிறுவனம்: 2010. (Karuṇāniti,mu. Cem'moḻi varalāṟṟil cila ceppēṭukaḷ. Cem'moḻit tamiḻ mattiya niṟuvaṉam: 2010).

குழந்தைசாமி,வா.செ. உலகச் செம்மொழி வரிசையில் தமிழ். பாரதி பதிப்பகம்: 2005. Kuḻantaicāmi, vā.Ce. Ulakac cem'moḻi varicaiyil tamiḻ. Pārati patippakam: 2005.

Suggested Readings:

அகத்தியலிங்கம், ச.தமிழ் மொழி அமைப்பியல். மெய்யப்பன் தமிழ் ஆய்வகம்: 2002. (Akattiyaliṅkam, ca. Tamiḻ moḻi amaippiyal. Meyyappaṉ tamiḻ āyvakam: 2002).

கண்ணுசாமி பிள்ளை, சிவ. கால்டுவெல் ஒப்பிலக்கணம். சாரதா பதிப்பகம்: 2010
(Kaṇṇucāmi piḷḷai, civa. Kālṭuvel oppilakkaṇam. Cāratā patippakam: 2010).

சக்திவேல், சு. தமிழ் மொழி வரலாறு. மணி வாசகர் பதிப்பகம்: 1984.
Caktivēl, cu. Tamiḻ moḻi varalāṟu. Maṇi vācakar patippakam: 1984.

ராஜன், கா. தொல்லியல் நோக்கில் சங்க காலம். உலகத் தமிழாராய்ச்சி நிறுவனம்: 2004.
(Rājaṉ, kā. Tolliyal nōkkil caṅka kālam. Ulakat tamiḻārāycci niṟuvaṉam: 2004).

GENERAL ELECTIVE (GE) -TAMGE 402

Uraiyāciriyarkaḷum urai marapukaḷum

Commentators and Textual Traditions

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Uraiyāciriyarkaḷum urai marapukaḷum (Commentators and Textual Traditions)	04	03	01	0

Learning Objectives:

- Understand the historical role and significance of commentators in classical literature.
- Explore major Tamil commentators and their interpretative methods.
- Examine the development and continuity of textual traditions across periods.
- Analyze how commentaries influence literary meaning and cultural transmission.

Course Learning Outcomes:

- Students will identify major Tamil commentators and their literary contributions.
- They will interpret classical texts using traditional methods of commentary.
- Students will assess the development and preservation of textual traditions.
- They will apply commentarial insights to analyze Tamil literature and culture.

Course Units:

Unit I: Introduction to Commentaries and Textual Traditions – Nature, purpose, and importance of commentary in classical literature. (15 Hours)

Unit II: Major Tamil Commentators – Contributions of scholars like Ilampuranar, Senavaraiyar, Nacchinarkiniyar, and others. (10 Hours)

Unit III: Methods and Styles of Commentary – Traditional interpretative techniques, linguistic analysis, and contextual explanations. (10 Hours)

Unit IV: Evolution and Significance of Textual Traditions – Transmission, preservation, and impact of commentarial traditions on Tamil literary heritage. (10 Hours)

Tutorial:

- Reading and discussion of selected passages from classical Tamil commentaries.
- Comparative study of different commentators' interpretations.
- Group presentations on the evolution of textual traditions.
- Preparation of charts and notes on major commentators and their works.

Essential Readings:

அரவிந்தன்,மு.வை . உரையாசிரியர்கள். மணிவாசகர் பதிப்பகம்: 2012. (Aravintaṉ,mu.Vai. Uraiyāciriyarkaḷ. Maṇivācakar patippakam: 2012).

மோகன்,இரா. உரை மரபுகள். மணிவாசகர் பதிப்பகம்: 1985. (Mōkaṉ,irā. Urai marapukaḷ. Maṇivācakar patippakam: 1985).

நடராசன், தி. சு. உரைகளும் உரையாசிரியர்களும். நியூ செஞ்சுரி புக் ஹவுஸ்: 2013. (Naṭarācaṉ, ti. Cu. Uraikaḷum uraiyāciriyarkaḷum. Niyū ceñcuri puk havus: 2013).

Suggested Readings:

முனிஸ் மூர்த்தி, மு. உரையாரியர்களின் செவ்வியல் நோக்கு. இராச. குணா பதிப்பகம்: 2016. (Muṉis mūrtti, mu. Uraiyāriyarkaḷiṉ cevviyal nōkku. Irāca. Kuṇā patippakam: 2016).

தசரதன், இலக்கிய உரையாசிரியர்களின் தொடரியல் கோட்பாடுகள். இண்டர் நேஷனல் பிரிண்டர்ஸ் அண்டு பப்ளிகேஷன்: 1983. (Tacarataṉ, ilakkiya uraiyāciriyarkaḷiṉ toṭariyal kōṭpāṭukaḷ. Iṇṭar nēṣaṉal piriṇṭars aṇṭu papḷikēṣaṉ: 1983).

தண்டபாணி தேசிகர்,ச. திருக்குறள் உரைக்கொத்து (பாயிரவியல்). மதுரை காமராசர் பல்கலைக் கழகம்:1999. (Taṇṭapāṇi tēcikar,ca. Tirukkuṟaḷ uraikkottu (pāyiraviyal). Maturai kāmarācar palkalaik kaḻakam:1999

SKILL-BASED COURSE (SBC301)

Tolliyal mar̲r̲um kalveṭṭiyal
Archaeology and Epigraphy

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Tolliyal mar̲r̲um kalveṭṭiyal **Archaeology and Epigraphy**	2	1	0	1

Learning Objectives:

- Understand the fundamental concepts and methods of Archaeology and Epigraphy.
- Identify and analyze archaeological sources and inscriptional evidence.
- Interpret inscriptions to reconstruct historical, cultural, and linguistic contexts.
- Develop skills for documentation, preservation, and research in heritage studies.

Course Learning Outcomes:

- Demonstrate knowledge of archaeological methods and epigraphical analysis.
- Evaluate inscriptions and artifacts to interpret historical developments.
- Apply field and analytical skills in studying cultural heritage materials.
- Critically assess the significance of epigraphical sources in reconstructing history.

Course Units:

Unit I - Definition, scope, and development of Archaeology; types of archaeology; excavation methods and dating techniques. Study of artifacts, monuments, and cultural remains; preservation and conservation of archaeological heritage.
(10 hours)

Unit II - Origin, nature, and importance of inscriptions; scripts and languages used in Indian and Tamil inscription Major Tamil inscriptions, copper plates, and their historical significance; contribution of epigraphy to South Indian history. (5

hours)

Practical (30 Hours)

- Field visits to archaeological sites, temples, museums, and inscriptional locations with on-site observation and documentation. (10 Hours)
- Preparation of detailed field reports based on visits, including recording inscriptions and artefacts. (5 Hours)
- Deciphering ancient scripts (Tamil-Brahmi, Vatteluttu, Grantha) through guided exercises. (10Hours)
- Introduction to archaeological tools, artefact analysis, and digital cataloguing methods. (5 Hours)

Essential readings:

மனோன்மணி, தி.செல்வநாயகி,த. தொல்லியல், நியூசெஞ்சுரிபுக்ஹவுஸ்:2018. (Maṉōṉmaṇi, ti.Celvanāyaki,ta. Tolliyal, niyūceñcuripuk'havus:2018).

சுப்பராயலு, எ. இராசு, செ. தமிழ்க்கல்வெட்டியலும்வரலாறும், தமிழ்ப்பல்கலைக்கழகம்:2017. (Cupparāyalu, e. Irācu, ce. Tamiḻkkalveṭṭiyalum varalāṟum, tamiḻppalkalaikkaḻakam:2017).

இராசமாணிக்கனார்,மா. கல்வெட்டுக்களும்தமிழ்ச்சமூகவரலாறும், நியூசெஞ்சுரிபுக்ஹவுஸ்: 2008. (Irācamāṇikkaṉār,mā. Kalveṭṭukkaḷum tamiḻccamūkavaralāṟum, niyū ceñcuri puk'havus: 2008).

நீலகண்டசாஸ்திரி, கே.ஏ. தென்னிந்தியவரலாறு, ஸ்ரீசெண்பகாபதிப்பகம்: 2023. (Nīlakaṇṭacāstiri, kē.Ē. Teṉṉintiyavaralāṟu, śrīceṇpakāpatippakam: 2023).

நடராசன், செந்தீ. தொல்தமிழ்எழுத்துகள்ஓர்அறிமுகம், நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013. (Naṭarācaṉ, centī. Toltamiḻeḻuttukaḷ ōr'aṟimukam, niyūceñcuripuk'havus: 2013).

Suggested readings:

ராஜன்,கா. தொன்மைத்தமிழ்எழுத்தியல், உலகத்தமிழாராய்ச்சிநிறுவனம்: 2021. (Rājaṉ,kā. Toṉmaittamiḻ eḻuttiyal, ulakattamiḻārāycci niṟuvaṉam: 2021).

ராஜவேலு,சு.தொல்லியல்சுடர்கள், சேகர்பதிப்பகம்: 2007.

(Rājavēlu,cu.Tolliyalcuṭarkaḷ, cēkarpatippakam: 2007).

ராஜன்,கா.தொல்லியல்நோக்கில்சங்ககாலம், உலகத்தமிழாராய்ச்சிநிறுவனம்:2011. (Rājaṉ,kā.Tolliyalnōkkil caṅkakālam, ulakattamiḻārāycci niṟuvaṉam:2011).

வேதாசலம், வே.பாண்டியநாட்டுச்சமுதாயமும்பண்பாடும், தனலெட்சுமிபதிப்பகம்:2020 (Vētācalam, vē.Pāṇṭiyanāṭṭuc camutāyamumpaṇpāṭum, taṉaleṭcumipatippakam:2020).

வேதாசலம். வே.பாண்டியநாட்டுவரலாற்றுமுறைசமூகநிலவியல்:0தனலெட்சுமிபதிப்பகம்: 2022.Vētācalam. Vē.Pāṇṇiyanāṭṭu varalāṟṟumuṟai camūkanilaviyal: Taṉaleṭcumipatippakam: 2022.

பாவெல்பாரதி. வைகைவெளித்தொல்லியல்(கற்காலம்முதல்கட்டுமானம்வரை),கருத்துப்பட்டறை. 2021.(Pāvelpārati. Vaikaiveḷittolliyal(kaṟkālam'mutalkaṭṭumāṉamvarai), karuttuppaṭṭaṟai. 2021).

Skill Based COURSE (SBC) -TAMSBC 401

Manuscriptology

(Suvadiyiyal)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Suvadiyiyal Manuscriptology	02	01	0	01

Course Objectives:

- Introduces the study of Tamil manuscripts, their historical significance, writing materials, and methods of preservation.
- Explores techniques of deciphering, cataloging, and analyzing manuscript traditions, with special focus on Tamil palm-leaf manuscripts and archival sources.
- Examines modern approaches to manuscript conservation, including digital preservation and documentation practices.

Course Outcomes:

- Highlights the role of Tamil manuscript studies in preserving historical knowledge while integrating modern digital advancements.
- Emphasizes the significance of palm-leaf manuscripts as key sources for understanding ancient Tamil culture, language, and knowledge systems.
- Recognizes the multidisciplinary nature of these manuscripts, covering fields such as literature, medicine, astronomy, and philosophy, and reflecting the intellectual traditions of Tamil society.

Unit 1:

Definition, scope, and significance of manuscript studies History of manuscript writing in India and Tamil Nadu Difference between manuscripts and printed texts Evolution of Tamil script and writing systems, Materials used: Palm leaves, copper plates, stone inscriptions writing instruments: Stylus (ezhuthani), ink, and other tools Role of temples, matas, and Tamil scholars in manuscript preservation (10Hours)

Unit 2:

Literary manuscripts: Sangam literature, Bhakti literature, Siddha texts Scientific and medical manuscripts: Siddha medicine, astronomy, astrology Manuscripts in folklore ballads Causes of manuscript deterioration (climate, insects, handling) Traditional methods of manuscript preservation in Tamil Nadu Modern conservation techniques: Chemical treatment, digitization Government and private archives: Tamil Nadu Archives, Saraswati Mahal Library, French Institute of Pondicherry (5 Hours)

Practical (30 Hours)

- Field visits to manuscript libraries, archives, and conservation centres with observation of palm-leaf manuscripts and preservation practices. (10 Hours)
- Preparation of field reports documenting manuscript collections, storage methods, and conservation techniques. (5 Hours)
- Hands-on training in handling palm-leaf manuscripts, including cleaning, preservation, and storage methods. (5 Hours)

- Introduction to deciphering scripts and reading manuscript texts (Tamil-Brahmi, Vatteluttu, Grantha basics). (5 Hours)

Prescribed Texts::

அறிவுடைநம்பி, ம.சா *பதிப்புச் சிந்தனைகள்*, சென்னை:ராஜ ராஜேஸ்வரி புத்தகாலயம், 2005.
இளங்குமரன், இரா. *சுவடிக்கலை* சேலம்: அரிமாப்பதிப்பகம், 1991.
சுப்பிரமணியம், பூ *சுவடியியல்*, உலகத் தமிழராய்ச்சி நிறுவனம், சென்னை 1991

கோவைமணி,மோ.கோ. *ஓலைச்சுவடியியல்* தஞ்சாவூர்; பாமொழி பதிப்பகம் 2013

தாமரைப்பாண்டியன், சு. *கதைப் பாடல் சுவடித் திரட்டும் பதிப்பும்*,சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம் 2014

Suggested Readings:

மாதவன், வே.இரா. *சுவடிப்பதிப்பியல்*, தஞ்சாவூர்: பாவைவெளியீட்டகம், டிசம்பர் 2000.
பரமசிவம், த. கோ. *சுவடிப்பதிப்புநெறிமுறைகள்* (கருத்தரங்கக்கட்டுரைகள்), தஞ்சாவூர்: தமிழ்ப்பல்கலைக்கழகம், 1989.
விநாயகமூர்த்தி, அ. *மூலபாட ஆய்வியல்*, மதுரை: பாலமுருகன்பதிப்பகம்,1978.
சம்பந்தன், மா.சு. அச்சும்பதிப்பும், சென்னை: தமிழர்பதிப்பகம்,1980.
தாமரைப்பாண்டியன், சு. *பழந்தமிழ்ச்சுவடிகளில் கூட்டெழுத்துகளும் குறியீடுகளும்* சென்னை:உலகத் தமிழாராய்ச்சி நிறுவனம் 2025.

Annexure-4

MASTER OF ARTS

(TAMIL)

COURSES FOR TWO YEAR PG (TAMIL) PROGRAMME

BASED ON NEP- 2020

Semester III and IV
for
Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research

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

INDEX

Course Type	**Outline**	**Detailed Syllabus**
DISCIPLINESPECIFIC CORE COURSE (DSC)	02	08 credits
DISCIPLINESPECIFIC ELECTIVE COURSES (DSE)	02	08 credits
DISSERTATION/ACADEMIC PROJECT/ ENTREPRENEURSHIP	1	06 credits

Semester III

Discipline Specific Core Course (DSC)

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
TAM DSC 301		Ilakkaṇam: Tolkāppiyam – ‘Col’ (Grammar: Tolkāppiyam – ‘Word’)	03	01	04
TAM DSC 302		Āyviyal Neṟimuṟaiyum Āyvēḍu Eḻududalum (Research Methodology and Dissertation Writing)	03	01	04
Total	2		06	02	08

Semester IV

Discipline Specific Core Course (DSC)

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
TAMDSC 401		Canga Ilakkiyam (Sangam Literature))	03	01	04
TAMDSC 402		Ilakkaṇam: Tolkāppiyam – Porul (Grammar: Tolkāppiyam – Prose & Prosody))	03	01	04
Total	2		06	02	08

Discipline Specific Elective Courses (DSE)

Semester III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 301		Thani Padalgal (Individual compositions i)	03	01	04
TAMDSE 302		Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum (Post-modernism and Post-colonialism)	03	01	04
Total	2		06	02	08

Semester IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
TAMDSE 401		Dramas (Nadakangal)	03	01	04
TAMDSE402		Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ (Reformist Movements: Thoughts of Ayōthidāsar and EVRPeriyār)	03	01	04
Total	2		06	02	08

Dissertation/ Academic Projects/ Entrepreneurship

SEMESTER III (6 credits)

SEMESTER IV (6 credits)

SEMESTER I

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 301

Ilakkaṇam: Tolkāppiyam – 'Col'
(Grammar: Tolkāppiyam – 'Word')

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ilakkaṇam: Tolkāppiyam – 'Col' (Grammar: Tolkāppiyam – 'Word')	04	03	01	NIL

Learning Objectives:

- To explain the Tamil grammatical concepts and analytical techniques with specialreference to Morphology, Syntax, and Semantics.
- To comprehend *'Col Adigāram'* (Section deals with various aspects of Words) of Tolkāppiyamin historical and comparative perspectives.
- To impart knowledge about the contribution of the commentators to the interpretations, development of grammatical theory and practice.
- To illustrate the Tamil grammatical concepts and analytical techniques about words, categories of words, compounds, etymology, morphology, case system, clitics, poeticexpression, syntax, and semantics.

Course learning outcomes:

- The course will familiarize students with the distinctive grammatical characteristics of Tamil, focusing on words, parts of speech, word formation, and word categories.
- Students will acquire traditional Tamil grammatical knowledge of word classes, compounds, and semantic aspects.
- Students will develop an understanding of Tamil lexical richness and the grammatical principles governing the borrowing of words from Sanskrit.

Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical works. (15 hours)

Unit: II

Illustrating the role of case in syntax, some case-suffixes denote other case-meanings and the formation of the vocative case. (10 hours)

Unit: III

Nouns, Verbs, Partial words of prefix and suffix, and their formation in syntax, structural morphemes. (10 hours)

Unit: IV

Participles, residual components, the nature of words, and their other points in syntax formation. (10hours)

Tutorial

- Reading of Each Grammatical Rule with extensive examples.
- Demonstration of Tamil Morphology formation.
- Sharing of various grammatical structures among the students.
- Preparation of charts of Tamil words according to Tolkāppiyam.

Essential Reading:

தொல்காப்பியர், *தொல்காப்பியம் (சேனாவரையர்உரை).*சென்னை: திருநெல்வேலி,
தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1980.(Tolkāppiyar. Tolkāppiyam (cēṉāvaraiyar urai). Ceṉṉai: Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1980).

Suggested Readings:

அருளப்பன், ஆப்ரஹாம்.&வி.ஐ. சுப்பிரமணியன் (ப.ஆ.). *தொல்காப்பியம் – சொல்லதிகாரம்: உரைக்கோவை. (பகுதி I).* அருள்அச்சகம்:1963. (Aruḷappaṉ, āprahām. & Vi.Ai. Cuppiramaṇiyaṉ (pa.Ā.). Tolkāppiyam – collatikāram: Uraikkōvai. (Pakuti I). Aruḷ accakam: 1963).

சண்முகதாஸ்.
*தமிழ்மொழிஇலக்கணஇயல்புகள்.*முத்தமிழ்வெளியீட்டுக்கழகம்:
1982.(Caṇmukatās. Tamiḻmoḻi ilakkaṇa iyalpukaḷ. Muttamiḻ veḷiyīṭṭuk kaḻakam: 1982).

சுப்பிரமணியன், ச.வே.*தொல்காப்பியம் - தெளிவுரை.*மணிவாசகர்பதிப்பகம்: 2006.(Kappirāmaṇiyaṉ, ca.Vē. Tolkāppiyam - tēḷivurai. Maṇivācakar paṭippakam: 2006).

தொல்காப்பியர்,*தொல்காப்பியம் - சொல்லதிகாரம் (இளம்பூரணர்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981. (Tolkāppiyar, tolkāppiyam - collatikāram (iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

பாலசுந்தரம், எஸ். *தொல்காப்பியம்: சொல்லதிகாரம்ஆராய்ச்சியுரை.*தாமரைவெளியீட்டகம்: 1988. (Pālacuntaram, es. Tolkāppiyam: Collatikāram ārāycciyurai. Tāmarai veḷiyīṭu: 1988).

தொல்காப்பியர், *தொல்காப்பியம் (நச்சினார்க்கினியர்உரை).*தஞ்சாவூர்: சரசுவதிமகால்வெளியீடு:1962. (Tolkāppiyar, tolkāppiyam (nacciṉārkkiṉiyar urai). Tañcāvūr: Caracuvati makāl veḷiyīṭu: 1962).

நாச்சிமுத்து, கி. *இலக்கணஆராய்ச்சிக்கட்டுரைகள்.*கோயம்புத்தூர்மொழிமற்றும்பண்பாட்டுஆய்வுநிறுவனம்: 2007.(Nāccimuttu, ki. Ilakkaṇa ārāyccik kaṭṭuraikaḷ. Kōyamputtūr moḻi marṟum paṇpāṭṭu āyvu niṟuvaṉam: 2007).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 302
Āyviyal Nerimuṟaiyum Āyvēḍu Eṟududalum
(Research Methodology and Dissertation Writing)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Āyviyal Nerimuṟaiyum Āyvēḍu Eṟududalum **(Research Methodology and Dissertation Writing)**	04	03	01	0

Learning Objectives:

- To develop advanced and critical research skills using interdisciplinary, digital, textual, linguistic, and field-based approaches in Tamil studies.
- To equip students with advanced skills in research design, data analysis, academic writing, citation, research ethics, and responsible use of AI.
- To develop expertise in planning, writing, presenting, and defending an original research dissertation.

Course learning outcomes:

- Students will be able to formulate original research problems and apply advanced and appropriate research methodologies.
- Students will be able to critically analyse, interpret, and present complex research data using scholarly and digital tools.
- Students will be able to independently produce and defend a well-structured, ethical, and academically rigorous dissertation.

Course Units:

Unit:**I**

Primary and secondary sources, literature review and research gaps, fieldwork techniques, interviews, questionnaires, observation. (15 marks)

Unit: II

Data collection methods, qualitative and quantitative research, textual criticism and interpretation, data classification and analysis, and an introduction to digital research tools and database. (10 hours)

Unit: III

Citation, footnotes, bibliography, MLA, APA, and Chicago styles, plagiarism and academic integrity, research ethics, and responsible use of AI (10 hours)

Unit: IV

Research proposal and synopsis, dissertation structure and chapter organization, introduction, methodology, analysis, findings, and conclusion, editing, proofreading, formatting, seminar presentation, and viva voce. (10 hours)

Tutorial

- Introduce research concepts, types, and methodologies with practical examples.
- Train students to frame research problems, objectives, and hypotheses effectively.
- Demonstrate data collection, analysis, and interpretation techniques.
- Guide students in dissertation structure, referencing, and academic writing skills.

Prescribed Texts:

பஞ்சாங்கம், கே.*ஆய்வு நெறிமுறைகள்*, அன்னம் பதிப்பகம், தஞ்சாவூர், 2017.

Pañcāṅkam, K. Āyvu Neṟimuṟaikaḷ, Aṉṉam Patippakam, Tañcāvūr, 2017.

முத்துச்சண்முகன்,டாக்டர்&சு.வேங்கடராமன்,இலக்கியஆராய்ச்சிநெறிமுறைகள்.நியூசெஞ்சுரிபுக்ஹவுஸ்: 2013.(Muttuccaṇmukaṉ, ṭākṭar& cu. Vēṅkaṭarāmaṉ, ilakkiya ārāycci neṟimuṟaikaḷ. Niyū ceñcuri puk havus: 2013).

பொற்கோ., ஆராய்ச்சிநெறிமுறைகள்.ஐந்திணைப்பதிப்பகம்: 2004.

(Poṟkō., Ārāycci neṟimuṟaikaḷ. Aintiṇaip patippakam: 2004).

தமிழண்ணல்&எம்.எஸ். இலக்குமணன். தமிழண்ணல்எம். எஸ். இலக்குமணன்,ஆய்வியல்அறிமுகம்.மதுரை: மீனாட்சிபுத்தகநிலையம்:

1979. (Tamiḻaṇṇal& em.Es. Ilakkumaṇaṉ. Tamiḻaṇṇal em. Es. Ilakkumaṇaṉ, āyviyal aṟimukam. Maturai: Mīṉāṭci puttaka nilaiyam: 1979).

Essential Readings:

இராமநாதன், ஆறு. (ப.ஆ.), நாட்டுப்புறவியல் - களஆய்வுநெறிமுறைகள்.தென்னிந்தியமொழிகளின்நாட்டுப்புறவியல்கழகம்: 2003.(Irāmanātaṉ, āṟu. (Pa.Ā.), Nāṭṭuppuṟaviyal - kaḷa'āyvu neṟimuṟaikaḷ. Teṉṉintiya moḻikaḷiṉ nāṭṭuppuṟaviyal kaḻakam: 2003).

பாலசுப்பிரமணியன், கு.வெ. பாலசுப்பிரமணியன், கு.வெ, ஆய்வியல்நெறிமுறைகள். : உமாநூல்வெளியீட்டகம்:2004. (Pālacuppiramaṇiyaṉ, ku.Ve. Pālacuppiramaṇiyaṉ, ku.Ve, āyviyal neṟimuṟaikaḷ. : Umā nūl veḷiyīṭu:2004).

நாராயணன்.க,ஆய்வுஎது? எப்படி? ஏன்?சென்னை: தமிழ்ப்புத்தகாலயம் : 1987.(Nārāyaṇaṉ. Ka, āyvu etu? Eppaṭi? Ēṉ? Ceṉṉai: Tamiḻp puttakālayam: 1987).

Kothari, C. R., *Research Methodology: Methods and Techniques*, New Delhi: Wiley and Eastern Ltd: 2008.

Altick, Richard. D, *The Art of Literary Research*. W.W. Norton Company: New York: 1963.

Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications: 2014.

Guerin, Wilfred L. (*et al*). (Eds), *A Handbook of Critical Approaches to Literature*. (4th ed.). Oxford University Press: 2010.

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 401
Canga Ilakkiyam
(Sangam Literature)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Canga Ilakkiyam **(Sangam Literature)**	04	03	01	0

Learning Objectives:

- To introduce the ancient Tamil literary corpus called Sangam literature.
- To explain the ancient Tamil literary texts in the framework of the *Tiṇai* concept, *i.e.,Akam* (Interior feelings,*i.e.,*love) and *Puṟam* (Exterior actions,*i.e.,*heroic poems on war, ferocity, death, glory of kings, personal virtue, social values, *etc*.) theories defined by Tolkāppiyar in his treatise.
- To elucidate the seven kinds of *Akam* themes, such as *Kuṟiñci*, *Mullai*, *Marudam*, Neydal, *Pālai*, *Kaikkiḷai,*and *Peruntiṇai,*and seven kinds of *Puṟam* themes, such as Veṭci*, Vañci, Uḻiñai, Tumbai, Vāgai, Kāñci*, and *Pāḍāṇ*.
- To discuss and deliberate on the unique characteristics of *Tiṇai* poetry, its two uniqueliterary techniques such as *'Uḷḷuṟai'* (hidden metaphor) and*'Iṟaicci'* (implied meaning), ethical and social values.

Course learning outcomes:

- The course will enable students to understand the Tiṇai concept in Sangam poetry, particularly Akam and Puṟam themes based on the theories of Tolkāppiyam.
- Students will gain knowledge of the seven Akam (love) themes and seven Puṟam (non-love) themes represented in Sangam literature.
- Students will develop an understanding of the ecological knowledge of ancient Tamil society and the symbolic and metaphorical significance of flora and fauna in Sangam classics.

Course Units:

Unit: I

A brief survey of ancient Tamil literature and a brief account of *Eṭṭuttogai* and Pattuppāṭṭuanthologies. (15 Hours)

Unit: II

Deliberating in detail about the *akam* and *puṟam* theories of *Tolkāppiyam* and categories of *akam* and *puṟam* themes (10 Hours)

Unit: III

Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. Detailed discussion on *Kuṟuntogai* and *Puṟanāṉūṟu* poems. (10 Hours)

Unit: IV

Detailed discussion on *Kuṟiñcippāṭṭu*, *Neḍunalvāḍai*, and *Ciṟupāṇāṟṟuppaḍai* texts.

(10 Hours)

Tutorial:

- Introduce the historical background and significance of Sangam age and literature.
- Explain themes, genres, and poets of *Ettuthokai* and *Pattuppāṭṭu* with examples.
- Analyze selected poems focusing on love (*Akam*) and heroism (*Puram*).
- Encourage group discussions and presentations on cultural and linguistic aspects.

Essential Readings:

கபிலர். *குறிஞ்சிப்பாட்டு (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Kapilar. Kuṟiñcippāṭṭu (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நக்கீரர்.*நெடுநல்வாடை (பொ.வே. சோமசுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968.Nakkīrar. (Neṭunalvāṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

நத்தத்தனார்.சிறுபாணாற்றுப்படை (பொ.வே. சோமசுந்தரனார்உரை). தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1968. (Nattattaṉār. Ciṟupāṇāṟṟuppaṭai (po.Vē. Cōmacuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1968).

*புறநானூறு (முதல்200 கவிதைகள்மட்டும்). (பொ.வே.சோம-சுந்தரனார்உரை).*தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம், லிட்: 1978. (Puṟanāṉūṟu (mutal 200 kavitaikaḷ maṭṭum). (Po.Vē.Cōma- cuntaraṉār urai). Teṉṉintiya caiva cittānta nūṟpatippukaḻakam, liṭ: 1978).

குறுந்தொகை (முதல்200 கவிதைகள்மட்டும்). (முத்துச்-சண்முகம்பிள்ளைஉரை).தமிழ்ப்பல்கலைக்கழகம்:1985). (Kuṟuntokai (mutal 200 kavitaikaḷ maṭṭum). (Muttuc- caṇmukam piḷḷai urai).Tamiḻp palkalaikkaḻakam:1985).

SuggestedReadings:

அறவாணன், க.ப. அற்றைநாட்காதலும்வீரமும். சென்னை: பாரிநிலையம்: 1987. (Aṟavāṇaṉ, ka.Pa. Aṟṟai nāṭṭu kātalum vīramum. Ceṉṉai: Pāri nilaiyam: 1987).

கடிகாசலம், ந.&ச. சிவகாமி. சங்கஇலக்கியம். உலகத்தமிழ்ஆராய்ச்சிநிலையம்:1998. (Kaṭikācalam, na. & Ca. Civakāmi. Caṅka ilakkiyam. Ulakat tamiḻ ārāycci nilaiyam:1998).

செட்டியார், வித்வான்எஸ். வெங்கடராம். *புனையாஓவியம்.(நெடுநல்வாடைவிளக்கம்)*.பாரிநிலையம்: 1958. (Ceṭṭiyār, vitvāṉ es. Veṅkaṭarām. Puṉaiyā ōviyam. (Neṭunalvāṭai viḷakkam). Pāri nilaiyam: 1958).

பாலசுப்பிரமணியன், கு.வெ. *சங்கஇலக்கியத்தில்புறப்பொருள்*.உமாபதிப்பகம்: 1986. (Pālacuppiramaṇiyaṉ, ku.Ve. Caṅka ilakkiyattil puṟapporuḷ. Umā patippakam: 1986).

மாணிக்கம், வ.சுப. *தமிழ்க்காதல்*.சென்னை: பாரிநிலையம்: 1962. (Māṇikkam, va.Cupa. Tamiḻkkātal. Ceṉṉai: Pāri nilaiyam: 1962).

ராஜ்கௌதமன். *பாட்டும்தொகையும்தொல்காப்பியமும்தமிழ்ச்சமூகஉருவாக்கமும்*. தமிழினி: 2012.(Rāj kautamaṉ. Pāṭṭum tokaiyum tolkāppiyamum tamiḻc camūka uruvākkamum. Tamiḻiṉi: 2012).

வாச்சக், யரோஸ்லவ் (கோ. பாலசுப்பிரமணியன், மொ.ஆ.). *சங்கஇலக்கியத்தில்இயற்கைக்குறியீடு*.புத்தாநத்தம்: அடையாளம்: 2015. (Vāccak, yarōslav (kō. Pālacuppiramaṇiyaṉ, mo.Ā.). Caṅka ilakkiyattil iyaṟkaik kuṟiyīṭu. Puttanattam: Aṭaiyāḷam: 2015).

சிவலிங்கனார், ஆ. *தொல்காப்பியம்பொருளதிகாரம்உரைவளம்*. உலகத்தமிழ்ஆராய்ச்சிநிலையம்: 1985. (Civaliṅkaṉār, ā. Tolkāppiyam poruḷatikāram uraivaḷam.
Ulakat tamiḻ ārāycci nilaiyam: 1985).

தட்சிணாமூர்த்தி, அ. *சங்கஇலக்கியங்கள்உணர்த்தும்மனிதஉறவுகள்*.நியூசெஞ்சுரிபுக்ஹவுஸ் : 2016. (Taṭciṇāmūrtti, a. Caṅka ilakkiyaṅkaḷ uṇarttum maṉita uṟavukaḷ. Niyū ceñcuri puk havus: 2016).

மாதையன், பெ. அகத்திணைக்கோட்பாடும்சங்கஅகக்கவிதைமரபும். பாவைபப்ளிகேஷன்ஸ்2009. (Mātaiyaṉ, pe. Akattiṇaik kōṭpāṭum caṅka akakkavitai marapum. Pāvai papḷikēṣaṉs 2009).

முருகேசபாண்டியன், ந. *மறுவாசிப்பில்செவ்வியல்இலக்கியப்படைப்புகள்*.சென்னை: நியூசெஞ்சுரிபுக்ஹவுஸ்: 2016. (Murukēcapāṇṭiyaṉ, na. Maṟuvācippil cevviyal ilakkiyap paṭaippukaḷ. Ceṉṉai: Niyū ceñcuri puk havus: 2016).

DISCIPLINE-SPECIFIC CORE COURSE (DSC) -TAMDSC 402
Ilakkaṇam: Tolkāppiyam – Porul
(Grammar: Tolkāppiyam – Prose & Prosody)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Ilakkaṇam: Tolkāppiyam – Porul(Grammar: **Tolkāppiyam – Prose & Prosody)**	04	03	01	NIL

Learning Objectives:

- To familiarize *Tolkāppiyam* (*c*. 200 BCE) with special reference to its third book *Poruḷ Adigāram* (Section on Prose and Prosody).
- To make students familiar with the unique literary theories, *viz*. *Agattiṇai* (Love Theme) deals with the premarital and post-marital love affairs of literary personae.
- To elucidate on the subject matter of the non-love theme called *Puṟattiṇai* (War and Non-Love Theme) that deals mostly with warfare, heroics, munificence of kings/patrons, *etc*.
- To illustrate the theories of *Meyppāḍu* (the emotions and physical reactions) of readers while relishing a poem, similes, prosody, rhetoric, *etc*.

Course learning outcomes:

- The course will introduce students to the basic features and subject matter of ancient Tamil language and literature.
- Students will gain knowledge of distinct Tamil literary love themes, including mutual love, clandestine love, and wedded love.
- Students will develop the ability to appreciate literary works and identify their use of similes and prosodic elements.

\Course Units:

Unit: I

A brief survey of Tamil grammatical tradition and the place of *Tolkāppiyam* in the Tamil grammatical work that dealt with love and warfare themes and prosody. (15hours)

Unit: II

Introducing and illustrating the details about the literary concepts, *viz*. *Agattiṇai*, Puṟattiṇai, *Kaḷavu, Kaṟpu,*and aspects of love situations. (10 hours)

Unit: III

Dramaturgy and simile, and their significance in the classical Tamil literature. (10 hours)

Unit: IV

Prosody and the art of composition, tradition, and literary usage. (10 marks)

Tutorial:

- Introduce the structure and significance of *Tolkāppiyam* in Tamil grammar.
- Explain grammatical rules related to prose and prosody with illustrations.
- Analyze examples from classical texts to demonstrate linguistic principles.
- Engage students in exercises on verse construction and prose analysis.

Essential Readings:

தொல்காப்பியர்,தொல்காப்பியம் – பொருளதிகாரம். (இளம்பூரணர்உரை).தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1981 (Tolkāppiyar, tolkāppiyam – poruḷatikāram. (Iḷampūraṇar urai). Teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1981).

Suggested Readings:

சிவலிங்கனார். ஆ, பொருளதிகாரம்உரைவளம். உலகத்தமிழாராய்ச்சிநிறுவனம்:1985. (Civaliṅkaṉār. Ā, poruḷatikāram uraivaḷam. Ulakat tamiḻarāycci niṟuvaṉam:1985).

சுப்பிரமணியன். ச.வே,தொல்காப்பியம் - தெளிவுரை. மணிவாசகர்பதிப்பகம்: 2006.(Cuppiramaṇiyaṉ. Ca. Vē, tolkāppiyam - teḷivurai. Maṇivācakar patippakam: 2006).

தமிழண்ணல், தொல்காப்பியரின்இலக்கியக்கொள்கை. (பகுதிI) மீனாட்சிபுத்தகநிலையம்: 2004.(Tamiḻaṇṇal, tolkāppiyariṉ ilakkiyak koḷkai. (Pakuti I) mīṉāṭci puttaka nilaiyam: 2004)

ஐந்திலக்கணம்,திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1937 (Aintilakkaṇam, tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1937).

நக்கீரர். (உ.ஆ.),இறையனார்அகப்பொருள்மூலம். திருநெல்வேலி, தென்னிந்தியசைவசித்தாந்தநூற்பதிப்புக்கழகம்:1972. (Nakkīrar. (U.Ā.), (Iṟaiyaṉār akapporuḷ mūlam. Tirunelvēli, teṉṉintiya caiva cittānta nūṟpatippuk kaḻakam:1972).

Vellaivaranan. K, Tolkappiyam: A History of Tamil Literature. Annamalai University:1957.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 301
Thanippadalgal (Individual Poems)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Thanippadalgal (Individual Poems)	04	03	01	NIL

Course Objectives

- To introduce students to the concept, origin, and evolution of **Thanippadalgal** as a distinct genre in Tamil literature.
- To help students understand the differences between individual poem collections and classical anthologies.
- To explore the historical, social, and cultural contexts of **Thanippadalgal** and their thematic and literary richness.
- To familiarize students with the contributions of major poets and important compilations of **Thanippadalgal**.

Course Outcomes

- Students will be able to understand the nature and characteristics of **Thanippadalgal** and distinguish them from other Tamil poetic traditions.
- Students will develop the ability to analyse the thematic, philosophical, and stylistic aspects of individual poems.
- Students will understand the historical and social contexts associated with **Thanippadalgal** and identify key poets and significant works.
- Students will critically appreciate the literary and cultural significance of **Thanippadalgal** within the broader framework of Tamil literature.

Unit I: Concept and definition of Thanippadalgal. Meaning of Thanippadal Thirattu. Nature and characteristics of individual poems. Distinction between Thanippadalgal and major anthologies like Ettuthokai and Pathupattu. Historical background and literary context. (15hours)

Unit II:Chronological development of Thanippadalgal. Compilation practices after the 12th century CE. Role of different poets across various periods. Social and cultural circumstances that influenced the creation of individual poems. (10hours)

Unit III: Major themes such as life experiences, morality, philosophy, devotion, praise, and specific occasions. Stylistic features, poetic expression, situational creativity, and personal voice of poets. Reflection of social realities and ethical thought. (10hours)

Unit IV: Study of prominent poets such as Avvaiyar,kalamegapulavar and their individual poems. Introduction to important compilations like Thanippadal Thirattu. Literary significance and contribution of these works to Tamil literary heritage. (10hours)

Prescribed Text;

புலியூர் கேசிகன் ஔவையார் தனிப்பாடல்கள். சென்னை: அமராவதி பதிப்பகம், 2012

Puliyur Kesigan. Avvaiyar Thanippadalgal. Chennai: Amaravathi Pathippagam, 2012.

புலியூர்க் கேசிகன். காளமேகப் புலவர் தனிப்பாடல்கள் மூலமும் உரையும். சென்னை : சாரதா பதிப்பகம், 2014.

Puliyurk Kesigan. Kaalamega Pulavar Thanippadalgal Moolamum Uraiyum. Chennai: Saratha Pathippagam, 2014.

பிள்ளை, கா.சு. தனிப்பாடல் திரட்டு (இரண்டு பாகங்கள்) சென்னை: கௌரா பதிப்பகம், 2024

Pillai, Kaa. Su. Thanippadal Thirattu (Irandu Paagangal). Chennai: Goura Pathippagam, 2024.

கருப்பக்கிளர் சு.அ. இராமசாமிப் புலவர் தனிப்பாடல் திரட்டு உரைக் குறிப்புக்களுடன். திருநெல்வேலி: திருநெல்வேலித் தென்னிந்திய சைவசித்தாந்த நூற்பதிப்புக் கழகம், லிமிடெட், 1964

Karuppakkilar, Su. A. Ramasami Pulavar Thanippadal Thirattu Urai Kurippugaludan. Tirunelveli: Tirunelveli Thenindhiya Saiva Siddhanta Nool Pathippu Kazhagam, Limited, 1964.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 302
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum
(Post-modernism and Post-colonialism)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Piṉ-navīṉattuvamum Piṉ-kālaṉiyamum **(Post-modernism and Post-colonialism)**	04	03	01	NIL

Learning Objectives;

- To discuss the emergence of the two most important theoretical orientations incontemporary literary and cultural studies, called „Post-modernismand Post-colonialism.
- To elucidate on the theories of „Post-modernismand „Post-colonialism.
- To discourse on the reception of these *'isms'* in the contemporary art forms such asliterature, plays, films, *etc*.
- To familiarize the concepts and ideologies of post-modernism and post-colonialism withthe students of Tamil literature to make them understand the contemporary Tamil narratives from the perspectives of the ideas above.

Course learning outcomes:

- To develop a critical understanding of the major contemporary theoretical schools of **Postmodernism and Postcolonialism**.
- To examine the reception and development of these theoretical approaches in the Indian context.
- To familiarize students with contemporary literary and cultural ideologies and their applications.
- To enable students to critically appreciate serious literature, drama, paintings, and other cultural expressions of the postmodern and globalization era.

Course Units:

Unit: I

Postmodern Literature and Postmodern Theory: Historical overview. (!5 hours)

Unit: II

Circulation of Post-modernism in dependent cultures. (10 hours)

Unit: III

Development of Postcolonial Studies as a discipline. (10 hours)

Unit: IV

Reception of Post-colonialism in India. (10 hours)

Tutorial:

- Introduce key concepts and theorists of Post-modernism and Post-colonialism.
- Discuss major themes like identity, hybridity, and power relations through literary texts.
- Encourage comparative analysis of pre- and post-colonial perspectives.
- Facilitate group discussions and critical reviews of selected theoretical essays.

Essential Readings:

ஆனந்தகுமார். பா,தொகுப்புகளில்பின்னைக்காலனியம். தமிழ்நாடுகலைபெருமன்றம்: 2007.(Āṉanta kumār. Pā, tokuppukaḷil piṉṉaikkālaṉiyam. Tamiḻnāṭu kalai perumaṉṟam: 2007).

சிவத்தம்பி. கார்த்திகேசு,*நவீனத்துவம்-தமிழ்-பின்நவீனத்துவம்.*மக்கள்வெளியீடு: 2001.(Civattampi. Kārttikēcu, navīṉattuvam-tamiḻ-piṉṉavīṉattuvam. Makkaḷ veḷiyīṭu: 2001).

சுரேஷ். எம்.ஜி,*பின்நவீனத்துவம்என்றால்என்ன?*.புதுப்புனல்: 2004.(Curēṣ. Em.Ji, piṉṉavīṉattuvam eṉṟāl eṉṉa?. Putuppuṉal: 2004).

ஞானி. *தமிழில்நவீனத்துவம்பின்நவீனத்துவம்.*காவ்யா: 1997. (Ñāṉi. Tamiḻil navīṉattuvam piṉ navīṉattuvam. Kāvyā: 1997).

தமிழவன். (தொ.ஆ.). *நவீனத்தமிழும்பின்-நவீனத்துவமும்.*பெங்களூர்: காவ்யா: 1994. (Tamiḻavaṉ. (To.Ā.). Navīṉat tamiḻum piṉ-navīṉattuvamum. Peṅkaḷūr: Kāvyā: 1994).

பூரணச்சந்திரன், க. . (2ஆம்பதி.). *அமைப்பியமும்பின்அமைப்பியமும்.* அடையாளம்: 2009. (Pūraṇaccantiraṉ, ka. . (2Ām pati.). Amaippiyamum piṉamaippiyamum. Aṭaiyāḷam: 2009).

முத்துமோகன், *அமைப்பியல்பின்-அமைப்பியல்.* காவ்யா: 1998. (Muttu mōkaṉ, amaippiyal piṉ-amaippiyal. Kāvyā: 1998).

ரத்தினக்குமார். ந, பின்காலனியம்: *சமூகம், இலக்கியம், அரசியல்.*பாவை./பப்ளிகேஷன்ஸ்: 2017. (Rattiṉakkumār. Na, piṉkālaṉiyam: Camūkam, ilakkiyam, araciyal. Pāvai. /Papḷikēṣaṉs: 2017)

ராபர்ட், ஜே.சி. யங். (அ.மங்கை,மொ.ர்.). *பின்காலனியம் – மிகச்சுருக்கமானஅறிமுகம்.*அடையாளம். 2003. (Rāparṭ, jē. Ci.Yaṅ. (A.Maṅkai,mo.Ār.). Piṉkālaṉiyam – mikaccurukkamāṉa aṟimukam. Aṭaiyāḷam. 2003).

Suggested Readings:

தமிழவன், *இருபதில்நவீனத்தமிழ்விமர்சனங்கள்.*காவ்யா.2000. (Tamiḻavaṉ, irupatil navīṉattamiḻ vimarcaṉaṅkaḷ.Kāvyā.2000).

தமிழவன், *அமைப்பியலும்அதன்பிறகும்.*அடையாளம்: 2008. (Tamiḻavaṉ, amaippiyalum ataṉpiṟakum. Aṭaiyāḷam: 2008).

பூமிச்செல்வம். ஆ. *பின்னைநவீனத்துவம்.*அகரம்வெளியீடு.2008. (Pūmiccelvam. Ā. Piṉṉai navīṉattuvam. Akaram veḷiyīṭu.2008).

மார்க்ஸ், அ. *பின்நவீனத்துவம் - இலக்கியம் - அரசியல்.*கோவை: விடியல்பதிப்பகம். 1996. (Mārks, a. Piṉṉavīṉattuvam - ilakkiyam - araciyal. Kōvai: Viṭiyal patippakam. 1996).

Bertens, Hans & Fokkema, Douwe., Eds. *International Postmodernism: Theory and Literary Practice. Amsterdam:*John Benjamin Publishing Company. 1997.

Loomba, Ania. et al. (Eds.). *Postcolonial Studies and Beyond.*Permanent Black. 2006.

Sim, Stuart. Irony and Crisis: *A Critical History of Postmodern Culture*.ICON Books. 2002

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 401

Nadagangal (Drama)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Nadagangal (Drama)	04	03	01	0

Course Objectives:

- To introduce students to modern Tamil dramatic literature and its development.
- To explore the Tamil literary trends and movements that have influenced modern dramatic texts.
- To familiarize students with the forms, themes, techniques, theories, concepts, and structures of Tamil drama.
- To examine the historical backgrounds and aesthetic sensibilities of prominent Tamil dramatic texts from ancient, modern, and postmodern periods.

Course learning outcomes:

- Students will understand the content, forms, and aesthetic features of Tamil dramas, including poetic and rhetorical elements.
- Students will develop the ability to analyse and interpret Tamil dramatic literature from medieval, modern, and contemporary periods.
- Students will gain knowledge of major literary and theatre movements and ideologies across different periods.
- Students will critically appreciate dramatic texts through theoretical frameworks such as Epic Theatre, Musical Theatre, Theatre of the Absurd, Farce, and other dramatic traditions.

Course Units:

Unit I: The development of modern and contemporary Tamil drama, focusing on the historical contexts of the 19th and 20th centuries. The social, cultural, and political forces such as colonial influence, reform movements, and modernization (15 hours)

Unit II: Literary and theatrical elements found in modern Tamil poetry and drama. Themes, structures, techniques, characterisation, dialogues, symbolism, and performance aesthetics, of global literary theories on Tamil writing. (10 hours)

Unit III: Gender, humanism, and modernity.Poetic devices, stylistic features, and the influence of literary movements such as Manikodi, feminist writing, and postmodern trends. (10 hours)

Unit IV: Representing various theatre movements, , epic theatre, musical theatre, absurd theatre Marxism, feminism, nationalism, and Dalit perspectives. (10 hours)

Prescribed Readings:

அண்ணாதுரை, சி.என். வேலைக்காரி. (பேரறிஞர் அண்ணாவின் நாடகங்கள், தொகுதி 1). சென்னை: பூம்புகார் பதிப்பகம், 1998

Annadurai, C.N. Velaikkaari (Perarignar Annavin Naadagangal, Thoguthi 1). Chennai: Poompuhar Pathippagam, 1998.

அரசு, வீ. (ப.ஆ.). இரணியன் நாடகம் அல்லது பிரஹலாதா. (சங்கரதாஸ் சுவாமிகள் நாடகத் திரட்டு). புதுச்சேரி: வல்லினம் ட்ரஸ்ட், 2009

Arasu, V. (Ed.). Iraniyan Naadagam allathu Prahaladhaa (Sankaradas Swamigal Naadaga Thirattu). Puducherry: Vallinam Trust, 2009.

இந்திரா பார்த்தசாரதி. நந்தன் கதை (இந்திரா பார்த்தசாரதி நாடகங்கள்). சென்னை: கிழக்குப் பதிப்பகம், 2007

Indira Parthasarathy. Nandan Kadhai (Indira Parthasarathy Naadagangal). Chennai: Kizhakku Pathippagam, 2007.

பகவதி, கு. (பதி). தமிழ் நாடகம் : நேற்றும் இன்றும். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2000

Bhagavathi, K. (Ed.). Tamil Naadagam: Nettrum Indrum. Chennai: Ulaga Tamil Research Institute, 2000.

குணசேகரன், கே.ஏ. இன்றைய தமிழ் நாடகச் சூழல். பாண்டிச்சேரி: தன்னானே பதிப்பகம், 1999

Gunasekaran, K.A. Inraiya Tamil Naadaga Choozhal. Pondicherry: Thannane Pathippagam, 1999.

மங்கை, அ. பெண் – அரங்கம் – தமிழ்ச்சூழல். சென்னை: ஸ்நேகா பதிப்பகம், 2001

Mangai, A. Pen – Arangam – Tamil Choozhal. Chennai: Sneha Pathippagam, 2001.

முத்துசாமி, ந. அன்று பூட்டிய வண்டி. சிவகங்கை: அன்னம் புத்தக மையம், 1982

Muthusamy, N. Andru Poottiya Vandi. Sivagangai: Annam Puthaga Maiyam, 1982.

Suggested Readings

அழகப்பன், ஆறு. தமிழ் நாடகம்: தோற்றமும் வளர்ச்சியும். அண்ணாமலை நகர்: அண்ணாமலைப் பல்கலைக்கழகம், 1987

Azhagappan, Aaru. Tamil Naadagam: Thotramum Valarchiyum. Annamalai Nagar: Annamalai University, 1987.

சாஸ்திரியார், வி.கோ. சூரியநாராயணன். நாடகவியல். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 2004

Sasthriyar, V. Ko. Sooriyanarayanan. Naadagaviyal. Chennai: Ulaga Tamil Research Institute, 2004.

இராமசுவாமி, மு.; முருகேசன், கு.; கோவிந்தசாமி, பெ. (பதி). இருபதாம் நூற்றாண்டுத் தமிழ் நாடகங்கள். சென்னை: உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், 1999

Ramasamy, Mu.; Murugesan, Ku.; Govindasamy, Pe. (Ed.). Irubathaam Nootraandu Tamil Naadagangal. Chennai: Ulaga Tamil Research Institute, 1999.

மகேந்திர விக்கிரமவர்ம பல்லவன். மத்தவிலாச அங்கதம். சென்னை: கிறித்துவ இலக்கியச் சங்கம், 1981

Mahendra Vikramavarma Pallavan. Mathavilaasa Angatham. Chennai: Christian Ilakkiya Sangam, 1981.

ரங்கராஜன், வெளி. தமிழ் நாடகச் சூழல்: ஒரு பார்வை. சென்னை: தி பார்க்கர் பதிப்பகம், 2003

Rangarajan, Veli. Tamil Naadaga Choozhal: Oru Paarvai. Chennai: The Parker Pathippagam, 2003.

ராமசாமி, அ. நாடகங்கள்: விவாதங்கள், ஒப்பனை, ஒத்திகை. கோவை: விடியல் பதிப்பகம், 1992

Ramasamy, A. Naadagangal: Vivaathangal, Oppanai, Othigai. Coimbatore: Vidiyal Pathippagam, 1992.

DISCIPLINE-SPECIFIC CORE COURSE (DSE) -TAMDSE 402

Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ

(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Cīrtirutta Iyakkangaḷ: Ayōthidāsar – EVR Periyār Cindaṉaigaḷ **(Reformist Movements: Thoughts of Ayōthidāsar and EVR Periyār)**	04	03	01	0

Learning Objectives:

- To familiarize the students with the two striking socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.
- To make students aware of the thoughtful ideas of EVR Periyār and Ayōthidāsar that just jostled the then-existingsociety, to create meaningful existence for everyone.
- To illustrateto the students about these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and an enormous number of writers.
- To familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Learning Outcomes:

- The course is expected to familiarize and orient the students with the two prominent socio-cultural and political reformist movements of the twentieth century, spearheaded by EVR Periyār and Ayōthidāsar in every part of Tamil Nadu.

- The course shall also discuss and deliberate on these towering progressive ideologues of Tamil Nadu who transformed the majority of the Tamil masses and a large number of writers, and their impact on society.

- This course shall also aim to familiarize the students with the powerful speeches, dynamic writings, and exemplary conducts of EVR Periyār and Ayōthidāsar.

Course Units:

Unit: I A brief survey of the socio-religious-political situation of Tamil Nadu since ancient times, more specifically the historical context of the 18th, 19th, and 20th centuries

(15 hours)

Unit: II The socio-political factors of the 19th century that led EVR Periyār and Ayōthidāsar as Tamil revolutionary leaders. (10 hours)

Unit: III Ideologies, writings, speeches, and service of Periyār and Ayōthidāsar. (10 hours)

Unit: IV Analyzing and understanding the ancient, medieval, modern, and post-modern Tamilliterature with the theoretical background of manifestos and writings of Periyār and Ayōthidāsar. (10 hours)

Tutorial:

- Introduce the socio-political background of Reformist Movements in Tamil Nadu.
- Explain the philosophies and contributions of Ayōthidāsar and E.V.R. Periyār.
- Analyze their writings, speeches, and impact on social justice and rationalism.
- Encourage discussions and presentations on their relevance in contemporary society.

Essential Readings:

அன்புபொன்னோவியம்.
*பண்டிதர்அயோத்திதாசர்ஒருகண்ணோட்டம்.*சித்தார்த்தாபதிப்பகம்:
2010.(Aṉpu poṉṉōviyam. Paṇṭitar ayōttitācar oru kaṇṇōṭṭam. Cittārttā patippakam:2010).

சம்பத், இரா. *பன்முகநோக்கில்அயோத்திதாசர்.*சாகித்தியஅகாதமி:2017.
(Campat, irā. Paṉmuka nōkkil ayōttitācar. Cākittiya akātami:2017).

சுப்பிரமணியன்.
(தொ.ஆ.).*அயோத்திதாசப்பண்டிதர்வாழ்க்கைவரலாறு.*தமிழ்வேந்தன்ப
திப்பகம்:2010. (Cuppiramaṇiyaṉ. (To.Ā.).Ayōttitācap paṇṭitar vāḻkkai varalāṟu. Tamiḻ vēntaṉ patippakam:2010).

வெங்கடாசலம், வெ.
அயோத்திதாசரின்சமூகச்சிந்தனைகளும்செயல்களும்:
புலம்.2015. (Veṅkaṭācalam, ve. Ayōttitācariṉ camūkac cintaṉaikaḷum ceyalkaḷum: Pulam. 2015).

Suggested Readings:

அரங்கன், கவி. *பண்டிதர்அயோத்திதாசர். செங்கை: அயோத்திதாசரைப்பரப்பும்அறவியல்*.பாசறை: 2012. (Araṅkaṉ, kavi. Paṇṭitar ayōttitācar. Ceṅkai: Ayōttitācaraip parappum aṟaviyal. Pācaṟai: 2012).

கௌதம், சன்னா. க. *அயோத்திதாசபண்டிதர்*.சாகித்தியஅகாதமி; 2007. (Kautam, caṉṉā. Ka. Ayōttitāca paṇṭitar. Cākittiya akātami; 2007).

ராஜ்கௌதமன். க. *அயோத்திதாசர்ஆய்வுகள்*.நாகர்கோவில், தமிழ்நாடு: காலச்சுவடு: 2004. (Rāj kautamaṉ. Ka. Ayōttitācar āyvukaḷ. Nākarkōvil, tamiḻnāṭu: Kālaccuvaṭu: 2004).

ஜெயபாலன், க. *அயோத்திதாசப்பண்டிதர்தேர்ந்தெடுக்கப்பட்டசிந்தனைகள் (இலக்கியக்கடலில்சிலதுளிகள்)*.கலகம்வெளியீட்டகம்: 2010. (Jeyapālaṉ, ka. Ayōttitācap paṇṭitar tērnteṭukkappaṭṭa cintaṉaikaḷ (ilakkiyak kaṭalil cila tuḷikaḷ). Kalakam veḷiyīṭu: 2010).

DISSERTATION/ ACADEMIC PROJECTS/ ENTREPRENEURSHIP

SEMESTER III

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

SEMESTER IV

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Research Problem identification

ii. Review of literature

iii. Research design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation iii. Research output in the form of any one of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

(Academic Project should be application-based research (not an exploratory or descriptive research) or real-life problem-solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Problem identification

ii. Review of literature

iii. Design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Project output in the form of any one of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry

- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

C. Learning outcomes of Entrepreneurship track in the 2nd Year of PG Programmes are as follows:

Milestones for VII Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Idea Generation and Validation	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.
3-4	Finalizing the Business Idea	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	Market Research and Customer Discovery	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.
7-14	Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

Week	Topic	Deliverable	Activities	Mentor Checkpoint
11-12	Financial and Legal Planning	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.
13-14	Pitch Preparation	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	Final Presentation and Review	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint

1-2	Review and Refinement of Prototype/ MVP	Review of the progress made in the 7th semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester.	Review and approval of the refined business plan and prototype/MVP

Week	Topic	Deliverable	Activities	Mentor Checkpoint
3-12	Legal and Regulatory Compliance	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	Operational Planning	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.

5-10	Marketing and Sales Strategy	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.
9-14	Financial Planning and Fundraising	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.
9-14	Risk Management and	Risk management plan detailing	Identify key risks (e.g., market, operational,	Risk management
	Contingency Planning	potential risks and corresponding mitigation strategies.	financial) and develop contingency plans.	plan review and feedback.
13-14	Final Preparations for Launch	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and approval of launch readiness.

15-16	Final Presentation and Review	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

Ref: https://www.du.ac.in/uploads/new-web/17022025-ugcf Final_scanned_Notification_3_pgcf.pdf

Annexure-5

MASTER OF ARTS
(BENGALI)

COURSES

FOR

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

Semester III and IV

for

Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework

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

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

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2-3	5-15
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3-4	16-35
SKILL BASED COURSES (SBC)	04	36-40

Discipline Specific Core Course (DSC)

SEMESTER III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
BENDSC 301		রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore)	03	01	04
BENDSC 302		উনিশ শতকের নাটক ও উপন্যাস (19^{th} Century Drama and Novel)	03	01	04
Total			06	02	08

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
BENDSC 401		বিশ শতকের কথাসাহিত্য (20^{th} Century Fiction)	03	01	04

BENDSC 402		বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose)	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)

(Students have to take 3 DSEs or 1 DSEs or 1 GE + 1 SBC per semester)

SEMESTER III

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
BENDSE 301		অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation)	03	01	04
BENDSE 302		দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি (Print and Visual Culture)	03	01	04
BENDSE 303		নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography)	03	01	04
BENDSE 304		পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory)	03	01	04

SEMESTER IV

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
BENDSE 401		বাংলাদেশের কথাসাহিত্য	03	01	04

		(Fiction of Bangladesh)			
BENDSE 402		বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century)	03	01	04
BENDSE 403		বাংলার লোকপরম্পরা (Folk Tradition of Bengal)	03	01	04
BENDSE 404		গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing)	03	01	04

Skill Based Courses (SBC)

SEMESTER III

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
BENSBC 301	সাহিত্য অধ্যয়নে ডিজিটাল উপকরণ ও কৃত্রিম বুদ্ধিমত্তার প্রয়োগ (Digital Tools and AI Applications in Literary Studies)	1	1	2

SEMESTER IV

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
BENSBC 401	ক্ষেত্র সমীক্ষা / গবেষণা (Field Survey / Research)	1	1	2

SEMESTER III

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore) **Code- BENDSC 301**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:

This course is designed to:

- Introduce students to Rabindranath Tagore as the most significant and influential figure in the intellectual and literary history of Bengal.
- Provide a detailed study of selected writings of Tagore across various genres—poetry, fiction, drama, and essays.
- Examine Tagore's works in light of his philosophical and aesthetic ideas.
- Explore how Tagore's writings reflect his vision of humanity, nature, spirituality, nationalism, and modernity.
- Encourage critical engagement with Tagore's enduring influence on Bengali and global literary traditions.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend Tagore's contribution to diverse literary genres and forms.
- Analyse the central themes, imagery, and stylistic innovations in his selected works.
- Understand the relationship between Tagore's literary practice and his philosophical-aesthetic ideas.
- Appreciate Tagore's continued relevance in modern and contemporary Bengali cultural discourse.

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

Unit I: (প্রথম একক) **(15 Hours)**

কবিতা (Poetry): সোনার তরী (Sonar Tori), গীতাঞ্জলি (Gitanjali), ক্ষণিকা (Kshanika), বলাকা (Balaka), পূরবী (Purabi), শেষ লেখা (Shesh Lekha) — নির্বাচিত কবিতা (Selected Poems)

Unit II: (দ্বিতীয় একক) **(15 Hours)**

উপন্যাস (Novel): চোখের বালি (Chokher Bali) / চতুরঙ্গ (Chaturanga)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama): রক্তকরবী (Raktakarabi) / শ্যামা (Shyama)

Unit IV: (চতুর্থ একক) **(05 Hours)**

প্রবন্ধ (Essay): নির্বাচিত প্রবন্ধ (Selected Essays)

Tutorial **(15 hours)**

(Background readings on the life and contribution of Rabindranath Tagore, Background readings on the prescribed texts, Group discussions of the trends in Tagore Studies.)

Essential readings:

Thākur, Rabīndranāth. *Balākā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1916.

———. *Caturaṅga*. Kolkātā: Biśvabhāratī, 1975.

———. *Cokher Bāli*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1975.

———. *Galpaguccha: Akhaṇḍa*. Kolkātā: Biśvabhāratī, 1401 B.S.

———. *Gītāñjali*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1363 B.S.

———. *Kṣaṇikā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1400 B.S.

———. *Pūrabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1961.

———. *Raktakarabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1388 B.S.

———. *Shyama*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1946 B.S.

———. *Śeṣa Lekha*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1348 B.S.

———. *Śonār Tarī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1384 B.S.

Suggested/Recommended readings:

Āẏub, Ābu Saẏīd. *Ādhunikatā O Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1971.

Bandyopādhyāẏ, Hiranmaẏ. *Rabīndra-śilpatattva*. Kalakātā: Rabīndrabhāratī Biśvabidyālaẏ, 1377 B.S.

Basu, Buddhadeb. *Kabi Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1997.

———. *Rabīndranāth: Kathāsāhitya*. Kalakātā: Ni'u Ej Pābliśārs, 1984.

———. *Saṅga, Nisaṅga: Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 2004.

Basu, Śuddhasattva. *Rabīndrakābyer Godhūli Paryaẏ*. Kalakātā: Maṇḍal Buk Hāus, 1380 B.S.

Bhaṭṭācārya, Jagadīś. *Kabimansī*. Vols. 1–2. Kolkata: Bhārabī, 1997.

Bhaṭṭācāryya, Jagadīśa. *Rabīndra Kabiśatak*. Kalakātā: Bhārabi, 2001.

Biśī, Pramathanāth. *Rabīndrakābyaprabāha*. Kalakātā: Oriẏenṭ Buk Koṁ, 1976.

Chakrabartī, Ajitkumār. *Kābyaparikramā*. Kolkata: Viśvabhāratī, 1322 B.S.

Ghoṣ, Śaṅkha. *E Āmir Ābaraṇ*. Kalakātā: Pyāpirās, 2001.

———. *Kāler Mātrā O Rabīndra Nāṭak*. Kalakātā: De'j Pābliśiṁ, 1984.

———. *Nirmāṇ Ār Sṛṣṭi*. Kalakātā: Pyāpirās, 2002.

Ghoṣ, Tapobrat. *Rabīndra Chhoṭogolper Śilparūp*. Kolkata: De's, 2001.

Kripalini, Krishna. *Rabindranath Tagore: A Biography*. Kolkata: Visvabharati, 1974.

Mukhopādhyāẏ, Prabhatkumār. *Rabīndrajībankathā*. Kolkata: Ānandā, 1423 B.S.

———. *Rabīndrajībanī*. Vol. 1. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 2. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 3. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 4. Rev. ed. Kolkata: Viśvabhāratī, 1371 B.S.

Pāl, Praśānta Kumār. *Rabījībanī*. Vols. 1–9. Kolkata: Ānandā, 2007.

Sikdār, Aśrukumār. *Rabīndranāṭye Rūpāntar O Aikya*. Kolkata: Granthanilay, 1374 B.S.

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 302

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

				Practice		**(if any)**
উনিশ শতকের নাটক ও উপন্যাস (19th Century Drama and Novel) **Code- BENDSC 302**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected literary texts from 19th century Bengal.
- Develop an understanding of the emergence of new genres and aesthetics in the context of socio-political and cultural changes.
- Familiarize students with major dramatists and novelists of the period.
- Encourage analytical reading of the texts in relation to Bengal's intellectual and cultural transformations.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend the literary and cultural significance of 19th-century Bengali drama and novels.
- Understand how social and political change shaped new literary forms and ideas.
- Recognize the contributions of key authors to modern Bengali literature.
- Engage critically with thematic and stylistic developments of early modern Bengali writing.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(05 Hours)**

ভূমিকা (Introduction): নাটক ও উপন্যাস, উনিশ শতকের বাঙলায় সংরূপদ্বয়ের উদ্ভব ও বিকাশ (Novel and drama, its origin and development in 19th century Bengal)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

নাটক (Drama): দীনবন্ধু মিত্র, নীলদর্পণ (Dinabandhu Mitra, Nil Darpan), মাইকেল মধুসূদন দত্ত, কৃষ্ণকুমারী (Michael Madhusudan Dutt, Krishnakumari)

Unit III: (তৃতীয় একক) **(15 Hours)**

উপন্যাস (Novel): বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রাজসিংহ / আনন্দমঠ (Bankimchandra Chattopadhyay, Rajsingha / Anandamath)

Unit IV: (চতুর্থ একক) **(15 Hours)**

উপন্যাস (Novel): ত্রৈলোক্যনাথ মুখোপাধ্যায়, কঙ্কাবতী (Trailokyanath Mukhopadhyay, Kankabati) / মীর মোশাররফ হোসেন, বিষাদসিন্ধু (Mir Mosharraf Hossain, Bishad Sindhu) / স্বর্ণকুমারী দেবী, কাহাকে (Swarnakumari Devi, Kahake)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 19th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Brajendranāth, and Sajanīkānta Dās, eds. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1352 B.

—, eds. *Ānandamaṭh,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1345 B.

—, eds. *Nīldarpaṇ,* by Dīnabandhu Mitra. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1366 B.

—, eds. *Rājsiṁha (Caturtha Saṁskaraṇ),* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1369 B.

Bandyopādhyāẏ, Śrīkumār. *Baṅgasāhitye Upanyāser Dhārā.* Kalakātā: Maḍārn Buk Ejensi, 1950.

Bhaṭṭācāryya, Āśutoṣ. *Bāṁlā Nāṭya Sāhityer Itihās.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1960.

Debī, Svarṇakumārī. *Kāhāke.* Kalakātā: De'j Pābliśiṁ, 2002.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Gupta, Kṣetra, ed. *Nīldarpaṇ.* In *Dīnabandhu Mitra Raconābalī.* Kalakātā: Sāhitya Saṁsad, 1967.

—, ed. *Rājsiṁha,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Bāmā Pābliśārs, 1989.

Hosen, Mīr Mośārraf. *Biṣād Sindhu.* Kalakātā: Haraph Prakāśanī, 1998.

Mukhopādhyāẏ, Trailokyanāth. *Kaṅkābatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1980.

Murśid, Golām. *Samāj Saṁskār Āndolan O Bāṁlā Nāṭak (1854–1876).* Bāṁlādeś: Ḍhākā Bāṁlā Ākāḍemī, 1984.

Rāẏ, Ālok, ed. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: De'j Pābliśiṁ, 2001.

Suggested/Recommended readings:

Bandyopādhyāẏ, Brajendranāth. *Trailokyanāth Bandyopādhyāẏ (1847–1919). Sāhitya Sādhak Caritamālā.* Kalikātā: Baṅgīẏa Sāhitya Pariṣat, 1961.

Bhaṭṭācāryya, Amitrasūdan. *Baṅkimcandra Jībanī.* Kalakātā: Ānanda Pābliśārs, 1991.

—. *Baṅkimcandra O Baṅgadarśan.* Kalikātā: Jijñāsā, 1379 B.

Caṭṭopādhyāẏ, Sudhākar. *Kathāsāhitye Baṅkimcandra.* Kalakātā: E Mukhārji, 1370 B.

Das, Sisirkumar. *Artist in Chains.* Kolkata: Papyrus, 2002.

De, S. K. *Bengali Literature in the Nineteenth Century.* Kolkata: Firma KLM, 1962.

De, Suśīl Kumār. *Dīnabandhu Mitra.* Kalikātā: E Mukhārji, 1379 B.

Ghoṣ, Ajitkumār. *Bāṁlā Nāṭaker Itihās.* Vol. 1. Kalakātā: De'j Pābliśiṁ, 2005.

Guha-Thakurta, P. *The Bengali Drama: Its Origin and Development.* London: Routledge, 2013.

Karim, Nehāl, ed. Āhmad Śarīph. *Bāṅlār Manīṣā.* Ḍhākā: Ananyā, 2012.

Rāẏ, Ālok. *Keha Bale Ḍrāmāṭik.* Kalakātā: Pustak Bipaṇi, 2004.

Sengupta, Subodhcandra. *Baṅkimcandra.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1975.

Śarīph, Āhmad. *Jībane Samāje Sāhitye.* Ḍhākā: Āgāmī Prakāśanī, 2016.

SEMESTER IV

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কথাসাহিত্য (20th Century Fiction) **Code- BENDSC 401**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected fiction of 20th century Bengal.
- Examine the socio-political movements and changes in Bengal, including Nationalist movements, Leftist movements, Partition and Independence, Language Movement, and the Liberation War.
- Explore the aesthetic trends and cultural transformations in 20th century Bengali literature.
- Encourage critical reading of literary texts in the context of socio-political and cultural developments.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected 20th century Bengali authors.
- Analyze the interplay between literature and socio-political movements of the period.
- Recognize the aesthetic and cultural trends shaping 20th century Bengali fiction.
- Engage critically with literary texts, relating them to historical and cultural contexts.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

উপন্যাস ১ (Novels - I): *ধাত্রীদেবতা (Dhatridebata)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay); *ইছামতী (Ichhamoti)* — বিভূতিভূষণ বন্দ্যোপাধ্যায় (Bibhutibhushan Bandyopadhyay); *পুতুলনাচের ইতিকথা (Putul Nacher Itikatha)* — মানিক বন্দ্যোপাধ্যায় (Manik Bandyopadhyay)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস ২ (Novels - II)**:** *তিতাস একটি নদীর নাম (Titas Ekti Nadir Naam / Titas: A River)* — আদ্বৈত মল্লবর্মণ (Adwaita Mallabarman); *কাঁদো নদী কাঁদো (Kando Nodi Kando)* — সৈয়দ ওয়ালীউল্লাহ (Syed Waliullah)

Unit III: (তৃতীয় একক) **(10 Hours)**

উপন্যাস ৩ (Novels - III): *প্রথম প্রতিশ্রুতি (Prothom Protishruti)* — অশাপূর্ণা দেবী (Ashapurna Devi); *স্বরলিপি (Sworolipi)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay)

Unit IV: (চতুর্থ একক) **(15 Hours)**

নির্বাচিত ছোটগল্প (Short Stories – Selected)**:** রাজশেখর বসু (Rajsekhar Basu), জগদীশ গুপ্ত (Jagadish Gupta), বনফুল (Bonophul), প্রেমেন্দ্র মিত্র (Premendra Mitra), লীলা মজুমদার (Leela Majumdar), আশালতা সিংহ (Ashalata Singh), শহীদুল জহির (Shahidul Zahir)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 20th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Bandyopādhyāẏ, Bibhūtibhūṣaṇ. *Ichāmatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1407 B.

Bandyopādhyāẏ, Mānik. *Putulnācer Itikathā.* Kalakātā: Prakāś Bhaban, 1413 B.

Bandyopādhyāẏ, Tārāśaṅkar. *Dhātrīdebatā.* Kalakātā: Beṅgal Pābliśārs, 1405 B.

Bhaṭṭācāryya, Jagadīśa. *Āmār Kāler Kaẏekjan Kathāśilpī.* Kalakātā: Bhārabi, 1994.

— *Bhāratśilpī Tārāśaṅkar.* Kalakātā: Bhārabi, 2013.

Bhaṭṭācāryya, Sutapā. *Kathāsāhityer Eklā Pathik–Bibhūtibhūṣaṇ.* Kalakātā: Pustak Bipaṇi, 1995.

Biśvās, Acintya, ed. *Adwaita Malla Barmāṇ Raconāsaṁgraha.* Kalakātā: Dej Pābliśiṁ, 2015.

Debasen, Nabaṇītā. *Īśvarer Pratijōgī O Anānya Prabandha.* Kalakātā: Karuṇā Prakāśanī, 1390 B.

Debī, Āśāpūrṇā. *Ār Ek Āśāpūrṇā.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1424 B.

— *Pratham Pratiśruti.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1415 B.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rāẏ, Sābitrī. *Svaralipi.* In *Sābitrī Rāẏ Raconāsaṁgraha.* Vol. 1. Edited by Sumitā Sāmanta. Kalakātā: Granthālaẏ, 2005.

Ṭhākur, Kiśalaẏ. *Pather Kabi.* Kalakātā: Ānanda Pābliśārs, 1978.

Waliullah, Saẏed. *Kāṁdo Nadī Kāṁdo.* Kalakātā: Cirāẏata Prakāśan, 2014.

Suggested/Recommended readings:

Bhaṭṭācārya, Pradyumna. *Tāraśaṅkar Byaktitva o Sāhitya.* Kalakātā: Sāhitya Ākādemi, 2001.
---. *Ākhyān o Samāja: Tāraśaṅkar.* Kalakātā: Abhabāsa, 2014.

Bhaṭṭācārya, Saurīn. "Swaralipi: Swagata Kathan." *Parikathā,* May, 2000, pp. 156–157.

Bhaṭṭācārya, Sukumārī. "Sābitri Rāyer Upanyāsa Caturaṅga." *Barṣa* 53, no. 8 (1992).

Bandopādhyāẏ, Śibājī. *Bāṅlā Upanyāse Orā.* Kalakātā: Pyāpirās, 2002.

Bandopādhyāẏ, Śrīkumāra. *Baṅga Sāhitye Upanyāser Dhārā.* Kalakātā: Moḍārn Buk Ejensī, 1950.

Bandopādhyāẏ, Saroja. *Bāṅlā Upanyāser Kālāntar.* Kalakātā: De'j, 1980.

Chattopādhyāẏ, Śiśira. *Upanyāsa Pāther Bhūmikā.* Kalakātā: Buklānḍ Prāiḍeṭ Limieṭeḍ, 1962.

Mitra, Sarojamohana. *Mānik Bandopādhyāẏer Jīban o Sāhitya.* Kalakātā: Granthālay Prāiḍeṭ Limieṭeḍ, 1999.

Rāẏ, Satyendranātha. *Bāṅlā Upanyāsa o Tāra Ādhunikatā.* Kalakātā: De'j, 2009.

Sena, Ruṣṭī. *Bibhūti Bhūṣaṇ: Dvander Binyāsa.* Kalakātā: Pyāpirās, 1993.

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 402

Course title & Code	Credits	Credit Distribution of the course	Eligibility Criteria	Pre-requisite of

		Lecture	Tutorial	Practical/ Practice		the course (if any)
বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose) **Code-BENDSC 402**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature in the context of socio-political and cultural changes.
- Explore the impact of Nationalist movements, Leftist movements, Partition and Independence, Language movement, and the Liberation War on literature.
- Examine selected poems and plays of 20th century Bengal.
- Analyse the socio-political and aesthetic trends shaping literary production in 20th century Bengal.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected authors in their respective genres.
- Analyse poems and plays in relation to the socio-political and aesthetic context of 20th century Bengal.
- Recognize the interplay between historical events and literary expression.
- Develop critical engagement with 20th century Bengali literary trends.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বিশ শতকের বাংলা কবিতা, নাটক ও গদ্যের সংক্ষিপ্ত ইতিহাস (A Brief History of 20th Century Bengali Poetry, Drama, and Prose)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
কবিতা (Poetry – Selected): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অপরাজিতা দেবী (Aparajita Devi), বুদ্ধদেব বসু (Buddhadeb Basu), সমর সেন (Samar Sen), সুভাষ মুখোপাধ্যায় (Subhash Mukhopadhyay), রাজলক্ষ্মী দেবী (Rajlakshmi Devi), শামসুর রহমান (Shamsur Rahman), কবিতা সিংহ (Kobita Singh), শক্তি চট্টোপাধ্যায় (Shakti Chattopadhyay), বিনয় মজুমদার (Binay Majumdar),

শক্তিপদ ব্রহ্মচারী (Shaktipada Brahmachari)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama – Selected): দেবীগর্জন (Debi Garjan), এবং ইন্দ্রজিৎ (Ebong Indrajit), জৈবতী কন্যার মন (Jaiboti Konnar Mon)

Unit IV: (চতুর্থ একক) **(10 Hours)**

গদ্য (Prose – Selected): স্বামী বিবেকানন্দ (Swami Vivekananda), প্রমথ চৌধুরী (Promoth Chowdhury), আবদুল করিম সাহিত্য বিশারদ (Abdul Karim Sahitya Bisharad), রাজশেখর বসু (Rajsekhar Basu), এস ওয়াজেদ আলী (S. Wazed Ali), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অন্নদাশঙ্কর রায় (Annadashankar Ray), সৈয়দ মুজতবা আলী (Syed Mujtaba Ali), বুদ্ধদেব বসু (Buddhadeb Basu), শেখ মুজিবুর রহমান (Sheikh Mujibur Rahman), আহমদ শরীফ (Ahmed Sharif), অশোক মিত্র (Ashok Mitra)

Tutorial **(15 Hours)**

(Background readings on the 20th Century Bengal, Background readings on the selected Genres, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Humāyun. *Ādhunik Bāṅlā Kabitā.* Ḍhākā: Āgamī Prakāśanī, 1994.

Āldīn, Selim. *Jaibatī Kanyār Man.* In *Selim Āldīn Racanāsaṅgra.* 4rtha khaṇḍa. Ḍhākā: Māulā Brādarś, 2009.

Basu, Buddhadeb, ed. *Ādhunik Bāṅlā Kabitā.* Kalkātā: M. C. Sarkār ēṇḍ Sans, 1973.

Basu, Buddhadeb. *Kāler Putul.* Kalkātā: New Age, 1959.

Bhaṭṭāchārya, Bijan. *Debīgarjan.* Kalkātā: Pramā Prakāśanī, 2001.

Bose, Buddhadeva. *An Acre of Green Grass.* Kolkata: Papyrus, 1982.

Brahmachārī, Śaktipada. *Śaktipada Brahmachārīr Kabitāsaṅgraha.* Tripurā: Akṣar Prakāśanī, 2008.

Chakrabartī, Achintyakumāra Sengupta. *Kallol Yuga.* Kalkātā: M. C. Sarkār ēṇḍ Sans, 1951.

Dāś, Jībanānanda. *Kabitār Kathā.* Kalkātā: Signet Press, 1956.

Dāś, Pulin. *Baṅga Raṅgamañcha o Bāṅlā Nāṭak.* 2ẏa khaṇḍa. Kalkātā: M. C. Sarkār ēṇḍ Sans, 1413 B.S.

Rāy, Aloka, Pavitra Sarkār, and Abhra Ghoṣa, eds. *Duś Bacharer Bāṅlā Prabandha-Sāhitya.* 1ma o 2ẏa khaṇḍa. Dilli: Sāhitya Akādemi, 2014.

Rahmān, Shekh Mujibur. *Asamāpta Ātmajībani.* Ḍhākā: The University Press Limited, 2017.

Sarkār**,** Bādal**.** *Ebam Indrajit.* Kalkātā: Dāśgupta, 1375 B.S.

Sarkār, Bādal. *Nāṭaker Parā-Pāṭh ēbaṁ Indrajit o Bāki Itihās.* Kalkātā: Kallol, 2008.

—. *Prabāser Hijibiji.* Kalkātā: Lekhanī, 2007.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Saroj. *Bāṅlā Kabitār Kālantar*. Kalkātā: De'j Pabliśiṅ, 2000.

Bhaṭṭāchārya, Sutapā. *Kabir Cokhe Kabi*. Kalkātā: Aruṇā Prakāśanī, 1987.

Chakrabartī, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j Pabliśiṅ, 1966.

Dāśgupta, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j, 1966.

De, Adhīr. *Ādhunik Bāṅlā Prabandha Sāhityer Dhārā*. Kalkātā: Ujjal Sāhitya Mandir, 1988.

Hudson, W. H. *An Introduction to the Study of Literature*. Kolkata: Radha Publishing House, 2000.

Jāmān, Mānasi. *Bāṅlā Nāṭak (1940–1960): Ārtha-Sāmājik Dṛśyapaṭ*. Kalkātā: Jagatmātā Pabliśārś, 1992.

Nicoll, A. *The Theory of Drama*. Delhi: Doada House, 1996.

Rāy, Aloka. *Keho Bale Drāmāṭik*. Kalkātā: Pustak Bipani, 2004.

Seely, Clinton B. *Barisal and Beyond Essays on Bangla Literature*. New Delhi: Chronicle Books, 2008.

Śarīf, Āhmad. *Biś Śatake Bāṅālī*. Ḍhākā: Māulā Brādarś, 1999.

Sikdār, Aśrukumāra. *Ādhunik Bāṅlā Kabitār Digbalay*. Kalkātā: Aruṇā Prakāśan, 1975.

— *Kabir Kathā Kabitār Kathā*. Kalkātā: Aruṇā Prakāśanī, 1994.

Tripāṭhī, Dīpti. *Ādhunik Bāṅlā Kābya Parichay*. Kalkātā: De'j Pabliśiṅ, 1974.

SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation) **Code-BENDSE 301**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the diversity of Indian literature across languages and regions.
- Explore the historical, cultural, and linguistic contexts that shaped modern Indian literary traditions.
- Encourage comparative reading of texts from different Indian languages through translation.
- Examine how Indian writers negotiate identity, regionality, and universality in their works.

Learning Outcomes:
By the end of this course, students will be able to:

- Demonstrate an understanding of major literary movements and themes in Indian literature.
- Analyse cross-cultural exchanges and regional specificities within Indian writing.
- Recognize the importance of translation in shaping pan-Indian literary discourse.
- Engage critically with representative texts reflecting India's linguistic and cultural plurality.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
ভারতীয় সাহিত্যের ইতিহাস (History of Indian Literature)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
শিবরাম কারান্ত, *মাটির টানে (Marali Mannige)*, বিষ্ণুপদ ভট্টাচার্য (অনুবাদ / trans. Bishnupada Bhattacharya); ফকিরমোহন সেনাপতি, *উনিশ বিঘা দুই কাঠা (Chha Mana Atha Guntha)*, মৈত্রী শুক্ল (অনুবাদ / trans. Maitree Shukla)

Unit III: (তৃতীয় একক) **(10 Hours)**

ইরাবতী কার্বে, *যুগান্ত (Yuganta)*, অরুন্ধতী বন্দ্যোপাধ্যায় (অনুবাদ / trans. Arundhati Bandopadhyay)

Unit IV: (চতুর্থ একক) **(10 Hours)**

ভৈকম মহম্মদ বশীরের ছোটগল্প (নির্বাচিত) [Selected Short Stories of Vaikom Muhammad Basheer], মানবেন্দ্র বন্দ্যোপাধ্যায় (অনুবাদ / trans. Manabendra Bandopadhyay); সাঁওতালি সাহিত্য ও ককবরক সাহিত্য (Santali and Kokborok Literature)

Tutorial **(15 hours)**

(Background readings on India's linguistic and cultural history, Background readings on comparative literary studies, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts.)

Essential readings:

Bandopādhyāy, Arundhatī (anu.). *Yugānta.* New Delhi: Sāhitya Akademi, 1990.

Bandopādhyāy, Mānabendra. *Bhaikaṁ Muhammad Baśīrer Chhoṭagalpa.* Kolkata: Papyāras, 1993.

Bhaṭṭācāryya, Viṣṇupada (anu.). *Māṭir Ṭāne.* New Delhi: Sāhitya Akademi, 1977.

Bhāumik, Suhridkumār (anu. o sampā.). *Sẽotāli Gān o Kavitā.* New Delhi: Sāhitya Akademi, 2006.

Dāś, Śiśirkumāra. *Bhārata Sāhityakathā.* Kolkata: Viśvabhāratī, 1999.

Muraśiṁ, Candrakānta (anu.). *Kokborok Loksāṅgīt o Kavitā.* New Delhi: Sāhitya Akademi, 2003.

Śukla, Maitrī (anu. o sampā.). *Uniś Bighā Dui Kāṭhā.* New Delhi: Sāhitya Akademi, 1959.

Suggested/Recommended readings:

Basu, Buddhadeba. *Sāhityacarcā.* Kolkata: De's, 1965.

Boulton, John Victor. *Phakirmohana Senāpati: His Life and Prose-Fiction.* Orissa: Orissa Sāhitya Akademi, 1993.

Dās, Śiśirkumāra. *A History of Indian Literature, 500–1399.* New Delhi: Sāhitya Akademi, 2005.

———. *A History of Indian Literature, 1800–1910.* New Delhi: Sāhitya Akademi, 1993.

———. *A History of Indian Literature, 1911–1956.* New Delhi: Sāhitya Akademi, 1995.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি **(Print and Visual Culture)** **Code-BENDSE 302**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This paper will focus on three major areas of popular culture: print, visual, and mass media. It will:

- Introduce students to the basic aspects of print, visuals, and popular media, with special reference to Bengal.
- Provide a historical approach to the development of print, photography, film, and mass media.
- Explore the cultural impact of print, photography, film, and mass media on society.

Learning Outcomes:
By the end of this course, students will be able to:

- Understand the history of print, photography, film, and mass media in Bengal.
- Analyze the social and cultural significance of print, visual, and mass media.
- Explore the fields of print, photography, film, and mass media in a creative and critical way.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

মুদ্রণের সংস্কৃতি (Culture of Print): মুদ্রণযন্ত্রের আগমন ও বিস্তার, মুদ্রণ-প্রযুক্তির বিবর্তন, গ্রন্থনির্মাণের সেকাল একাল, প্রচ্ছদ ও অলংকরণ *(Introduction and spread of the printing press, evolution of printing technology, book production then and now, cover design and ornamentation)*

Unit II: (দ্বিতীয় একক) **(15 Hours)**

দৃশ্যরূপ (Visual Representation): ফোটোগ্রাফি, চলচ্চিত্র, বিজ্ঞাপন *(Photography, cinema, advertisement)*

Unit III: (তৃতীয় একক) **(10 Hours)**

বাংলা জনমাধ্যম (মুদ্রণ) [Bengali Mass Media (Print)]: সংবাদপত্র, আন্তর্জালের যুগে জনমাধ্যম *(Newspapers, mass media in the digital era)*

Unit IV: (চতুর্থ একক) **(10 Hours)**

বাংলা জনমাধ্যম (শ্রাব্য-দৃশ্য) [Bengali Mass Media (Audio-Visual)]: বেতার, দূরদর্শন *(Radio, television)*

Tutorial **(15 Hours)**

(Background readings on the Genre, Background readings on the development of print and other medias in Bengal, Group discussions of the current trends in print-culture, and mass media studies.)

Essential readings:

Chakrabartī, Sudhīr. *Dhrubapada Prasaṅga: Dṛśyarūpa.* Kalakātā: Dhrubapada, 2002.

Ghōṣ, Siddhārtha. *Chabi Ṭolā: Bāṅālir Phōṭōgrāphi-Carcā.* Kalakātā: Ānanda, 2015.

Khāstagīr, Āśiṣ. *Uniśa Śataker Bāṅlā Chāphākhānā.* Kalakātā: Sopān, 2014.

Lāhā, Pabitra Kumār. *Bhārater Saṅbādapatra O Gaṇamādhyaṁ Itihāser Kālapañjī.* Kalakātā: Kamalinī, 2012.

Mukhopādhyāẏ, Kālīś. *Bāṅlā Chalacitra Śilper Itihās 1897–1947.* Kalakātā: Patrabhāratī, 2012.

Suggested/Recommended readings:

Ācārya, Nirmalya, and Dibyendu Pālit. *Śatabarṣe Chalachitra.* Kalakātā: Ānanda, 1996–1998.

Ātarthī, Premāṅkur. *Nirbāk Yuger Chāẏāloker Kathā.* Kalakātā: Aruṇā Prakāśan, 2011.

Barthes, Roland. *Camera Lucida: Reflections on Photography.* New York: Hill and Wang, 1981.

Berger, John. *Ways of Seeing.* London: Penguin Books, 1973.

Bhadrā, Gautam. *Nẏāṛā Baṭṭalāẏā Yāẏ Ka'bār?* Kalakātā: Chātim Buks, 2011.

Bhattachārya, Amitābha. *Itihāse Janasaṁskṛti Parisare Uniśa-Biśa Śatak.* Kalakātā: Gāṅgachil, 2017.

Chakrabartī, Pinākī. *Chalachitrer Itihāse Niyu Thieṭārś.* Kalakātā: Ānanda, 2006.

Chakrabartī, Swapana, ed. *Mudraṇer Saṁskṛti O Bāṅlā Boi.* Kalakātā: Ababhās, 2007.

Chatterjee, Partha. *Text in Power: Emerging Disciplines in Colonial Bengal.* Minneapolis: University of Minnesota Press, 1995.

Ghōṣ, Debīprasāda. *Bāṅlā Bhāṣāẏ Chalachitra Carcā.* Kalakātā: Pratibhās, 2011.

Ghōṣ, Siddhārtha. *Prabandha Saṅgraha,* vols. 1–2. Kalakātā: Buk Phārma, 2018.

Hauser, Arnold. *The Social History of Art,* Vol. 4. London: Routledge, 1995.

Sen, Sukumāra. *Baṭṭalār Chhāpā O Chhabi.* Kalakātā: Ānanda, 1989.

Śrīpāntha. *Baṭṭalā.* Kalakātā: Ānanda, 1997.

Sontag, Susan. *On Photography.* New York: Anchor Books, 1990.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 303

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography) **Code-BENDSE 303**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- To offer reading of **selected fiction and autobiographies** written by women writers.
- To examine these writings in the context of their respective **socio-political and aesthetic positions**.
- To understand the **contribution** of selected authors in their respective genres.

Learning Outcomes:
By the end of this course, students will be able to:

- Students will be enabled to understand **important texts** written by women authors in Bengal.
- They will be able to interpret these works in the perspective of relevant **socio-political history** and **aesthetic modes**.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**

গল্প (Short Stories): অনুরূপা দেবী (Anurupa Devi), নিরুপমা দেবী (Nirupama Devi), আশালতা সিংহ (Ashalata Singh), মহাশ্বেতা দেবী (Mahasweta Devi), সেলিনা হোসেন (Selina Hossain), নাসরিন জাহান (Nasrin Jahan) — *(নির্বাচিত গল্প / Selected Stories)*

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস (Novels): *খনা মিহিরের ঢিপি (Khona Mihirer Dhipi)* — বাণী বসু (Bani Basu); *সখী রঙ্গমালা (Sakhi Rangmala)* — শাহীন আখতার (Shaheen Akhtar); *শামুকখোল (Shamukkhol)* — তিলোত্তমা মজুমদার (Tilottama Majumdar)

Unit III: (তৃতীয় একক) **(10 Hours)**

আত্মজীবনী ১ (Autobiographies – I): *আমার জীবন (Amar Jibon)* — রাসসুন্দরী দেবী (Rassundari Devi); *আমার মেয়েবেলা (Amar Meyebela)* — তসলিমা নাসরিন (Taslima Nasrin)

Unit IV: (চতুর্থ একক) **(10 Hours)**

আত্মজীবনী ২ (Autobiographies – II)**:** *আমার কথা (Amar Katha)* — বিনোদিনী দাসী (Binodini Dasi); *আলো-আঁধারি (Alo-Andhari)* — বেবী হালদার (Baby Haldar) — *(নির্বাচিত অংশ / Selected Sections)*

Tutorial **(15 Hours)**

(Background readings on the Genres, Background readings on the Bengali Women's Movements, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ākhtār, Śāhīn. *Sakhī Raṅgamālā.* Ḍhākā: Beṅgal Pābliśikśans, 2015.

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Basu, Bāṇī. *Khanā Mihirer Ḍhipi.* Kalakātā: Ānanda Pābliśārs, 2007.

Dāsī, Binodinī. *Āmār Kathā O Anānya Raconā.* Edited by Saumitra Caṭṭopādhyāẏ and Nirmālya Ācāryya. Kalakātā: Subarṇarekhā, 1422 B.

Dāsī, Rāssundarī. *Āmār Jīban.* Kalakātā: De'j Pābliśiṁ, 2015.

Ghoṣ, Ajāẏ. *Mahāśvetā Debīr Śreṣṭha Galpa.* Kalakātā: De'j Pābliśiṁ, 2009.

Ghoṣ, Sāgarmaẏ, ed. *Deś Subarṇajaẏantī Galpa Saṁkalan (1933–1983).* Kalakātā: Ānanda Pābliśārs, 2013.

Hāldār, Bebī. *Ālo-Āṁdhāri.* Paścimbaṅga: Rośnā'i Prakāśan, 2002.

Jāhān, Nāsrin. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Majumdar, Tilottamā. *Śāmukkhola.* Kalakātā: Ānanda Pābliśārs, 2005.

Nāsrin, Taslimā. *Āmār Meẏebelā.* Kalakātā: Ānanda Pābliśārs, 2013.

Suggested/Recommended readings:

Āniśujjāmān, and Mālekā Begam, eds. *Nārīr Kathā, Bāṅgāli Nārīr Adhikār Samparkita Bhābnā.* Ḍhākā: Oitijhya, 2012.

Bhaṭṭācāryya, Sutapā. *Se Nahi Nahi.* Kalakātā: Subarṇarekhā, 2004.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśīṁ, 2008.

———. *Mṛṇāler Kalam.* Kalakātā: Pyāpirās, 2007.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 304

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory) **Code-BENDSE 304**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Understand various schools of literary theory, an essential foundation for literary studies.
- Familiarize students with key figures, concepts, and texts of classical and modern Western literary theory.
- Explore Classical Western schools of thought as well as important modern and contemporary approaches.
- Develop the ability to critically engage with theoretical frameworks in literary analysis.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the historical development and evolution of literary theory from classical to modern times.
- Analyze key concepts and ideas in classical and modern literary theory.
- Apply theoretical approaches to interpret and evaluate literary texts.
- Recognize the influence of different schools of thought on contemporary literary criticism.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
ধ্রুপদী গ্রীক্ ও ল্যাটিন সাহিত্যতত্ত্ব (Classical Greek and Latin Literary Theory)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
রোমান্টিকতাবাদ, আধুনিকতাবাদ ও নব্য সমালোচনা পদ্ধতি (Romanticism, Modernism, and Neo-Critical Approaches)

Unit III: (তৃতীয় একক) **(10 Hours)**
মনঃসমীক্ষণী সাহিত্যপাঠ পদ্ধতি (Psychoanalytic Approaches to Literary Criticism)

Unit IV: (চতুর্থ একক) **(10 Hours)**
গঠনবাদ ও উত্তর-গঠনবাদ (Structuralism and Post-Structuralism**)**

Tutorial **(15 Hours)**

(Background readings on the cultural history of Poetics and Literary Theory, Background readings on the important figues of the selected schools, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bhaduri, Sugata, and Simi Malhotra. *Literary Theory: An Introductory Reader.* Delhi: Anthem Press, 2010.

Dās, Śiśira Kumāra. *Kābyatattva: Aristotl.* Kalakātā: Āśā Prakāśanī, 1977.

Eliot, T. S. *The Sacred Wood and Major Early Essays.* New York: Dover, 1920.

Freud, Sigmund. *Pelican Freud Library: Art and Literature.* London: Pelican Books, 1973.

Russell, D. A. *Ancient Literary Criticism: The Principal Texts in New Translations.* Oxford: Clarendon Press, 1972.

Williams, Raymond. *Marxism and Literature.* New Delhi: Oxford University Press, 2010.

Wordsworth, William. *Preface to Lyrical Ballads.* Oxford: Oxford University Press, 1996.

Suggested/Recommended readings:

Atkins, W. H. J. *Literary Criticism in Antiquity.* 2 vols. Cambridge: Cambridge University Press, 1934.

Bohne, Carl Gorge. *Primitive Stage.* Calcutta: Firma K. L. M., 1971.

Culler, Jonathan. *Literary Theory: A Very Short Introduction.* Oxford: Oxford University Press, 2011.

Sūra, Cirañjība, ed. *Pratīccyer Sāhityatattva o Sāhityasamālocanā.* Kalakātā: Ālochana Chakra, 2016.

Wellek, René, and Austin Warren. *Theory of Literature.* London: Penguin Books, 1956.

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 401

Course title & Code	Credits	Credit Distribution of the course	Eligibility Criteria	Pre-requisite of

		Lecture	Tutorial	Practical/ Practice		the course (if any)
বাংলাদেশের কথাসাহিত্য (Fiction of Bangladesh) **Code-BENDSE 401**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Provide an understanding of the contribution of selected authors in the history of fiction in Bangladesh.
- Facilitate close reading of selected novels and short stories.
- Examine the development of fiction in Bangladesh through selected literary texts.
- Encourage critical analysis and appreciation of narrative techniques and themes.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the general history of fiction in Bangladesh.
- Recognize the contributions of selected Bangladeshi authors to fiction.
- Analyze themes, styles, and narrative techniques in selected novels and short stories.
- Develop the ability to engage critically with literary texts from Bangladesh.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বাংলাদেশের কথাসাহিত্য — সংক্ষিপ্ত ইতিহাস (Bangladeshi Fiction — A Brief History)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
উপন্যাস ১ (Novels – I)**:** *সূর্যদীঘল বাড়ী (Surjodighol Bari)* — আবু ইসহাক (Abu Ishaq); *আবু ইব্রাহীমের মৃত্যু (Abu Ibrahim-er Mrityu)* — শহীদুল জহির (Shahidul Zahir)

Unit III: (তৃতীয় একক) **(10 Hours)**
উপন্যাস ২ (Novels – II): *চিলেকোঠার সেপাই (Chilekothar Sepai)* — আখতারুজ্জামান ইলিয়াস (Akhtaruzzaman Elias); *হাঙ্গর নদী গ্রেনেড (Hangor Nodi Grenade)* — সেলিনা হোসেন (Selina Hossain)

Unit IV: (চতুর্থ একক) **(10 Hours)**
নির্বাচিত ছোটগল্প (Selected Short Stories)**:** হাসান আজিজুল হক (Hasan Azizul Huq), আলাউদ্দিন আল আজাদ

(Alauddin Al Azad), শহীদুল জহির (Shahidul Zahir), নাসরিন জাহান (Nasrin Jahan), মাহমুদুল হক (Mahmudul Haque), ইমদাদুল হক মিলন (Imdadul Haq Milan), শওকত ওসমান (Shawkat Osman), শওকত আলী (Shawkat Ali)

Tutorial **(15 Hours)**

(Background readings on the history of Bangladesh, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Ālāuddin Al. *Svanirbācita Galpa.* Ḍhākā: Ba'ipatra, 2013.

Ālī, Śaukat. *Śaukat Ālīr Sab Galpa (1st kh.).* Ḍhākā: Dibya Prakāśan, 2016.

Ālam, Māhbubul. *Bāṁlā Sāhityer Itihās.* 14th ed. Ḍhākā: Khān Brādārs Eṇḍ Kampaṇī, 2012.

Bānu, Ābu. *Hāsān Ājijul Haquer Galper Samāj Bāstabtā.* Ḍhākā: Bāṁlā Ākāḍemī, 2005.

Enām, Ābu Henā Mostaphā, ed. *Māhmudul Haque Agranthita Galpa.* Bāṁlādeś: Sāhitya Prakāś, 2012.

Haq, Hāsān Ājijul. *Svanirbācita Galpa.* Bāṁlādeś: Nāndanika, 2012.

Hosen, Jāhid Muhammd. *Bāṁlādeśer Choṭogalpa Jīban O Samāj.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Hosen, Kāji Mausumī. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Hosen, Selinā. *Hāṅgar Nadī Grened.* Bāṁlādeś: Ananyā Prakāśan, 2017.

Ilām, Ājhār. *Bāṁlādeśer Choṭogalpa: Biṣaẏbhābnā Svarūp O Śilpamūlya.* Ḍhākā: Bāṁlā Ākāḍemī, 1996.

— *Bāṁlā Sāhityer Itihās (Ādhunik Yug).* Ḍhākā: Ananyā, 2015.

Ilīẏās, Ākhtārūjjāmān. *Cilekoṭhār Sepā'i.* Kalakātā: Pratibhās, 1993.

Iśhāq, Ābu. *Sūrẏa Dīghal Bāṛī.* Ḍhākā: Naoroj Sāhitya Sambhār, 2017.

Milān, Imdādul Haq. *Śreṣṭha Galpa.* Ḍhākā: Mā'olā Brādārs, 2009.

Osman, Śaukat. *Bigata Kāler Galpa.* Ḍhākā: Samāẏ Prakāśan, 2012.

Raśīd, Mohāmmad Ābdur, ed. "Ābu Ibrāhīmer Mṛtyu." In *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rahmān, Mo. Māhbubur. *Bāṁlādeśer Itihās, 1947–71.* Ḍhākā: Samāẏ Prakāśan, 2006.

Suggested/Recommended readings:

Ākhtār, Śirīn. *Bāṁlādeśer Tinjan Upanyāsik.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Ālī, Muhāmmad Idris. *Bāṁlādeśer Upanyās Sāhitye Madhyabitta Śreṇi (1947–70).* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ānśarjāmān. *Svarūper Sandhāne.* Kalakātā: De'j Pābliśiṁ, 2009.

Bhaṭṭācāryya, Tapodhīr. *Kathāparisar Bāṁlādeś.* Kalakātā: Baṅgīẏa Sāhitya Saṁsad, 2017.

De, Āmalendu. *Bāṅgālī Buddhijībī O Bicchinntābād.* Kalakātā: Ratnā Prakāśan, 1978.

Hosen, Saẏed Ākaram. *Bāṁlādeśer Sāhitya O Anānya Prabandha.* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ikbāl, Śahīd. *Bāṁlādeśer Kabitār Itihās (1947–2000).* Ḍhākā: Rodelā, 2015.

— *Bāṁlādeśer Sāhityer Sampūrṇa Itibṛtta.* Ḍhākā: Kathāprakāś, 2016.

Majumdar, Ramendu, ed. *Bāṁlādeśer Nāṭyacarccār Tin Daśak.* Ḍhākā: Anyaprakāś, 2004.

Mahibul, Ājij. *Bāṁlādeśer Upanyāse Grāmīn Nimnabarga.* Ḍhākā: Jātīẏa Granth Prakāśan, 2004.

Omar, Badruddin. *Baṅgabhaṅga O Sāmpradāẏik Rājnīti.* Kalakātā: Cirāẏata, 1987.

Sāhā, Prithbīś, ed. *Ākhtārūjjāmān Ilīẏās Sāhitya O Samājbhābnā.* Kalakātā: Samabet Prayās, 1997.

Sarkār, Jīban, and Anasūẏā Kar, eds. *Dyāśer Bhāṣāẏ Galpa.* Kalakātā: Koḍeks, 2013.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century) **Code-BENDSE 402**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature, building on the preceding course.
- Focus on the primary ideas and themes of 20th century modernist poetry.
- Examine the role of literary journals in shaping literary discourse.
- Explore the counter-culture and alternative literary movements of the 20th century.

Learning Outcomes:
By the end of this course, students will be able to:

- Develop a deeper understanding of 20th century literary practices in Bengal.
- Analyze the literary themes, styles, and ideas of modernist poetry.
- Understand the contribution of literary journals to the cultural and literary milieu.
- Recognize the influence of counter-cultural movements on Bengali literature.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বিশ শতকের আধুনিকতাবাদি কবিতা: ভাবাদর্শ ও গ্রহণ-প্রতিগ্রহণ (20th Century Modernist Poetry: Ideals and Reception)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
নির্বাচিত প্রবন্ধ (Selected Essays): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu)
নির্বাচিত কবিতা (Selected Poems): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu), বিষ্ণু দে (Bishnu De)

Unit III: (তৃতীয় একক) **(10 Hours)**
বিশ শতকের সাহিত্য পত্রিকা (20th Century Literary Journals): প্রবাসী (Prabasi), ভারতবর্ষ (Bharatbarsha), সবুজ পত্র (Sabuj Patra), কল্লোল (Kallol), কালি-কলম (Kali-Kalam), প্রগতি (Pragati), বিচিত্রা (Bichitra), শিখা (Shikha), পরিচয় (Porichoy), কবিতা (Kobita), কৃত্তিবাস (Kritibas), ক্ষুধার্ত (Khudarto)

Unit IV: (চতুর্থ একক) **(10 Hours)**
বিশ শতকের প্রতি-সংস্কৃতির ধারা (Counter-Cultural Trends of the 20th Century): হাংরি জেনারেশান আন্দোলন (Hungry Generation Movement), লিটিল ম্যাগাজিন আন্দোলন (Little Magazine Movement)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural history of 20th century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts/journals/little magaznes, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Basu, Buddhadeb. *Kāler Putul*. Kalakātā: Ni'u Ej Pābliśārs, 2010.

Cakrabartī, Amiẏa. *Sāmpratik*. Kalakātā: Nābhānā Pābliśārs, 1963.

Dāś, Jībanānanda. *Kabītār Kathā*. Kalakātā: Signeṭ Pres, 1409 B.

Datta, Sudhīndranāth. *Sudhīndranāth Datter Prabandhasaṁgraha*. Kalakātā: De'j Pābliśiṁ, 2000.

Ghoṣ, Śaileśvar, ed. *Hāṅri Jeneresaner Sraṣṭhāder Kṣudhārta Saṁkalan*. Kalakātā: De'j Pābliśiṁ, 2015.

Suggested/Recommended readings:

Bhaṭṭācāryya, Gītā. *Bāṁlā Sāmaẏik Patrikāpuñjī*. Kalakātā: Baṅgīẏa Granthāgār Pariṣat, 2001.

Dāś, Uttam. *Hāṅri Śruti O Śāstrabirodhī Āndolan*. Kalakātā: Mahādiganata Prakāśanī, 1986.

— *Kṣudhita Janma O Anānya Prabandha*. Kalakātā: Mahādiganata Prakāśanī, 1995.

Ghoṣ, Śaileśvar. *Hāṅri Jenerāśān Āndolaner Itihās*. Kalakātā: Pramā, 1997.

Guh, Satya. *Ekāler Gadyapadyā Sāhitya Āndolaner Dalil*. Kalakātā: Adhunā Prakāśanī, 1970.

Kuṇḍu, Aśokkumār. *Patrikāpuñjī*. Kalakātā: Bāṁlābhāṣā Sāhitya O Saṁskṛti Gabēṣaṇā Saṁsthā, 1389 B.

Sen, Sabyasācī, ed. *Hāṅri Jeneresan Raconā Saṁgraha*. Kalakātā: De'j Pābliśiṁ, 2015.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 403

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলার লোকপরম্পরা (Folk Tradition of Bengal)	4	3	1	NIL	As per the University rule	NIL

Code-BENDSE 403						

Learning Objectives:
This course aims to:

- Introduce students to various genres of Bengali folk tradition
- Explain the salient features of different folk genres.
- Offer a detailed study of selected examples from each folk genre.
- Encourage critical and analytical engagement with folk literature.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the key features of various Bengali folk genres.
- Analyse folk genres both textually and theoretically.
- Develop the ability to interpret folk literature within cultural and historical contexts.
- Engage critically with representative texts from Bengali folk traditions.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বাংলা লোকসংস্কৃতি চর্চার ইতিহাস (History of Bengali Folk Culture Studies)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
বাংলার ব্রত ও পার্বণ (Bengali Vrats and Festivals)

Unit III: (তৃতীয় একক) **(10 Hours)**
ছড়া, ধাঁধা, প্রবাদ (Rhymes, Riddles, Proverbs)

Unit IV: (চতুর্থ একক) **(10 Hours)**
লোককথা ও লোকগীতি (Folk Tales and Folk Songs)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural background of Folkloristics in Bengal, Background readings selected genres, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Aarne, A. *The Types of Folktale.* Helsinki, 1910.

Basāk, Śīlā. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 2000.

Bāske, Dhīrendranāth. *Ādibāsī Samāj o Pālāpārbaṇ.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2009.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Loksāhitya.* 6ṣṭha khaṇḍa. Kalkātā: De'j Pābliśiṁ, 1972.

Chakrabartī, Baruṇkumār. *Bāṅlār Loksāhitya Charcār Itihās.* Kalkātā: Pustak Bipani, 2013.

Chaudhuri, Kamal, sampā. *Bāṅlār Brata o Ālpanā.* Kalkātā: De'j Pābliśiṁ, 2015.

Datta, Lokanāth. *Sāoṭāl Kāhinī.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1998.

Datta Majumdar, Sabitā. *Prabād Prabachan.* Kalkātā: Thīmā, 2012.

Debī, Suhāsinī. *Meyelī Bratakathā.* Kalkātā: Pustak Bipani, 2013.

Ghoṣ, Bāsudev. *Prabāder Galpa.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2003.

Ghoṣ, Rītā. *Bāṅlā Lokakathār Ruptattva.* Kalkātā: Pustak Bipani, 2003.

Jhā, Śaktināth. *Bastubādī Bāul.* Kalkātā: De'j Pābliśiṁ, 2010.

Majumdar, Āśutoṣ. *Meyeder Bratakathā.* Kalkātā: Debasāhitya Kuṭir, 1999.

Majumdar, Divyajyoti. *Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2007.

— *Lokakathār Aitihya.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1986.

Pāl, Amar, o Dulāl Chaudhuri. *Bāṅlār Loksangīt.* Kalkātā: Pāñchālī Prakāśan, 1984.

Siddikī, Āśrāf. *Loksāhitya.* 2ẏa khaṇḍa. Ḍhākā: Gatidhārā, 2008.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Salilkumār. *Rabīndranāth o Lokasaṁskṛti.* Kalkātā: De'j Pabliśiṅ, 1994.

Basāk, Śīlā. *Bāṅlā Dhādhār Biṣay Baichitrya o Sāmājik Parichay.* Kalkātā: Pustak Bipani, 1998.

—. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 1998.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Lokanṛtya.* 1ma khaṇḍa – Chhau. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1383 B.S.

—. *Bāṅlār Lokanṛtya.* 2ẏa khaṇḍa – Bibidha Nṛtya. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1389 B.S.

—. *Bāṅlār Loksāhitya.* 1ma saṁskaraṇ. Kalkātā: Kālkātā Buk Hāus, 1954.

—. *Bāṅlār Loksāhitya.* 1ma khaṇḍa – Ālocanā. Kalkātā: Kālkātā Buk Hāus, 1962.

—. *Baṅgīya Loksangīt Ratnākar.* 1ma khaṇḍa. Kalkātā: E. Mukhārjī, 1966.

—. *Bāṅlā Loksāhitya.* 6ṣṭha khaṇḍa – Prabād. Kalkātā: De'j Pabliśiṅ, 1972.

—. *Baṅgīya Loksangīt Ratnākar.* 3ẏa khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

—. *Baṅgīya Loksangīt Ratnākar.* 4rtha khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

Chakrabartī, Baruṇkumār. *Bāṅlā Prabād Sthān Kāla.* Kalkātā: Pustak Bipani, 1982.

Majumdar, Divyajyoti. *Paścimbaṅger Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, 2007.

Sarkār, Dīnendra Kumār. *Prabāder Utsa-Sandhāne.* Kalkātā: De Buk Sṭor, 1986.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 404

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing) **Code- BENDSE 404**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the basics of research methodology.
- Explain the fundamental components of research and research writings.
- Teach theoretical and methodological issues related to research.
- Train students in writing research dissertations, research-based translations, and research-based screenplays.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the basics of research methodology.
- Develop the ability to write short research dissertations.
- Apply research methods to produce research-based translations.
- Create research-based screenplays using methodological approaches.

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

Unit I (প্রথম একক) (05 Hours)

গবেষণা বিষয়ক প্রাথমিক ধারণা; গবেষণা-প্রশ্ন ও হাইপোথেসিস প্রণয়ন; গবেষণার নৈতিকতা।

(Basic Concepts of Research: Introduction to research, formulation of research problems, writing research questions and hypotheses, and research ethics.)

Unit II (দ্বিতীয় একক) (05 Hours)

আকর অন্বেষণ; গ্রন্থাগার ও ডিজিটাল রিসোর্সের ব্যবহার; গ্রন্থপঞ্জী প্রণয়ন।

(Bibliographical Research: Source identification, use of libraries and digital resources, and preparation of bibliography.)

Unit III (তৃতীয় একক) (05 Hours)

গবেষণা পদ্ধতি ও গবেষণার প্রাগ্রসর কৌশল।

(Research Methods and Advanced Research Techniques.)

Unit IV (চতুর্থ একক) (30 Hours)

অভিসন্দর্ভ রচনা। (Dissertation Writing.)

Tutorial (15 Hours)

(Background readings on the tradition of research in Bengali; literature survey; identification of research gaps; formulation of research questions; and preparation of bibliography.)

(As per guideline issued by the University from time to time.)

Essential readings:

Bandyopādhyāẏ, Surabhi. *Gabēṣaṇā: Prakaraṇ O Paddhati.* Kalakātā: De'j Pābliśiṁ, 2005.

Bhaṭṭācāryya, Tārak nāth. *Gabēṣaṇā: Tattba O Praẏog.* Kalakātā: Prajñā Bikāś, 2012.

Eco, Umberto. *How to Write a Thesis.* Cambridge: The MIT Press, 2015.

Haq, Saẏed Ājijul, et al. *Baṅgabidyā Utsanirdeśarīti.* Kalakātā: Āntarjātik Baṅgabidyā Pariṣat, 2018.

Ilāhī, K. Maudud. *Gabēṣaṇā Paddhati O Pratibedan Praṇayaṇ.* Ḍhākā: Nobel Pābliśiṁ Hāus, 2013.

Sāmādī, Śaphiq-un-nabī. *Sāhitya Gabēṣaṇā: Biṣaẏ O Kauśal.* Ḍhākā: Biśvasāhitya Bhaban, 2014.

Suggested/Recommended readings:

Altick, Richard D. *The Art of Literary Research.* New York: W.W. Norton Company, 1963.

The Chicago Manual of Style: *The Essential Guide for Writers, Editors and Publishers.* Latest Edition.

Guerin, Wilfred L., et al., eds. *A Handbook of Critical Approaches to Literature.* 4th ed. Delhi: OUP, 2010.

Harris, R. Steven, and Kathleen A. Johnson, eds. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries, 2009.

Hilway, Tyres. *Introduction to Research.* Boston: Houghton Mifflin Company, 1964.

Hosen, Kāmjul Hāsān Mañju, and Kāji Mausumī. *Gabēṣaṇā: Rīti O Paddhati.* Bāṁlādeś: Mās Lā'in Miḍiẏā Senṭār, 2000.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications, 2014.

Rahamān, Mo. Mujibur. *Śikṣāẏ Gabēṣaṇā.* Ḍhākā: Prabhātī Lāibrerī, 2017

Skill-Based Courses (SBC)

SEMESTER III

BENSBC 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
সাহিত্য অধ্যয়নে ডিজিটাল উপকরণ ও কৃত্রিম বুদ্ধিমত্তার প্রয়োগ	2	1	NIL	1	As per the University rule	NIL

(Digital Tools and AI Applications in Literary Studies) **Code-BENSBC 301**						

Learning Objectives

This course aims to:

- Introduce the scope and significance of digital humanities and artificial intelligence (AI) in literary research.
- Train students to manage bibliographies and digital notes using reference management tools such as Zotero and Obsidian.
- Develop foundational skills in data organization, text corpus creation, and digital text analysis.
- Familiarize students with AI-assisted research tools for text processing and interpretation.
- Encourage ethical and critical awareness in the application of digital and AI tools within academic and literary studies.

Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate competence in using digital and AI tools for organizing and conducting literary research.
- Manage bibliographic and note-based data efficiently through platforms like Zotero and Obsidian.
- Create and structure literary datasets and perform basic text analysis and exploration.
- Utilize AI tools for summarization, thematic analysis, and bibliographic mapping.
- Critically assess the potentials and limitations of digital and AI technologies in the humanities.

Total Hours of Teaching: 30 Hours (Lecture – 15; Practical – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

ডিজিটাল হিউম্যানিটিজ ও গবেষণা ব্যবস্থাপনা সরঞ্জাম (Digital Humanities and Research Management Tools)

ডিজিটাল হিউম্যানিটিজের পরিচয়: বিবর্তন, পরিসর ও সাহিত্য অধ্যয়নে গুরুত্ব।

ডিজিটাল টেক্সট বনাম মুদ্রিত টেক্সট; মেটাডেটা, ডিজিটাইজেশন, ও ওপেন-অ্যাকসেস সংস্কৃতি।

গবেষণা সংগঠন:

Zotero ব্যবহার করে রেফারেন্স ম্যানেজমেন্ট।

Obsidian-এর মাধ্যমে নোট-লিঙ্কিং ও ডিজিটাল অ্যানোটেশন।

গ্রন্থপঞ্জি ডেটাবেস তৈরি ও টেক্সট, থিম, এবং অ্যানোটেশনের আন্তঃসংযোগ।

নৈতিক উদ্ধৃতি ও দায়িত্বশীল তথ্য ব্যবহারের অনুশীলন।

Unit II: (দ্বিতীয় একক) **(05 Hours)**

ডিজিটাল আর্কাইভ, তথ্য বিন্যাস, ও সাহিত্য গবেষণায় কৃত্রিম বুদ্ধিমত্তার প্রয়োগ (Digital Archives, Data Structuring, and AI Applications in Literary Studies)

প্রধান ডিজিটাল আর্কাইভ ও ডেটাবেস অন্বেষণ: DSAL, SAOA, Bichitra, Archive.org, CrossAsia Repository।

সাহিত্য গবেষণার জন্য তথ্য বিন্যাস: স্প্রেডশিট ও CSV-এর মৌলিক ধারণা।

করপাস এক্সপ্লোরেশন টুলসের পরিচয়: Voyant Tools, AntConc।

সাহিত্য অধ্যয়নে কৃত্রিম বুদ্ধিমত্তার (AI) ভূমিকা:

AI-সহায়িত টেক্সট বিশ্লেষণ ও সেমান্টিক ক্লাস্টারিং-এর ধারণা।

AI প্ল্যাটফর্ম (ChatGPT, Claude, Perplexity ইত্যাদি) ব্যবহার করে—

- গবেষণা ধারণা তৈরি ও গ্রন্থপঞ্জি অনুসন্ধান
- টেক্সট সারাংশ, থিম শনাক্তকরণ ও তুলনামূলক বিশ্লেষণ
- খসড়া পরিমার্জন ও অ্যানোটেশন

আলোচনা: AI যুগে নৈতিকতা, লেখকত্ব, ও একাডেমিক সততা।

Practical **(15 Hours)**

নির্দিষ্ট সাহিত্যিক থিম বা লেখকের উপর ভিত্তি করে Zotero লাইব্রেরি ও Obsidian vault তৈরি।

Key Resources:

- Zotero — https://www.zotero.org
- Obsidian — https://obsidian.md
- CrossAsia Repository — https://crossasia-repository.ub.uni-heidelberg.de
- Internet Archive — https://archive.org

সাহিত্যিক টেক্সটের একটি ক্ষুদ্র করপাস তৈরি করে Voyant Tools বা AI সহায়তায় কীওয়ার্ড ও থিম বিশ্লেষণ।

Zotero, CSV ডেটাসেট, ও AI-সহায়ক বিশ্লেষণ মিলিয়ে একটি ক্ষুদ্র ডিজিটাল পোর্টফোলিও তৈরি।

Essential readings:

Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). *A Companion to Digital Humanities.*

Burdick, Anne et al. *Digital_Humanities.* MIT Press, 2012.

Johanna Drucker. *Digital Humanities Coursebook.* Routledge, 2021.

Suggested/Recommended readings:

Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis.*

Warwick, A. "Making Digital Humanities Work for Literary Studies." *LLC* (2013).

Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production.* Harvard University Press, 2014.

ডিজিটাল ও কৃত্রিম বুদ্ধিমত্তা সরঞ্জাম (Digital and AI Tools):

- Zotero — https://www.zotero.org
- Obsidian — https://obsidian.md
- Voyant Tools — https://voyant-tools.org
- AntConc — https://www.laurenceanthony.net/software/antconc/
- Archive.org — https://archive.org
- CrossAsia Repository — https://crossasia-repository.ub.uni-heidelberg.de
- ChatGPT — https://chat.openai.com
- Perplexity AI — https://www.perplexity.ai

SEMESTER IV

BENSBC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ক্ষেত্র সমীক্ষা / গবেষণা (Field Survey / Research) **Code-BENSBC 401**	**2**	**1**	**NIL**	**1**	**As per the University rule**	**NIL**

Learning Objective:
This course aims to:

- Field survey is a primary research method in folklore studies.
- This method involves conducting research directly with people in their communities.
- It allows for the proper study of subjects integral to folklore, such as castes, tribes, sub-tribes, folktales, folk songs, and the natural environment including hills, mountains, plateaus, and rivers.
- Furthermore, it provides researchers with the opportunity to immerse themselves and interact with the society being studied.

Learning Outcome:
By the end of this course, students will be able to:

- This work will encourage students to become more active and develop a greater sense of social awareness.
- By writing reports on these subjects, they will gain authentic experience.
- This process allows them to acquire a deeper knowledge of humanity and a better understanding of folk languages, oral traditions, folk music, and cultural practices.

Total Hours of Teaching: 30 Hours (Lecture – 15; Practical – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

ক্ষেত্র সমীক্ষার সংজ্ঞা ও বৈশিষ্ট্য, প্রকারভেদ, উদ্দেশ্য, প্রস্তাবনা, সাক্ষাৎকার গ্রহণ পদ্ধতি, সুবিধা ও অসুবিধা, ক্ষেত্র সমীক্ষার গুরুত্ব।

(Definition and characteristics of field surveys, types, objectives, recommendations, field surveys and interviewing methods, advantages and disadvantages, importance of field surveys)

Unit II: (দ্বিতীয় একক) **(05 Hours)**

প্রতিবেদন লিখন পদ্ধতি। (Basics of Report Writing)

Practical **(15 Hours)**

(Survey on a selected area, drafting a report, presentation of the report.)

Essential readings:

Bandyopadhyay, Surabhi. 2005. *Gabeṣaṇā: Prakaraṇ o Paddhati (Research: Procedure and Method).* Kolkātā: De'j.

Bhattacharya, Taraknath. 2012. *Gabeṣaṇā: Tattva o Prayog (Research: Theory and Application).* Kolkātā: Prajñā Bikāś.

Haque, Saiyad Azizul et al. 2018. *Baṅgavidyā Utsanirdeśarīti (Bengal Studies Source Citation Style).* Kolkātā: Āntarjātik Baṅgavidyā Pariṣat.

Ilahi, K. Maudud. 2013. *Gabeṣaṇā Paddhati o Pratibedan Praṇayan (Research Method and Report Preparation).* Ḍhākā: Nobel Publishing House.

Islam, Sheikh Maqbul. 2012. *Lokosanskṛtivijñān: Tattva, Paddhati o Prayog (Folklore Science: Theory, Method and Application).* Kolkātā: Baṅgīẏa Sāhitya Saṃsad.

———. 2012. *Gabeṣaṇā Paddhativijñān Sāhitya-Samāj-Saṃskṛti (Research Methodology: Literature-Society-Culture).* Kolkātā: Baṅgīẏa Sāhitya Saṃsad.

Samadi, Safikunnabi. 2014. *Sāhitya Gabeṣaṇā: Biṣaẏ o Kauśal (Literary Research: Subject and Technique).* Ḍhākā: Biśvasāhitya Bhaban.

Suggested/Recommended readings:

Altick, Richard D. 1963. *The Art of Literary Research.* New York: W. W. Norton & Company.

Guerin, Wilfred L., et al., eds. 2010. *A Handbook of Critical Approaches to Literature.* 4th ed. Delhi: Oxford University Press.

Harris, R. Steven, and Kathleen A. Johnson, eds. 2009. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries.

Hilway, Tyres. 1964. *Introduction to Research.* Boston: Houghton Mifflin Company.

Kumar, Ranjit. 2014. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications.

Manju, Kamrul Hasan, and Kazi Mausumi Hossain. 2000. *Gabeṣaṇā: Rīti o Paddhati (Research: Custom and Method).* Bāṃlādeś: Mas Line Media Center.

Rahman, Mo. Mujibur. 2017. *Śikṣāẏ Gabeṣaṇā (Research in Education).* Ḍhākā: Prabhātī Lāibrerī.

The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. Latest Edition.

Annexure-6

MASTER OF ARTS

(BENGALI)

COURSES

FOR

TWO-YEAR PG (BENGALI) PROGRAMME BASED ON NEP-2020

Semester III and IV

for

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

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

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

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2-3	5-15
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3-4	16-35
DISSERTATION/ ACADEMIC PROJECTS/ ENTREPRENEURSHIP	4	36-41

Discipline Specific Core Course (DSC)

SEMESTER III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
BENDSC 301		রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore)	03	01	04
BENDSC 302		উনিশ শতকের নাটক ও উপন্যাস (19^{th} Century Drama and Novel)	03	01	04
Total			06	02	08

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
BENDSC 401		বিশ শতকের কথাসাহিত্য (20^{th} Century Fiction)	03	01	04

BENDSC 402		বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose)	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)

(Students have to take 2 DSEs or 1 DSEs and 1 GE per semester)

SEMESTER III

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
BENDSE 301		অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation)	03	01	04
BENDSE 302		দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি (Print and Visual Culture)	03	01	04
BENDSE 303		নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography)	03	01	04
BENDSE 304		পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory)	03	01	04

SEMESTER IV

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
BENDSE 401		বাংলাদেশের কথাসাহিত্য	03	01	04

		(Fiction of Bangladesh)			
BENDSE 402		বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century)	03	01	04
BENDSE 403		বাংলার লোকপরম্পরা (Folk Tradition of Bengal)	03	01	04
BENDSE 404		গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing)	03	01	04

DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP

SEMESTER III

Course Code	**Paper Number**	**Course Title**	**Credit**
OYPGBEND/AP/E 101		DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP	**06**

SEMESTER IV

Course Code	**Paper Number**	**Course Title**	**Credit**
OYPGBEND/AP/E 201		DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP	**06**

SEMESTER III

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore) **Code- BENDSC 301**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:

This course is designed to:

- Introduce students to Rabindranath Tagore as the most significant and influential figure in the intellectual and literary history of Bengal.
- Provide a detailed study of selected writings of Tagore across various genres—poetry, fiction, drama, and essays.
- Examine Tagore's works in light of his philosophical and aesthetic ideas.
- Explore how Tagore's writings reflect his vision of humanity, nature, spirituality, nationalism, and modernity.
- Encourage critical engagement with Tagore's enduring influence on Bengali and global literary traditions.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend Tagore's contribution to diverse literary genres and forms.
- Analyse the central themes, imagery, and stylistic innovations in his selected works.
- Understand the relationship between Tagore's literary practice and his philosophical-aesthetic ideas.
- Appreciate Tagore's continued relevance in modern and contemporary Bengali cultural discourse.

Total Hours of Teaching:

60 hrs (Lecture- 45; Tutorial- 15 hrs)

Unit I: (প্রথম একক) **(15 Hours)**

কবিতা (Poetry): সোনার তরী (Sonar Tori), গীতাঞ্জলি (Gitanjali), ক্ষণিকা (Kshanika), বলাকা (Balaka), পূরবী (Purabi), শেষ লেখা (Shesh Lekha) — নির্বাচিত কবিতা (Selected Poems)

Unit II: (দ্বিতীয় একক) **(15 Hours)**

উপন্যাস (Novel): চোখের বালি (Chokher Bali) / চতুরঙ্গ (Chaturanga)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama): রক্তকরবী (Raktakarabi) / শ্যামা (Shyama)

Unit IV: (চতুর্থ একক) **(05 Hours)**

প্রবন্ধ (Essay): নির্বাচিত প্রবন্ধ (Selected Essays)

Tutorial **(15 hours)**

(Background readings on the life and contribution of Rabindranath Tagore, Background readings on the prescribed texts, Group discussions of the trends in Tagore Studies.)

Essential readings:

Thākur, Rabīndranāth. *Balākā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1916.

———. *Caturaṅga*. Kolkātā: Biśvabhāratī, 1975.

———. *Cokher Bāli*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1975.

———. *Galpaguccha: Akhaṇḍa*. Kolkātā: Biśvabhāratī, 1401 B.S.

———. *Gītāñjali*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1363 B.S.

———. *Kṣaṇikā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1400 B.S.

———. *Pūrabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1961.

———. *Raktakarabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1388 B.S.

———. *Shyama*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1946 B.S.

———. *Śeṣa Lekha*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1348 B.S.

———. *Śonār Tarī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1384 B.S.

Suggested/Recommended readings:

Āẏub, Ābu Saẏīd. *Ādhunikatā O Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1971.

Bandyopādhyāẏ, Hiranmaẏ. *Rabīndra-śilpatattva*. Kalakātā: Rabīndrabhāratī Biśvabidyālaẏ, 1377 B.S.

Basu, Buddhadeb. *Kabi Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1997.

———. *Rabīndranāth: Kathāsāhitya*. Kalakātā: Ni'u Ej Pābliśārs, 1984.

———. *Saṅga, Nisaṅga: Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 2004.

Basu, Śuddhasattva. *Rabīndrakābyer Godhūli Paryaẏ*. Kalakātā: Maṇḍal Buk Hāus, 1380 B.S.

Bhaṭṭācārya, Jagadīś. *Kabimansī*. Vols. 1–2. Kolkata: Bhārabī, 1997.

Bhaṭṭācāryya, Jagadīśa. *Rabīndra Kabiśatak*. Kalakātā: Bhārabi, 2001.

Biśī, Pramathanāth. *Rabīndrakābyaprabāha*. Kalakātā: Oriẏenṭ Buk Koṁ, 1976.

Chakrabartī, Ajitkumār. *Kābyaparikramā*. Kolkata: Viśvabhāratī, 1322 B.S.

Ghoṣ, Śaṅkha. *E Āmir Ābaraṇ*. Kalakātā: Pyāpirās, 2001.

———. *Kāler Mātrā O Rabīndra Nāṭak*. Kalakātā: De'j Pābliśiṁ, 1984.

———. *Nirmāṇ Ār Sṛṣṭi*. Kalakātā: Pyāpirās, 2002.

Ghoṣ, Tapobrat. *Rabīndra Chhoṭogolper Śilparūp*. Kolkata: De's, 2001.

Kripalini, Krishna. *Rabindranath Tagore: A Biography*. Kolkata: Visvabharati, 1974.

Mukhopādhyāẏ, Prabhatkumār. *Rabīndrajībankathā*. Kolkata: Ānandā, 1423 B.S.

———. *Rabīndrajībanī*. Vol. 1. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 2. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 3. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 4. Rev. ed. Kolkata: Viśvabhāratī, 1371 B.S.

Pāl, Praśānta Kumār. *Rabījībanī*. Vols. 1–9. Kolkata: Ānandā, 2007.

Sikdār, Aśrukumār. *Rabīndranāṭye Rūpāntar O Aikya*. Kolkata: Granthanilay, 1374 B.S.

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 302

Course title & Code	Credits	Credit Distribution of the course		

		Lecture	Tutorial	Practical/ Practice	Eligibility Criteria	Pre-requisite of the course (if any)
উনিশ শতকের নাটক ও উপন্যাস (19th Century Drama and Novel) **Code- BENDSC 302**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected literary texts from 19th century Bengal.
- Develop an understanding of the emergence of new genres and aesthetics in the context of socio-political and cultural changes.
- Familiarize students with major dramatists and novelists of the period.
- Encourage analytical reading of the texts in relation to Bengal's intellectual and cultural transformations.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend the literary and cultural significance of 19th-century Bengali drama and novels.
- Understand how social and political change shaped new literary forms and ideas.
- Recognize the contributions of key authors to modern Bengali literature.
- Engage critically with thematic and stylistic developments of early modern Bengali writing.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(05 Hours)**

ভূমিকা (Introduction): নাটক ও উপন্যাস, উনিশ শতকের বাঙলায় সংরূপদ্বয়ের উদ্ভব ও বিকাশ (Novel and drama, its origin and development in 19th century Bengal)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

নাটক (Drama): দীনবন্ধু মিত্র, নীলদর্পণ (Dinabandhu Mitra, Nil Darpan), মাইকেল মধুসূদন দত্ত, কৃষ্ণকুমারী (Michael Madhusudan Dutt, Krishnakumari)

Unit III: (তৃতীয় একক) **(15 Hours)**

উপন্যাস (Novel): বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রাজসিংহ / আনন্দমঠ (Bankimchandra Chattopadhyay, Rajsingha / Anandamath)

Unit IV: (চতুর্থ একক) **(15 Hours)**

উপন্যাস (Novel): ত্রৈলোক্যনাথ মুখোপাধ্যায়, কঙ্কাবতী (Trailokyanath Mukhopadhyay, Kankabati) / মীর মোশাররফ হোসেন, বিষাদসিন্ধু (Mir Mosharraf Hossain, Bishad Sindhu) / স্বর্ণকুমারী দেবী, কাহাকে (Swarnakumari Devi, Kahake)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 19th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Brajendranāth, and Sajanīkānta Dās, eds. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1352 B.

—, eds. *Ānandamaṭh,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1345 B.

—, eds. *Nīldarpaṇ,* by Dīnabandhu Mitra. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1366 B.

—, eds. *Rājsiṁha (Caturtha Saṁskaraṇ),* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1369 B.

Bandyopādhyāẏ, Śrīkumār. *Baṅgasāhitye Upanyāser Dhārā.* Kalakātā: Maḍārn Buk Ejensi, 1950.

Bhaṭṭācāryya, Āśutoṣ. *Bāṁlā Nāṭya Sāhityer Itihās.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1960.

Debī, Svarṇakumārī. *Kāhāke.* Kalakātā: De'j Pābliśiṁ, 2002.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Gupta, Kṣetra, ed. *Nīldarpaṇ.* In *Dīnabandhu Mitra Raconābalī.* Kalakātā: Sāhitya Saṁsad, 1967.

—, ed. *Rājsiṁha,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Bāmā Pābliśārs, 1989.

Hosen, Mīr Mośārraf. *Biṣād Sindhu.* Kalakātā: Haraph Prakāśanī, 1998.

Mukhopādhyāẏ, Trailokyanāth. *Kaṅkābatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1980.

Murśid, Golām. *Samāj Saṁskār Āndolan O Bāṁlā Nāṭak (1854–1876).* Bāṁlādeś: Ḍhākā Bāṁlā Ākāḍemī, 1984.

Rāẏ, Ālok, ed. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: De'j Pābliśiṁ, 2001.

Suggested/Recommended readings:

Bandyopādhyāẏ, Brajendranāth. *Trailokyanāth Bandyopādhyāẏ (1847–1919). Sāhitya Sādhak Caritamālā.* Kalikātā: Baṅgīẏa Sāhitya Pariṣat, 1961.

Bhaṭṭācāryya, Amitrasūdan. *Baṅkimcandra Jībanī.* Kalakātā: Ānanda Pābliśārs, 1991.

—. *Baṅkimcandra O Baṅgadarśan.* Kalikātā: Jijñāsā, 1379 B.

Caṭṭopādhyāẏ, Sudhākar. *Kathāsāhitye Baṅkimcandra.* Kalakātā: E Mukhārji, 1370 B.

Das, Sisirkumar. *Artist in Chains.* Kolkata: Papyrus, 2002.

De, S. K. *Bengali Literature in the Nineteenth Century.* Kolkata: Firma KLM, 1962.

De, Suśīl Kumār. *Dīnabandhu Mitra.* Kalikātā: E Mukhārji, 1379 B.

Ghoṣ, Ajitkumār. *Bāṁlā Nāṭaker Itihās.* Vol. 1. Kalakātā: De'j Pābliśiṁ, 2005.

Guha-Thakurta, P. *The Bengali Drama: Its Origin and Development.* London: Routledge, 2013.

Karim, Nehāl, ed. Āhmad Śarīph. *Bāṅlār Manīṣā.* Ḍhākā: Ananyā, 2012.

Rāẏ, Ālok. *Keha Bale Ḍrāmāṭik.* Kalakātā: Pustak Bipaṇi, 2004.

Sengupta, Subodhcandra. *Baṅkimcandra.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1975.

Śarīph, Āhmad. *Jībane Samāje Sāhitye.* Ḍhākā: Āgāmī Prakāśanī, 2016.

SEMESTER IV

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কথাসাহিত্য (20th Century Fiction) **Code- BENDSC 401**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected fiction of 20th century Bengal.
- Examine the socio-political movements and changes in Bengal, including Nationalist movements, Leftist movements, Partition and Independence, Language Movement, and the Liberation War.
- Explore the aesthetic trends and cultural transformations in 20th century Bengali literature.
- Encourage critical reading of literary texts in the context of socio-political and cultural developments.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected 20th century Bengali authors.
- Analyze the interplay between literature and socio-political movements of the period.
- Recognize the aesthetic and cultural trends shaping 20th century Bengali fiction.
- Engage critically with literary texts, relating them to historical and cultural contexts.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

উপন্যাস ১ (Novels - I): *ধাত্রীদেবতা (Dhatridebata)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar

Bandyopadhyay); *ইছামতী (Ichhamoti)* — বিভূতিভূষণ বন্দ্যোপাধ্যায় (Bibhutibhushan Bandyopadhyay); *পুতুলনাচের ইতিকথা (Putul Nacher Itikatha)* — মানিক বন্দ্যোপাধ্যায় (Manik Bandyopadhyay)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস ২ (Novels - II): *তিতাস একটি নদীর নাম (Titas Ekti Nadir Naam / Titas: A River)* — আদ্বৈত মল্লবর্মণ (Adwaita Mallabarman); *কাঁদো নদী কাঁদো (Kando Nodi Kando)* — সৈয়দ ওয়ালীউল্লাহ (Syed Waliullah)

Unit III: (তৃতীয় একক) **(10 Hours)**

উপন্যাস ৩ (Novels - III): *প্রথম প্রতিশ্রুতি (Prothom Protishruti)* — অশাপূর্ণা দেবী (Ashapurna Devi); *স্বরলিপি (Sworolipi)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay)

Unit IV: (চতুর্থ একক) **(15 Hours)**

নির্বাচিত ছোটগল্প (Short Stories – Selected): রাজশেখর বসু (Rajsekhar Basu), জগদীশ গুপ্ত (Jagadish Gupta), বনফুল (Bonophul), প্রেমেন্দ্র মিত্র (Premendra Mitra), লীলা মজুমদার (Leela Majumdar), আশালতা সিংহ (Ashalata Singh), শহীদুল জহির (Shahidul Zahir)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 20th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Bandyopādhyāẏ, Bibhūtibhūṣaṇ. *Ichāmatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1407 B.

Bandyopādhyāẏ, Mānik. *Putulnācer Itikathā.* Kalakātā: Prakāś Bhaban, 1413 B.

Bandyopādhyāẏ, Tārāśaṅkar. *Dhātrīdebatā.* Kalakātā: Beṅgal Pābliśārs, 1405 B.

Bhaṭṭācāryya, Jagadīśa. *Āmār Kāler Kaẏekjan Kathāśilpī.* Kalakātā: Bhārabi, 1994.

— *Bhāratśilpī Tārāśaṅkar.* Kalakātā: Bhārabi, 2013.

Bhaṭṭācāryya, Sutapā. *Kathāsāhityer Eklā Pathik–Bibhūtibhūṣaṇ.* Kalakātā: Pustak Bipaṇi, 1995.

Biśvās, Acintya, ed. *Adwaita Malla Barmāṇ Raconāsaṁgraha.* Kalakātā: Dej Pābliśiṁ, 2015.

Debasen, Nabaṇītā. *Īśvarer Pratijōgī O Anānya Prabandha.* Kalakātā: Karuṇā Prakāśanī, 1390 B.

Debī, Āśāpūrṇā. *Ār Ek Āśāpūrṇā.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1424 B.

— *Pratham Pratiśruti.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1415 B.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rāẏ, Sābitrī. *Svaralipi.* In *Sābitrī Rāẏ Raconāsaṁgraha.* Vol. 1. Edited by Sumitā Sāmanta. Kalakātā: Granthālaẏ, 2005.

Ṭhākur, Kiśalaẏ. *Pather Kabi.* Kalakātā: Ānanda Pābliśārs, 1978.

Waliullah, Saẏed. *Kāṁdo Nadī Kāṁdo.* Kalakātā: Cirāẏata Prakāśan, 2014.

Suggested/Recommended readings:

Bhaṭṭācārya, Pradyumna. *Tāraśaṅkar Byaktitva o Sāhitya.* Kalakātā: Sāhitya Ākādemi, 2001.
---. *Ākhyān o Samāja: Tāraśaṅkar.* Kalakātā: Abhabāsa, 2014.

Bhaṭṭācārya, Saurīn. "Swaralipi: Swagata Kathan." *Parikathā,* May, 2000, pp. 156–157.

Bhaṭṭācārya, Sukumārī. "Sābitri Rāyer Upanyāsa Caturaṅga." *Barṣa* 53, no. 8 (1992).

Bandopādhyāẏ, Śibājī. *Bāṅlā Upanyāse Orā.* Kalakātā: Pyāpirās, 2002.

Bandopādhyāẏ, Śrīkumāra. *Baṅga Sāhitye Upanyāser Dhārā.* Kalakātā: Moḍārn Buk Ejensī, 1950.

Bandopādhyāẏ, Saroja. *Bāṅlā Upanyāser Kālāntar.* Kalakātā: De'j, 1980.

Chattopādhyāẏ, Śiśira. *Upanyāsa Pāther Bhūmikā.* Kalakātā: Buklāṇḍ Prāiḍeṭ Limieṭeḍ, 1962.

Mitra, Sarojamohana. *Mānik Bandopādhyāẏer Jīban o Sāhitya.* Kalakātā: Granthālay Prāiḍeṭ Limieṭeḍ, 1999.

Rāẏ, Satyendranātha. *Bāṅlā Upanyāsa o Tāra Ādhunikatā.* Kalakātā: De'j, 2009.

Sena, Ruṣṭī. *Bibhūti Bhūṣaṇ: Dvander Binyāsa.* Kalakātā: Pyāpirās, 1993.

DISCIPLINE SPECIFIC CORE COURSE - BENDSC 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose) **Code-BENDSC 402**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature in the context of socio-political and cultural changes.
- Explore the impact of Nationalist movements, Leftist movements, Partition and Independence, Language movement, and the Liberation War on literature.
- Examine selected poems and plays of 20th century Bengal.
- Analyse the socio-political and aesthetic trends shaping literary production in 20th century Bengal.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected authors in their respective genres.
- Analyse poems and plays in relation to the socio-political and aesthetic context of 20th century Bengal.
- Recognize the interplay between historical events and literary expression.
- Develop critical engagement with 20th century Bengali literary trends.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**

বিশ শতকের বাংলা কবিতা, নাটক ও গদ্যের সংক্ষিপ্ত ইতিহাস (A Brief History of 20th Century Bengali Poetry, Drama, and Prose)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

কবিতা (Poetry – Selected): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অপরাজিতা দেবী (Aparajita Devi), বুদ্ধদেব বসু (Buddhadeb Basu), সমর সেন (Samar Sen), সুভাষ মুখোপাধ্যায় (Subhash Mukhopadhyay), রাজলক্ষ্মী দেবী (Rajlakshmi Devi), শামসুর রহমান (Shamsur Rahman), কবিতা সিংহ (Kobita Singh), শক্তি চট্টোপাধ্যায় (Shakti Chattopadhyay), বিনয় মজুমদার (Binay Majumdar), শক্তিপদ ব্রহ্মচারী (Shaktipada Brahmachari)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama – Selected): দেবীগর্জন (Debi Garjan), এবং ইন্দ্রজিৎ (Ebong Indrajit), জৈবতী কন্যার মন (Jaiboti Konnar Mon)

Unit IV: (চতুর্থ একক) **(10 Hours)**

গদ্য (Prose – Selected): স্বামী বিবেকানন্দ (Swami Vivekananda), প্রমথ চৌধুরী (Promoth Chowdhury), আবদুল করিম সাহিত্য বিশারদ (Abdul Karim Sahitya Bisharad), রাজশেখর বসু (Rajsekhar Basu), এস ওয়াজেদ আলী (S. Wazed Ali), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অন্নদাশঙ্কর রায় (Annadashankar Ray), সৈয়দ মুজতবা আলী (Syed Mujtaba Ali), বুদ্ধদেব বসু (Buddhadeb Basu), শেখ মুজিবুর রহমান (Sheikh Mujibur Rahman), আহমদ শরীফ (Ahmed Sharif), অশোক মিত্র (Ashok Mitra)

Tutorial **(15 Hours)**

(Background readings on the 20th Century Bengal, Background readings on the selected Genres, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Humāyun. *Ādhunik Bāṅlā Kabitā.* Ḍhākā: Āgamī Prakāśanī, 1994.

Āldīn, Selim. *Jaibatī Kanyār Man.* In *Selim Āldīn Racanāsaṅgra.* 4rtha khaṇḍa. Ḍhākā: Māulā Brādarś, 2009.

Basu, Buddhadeb, ed. *Ādhunik Bāṅlā Kabitā.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1973.

Basu, Buddhadeb. *Kāler Putul.* Kalkātā: New Age, 1959.

Bhaṭṭāchārya, Bijan. *Debīgarjan.* Kalkātā: Pramā Prakāśanī, 2001.

Bose, Buddhadeva. *An Acre of Green Grass.* Kolkata: Papyrus, 1982.

Brahmachārī, Śaktipada. *Śaktipada Brahmachārīr Kabitāsaṅgraha.* Tripurā: Akṣar Prakāśanī, 2008.

Chakrabartī, Achintyakumāra Sengupta. *Kallol Yuga.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1951.

Dāś, Jībanānanda. *Kabitār Kathā.* Kalkātā: Signet Press, 1956.

Dāś, Pulin. *Baṅga Raṅgamañcha o Bāṅlā Nāṭak.* 2ẏa khaṇḍa. Kalkātā: M. C. Sarkār ēnḍ Sans, 1413 B.S.

Rāy, Aloka, Pavitra Sarkār, and Abhra Ghoṣa, eds. *Duś Bacharer Bāṅlā Prabandha-Sāhitya.* 1ma o 2ẏa khaṇḍa. Dilli: Sāhitya Akādemi, 2014.

Rahmān, Shekh Mujibur. *Asamāpta Ātmajībani.* Ḍhākā: The University Press Limited, 2017.

Sarkār**,** Bādal**.** *Ebam Indrajit.* Kalkātā: Dāśgupta, 1375 B.S.

Sarkār, Bādal. *Nāṭaker Parā-Pāṭh ēbaṁ Indrajit o Bāki Itihās.* Kalkātā: Kallol, 2008.

—. *Prabāser Hijibiji.* Kalkātā: Lekhanī, 2007.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Saroj. *Bāṅlā Kabitār Kālantar*. Kalkātā: De'j Pabliśiṅ, 2000.

Bhaṭṭāchārya, Sutapā. *Kabir Cokhe Kabi*. Kalkātā: Aruṇā Prakāśanī, 1987.

Chakrabartī, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j Pabliśiṅ, 1966.

Dāśgupta, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j, 1966.

De, Adhīr. *Ādhunik Bāṅlā Prabandha Sāhityer Dhārā*. Kalkātā: Ujjal Sāhitya Mandir, 1988.

Hudson, W. H. *An Introduction to the Study of Literature*. Kolkata: Radha Publishing House, 2000.

Jāmān, Mānasi. *Bāṅlā Nāṭak (1940–1960): Ārtha-Sāmājik Dṛśyapaṭ*. Kalkātā: Jagatmātā Pabliśārś, 1992.

Nicoll, A. *The Theory of Drama*. Delhi: Doada House, 1996.

Rāy, Aloka. *Keho Bale Drāmāṭik*. Kalkātā: Pustak Bipani, 2004.

Seely, Clinton B. *Barisal and Beyond Essays on Bangla Literature*. New Delhi: Chronicle Books, 2008.

Śarīf, Āhmad. *Biś Śatake Bāṅālī*. Ḍhākā: Māulā Brādarś, 1999.

Sikdār, Aśrukumāra. *Ādhunik Bāṅlā Kabitār Digbalay*. Kalkātā: Aruṇā Prakāśan, 1975.

— *Kabir Kathā Kabitār Kathā*. Kalkātā: Aruṇā Prakāśanī, 1994.

Tripāṭhī, Dīpti. *Ādhunik Bāṅlā Kābya Parichay*. Kalkātā: De'j Pabliśiṅ, 1974.

SEMESTER III

DISCIPLINE SPECIFIC ELECTIVE COURSES (Open for students of Departments other than ILLS as well)

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation) **Code-BENDSE 301**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the diversity of Indian literature across languages and regions.
- Explore the historical, cultural, and linguistic contexts that shaped modern Indian literary traditions.
- Encourage comparative reading of texts from different Indian languages through translation.
- Examine how Indian writers negotiate identity, regionality, and universality in their works.

Learning Outcomes:
By the end of this course, students will be able to:

- Demonstrate an understanding of major literary movements and themes in Indian literature.
- Analyse cross-cultural exchanges and regional specificities within Indian writing.
- Recognize the importance of translation in shaping pan-Indian literary discourse.
- Engage critically with representative texts reflecting India's linguistic and cultural plurality.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**

ভারতীয় সাহিত্যের ইতিহাস (History of Indian Literature)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

শিবরাম কারান্ত, *মাটির টানে (Marali Mannige)*, বিষ্ণুপদ ভট্টাচার্য (অনুবাদ / trans. Bishnupada Bhattacharya); ফকিরমোহন সেনাপতি, *উনিশ বিঘা দুই কাঠা (Chha Mana Atha Guntha)*, মৈত্রী শুক্ল (অনুবাদ / trans. Maitree Shukla)

Unit III: (তৃতীয় একক) **(10 Hours)**

ইরাবতী কার্বে, *যুগান্ত (Yuganta)*, অরুন্ধতী বন্দ্যোপাধ্যায় (অনুবাদ / trans. Arundhati Bandopadhyay)

Unit IV: (চতুর্থ একক) **(10 Hours)**

ভৈকম মহম্মদ বশীরের ছোটগল্প (নির্বাচিত) [Selected Short Stories of Vaikom Muhammad Basheer], মানবেন্দ্র বন্দ্যোপাধ্যায় (অনুবাদ / trans. Manabendra Bandopadhyay); সাঁওতালি সাহিত্য ও ককবরক সাহিত্য (Santali and Kokborok Literature)

Tutorial **(15 hours)**

(Background readings on India's linguistic and cultural history, Background readings on comparative literary studies, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts.)

Essential readings:

Bandopādhyāy, Arundhatī (anu.). *Yugānta.* New Delhi: Sāhitya Akademi, 1990.

Bandopādhyāy, Mānabendra. *Bhaikaṁ Muhammad Baśīrer Chhoṭagalpa.* Kolkata: Papyāras, 1993.

Bhaṭṭācāryya, Viṣṇupada (anu.). *Māṭir Ṭāne.* New Delhi: Sāhitya Akademi, 1977.

Bhāumik, Suhridkumār (anu. o sampā.). *Sãotāli Gān o Kavitā.* New Delhi: Sāhitya Akademi, 2006.

Dāś, Śiśirkumāra. *Bhārata Sāhityakathā.* Kolkata: Viśvabhāratī, 1999.

Muraśiṁ, Candrakānta (anu.). *Kokborok Loksāṅgīt o Kavitā.* New Delhi: Sāhitya Akademi, 2003.

Śukla, Maitrī (anu. o sampā.). *Uniś Bighā Dui Kāṭhā.* New Delhi: Sāhitya Akademi, 1959.

Suggested/Recommended readings:

Basu, Buddhadeba. *Sāhityacarcā.* Kolkata: De's, 1965.

Boulton, John Victor. *Phakirmohana Senāpati: His Life and Prose-Fiction.* Orissa: Orissa Sāhitya Akademi, 1993.

Dās, Śiśirkumāra. *A History of Indian Literature, 500–1399.* New Delhi: Sāhitya Akademi, 2005.

———. *A History of Indian Literature, 1800–1910.* New Delhi: Sāhitya Akademi, 1993.

———. *A History of Indian Literature, 1911–1956.* New Delhi: Sāhitya Akademi, 1995.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি **(Print and Visual Culture)** **Code-BENDSE 302**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This paper will focus on three major areas of popular culture: print, visual, and mass media. It will:

- Introduce students to the basic aspects of print, visuals, and popular media, with special reference to Bengal.
- Provide a historical approach to the development of print, photography, film, and mass media.
- Explore the cultural impact of print, photography, film, and mass media on society.

Learning Outcomes:
By the end of this course, students will be able to:

- Understand the history of print, photography, film, and mass media in Bengal.
- Analyze the social and cultural significance of print, visual, and mass media.
- Explore the fields of print, photography, film, and mass media in a creative and critical way.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

মুদ্রণের সংস্কৃতি (Culture of Print): মুদ্রণযন্ত্রের আগমন ও বিস্তার, মুদ্রণ-প্রযুক্তির বিবর্তন, গ্রন্থনির্মাণের সেকাল একাল, প্রচ্ছদ

ও অলংকরণ *(Introduction and spread of the printing press, evolution of printing technology, book production then and now, cover design and ornamentation)*

Unit II: (দ্বিতীয় একক) **(15 Hours)**

দৃশ্যরূপ (Visual Representation): ফোটোগ্রাফি, চলচ্চিত্র, বিজ্ঞাপন *(Photography, cinema, advertisement)*

Unit III: (তৃতীয় একক) **(10 Hours)**

বাংলা জনমাধ্যম (মুদ্রণ) [Bengali Mass Media (Print)]: সংবাদপত্র, আন্তর্জালের যুগে জনমাধ্যম *(Newspapers, mass media in the digital era)*

Unit IV: (চতুর্থ একক) **(10 Hours)**

বাংলা জনমাধ্যম (শ্রাব্য-দৃশ্য) [Bengali Mass Media (Audio-Visual)]: বেতার, দূরদর্শন *(Radio, television)*

Tutorial **(15 Hours)**

(Background readings on the Genre, Background readings on the development of print and other medias in Bengal, Group discussions of the current trends in print-culture, and mass media studies.)

Essential readings:

Chakrabartī, Sudhīr. *Dhrubapada Prasaṅga: Dṛśyarūpa.* Kalakātā: Dhrubapada, 2002.

Ghōṣ, Siddhārtha. *Chabi Ṭolā: Bāṅālir Phōṭōgrāphi-Carcā.* Kalakātā: Ānanda, 2015.

Khāstagīr, Āśiṣ. *Uniśa Śataker Bāṅlā Chāphākhānā.* Kalakātā: Sopān, 2014.

Lāhā, Pabitra Kumār. *Bhārater Saṅbādapatra O Gaṇamādhyaṁ Itihāser Kālapañjī.* Kalakātā: Kamalinī, 2012.

Mukhopādhyāẏ, Kālīś. *Bāṅlā Chalacitra Śilper Itihās 1897–1947.* Kalakātā: Patrabhāratī, 2012.

Suggested/Recommended readings:

Ācārya, Nirmalya, and Dibyendu Pālit. *Śatabarṣe Chalachitra.* Kalakātā: Ānanda, 1996–1998.

Ātarthī, Premāṅkur. *Nirbāk Yuger Chāẏāloker Kathā.* Kalakātā: Aruṇā Prakāśan, 2011.

Barthes, Roland. *Camera Lucida: Reflections on Photography.* New York: Hill and Wang, 1981.

Berger, John. *Ways of Seeing.* London: Penguin Books, 1973.

Bhadrā, Gautam. *Nẏāṛā Baṭṭalāẏā Yāẏ Ka'bār?* Kalakātā: Chātim Buks, 2011.

Bhattachārya, Amitābha. *Itihāse Janasaṁskṛti Parisare Uniśa-Biśa Śatak.* Kalakātā: Gāṅgachil, 2017.

Chakrabartī, Pinākī. *Chalachitrer Itihāse Niyu Thieṭārś.* Kalakātā: Ānanda, 2006.

Chakrabartī, Swapana, ed. *Mudraṇer Saṁskṛti O Bāṅlā Boi.* Kalakātā: Ababhās, 2007.

Chatterjee, Partha. *Text in Power: Emerging Disciplines in Colonial Bengal.* Minneapolis: University of Minnesota Press, 1995.

Ghōṣ, Debīprasāda. *Bāṅlā Bhāṣāẏ Chalachitra Carcā.* Kalakātā: Pratibhās, 2011.

Ghōṣ, Siddhārtha. *Prabandha Saṅgraha,* vols. 1–2. Kalakātā: Buk Phārma, 2018.

Hauser, Arnold. *The Social History of Art,* Vol. 4. London: Routledge, 1995.

Sen, Sukumāra. *Baṭṭalār Chhāpā O Chhabi.* Kalakātā: Ānanda, 1989.

Śrīpāntha. *Baṭṭalā.* Kalakātā: Ānanda, 1997.

Sontag, Susan. *On Photography.* New York: Anchor Books, 1990.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 303

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography) **Code-BENDSE 303**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- To offer reading of **selected fiction and autobiographies** written by women writers.
- To examine these writings in the context of their respective **socio-political and aesthetic positions**.
- To understand the **contribution** of selected authors in their respective genres.

Learning Outcomes:
By the end of this course, students will be able to:

- Students will be enabled to understand **important texts** written by women authors in Bengal.
- They will be able to interpret these works in the perspective of relevant **socio-political history** and **aesthetic modes**.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**

গল্প (Short Stories): অনুরূপা দেবী (Anurupa Devi), নিরুপমা দেবী (Nirupama Devi), আশালতা সিংহ (Ashalata Singh), মহাশ্বেতা দেবী (Mahasweta Devi), সেলিনা হোসেন (Selina Hossain), নাসরিন জাহান (Nasrin Jahan) — *(নির্বাচিত গল্প / Selected Stories)*

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস (Novels): *খনা মিহিরের ঢিপি (Khona Mihirer Dhipi)* — বাণী বসু (Bani Basu); *সখী রঙ্গমালা (Sakhi Rangmala)* — শাহীন আখতার (Shaheen Akhtar); *শামুকখোল (Shamukkhol)* — তিলোত্তমা মজুমদার (Tilottama Majumdar)

Unit III: (তৃতীয় একক) **(10 Hours)**

আত্মজীবনী ১ (Autobiographies – I): *আমার জীবন (Amar Jibon)* — রাসসুন্দরী দেবী (Rassundari Devi); *আমার মেয়েবেলা (Amar Meyebela)* — তসলিমা নাসরিন (Taslima Nasrin)

Unit IV: (চতুর্থ একক) **(10 Hours)**

আত্মজীবনী ২ (Autobiographies – II): *আমার কথা (Amar Katha)* — বিনোদিনী দাসী (Binodini Dasi); *আলো-আঁধারি (Alo-Andhari)* — বেবী হালদার (Baby Haldar) — *(নির্বাচিত অংশ / Selected Sections)*

Tutorial **(15 Hours)**

(Background readings on the Genres, Background readings on the Bengali Women's Movements, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ākhtār, Śāhīn. *Sakhī Raṅgamālā.* Ḍhākā: Beṅgal Pābliśikśans, 2015.

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Basu, Bāṇī. *Khanā Mihirer Ḍhipi.* Kalakātā: Ānanda Pābliśārs, 2007.

Dāsī, Binodinī. *Āmār Kathā O Anānya Raconā.* Edited by Saumitra Caṭṭopādhyāẏ and Nirmālya Ācāryya. Kalakātā: Subarṇarekhā, 1422 B.

Dāsī, Rāssundarī. *Āmār Jīban.* Kalakātā: De'j Pābliśiṁ, 2015.

Ghoṣ, Ajāẏ. *Mahāśvetā Debīr Śreṣṭha Galpa.* Kalakātā: De'j Pābliśiṁ, 2009.

Ghoṣ, Sāgarmaẏ, ed. *Deś Subarṇajaẏantī Galpa Saṁkalan (1933–1983).* Kalakātā: Ānanda Pābliśārs, 2013.

Hāldār, Bebī. *Ālo-Āṁdhāri.* Paścimbaṅga: Rośnā'i Prakāśan, 2002.

Jāhān, Nāsrin. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Majumdar, Tilottamā. *Śāmukkhola.* Kalakātā: Ānanda Pābliśārs, 2005.

Nāsrin, Taslimā. *Āmār Meẏebelā.* Kalakātā: Ānanda Pābliśārs, 2013.

Suggested/Recommended readings:

Āniśujjāmān, and Mālekā Begam, eds. *Nārīr Kathā, Bāṅgāli Nārīr Adhikār Samparkita Bhābnā.* Ḍhākā: Oitijhya, 2012.

Bhaṭṭācāryya, Sutapā. *Se Nahi Nahi.* Kalakātā: Subarṇarekhā, 2004.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśīṁ, 2008.

———. *Mṛṇāler Kalam.* Kalakātā: Pyāpirās, 2007.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 304

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory) **Code-BENDSE 304**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Understand various schools of literary theory, an essential foundation for literary studies.
- Familiarize students with key figures, concepts, and texts of classical and modern Western literary theory.

- Explore Classical Western schools of thought as well as important modern and contemporary approaches.
- Develop the ability to critically engage with theoretical frameworks in literary analysis.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the historical development and evolution of literary theory from classical to modern times.
- Analyze key concepts and ideas in classical and modern literary theory.
- Apply theoretical approaches to interpret and evaluate literary texts.
- Recognize the influence of different schools of thought on contemporary literary criticism.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
ধ্রুপদী গ্রীক্ ও ল্যাটিন সাহিত্যতত্ত্ব (Classical Greek and Latin Literary Theory)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
রোমান্টিকতাবাদ, আধুনিকতাবাদ ও নব্য সমালোচনা পদ্ধতি (Romanticism, Modernism, and Neo-Critical Approaches)

Unit III: (তৃতীয় একক) **(10 Hours)**
মনঃসমীক্ষণী সাহিত্যপাঠ পদ্ধতি (Psychoanalytic Approaches to Literary Criticism)

Unit IV: (চতুর্থ একক) **(10 Hours)**
গঠনবাদ ও উত্তর-গঠনবাদ (Structuralism and Post-Structuralism)

Tutorial **(15 Hours)**

(Background readings on the cultural history of Poetics and Literary Theory, Background readings on the important figues of the selected schools, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:
Bhaduri, Sugata, and Simi Malhotra. *Literary Theory: An Introductory Reader*. Delhi: Anthem Press, 2010.

Dās, Śiśira Kumāra. *Kābyatattva: Aristotl.* Kalakātā: Āśā Prakāśanī, 1977.

Eliot, T. S. *The Sacred Wood and Major Early Essays.* New York: Dover, 1920.

Freud, Sigmund. *Pelican Freud Library: Art and Literature.* London: Pelican Books, 1973.

Russell, D. A. *Ancient Literary Criticism: The Principal Texts in New Translations.* Oxford: Clarendon Press, 1972.

Williams, Raymond. *Marxism and Literature.* New Delhi: Oxford University Press, 2010.

Wordsworth, William. *Preface to Lyrical Ballads.* Oxford: Oxford University Press, 1996.

Suggested/Recommended readings:

Atkins, W. H. J. *Literary Criticism in Antiquity.* 2 vols. Cambridge: Cambridge University Press, 1934.

Bohne, Carl Gorge. *Primitive Stage.* Calcutta: Firma K. L. M., 1971.

Culler, Jonathan. *Literary Theory: A Very Short Introduction.* Oxford: Oxford University Press, 2011.

Sūra, Cirañjība, ed. *Pratīccyer Sāhityatattva o Sāhityasamālocanā.* Kalakātā: Ālochana Chakra, 2016.

Wellek, René, and Austin Warren. *Theory of Literature.* London: Penguin Books, 1956.

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলাদেশের কথাসাহিত্য (Fiction of Bangladesh) **Code-BENDSE 401**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Provide an understanding of the contribution of selected authors in the history of fiction in Bangladesh.
- Facilitate close reading of selected novels and short stories.
- Examine the development of fiction in Bangladesh through selected literary texts.
- Encourage critical analysis and appreciation of narrative techniques and themes.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the general history of fiction in Bangladesh.
- Recognize the contributions of selected Bangladeshi authors to fiction.
- Analyze themes, styles, and narrative techniques in selected novels and short stories.
- Develop the ability to engage critically with literary texts from Bangladesh.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বাংলাদেশের কথাসাহিত্য — সংক্ষিপ্ত ইতিহাস (Bangladeshi Fiction — A Brief History)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
উপন্যাস ১ (Novels – I): *সূর্যদীঘল বাড়ী (Surjodighol Bari)* — আবু ইসহাক (Abu Ishaq); *আবু ইব্রাহীমের মৃত্যু (Abu Ibrahim-er Mrityu)* — শহীদুল জহির (Shahidul Zahir)

Unit III: (তৃতীয় একক) **(10 Hours)**
উপন্যাস ২ (Novels – II): *চিলেকোঠার সেপাই (Chilekothar Sepai)* — আখতারুজ্জামান ইলিয়াস

(Akhtaruzzaman Elias); *হাঙ্গর নদী গ্রেনেড (Hangor Nodi Grenade)* — সেলিনা হোসেন (Selina Hossain)

Unit IV: (চতুর্থ একক) **(10 Hours)**

নির্বাচিত ছোটগল্প (Selected Short Stories): হাসান আজিজুল হক (Hasan Azizul Huq), আলাউদ্দিন আল আজাদ (Alauddin Al Azad), শহীদুল জহির (Shahidul Zahir), নাসরিন জাহান (Nasrin Jahan), মাহমুদুল হক (Mahmudul Haque), ইমদাদুল হক মিলন (Imdadul Haq Milan), শওকত ওসমান (Shawkat Osman), শওকত আলী (Shawkat Ali)

Tutorial **(15 Hours)**

(Background readings on the history of Bangladesh, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Ālāuddin Al. *Svanirbācita Galpa.* Ḍhākā: Ba'ipatra, 2013.

Ālī, Śaukat. *Śaukat Ālīr Sab Galpa (1st kh.).* Ḍhākā: Dibya Prakāśan, 2016.

Ālam, Māhbubul. *Bāṁlā Sāhityer Itihās.* 14th ed. Ḍhākā: Khān Brādārs Eṇḍ Kampaṇī, 2012.

Bānu, Ābu. *Hāsān Ājijul Haquer Galper Samāj Bāstabtā.* Ḍhākā: Bāṁlā Ākāḍemī, 2005.

Enām, Ābu Henā Mostaphā, ed. *Māhmudul Haque Agranthita Galpa.* Bāṁlādeś: Sāhitya Prakāś, 2012.

Haq, Hāsān Ājijul. *Svanirbācita Galpa.* Bāṁlādeś: Nāndanika, 2012.

Hosen, Jāhid Muhammd. *Bāṁlādeśer Choṭogalpa Jīban O Samāj.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Hosen, Kāji Mausumī. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Hosen, Selinā. *Hāṅgar Nadī Grened.* Bāṁlādeś: Ananyā Prakāśan, 2017.

Ilām, Ājhār. *Bāṁlādeśer Choṭogalpa: Biṣaẏbhābnā Svarūp O Śilpamūlya.* Ḍhākā: Bāṁlā Ākāḍemī, 1996.

— *Bāṁlā Sāhityer Itihās (Ādhunik Yug).* Ḍhākā: Ananyā, 2015.

Ilīẏās, Ākhtārūjjāmān. *Cilekoṭhār Sepā'i.* Kalakātā: Pratibhās, 1993.

Iśhāq, Ābu. *Sūrẏa Dīghal Bāṛī.* Ḍhākā: Naoroj Sāhitya Sambhār, 2017.

Milān, Imdādul Haq. *Śreṣṭha Galpa.* Ḍhākā: Mā'olā Brādārs, 2009.

Osman, Śaukat. *Bigata Kāler Galpa.* Ḍhākā: Samāẏ Prakāśan, 2012.

Raśīd, Mohāmmad Ābdur, ed. "Ābu Ibrāhīmer Mṛtyu." In *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rahmān, Mo. Māhbubur. *Bāṁlādeśer Itihās, 1947–71.* Ḍhākā: Samāẏ Prakāśan, 2006.

Suggested/Recommended readings:

Ākhtār, Śirīn. *Bāṁlādeśer Tinjan Upanyāsik.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Ālī, Muhāmmad Idris. *Bāṁlādeśer Upanyās Sāhitye Madhyabitta Śreṇi (1947–70).* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ānśarjāmān. *Svarūper Sandhāne.* Kalakātā: De'j Pābliśiṁ, 2009.

Bhaṭṭācāryya, Tapodhīr. *Kathāparisar Bāṁlādeś.* Kalakātā: Baṅgīẏa Sāhitya Saṁsad, 2017.

De, Āmalendu. *Bāṅgālī Buddhijībī O Bicchinntābād.* Kalakātā: Ratnā Prakāśan, 1978.

Hosen, Saẏed Ākaram. *Bāṁlādeśer Sāhitya O Anānya Prabandha.* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ikbāl, Śahīd. *Bāṁlādeśer Kabitār Itihās (1947–2000).* Ḍhākā: Rodelā, 2015.

— *Bāṁlādeśer Sāhityer Sampūrṇa Itibṛtta.* Ḍhākā: Kathāprakāś, 2016.

Majumdar, Ramendu, ed. *Bāṁlādeśer Nāṭyacarccār Tin Daśak.* Ḍhākā: Anyaprakāś, 2004.

Mahibul, Ājij. *Bāṁlādeśer Upanyāse Grāmīn Nimnabarga.* Ḍhākā: Jātīẏa Granth Prakāśan, 2004.

Omar, Badruddin. *Baṅgabhaṅga O Sāmpradāẏik Rājnīti.* Kalakātā: Cirāẏata, 1987.

Sāhā, Prithbīś, ed. *Ākhtārūjjāmān Ilīẏās Sāhitya O Samājbhābnā.* Kalakātā: Samabet Prayās, 1997.

Sarkār, Jīban, and Anasūẏā Kar, eds. *Dyāśer Bhāṣāẏ Galpa.* Kalakātā: Koḍeks, 2013.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন	4	3	1	NIL	As per the University rule	NIL

(Literary and Cultural Movements of 20th Century) **Code-BENDSE 402**						

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature, building on the preceding course.
- Focus on the primary ideas and themes of 20th century modernist poetry.
- Examine the role of literary journals in shaping literary discourse.
- Explore the counter-culture and alternative literary movements of the 20th century.

Learning Outcomes:
By the end of this course, students will be able to:

- Develop a deeper understanding of 20th century literary practices in Bengal.
- Analyze the literary themes, styles, and ideas of modernist poetry.
- Understand the contribution of literary journals to the cultural and literary milieu.
- Recognize the influence of counter-cultural movements on Bengali literature.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বিশ শতকের আধুনিকতাবাদি কবিতা: ভাবাদর্শ ও গ্রহণ-প্রতিগ্রহণ (20th Century Modernist Poetry: Ideals and Reception)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
নির্বাচিত প্রবন্ধ (Selected Essays): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu)
নির্বাচিত কবিতা (Selected Poems): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu), বিষ্ণু দে (Bishnu De)

Unit III: (তৃতীয় একক) **(10 Hours)**
বিশ শতকের সাহিত্য পত্রিকা (20th Century Literary Journals): প্রবাসী (Prabasi), ভারতবর্ষ (Bharatbarsha), সবুজ পত্র (Sabuj Patra), কল্লোল (Kallol), কালি-কলম (Kali-Kalam), প্রগতি (Pragati), বিচিত্রা (Bichitra), শিখা (Shikha), পরিচয় (Porichoy), কবিতা (Kobita), কৃত্তিবাস (Kritibas), ক্ষুধার্ত (Khudarto)

Unit IV: (চতুর্থ একক) **(10 Hours)**

বিশ শতকের প্রতি-সংস্কৃতির ধারা (Counter-Cultural Trends of the 20th Century): হাংরি জেনারেশান আন্দোলন (Hungry Generation Movement), লিটিল ম্যাগাজিন আন্দোলন (Little Magazine Movement)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural history of 20th century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts/journals/little magaznes, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Basu, Buddhadeb. *Kāler Putul*. Kalakātā: Ni'u Ej Pābliśārs, 2010.

Cakrabartī, Amiẏa. *Sāmpratik*. Kalakātā: Nābhānā Pābliśārs, 1963.

Dāś, Jībanānanda. *Kabītār Kathā*. Kalakātā: Signeṭ Pres, 1409 B.

Datta, Sudhīndranāth. *Sudhīndranāth Datter Prabandhasaṁgraha*. Kalakātā: De'j Pābliśiṁ, 2000.

Ghoṣ, Śaileśvar, ed. *Hāṅri Jeneresaner Sraṣṭhāder Kṣudhārta Saṁkalan*. Kalakātā: De'j Pābliśiṁ, 2015.

Suggested/Recommended readings:

Bhaṭṭācāryya, Gītā. *Bāṁlā Sāmaẏik Patrikāpuñjī*. Kalakātā: Baṅgīẏa Granthāgār Pariṣat, 2001.

Dāś, Uttam. *Hāṅri Śruti O Śāstrabirodhī Āndolan*. Kalakātā: Mahādiganata Prakāśanī, 1986.

— *Kṣudhita Janma O Anānya Prabandha*. Kalakātā: Mahādiganata Prakāśanī, 1995.

Ghoṣ, Śaileśvar. *Hāṅri Jenerāśān Āndolaner Itihās*. Kalakātā: Pramā, 1997.

Guh, Satya. *Ekāler Gadyapadyā Sāhitya Āndolaner Dalil*. Kalakātā: Adhunā Prakāśanī, 1970.

Kuṇḍu, Aśokkumār. *Patrikāpuñjī*. Kalakātā: Bāṁlābhāṣā Sāhitya O Saṁskṛti Gabēṣaṇā Saṁsthā, 1389 B.

Sen, Sabyasācī, ed. *Hāṅri Jeneresan Raconā Saṁgraha*. Kalakātā: De'j Pābliśiṁ, 2015.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 403

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলার লোকপরম্পরা (Folk Tradition of Bengal) **Code-BENDSE 403**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to various genres of Bengali folk tradition
- Explain the salient features of different folk genres.
- Offer a detailed study of selected examples from each folk genre.
- Encourage critical and analytical engagement with folk literature.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the key features of various Bengali folk genres.
- Analyse folk genres both textually and theoretically.
- Develop the ability to interpret folk literature within cultural and historical contexts.
- Engage critically with representative texts from Bengali folk traditions.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বাংলা লোকসংস্কৃতি চর্চার ইতিহাস (History of Bengali Folk Culture Studies)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
বাংলার ব্রত ও পার্বণ (Bengali Vrats and Festivals)

Unit III: (তৃতীয় একক) **(10 Hours)**
ছড়া, ধাঁধা, প্রবাদ (Rhymes, Riddles, Proverbs)

Unit IV: (চতুর্থ একক) **(10 Hours)**

লোককথা ও লোকগীতি (Folk Tales and Folk Songs)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural background of Folkloristics in Bengal, Background readings selected genres, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Aarne, A. *The Types of Folktale.* Helsinki, 1910.

Basāk, Śīlā. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 2000.

Bāske, Dhīrendranāth. *Ādibāsī Samāj o Pālāpārbaṇ.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2009.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Loksāhitya.* 6ṣṭha khaṇḍa. Kalkātā: De'j Pābliśiṁ, 1972.

Chakrabartī, Baruṇkumār. *Bāṅlār Loksāhitya Charcār Itihās.* Kalkātā: Pustak Bipani, 2013.

Chaudhuri, Kamal, sampā. *Bāṅlār Brata o Ālpanā.* Kalkātā: De'j Pābliśiṁ, 2015.

Datta, Lokanāth. *Sāoṭāl Kāhinī.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1998.

Datta Majumdar, Sabitā. *Prabād Prabachan.* Kalkātā: Thīmā, 2012.

Debī, Suhāsinī. *Meyelī Bratakathā.* Kalkātā: Pustak Bipani, 2013.

Ghoṣ, Bāsudev. *Prabāder Galpa.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2003.

Ghoṣ, Rītā. *Bāṅlā Lokakathār Ruptattva.* Kalkātā: Pustak Bipani, 2003.

Jhā, Śaktināth. *Bastubādī Bāul.* Kalkātā: De'j Pābliśiṁ, 2010.

Majumdar, Āśutoṣ. *Meyeder Bratakathā.* Kalkātā: Debasāhitya Kuṭir, 1999.

Majumdar, Divyajyoti. *Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2007.

— *Lokakathār Aitihya.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1986.

Pāl, Amar, o Dulāl Chaudhuri. *Bāṅlār Loksangīt.* Kalkātā: Pāñchālī Prakāśan, 1984.

Siddikī, Āśrāf. *Loksāhitya.* 2ẏa khaṇḍa. Ḍhākā: Gatidhārā, 2008.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Salilkumār. *Rabīndranāth o Lokasaṁskṛti*. Kalkātā: De'j Pabliśiṅ, 1994.

Basāk, Śīlā. *Bāṅlā Dhādhār Biṣay Baichitrya o Sāmājik Parichay.* Kalkātā: Pustak Bipani, 1998.

—. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 1998.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Lokanṛtya.* 1ma khaṇḍa – Chhau. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1383 B.S.

—. *Bāṅlār Lokanṛtya.* 2ẏa khaṇḍa – Bibidha Nṛtya. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1389 B.S.

—. *Bāṅlār Loksāhitya.* 1ma saṁskaraṇ. Kalkātā: Kālkātā Buk Hāus, 1954.

—. *Bāṅlār Loksāhitya.* 1ma khaṇḍa – Ālocanā. Kalkātā: Kālkātā Buk Hāus, 1962.

—. *Baṅgīya Loksangīt Ratnākar.* 1ma khaṇḍa. Kalkātā: E. Mukhārjī, 1966.

—. *Bāṅlā Loksāhitya.* 6ṣṭha khaṇḍa – Prabād. Kalkātā: De'j Pabliśiṅ, 1972.

—. *Baṅgīya Loksangīt Ratnākar.* 3ẏa khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

—. *Baṅgīya Loksangīt Ratnākar.* 4rtha khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

Chakrabartī, Baruṇkumār. *Bāṅlā Prabād Sthān Kāla.* Kalkātā: Pustak Bipani, 1982.

Majumdar, Divyajyoti. *Paścimbaṅger Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, 2007.

Sarkār, Dīnendra Kumār. *Prabāder Utsa-Sandhāne.* Kalkātā: De Buk Sṭor, 1986.

DISCIPLINE SPECIFIC ELECTIVE COURSE- BENDSE 404

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing)	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Code- BENDSE 404						

Learning Objectives:
This course aims to:

- Introduce students to the basics of research methodology.
- Explain the fundamental components of research and research writings.
- Teach theoretical and methodological issues related to research.
- Train students in writing research dissertations, research-based translations, and research-based screenplays.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the basics of research methodology.
- Develop the ability to write short research dissertations.
- Apply research methods to produce research-based translations.
- Create research-based screenplays using methodological approaches.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(05 Hours)**
গবেষণা বিষয়ক প্রাথমিক ধারণা ও গবেষণার বিষয় নির্বাচন (Basic Concepts of Research and Selection of Research Topic)

Unit II: (দ্বিতীয় একক) **(05 Hours)**
গ্রন্থাগার ব্যবহার ও গ্রন্থপঞ্জী প্রণয়ন (Bibliographical Research)

Unit III: (তৃতীয় একক) **(05 Hours)**
গবেষণা পদ্ধতি ও গবেষণার নৈতিকতা (Research Methodology and Research Ethics)

Unit IV: (চতুর্থ একক) **(30 Hours)**
অভিসন্দর্ভ রচনা (Dissertation Writing)

Tutorial **(15 hours)**
(Background readings on the tradition of research studies in Bengali; Background studies on Literarture Survey, Itendifying research gap, and postulation of research question.)

Essential readings:

Bandyopādhyāẏ, Surabhi. *Gabēṣaṇā: Prakaraṇ O Paddhati.* Kalakātā: De'j Pābliśiṁ, 2005.

Bhaṭṭācāryya, Tārak nāth. *Gabēṣaṇā: Tattba O Praẏog.* Kalakātā: Prajñā Bikāś, 2012.

Eco, Umberto. *How to Write a Thesis.* Cambridge: The MIT Press, 2015.

Haq, Saẏed Ājijul, et al. *Baṅgabidyā Utsanirdeśarīti.* Kalakātā: Āntarjātik Baṅgabidyā Pariṣat, 2018.

Ilāhī, K. Maudud. *Gabēṣaṇā Paddhati O Pratibedan Praṇayaṇ.* Ḍhākā: Nobel Pābliśiṁ Hāus, 2013.

Sāmādī, Śaphiq-un-nabī. *Sāhitya Gabēṣaṇā: Biṣaẏ O Kauśal.* Ḍhākā: Biśvasāhitya Bhaban, 2014.

Suggested/Recommended readings:

Altick, Richard D. *The Art of Literary Research.* New York: W.W. Norton Company, 1963.

The Chicago Manual of Style: *The Essential Guide for Writers, Editors and Publishers.* Latest Edition.

Guerin, Wilfred L., et al., eds. *A Handbook of Critical Approaches to Literature.* 4th ed. Delhi: OUP, 2010.

Harris, R. Steven, and Kathleen A. Johnson, eds. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries, 2009.

Hilway, Tyres. *Introduction to Research.* Boston: Houghton Mifflin Company, 1964.

Hosen, Kāmjul Hāsān Mañju, and Kāji Mausumī. *Gabēṣaṇā: Rīti O Paddhati.* Bāṁlādeś: Mās Lā'in Miḍiẏā Seṇṭār, 2000.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications, 2014.

Rahamān, Mo. Mujibur. *Śikṣāẏ Gabēṣaṇā.* Ḍhākā: Prabhātī Lāibrerī, 2017

Dissertation/ Academic Projects/ Entrepreneurship

SEMESTER III

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

SEMESTER IV

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Research Problem identification

ii. Review of literature

iii. Research design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation iii. Research output in the form of any one of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

(Academic Project should be application-based research (not an exploratory or descriptive research) or real-life problem-solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Problem identification

ii. Review of literature

iii. Design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Project output in the form of any one of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

C. Learning outcomes of Entrepreneurship track in the 2nd Year of PG Programmes are as follows:

Milestones for VII Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Idea Generation and Validation	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.

3-4	Finalizing the Business Idea	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	Market Research and Customer Discovery	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.
7-14	Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

Week	Topic	Deliverable	Activities	Mentor Checkpoint
11-12	Financial and Legal Planning	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.

13-14	Pitch Preparation	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	Final Presentation and Review	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Review and Refinement of Prototype/ MVP	Review of the progress made in the 7th semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester.	Review and approval of the refined business plan and prototype/MVP

Week	Topic	Deliverable	Activities	Mentor Checkpoint

3-12	Legal and Regulatory Compliance	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	Operational Planning	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.
5-10	Marketing and Sales Strategy	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.
9-14	Financial Planning and Fundraising	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.

9-14	Risk Management and	Risk management plan detailing	Identify key risks (e.g., market, operational,	Risk management
	Contingency Planning	potential risks and corresponding mitigation strategies.	financial) and develop contingency plans.	plan review and feedback.
13-14	Final Preparations for Launch	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and approval of launch readiness.
15-16	Final Presentation and Review	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

Ref: https://www.du.ac.in/uploads/new-web/17022025-ugcf-Final_scanned_Notification_3_pgcf.pdf

Annexure-7

MASTER OF ARTS

(BENGALI)

COURSES

FOR

ONE-YEAR PG (BENGALI) PROGRAMME (ONLY COURSE WORK) BASED ON NEP-2020

Semester I and II

Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework

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

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

NOTE: Students have to take 2 DSCs + 2 DSEs + 1 SBC per semester.

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2-3	5-16
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3-4	17-35
SKILL BASED COURSES (SBC)	04	36-40

Discipline Specific Core Course (DSC)

SEMESTER I

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
OYPGBENDSC 101		রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore)	03	01	04
OYPGBENDSC 102		উনিশ শতকের নাটক ও উপন্যাস (19^{th} Century Drama and Novel)	03	01	04
Total			06	02	08

SEMESTER II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
OYPGBENDSC 201		বিশ শতকের কথাসাহিত্য	03	01	04

		(20th Century Fiction)			
OYPGBENDSC 202		বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose)	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)

SEMESTER I

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
OYPGBEN DSE 101		অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation)	03	01	04
OYPGBEN DSE 102		দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি (Print and Visual Culture)	03	01	04
OYPGBEN DSE 103		নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography)	03	01	04
OYPGBEN DSE 104		পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory)	03	01	04

SEMESTER II

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
OYPGBEND SE 201		বাংলাদেশের কথাসাহিত্য	03	01	04

		(Fiction of Bangladesh)			
OYPGBENDSE 202		বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century)	03	01	04
OYPGBENDSE 203		বাংলার লোকপরম্পরা (Folk Tradition of Bengal)	03	01	04
OYPGBENDSE 204		গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing)	03	01	04

Skill Based Courses (SBC)

SEMESTER I

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
OYPGBENSBC 101	সাহিত্য অধ্যয়নে ডিজিটাল উপকরণ ও কৃত্রিম বুদ্ধিমত্তার প্রয়োগ (Digital Tools and AI Applications in Literary Studies)	1	1	2

SEMESTER II

Paper no	**Course Title**	**Credit Distribution of the Course**		
		Lecture	Practical	Total
OYPGBENSBC 201	ক্ষেত্র সমীক্ষা / গবেষণা (Field Survey / Research)	1	1	2

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENDSC 101

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore) **Code**-OYPGBENDSC 101	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:

This course is designed to:

- Introduce students to Rabindranath Tagore as the most significant and influential figure in the intellectual and literary history of Bengal.
- Provide a detailed study of selected writings of Tagore across various genres—poetry, fiction, drama, and essays.
- Examine Tagore's works in light of his philosophical and aesthetic ideas.
- Explore how Tagore's writings reflect his vision of humanity, nature, spirituality, nationalism, and modernity.
- Encourage critical engagement with Tagore's enduring influence on Bengali and global literary traditions.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend Tagore's contribution to diverse literary genres and forms.
- Analyse the central themes, imagery, and stylistic innovations in his selected works.
- Understand the relationship between Tagore's literary practice and his philosophical-aesthetic ideas.
- Appreciate Tagore's continued relevance in modern and contemporary Bengali cultural discourse.

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

Unit I: (প্রথম একক) (15 Hours)

কবিতা (Poetry): সোনার তরী (Sonar Tori), গীতাঞ্জলি (Gitanjali), ক্ষণিকা (Kshanika), বলাকা (Balaka), পূরবী (Purabi), শেষ লেখা (Shesh Lekha) — নির্বাচিত কবিতা (Selected Poems)

Unit II: (দ্বিতীয় একক) (15 Hours)
উপন্যাস (Novel): চোখের বালি (Chokher Bali) / চতুরঙ্গ (Chaturanga)

Unit III: (তৃতীয় একক) (10 Hours)
নাটক (Drama): রক্তকরবী (Raktakarabi) / শ্যামা (Shyama)

Unit IV: (চতুর্থ একক) (05 Hours)
প্রবন্ধ (Essay): নির্বাচিত প্রবন্ধ (Selected Essays)

Tutorial (15 hours)

(Background readings on the life and contribution of Rabindranath Tagore, Background readings on the prescribed texts, Group discussions of the trends in Tagore Studies.)

Essential readings:

Thākur, Rabīndranāth. *Balākā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1916.

———. *Caturaṅga*. Kolkātā: Biśvabhāratī, 1975.

———. *Cokher Bāli*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1975.

———. *Galpaguccha: Akhaṇḍa*. Kolkātā: Biśvabhāratī, 1401 B.S.

———. *Gītāñjali*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1363 B.S.

———. *Kṣaṇikā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1400 B.S.

———. *Pūrabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1961.

———. *Raktakarabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1388 B.S.

———. *Shyama*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1946 B.S.

———. *Śeṣa Lekha*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1348 B.S.

———. *Śonār Tarī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1384 B.S.

Suggested/Recommended readings:

Āẏub, Ābu Saẏīd. *Ādhunikatā O Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1971.

Bandyopādhyāẏ, Hiranmaẏ. *Rabīndra-śilpatattva*. Kalakātā: Rabīndrabhāratī Biśvabidyālaẏ, 1377 B.S.

Basu, Buddhadeb. *Kabi Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1997.

———. *Rabīndranāth: Kathāsāhitya*. Kalakātā: Ni'u Ej Pābliśārs, 1984.

———. *Saṅga, Nisaṅga: Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 2004.

Basu, Śuddhasattva. *Rabīndrakābyer Godhūli Paryaẏ*. Kalakātā: Maṇḍal Buk Hāus, 1380 B.S.

Bhaṭṭācārya, Jagadīś. *Kabimansī*. Vols. 1–2. Kolkata: Bhārabī, 1997.

Bhaṭṭācāryya, Jagadīśa. *Rabīndra Kabiśatak*. Kalakātā: Bhārabi, 2001.

Biśī, Pramathanāth. *Rabīndrakābyaprabāha*. Kalakātā: Oriẏenṭ Buk Koṁ, 1976.

Chakrabartī, Ajitkumār. *Kābyaparikramā*. Kolkata: Viśvabhāratī, 1322 B.S.

Ghoṣ, Śaṅkha. *E Āmir Ābaraṇ*. Kalakātā: Pyāpirās, 2001.

———. *Kāler Mātrā O Rabīndra Nāṭak*. Kalakātā: De'j Pābliśiṁ, 1984.

———. *Nirmāṇ Ār Sṛṣṭi*. Kalakātā: Pyāpirās, 2002.

Ghoṣ, Tapobrat. *Rabīndra Chhoṭogolper Śilparūp*. Kolkata: De's, 2001.

Kripalini, Krishna. *Rabindranath Tagore: A Biography*. Kolkata: Visvabharati, 1974.

Mukhopādhyāẏ, Prabhatkumār. *Rabīndrajībankathā*. Kolkata: Ānandā, 1423 B.S.

———. *Rabīndrajībanī*. Vol. 1. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 2. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 3. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 4. Rev. ed. Kolkata: Viśvabhāratī, 1371 B.S.

Pāl, Praśānta Kumār. *Rabījībanī*. Vols. 1–9. Kolkata: Ānandā, 2007.

Sikdār, Aśrukumār. *Rabīndranāṭye Rūpāntar O Aikya*. Kolkata: Granthanilay, 1374 B.S.

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENDSC 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

উনিশ শতকের নাটক ও উপন্যাস (19th Century Drama and Novel) **Code**-OYPGBENDSC 10**2**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected literary texts from 19th century Bengal.
- Develop an understanding of the emergence of new genres and aesthetics in the context of socio-political and cultural changes.
- Familiarize students with major dramatists and novelists of the period.
- Encourage analytical reading of the texts in relation to Bengal's intellectual and cultural transformations.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend the literary and cultural significance of 19th-century Bengali drama and novels.
- Understand how social and political change shaped new literary forms and ideas.
- Recognize the contributions of key authors to modern Bengali literature.
- Engage critically with thematic and stylistic developments of early modern Bengali writing.

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

Unit I: (প্রথম একক) (05 Hours)

ভূমিকা (Introduction): নাটক ও উপন্যাস, উনিশ শতকের বাঙলায় সংরূপদ্বয়ের উদ্ভব ও বিকাশ (Novel and drama, its origin and development in 19th century Bengal)

Unit II: (দ্বিতীয় একক) (10 Hours)

নাটক (Drama): দীনবন্ধু মিত্র, নীলদর্পণ (Dinabandhu Mitra, Nil Darpan), মাইকেল মধুসূদন দত্ত, কৃষ্ণকুমারী (Michael Madhusudan Dutt, Krishnakumari)

Unit III: (তৃতীয় একক) (15 Hours)

উপন্যাস (Novel): বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রাজসিংহ / আনন্দমঠ (Bankimchandra Chattopadhyay, Rajsingha / Anandamath)

Unit IV: (চতুর্থ একক) (15 Hours)

উপন্যাস (Novel): ত্রৈলোক্যনাথ মুখোপাধ্যায়, কঙ্কাবতী (Trailokyanath Mukhopadhyay, Kankabati) / মীর মোশাররফ হোসেন, বিষাদসিন্ধু (Mir Mosharraf Hossain, Bishad Sindhu) / স্বর্ণকুমারী দেবী, কাহাকে (Swarnakumari Devi, Kahake)

Tutorial (15 hours)

(Background readings on the Genre, Background readings on the 19th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Brajendranāth, and Sajanīkānta Dās, eds. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1352 B.

—, eds. *Ānandamaṭh,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1345 B.

—, eds. *Nīldarpaṇ,* by Dīnabandhu Mitra. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1366 B.

—, eds. *Rājsiṁha (Caturtha Saṁskaraṇ),* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1369 B.

Bandyopādhyāẏ, Śrīkumār. *Baṅgasāhitye Upanyāser Dhārā.* Kalakātā: Maḍārn Buk Ejensi, 1950.

Bhaṭṭācāryya, Āśutoṣ. *Bāṁlā Nāṭya Sāhityer Itihās.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1960.

Debī, Svarṇakumārī. *Kāhāke.* Kalakātā: De'j Pābliśiṁ, 2002.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Gupta, Kṣetra, ed. *Nīldarpaṇ.* In *Dīnabandhu Mitra Raconābalī.* Kalakātā: Sāhitya Saṁsad, 1967.

—, ed. *Rājsiṁha,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Bāmā Pābliśārs, 1989.

Hosen, Mīr Mośārraf. *Biṣād Sindhu.* Kalakātā: Haraph Prakāśanī, 1998.

Mukhopādhyāẏ, Trailokyanāth. *Kaṅkābatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1980.

Murśid, Golām. *Samāj Saṁskār Āndolan O Bāṁlā Nāṭak (1854–1876).* Bāṁlādeś: Ḍhākā Bāṁlā Ākāḍemī, 1984.

Rāẏ, Ālok, ed. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: De'j Pābliśiṁ, 2001.

Suggested/Recommended readings:

Bandyopādhyāẏ, Brajendranāth. *Trailokyanāth Bandyopādhyāẏ (1847–1919). Sāhitya Sādhak Caritamālā.* Kalikātā: Baṅgīẏa Sāhitya Pariṣat, 1961.

Bhaṭṭācāryya, Amitrasūdan. *Baṅkimcandra Jībanī.* Kalakātā: Ānanda Pābliśārs, 1991.

—. *Baṅkimcandra O Baṅgadarśan.* Kalikātā: Jijñāsā, 1379 B.

Caṭṭopādhyāẏ, Sudhākar. *Kathāsāhitye Baṅkimcandra.* Kalakātā: E Mukhārji, 1370 B.

Das, Sisirkumar. *Artist in Chains.* Kolkata: Papyrus, 2002.

De, S. K. *Bengali Literature in the Nineteenth Century.* Kolkata: Firma KLM, 1962.

De, Suśīl Kumār. *Dīnabandhu Mitra.* Kalikātā: E Mukhārji, 1379 B.

Ghoṣ, Ajitkumār. *Bāṁlā Nāṭaker Itihās.* Vol. 1. Kalakātā: De'j Pābliśiṁ, 2005.

Guha-Thakurta, P. *The Bengali Drama: Its Origin and Development.* London: Routledge, 2013.

Karim, Nehāl, ed. Āhmad Śarīph. *Bāṅlār Manīṣā.* Ḍhākā: Ananyā, 2012.

Rāẏ, Ālok. *Keha Bale Ḍrāmāṭik.* Kalakātā: Pustak Bipaṇi, 2004.

Sengupta, Subodhcandra. *Baṅkimcandra.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1975.

Śarīph, Āhmad. *Jībane Samāje Sāhitye.* Ḍhākā: Āgāmī Prakāśanī, 2016.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENDSC 201

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কথাসাহিত্য (20th Century Fiction) **Code-OYPGBENDSC 201**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected fiction of 20th century Bengal.
- Examine the socio-political movements and changes in Bengal, including Nationalist movements, Leftist movements, Partition and Independence, Language Movement, and the Liberation War.
- Explore the aesthetic trends and cultural transformations in 20th century Bengali literature.
- Encourage critical reading of literary texts in the context of socio-political and cultural developments.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected 20th century Bengali authors.
- Analyze the interplay between literature and socio-political movements of the period.
- Recognize the aesthetic and cultural trends shaping 20th century Bengali fiction.
- Engage critically with literary texts, relating them to historical and cultural contexts.

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

Unit I: (প্রথম একক) (10 Hours)

উপন্যাস ১ (Novels - I): *ধাত্রীদেবতা (Dhatridebata)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay); *ইছামতী (Ichhamoti)* — বিভূতিভূষণ বন্দ্যোপাধ্যায় (Bibhutibhushan Bandyopadhyay); *পুতুলনাচের ইতিকথা (Putul Nacher Itikatha)* — মানিক বন্দ্যোপাধ্যায় (Manik Bandyopadhyay)

Unit II: (দ্বিতীয় একক) (10 Hours)

উপন্যাস ২ (Novels - II): *তিতাস একটি নদীর নাম (Titas Ekti Nadir Naam / Titas: A River)* — আদ্বৈত মল্লবর্মণ (Adwaita Mallabarman); *কাঁদো নদী কাঁদো (Kando Nodi Kando)* — সৈয়দ ওয়ালীউল্লাহ (Syed Waliullah)

Unit III: (তৃতীয় একক) (10 Hours)

উপন্যাস ৩ (Novels - III): *প্রথম প্রতিশ্রুতি (Prothom Protishruti)* — অশাপূর্ণা দেবী (Ashapurna Devi); *স্বরলিপি (Sworolipi)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay)

Unit IV: (চতুর্থ একক) (15 Hours)

নির্বাচিত ছোটগল্প (Short Stories – Selected): রাজশেখর বসু (Rajsekhar Basu), জগদীশ গুপ্ত (Jagadish Gupta), বনফুল (Bonophul), প্রেমেন্দ্র মিত্র (Premendra Mitra), লীলা মজুমদার (Leela Majumdar), আশালতা সিংহ (Ashalata Singh), শহীদুল জহির (Shahidul Zahir)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 20th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Bandyopādhyāẏ, Bibhūtibhūṣaṇ. *Ichāmatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1407 B.

Bandyopādhyāẏ, Mānik. *Putulnācer Itikathā.* Kalakātā: Prakāś Bhaban, 1413 B.

Bandyopādhyāẏ, Tārāśaṅkar. *Dhātrīdebatā.* Kalakātā: Beṅgal Pābliśārs, 1405 B.

Bhaṭṭācāryya, Jagadīśa. *Āmār Kāler Kaẏekjan Kathāśilpī.* Kalakātā: Bhārabi, 1994.

— *Bhāratśilpī Tārāśaṅkar.* Kalakātā: Bhārabi, 2013.

Bhaṭṭācāryya, Sutapā. *Kathāsāhityer Eklā Pathik–Bibhūtibhūṣaṇ.* Kalakātā: Pustak Bipaṇi, 1995.

Biśvās, Acintya, ed. *Adwaita Malla Barmāṇ Raconāsaṁgraha.* Kalakātā: Dej Pābliśiṁ, 2015.

Debasen, Nabaṇītā. *Īśvarer Pratijōgī O Anānya Prabandha.* Kalakātā: Karuṇā Prakāśanī, 1390 B.

Debī, Āśāpūrṇā. *Ār Ek Āśāpūrṇā.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1424 B.

— *Pratham Pratiśruti.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1415 B.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rāẏ, Sābitrī. *Svaralipi.* In *Sābitrī Rāẏ Raconāsaṁgraha.* Vol. 1. Edited by Sumitā Sāmanta. Kalakātā: Granthālaẏ, 2005.

Ṭhākur, Kiśalaẏ. *Pather Kabi.* Kalakātā: Ānanda Pābliśārs, 1978.

Waliullah, Saẏed. *Kāṁdo Nadī Kāṁdo.* Kalakātā: Cirāẏata Prakāśan, 2014.

Suggested/Recommended readings:

Bhaṭṭācārya, Pradyumna. *Tāraśaṅkar Byaktitva o Sāhitya.* Kalakātā: Sāhitya Ākādemi, 2001.
---. *Ākhyān o Samāja: Tāraśaṅkar.* Kalakātā: Abhabāsa, 2014.

Bhaṭṭācārya, Saurīn. "Swaralipi: Swagata Kathan." *Parikathā,* May, 2000, pp. 156–157.

Bhaṭṭācārya, Sukumārī. "Sābitri Rāyer Upanyāsa Caturaṅga." *Barṣa* 53, no. 8 (1992).

Bandopādhyāẏ, Śibājī. *Bāṅlā Upanyāse Orā.* Kalakātā: Pyāpirās, 2002.

Bandopādhyāẏ, Śrīkumāra. *Baṅga Sāhitye Upanyāser Dhārā.* Kalakātā: Moḍārn Buk Ejensī, 1950.

Bandopādhyāẏ, Saroja. *Bāṅlā Upanyāser Kālāntar.* Kalakātā: De'j, 1980.

Chattopādhyāẏ, Śiśira. *Upanyāsa Pāther Bhūmikā.* Kalakātā: Buklānḍ Prāiḍeṭ Limieṭeḍ, 1962.

Mitra, Sarojamohana. *Mānik Bandopādhyāẏer Jīban o Sāhitya.* Kalakātā: Granthālay Prāiḍeṭ Limieṭeḍ, 1999.

Rāẏ, Satyendranātha. *Bāṅlā Upanyāsa o Tāra Ādhunikatā.* Kalakātā: De'j, 2009.

Sena, Ruṣṭī. *Bibhūti Bhūṣaṇ: Dvander Binyāsa.* Kalakātā: Pyāpirās, 1993.

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENDSC 202

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

				Practice		**(if any)**
বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose) **Code-OYPGBENDSC 202**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature in the context of socio-political and cultural changes.
- Explore the impact of Nationalist movements, Leftist movements, Partition and Independence, Language movement, and the Liberation War on literature.
- Examine selected poems and plays of 20th century Bengal.
- Analyse the socio-political and aesthetic trends shaping literary production in 20th century Bengal.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected authors in their respective genres.
- Analyse poems and plays in relation to the socio-political and aesthetic context of 20th century Bengal.
- Recognize the interplay between historical events and literary expression.
- Develop critical engagement with 20th century Bengali literary trends.

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

Unit I: (প্রথম একক) **(15 Hours)**
বিশ শতকের বাংলা কবিতা, নাটক ও গদ্যের সংক্ষিপ্ত ইতিহাস (A Brief History of 20th Century Bengali Poetry, Drama, and Prose)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
কবিতা (Poetry – Selected): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অপরাজিতা দেবী (Aparajita Devi), বুদ্ধদেব বসু (Buddhadeb Basu), সমর সেন (Samar Sen), সুভাষ মুখোপাধ্যায় (Subhash Mukhopadhyay), রাজলক্ষ্মী দেবী (Rajlakshmi Devi), শামসুর রহমান (Shamsur Rahman), কবিতা সিংহ (Kobita Singh), শক্তি চট্টোপাধ্যায় (Shakti Chattopadhyay), বিনয় মজুমদার (Binay Majumdar), শক্তিপদ ব্রহ্মচারী (Shaktipada Brahmachari)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama – Selected): দেবীগর্জন (Debi Garjan), এবং ইন্দ্রজিৎ (Ebong Indrajit), জৈবতী কন্যার মন (Jaiboti Konnar Mon)

Unit IV: (চতুর্থ একক) **(10 Hours)**

গদ্য (Prose – Selected): স্বামী বিবেকানন্দ (Swami Vivekananda), প্রমথ চৌধুরী (Promoth Chowdhury), আবদুল করিম সাহিত্য বিশারদ (Abdul Karim Sahitya Bisharad), রাজশেখর বসু (Rajsekhar Basu), এস ওয়াজেদ আলী (S. Wazed Ali), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অন্নদাশঙ্কর রায় (Annadashankar Ray), সৈয়দ মুজতবা আলী (Syed Mujtaba Ali), বুদ্ধদেব বসু (Buddhadeb Basu), শেখ মুজিবুর রহমান (Sheikh Mujibur Rahman), আহমদ শরীফ (Ahmed Sharif), অশোক মিত্র (Ashok Mitra)

Tutorial **(15 Hours)**

(Background readings on the 20th Century Bengal, Background readings on the selected Genres, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Humāyun. *Ādhunik Bāṅlā Kabitā.* Ḍhākā: Āgamī Prakāśanī, 1994.

Āldīn, Selim. *Jaibatī Kanyār Man.* In *Selim Āldīn Racanāsaṅgra.* 4rtha khaṇḍa. Ḍhākā: Māulā Brādarś, 2009.

Basu, Buddhadeb, ed. *Ādhunik Bāṅlā Kabitā.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1973.

Basu, Buddhadeb. *Kāler Putul.* Kalkātā: New Age, 1959.

Bhaṭṭāchārya, Bijan. *Debīgarjan.* Kalkātā: Pramā Prakāśanī, 2001.

Bose, Buddhadeva. *An Acre of Green Grass.* Kolkata: Papyrus, 1982.

Brahmachārī, Śaktipada. *Śaktipada Brahmachārīr Kabitāsaṅgraha.* Tripurā: Akṣar Prakāśanī, 2008.

Chakrabartī, Achintyakumāra Sengupta. *Kallol Yuga.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1951.

Dāś, Jībanānanda. *Kabitār Kathā.* Kalkātā: Signet Press, 1956.

Dāś, Pulin. *Baṅga Raṅgamañcha o Bāṅlā Nāṭak.* 2ẏa khaṇḍa. Kalkātā: M. C. Sarkār ēnḍ Sans, 1413 B.S.

Rāy, Aloka, Pavitra Sarkār, and Abhra Ghoṣa, eds. *Duś Bacharer Bāṅlā Prabandha-Sāhitya.* 1ma o 2ẏa khaṇḍa. Dilli: Sāhitya Akādemi, 2014.

Rahmān, Shekh Mujibur. *Asamāpta Ātmajībani.* Ḍhākā: The University Press Limited, 2017.

Sarkār**,** Bādal**.** *Ebam Indrajit.* Kalkātā: Dāśgupta, 1375 B.S.

Sarkār, Bādal. *Nāṭaker Parā-Pāṭh ēbaṁ Indrajit o Bāki Itihās.* Kalkātā: Kallol, 2008.

—. *Prabāser Hijibiji.* Kalkātā: Lekhanī, 2007.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Saroj. *Bāṅlā Kabitār Kālantar*. Kalkātā: De'j Pabliśiṅ, 2000.

Bhaṭṭāchārya, Sutapā. *Kabir Cokhe Kabi*. Kalkātā: Aruṇā Prakāśanī, 1987.

Chakrabartī, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j Pabliśiṅ, 1966.

Dāśgupta, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j, 1966.

De, Adhīr. *Ādhunik Bāṅlā Prabandha Sāhityer Dhārā*. Kalkātā: Ujjal Sāhitya Mandir, 1988.

Hudson, W. H. *An Introduction to the Study of Literature*. Kolkata: Radha Publishing House, 2000.

Jāmān, Mānasi. *Bāṅlā Nāṭak (1940–1960): Ārtha-Sāmājik Dṛśyapaṭ*. Kalkātā: Jagatmātā Pabliśārś, 1992.

Nicoll, A. *The Theory of Drama*. Delhi: Doada House, 1996.

Rāy, Aloka. *Keho Bale Drāmāṭik*. Kalkātā: Pustak Bipani, 2004.

Seely, Clinton B. *Barisal and Beyond Essays on Bangla Literature*. New Delhi: Chronicle Books, 2008.

Śarīf, Āhmad. *Biś Śatake Bāṅālī*. Ḍhākā: Māulā Brādarś, 1999.

Sikdār, Aśrukumāra. *Ādhunik Bāṅlā Kabitār Digbalay*. Kalkātā: Aruṇā Prakāśan, 1975.

— *Kabir Kathā Kabitār Kathā*. Kalkātā: Aruṇā Prakāśanī, 1994.

Tripāṭhī, Dīpti. *Ādhunik Bāṅlā Kābya Parichay*. Kalkātā: De'j Pabliśiṅ, 1974.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSES (Open for students of Departments other than ILLS as well)

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 101

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation) **Code- OYPGBENDSE 101**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the diversity of Indian literature across languages and regions.
- Explore the historical, cultural, and linguistic contexts that shaped modern Indian literary traditions.
- Encourage comparative reading of texts from different Indian languages through translation.
- Examine how Indian writers negotiate identity, regionality, and universality in their works.

Learning Outcomes:
By the end of this course, students will be able to:

- Demonstrate an understanding of major literary movements and themes in Indian literature.
- Analyse cross-cultural exchanges and regional specificities within Indian writing.
- Recognize the importance of translation in shaping pan-Indian literary discourse.
- Engage critically with representative texts reflecting India's linguistic and cultural plurality.

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

Unit I: (প্রথম একক) **(15 Hours)**
ভারতীয় সাহিত্যের ইতিহাস (History of Indian Literature)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

শিবরাম কারান্ত, *মাটির টানে (Marali Mannige)*, বিষ্ণুপদ ভট্টাচার্য (অনুবাদ / trans. Bishnupada Bhattacharya); ফকিরমোহন সেনাপতি, *উনিশ বিঘা দুই কাঠা (Chha Mana Atha Guntha)*, মৈত্রী শুক্ল (অনুবাদ / trans. Maitree Shukla)

Unit III: (তৃতীয় একক) **(10 Hours)**

ইরাবতী কার্বে, *যুগান্ত (Yuganta)*, অরুন্ধতী বন্দ্যোপাধ্যায় (অনুবাদ / trans. Arundhati Bandopadhyay)

Unit IV: (চতুর্থ একক) **(10 Hours)**

ভৈকম মহম্মদ বশীরের ছোটগল্প (নির্বাচিত) [Selected Short Stories of Vaikom Muhammad Basheer], মানবেন্দ্র বন্দ্যোপাধ্যায় (অনুবাদ / trans. Manabendra Bandopadhyay); সাঁওতালি সাহিত্য ও ককবরক সাহিত্য (Santali and Kokborok Literature)

Tutorial **(15 hours)**

(Background readings on India's linguistic and cultural history, Background readings on comparative literary studies, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts.)

Essential readings:

Bandopādhyāy, Arundhatī (anu.). *Yugānta.* New Delhi: Sāhitya Akademi, 1990.

Bandopādhyāy, Mānabendra. *Bhaikaṁ Muhammad Baśīrer Chhoṭagalpa.* Kolkata: Papyāras, 1993.

Bhaṭṭācāryya, Viṣṇupada (anu.). *Māṭir Ṭāne.* New Delhi: Sāhitya Akademi, 1977.

Bhāumik, Suhridkumār (anu. o sampā.). *Sãotāli Gān o Kavitā.* New Delhi: Sāhitya Akademi, 2006.

Dāś, Śiśirkumāra. *Bhārata Sāhityakathā.* Kolkata: Viśvabhāratī, 1999.

Muraśiṁ, Candrakānta (anu.). *Kokborok Loksāṅgīt o Kavitā.* New Delhi: Sāhitya Akademi, 2003.

Śukla, Maitrī (anu. o sampā.). *Uniś Bighā Dui Kāṭhā.* New Delhi: Sāhitya Akademi, 1959.

Suggested/Recommended readings:

Basu, Buddhadeba. *Sāhityacarcā.* Kolkata: De's, 1965.

Boulton, John Victor. *Phakirmohana Senāpati: His Life and Prose-Fiction.* Orissa: Orissa Sāhitya Akademi, 1993.

Dās, Śiśirkumāra. *A History of Indian Literature, 500–1399.* New Delhi: Sāhitya Akademi, 2005.

———. *A History of Indian Literature, 1800–1910.* New Delhi: Sāhitya Akademi, 1993.

———. *A History of Indian Literature, 1911–1956.* New Delhi: Sāhitya Akademi, 1995.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি **(Print and Visual Culture)** **Code- OYPGBENDSE 102**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This paper will focus on three major areas of popular culture: print, visual, and mass media. It will:

- Introduce students to the basic aspects of print, visuals, and popular media, with special reference to Bengal.
- Provide a historical approach to the development of print, photography, film, and mass media.
- Explore the cultural impact of print, photography, film, and mass media on society.

Learning Outcomes:
By the end of this course, students will be able to:

- Understand the history of print, photography, film, and mass media in Bengal.
- Analyze the social and cultural significance of print, visual, and mass media.
- Explore the fields of print, photography, film, and mass media in a creative and critical way.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) (10 Hours)

মুদ্রণের সংস্কৃতি (Culture of Print): মুদ্রণযন্ত্রের আগমন ও বিস্তার, মুদ্রণ-প্রযুক্তির বিবর্তন, গ্রন্থনির্মাণের সেকাল একাল, প্রচ্ছদ ও অলংকরণ *(Introduction and spread of the printing press, evolution of printing technology, book production then and now, cover design and ornamentation)*

Unit II: (দ্বিতীয় একক) (15 Hours)

দৃশ্যরূপ (Visual Representation): ফোটোগ্রাফি, চলচ্চিত্র, বিজ্ঞাপন *(Photography, cinema, advertisement)*

Unit III: (তৃতীয় একক) (10 Hours)

বাংলা জনমাধ্যম (মুদ্রণ) [Bengali Mass Media (Print)]: সংবাদপত্র, আন্তর্জালের যুগে জনমাধ্যম *(Newspapers, mass media in the digital era)*

Unit IV: (চতুর্থ একক) (10 Hours)

বাংলা জনমাধ্যম (শ্রাব্য-দৃশ্য) [Bengali Mass Media (Audio-Visual)]: বেতার, দূরদর্শন *(Radio, television)*

Tutorial (15 Hours)

(Background readings on the Genre, Background readings on the development of print and other medias in Bengal, Group discussions of the current trends in print-culture, and mass media studies.)

Essential readings:

Chakrabartī, Sudhīr. *Dhrubapada Prasaṅga: Dṛśyarūpa.* Kalakātā: Dhrubapada, 2002.

Ghōṣ, Siddhārtha. *Chabi Ṭolā: Bāṅālir Phōṭōgrāphi-Carcā.* Kalakātā: Ānanda, 2015.

Khāstagīr, Āśiṣ. *Uniśa Śataker Bāṅlā Chāphākhānā.* Kalakātā: Sopān, 2014.

Lāhā, Pabitra Kumār. *Bhārater Saṅbādapatra O Gaṇamādhyaṁ Itihāser Kālapañjī.* Kalakātā: Kamalinī, 2012.

Mukhopādhyāẏ, Kālīś. *Bāṅlā Chalacitra Śilper Itihās 1897–1947.* Kalakātā: Patrabhāratī, 2012.

Suggested/Recommended readings:

Ācārya, Nirmalya, and Dibyendu Pālit. *Śatabarṣe Chalachitra.* Kalakātā: Ānanda, 1996–1998.

Ātarthī, Premāṅkur. *Nirbāk Yuger Chāẏāloker Kathā.* Kalakātā: Aruṇā Prakāśan, 2011.

Barthes, Roland. *Camera Lucida: Reflections on Photography.* New York: Hill and Wang, 1981.

Berger, John. *Ways of Seeing.* London: Penguin Books, 1973.

Bhadrā, Gautam. *Nẏāṛā Baṭṭalāẏā Yāẏ Ka'bār?* Kalakātā: Chātim Buks, 2011.

Bhattachārya, Amitābha. *Itihāse Janasaṁskr̥ti Parisare Uniśa-Biśa Śatak.* Kalakātā: Gāṅgachil, 2017.

Chakrabartī, Pinākī. *Chalachitrer Itihāse Niyu Thieṭārś.* Kalakātā: Ānanda, 2006.

Chakrabartī, Swapana, ed. *Mudraṇer Saṁskr̥ti O Bāṅlā Boi.* Kalakātā: Ababhās, 2007.

Chatterjee, Partha. *Text in Power: Emerging Disciplines in Colonial Bengal.* Minneapolis: University of Minnesota Press, 1995.

Ghōṣ, Debīprasāda. *Bāṅlā Bhāṣāẏ Chalachitra Carcā.* Kalakātā: Pratibhās, 2011.

Ghōṣ, Siddhārtha. *Prabandha Saṅgraha,* vols. 1–2. Kalakātā: Buk Phārma, 2018.

Hauser, Arnold. *The Social History of Art,* Vol. 4. London: Routledge, 1995.

Sen, Sukumāra. *Baṭṭalār Chhāpā O Chhabi.* Kalakātā: Ānanda, 1989.

Śrīpāntha. *Baṭṭalā.* Kalakātā: Ānanda, 1997.

Sontag, Susan. *On Photography.* New York: Anchor Books, 1990.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 103

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography) **Code- OYPGBENDSE 103**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- To offer reading of **selected fiction and autobiographies** written by women writers.
- To examine these writings in the context of their respective **socio-political and aesthetic positions**.
- To understand the **contribution** of selected authors in their respective genres.

Learning Outcomes:

By the end of this course, students will be able to:

- Students will be enabled to understand **important texts** written by women authors in Bengal.
- They will be able to interpret these works in the perspective of relevant **socio-political history** and **aesthetic modes**.

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

Unit I: (প্রথম একক) **(15 Hours)**

গল্প (Short Stories): অনুরূপা দেবী (Anurupa Devi), নিরুপমা দেবী (Nirupama Devi), আশালতা সিংহ (Ashalata Singh), মহাশ্বেতা দেবী (Mahasweta Devi), সেলিনা হোসেন (Selina Hossain), নাসরিন জাহান (Nasrin Jahan) — *(নির্বাচিত গল্প / Selected Stories)*

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস (Novels): *খনা মিহিরের ঢিপি (Khona Mihirer Dhipi)* — বাণী বসু (Bani Basu); *সখী রঙ্গমালা (Sakhi Rangmala)* — শাহীন আখতার (Shaheen Akhtar); *শামুকখোল (Shamukkhol)* — তিলোত্তমা মজুমদার (Tilottama Majumdar)

Unit III: (তৃতীয় একক) **(10 Hours)**

আত্মজীবনী ১ (Autobiographies – I): *আমার জীবন (Amar Jibon)* — রাসসুন্দরী দেবী (Rassundari Devi); *আমার মেয়েবেলা (Amar Meyebela)* — তসলিমা নাসরিন (Taslima Nasrin)

Unit IV: (চতুর্থ একক) **(10 Hours)**

আত্মজীবনী ২ (Autobiographies – II): *আমার কথা (Amar Katha)* — বিনোদিনী দাসী (Binodini Dasi); *আলো-আঁধারি (Alo-Andhari)* — বেবী হালদার (Baby Haldar) — *(নির্বাচিত অংশ / Selected Sections)*

Tutorial **(15 Hours)**

(Background readings on the Genres, Background readings on the Bengali Women's Movements, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ākhtār, Śāhīn. *Sakhī Raṅgamālā.* Ḍhākā: Beṅgal Pābliśikśans, 2015.

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Basu, Bāṇī. *Khanā Mihirer Ḍhipi.* Kalakātā: Ānanda Pābliśārs, 2007.

Dāsī, Binodinī. *Āmār Kathā O Anānya Raconā.* Edited by Saumitra Caṭṭopādhyāẏ and Nirmālya Ācāryya. Kalakātā: Subarṇarekhā, 1422 B.

Dāsī, Rāssundarī. *Āmār Jīban.* Kalakātā: De'j Pābliśiṁ, 2015.

Ghoṣ, Ajāẏ. *Mahāśvetā Debīr Śreṣṭha Galpa.* Kalakātā: De'j Pābliśiṁ, 2009.

Ghoṣ, Sāgarmaẏ, ed. *Deś Subarṇajaẏantī Galpa Saṁkalan (1933–1983).* Kalakātā: Ānanda Pābliśārs, 2013.

Hāldār, Bebī. *Ālo-Āṁdhāri.* Paścimbaṅga: Rośnā'i Prakāśan, 2002.

Jāhān, Nāsrin. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Majumdar, Tilottamā. *Śāmukkhola.* Kalakātā: Ānanda Pābliśārs, 2005.

Nāsrin, Taslimā. *Āmār Meẏebelā.* Kalakātā: Ānanda Pābliśārs, 2013.

Suggested/Recommended readings:

Āniśujjāmān, and Mālekā Begam, eds. *Nārīr Kathā, Bāṅgāli Nārīr Adhikār Samparkita Bhābnā.* Ḍhākā: Oitijhya, 2012.

Bhaṭṭācāryya, Sutapā. *Se Nahi Nahi.* Kalakātā: Subarṇarekhā, 2004.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśīṁ, 2008.

———. *Mṛṇāler Kalam.* Kalakātā: Pyāpirās, 2007.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 104

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory) **Code- OYPGBENDSE 104**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Understand various schools of literary theory, an essential foundation for literary studies.

- Familiarize students with key figures, concepts, and texts of classical and modern Western literary theory.
- Explore Classical Western schools of thought as well as important modern and contemporary approaches.
- Develop the ability to critically engage with theoretical frameworks in literary analysis.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the historical development and evolution of literary theory from classical to modern times.
- Analyze key concepts and ideas in classical and modern literary theory.
- Apply theoretical approaches to interpret and evaluate literary texts.
- Recognize the influence of different schools of thought on contemporary literary criticism.

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

Unit I: (প্রথম একক) **(15 Hours)**
ধ্রুপদী গ্রীক্ ও ল্যাটিন সাহিত্যতত্ত্ব (Classical Greek and Latin Literary Theory)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
রোমান্টিকতাবাদ, আধুনিকতাবাদ ও নব্য সমালোচনা পদ্ধতি (Romanticism, Modernism, and Neo-Critical Approaches)

Unit III: (তৃতীয় একক) **(10 Hours)**
মনঃসমীক্ষণী সাহিত্যপাঠ পদ্ধতি (Psychoanalytic Approaches to Literary Criticism)

Unit IV: (চতুর্থ একক) **(10 Hours)**
গঠনবাদ ও উত্তর-গঠনবাদ (Structuralism and Post-Structuralism)

Tutorial **(15 Hours)**

(Background readings on the cultural history of Poetics and Literary Theory, Background readings on the important figues of the selected schools, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:
Bhaduri, Sugata, and Simi Malhotra. *Literary Theory: An Introductory Reader*. Delhi: Anthem Press, 2010.

Dās, Śiśira Kumāra. *Kābyatattva: Aristotl.* Kalakātā: Āśā Prakāśanī, 1977.

Eliot, T. S. *The Sacred Wood and Major Early Essays*. New York: Dover, 1920.

Freud, Sigmund. *Pelican Freud Library: Art and Literature.* London: Pelican Books, 1973.

Russell, D. A. *Ancient Literary Criticism: The Principal Texts in New Translations.* Oxford: Clarendon Press, 1972.

Williams, Raymond. *Marxism and Literature.* New Delhi: Oxford University Press, 2010.

Wordsworth, William. *Preface to Lyrical Ballads.* Oxford: Oxford University Press, 1996.

Suggested/Recommended readings:

Atkins, W. H. J. *Literary Criticism in Antiquity.* 2 vols. Cambridge: Cambridge University Press, 1934.

Bohne, Carl Gorge. *Primitive Stage.* Calcutta: Firma K. L. M., 1971.

Culler, Jonathan. *Literary Theory: A Very Short Introduction.* Oxford: Oxford University Press, 2011.

Sūra, Cirañjība, ed. *Pratīccyer Sāhityatattva o Sāhityasamālocanā.* Kalakātā: Ālochana Chakra, 2016.

Wellek, René, and Austin Warren. *Theory of Literature.* London: Penguin Books, 1956.

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 201

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলাদেশের কথাসাহিত্য (Fiction of Bangladesh) **Code- OYPGBENDSE 201**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Provide an understanding of the contribution of selected authors in the history of fiction in Bangladesh.
- Facilitate close reading of selected novels and short stories.
- Examine the development of fiction in Bangladesh through selected literary texts.
- Encourage critical analysis and appreciation of narrative techniques and themes.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the general history of fiction in Bangladesh.
- Recognize the contributions of selected Bangladeshi authors to fiction.
- Analyze themes, styles, and narrative techniques in selected novels and short stories.
- Develop the ability to engage critically with literary texts from Bangladesh.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**
বাংলাদেশের কথাসাহিত্য — সংক্ষিপ্ত ইতিহাস (Bangladeshi Fiction — A Brief History)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
উপন্যাস ১ (Novels – I): *সূর্যদীঘল বাড়ী (Surjodighol Bari)* — আবু ইসহাক (Abu Ishaq); *আবু ইব্রাহীমের মৃত্যু (Abu Ibrahim-er Mrityu)* — শহীদুল জহির (Shahidul Zahir)

Unit III: (তৃতীয় একক) **(10 Hours)**

উপন্যাস ২ (Novels – II): *চিলেকোঠার সেপাই (Chilekothar Sepai)* — আখতারুজ্জামান ইলিয়াস (Akhtaruzzaman Elias); *হাঙ্গর নদী গ্রেনেড (Hangor Nodi Grenade)* — সেলিনা হোসেন (Selina Hossain)

Unit IV: (চতুর্থ একক) **(10 Hours)**

নির্বাচিত ছোটোগল্প (Selected Short Stories): হাসান আজিজুল হক (Hasan Azizul Huq), আলাউদ্দিন আল আজাদ (Alauddin Al Azad), শহীদুল জহির (Shahidul Zahir), নাসরিন জাহান (Nasrin Jahan), মাহমুদুল হক (Mahmudul Haque), ইমদাদুল হক মিলন (Imdadul Haq Milan), শওকত ওসমান (Shawkat Osman), শওকত আলী (Shawkat Ali)

Tutorial **(15 Hours)**

(Background readings on the history of Bangladesh, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Ālāuddin Al. *Svanirbācita Galpa.* Ḍhākā: Ba'ipatra, 2013.

Ālī, Śaukat. *Śaukat Ālīr Sab Galpa (1st kh.).* Ḍhākā: Dibya Prakāśan, 2016.

Ālam, Māhbubul. *Bāṁlā Sāhityer Itihās.* 14th ed. Ḍhākā: Khān Brādārs Eṇḍ Kampaṇī, 2012.

Bānu, Ābu. *Hāsān Ājijul Haquer Galper Samāj Bāstabtā.* Ḍhākā: Bāṁlā Ākāḍemī, 2005.

Enām, Ābu Henā Mostaphā, ed. *Māhmudul Haque Agranthita Galpa.* Bāṁlādeś: Sāhitya Prakāś, 2012.

Haq, Hāsān Ājijul. *Svanirbācita Galpa.* Bāṁlādeś: Nāndanika, 2012.

Hosen, Jāhid Muhammd. *Bāṁlādeśer Choṭogalpa Jīban O Samāj.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Hosen, Kāji Mausumī. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Hosen, Selinā. *Hāṅgar Nadī Grened.* Bāṁlādeś: Ananyā Prakāśan, 2017.

Ilām, Ājhār. *Bāṁlādeśer Choṭogalpa: Biṣaẏbhābnā Svarūp O Śilpamūlya.* Ḍhākā: Bāṁlā Ākāḍemī, 1996.

— *Bāṁlā Sāhityer Itihās (Ādhunik Yug).* Ḍhākā: Ananyā, 2015.

Ilīẏās, Ākhtārūjjāmān. *Cilekoṭhār Sepā'i.* Kalakātā: Pratibhās, 1993.

Iśhāq, Ābu. *Sūrẏa Dīghal Bāṛī.* Ḍhākā: Naoroj Sāhitya Sambhār, 2017.

Milān, Imdādul Haq. *Śreṣṭha Galpa.* Ḍhākā: Mā'olā Brādārs, 2009.

Osman, Śaukat. *Bigata Kāler Galpa.* Ḍhākā: Samāẏ Prakāśan, 2012.

Raśīd, Mohāmmad Ābdur, ed. "Ābu Ibrāhīmer Mṛtyu." In *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rahmān, Mo. Māhbubur. *Bāṁlādeśer Itihās, 1947–71.* Ḍhākā: Samāẏ Prakāśan, 2006.

Suggested/Recommended readings:

Ākhtār, Śirīn. *Bāṁlādeśer Tinjan Upanyāsik.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Ālī, Muhāmmad Idris. *Bāṁlādeśer Upanyās Sāhitye Madhyabitta Śreṇi (1947–70).* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ānśarjāmān. *Svarūper Sandhāne.* Kalakātā: De'j Pābliśiṁ, 2009.

Bhaṭṭācāryya, Tapodhīr. *Kathāparisar Bāṁlādeś.* Kalakātā: Baṅgīẏa Sāhitya Saṁsad, 2017.

De, Āmalendu. *Bāṅgālī Buddhijībī O Bicchinntābād.* Kalakātā: Ratnā Prakāśan, 1978.

Hosen, Saẏed Ākaram. *Bāṁlādeśer Sāhitya O Anānya Prabandha.* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ikbāl, Śahīd. *Bāṁlādeśer Kabitār Itihās (1947–2000).* Ḍhākā: Rodelā, 2015.

— *Bāṁlādeśer Sāhityer Sampūrṇa Itibṛtta.* Ḍhākā: Kathāprakāś, 2016.

Majumdar, Ramendu, ed. *Bāṁlādeśer Nāṭyacarccār Tin Daśak.* Ḍhākā: Anyaprakāś, 2004.

Mahibul, Ājij. *Bāṁlādeśer Upanyāse Grāmīn Nimnabarga.* Ḍhākā: Jātīẏa Granth Prakāśan, 2004.

Omar, Badruddin. *Baṅgabhaṅga O Sāmpradāẏik Rājnīti.* Kalakātā: Cirāẏata, 1987.

Sāhā, Prithbīś, ed. *Ākhtārūjjāmān Ilīẏās Sāhitya O Samājbhābnā.* Kalakātā: Samabet Prayās, 1997.

Sarkār, Jīban, and Anasūẏā Kar, eds. *Dyāśer Bhāṣāẏ Galpa.* Kalakātā: Koḍeks, 2013.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century) **Code-OYPGBENDSE 202**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature, building on the preceding course.
- Focus on the primary ideas and themes of 20th century modernist poetry.
- Examine the role of literary journals in shaping literary discourse.
- Explore the counter-culture and alternative literary movements of the 20th century.

Learning Outcomes:
By the end of this course, students will be able to:

- Develop a deeper understanding of 20th century literary practices in Bengal.
- Analyze the literary themes, styles, and ideas of modernist poetry.
- Understand the contribution of literary journals to the cultural and literary milieu.
- Recognize the influence of counter-cultural movements on Bengali literature.

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

Unit I: (প্রথম একক) (15 Hours)
বিশ শতকের আধুনিকতাবাদি কবিতা: ভাবাদর্শ ও গ্রহণ-প্রতিগ্রহণ (20th Century Modernist Poetry: Ideals and Reception)

Unit II: (দ্বিতীয় একক) (10 Hours)
নির্বাচিত প্রবন্ধ (Selected Essays): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu)
নির্বাচিত কবিতা (Selected Poems): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu), বিষ্ণু দে (Bishnu De)

Unit III: (তৃতীয় একক) (10 Hours)
বিশ শতকের সাহিত্য পত্রিকা (20th Century Literary Journals): প্রবাসী (Prabasi), ভারতবর্ষ (Bharatbarsha), সবুজ পত্র (Sabuj Patra), কল্লোল (Kallol), কালি-কলম (Kali-Kalam), প্রগতি (Pragati), বিচিত্রা (Bichitra), শিখা (Shikha), পরিচয় (Porichoy), কবিতা (Kobita), কৃত্তিবাস (Kritibas), ক্ষুধার্ত (Khudarto)

Unit IV: (চতুর্থ একক) (10 Hours)

বিশ শতকের প্রতি-সংস্কৃতির ধারা (Counter-Cultural Trends of the 20th Century): হাংরি জেনারেশান আন্দোলন (Hungry Generation Movement), লিটিল ম্যাগাজিন আন্দোলন (Little Magazine Movement)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural history of 20th century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts/journals/little magaznes, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Basu, Buddhadeb. *Kāler Putul*. Kalakātā: Ni'u Ej Pābliśārs, 2010.

Cakrabartī, Amiẏa. *Sāmpratik*. Kalakātā: Nābhānā Pābliśārs, 1963.

Dāś, Jībanānanda. *Kabītār Kathā*. Kalakātā: Signeṭ Pres, 1409 B.

Datta, Sudhīndranāth. *Sudhīndranāth Datter Prabandhasaṁgraha*. Kalakātā: De'j Pābliśiṁ, 2000.

Ghoṣ, Śaileśvar, ed. *Hāṅri Jeneresaner Sraṣṭhāder Kṣudhārta Saṁkalan*. Kalakātā: De'j Pābliśiṁ, 2015.

Suggested/Recommended readings:

Bhaṭṭācāryya, Gītā. *Bāṁlā Sāmaẏik Patrikāpuñjī*. Kalakātā: Baṅgīẏa Granthāgār Pariṣat, 2001.

Dāś, Uttam. *Hāṅri Śruti O Śāstrabirodhī Āndolan*. Kalakātā: Mahādiganata Prakāśanī, 1986.

— *Kṣudhita Janma O Anānya Prabandha*. Kalakātā: Mahādiganata Prakāśanī, 1995.

Ghoṣ, Śaileśvar. *Hāṅri Jenerāśān Āndolaner Itihās*. Kalakātā: Pramā, 1997.

Guh, Satya. *Ekāler Gadyapadyā Sāhitya Āndolaner Dalil*. Kalakātā: Adhunā Prakāśanī, 1970.

Kuṇḍu, Aśokkumār. *Patrikāpuñjī*. Kalakātā: Bāṁlābhāṣā Sāhitya O Saṁskṛti Gabēṣaṇā Saṁsthā, 1389 B.

Sen, Sabyasācī, ed. *Hāṅri Jeneresan Raconā Saṁgraha*. Kalakātā: De'j Pābliśiṁ, 2015.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 203

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলার লোকপরম্পরা (Folk Tradition of Bengal) **Code- OYPGBENDSE 203**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to various genres of Bengali folk tradition
- Explain the salient features of different folk genres.
- Offer a detailed study of selected examples from each folk genre.
- Encourage critical and analytical engagement with folk literature.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the key features of various Bengali folk genres.
- Analyse folk genres both textually and theoretically.
- Develop the ability to interpret folk literature within cultural and historical contexts.
- Engage critically with representative texts from Bengali folk traditions.

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

Unit I: (প্রথম একক) (15 Hours)
বাংলা লোকসংস্কৃতি চর্চার ইতিহাস (History of Bengali Folk Culture Studies)

Unit II: (দ্বিতীয় একক) (10 Hours)
বাংলার ব্রত ও পার্বণ (Bengali Vrats and Festivals)

Unit III: (তৃতীয় একক) (10 Hours)
ছড়া, ধাঁধা, প্রবাদ (Rhymes, Riddles, Proverbs)

Unit IV: (চতুর্থ একক) (10 Hours)
লোককথা ও লোকগীতি (Folk Tales and Folk Songs)

Tutorial (15 Hours)

(Background readings on the socio-cultural background of Folkloristics in Bengal, Background readings selected genres, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Aarne, A. *The Types of Folktale.* Helsinki, 1910.

Basāk, Śīlā. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 2000.

Bāske, Dhīrendranāth. *Ādibāsī Samāj o Pālāpārbaṇ.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2009.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Loksāhitya.* 6ṣṭha khaṇḍa. Kalkātā: De'j Pābliśiṁ, 1972.

Chakrabartī, Baruṇkumār. *Bāṅlār Loksāhitya Charcār Itihās.* Kalkātā: Pustak Bipani, 2013.

Chaudhuri, Kamal, sampā. *Bāṅlār Brata o Ālpanā.* Kalkātā: De'j Pābliśiṁ, 2015.

Datta, Lokanāth. *Sāoṭāl Kāhinī.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1998.

Datta Majumdar, Sabitā. *Prabād Prabachan.* Kalkātā: Thīmā, 2012.

Debī, Suhāsinī. *Meyelī Bratakathā.* Kalkātā: Pustak Bipani, 2013.

Ghoṣ, Bāsudev. *Prabāder Galpa.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2003.

Ghoṣ, Rītā. *Bāṅlā Lokakathār Ruptattva.* Kalkātā: Pustak Bipani, 2003.

Jhā, Śaktināth. *Bastubādī Bāul.* Kalkātā: De'j Pābliśiṁ, 2010.

Majumdar, Āśutoṣ. *Meyeder Bratakathā.* Kalkātā: Debasāhitya Kuṭir, 1999.

Majumdar, Divyajyoti. *Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2007.

— *Lokakathār Aitihya.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1986.

Pāl, Amar, o Dulāl Chaudhuri. *Bāṅlār Loksangīt.* Kalkātā: Pāñchālī Prakāśan, 1984.

Siddikī, Āśrāf. *Loksāhitya.* 2ẏa khaṇḍa. Ḍhākā: Gatidhārā, 2008.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Salilkumār. *Rabīndranāth o Lokasaṁskṛti.* Kalkātā: De'j Pabliśiṅ, 1994.

Basāk, Śīlā. *Bāṅlā Dhādhār Biṣay Baichitrya o Sāmājik Parichay.* Kalkātā: Pustak Bipani, 1998.

—. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 1998.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Lokanṛtya.* 1ma khaṇḍa – Chhau. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1383 B.S.

—. *Bāṅlār Lokanṛtya.* 2ẏa khaṇḍa – Bibidha Nṛtya. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1389 B.S.

—. *Bāṅlār Loksāhitya.* 1ma saṁskaraṇ. Kalkātā: Kālkātā Buk Hāus, 1954.

—. *Bāṅlār Loksāhitya.* 1ma khaṇḍa – Ālocanā. Kalkātā: Kālkātā Buk Hāus, 1962.

—. *Baṅgīya Loksangīt Ratnākar.* 1ma khaṇḍa. Kalkātā: E. Mukhārjī, 1966.

—. *Bāṅlā Loksāhitya.* 6ṣṭha khaṇḍa – Prabād. Kalkātā: De'j Pabliśiṅ, 1972.

—. *Baṅgīya Loksangīt Ratnākar.* 3ẏa khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

—. *Baṅgīya Loksangīt Ratnākar.* 4rtha khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

Chakrabartī, Baruṇkumār. *Bāṅlā Prabād Sthān Kāla.* Kalkātā: Pustak Bipani, 1982.

Majumdar, Divyajyoti. *Paścimbaṅger Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, 2007.

Sarkār, Dīnendra Kumār. *Prabāder Utsa-Sandhāne.* Kalkātā: De Buk Sṭor, 1986.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENDSE 204

Course title & Code	**Credits**	**Credit Distribution of the course**			**Eligibility Criteria**	**Pre-requisite of the course (if any)**
		Lecture	**Tutorial**	**Practical/ Practice**		
গবেষণাপদ্ধতি ও অভিসন্দর্ভ রচনা (Research Methodology and Dissertation Writing) **Code- OYPGBENDSE 204**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the basics of research methodology.
- Explain the fundamental components of research and research writings.
- Teach theoretical and methodological issues related to research.
- Train students in writing research dissertations, research-based translations, and research-based screenplays.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the basics of research methodology.
- Develop the ability to write short research dissertations.
- Apply research methods to produce research-based translations.
- Create research-based screenplays using methodological approaches.

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

Unit I (প্রথম একক) (05 Hours)
গবেষণা বিষয়ক প্রাথমিক ধারণা; গবেষণা-প্রশ্ন ও হাইপোথেসিস প্রণয়ন; গবেষণার নৈতিকতা।
(Basic Concepts of Research: Introduction to research, formulation of research problems, writing research questions and hypotheses, and research ethics.)

Unit II (দ্বিতীয় একক) (05 Hours)
আকর অন্বেষণ; গ্রন্থাগার ও ডিজিটাল রিসোর্সের ব্যবহার; গ্রন্থপঞ্জী প্রণয়ন।
(Bibliographical Research: Source identification, use of libraries and digital resources, and preparation of bibliography.)

Unit III (তৃতীয় একক) (05 Hours)
গবেষণা পদ্ধতি ও গবেষণার প্রাগ্রসর কৌশল।
(Research Methods and Advanced Research Techniques.)

Unit IV (চতুর্থ একক) (30 Hours)
অভিসন্দর্ভ রচনা। (Dissertation Writing.)

Tutorial (15 Hours)
(Background readings on the tradition of research in Bengali; literature survey; identification of research gaps; formulation of research questions; and preparation of bibliography.)

(As per guideline issued by the University from time to time.)

Essential readings:

Bandyopādhyāẏ, Surabhi. *Gabēṣaṇā: Prakaraṇ O Paddhati.* Kalakātā: De'j Pābliśiṁ, 2005.

Bhaṭṭācāryya, Tārak nāth. *Gabēṣaṇā: Tattba O Praẏog.* Kalakātā: Prajñā Bikāś, 2012.

Eco, Umberto. *How to Write a Thesis.* Cambridge: The MIT Press, 2015.

Haq, Saẏed Ājijul, et al. *Baṅgabidyā Utsanirdeśarīti.* Kalakātā: Āntarjātik Baṅgabidyā Pariṣat, 2018.

Ilāhī, K. Maudud. *Gabēṣaṇā Paddhati O Pratibedan Praṇayaṇ.* Ḍhākā: Nobel Pābliśiṁ Hāus, 2013.

Sāmādī, Śaphiq-un-nabī. *Sāhitya Gabēṣaṇā: Biṣaẏ O Kauśal.* Ḍhākā: Biśvasāhitya Bhaban, 2014.

Suggested/Recommended readings:

Altick, Richard D. *The Art of Literary Research.* New York: W.W. Norton Company, 1963.

The Chicago Manual of Style: *The Essential Guide for Writers, Editors and Publishers.* Latest Edition.

Guerin, Wilfred L., et al., eds. *A Handbook of Critical Approaches to Literature.* 4th ed. Delhi: OUP, 2010.

Harris, R. Steven, and Kathleen A. Johnson, eds. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries, 2009.

Hilway, Tyres. *Introduction to Research.* Boston: Houghton Mifflin Company, 1964.

Hosen, Kāmjul Hāsān Mañju, and Kāji Mausumī. *Gabēṣaṇā: Rīti O Paddhati.* Bāṁlādeś: Mās Lā'in Miḍiẏā Senṭār, 2000.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications, 2014.

Rahamān, Mo. Mujibur. *Śikṣāẏ Gabēṣaṇā.* Ḍhākā: Prabhātī Lāibrerī, 2017

Skill-Based Courses (SBC)

Semester I

OYPGBENSBC 101

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
সাহিত্য অধ্যয়নে ডিজিটাল উপকরণ ও কৃত্রিম বুদ্ধিমত্তার প্রয়োগ (Digital Tools and AI Applications in Literary Studies) **Code- OYPGBENSBC 101**	**2**	**1**	**NIL**	**1**	**As per the University rule**	**NIL**

Learning Objectives

This course aims to:

- Introduce the scope and significance of digital humanities and artificial intelligence (AI) in literary research.
- Train students to manage bibliographies and digital notes using reference management tools such as Zotero and Obsidian.
- Develop foundational skills in data organization, text corpus creation, and digital text analysis.
- Familiarize students with AI-assisted research tools for text processing and interpretation.
- Encourage ethical and critical awareness in the application of digital and AI tools within academic and literary studies.

Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate competence in using digital and AI tools for organizing and conducting literary research.
- Manage bibliographic and note-based data efficiently through platforms like Zotero and Obsidian.
- Create and structure literary datasets and perform basic text analysis and exploration.
- Utilize AI tools for summarization, thematic analysis, and bibliographic mapping.
- Critically assess the potentials and limitations of digital and AI technologies in the humanities.

Total Hours of Teaching: 30 Hours (Lecture – 15; Practical – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

ডিজিটাল হিউম্যানিটিজ ও গবেষণা ব্যবস্থাপনা সরঞ্জাম (Digital Humanities and Research Management Tools)

ডিজিটাল হিউম্যানিটিজের পরিচয়: বিবর্তন, পরিসর ও সাহিত্য অধ্যয়নে গুরুত্ব।

ডিজিটাল টেক্সট বনাম মুদ্রিত টেক্সট; মেটাডেটা, ডিজিটাইজেশন, ও ওপেন-অ্যাকসেস সংস্কৃতি।

গবেষণা সংগঠন:

Zotero ব্যবহার করে রেফারেন্স ম্যানেজমেন্ট।

Obsidian-এর মাধ্যমে নোট-লিঙ্কিং ও ডিজিটাল অ্যানোটেশন।

গ্রন্থপঞ্জি ডেটাবেস তৈরি ও টেক্সট, থিম, এবং অ্যানোটেশনের আন্তঃসংযোগ।

নৈতিক উদ্ধৃতি ও দায়িত্বশীল তথ্য ব্যবহারের অনুশীলন।

Unit II: (দ্বিতীয় একক) **(05 Hours)**

ডিজিটাল আর্কাইভ, তথ্য বিন্যাস, ও সাহিত্য গবেষণায় কৃত্রিম বুদ্ধিমত্তার প্রয়োগ (Digital Archives, Data Structuring, and AI Applications in Literary Studies)

প্রধান ডিজিটাল আর্কাইভ ও ডেটাবেস অন্বেষণ: DSAL, SAOA, Bichitra, Archive.org, CrossAsia Repository।

সাহিত্য গবেষণার জন্য তথ্য বিন্যাস: স্প্রেডশিট ও CSV-এর মৌলিক ধারণা।

করপাস এক্সপ্লোরেশন টুলসের পরিচয়: Voyant Tools, AntConc।

সাহিত্য অধ্যয়নে কৃত্রিম বুদ্ধিমত্তার (AI) ভূমিকা:

AI-সহায়িত টেক্সট বিশ্লেষণ ও সেমান্টিক ক্লাস্টারিং-এর ধারণা।

AI প্ল্যাটফর্ম (ChatGPT, Claude, Perplexity ইত্যাদি) ব্যবহার করে—

- গবেষণা ধারণা তৈরি ও গ্রন্থপঞ্জি অনুসন্ধান
- টেক্সট সারাংশ, থিম শনাক্তকরণ ও তুলনামূলক বিশ্লেষণ
- খসড়া পরিমার্জন ও অ্যানোটেশন

আলোচনা: AI যুগে নৈতিকতা, লেখকত্ব, ও একাডেমিক সততা।

Practical **(15 Hours)**

নির্দিষ্ট সাহিত্যিক থিম বা লেখকের উপর ভিত্তি করে Zotero লাইব্রেরি ও Obsidian vault তৈরি।

Key Resources:

- Zotero — https://www.zotero.org
- Obsidian — https://obsidian.md
- CrossAsia Repository — https://crossasia-repository.ub.uni-heidelberg.de
- Internet Archive — https://archive.org

সাহিত্যিক টেক্সটের একটি ক্ষুদ্র করপাস তৈরি করে Voyant Tools বা AI সহায়তায় কীওয়ার্ড ও থিম বিশ্লেষণ।

Zotero, CSV ডেটাসেট, ও AI-সহায়ক বিশ্লেষণ মিলিয়ে একটি ক্ষুদ্র ডিজিটাল পোর্টফোলিও তৈরি।

Essential readings:

Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). *A Companion to Digital Humanities.*

Burdick, Anne et al. *Digital_Humanities.* MIT Press, 2012.

Johanna Drucker. *Digital Humanities Coursebook.* Routledge, 2021.

Suggested/Recommended readings:

Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis.*

Warwick, A. "Making Digital Humanities Work for Literary Studies." *LLC* (2013).

Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production.* Harvard University Press, 2014.

ডিজিটাল ও কৃত্রিম বুদ্ধিমত্তা সরঞ্জাম (Digital and AI Tools):

- Zotero — https://www.zotero.org
- Obsidian — https://obsidian.md
- Voyant Tools — https://voyant-tools.org
- AntConc — https://www.laurenceanthony.net/software/antconc/
- Archive.org — https://archive.org
- CrossAsia Repository — https://crossasia-repository.ub.uni-heidelberg.de
- ChatGPT — https://chat.openai.com
- Perplexity AI — https://www.perplexity.ai

Semeste II

OYPGBENSBC 201

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

				Practice		**the course (if any)**
ক্ষেত্র সমীক্ষা / গবেষণা (Field Survey / Research) **Code- OYPGBENSBC 201**	**2**	**1**	**NIL**	**1**	**As per the University rule**	**NIL**

Learning Objective:

This course aims to:

- Field survey is a primary research method in folklore studies.
- This method involves conducting research directly with people in their communities.
- It allows for the proper study of subjects integral to folklore, such as castes, tribes, sub-tribes, folktales, folk songs, and the natural environment including hills, mountains, plateaus, and rivers.
- Furthermore, it provides researchers with the opportunity to immerse themselves and interact with the society being studied.

Learning Outcome:

By the end of this course, students will be able to:

- This work will encourage students to become more active and develop a greater sense of social awareness.
- By writing reports on these subjects, they will gain authentic experience.
- This process allows them to acquire a deeper knowledge of humanity and a better understanding of folk languages, oral traditions, folk music, and cultural practices.

Total Hours of Teaching: 30 Hours (Lecture – 15; Practical – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

ক্ষেত্র সমীক্ষার সংজ্ঞা ও বৈশিষ্ট্য, প্রকারভেদ, উদ্দেশ্য, প্রস্তাবনা, সাক্ষাৎকার গ্রহণ পদ্ধতি, সুবিধা ও অসুবিধা, ক্ষেত্র সমীক্ষার গুরুত্ব।

(Definition and characteristics of field surveys, types, objectives, recommendations, field surveys and interviewing methods, advantages and disadvantages, importance of field surveys)

Unit II: (দ্বিতীয় একক) **(05 Hours)**

প্রতিবেদন লিখন পদ্ধতি। (Basics of Report Writing)

Practical **(15 Hours)**

(Survey on a selected area, drafting a report, presentation of the report.)

Essential readings:

Bandyopadhyay, Surabhi. 2005. *Gabeṣaṇā: Prakaraṇ o Paddhati (Research: Procedure and Method).* Kolkātā: De'j.

Bhattacharya, Taraknath. 2012. *Gabeṣaṇā: Tattva o Prayog (Research: Theory and Application).* Kolkātā: Prajñā Bikāś.

Haque, Saiyad Azizul et al. 2018. *Baṅgavidyā Utsanirdeśarīti (Bengal Studies Source Citation Style).* Kolkātā: Āntarjātik Baṅgavidyā Pariṣat.

Ilahi, K. Maudud. 2013. *Gabeṣaṇā Paddhati o Pratibedan Praṇayan (Research Method and Report Preparation).* Ḍhākā: Nobel Publishing House.

Islam, Sheikh Maqbul. 2012. *Lokosanskṛtivijñān: Tattva, Paddhati o Prayog (Folklore Science: Theory, Method and Application).* Kolkātā: Baṅgīẏa Sāhitya Saṃsad.

———. 2012. *Gabeṣaṇā Paddhativijñān Sāhitya-Samāj-Saṃskṛti (Research Methodology: Literature-Society-Culture).* Kolkātā: Baṅgīẏa Sāhitya Saṃsad.

Samadi, Safikunnabi. 2014. *Sāhitya Gabeṣaṇā: Biṣaẏ o Kauśal (Literary Research: Subject and Technique).* Ḍhākā: Biśvasāhitya Bhaban.

Suggested/Recommended readings:

Altick, Richard D. 1963. *The Art of Literary Research.* New York: W. W. Norton & Company.

Guerin, Wilfred L., et al., eds. 2010. *A Handbook of Critical Approaches to Literature.* 4th ed. Delhi: Oxford University Press.

Harris, R. Steven, and Kathleen A. Johnson, eds. 2009. *Teaching Literary Research: Challenges in a Changing Environment.* Chicago: Association of College and Research Libraries.

Hilway, Tyres. 1964. *Introduction to Research.* Boston: Houghton Mifflin Company.

Kumar, Ranjit. 2014. *Research Methodology: A Step by Step Guide for Beginners.* New Delhi: Sage Publications.

Manju, Kamrul Hasan, and Kazi Mausumi Hossain. 2000. *Gabeṣaṇā: Rīti o Paddhati (Research: Custom and Method).* Bāṃlādeś: Mas Line Media Center.

Rahman, Mo. Mujibur. 2017. *Śikṣāẏ Gabeṣaṇā (Research in Education).* Ḍhākā: Prabhātī Lāibrerī.

The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. Latest Edition.

Annexure-8

MASTER OF ARTS

(BENGALI)

COURSES

FOR

ONE-YEAR PG (BENGALI) PROGRAMME (COURSEWORK+COURSE WORK) BASED ON NEP-2020

Semester I and II

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

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

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

NOTE: Students have to take 2 DSCs + 2 DSEs per semester; + 1 Dissertation/ Academic project/ Entrepreneurship spread across both the semesters, but will be assessed at the end of each semester.

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2-3	5-16
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3-4	17-33
DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP	04	34-39

Discipline Specific Core Course (DSC)

SEMESTER I

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
OYPGBENCRDSC 101		রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore)	03	01	04
OYPGBENCRDSC 102		উনিশ শতকের নাটক ও উপন্যাস (19^{th} Century Drama and Novel)	03	01	04
Total			06	02	08

SEMESTER II

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total

OYPGBENCRDSC 201		বিশ শতকের কথাসাহিত্য (20th Century Fiction)	03	01	04
OYPGBENCRDSC 202		বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose)	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)

SEMESTER I

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total
OYPGBENCRDSE 101		অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation)	03	01	04
OYPGBENCRDSE 102		দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি (Print and Visual Culture)	03	01	04
OYPGBENCRDSE 103		নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography)	03	01	04
OYPGBENCRDSE 104		পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory)	03	01	04

SEMESTER II

Course Code	**Paper Number**	**Course Title**	**Credit Distribution of the Course**		
			Lecture	Tutorial	Total

OYPGBENCRDSE 201		বাংলাদেশের কথাসাহিত্য (Fiction of Bangladesh)	03	01	04
OYPGBENCRDSE 202		বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century)	03	01	04
OYPGBENCRDSE 203		বাংলার লোকপরম্পরা (Folk Tradition of Bengal)	03	01	04

DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP

SEMESTER I

Course Code	Paper Number	Course Title	Credit
OYPGBEND/AP/E 101		DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP	**06**

SEMESTER II

Course Code	Paper Number	Course Title	Credit
OYPGBEND/AP/E 201		DISSERTATION/ ACADEMIC PROJECT/ ENTREPRENEURSHIP	**06**

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENCRDSC 101

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
রবীন্দ্রনাথ ঠাকুর (Rabindranath Tagore) **Code- OYPGBENCRDSC 101**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:

This course is designed to:

- Introduce students to Rabindranath Tagore as the most significant and influential figure in the intellectual and literary history of Bengal.
- Provide a detailed study of selected writings of Tagore across various genres—poetry, fiction, drama, and essays.
- Examine Tagore's works in light of his philosophical and aesthetic ideas.
- Explore how Tagore's writings reflect his vision of humanity, nature, spirituality, nationalism, and modernity.
- Encourage critical engagement with Tagore's enduring influence on Bengali and global literary traditions.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend Tagore's contribution to diverse literary genres and forms.
- Analyse the central themes, imagery, and stylistic innovations in his selected works.
- Understand the relationship between Tagore's literary practice and his philosophical-aesthetic ideas.
- Appreciate Tagore's continued relevance in modern and contemporary Bengali cultural discourse.

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

Unit I: (প্রথম একক) **(15 Hours)**

কবিতা (Poetry): সোনার তরী (Sonar Tori), গীতাঞ্জলি (Gitanjali), ক্ষণিকা (Kshanika), বলাকা (Balaka), পূরবী (Purabi), শেষ লেখা (Shesh Lekha) — নির্বাচিত কবিতা (Selected Poems)

Unit II: (দ্বিতীয় একক) **(15 Hours)**

উপন্যাস (Novel): চোখের বালি (Chokher Bali) / চতুরঙ্গ (Chaturanga)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama): রক্তকরবী (Raktakarabi) / শ্যামা (Shyama)

Unit IV: (চতুর্থ একক) **(05 Hours)**

প্রবন্ধ (Essay): নির্বাচিত প্রবন্ধ (Selected Essays)

Tutorial **(15 hours)**

(Background readings on the life and contribution of Rabindranath Tagore, Background readings on the prescribed texts, Group discussions of the trends in Tagore Studies.)

Essential readings:

Thākur, Rabīndranāth. *Balākā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1916.

———. *Caturaṅga*. Kolkātā: Biśvabhāratī, 1975.

———. *Cokher Bāli*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1975.

———. *Galpaguccha: Akhaṇḍa*. Kolkātā: Biśvabhāratī, 1401 B.S.

———. *Gītāñjali*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1363 B.S.

———. *Kṣaṇikā*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1400 B.S.

———. *Pūrabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1961.

———. *Raktakarabī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1388 B.S.

———. *Shyama*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1946 B.S.

———. *Śeṣa Lekha*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1348 B.S.

———. *Śonār Tarī*. Kolkātā: Biśvabhāratī Granthana Bibhāga, 1384 B.S.

Suggested/Recommended readings:

Āẏub, Ābu Saẏīd. *Ādhunikatā O Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1971.

Bandyopādhyāẏ, Hiranmaẏ. *Rabīndra-śilpatattva*. Kalakātā: Rabīndrabhāratī Biśvabidyālaẏ, 1377 B.S.

Basu, Buddhadeb. *Kabi Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 1997.

———. *Rabīndranāth: Kathāsāhitya*. Kalakātā: Ni'u Ej Pābliśārs, 1984.

———. *Saṅga, Nisaṅga: Rabīndranāth*. Kalakātā: De'j Pābliśiṁ, 2004.

Basu, Śuddhasattva. *Rabīndrakābyer Godhūli Paryaẏ*. Kalakātā: Maṇḍal Buk Hāus, 1380 B.S.

Bhaṭṭācārya, Jagadīś. *Kabimansī*. Vols. 1–2. Kolkata: Bhārabī, 1997.

Bhaṭṭācāryya, Jagadīśa. *Rabīndra Kabiśatak*. Kalakātā: Bhārabi, 2001.

Biśī, Pramathanāth. *Rabīndrakābyaprabāha*. Kalakātā: Oriẏenṭ Buk Koṁ, 1976.

Chakrabartī, Ajitkumār. *Kābyaparikramā*. Kolkata: Viśvabhāratī, 1322 B.S.

Ghoṣ, Śaṅkha. *E Āmir Ābaraṇ*. Kalakātā: Pyāpirās, 2001.

———. *Kāler Mātrā O Rabīndra Nāṭak*. Kalakātā: De'j Pābliśiṁ, 1984.

———. *Nirmāṇ Ār Sṛṣṭi*. Kalakātā: Pyāpirās, 2002.

Ghoṣ, Tapobrat. *Rabīndra Chhoṭogolper Śilparūp*. Kolkata: De's, 2001.

Kripalini, Krishna. *Rabindranath Tagore: A Biography*. Kolkata: Visvabharati, 1974.

Mukhopādhyāẏ, Prabhatkumār. *Rabīndrajībankathā*. Kolkata: Ānandā, 1423 B.S.

———. *Rabīndrajībanī*. Vol. 1. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 2. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 3. 5th ed. Kolkata: Viśvabhāratī, 1420 B.S.

———. *Rabīndrajībanī*. Vol. 4. Rev. ed. Kolkata: Viśvabhāratī, 1371 B.S.

Pāl, Praśānta Kumār. *Rabījībanī*. Vols. 1–9. Kolkata: Ānandā, 2007.

Sikdār, Aśrukumār. *Rabīndranāṭye Rūpāntar O Aikya*. Kolkata: Granthanilay, 1374 B.S.

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENCRDSC 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

উনিশ শতকের নাটক ও উপন্যাস (19th Century Drama and Novel) **Code-OYPGBENCRDSC 102**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected literary texts from 19th century Bengal.
- Develop an understanding of the emergence of new genres and aesthetics in the context of socio-political and cultural changes.
- Familiarize students with major dramatists and novelists of the period.
- Encourage analytical reading of the texts in relation to Bengal's intellectual and cultural transformations.

Learning Outcomes:
By the end of this course, students will be able to:

- Comprehend the literary and cultural significance of 19th-century Bengali drama and novels.
- Understand how social and political change shaped new literary forms and ideas.
- Recognize the contributions of key authors to modern Bengali literature.
- Engage critically with thematic and stylistic developments of early modern Bengali writing.

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

Unit I: (প্রথম একক) **(05 Hours)**

ভূমিকা (Introduction): নাটক ও উপন্যাস, উনিশ শতকের বাঙলায় সংরূপদ্বয়ের উদ্ভব ও বিকাশ (Novel and drama, its origin and development in 19th century Bengal)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

নাটক (Drama): দীনবন্ধু মিত্র, নীলদর্পণ (Dinabandhu Mitra, Nil Darpan), মাইকেল মধুসূদন দত্ত, কৃষ্ণকুমারী (Michael Madhusudan Dutt, Krishnakumari)

Unit III: (তৃতীয় একক) **(15 Hours)**

উপন্যাস (Novel): বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রাজসিংহ / আনন্দমঠ (Bankimchandra Chattopadhyay, Rajsingha / Anandamath)

Unit IV: (চতুর্থ একক) **(15 Hours)**

উপন্যাস (Novel): ত্রৈলোক্যনাথ মুখোপাধ্যায়, কঙ্কাবতী (Trailokyanath Mukhopadhyay, Kankabati) / মীর মোশাররফ হোসেন, বিষাদসিন্ধু (Mir Mosharraf Hossain, Bishad Sindhu) / স্বর্ণকুমারী দেবী, কাহাকে (Swarnakumari Devi, Kahake)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 19th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Brajendranāth, and Sajanīkānta Dās, eds. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1352 B.

—, eds. *Ānandamaṭh,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1345 B.

—, eds. *Nīldarpaṇ,* by Dīnabandhu Mitra. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1366 B.

—, eds. *Rājsiṁha (Caturtha Saṁskaraṇ),* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Baṅgīẏa Sāhitya Pariṣat, 1369 B.

Bandyopādhyāẏ, Śrīkumār. *Baṅgasāhitye Upanyāser Dhārā.* Kalakātā: Maḍārn Buk Ejensi, 1950.

Bhaṭṭācāryya, Āśutoṣ. *Bāṁlā Nāṭya Sāhityer Itihās.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1960.

Debī, Svarṇakumārī. *Kāhāke.* Kalakātā: De'j Pābliśiṁ, 2002.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Gupta, Kṣetra, ed. *Nīldarpaṇ.* In *Dīnabandhu Mitra Raconābalī.* Kalakātā: Sāhitya Saṁsad, 1967.

—, ed. *Rājsiṁha,* by Baṅkimcandra Caṭṭopādhyāẏ. Kalakātā: Bāmā Pābliśārs, 1989.

Hosen, Mīr Mośārraf. *Biṣād Sindhu.* Kalakātā: Haraph Prakāśanī, 1998.

Mukhopādhyāẏ, Trailokyanāth. *Kaṅkābatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1980.

Murśid, Golām. *Samāj Saṁskār Āndolan O Bāṁlā Nāṭak (1854–1876).* Bāṁlādeś: Ḍhākā Bāṁlā Ākāḍemī, 1984.

Rāẏ, Ālok, ed. *Kṛṣṇakumārī Nāṭak,* by Māikel Madhusūdan Datta. Kalakātā: De'j Pābliśiṁ, 2001.

Suggested/Recommended readings:

Bandyopādhyāẏ, Brajendranāth. *Trailokyanāth Bandyopādhyāẏ (1847–1919). Sāhitya Sādhak Caritamālā.* Kalikātā: Baṅgīẏa Sāhitya Pariṣat, 1961.

Bhaṭṭācāryya, Amitrasūdan. *Baṅkimcandra Jībanī.* Kalakātā: Ānanda Pābliśārs, 1991.

—. *Baṅkimcandra O Baṅgadarśan.* Kalikātā: Jijñāsā, 1379 B.

Caṭṭopādhyāẏ, Sudhākar. *Kathāsāhitye Baṅkimcandra.* Kalakātā: E Mukhārji, 1370 B.

Das, Sisirkumar. *Artist in Chains.* Kolkata: Papyrus, 2002.

De, S. K. *Bengali Literature in the Nineteenth Century.* Kolkata: Firma KLM, 1962.

De, Suśīl Kumār. *Dīnabandhu Mitra.* Kalikātā: E Mukhārji, 1379 B.

Ghoṣ, Ajitkumār. *Bāṁlā Nāṭaker Itihās.* Vol. 1. Kalakātā: De'j Pābliśiṁ, 2005.

Guha-Thakurta, P. *The Bengali Drama: Its Origin and Development.* London: Routledge, 2013.

Karim, Nehāl, ed. Āhmad Śarīph. *Bāṅlār Manīṣā.* Ḍhākā: Ananyā, 2012.

Rāẏ, Ālok. *Keha Bale Ḍrāmāṭik.* Kalakātā: Pustak Bipaṇi, 2004.

Sengupta, Subodhcandra. *Baṅkimcandra.* Kalakātā: E Mukhārji Eṇḍ Koṁ, 1975.

Śarīph, Āhmad. *Jībane Samāje Sāhitye.* Ḍhākā: Āgāmī Prakāśanī, 2016.

SEMESTER II

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENCRDSC 201

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কথাসাহিত্য (20th Century Fiction) **Code- OYPGBENCRDSC 201**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to selected fiction of 20th century Bengal.
- Examine the socio-political movements and changes in Bengal, including Nationalist movements, Leftist movements, Partition and Independence, Language Movement, and the Liberation War.
- Explore the aesthetic trends and cultural transformations in 20th century Bengali literature.
- Encourage critical reading of literary texts in the context of socio-political and cultural developments.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected 20th century Bengali authors.
- Analyze the interplay between literature and socio-political movements of the period.
- Recognize the aesthetic and cultural trends shaping 20th century Bengali fiction.
- Engage critically with literary texts, relating them to historical and cultural contexts.

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

Unit I: (প্রথম একক) **(10 Hours)**

উপন্যাস ১ (Novels - I): *ধাত্রীদেবতা (Dhatridebata)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay); *ইছামতী (Ichhamoti)* — বিভূতিভূষণ বন্দ্যোপাধ্যায় (Bibhutibhushan Bandyopadhyay); *পুতুলনাচের ইতিকথা (Putul Nacher Itikatha)* — মানিক বন্দ্যোপাধ্যায় (Manik Bandyopadhyay)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস ২ (Novels - II): *তিতাস একটি নদীর নাম (Titas Ekti Nadir Naam / Titas: A River)* — আদ্বৈত মল্লবর্মণ (Adwaita Mallabarman); *কাঁদো নদী কাঁদো (Kando Nodi Kando)* — সৈয়দ ওয়ালীউল্লাহ (Syed Waliullah)

Unit III: (তৃতীয় একক) **(10 Hours)**

উপন্যাস ৩ (Novels - III): *প্রথম প্রতিশ্রুতি (Prothom Protishruti)* — অশাপূর্ণা দেবী (Ashapurna Devi); *স্বরলিপি (Sworolipi)* — তারাশঙ্কর বন্দ্যোপাধ্যায় (Tarashankar Bandyopadhyay)

Unit IV: (চতুর্থ একক) **(15 Hours)**

নির্বাচিত ছোটগল্প (Short Stories – Selected): রাজশেখর বসু (Rajsekhar Basu), জগদীশ গুপ্ত (Jagadish Gupta), বনফুল (Bonophul), প্রেমেন্দ্র মিত্র (Premendra Mitra), লীলা মজুমদার (Leela Majumdar), আশালতা সিংহ (Ashalata Singh), শহীদুল জহির (Shahidul Zahir)

Tutorial **(15 hours)**

(Background readings on the Genre, Background readings on the 20th Century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Bandyopādhyāẏ, Bibhūtibhūṣaṇ. *Ichāmatī.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1407 B.

Bandyopādhyāẏ, Mānik. *Putulnācer Itikathā.* Kalakātā: Prakāś Bhaban, 1413 B.

Bandyopādhyāẏ, Tārāśaṅkar. *Dhātrīdebatā.* Kalakātā: Beṅgal Pābliśārs, 1405 B.

Bhaṭṭācāryya, Jagadīśa. *Āmār Kāler Kaẏekjan Kathāśilpī.* Kalakātā: Bhārabi, 1994.

— *Bhāratśilpī Tārāśaṅkar.* Kalakātā: Bhārabi, 2013.

Bhaṭṭācāryya, Sutapā. *Kathāsāhityer Eklā Pathik–Bibhūtibhūṣaṇ.* Kalakātā: Pustak Bipaṇi, 1995.

Biśvās, Acintya, ed. *Adwaita Malla Barmāṇ Raconāsaṁgraha.* Kalakātā: Dej Pābliśiṁ, 2015.

Debasen, Nabaṇītā. *Īśvarer Pratijōgī O Anānya Prabandha.* Kalakātā: Karuṇā Prakāśanī, 1390 B.

Debī, Āśāpūrṇā. *Ār Ek Āśāpūrṇā.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1424 B.

— *Pratham Pratiśruti.* Kalakātā: Mitra O Ghoṣ Pābliśārs, 1415 B.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśiṁ, 2008.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rāẏ, Sābitrī. *Svaralipi.* In *Sābitrī Rāẏ Raconāsaṁgraha.* Vol. 1. Edited by Sumitā Sāmanta. Kalakātā: Granthālaẏ, 2005.

Ṭhākur, Kiśalaẏ. *Pather Kabi.* Kalakātā: Ānanda Pābliśārs, 1978.

Waliullah, Saẏed. *Kāṁdo Nadī Kāṁdo.* Kalakātā: Cirāẏata Prakāśan, 2014.

Suggested/Recommended readings:

Bhaṭṭācārya, Pradyumna. *Tāraśaṅkar Byaktitva o Sāhitya.* Kalakātā: Sāhitya Ākādemi, 2001.
---. *Ākhyān o Samāja: Tāraśaṅkar.* Kalakātā: Abhabāsa, 2014.

Bhaṭṭācārya, Saurīn. "Swaralipi: Swagata Kathan." *Parikathā,* May, 2000, pp. 156–157.

Bhaṭṭācārya, Sukumārī. "Sābitri Rāyer Upanyāsa Caturaṅga." *Barṣa* 53, no. 8 (1992).

Bandopādhyāẏ, Śibājī. *Bāṅlā Upanyāse Orā.* Kalakātā: Pyāpirās, 2002.

Bandopādhyāẏ, Śrīkumāra. *Baṅga Sāhitye Upanyāser Dhārā.* Kalakātā: Moḍārn Buk Ejensī, 1950.

Bandopādhyāẏ, Saroja. *Bāṅlā Upanyāser Kālāntar.* Kalakātā: De'j, 1980.

Chattopādhyāẏ, Śiśira. *Upanyāsa Pāther Bhūmikā.* Kalakātā: Buklāṇḍ Prāiḍeṭ Limieṭeḍ, 1962.

Mitra, Sarojamohana. *Mānik Bandopādhyāẏer Jīban o Sāhitya.* Kalakātā: Granthālay Prāiḍeṭ Limieṭeḍ, 1999.

Rāẏ, Satyendranātha. *Bāṅlā Upanyāsa o Tāra Ādhunikatā.* Kalakātā: De'j, 2009.

Sena, Ruṣṭī. *Bibhūti Bhūṣaṇ: Dvander Binyāsa.* Kalakātā: Pyāpirās, 1993.

DISCIPLINE SPECIFIC CORE COURSE - OYPGBENCRDSC 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বিশ শতকের কবিতা, নাটক ও গদ্য সাহিত্য (20th Century Poetry, Drama and Prose) **Code- OYPGBENCRDSC 202**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature in the context of socio-political and cultural changes.
- Explore the impact of Nationalist movements, Leftist movements, Partition and Independence, Language movement, and the Liberation War on literature.
- Examine selected poems and plays of 20th century Bengal.
- Analyse the socio-political and aesthetic trends shaping literary production in 20th century Bengal.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the contribution of selected authors in their respective genres.
- Analyse poems and plays in relation to the socio-political and aesthetic context of 20th century Bengal.
- Recognize the interplay between historical events and literary expression.
- Develop critical engagement with 20th century Bengali literary trends.

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

Unit I: (প্রথম একক) **(15 Hours)**

বিশ শতকের বাংলা কবিতা, নাটক ও গদ্যের সংক্ষিপ্ত ইতিহাস (A Brief History of 20th Century Bengali Poetry, Drama, and Prose)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

কবিতা (Poetry – Selected): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অপরাজিতা দেবী (Aparajita Devi), বুদ্ধদেব বসু (Buddhadeb Basu), সমর সেন (Samar Sen), সুভাষ মুখোপাধ্যায় (Subhash Mukhopadhyay), রাজলক্ষ্মী দেবী (Rajlakshmi Devi), শামসুর রহমান (Shamsur Rahman), কবিতা সিংহ (Kobita Singh), শক্তি চট্টোপাধ্যায় (Shakti Chattopadhyay), বিনয় মজুমদার (Binay Majumdar), শক্তিপদ ব্রহ্মচারী (Shaktipada Brahmachari)

Unit III: (তৃতীয় একক) **(10 Hours)**

নাটক (Drama – Selected): দেবীগর্জন (Debi Garjan), এবং ইন্দ্রজিৎ (Ebong Indrajit), জৈবতী কন্যার মন (Jaiboti Konnar Mon)

Unit IV: (চতুর্থ একক) **(10 Hours)**

গদ্য (Prose – Selected): স্বামী বিবেকানন্দ (Swami Vivekananda), প্রমথ চৌধুরী (Promoth Chowdhury), আবদুল করিম সাহিত্য বিশারদ (Abdul Karim Sahitya Bisharad), রাজশেখর বসু (Rajsekhar Basu), এস ওয়াজেদ আলী (S. Wazed Ali), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অন্নদাশঙ্কর রায় (Annadashankar Ray), সৈয়দ মুজতবা আলী (Syed Mujtaba Ali), বুদ্ধদেব বসু (Buddhadeb Basu), শেখ মুজিবুর রহমান (Sheikh Mujibur Rahman), আহমদ শরীফ (Ahmed Sharif), অশোক মিত্র (Ashok Mitra)

Tutorial **(15 Hours)**

(Background readings on the 20th Century Bengal, Background readings on the selected Genres, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Humāyun. *Ādhunik Bāṅlā Kabitā.* Ḍhākā: Āgamī Prakāśanī, 1994.

Āldīn, Selim. *Jaibatī Kanyār Man.* In *Selim Āldīn Racanāsaṅgra.* 4rtha khaṇḍa. Ḍhākā: Māulā Brādarś, 2009.

Basu, Buddhadeb, ed. *Ādhunik Bāṅlā Kabitā.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1973.

Basu, Buddhadeb. *Kāler Putul.* Kalkātā: New Age, 1959.

Bhaṭṭāchārya, Bijan. *Debīgarjan.* Kalkātā: Pramā Prakāśanī, 2001.

Bose, Buddhadeva. *An Acre of Green Grass.* Kolkata: Papyrus, 1982.

Brahmachārī, Śaktipada. *Śaktipada Brahmachārīr Kabitāsaṅgraha.* Tripurā: Akṣar Prakāśanī, 2008.

Chakrabartī, Achintyakumāra Sengupta. *Kallol Yuga.* Kalkātā: M. C. Sarkār ēnḍ Sans, 1951.

Dāś, Jībanānanda. *Kabitār Kathā.* Kalkātā: Signet Press, 1956.

Dāś, Pulin. *Baṅga Raṅgamañcha o Bāṅlā Nāṭak.* 2ẏa khaṇḍa. Kalkātā: M. C. Sarkār ēnḍ Sans, 1413 B.S.

Rāy, Aloka, Pavitra Sarkār, and Abhra Ghoṣa, eds. *Duś Bacharer Bāṅlā Prabandha-Sāhitya.* 1ma o 2ẏa khaṇḍa. Dilli: Sāhitya Akādemi, 2014.

Rahmān, Shekh Mujibur. *Asamāpta Ātmajībani.* Ḍhākā: The University Press Limited, 2017.

Sarkār**,** Bādal**.** *Ebam Indrajit.* Kalkātā: Dāśgupta, 1375 B.S.

Sarkār, Bādal. *Nāṭaker Parā-Pāṭh ēbaṁ Indrajit o Bāki Itihās.* Kalkātā: Kallol, 2008.

—. *Prabāser Hijibiji.* Kalkātā: Lekhanī, 2007.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Saroj. *Bāṅlā Kabitār Kālantar*. Kalkātā: De'j Pabliśiṅ, 2000.

Bhaṭṭāchārya, Sutapā. *Kabir Cokhe Kabi*. Kalkātā: Aruṇā Prakāśanī, 1987.

Chakrabartī, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j Pabliśiṅ, 1966.

Dāśgupta, Alokarañjan, and Debīprasād Baṇḍyopādhyāy. *Ādhunik Kabitār Itihās*. Kalkātā: De'j, 1966.

De, Adhīr. *Ādhunik Bāṅlā Prabandha Sāhityer Dhārā*. Kalkātā: Ujjal Sāhitya Mandir, 1988.

Hudson, W. H. *An Introduction to the Study of Literature*. Kolkata: Radha Publishing House, 2000.

Jāmān, Mānasi. *Bāṅlā Nāṭak (1940–1960): Ārtha-Sāmājik Dṛśyapaṭ*. Kalkātā: Jagatmātā Pabliśārś, 1992.

Nicoll, A. *The Theory of Drama*. Delhi: Doada House, 1996.

Rāy, Aloka. *Keho Bale Drāmāṭik*. Kalkātā: Pustak Bipani, 2004.

Seely, Clinton B. *Barisal and Beyond Essays on Bangla Literature*. New Delhi: Chronicle Books, 2008.

Śarīf, Āhmad. *Biś Śatake Bāṅālī*. Ḍhākā: Māulā Brādarś, 1999.

Sikdār, Aśrukumāra. *Ādhunik Bāṅlā Kabitār Digbalay*. Kalkātā: Aruṇā Prakāśan, 1975.

— *Kabir Kathā Kabitār Kathā*. Kalkātā: Aruṇā Prakāśanī, 1994.

Tripāṭhī, Dīpti. *Ādhunik Bāṅlā Kābya Parichay*. Kalkātā: De'j Pabliśiṅ, 1974.

SEMESTER I

DISCIPLINE SPECIFIC ELECTIVE COURSES (Open for students of Departments other than ILLS as well)

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 101

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
অনুবাদে ভারতীয় সাহিত্য (Indian Literature in Translation) **Code- OYPGBENCRDSE 101**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to the diversity of Indian literature across languages and regions.
- Explore the historical, cultural, and linguistic contexts that shaped modern Indian literary traditions.
- Encourage comparative reading of texts from different Indian languages through translation.
- Examine how Indian writers negotiate identity, regionality, and universality in their works.

Learning Outcomes:
By the end of this course, students will be able to:

- Demonstrate an understanding of major literary movements and themes in Indian literature.
- Analyse cross-cultural exchanges and regional specificities within Indian writing.
- Recognize the importance of translation in shaping pan-Indian literary discourse.
- Engage critically with representative texts reflecting India's linguistic and cultural plurality.

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

Unit I: (প্রথম একক) **(15 Hours)**

ভারতীয় সাহিত্যের ইতিহাস (History of Indian Literature)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

শিবরাম কারান্ত, *মাটির টানে (Marali Mannige)*, বিষ্ণুপদ ভট্টাচার্য (অনুবাদ / trans. Bishnupada Bhattacharya); ফকিরমোহন সেনাপতি, *উনিশ বিঘা দুই কাঠা (Chha Mana Atha Guntha)*, মৈত্রী শুক্ল (অনুবাদ / trans. Maitree Shukla)

Unit III: (তৃতীয় একক) **(10 Hours)**

ইরাবতী কার্বে, *যুগান্ত (Yuganta)*, অরুন্ধতী বন্দ্যোপাধ্যায় (অনুবাদ / trans. Arundhati Bandopadhyay)

Unit IV: (চতুর্থ একক) **(10 Hours)**

ভৈকম মহম্মদ বশীরের ছোটগল্প (নির্বাচিত) [Selected Short Stories of Vaikom Muhammad Basheer], মানবেন্দ্র বন্দ্যোপাধ্যায় (অনুবাদ / trans. Manabendra Bandopadhyay); সাঁওতালি সাহিত্য ও ককবরক সাহিত্য (Santali and Kokborok Literature)

Tutorial **(15 hours)**

(Background readings on India's linguistic and cultural history, Background readings on comparative literary studies, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts.)

Essential readings:

Bandopādhyāy, Arundhatī (anu.). *Yugānta.* New Delhi: Sāhitya Akademi, 1990.

Bandopādhyāy, Mānabendra. *Bhaikaṁ Muhammad Baśīrer Chhoṭagalpa.* Kolkata: Papyāras, 1993.

Bhaṭṭācāryya, Viṣṇupada (anu.). *Māṭir Ṭāne.* New Delhi: Sāhitya Akademi, 1977.

Bhāumik, Suhridkumār (anu. o sampā.). *Sãotāli Gān o Kavitā.* New Delhi: Sāhitya Akademi, 2006.

Dāś, Śiśirkumāra. *Bhārata Sāhityakathā.* Kolkata: Viśvabhāratī, 1999.

Muraśiṁ, Candrakānta (anu.). *Kokborok Loksāṅgīt o Kavitā.* New Delhi: Sāhitya Akademi, 2003.

Śukla, Maitrī (anu. o sampā.). *Uniś Bighā Dui Kāṭhā.* New Delhi: Sāhitya Akademi, 1959.

Suggested/Recommended readings:

Basu, Buddhadeba. *Sāhityacarcā.* Kolkata: De's, 1965.

Boulton, John Victor. *Phakirmohana Senāpati: His Life and Prose-Fiction.* Orissa: Orissa Sāhitya Akademi, 1993.

Dās, Śiśirkumāra. *A History of Indian Literature, 500–1399.* New Delhi: Sāhitya Akademi, 2005.

———. *A History of Indian Literature, 1800–1910.* New Delhi: Sāhitya Akademi, 1993.

———. *A History of Indian Literature, 1911–1956.* New Delhi: Sāhitya Akademi, 1995.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 102

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
দৃশ্য ও শ্রব্য মাধ্যমের সংস্কৃতি **(Print and Visual Culture)** **Code- OYPGBENCRDSE 102**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This paper will focus on three major areas of popular culture: print, visual, and mass media. It will:

- Introduce students to the basic aspects of print, visuals, and popular media, with special reference to Bengal.
- Provide a historical approach to the development of print, photography, film, and mass media.
- Explore the cultural impact of print, photography, film, and mass media on society.

Learning Outcomes:
By the end of this course, students will be able to:

- Understand the history of print, photography, film, and mass media in Bengal.
- Analyze the social and cultural significance of print, visual, and mass media.
- Explore the fields of print, photography, film, and mass media in a creative and critical way.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(10 Hours)**

মুদ্রণের সংস্কৃতি (Culture of Print): মুদ্রণযন্ত্রের আগমন ও বিস্তার, মুদ্রণ-প্রযুক্তির বিবর্তন, গ্রন্থনির্মাণের সেকাল একাল, প্রচ্ছদ ও অলংকরণ *(Introduction and spread of the printing press, evolution of printing technology, book production then and now, cover design and ornamentation)*

Unit II: (দ্বিতীয় একক) **(15 Hours)**

দৃশ্যরূপ (Visual Representation): ফোটোগ্রাফি, চলচ্চিত্র, বিজ্ঞাপন *(Photography, cinema, advertisement)*

Unit III: (তৃতীয় একক) **(10 Hours)**

বাংলা জনমাধ্যম (মুদ্রণ) [Bengali Mass Media (Print)]: সংবাদপত্র, আন্তর্জালের যুগে জনমাধ্যম *(Newspapers, mass media in the digital era)*

Unit IV: (চতুর্থ একক) **(10 Hours)**

বাংলা জনমাধ্যম (শ্রাব্য-দৃশ্য) [Bengali Mass Media (Audio-Visual)]: বেতার, দূরদর্শন *(Radio, television)*

Tutorial **(15 Hours)**

(Background readings on the Genre, Background readings on the development of print and other medias in Bengal, Group discussions of the current trends in print-culture, and mass media studies.)

Essential readings:

Chakrabartī, Sudhīr. *Dhrubapada Prasaṅga: Dṛśyarūpa.* Kalakātā: Dhrubapada, 2002.

Ghōṣ, Siddhārtha. *Chabi Ṭolā: Bāṅālir Phōṭōgrāphi-Carcā.* Kalakātā: Ānanda, 2015.

Khāstagīr, Āśiṣ. *Uniśa Śataker Bāṅlā Chāphākhānā.* Kalakātā: Sopān, 2014.

Lāhā, Pabitra Kumār. *Bhārater Saṅbādapatra O Gaṇamādhyaṁ Itihāser Kālapañjī.* Kalakātā: Kamalinī, 2012.

Mukhopādhyāẏ, Kālīś. *Bāṅlā Chalacitra Śilper Itihās 1897–1947.* Kalakātā: Patrabhāratī, 2012.

Suggested/Recommended readings:

Ācārya, Nirmalya, and Dibyendu Pālit. *Śatabarṣe Chalachitra.* Kalakātā: Ānanda, 1996–1998.

Ātarthī, Premāṅkur. *Nirbāk Yuger Chāẏāloker Kathā.* Kalakātā: Aruṇā Prakāśan, 2011.

Barthes, Roland. *Camera Lucida: Reflections on Photography.* New York: Hill and Wang, 1981.

Berger, John. *Ways of Seeing.* London: Penguin Books, 1973.

Bhadrā, Gautam. *Nẏāṛā Baṭṭalāẏā Yāẏ Ka'bār?* Kalakātā: Chātim Buks, 2011.

Bhattachārya, Amitābha. *Itihāse Janasaṁskr̥ti Parisare Uniśa-Biśa Śatak.* Kalakātā: Gāṅgachil, 2017.

Chakrabartī, Pinākī. *Chalachitrer Itihāse Niyu Thieṭārś.* Kalakātā: Ānanda, 2006.

Chakrabartī, Swapana, ed. *Mudraṇer Saṁskr̥ti O Bāṅlā Boi.* Kalakātā: Ababhās, 2007.

Chatterjee, Partha. *Text in Power: Emerging Disciplines in Colonial Bengal.* Minneapolis: University of Minnesota Press, 1995.

Ghōṣ, Debīprasāda. *Bāṅlā Bhāṣāẏ Chalachitra Carcā.* Kalakātā: Pratibhās, 2011.

Ghōṣ, Siddhārtha. *Prabandha Saṅgraha,* vols. 1–2. Kalakātā: Buk Phārma, 2018.

Hauser, Arnold. *The Social History of Art,* Vol. 4. London: Routledge, 1995.

Sen, Sukumāra. *Baṭṭalār Chhāpā O Chhabi.* Kalakātā: Ānanda, 1989.

Śrīpāntha. *Baṭṭalā.* Kalakātā: Ānanda, 1997.

Sontag, Susan. *On Photography.* New York: Anchor Books, 1990.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 103

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
নারীরচিত কথাসাহিত্য ও আত্মজীবনী (Women's Fiction and Autobiography) **Code- OYPGBENCRDSE 103**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- To offer reading of **selected fiction and autobiographies** written by women writers.
- To examine these writings in the context of their respective **socio-political and aesthetic positions**.
- To understand the **contribution** of selected authors in their respective genres.

Learning Outcomes:
By the end of this course, students will be able to:

- Students will be enabled to understand **important texts** written by women authors in Bengal.
- They will be able to interpret these works in the perspective of relevant **socio-political history** and **aesthetic modes**.

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

Unit I: (প্রথম একক) **(15 Hours)**

গল্প (Short Stories): অনুরূপা দেবী (Anurupa Devi), নিরুপমা দেবী (Nirupama Devi), আশালতা সিংহ (Ashalata Singh), মহাশ্বেতা দেবী (Mahasweta Devi), সেলিনা হোসেন (Selina Hossain), নাসরিন জাহান (Nasrin Jahan) — *(নির্বাচিত গল্প / Selected Stories)*

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস (Novels): *খনা মিহিরের ঢিপি (Khona Mihirer Dhipi)* — বাণী বসু (Bani Basu); *সখী রঙ্গমালা (Sakhi Rangmala)* — শাহীন আখতার (Shaheen Akhtar); *শামুকখোল (Shamukkhol)* — তিলোত্তমা মজুমদার (Tilottama Majumdar)

Unit III: (তৃতীয় একক) **(10 Hours)**

আত্মজীবনী ১ (Autobiographies – I): *আমার জীবন (Amar Jibon)* — রাসসুন্দরী দেবী (Rassundari Devi); *আমার মেয়েবেলা (Amar Meyebela)* — তসলিমা নাসরিন (Taslima Nasrin)

Unit IV: (চতুর্থ একক) **(10 Hours)**

আত্মজীবনী ২ (Autobiographies – II): *আমার কথা (Amar Katha)* — বিনোদিনী দাসী (Binodini Dasi); *আলো-আঁধারি (Alo-Andhari)* — বেবী হালদার (Baby Haldar) — *(নির্বাচিত অংশ / Selected Sections)*

Tutorial **(15 Hours)**

(Background readings on the Genres, Background readings on the Bengali Women's Movements, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ākhtār, Śāhīn. *Sakhī Raṅgamālā.* Ḍhākā: Beṅgal Pābliśikśans, 2015.

Bandyopādhyāẏ, Asitkumār, and Ajitkumār Ghoṣ, comp. and ed. *Bāṁlā Galpa Saṁkalan.* Dilhi: Sāhitya Ākādemi, 2001.

Basu, Bāṇī. *Khanā Mihirer Ḍhipi.* Kalakātā: Ānanda Pābliśārs, 2007.

Dāsī, Binodinī. *Āmār Kathā O Anānya Raconā.* Edited by Saumitra Caṭṭopādhyāẏ and Nirmālya Ācāryya. Kalakātā: Subarṇarekhā, 1422 B.

Dāsī, Rāssundarī. *Āmār Jīban.* Kalakātā: De'j Pābliśiṁ, 2015.

Ghoṣ, Ajāẏ. *Mahāśvetā Debīr Śreṣṭha Galpa.* Kalakātā: De'j Pābliśiṁ, 2009.

Ghoṣ, Sāgarmaẏ, ed. *Deś Subarṇajaẏantī Galpa Saṁkalan (1933–1983).* Kalakātā: Ānanda Pābliśārs, 2013.

Hāldār, Bebī. *Ālo-Āṁdhāri.* Paścimbaṅga: Rośnā'i Prakāśan, 2002.

Jāhān, Nāsrin. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Majumdar, Tilottamā. *Śāmukkhola.* Kalakātā: Ānanda Pābliśārs, 2005.

Nāsrin, Taslimā. *Āmār Meẏebelā.* Kalakātā: Ānanda Pābliśārs, 2013.

Suggested/Recommended readings:

Āniśujjāmān, and Mālekā Begam, eds. *Nārīr Kathā, Bāṅgāli Nārīr Adhikār Samparkita Bhābnā.* Ḍhākā: Oitijhya, 2012.

Bhaṭṭācāryya, Sutapā. *Se Nahi Nahi.* Kalakātā: Subarṇarekhā, 2004.

Ghoṣ, Sudakṣiṇā. *Meẏeder Upanyāse Meẏeder Kathā Kāhāke Theke Subarṇalatā.* Kalakātā: De'j Pābliśīṁ, 2008.

———. *Mṛṇāler Kalam.* Kalakātā: Pyāpirās, 2007.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 104

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
পাশ্চাত্য সাহিত্যতত্ত্ব (Western Literary Theory) **Code- OYPGBENCRDSE 104**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Understand various schools of literary theory, an essential foundation for literary studies.

- Familiarize students with key figures, concepts, and texts of classical and modern Western literary theory.
- Explore Classical Western schools of thought as well as important modern and contemporary approaches.
- Develop the ability to critically engage with theoretical frameworks in literary analysis.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the historical development and evolution of literary theory from classical to modern times.
- Analyze key concepts and ideas in classical and modern literary theory.
- Apply theoretical approaches to interpret and evaluate literary texts.
- Recognize the influence of different schools of thought on contemporary literary criticism.

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

Unit I: (প্রথম একক) **(15 Hours)**
ধ্রুপদী গ্রীক্ ও ল্যাটিন সাহিত্যতত্ত্ব (Classical Greek and Latin Literary Theory)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
রোমান্টিকতাবাদ, আধুনিকতাবাদ ও নব্য সমালোচনা পদ্ধতি (Romanticism, Modernism, and Neo-Critical Approaches)

Unit III: (তৃতীয় একক) **(10 Hours)**
মনঃসমীক্ষণী সাহিত্যপাঠ পদ্ধতি (Psychoanalytic Approaches to Literary Criticism)

Unit IV: (চতুর্থ একক) **(10 Hours)**
গঠনবাদ ও উত্তর-গঠনবাদ (Structuralism and Post-Structuralism)

Tutorial **(15 Hours)**

(Background readings on the cultural history of Poetics and Literary Theory, Background readings on the important figues of the selected schools, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:
Bhaduri, Sugata, and Simi Malhotra. *Literary Theory: An Introductory Reader*. Delhi: Anthem Press, 2010.

Dās, Śiśira Kumāra. *Kābyatattva: Aristotl.* Kalakātā: Āśā Prakāśanī, 1977.

Eliot, T. S. *The Sacred Wood and Major Early Essays.* New York: Dover, 1920.

Freud, Sigmund. *Pelican Freud Library: Art and Literature.* London: Pelican Books, 1973.

Russell, D. A. *Ancient Literary Criticism: The Principal Texts in New Translations.* Oxford: Clarendon Press, 1972.

Williams, Raymond. *Marxism and Literature.* New Delhi: Oxford University Press, 2010.

Wordsworth, William. *Preface to Lyrical Ballads.* Oxford: Oxford University Press, 1996.

Suggested/Recommended readings:

Atkins, W. H. J. *Literary Criticism in Antiquity.* 2 vols. Cambridge: Cambridge University Press, 1934.

Bohne, Carl Gorge. *Primitive Stage.* Calcutta: Firma K. L. M., 1971.

Culler, Jonathan. *Literary Theory: A Very Short Introduction.* Oxford: Oxford University Press, 2011.

Sūra, Cirañjība, ed. *Pratīccyer Sāhityatattva o Sāhityasamālocanā.* Kalakātā: Ālochana Chakra, 2016.

Wellek, René, and Austin Warren. *Theory of Literature.* London: Penguin Books, 1956.

SEMESTER II

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 201

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলাদেশের কথাসাহিত্য (Fiction of Bangladesh) **Code- OYPGBENCRDSE 201**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Provide an understanding of the contribution of selected authors in the history of fiction in Bangladesh.
- Facilitate close reading of selected novels and short stories.
- Examine the development of fiction in Bangladesh through selected literary texts.
- Encourage critical analysis and appreciation of narrative techniques and themes.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the general history of fiction in Bangladesh.
- Recognize the contributions of selected Bangladeshi authors to fiction.
- Analyze themes, styles, and narrative techniques in selected novels and short stories.
- Develop the ability to engage critically with literary texts from Bangladesh.

Total Hours of Teaching:

60 Hours (Lecture – 45; Tutorial – 15 Hours)

Unit I: (প্রথম একক) **(15 Hours)**

বাংলাদেশের কথাসাহিত্য — সংক্ষিপ্ত ইতিহাস (Bangladeshi Fiction — A Brief History)

Unit II: (দ্বিতীয় একক) **(10 Hours)**

উপন্যাস ১ (Novels – I): *সূর্যদীঘল বাড়ী (Surjodighol Bari)* — আবু ইসহাক (Abu Ishaq); *আবু ইব্রাহীমের মৃত্যু (Abu Ibrahim-er Morityu)* — শহীদুল জহির (Shahidul Zahir)

Unit III: (তৃতীয় একক) **(10 Hours)**

উপন্যাস ২ (Novels – II): *চিলেকোঠার সেপাই (Chilekothar Sepai)* — আখতারুজ্জামান ইলিয়াস (Akhtaruzzaman Elias); *হাঙ্গর নদী গ্রেনেড (Hangor Nodi Grenade)* — সেলিনা হোসেন (Selina Hossain)

Unit IV: (চতুর্থ একক) **(10 Hours)**

নির্বাচিত ছোটগল্প (Selected Short Stories): হাসান আজিজুল হক (Hasan Azizul Huq), আলাউদ্দিন আল আজাদ (Alauddin Al Azad), শহীদুল জহির (Shahidul Zahir), নাসরিন জাহান (Nasrin Jahan), মাহমুদুল হক (Mahmudul Haque), ইমদাদুল হক মিলন (Imdadul Haq Milan), শওকত ওসমান (Shawkat Osman), শওকত আলী (Shawkat Ali)

Tutorial **(15 Hours)**

(Background readings on the history of Bangladesh, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Ājād, Ālāuddin Al. *Svanirbācita Galpa.* Ḍhākā: Ba'ipatra, 2013.

Ālī, Śaukat. *Śaukat Ālīr Sab Galpa (1st kh.).* Ḍhākā: Dibya Prakāśan, 2016.

Ālam, Māhbubul. *Bāṁlā Sāhityer Itihās.* 14th ed. Ḍhākā: Khān Brādārs Eṇḍ Kampaṇī, 2012.

Bānu, Ābu. *Hāsān Ājijul Haquer Galper Samāj Bāstabtā.* Ḍhākā: Bāṁlā Ākāḍemī, 2005.

Enām, Ābu Henā Mostaphā, ed. *Māhmudul Haque Agranthita Galpa.* Bāṁlādeś: Sāhitya Prakāś, 2012.

Haq, Hāsān Ājijul. *Svanirbācita Galpa.* Bāṁlādeś: Nāndanika, 2012.

Hosen, Jāhid Muhammd. *Bāṁlādeśer Choṭogalpa Jīban O Samāj.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Hosen, Kāji Mausumī. *Ekaguccha Galpa.* Ḍhākā: Lekhālekhi, 2010.

Hosen, Selinā. *Hāṅgar Nadī Grened.* Bāṁlādeś: Ananyā Prakāśan, 2017.

Ilām, Ājhār. *Bāṁlādeśer Choṭogalpa: Biṣaẏbhābnā Svarūp O Śilpamūlya.* Ḍhākā: Bāṁlā Ākāḍemī, 1996.

— *Bāṁlā Sāhityer Itihās (Ādhunik Yug).* Ḍhākā: Ananyā, 2015.

Ilīẏās, Ākhtārūjjāmān. *Cilekoṭhār Sepā'i.* Kalakātā: Pratibhās, 1993.

Iśhāq, Ābu. *Sūrẏa Dīghal Bāṛī.* Ḍhākā: Naoroj Sāhitya Sambhār, 2017.

Milān, Imdādul Haq. *Śreṣṭha Galpa.* Ḍhākā: Mā'olā Brādārs, 2009.

Osman, Śaukat. *Bigata Kāler Galpa.* Ḍhākā: Samāẏ Prakāśan, 2012.

Raśīd, Mohāmmad Ābdur, ed. "Ābu Ibrāhīmer Mṛtyu." In *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Raśīd, Mohāmmad Ābdur, ed. *Śahīdul Jahir Samagra.* Bāṁlādeś: Pāṭhak Samābeś, 2013.

Rahmān, Mo. Māhbubur. *Bāṁlādeśer Itihās, 1947–71.* Ḍhākā: Samāẏ Prakāśan, 2006.

Suggested/Recommended readings:

Ākhtār, Śirīn. *Bāṁlādeśer Tinjan Upanyāsik.* Ḍhākā: Bāṁlā Ākāḍemī, 2001.

Ālī, Muhāmmad Idris. *Bāṁlādeśer Upanyās Sāhitye Madhyabitta Śreṇi (1947–70).* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ānśarjāmān. *Svarūper Sandhāne.* Kalakātā: De'j Pābliśiṁ, 2009.

Bhaṭṭācāryya, Tapodhīr. *Kathāparisar Bāṁlādeś.* Kalakātā: Baṅgīẏa Sāhitya Saṁsad, 2017.

De, Āmalendu. *Bāṅgālī Buddhijībī O Bicchinntābād.* Kalakātā: Ratnā Prakāśan, 1978.

Hosen, Saẏed Ākaram. *Bāṁlādeśer Sāhitya O Anānya Prabandha.* Ḍhākā: Bāṁlā Ākāḍemī, 1985.

Ikbāl, Śahīd. *Bāṁlādeśer Kabitār Itihās (1947–2000).* Ḍhākā: Rodelā, 2015.

— *Bāṁlādeśer Sāhityer Sampūrṇa Itibṛtta.* Ḍhākā: Kathāprakāś, 2016.

Majumdar, Ramendu, ed. *Bāṁlādeśer Nāṭyacarccār Tin Daśak.* Ḍhākā: Anyaprakāś, 2004.

Mahibul, Ājij. *Bāṁlādeśer Upanyāse Grāmīn Nimnabarga.* Ḍhākā: Jātīẏa Granth Prakāśan, 2004.

Omar, Badruddin. *Baṅgabhaṅga O Sāmpradāẏik Rājnīti.* Kalakātā: Cirāẏata, 1987.

Sāhā, Prithbīś, ed. *Ākhtārūjjāmān Ilīẏās Sāhitya O Samājbhābnā.* Kalakātā: Samabet Prayās, 1997.

Sarkār, Jīban, and Anasūẏā Kar, eds. *Dyāśer Bhāṣāẏ Galpa.* Kalakātā: Koḍeks, 2013.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 202

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

বিশ শতকের সাহিত্যিক ও সাংস্কৃতিক আন্দোলন (Literary and Cultural Movements of 20th Century) **Code-OYPGBENCRDSE 202**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to 20th century Bengali literature, building on the preceding course.
- Focus on the primary ideas and themes of 20th century modernist poetry.
- Examine the role of literary journals in shaping literary discourse.
- Explore the counter-culture and alternative literary movements of the 20th century.

Learning Outcomes:
By the end of this course, students will be able to:

- Develop a deeper understanding of 20th century literary practices in Bengal.
- Analyze the literary themes, styles, and ideas of modernist poetry.
- Understand the contribution of literary journals to the cultural and literary milieu.
- Recognize the influence of counter-cultural movements on Bengali literature.

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

Unit I: (প্রথম একক) **(15 Hours)**
বিশ শতকের আধুনিকতাবাদি কবিতা: ভাবাদর্শ ও গ্রহণ-প্রতিগ্রহণ (20th Century Modernist Poetry: Ideals and Reception)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
নির্বাচিত প্রবন্ধ (Selected Essays): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu)
নির্বাচিত কবিতা (Selected Poems): জীবনানন্দ দাশ (Jibanananda Das), সুধীন্দ্রনাথ দত্ত (Sudhindranath Dutta), অমিয় চক্রবর্তী (Amiya Chakraborty), বুদ্ধদেব বসু (Buddhadeb Basu), বিষ্ণু দে (Bishnu De)

Unit III: (তৃতীয় একক) **(10 Hours)**
বিশ শতকের সাহিত্য পত্রিকা (20th Century Literary Journals): প্রবাসী (Prabasi), ভারতবর্ষ (Bharatbarsha), সবুজ পত্র (Sabuj Patra), কল্লোল (Kallol), কালি-কলম (Kali-Kalam), প্রগতি

(Pragati), বিচিত্রা (Bichitra), শিখা (Shikha), পরিচয় (Porichoy), কবিতা (Kobita), কৃত্তিবাস (Kritibas), ক্ষুধার্ত (Khudarto)

Unit IV: (চতুর্থ একক) (10 Hours)

বিশ শতকের প্রতি-সংস্কৃতির ধারা (Counter-Cultural Trends of the 20th Century): হাংরি জেনারেশান আন্দোলন (Hungry Generation Movement), লিটিল ম্যাগাজিন আন্দোলন (Little Magazine Movement)

Tutorial (15 Hours)

(Background readings on the socio-cultural history of 20th century Bengal, Background readings on the life and contribution of selected authors, Background readings on the prescribed texts/journals/little magaznes, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Basu, Buddhadeb. *Kāler Putul*. Kalakātā: Ni'u Ej Pābliśārs, 2010.

Cakrabartī, Amiẏa. *Sāmpratik*. Kalakātā: Nābhānā Pābliśārs, 1963.

Dāś, Jībanānanda. *Kabītār Kathā*. Kalakātā: Signeṭ Pres, 1409 B.

Datta, Sudhīndranāth. *Sudhīndranāth Datter Prabandhasaṁgraha*. Kalakātā: De'j Pābliśiṁ, 2000.

Ghoṣ, Śaileśvar, ed. *Hāṅri Jeneresaner Sraṣṭhāder Kṣudhārta Saṁkalan*. Kalakātā: De'j Pābliśiṁ, 2015.

Suggested/Recommended readings:

Bhaṭṭācāryya, Gītā. *Bāṁlā Sāmaẏik Patrikāpuñjī*. Kalakātā: Baṅgīẏa Granthāgār Pariṣat, 2001.

Dāś, Uttam. *Hāṅri Śruti O Śāstrabirodhī Āndolan*. Kalakātā: Mahādiganata Prakāśanī, 1986.

— *Kṣudhita Janma O Anānya Prabandha*. Kalakātā: Mahādiganata Prakāśanī, 1995.

Ghoṣ, Śaileśvar. *Hāṅri Jenerāśān Āndolaner Itihās*. Kalakātā: Pramā, 1997.

Guh, Satya. *Ekāler Gadyapadyā Sāhitya Āndolaner Dalil*. Kalakātā: Adhunā Prakāśanī, 1970.

Kuṇḍu, Aśokkumār. *Patrikāpuñjī*. Kalakātā: Bāṁlābhāṣā Sāhitya O Saṁskṛti Gabēṣaṇā Saṁsthā, 1389 B.

Sen, Sabyasācī, ed. *Hāṅri Jeneresan Raconā Saṁgraha*. Kalakātā: De'j Pābliśiṁ, 2015.

DISCIPLINE SPECIFIC ELECTIVE COURSE- OYPGBENCRDSE 203

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
বাংলার লোকপরম্পরা (Folk Tradition of Bengal) **Code- OYPGBENCRDSE 203**	**4**	**3**	**1**	**NIL**	**As per the University rule**	**NIL**

Learning Objectives:
This course aims to:

- Introduce students to various genres of Bengali folk tradition
- Explain the salient features of different folk genres.
- Offer a detailed study of selected examples from each folk genre.
- Encourage critical and analytical engagement with folk literature.

Learning Outcome:
By the end of this course, students will be able to:

- Understand the key features of various Bengali folk genres.
- Analyse folk genres both textually and theoretically.
- Develop the ability to interpret folk literature within cultural and historical contexts.
- Engage critically with representative texts from Bengali folk traditions.

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

Unit I: (প্রথম একক) **(15 Hours)**
বাংলা লোকসংস্কৃতি চর্চার ইতিহাস (History of Bengali Folk Culture Studies)

Unit II: (দ্বিতীয় একক) **(10 Hours)**
বাংলার ব্রত ও পার্বণ (Bengali Vrats and Festivals)

Unit III: (তৃতীয় একক) **(10 Hours)**
ছড়া, ধাঁধা, প্রবাদ (Rhymes, Riddles, Proverbs)

Unit IV: (চতুর্থ একক) **(10 Hours)**
লোককথা ও লোকগীতি (Folk Tales and Folk Songs)

Tutorial **(15 Hours)**

(Background readings on the socio-cultural background of Folkloristics in Bengal, Background readings selected genres, Group discussions of the trends in the studies on prescribed authors and texts.)

Essential readings:

Aarne, A. *The Types of Folktale.* Helsinki, 1910.

Basāk, Śīlā. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 2000.

Bāske, Dhīrendranāth. *Ādibāsī Samāj o Pālāpārbaṇ.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2009.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Loksāhitya.* 6ṣṭha khaṇḍa. Kalkātā: De'j Pābliśiṁ, 1972.

Chakrabartī, Baruṇkumār. *Bāṅlār Loksāhitya Charcār Itihās.* Kalkātā: Pustak Bipani, 2013.

Chaudhuri, Kamal, sampā. *Bāṅlār Brata o Ālpanā.* Kalkātā: De'j Pābliśiṁ, 2015.

Datta, Lokanāth. *Sāoṭāl Kāhinī.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1998.

Datta Majumdar, Sabitā. *Prabād Prabachan.* Kalkātā: Thīmā, 2012.

Debī, Suhāsinī. *Meyelī Bratakathā.* Kalkātā: Pustak Bipani, 2013.

Ghoṣ, Bāsudev. *Prabāder Galpa.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2003.

Ghoṣ, Rītā. *Bāṅlā Lokakathār Ruptattva.* Kalkātā: Pustak Bipani, 2003.

Jhā, Śaktināth. *Bastubādī Bāul.* Kalkātā: De'j Pābliśiṁ, 2010.

Majumdar, Āśutoṣ. *Meyeder Bratakathā.* Kalkātā: Debasāhitya Kuṭir, 1999.

Majumdar, Divyajyoti. *Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskṛti o Ādibāsī Saṁskṛti Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 2007.

— *Lokakathār Aitihya.* Kalkātā: Lokasaṁskṛti o Ādibāsī Kendra, Tathya o Saṁskṛti Bibhāg, Paścimbaṅga Sarkār, 1986.

Pāl, Amar, o Dulāl Chaudhuri. *Bāṅlār Loksangīt.* Kalkātā: Pāñchālī Prakāśan, 1984.

Siddikī, Āśrāf. *Loksāhitya.* 2ẏa khaṇḍa. Ḍhākā: Gatidhārā, 2008.

Suggested/Recommended readings:

Baṇḍyopādhyāy, Salilkumār. *Rabīndranāth o Lokasaṁskr̥ti.* Kalkātā: De'j Pabliśiṅ, 1994.

Basāk, Śīlā. *Bāṅlā Dhādhār Biṣay Baichitrya o Sāmājik Parichay.* Kalkātā: Pustak Bipani, 1998.

—. *Bāṅlār Bratapārbaṇ.* Kalkātā: Pustak Bipani, 1998.

Bhaṭṭāchārya, Āśutoṣ. *Bāṅlār Lokanr̥tya.* 1ma khaṇḍa – Chhau. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1383 B.S.

—. *Bāṅlār Lokanr̥tya.* 2ẏa khaṇḍa – Bibidha Nr̥tya. Kalkātā: Kalikātā Jayguru Prinṭiṅ Oārks, 1389 B.S.

—. *Bāṅlār Loksāhitya.* 1ma saṁskaraṇ. Kalkātā: Kālkātā Buk Hāus, 1954.

—. *Bāṅlār Loksāhitya.* 1ma khaṇḍa – Ālocanā. Kalkātā: Kālkātā Buk Hāus, 1962.

—. *Baṅgīya Loksangīt Ratnākar.* 1ma khaṇḍa. Kalkātā: E. Mukhārjī, 1966.

—. *Bāṅlā Loksāhitya.* 6ṣṭha khaṇḍa – Prabād. Kalkātā: De'j Pabliśiṅ, 1972.

—. *Baṅgīya Loksangīt Ratnākar.* 3ẏa khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

—. *Baṅgīya Loksangīt Ratnākar.* 4rtha khaṇḍa. Kalkātā: Nabīn Sarasvatī Pres, 1977.

Chakrabartī, Baruṇkumār. *Bāṅlā Prabād Sthān Kāla.* Kalkātā: Pustak Bipani, 1982.

Majumdar, Divyajyoti. *Paścimbaṅger Ādibāsī Lokakathā.* Kalkātā: Lokasaṁskr̥ti o Ādibāsī Saṁskr̥ti Kendra, 2007.

Sarkār, Dīnendra Kumār. *Prabāder Utsa-Sandhāne.* Kalkātā: De Buk Sṭor, 1986.

Dissertation/ Academic Projects/ Entrepreneurship

SEMESTER III

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

SEMESTER IV

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.

A. Outcomes expected of Dissertation writing track in the 2nd Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Research Problem identification

ii. Review of literature

iii. Research design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation iii. Research output in the form of any one of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes

(Academic Project should be application-based research (not an exploratory or descriptive research) or real-life problem-solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Problem identification

ii. Review of literature

iii. Design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Project output in the form of any one of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

C. Learning outcomes of Entrepreneurship track in the 2nd Year of PG Programmes are as follows:

Milestones for VII Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Idea Generation and Validation	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.

3-4	Finalizing the Business Idea	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	Market Research and Customer Discovery	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.
7-14	Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

Week	Topic	Deliverable	Activities	Mentor Checkpoint
11-12	Financial and Legal Planning	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.

13-14	Pitch Preparation	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	Final Presentation and Review	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Review and Refinement of Prototype/ MVP	Review of the progress made in the 7th semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the 7th semester.	Review and approval of the refined business plan and prototype/MVP

Week	Topic	Deliverable	Activities	Mentor Checkpoint

3-12	Legal and Regulatory Compliance	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	Operational Planning	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.
5-10	Marketing and Sales Strategy	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.
9-14	Financial Planning and Fundraising	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.

9-14	Risk Management and	Risk management plan detailing	Identify key risks (e.g., market, operational,	Risk management
	Contingency Planning	potential risks and corresponding mitigation strategies.	financial) and develop contingency plans.	plan review and feedback.
13-14	Final Preparations for Launch	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and approval of launch readiness.
15-16	Final Presentation and Review	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

Ref: https://www.du.ac.in/uploads/new-web/17022025-ugcf-Final_scanned_Notification_3_pgcf.pdf

Annexure-9

MASTER OF ARTS

(COMPARATIVE INDIAN LITERATURE)

COURSES

FOR

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

Semester III and IV

for

Structure 1 (Level 6.5): PG Curricular Structure with Only Coursework



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

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

Updated final + edited syllabus as recommend by the Academic Branch.

अध्यक्ष/Head 6/1/26

भारतीय भाषा एवं साहित्यिक अध्ययन विभाग
Department of Indian Language & Literary Studies
दिल्ली विश्वविद्यालय, दिल्ली-110007, भारत
University of Delhi, Delhi-110007, India

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2	5-14
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3	15-37
SKILL BASED COURSES (SBC)	4	38-44
DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL	45-46	47-132

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

Discipline Specific Core Course (DSC)

SEMESTER III

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

SEMESTER IV

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

Discipline Specific Elective Courses (DSE)

(Apart from the Language DSE Pool)

SEMESTER III

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

SEMESTER IV

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

Skill Based Courses (SBC)

SEMESTER III

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

SEMESTER IV

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

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI

SEMESTER III

DISCIPLINE SPECIFIC CORE COURSE – CILDSC 301

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

Learning Objectives:

The Learning Objectives of this course is:

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

Course Learning Outcome:

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

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

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

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

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

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

UNIT – III Comparative Studies and Interdisciplinarity (5 hours)

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

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

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

TUTORIAL (15 hours)

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

Essential readings:

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

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

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

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

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

Suggested/Recommended readings:

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC CORE COURSE – CILDSC 302

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

Learning Objectives:

The course aims to:

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

Learning outcomes:

After completing the course, students will be able to:

- Demonstrate conceptual clarity in thematology and apply it effectively in literary analysis.
- Conduct thematic comparisons across linguistic, regional, and temporal traditions in Indian literature.
- Critically examine mythic, folkloric, and oral elements as foundations for thematic formations in Indian texts.
- Produce coherent thematic interpretations through analytical essays, presentations, or digital mapping projects.
- Recognize the relevance of thematic study in understanding cultural, ideological, and aesthetic formations in Indian literary traditions.

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

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

UNIT – II: Thematology in History **(10 hours)**

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

UNIT – III: Thematology in the Indian Context **(10 hours)**

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

UNIT – IV: Thematology in Action **(10 hours)**

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

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

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

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

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

Suggested/Recommended readings:

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

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

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

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

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

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

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

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

SEMESTER IV

DISCIPLINE SPECIFIC CORE COURSE- CILDSC 401

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

Learning Objectives:

The Learning Objectives of this course is:

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

Course Learning Outcome:

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

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

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

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

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

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

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

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

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

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

TUTORIAL (15 hours)

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

Essential readings:

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

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

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

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

Suggested/Recommended readings:

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

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

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

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

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

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

DISCIPLINE SPECIFIC CORE COURSE- CILDSC 402

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

Learning Objectives:

The Learning Objectives of this course is:

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

Course Learning Outcome:

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

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

UNIT – I Understanding 'Theory' as a category (5 hours)

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

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

UNIT – IV Search for 'Indian' theories in contemporary academia (10 hours)

TUTORIAL (15 hours)

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

Essential readings:

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

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

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

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

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

Kapoor, Kapil. & Singh, Awadhesh Kumar. (Eds.). (2005). *Indian Knowledge System*, Vol: 1 and II, Delhi: D. K. Printworld Ltd. (Select Chapters)

Suggested/Recommended readings:

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSES

SEMESTER III

(Apart from the Language DSE Pool)

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 301

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

Corse objectives:

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

Learning outcomes:

Understanding of the changes in the definition of Coloniality of Mind, Decoloniality as a Concept, and Swaraj as concepts.

Historical outline of the development of this journey across continents

Knowledge of the terms used, and battled around this journey.

UNIT – I **(10 hours)**

Changing definitions of Swaraj

UNIT – II **(10 hours)**

Changing definitions of Decoloniality

UNIT – III **(10 hours)**

Academic movements towards Swaraj and Decoloniality

UNIT – IV **(15 hours)**

Literary and Cultural movements towards Swaraj and Decoloniality

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

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

Suggested Readings:

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 302

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

Learning Objectives:

This course aims:

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

Learning Outcomes:

By the end of this course, students will be able

- to critically understand Indian culture, history, and society from women's perspectives and recognize how gender politics shapes language, customs, and community identity.
- to analyze how patriarchy, caste discrimination, and social reform are negotiated differently by women writers across regions and languages.
- to apply feminist, subaltern, and intersectional theories to interpret women's texts and evaluate how women construct self, identity, and agency through literature.
- to compare women's writings across Indian languages and traditions, connecting oral narratives, folk expressions, and contemporary digital storytelling as evolving forms of women's creative expression.

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

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

Unit II: Women's Presence and Voice in Literature (10 hours)

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

Unit III: Historical Survey of Women in Indian Literary Representations (10 hours)

Vedic literature, post-Vedic literature

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

Unit IV: Women in Indigenous, Oral, and Literary Traditions (15 hours)

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

TUTORIAL (15 hours)

Prescribed Texts:

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

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

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

"Can the Subaltern Speak?"- Gayatri Chakravorty Spivak

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

S& F Online: The Scholar and Feminist XXX: Past Controversies, Present

Challenges and Future Feminisms. 3.3-4.1, Fall 2005

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 303

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

Learning Objectives:

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

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

Learning outcomes:

The Learning Outcomes of this course are as follows:

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

UNIT – I The concept of 'tribe and its definitional issues, indigenous lore and life (10 hours)

UNIT – II Various forms and genres of Indigenous literature (10 hours)

UNIT – III Indigenous(tribal) literature in Indian context (with special reference to Northeast India) (10 hours)

UNIT – IV Critical Readings of select texts from Indian Indigenous (tribal) literature (15 hours)

TUTORIAL (15 hours)

Essential readings:

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

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

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

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

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

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

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

Suggested/Recommended readings

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC Elective COURSE – CILDSE 304

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

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students towards a new area of investigation where literature comes out as the source of the historical, social, and political situations of the country during and after the partition of India.

- To study the narratives of partition and their reflections in Indian literature and culture.
- To provide scope for interdisciplinary studies and fostering a deeper understanding of its impact on society, culture, politics, and identity.

Course Learning Outcome:

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

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

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

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

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

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

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

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

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

Novels:

Ajho- Hari Motwani

Autobiography:

The Pages of My Life – Popati Hiranandani

Select short stories:

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

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

Travelogue:

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

Film:

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

TUTORIAL **(15 hours)**

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

Suggested/Recommended readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 305

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

Learning Objectives:

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

Course Outcomes:

After completing this course the students will

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

Unit 1: Foundations of Folklore Studies **(15 hours)**

Introduction to Folklore: Definitions, Scope, and Importance

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

Relationship Between Folklore and Culture

Unit 2: Folklore in Print and Cinema **(10 hours)**

The Impact of Printing Press and Written Documentation on Folk Traditions

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

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

Unit 3: Fake Lore, Politics, and Cultural Appropriation **(10 hours)**

Fake Lore vs. Authentic Folklore: Understanding the Distinctions

Political Uses of Fake Lore in Nationalist Discourses

The Role of Digital Platforms in Constructing and Spreading Fake Lore

Unit 4: Digital Folklore and Emerging Narratives **(10 hours)**

Introduction to Digital Folklore: Definition, types and Characteristics

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

Role of Folklore in Digital Identity,

No more folklore Intangible culture

TUTORIAL **(15 hours)**

Essential readings:

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

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

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

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

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

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

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

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

Suggested readings:

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

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

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

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

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

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

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

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

DISCIPLINE-SPECIFIC ELECTIVE COURSE

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 401

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

Learning Objectives:

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

Learning outcomes:

The Learning Outcomes of this course are as follows:

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

UNIT – I The concept of narrative and narrative tradition **(15 hours)**

UNIT – II Scriptural narratives in India **(10 hours)**

UNIT – III Performance based and oral Narrative traditions in India **(10 hours)**

UNIT – IV Pictural narratives and other visual narrative traditions in India **(10 hours)**

TUTORIAL **(15 hours)**

Essential readings:

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

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

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

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

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

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

Suggested/Recommended readings

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 402

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

Learning Objectives:

This course

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

Course Learning Outcomes:

By the end of the course, students will :

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

Unit I – Introduction to Oral Epics **(10 hours)**

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

Unit II – Regional Oral Epics of India **(15 hours)**

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

Unit III – Oral Epics: Gender, Caste, and Subaltern Perspectives **(10 hours)**

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

Unit IV – Theoretical perspective of oral epics **(10 hours)**

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

TUTORIAL **(15 hours)**

Essential readings:

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

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

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

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

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

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

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

Richard Schechner Performance Studies An Introduction Routledge Publication, 2020.

Suggested readings:

Aida Vidan. Embroidered with Gold, Strung with Pearls: The Traditional Ballads of Bosnian Women, Harvard University Press,2003
Lord, Albert B. The Singer of Tales. Cambridge: Harvard University Press, 1960 Magoun, Francis P., Jr. "Oral-Formulaic Character of Anglo-Saxon Narrative Poetry", Speculum, 28 (1953): 446–67.
Milman Parry. "Studies in the Epic Technique of Oral Verse-Making. I. Homer and Homeric Style" Harvard Studies in Classical Philology, Vol. 41 (1930), pp. 73-147
Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. I: Homer and Homeric Style." Harvard Studies in Classical Philology Vol. 41 (1930), 73–143.
Bauman, Richard, and Charles L Briggs. "Poetics and Performances as Critical Perspectives on Language and Social Life", Annual Review of Anthropology, vol. 19 (1990), pp. 59–88.
Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. II: The Homeric Language as the Language of an Oral Poetry." Harvard Studies in Classical Philology Vol. 43 (1932), 1–50.
Stuart H. Blackburn. Singing of Birth and Death: Texts in Performance the University of Pennsylvania Press, 2015.
Stuart Blackburn –Oral Epics of India
Lauri Honko – Textualization of Oral Epics
Vanamamalai, N., Interpretation of Tamil Folk Creations Trivandrum : Dravidian Linguistics Association, 1981;

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 403

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

Learning Objectives:

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

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

Learning Outcomes

After completing this course, you will be able to:

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

Unit I: Bhakti: Basic concepts **(15 hours)**

Defining the concept of 'Bhakti' (devotion).

A brief overview of key Bhakti texts.

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

The Origins and Growth of the Bhakti Movements in India.

Key characteristics shared by all Bhakti movements.

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

Unit II: The Many Faces of Devotion **(10 hours)**

An understanding of different Bhakti groups and their philosophies.

The course will focus on major traditions, including:

Shaivism, Vaishnavism, Shaktism, Sufism

Unit III: Exploring the different forms of Bhakti expression **(10 hours)**

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

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

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

Unit IV: The Bhakti Saints **(10 hours)**

Understanding the hagiography tradition,

Women Bhakti Saints: Andal, Karaikkkal Ammaiyar, Akka Mahadevi, Mira Bai, Janabai, Lalded,

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

Prescribed Texts:

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

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

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

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

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

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

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

TUTORIAL **(15 hours)**

Suggested Readings:

Chatterjee, A.N. (1983). *Srikrsna Caitanya: A Historical Study of Gaudiya Vaisnavism*. New Delhi: Associated Publishing Company.

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

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

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

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

Sharma, Krishna. (1987). *Bhakti and Bhakti Movement: A New Perspective*. Delhi: Munshiram Manoharlal Publishers Private Ltd.

Singh, Daljeet and Kharak Singh. (Eds.). (1996). *Sikhism: Its Philosophy and History*. Chandigarh: Institute of Sikh Studies.

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

Further Readings:

Bhattarcharya, N.N. (1989). Ed. Medieval Bhakti Movements in India. New Delhi: Munshiram Manoharlal Publishers Private Ltd.

Eaton, Richard M. (2015). Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 404

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

Learning Objectives:

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

Learning outcomes:

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

Unit I – From Manuscript to Print: Technologies and Transitions (10 hours)

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

Unit II – Institutions, Markets, and the Public Sphere (10 hours)

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

Unit III – Language, Literature, and Print Modernity (10 hours)

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

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

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

TUTORIAL (15 hours)

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

Essential readings:

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

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

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

Chakraborty, Swapan, and Abhijit Gupta, eds. *Print Areas: Book History in India*, Vol. 1. Delhi: Permanent Black, 2004.
Priolkar, Anant Kakba. *The Printing Press in India*. Bombay: Marathi Samshodhana Mandala, 1958.

Suggested/Recommended readings

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

British Museum. *Catalogue of Bengali Printed Books in the Library of the British Museum* (1886); *Supplementary Catalogue* (1910).
British Museum. Dept. of Oriental Printed Books and Manuscripts. *Various Catalogues*.
Dhingra, Kanupriya. *Old Delhi's Parallel Book Bazaar*. Cambridge University Press, 2024.
Feather, John. *A Dictionary of Book History*. London: Routledge, 1986.
Ghosh, Anindita. *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778–1905*. Delhi: Oxford University Press, 2006.
Gupta, Abhijeet. *The Spread of Print in Colonial India into the Hinterland*. Cambridge University Press, 2021.
Joshi, P. N. *A Hundred Years of Bengali Press*. Calcutta, 1920. [Archive.org link].
Joshi, Priti. *Empire News: The Anglo-Indian Press Writes India*. Albany: SUNY Press, 2021.
Joshi, P. R. *In Another Country: Colonialism, Culture and the English Novel in India*. New York: Columbia University Press, 2002.
Koegler, Caroline, and Corinna Norrick-Ruhl. *Are Books Still "Different"?: Literature as Culture and Commodity in a Digital Age*. Cambridge University Press, 2023.
Mitra, Samarpita. *Periodicals, Readers and the Making of a Modern Literary Culture: Bengal at the Turn of the Twentieth Century*. Leiden: Brill, 2020.
Orsini, Francesca, ed. *The History of the Book in South Asia*. London: Routledge, 2013.
Roy, Tapti. *Print and Publishing in Colonial Bengal: The Journey of Bidyasundar*. New York: Routledge, 2019.
Sebastian, Pradeep. *The Book Beautiful: A Memoir of Collecting Rare and Fine Books*. New Delhi: Hachette India, 2023.
Shaw, Graham. *Printing in Calcutta to 1800: A Description and Checklist of Printing in Late 18th Century Calcutta*. London: The Bibliographical Society, 1981.

Stark, Ulrike. *The Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India*. Ranikhet: Permanent Black, 2007.
Venkatachalapathy, A. R. *The Province of the Book: Scholars, Scribes and Scribblers in Colonial Tamilnadu*. Delhi: Permanent Black, 2012.

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

SKILL-BASED COURSE

SEMESTER III

SKILL-BASED COURSE- CILSBC 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Manuscript Reading CILSBC 301	2	1	NIL	1	Graduation	NIL

Learning Objectives:

- Understand the basics of manuscripts, their history, materials, and preservation methods
- Learn techniques of deciphering and cataloguing manuscripts
- Explore Tamil and Sanskrit palm-leaf manuscripts, archival sources, and digital preservation

Learning outcomes:

- Understand how Indian language manuscripts preserve historical knowledge while adapting to digital advancements
- Recognize the importance of palm-leaf manuscripts as sources of ancient culture, language, and knowledge systems
- Identify the diverse fields (literature, medicine, astronomy, philosophy) represented in Indian language manuscripts

Unit 1: Manuscript Writing Tradition in India **(7 hours)**

History of manuscript writing in India Types of manuscripts Materials used: Palm leaves, copper plates, stone inscriptions writing instruments: Stylus (ezhuthani), ink, and other tools Role of temples, matas, in manuscript preservation

Unit 2: Themes and Preservation of Manuscripts **(8 hours)**

Manuscripts include literary (Bhakti), scientific (Ayurveda, Siddha, astronomy, astrology), religious (Saiva, Vaishnava, Jain, Buddhist), and folklore ballads. They deteriorate due to climate, insects, and handling. Traditional preservation involved careful storage and recopying, while modern methods use chemical treatment and digitization, supported by government and private archives

Practical **(30 Hours)**

- Observation & Identification – (5 Hours)
- Classification Practice – (5 Hours)
- Writing Simulation (*ezhuthani*) – (5 Hours)
- Preservation Practice – (5 Hours)
- Digital Archive Work – (5 Hours)
- Mini Project – (5 Hours)

Suggested Readings:

Pandurangan, A., and P. Martuthanayagam, editors. *Palm-Leaf and Other Manuscripts in Indian Languages: Proceedings of the National Seminar*.Chennai: Institute of Asian Studies. 1996.

William Taylor Oriental Historical Manuscripts, in the Tamil Language Delhi:Isha Books 2013

Web Sources;

https://www.caluniv.ac.in/academic/LibSc/Study/Manuscript.pdf

https://www.idc.iitb.ac.in/resources/dt-july-2009/Palm.pdf

https://www.jetir.org/papers/JETIR1902774.pdf

https://palms.org/wp-content/uploads/2016/05/vol47n3p125-129-1.pdf

https://shs.hal.science/halshs-01946663/file/Francis_2017_the_other_way_round.pdf

https://cool.culturalheritage.org/coolaic/sg/bpg/annual/v28/bpga28-17.pdf

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

SKILL-BASED COURSE- CILSBC 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Project Work and Methodology **CILSBC 302**	2	1	NIL	1	Graduation	NIL

Learning Objectives:

This course guides students through the process of creating their own research project. The aim is to move beyond textbook theory and build practical skills. Students will learn by doing, managing a project from the initial idea to the final paper. This hands-on approach will prepare students for higher studies and professional work by teaching them how to handle a significant project, gather real-world information, analyse it, and write a strong report.

Learning Outcome:

Upon completing this course,

- students will possess the practical skills necessary to write a whole research paper/dissertation.
- Students will be comfortable with the entire research process: from picking a topic to submitting the final draft.
- They will learn how to write in a clear, professional style, edit their own work, and format a paper correctly.
- The course also focuses on research ethics, teaching students how to use sources and avoid plagiarism properly.

Unit I. The Basics: What is Research? **(7 hours)**

- What is a research paper? How is it different from a simple essay?
- Finding a topic
- Selection of the topic
- The Research Question
- Knowing research limitations

Unit II. Writing Final Paper **(8 hours)**

- Structuring paper
- Writing the first draft
- Editing and Revising
- Formatting

Practical **(30 Hours)**

Further Reading:

MLA Handbook: Rethinking Documentation for the Digital Age (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016. (Subsequent Revised Eds. of MLA Handbook)

MLA Style Sheet (Latest Edition).

Suggested Readings:

Booth, Wayne C. (et al). (2024). The Craft of Research. (Fifth Edition). Chicago: The University of Chicago Press.

Creswell, John W. (and J. David Creswell). (2022). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (Sixth Edition). Thousand Oaks: SAGE Publications.

Eco, Umberto. (2015). How to Write a Thesis. (Translated by Caterina Mongiat Farina and Geoff Farina). Cambridge: The MIT Press.

Guerin, Wilfred L. (2010). Eds. A Handbook of Critical Approaches to Literature. (Fourth edition). Delhi: OUP.

Harris, Steven R. (and Kathleen A. Johnson). (2009). Eds. Teaching Literary Research: Challenges in a Changing Environment. Chicago: Association of College and Research Libraries.

Kothari, C. R. (2008). Research Methodology: Methods and Techniques. New Delhi: Wiley and Eastern Ltd.

Kumar, Ranjit. (2014). Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: Sage Publications.

Marcuse, Michael J. (1990). A Reference Guide for English Studies. Oxford: University of California Press.

Pandey, Prabhat (and Meenu Mishra Pandey). (2021). Research Methodology: Tools and Techniques. New Delhi: Bridge Centre.

Turabian, Kate L. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers. (Ninth Edition). Chicago: The University of Chicago Press.

Williams, Kate (and Jude Carroll). (2009). Referencing and Understanding Plagiarism. London: Palgrave Macmillan.

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

SEMESTER IV
SKILL-BASED COURSE- CILSBC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Digital Tools and AI Applications in Literary Studies CILSBC 401	**2**	**1**	**NIL**	**1**	**Graduation**	**NIL**

Learning Objectives:
This course aims to:

- Introduce the scope and significance of digital humanities and artificial intelligence (AI) in literary research.
- Train students to manage bibliographies and digital notes using reference management tools such as Zotero and Obsidian.
- Develop foundational skills in data organization, text corpus creation, and digital text analysis.
- Familiarize students with AI-assisted research tools for text processing and interpretation.
- Encourage ethical and critical awareness in the application of digital and AI tools within academic and literary studies.

Learning outcomes:
By the end of this course, students will be able to:

- Demonstrate competence in using digital and AI tools for organizing and conducting literary research.
- Manage bibliographic and note-based data efficiently through platforms like Zotero and Obsidian.
- Create and structure literary datasets and perform basic text analysis and exploration.
- Utilize AI tools for summarization, thematic analysis, and bibliographic mapping.
- Critically assess the potentials and limitations of digital and AI technologies in the humanities.

UNIT – I: Digital Humanities and Research Management Tools (8 hours)

- Overview of Digital Humanities: evolution, scope, and importance in literary studies.
- Digital text vs. printed text; metadata, digitization, and open-access culture.
- Research organization:
- Reference management using Zotero.
- Note-linking and digital annotation using Obsidian.
- Structuring bibliographic databases and interlinking texts, themes, and annotations.
- Ethical citation and responsible data usage.

UNIT – II: Digital Archives, Data Structuring, and AI Applications (7 hours)

- Exploring major archives and databases: DSAL, SAOA, Bichitra, Archive.org, CrossAsia Repository.
- Data structuring for literary research: spreadsheet and CSV basics.
- Introduction to corpus exploration tools: Voyant Tools, AntConc.
- Introduction to AI in Literary Studies:
- Understanding AI-assisted text analysis and semantic clustering.
- Using AI platforms (ChatGPT, Claude, Perplexity, etc.) for:
  - Research idea generation and bibliographic discovery
  - Text summarization, theme identification, and comparison
  - Draft refinement and annotation
- Discussion: Ethics, authorship, and academic integrity in the age of AI.

PRACTICAL (30 hours)

- Setting up a Zotero library and Obsidian vault for a literary theme or author.
- Creating a small corpus of literary texts and performing keyword or theme analysis using Voyant Tools or an AI assistant.
- Building a mini digital portfolio combining Zotero, a CSV dataset, and AI-generated Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). *A Companion to Digital Humanities.*

Essential readings:

Schreibman, Susan, Ray Siemens, and John Unsworth, eds. *A Companion to Digital Humanities*. Oxford: Blackwell.

Burdick, Anne et al. *Digital_Humanities*. Cambridge, MA: MIT Press, 2012.

Drucker, Johanna. *Digital Humanities Coursebook*. London: Routledge, 2021.

Suggested/recommended readings:

Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis*. Chicago: University of Chicago Press.

Warwick, A. "Making Digital Humanities Work for Literary Studies." *Literary and Linguistic Computing* (2013).

Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production*. Cambridge, MA: Harvard University Press, 2014.

Tenen, Dennis. *Plain Text: The Poetics of Computation*. Stanford: Stanford University Press, 2017.

Digital and AI Tools:

- Zotero — https://www.zotero.org
- Obsidian — https://obsidian.md
- Voyant Tools — https://voyant-tools.org
- AntConc — https://www.laurenceanthony.net/software/antconc/
- Archive.org — https://archive.org
- CrossAsia Repository — https://crossasia-repository.ub.uni-heidelberg.de
- ChatGPT — https://chat.openai.com
- Perplexity AI — https://www.perplexity.ai

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

SKILL BASED COURSE CILSBC 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisil of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Techniques of Translation **Code-CILSBC 402**	**2**	**1**	**Nil**	**1**	**Graduation**	**Nil**

Learning Objectives:

- This skill based course will focus on enhancing translation skills between languages.
- This course will discuss the techniques to be used when translating a text from one language to another manually or through machine.
- The course will also focus on advertising translation, speech translation, and translating legal documents.

Learning Outcomes:

- It is expected that the students will gain some skills in translation.
- This will help them in future employment.

Unit I: **(7 hours)**
Basic requirement of Translation

Unit II: **(8 hours)**
Methods and tools of translation

Practical: **(30 hours)**
(As practical part of this course, projects/workshops on translation of any fictional or non-fiction text written in English into various Indian languages or workshops on translation of any text written in Indian languages from that language into English will be conducted. Review of the translated texts will also be done in Practical session.)

Suggested/ Recommended readings:

Bassnett, Susan. *Translation Studies*, London and NY: Methuen, 1980.
Das, Bijay Kumar. *The Horizon of Translation Studies*. New Delhi: Atlantic Publishers, 1998.
Kalyani, P.K. *Translation Studies*. New Delhi: Creative Books, 2001.

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

MASTER OF ARTS

(COMPARATIVE INDIAN LITERATURE)

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

DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL

I to IV Semester

Note: Students are required to take one of the following DSEs (in progression mode) each semester.

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
CILDSEA 001		Introduction to Assamese Language-I	03	01	04
CILDSEA002		Introduction to Assamese Language-II	03	01	04
CILDSEA 003		Introduction to Assamese Language-III	03	01	04
CILDSEA 004		Introduction to Assamese Language-IV	03	01	04
CILDSEB 001		Introduction to Bengali Language – I	03	01	04
CILDSEB 002		Introduction to Bengali Language – II	03	01	04
CILDSEB 003		Introduction to Bengali Language – III	03	01	04
CILDSEB 004		Introduction to Bengali Language – IV	03	01	04
CILDSEG 001		Introduction to Gujarati Language – I	03	01	04
CILDSEG 002		Introduction to Gujarati Language – II	03	01	04
CILDSEG 003		Introduction to Gujarati Language – III	03	01	04
CILDSEG 004		Introduction to Gujarati Language – IV	03	01	04
CILDSEK 001		Introduction to Kannada Language – I	03	01	04
CILDSEK 002		Introduction to Kannada Language – II	03	01	04
CILDSEK 003		Introduction to Kannada Language – III	03	01	04

CILDSEK 004		Introduction to Kannada Language – IV	03	01	04
CILDSEMAL 001		Introduction to Malayalam Language – I	03	01	04
CILDSEMAL 002		Introduction to Malayalam Language – II	03	01	04
CILDSEMAL 003		Introduction to Malayalam Language – III	03	01	04
CILDSEMAL 004		Introduction to Malayalam Language – IV	03	01	04
CILDSEMAN 001		Introduction to Manipuri Language – I	03	01	04
CILDSEMAN 002		Introduction to Manipuri Language – II	03	01	04
CILDSEMAN 003		Introduction to Manipuri Language – III	03	01	04
CILDSEMAN 004		Introduction to Manipuri Language – IV	03	01	04
CILDSEMAR 001		Introduction to Marathi Language – I	03	01	04
CILDSEMAR 002		Introduction to Marathi Language – II	03	01	04
CILDSEMAR 003		Introduction to Marathi Language – III	03	01	04
CILDSEMAR 004		Introduction to Marathi Language – IV	03	01	04
CILDSEO 001		Introduction to Odia Language – I	03	01	04
CILDSEO 002		Introduction to Odia Language – II	03	01	04
CILDSEO 003		Introduction to Odia Language – III	03	01	04
CILDSEO 004		Introduction to Odia Language – IV	03	01	04
CILDSES 001		Introduction to Sindhi Language – I	03	01	04
CILDSES 002		Introduction to Sindhi Language – II	03	01	04
CILDSES 003		Introduction to Sindhi Language – III	03	01	04
CILDSES 004		Introduction to Sindhi Language – IV	03	01	04
CILDSETAM 001		Introduction to Tamil Language – I	03	01	04
CILDSETAM 002		Introduction to Tamil Language – II	03	01	04
CILDSETAM 003		Introduction to Tamil Language – III	03	01	04
CILDSETAM 004		Introduction to Tamil Language – IV	03	01	04
CILDSETEL 001		Introduction to Telugu Language – I	03	01	04
CILDSETEL 002		Introduction to Telugu Language – II	03	01	04
CILDSETEL 003		Introduction to Telugu Language – III	03	01	04
CILDSETEL 004		Introduction to Telugu Language – IV	03	01	04

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I Introduction to Assamese language (9 hours)

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

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

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

UNIT – III Basic Grammar (12 hours)

- Parts of speech

- Verb
- Tense

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

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

TUTORIAL (15 hours)

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

Essential readings:

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

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

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

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

Suggestive readings/recommended:

Dictionary

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(9 hours)**

Assamese Phrases and Proverbs

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

- Number
- Gender
- Salient features of Assamese language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(12 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

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

Suggested/Recommended readings:

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

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

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

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

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

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

Dictionary

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 003

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

Learning Objectives:

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

Learning Outcomes:

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

UNIT – I **(10 hours)**

Grammar

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

UNIT – II **(10 hours)**

Daily conversation in Assamese

UNIT – III **(15 hours)**

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

UNIT – IV **(10 hours)**

Selected Assamese Poems

TUTORIAL **(15 hours)**

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

Suggestive readings:

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

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

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

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

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

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

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

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

Dictionary

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 004

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

Learning Objectives:

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

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

Learning Outcomes:

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

UNIT – I **(5 hours)**

Summary Writing

UNIT – II **(10 hours)**

Translation

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

UNIT – III **(15 hours)**

History of Assamese Literature

UNIT – IV **(15 hours)**

Text

- Essay
- Novel

TUTORIAL **(15 hours)**

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

Suggestive readings:

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

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

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

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

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

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

Essential readings:

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

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

Dictionary

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

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

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

www.xobdo.org

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – CILDSEB 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I **(10 hours)**

Introduction to Bengali language

UNIT – II **(15 hours)**

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

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

UNIT – III **(10 hours)**

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & subjunctive

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

UNIT – IV **(10 hours)**

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEB 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(12 hours)**

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

UNIT – II **(9 hours)**

Reading comprehension

UNIT – III **(12 hours)**

Writing Skills and Content Development

UNIT – IV **(12 hours)**

Translation from another language to Bengali

Translation from Bengali to another language

TUTORIAL **(15 hours)**

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

Suggested/recommended readings:

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 003

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

Learning Objectives:

The Learning Objectives of this course are:

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

Learning outcomes:

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

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

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

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

UNIT – II Daily Conversation Skills **(15 hours)**

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

UNIT – III Description Skills **(10 hours)**

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

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

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

TUTORIAL **(15 hours)**

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

Suggested/Recommended Readings:

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

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

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

August 1999.

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 004

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning outcomes:

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

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

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

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

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

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

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

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

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

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

TUTORIAL **(15 hours)**

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

Suggested/Recommended Readings:

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

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

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

August 1999.

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I **(5 hours)**

Gujarati language and its silent features.

UNIT – II **(15 hours)**

Sounds and letters, Framing the words and sentences

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

UNIT – III **(15 hours)**

Basic Grammar

- Parts of speech
- Verb
- Types of sentences

UNIT – IV **(10 hours)**

Writing skills and content development

Writing for different platforms/media

TUTORIAL **(15 hours)**

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

Essential/recommended readings

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(5 hours)**

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

UNIT – II Gujarati Grammar **(10 hours)**

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

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

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

UNIT – IV **(15 hours)**

Comprehension

TUTORIAL **(15 hours)**

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

Suggested/recommended readings:

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

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

Pub. By South Asia Regional Studies, University of Pennsylvania, Philadelphia PA 19104 http://ccat.sas.upenn.edu/plc/gujarati/gujaratiwords.pdf

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 003

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

Learning Objectives:

The Learning Objectives of this course are:

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

Learning outcomes:

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

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

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

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

UNIT – II Daily Conversation Skills **(15 hours)**

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

UNIT – III Description Skills **(10 hours)**

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

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

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

TUTORIAL **(15 hours)**

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

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006
2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a
Short Reading Book and Vocabulary, Forgotten Books 25, 2017
3. Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential Introduction to reading, writing, speaking and understanding a new language. NTC publishing
Group,2013
4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors,
2021

Any other customised/designed material e.g. PPT/audio-visual content developed By the concerned course teacher as per the requirement of the course and the Students/ learners time to time

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 004

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning outcomes:

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

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

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

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

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

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

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

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

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

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

TUTORIAL **(15 hours)**

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

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006

2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a

Short Reading Book and Vocabulary, Forgotten Books 25, 2017

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

4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors,

2021

Any other customised/designed material e.g. PPT/audio-visual content developed by the concerned course teacher as per the requirement of the course and the Students/ learners time to time

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I Introduction to Kannada language (12 hours)

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

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

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

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

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL (15 hours)

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

Suggested/recommended Readings:

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

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

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

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

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

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEK 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(12 hours)**

Kannada Phrases and Proverbs

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

- Number
- Gender
- Salient features of Kannada language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(11 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

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

Suggested/Recommended Readings:

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

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

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

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 003

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

Learning Objectives:

The Learning Objectives of this course are:

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

Learning outcomes:

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

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

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

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

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

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

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

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

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

UNIT – IV Unicode Typing and its application **(10 Hours)**

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILSEK 004

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning outcomes:

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

- Students will be able to read short, simple Kannada texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.

- Can talk about Karnataka's festivals celebration's, traditions , and use simple proverbs and idioms in short creative writing.
- Students can speak Kannada confidently in small groups.

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

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

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

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

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

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

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

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

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

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

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

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

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

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL **(15 hours)**

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

Suggested/recommended readings

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

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

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(12 hours)**

Malayalam Phrases and Proverbs

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

- Number
- Gender
- Salient features of Malayalam language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(11 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

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

Suggested/recommended Readings:

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 003

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

Learning Objectives:

The Learning Objectives of this course are:

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

Learning outcomes:

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

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

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

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

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

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

UNIT – III Description Skills **(10 hours)**

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

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

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

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

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 004

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning outcomes:

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

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

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

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

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

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

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

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

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

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

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

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I Introduction to Manipuri language (10 hours)

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

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

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

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

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL **(15 hours)**

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

Suggested/recommended readings:

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

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

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

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

Dictionary

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAN 002

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcomes:

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

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

UNIT – I **(10 hours)**

Manipuri Phrases and Proverbs

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

- Number
- Gender
- Salient features of Manipuri language

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

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(10 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

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

Suggested/recommended readings:

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

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

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

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

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

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

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

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

Sharma, Nandalal. *Meiteilon*, Imphal. 1969

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

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

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

Dictionary

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 003

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

Learning Objectives:

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

Learning Outcomes:

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

UNIT – I **(10 hours)**

Grammar

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

UNIT – II **(10 hours)**

Daily conversation in Manipuri

UNIT – III **(15 hours)**

Culture and Communicative Fluency

UNIT – IV **(10 hours)**

Selected Manipuri Poems

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

Suggestive readings:

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

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

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

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

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

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

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

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSMAN 004

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

Learning Objectives:

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

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

Learning Outcomes:

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

UNIT – I **(5 hours)**

Summary Writing

UNIT – II **(10 hours)**

Translation

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

UNIT – III **(15 hours)**

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

UNIT – IV **(15 hours)**

Text

- Essay
- Short Stories

TUTORIAL **(15 hours)**

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

Suggestive readings:

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

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

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

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

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

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

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

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

Essential readings:

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

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

Dictionary

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 001

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

Learning Objectives:

The Learning Objectives of this course is:

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

Learning Outcome:

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

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

UNIT – I Introduction to Marathi language (10 hours)

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

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

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

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

- Parts of speech
- Verb
- Tense

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

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

TUTORIAL **(15 hours)**

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

Essential readings:

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

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

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

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

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

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

Suggested/recommended readings:

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

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

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

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

Dictionary

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

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

Thakar V. S.: *English - Marathi Thesaurus,* Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – II **Code- CILDSEMAR 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Marathi language in the previous semester.
- To focus on the salient features and grammatical rules of the Marathi language.
- To give a brief understanding on writing skills and developing contents in Marathi languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Marathi language and its grammar, which will eventually lead them to produce oral and written contents in Marathi language correctly.
- Engage in professional and technical fields related to Maharashtra or Marathi language.

UNIT – I **(10 hours)**

Marathi Phrases and Proverbs

UNIT – II Marathi Grammar **(10 hours)**

- Number
- Gender
- Salient features of Marathi language

UNIT – III Writing skills and Content development **(10 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(15 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Writing skills and content development, Writing on a specific topic, listening and writing as spoken, and communicating with each other, using dictionaries, translating text,)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy),* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana, Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month,* New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English,* Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep,* Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary,* Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi thesaurus,* Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – III Code- CILDSEMAR 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Marathi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formulate basic questions for that.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening to audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Marathi words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words and simple grammar.
- They can read short stories in Marathi and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Marathi, Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (where? when? why? how many?)

UNIT – III Description Skills **(15 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application **(10 Hours)**

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication,

2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: Oxford English - *Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: English - Marathi Thesaurus, Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education

Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan, Pune*, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

https://www.german-mu.com/communicative-marathi

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Marathi Language – IV Code- CILDSEMAR 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Marathi in everyday life.
- To prepare them to use Marathi in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Marathi language.
- To develop a sense of language based on understanding the relationship between Marathi culture and language.
- To motivate them to write and communicate confidently in the Marathi language.

Learning outcomes:
After taking this course, the students would be able to:

- Students will be able to read short, simple Marathi texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Marathi festivals and use simple proverbs and idioms in short creative writing.
- Students can speak Marathi confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Marathi culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Marathi Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL **(15 hours)**
(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Complete the Story.)

Essential readings:
Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: Oxford English - *Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: English - Marathi Thesaurus, Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan, Pune*, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

https://www.german-mu.com/communicative-marathi

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – I **Code- CILDSEO 001**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Odia, one of the Classical Indian languages.
- To give a basic overview of Odia language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Odia language.
- To teach students to frame Odia words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Odia language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Odia language (9 hours)

- Origin of Odia language
- Different stages of development of Modern Odia language

UNIT – II Introduction to sounds and letters, Framing words and sentences (12 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (12 hours)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL (15 hours)

(Vocabulary and reading an Odia Dictionary, Basic conversation in Odia language, Speaking practice, Journaling in Odia language)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEO 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – II **Code- CILDSEO 002**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Odia language in the previous semester.
- To focus on the salient features and grammatical rules of the Odia language.
- To give a brief understanding on writing skills and developing contents in Odia languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Odia language and its grammar, which will eventually lead them to produce oral and written contents in Odia language correctly.
- Engage in professional and technical fields related to Orissa or Odia language.

UNIT – I **(9 hours)**

Odia Phrases and Proverbs

UNIT – II Odia Grammar **(12 hours)**

- Number
- Gender
- Salient features of Odia language

UNIT – III Writing skills and Content development **(12 hours**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(12 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Odia book of choice, Role play, Journaling, Group discussion in Odia language on a specific topic)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – III Code- CILDSEO 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Odia vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.

- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Odia words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Odia and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Odia Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills **(10 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools **(10 hours)**

Composing in Odia using various tools. Using AI tools to create Odia content. Using tools to translate to and from Odia.

TUTORIAL **(15 hours)**

(Watching Odia movies with non-Odia subtitles, Telling a tale in Odia language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the

right situation related with Odia culture and festivals, compose a Odia poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Odia and other Indian languages productions.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – IV **Code- CILDSEO 004**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Odia in everyday life.
- To prepare them to use Odia in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Odia language.
- To develop a sense of language based on understanding the relationship between Odia culture and language.
- To motivate them to write and communicate confidently in the Odia language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Odia texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Odia festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Odia confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Odia culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Odia Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Odia Language, Journaling, Group discussion on Odia Folklore. Discussion on similar theme based productions in Odia and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSES 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – I **Code- CILDSES 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Sindhi primary language speaking skills.
- To introduce basic Sindhi language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Sindhi, along with synonyms to expand vocabulary.

Learning Outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Sindhi, along with building a primary vocabulary.
- Read and construct simple Sindhi sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT -I A brief introduction to the Sindhi language (9 hours)

UNIT- II Introduction to sounds and letters, Framing the words and sentences (12 hours)

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (12 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL (15 hours)

(Vocabulary and reading a Sindhi Dictionary, Basic conversation in Sindhi language, Speaking practice, Journaling in Sindhi language)

Suggested Readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog*, Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi*, Central Institute of Indian Languages, Mysore

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSES 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – II **Code- CILDSES 002**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Sindhi language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Sindhi.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach the basic rules of translation.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Sindhi to English and vice versa.

UNIT – I **(9 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT – II Language: Grammar **(12 hours)**

- Number
- Gender
- Salient features of Sindhi Language

UNIT – III Writing skills and content development **(12 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

UNIT – IV **(12 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Sindhi book of choice, Role play, Journaling, Group discussion in Sindhi language on a specific topic)

Suggested/Recommended Readings:

Jetley MK, Sindhi Bhasha Vyakaran Avam Prayog, Sindhi Academy, Delhi

Lekhwani K.P, An intensive course in Sindhi, Central Institute of Indian Languages, Mysore

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSES 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- III **Code- CILDSES 003**	4	3	1	Nil	Graduation	Nil

Learning Objectives:

- To enable the learners to understand and use grammatical structures.
- To teach basic Sindhi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to frame basic questions.
- To analyse select poems and short stories.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Students can understand and use basic Sindhi words in daily conversations.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Analyse and explain the themes and cultural context of the selected Sindhi poems and short stories.

UNIT – I Elementary Grammar **(5 hours)**

- Use of synonyms and antonyms
- Use of prefix and suffix

Essential Reading-

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

UNIT – II Vocabulary Building **(15 hours)**

Names of everyday objects, common words and phrases in Sindhi Words for emotions (happy, sad, angry), Simple synonyms and antonyms

Essential reading-

Pandit Kishanchand Jetley. *Sindhi Shabd Mehran*

UNIT – III Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what?where? when? why?who? how?)

Essential Reading-

Sindhi-Hindi Vartalab Pratika by Central Hindi Division, Govt. of India.

UNIT – IV **(10 hours)**

Reading and Analysis Select Sindhi Literary Texts

- Poems
- Short Stories

Essential Readings-

Selected Poems from *Freedom and Fissures: An Anthology of Sindhi Partition Poetry.* Translated by Anuj Mukhija and et.al. New Delhi, Sahitya Akademi, 1998.

Selected Short Stories from *Vivhajan ki Kahaniya.* Edited by Sachidananda Joshi and Ravi Prakash Tekchandani, New Delhi: Yash Prakasahan. 2024

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays that reflect real-life situations, writing on a Specific Topic, Listen and Write as Spoken Telling a tale in Assamese language.)

Suggestive readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

Dictionary

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSES 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- IV **Code- CILDSES 004**	4	3	1	Nil	Graduation	Nil

Learning Objectives:

The learning objectives of this course is:

- To develop the ability of students to speak Sindhi in everyday life.
- To translate between Sindhi, Hindi and English, demonstrating awareness of lexical, syntactic and cultural nuances.
- Trace the evolution of Sindhi literature, identifying key periods, movements and major authors.
- Analyse literary texts; Autobiography and Travelogue

Learning Outcomes:

- Students can express their thought in 6-7 consecutive sentences in Sindhi and read aloud with appropriate expression.
- To have basic knowledge of translation between English/ Hindi and Sindhi language.
- To get an overview of the major chronological phases of Sindhi literature from its early beginnings to the contemporary period.
- Read and understand selected literary texts.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests. Etc.

Essential Readings-

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

UNIT – II **(10 hours)**

Translation

- From Hindi/English to Sindhi
- From Sindhi to English/ Hindi

Essential Readings-

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

UNIT – III **(10 hours)**

History of Sindhi Literature

Essential Readings-

Ajwani, L J. *A History of Sindhi Literature.* Sahitya Akademi, 1965.

UNIT – IV **(15 hours)**

Reading and Analysis of select Sindhi texts

- Autobiography
- Travelogue

Essential Readings-

L.K. Advani, *My Country My Life.* New Delhi: Rupa Publication. 2008

Ravi Prakash Tekchandani, *Saryu Se Sindhu.* New Delhi: National Book Trust, 2019

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, Read and compare translated texts with source texts writing on a Specific Topic, Listen & Complete the Story.)

Suggestive readings:

Aggarwal, Saaz. *Sindhi Tapestry: An Anthology of Reflections on the Sindhi Identity*, Black-and-White Fountain. 2021.

Hiranandani, Popati R. *History of Sindhi Literature.* Mumbai. 1984.

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

Thakur, U.T., *Sindhi Culture.* New Delhi: Sindhi Akademi, 1997.

Dictionary:

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Tamil Language - I **Code- CILDSETAM 001**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce Tamil – a distinctive language of India which is also a classical language of the world – to students of other lingua franca, who don't have prior knowledge of the said language.
- To introduce vowels, consonants, vowel consonants and their phonology, phonemes, morphology, morphemes, syntax, etc., to students.
- To make the students familiar with nouns, pronouns, verbs, adverbs, adjectives, etc., and their meanings, besides making them familiar with the construction of Tamil sentences and some proverbs, idioms and phrases in passages.

Learning Outcomes:

After taking this course, the students would be able to:

- This course will enable non-Tamil students to know the alphabet and its categories, sounds and pronunciations.
- Get familiar with important nouns, basic verbs, kinds of verbs and tenses, adverbs, adjectives, and their meanings, and style of sentence construction in Tamil language.
- Know certain proverbs, idioms and phrases and their contextual meanings in given passages.
- Enhance the language proficiency of speaking, writing, and reading Tamil which may be helpful for their academic and professional life.

UNIT- I Brief history of Tamil language and literature and its literary genres (12 hours)

UNIT- II. (11 hours)

- Introduction of vowels, consonants, vowel consonants, nouns, pronouns, verbs, adverbs, adjectives and construction of sentences and idioms and phrases.

- Vowels, consonants, vowel consonants and their morphology, phonology, phonemes and morphemes.
- Kinds of Words – Nouns, Pronouns, Adverbs and Adjectives.
- Kinds of Verbs – Past tense, Present tense, Future tense, and Continuous tense of past, present and future.
- Construction of simple and combined sentences.

UNIT- III Elucidation of the basic grammar of Tamil language (11 hours)

- Parts of Speech
- Kinds of nouns
- Kinds of Verbs
- Kinds of Tenses
- Types of Sentences

UNIT- IV Writing skill and content development (11 hours)

(For Cyber and Print Media, Blogs, Advertisements, Reports, Scripts, etc.)

TUTORIAL (15 hours)

(Vocabulary and reading a Tamil Dictionary, Basic conversation in Tamil language, Speaking practice, Journaling in Tamil language)

Suggested Readings:

Sankaranarayanan, G. *A Programmed Course in Tamil.* Mysore: Central Institute of Indian Languages, 2012.

Text Book Committee, *Tamil Text Books (First-Second-Third Standards).* Chennai: Tamil Nadu Text Book Society, 2010.

Rajaram, S. *An Intensive Course in Tamil.* Mysore: Central Institute of Indian Languages,1979.

Vidya Mohan and Rajiv Ranjan, *Basic Tamil.* Michigan: Michigan State University, 2024.

Tamil Grammar in easy English / Thamil Paadanool (Draft Version). 2004. Elango Cheran.

Source: http://www.unc.edu.echeran/paadanool

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – II **Code- CILDSETAM 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the Tamil language to students of other lingua franca, who gained essential knowledge of the said language in the previous semester.
- To deliberate elaborately in detail about the phonology, morphology and syntax of the Tamil language, its basic grammatical rules, kinds of tenses and a standard spoken language.
- To give the students a clear understanding of the construction of Tamil sentences, and a basic knowledge of the art of translation between Indian languages.

Learning outcomes:

After taking this course, the students would be able to:

- Acquire the essential knowledge of the Tamil language and its grammatical rules.
- Gain the required language skill to speak with common Tamils and produce literary content in Tamil.
- To have the desired aptitude of the art of translation, a forte for their professional or career-oriented life.

UNIT – I **(10 hours)**

Language: Proverbs, Idioms, Phrases, etc.

UNIT – II Language: Grammar **(15 hours)**

- Numbers
- Genders
- Tenses
- Other features of the Tamil language

UNIT – III Writing skill of contents **(10 hours)**

- Gaining Tamil vocabulary
- Using Dictionary and Lexicons
- Acquiring Tamil Technical glossaries

UNIT – IV **(10 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Tamil book of choice, Role play, Journaling, Group discussion in Tamil language on a specific topic)

Suggested/Recommended Readings:

An Intensive Course in Tamil. 2000. S. Rajaram. Mysore: Central Institute of Indian Languages.

Colloquial Tamil. 2002. R.E. Asher and E. Annamalai. London: Routledge.

Tamil Text Books (Fourth-Fifth-Sixth Standards). 2010. Text Book Committee. Chennai: Tamil Nadu Text Book Society.

Winslow's English – Tamil Dictionary. 1996. C. Appasamy Pillai. New Delhi: Asian Educational Services.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETAM 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – III Code- CILDSETAM 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- The Tamil course aims to provide learners with a strong foundation in Tamil language skills by developing basic to advanced competence in reading, writing, speaking, and comprehension.
- The course seeks to familiarize students with Tamil script, grammar, vocabulary, and functional communication while introducing them to the cultural, literary, and social contexts of Tamil society.

- It also intends to build practical language proficiency for everyday use and academic engagement, along with an appreciation of Tamil literature, traditions, and heritage.

Course Learning Outcomes:

- On successful completion of the course, students will be able to read and write Tamil script with clarity, construct grammatically accurate sentences, and communicate effectively in spoken and written Tamil.
- They will demonstrate improved comprehension of simple to complex texts, apply essential grammatical structures in real-life situations, and express ideas coherently.
- Learners will also gain a foundational understanding of Tamil literature and cultural practices, enabling them to interpret Tamil texts and interact confidently in diverse linguistic and cultural contexts.

UNIT - I **(10 hours)**

- Tamil Greetings
- Days of the Week, Months & Seasons
- Numbers (1-1000)
- Talking about oneself and family
- Family tree
- Listening to a Conversation

Essential readings:

Vidya Mohan and Rajiv Ranjan, Basic Tamil. Michigan: Michigan State University, 2024

UNIT - II **(10 hours)**

- Question Words, Wh-questions
- Finding a Restaurant
- States, Places and Languages
- Describing Weather

Essential readings:

Sankaranarayanan, G. A Programmed Course in Tamil. Mysore: Central Institute of Indian Languages, 2012.

UNIT - III **(10 hours)**

- Reading a passage
- Discussing a picture
- Simple reading exercise
- Listening to a Conversation
- Talking about own state
- Talking to a co-passenger

Essential readings:

Text Book Committee, Tamil Text Books (First-Second-Third Standards). Chennai: Tamil Nadu Text Book Society, 2010.

UNIT - IV **(15 hours)**

- Reading and Comprehension
- Vocabulary review cases
- Using conjunctions
- Making simple descriptions
- Spelling practice
- Conversation practice
- Translating a passage

Essential readings:

Rajaram, S. An Intensive Course in Tamil. Mysore: Central Institute of Indian Languages,1979.

Tutorial: **(15 hours)**

This tutorial focuses on building essential Tamil skills in reading, writing, speaking, and comprehension. Students practice Tamil script, grammar, vocabulary, and functional communication for real-life use. Activities include sentence construction, conversation exercises, and text interpretation with cultural context. By the end, learners gain confidence to understand and express ideas in Tamil across academic and everyday situations.

Suggested readings:

Textbook committee, Tamil Text Books (First, Second, Third standards), Tamilnadu Textbook Society, 2010.

Vidya Mohan and Rajiv Ranjan, Basic Tamil, Michigan, Michigan State University, 2024.

Elango Cheran, Tamil grammar in easy English/Thamil Paadanool(Draft version), 2004.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Tamil Language IV Code- CILDSE 412	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore major Tamil festivals and their social and cultural relevance.
- To analyse Tamil proverbs as carriers of cultural values and life lessons.
- To study the historical and cultural significance of prominent locations in Tamil Nadu.
- To understand the global presence and spread of the Tamil language and culture.

Course Learning Outcomes:

- Students will identify major Tamil festivals and explain their cultural symbolism.
- They will interpret Tamil proverbs and apply them to gain a deeper understanding of the context.
- Learners will gain knowledge of culturally significant places in Tamil Nadu.
- They will recognise the influence of the Tamil language and culture across the world.

UNIT - I **(10 hours)**

- A concise introduction to the history and development of Tamil literature.
- Study of Sangam literature and an outline of major phases in Tamil literary history.
- Reading and discussion of essays on significant Tamil literary works and authors.
- Overview of contemporary Tamil literature and its thematic and stylistic features.

Essential readings:

Agesthialingom. S A Concise History of the Tamil Language, International Institute of Tamil Studies (IITS), 2013.

Mu. Varadarajan, History of Tamil Literature, New Delhi: Sahitya Akademi, 1987.

UNIT – II **(10 hours)**

- Study of major Tamil festivals and their cultural significance. Understanding Tamil proverbs and their reflections of life values and wisdom.
- Essays and discussions on important cultural, literary, and historical places of Tamil Nadu.
- Exploration of the presence and growth of the Tamil language and culture across other countries.
- Contemporary Tamil literature.

Essential readings:

SivaThiagarajah, *Culture and Heritage of the Tamils,* Annam Publications "(London), 2022

Kothandaraman, P. A Course in Modern Standard Tamil – Texts and Exercises, Chennai: International Institute of Tamil Studies,1975.

UNIT – III **(15 hours)**

- Study of the origin of the Tamil language through historical and narrative sources.
- Tracing the evolution of Tamil scripts from early inscriptions to modern writing.
- Introduction to the Dravidian language family and Tamil's linguistic position within it.
- Exploration of the Tamil language as a reflection of cultural life and social identity.

Essential readings:

Indrapala. K, Tamil Script: Origin and Development, Kumaran Book House, 2015.

Iravatham Mahadevan, Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D. Harvard University Press, 2003.

UNIT- IV **(10 hours)**

- Study of *Muthumakkal Thaali* and the Keeladi excavations as evidence of early Tamil civilisation.
- Archaeological findings demonstrate the antiquity and development of the Tamil language.
- Material evidence highlighting Tamil literary traditions and the lifestyle of ancient communities.
- Insights into ancient Tamil trade networks and advanced water-management systems practised by the Tamil people.

Essential readings:

Rajan. K, Early Tamil Society: Material Culture and Institutions, Manonmaniam Sundaranar University Publication,2017.

Amarnath Ramakrishna, Keeladi: The Journey of Tamil Civilization, Kalachuvadu Publications, 2021.

TUTORIAL **(15 hours)**

Group activity on describing major Tamil festivals and traditions.Listing and interpreting Tamil proverbs with practical examples. Short assignments on important cultural places of Tamil Nadu. Presentation on Tamil-speaking communities and culture in foreign countries.

Suggested Readings:

Thangappa, M.L. (Tr.), Love Stands Alone – Selected Poems from Sangam Literature, New Delhi: Penguin. Reference Materials,2008.

Kailasapathy. K, Language and Civilisation in Tamil Society, Cre-A Publishers, 2010.

Rajan. K, Early Tamil Society: Material Culture and Institutions, Manonmaniam Sundaranar University Publication,2017.

Amarnath Ramakrishna, Keeladi: The Journey of Tamil Civilization, Kalachuvadu Publications, 2021.

Sivanantham. R, Keeladi: An Urban Civilization of Sangam Age, Tamil Nadu State Department of Archaeology,2020.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETEL 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – I **Code- CILDSETEL 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Telugu primary language speaking skills.
- To introduce basic Telugu language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Telugu, along with synonyms to expand vocabulary.

Learning outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary.
- Read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT – I A brief introduction to the Telugu language (5 hours)

UNIT – II Introduction to sounds and letters, Framing the words and sentences (15 hours)

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (15 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (10 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL (15 hours)

(Basic Conversation Practice, Flashcards for Vocabulary Building, Role-Playing Everyday Situations, Cultural Exploration Activities)

Suggested/Recommended Readings:

Arden, A H., 1905, *A progressive grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, *A Grammar of Modern Telugu*. USA: Oxford University Press.

Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, *An Intensive Course in Telugu*. Institute of Indian Languages. Mysore: Central

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*.

Venkatavadhani, Divakarla. 2017, *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya Academy,

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – II **Code- CILDSETEL 002**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Telugu language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Telugu.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach them the basic rules of translation as well.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Telugu to English and vice versa.

UNIT – I **(10 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT –II. Language: Grammar **(10 hours)**

- Numbers
- Genders
- Salient features of the Telugu language

UNIT – III Writing skills and content development **(10 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

Unit – IV **(15 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Storytelling Sessions, Role-Playing Conversations, Vocabulary Challenges, Debate or Discussion in Telugu, Telugu Movies analysis)

Suggested/Recommended Readings:

Arden, A H. *A Progressive Grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge, 1905.

Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA: Oxford University Press, 1986.

Parandhama Reddy, M. and Venkateswara Shastri,J. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages, 1997.

Ramanarasimham, Parimi. Languages, 1985. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian

Ramanarasimham, Parimi. 1974 *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages,

Reddy G.N. and Matson D.M. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare, 1966.

Sanjay, D. Spoken Telugu for Absolute Beginners. 2019.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – III Code- CILDSETEL 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach students the most useful Telugu vocabulary for daily life, focusing on words they will actually hear on the street and at home.

- To help them start simple conversations—how to say hello, introduce themselves, talk about their family, and ask basic questions like 'Where?' or 'How much?'.
- To teach them how to describe the world around them—colours, numbers, the weather, their mood, and their daily routine—in simple sentences.
- To get them comfortable with the sound of the language by listening to audio clips and reading very short, easy stories.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand and use about 200-300 essential Telugu words for everyday survival.
- Speak in short, clear sentences about who they are, what they like, and what their family does.
- Look at a picture or a place and describe it using the right adjectives and simple grammar.
- Read basic Telugu stories and answer simple questions about them (Listening and Reading comprehension).

UNIT - I Vocabulary Building **(10 hours)**

Learning the names of everyday objects (Chair, Table, Book, Phone). Common verbs (Go, Come, Eat, Sleep). Words for emotions (Happy-Santhosham, Sad-Baadha, Angry-Kopam). Learning pairs of opposites (Big/Small, Hot/Cold).

UNIT – II Daily Conversation Skills **(10 hours)**

How to greet elders vs. friends (Namaskaram vs. Hi). Introducing oneself. Talking about family members. Expressing Likes (Ishtam) and Dislikes (Ayishtam). Telling the time, days of the week, and dates. Answering the 'Wh-' questions: What (Em), Where (Ekkada), When (Eppudu), Why (Enduku), Who (Evaru).

UNIT – III Description Skills **(15 hours)**

Learning names of Colors, Shapes, and Sizes. How to describe a Daily Routine (Dinacharya). Describing how one feels. Describing the Weather (Enda-Sunny, Vana-Rain). Describing places (My Room, My College) and people.

UNIT – IV Unicode Typing and its application **(10 hours)**

Learning to type in Telugu using standard tools (Google Input Tools/Lekhini). How to send a Telugu email, chat on WhatsApp in Telugu, and search for Telugu content on Google.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays like 'Meeting a new friend,' Writing a short paragraph about 'My Family,' Listening to a simple audio clip and writing down what was said.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. Central Institute of Indian Languages, Mysore. (The standard book for learners).
- *Telugu Vachakam* (State Government Textbooks - Class 2,3, & 4) – Excellent for simple vocabulary.

Suggested/Recommended Readings:

- Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras: Society
- for promoting Christian knowledge.
- Krishnamurti, B. and Gwynn, J. P. L. 1986, A Grammar of Modern Telugu. USA: Oxford
- University Press.
- Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. Telugu Velugu- I. Mysore:
- Central Institute of Indian Languages.
- Ramanarasimham, Parimi. 1985, An Intensive Course in Telugu. Institute of Indian
- Languages. Mysore: Central
- Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.
- Venkatavadhani, Divakarla. 2017, Telugu in Thirty Days. Hyderabad. Andhra Pradesh
- Sahitya Academy,
- **Websites:**
    - *Lekhini.org* (For typing practice).
    - *LearningTelugu.org* (For basic grammar and audio).

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – IV Code- CILDSETEL 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To give students the confidence to speak Telugu in real-world situations outside the classroom.
- To prepare them to use Telugu for practical tasks—like going to a bank, a hospital, or a government office.
- To improve their pronunciation so they sound natural and can read with the right feeling.
- To introduce the rich culture of Telugu people—their festivals, food, and traditions—so students understand the context behind the words.
- To motivate them to write short notes, messages, and creative descriptions confidently.

Learning Outcomes:

After taking this course, the students would be able to:

- Read short Telugu texts and explain the main idea in their own words.
- Speak 6-7 connected sentences on a topic without stopping.
- Talk about major festivals like *Sankranti* or *Ugadi*, and use common Telugu proverbs (*Samethalu*) in conversation.
- Speak confidently in small groups or role-play scenarios.

UNIT - I Functional Language **(10 hours)**

Real-life scenarios:

- At a Hotel/Restaurant: Ordering food (*Bhojanam*), asking for water, asking for the bill.
- At a Doctor's Clinic: Explaining a headache or fever.
- At a Bus Stop/Station: Asking 'Does this bus go to...?' or 'What is the ticket price?'
- General: Making small requests or polite complaints at an office.

UNIT – II Academic and Formal Language **(10 hours)**

How to structure a short speech (Welcome/Thank you). Reading and understanding movie posters, public notices (Prakatanalu), and advertisements. Writing simple reports or 'Lost and Found' notices.

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Telugu culture.

- Festivals: *Sankranti* (Harvest), *Ugadi* (New Year), *Bathukamma* (Floral festival).
- Food: Traditional items like *Pachadi* (Pickle) and *Pulihora*.
- Manners: Using the right language for the right person (Politeness markers like *Andi/Garu*).

UNIT – IV Simple Telugu Literature and Expressive Reading **(10 hours)**

- Stories: Reading simple Folk tales (like *Tenali Ramakrishna* or *Maryada Ramanna*)—stories that are funny and easy to understand.
- Poetry: Introduction to simple 4-line poems (*Vemana Satakam*) that teach morals.
- Activity: Retelling a story in their own words.

TUTORIAL **(15 hours)**

(Group Discussion on 'City vs Village,' Pair conversations, Role Plays [Doctor-Patient, Shopkeeper-Customer], Creative writing on 'My Favorite Festival,' Listening to a story and completing the ending.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. CIIL, Mysore.
- Vemana. *Vemana Satakam* (Simple verses)
- Telugu *Samethalu* (Book on Proverbs).

Suggested/Recommended Readings:

Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras: Society
for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, A Grammar of Modern Telugu. USA: Oxford
University Press.

Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. Telugu Velugu- I. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, An Intensive Course in Telugu. Institute of Indian

Languages. Mysore: Central

Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.

Venkatavadhani, Divakarla. 2017, Telugu in Thirty Days. Hyderabad. Andhra Pradesh

Sahitya Academy,

- **Websites:**
  - *Andhrabharati.com* (Online Dictionary).
  - *Chandamama* Story Archives (For simple reading practice).

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

----------***----------

Annexure-10

MASTER OF ARTS

(COMPARATIVE INDIAN LITERATURE)

COURSES

FOR

2ND YEAR OF PG FOR TWO-YEAR PG PROGRAMME (3+2)

Semester III and IV

for

Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES
FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI-110007

W.E.F FROM JULY 2026 AS PER PGCF
BASED ON NEP-2020

Updated final edited syllabus as recommended by the Academic Council.

अध्यक्ष/Head (I/C) 6/9/26
भारतीय भाषा एवं साहित्यिक अध्ययन विभाग
Department of Indian Language & Literary Studies
दिल्ली विश्वविद्यालय, दिल्ली-110007, भारत
University of Delhi, Delhi-110007, India

INDEX

Course Type	Outline	Detailed Syllabus
DISCIPLINE SPECIFIC CORE COURSE (DSC)	2	5-14
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)	3	15-37
DISSERTATION/ ACADEMIC PROJECTS/ ENTREPRENEURSHIP	4	38-44
DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL	45-46	47-132

Students have to take 2 DSCs + 2 DSEs + 1 DSEs or 1 GE + 1 SBC per semester.

Discipline Specific Core Course (DSC)

SEMESTER III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 301		Contemporary Trends in Comparative Literary Studies	03	01	04
CILDSC 302		Themes and Thematology in Indian Literature	03	01	04
Total			06	02	08

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSC 401		Post-Colonial Indian Literature: Comparative Approaches	03	01	04
CILDSC 402		Contemporary Literary and Cultural Theories	03	01	04
Total			06	02	08

Discipline Specific Elective Courses (DSE)

(Apart from the Language DSE Pool)

SEMESTER III

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
CILDSE 301		Swaraj and Decolonization in Literary and Cultural Studies	03	01	04
CILDSE 302		Women in Indian Literature	03	01	04
CILDSE 303		Indigenous (Tribal) Lore and Literature of India	03	01	04
CILDSE 304		Indian Partition Literature	03	01	04
CILDSE 305		Folklore Across Eras in India- From Oral to Digital Platforms	03	01	04

SEMESTER IV

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
			Lecture	Tutorial	Total
CILDSE 401		Narrative Traditions of India	03	01	04
CILDSE 402		Oral Epics of India	03	01	04
CILDSE 403		Bhakti Movements and Indian Literature	03	01	04
CILDSE 404		Print, Publication, and Publics: A History of the Book in Indian Languages	03	01	04

Dissertation/ Academic Projects/ Entrepreneurship

SEMESTER III

(6 credits)

SEMESTER IV

(6 credits)

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES

UNIVERSITY OF DELHI

SEMESTER III

DISCIPLINE SPECIFIC CORE COURSE – CILDSC 301

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Trends in Comparative Literary Studies **Code- CILDSC 301**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the contemporary debates in theory and practice of Comparative Literature among the students.
- To study the current trends and applications of Comparative Literature
- To engage and explore the contemporary and future perspectives of comparative literary studies.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the different paradigms and practices of Comparative Literature from past to present.
- Identify the debates and new domains of comparative literary studies
- Critically engage Comparative Literature with new areas of literary and cultural studies.

UNIT – I Comparative Literature in the 20th and 21st centuries (15 hours)

- Changing trends and trajectories of Comparative Literature
- Comparative Literature and Multiculturalism
- Comparative Literature and Globalization

UNIT – II Major Debates and Perspectives on Comparative Literature (15 hours)

- Disciplines and Debates
- Claims of Crisis and Death of Comparative Literature
- Comparative Literature versus World Literature

UNIT – III Comparative Studies and Interdisciplinarity (5 hours)

- Comparative Literature and Translation Studies
- Comparative Literature and Culture Studies

UNIT – IV Comparative Literature and Future of Literary Studies (10 hours)

- New Horizons of Comparative Literature
- Comparative Literature and Digital Humanities
- New Schools and Centres of Comparative Literature

TUTORIAL (15 hours)

(Background readings of select essays, Mapping the current centres of Comparative Literature institutions, Mapping the Journals of Comparative Literary Studies, Group Discussion)

Essential readings:

Bernheimer, C. Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: The Johns Hopkins University Press. 1995. (Introduction and select chapters)

Saussy, Haun. Ed. *Comparative Literature in the Age of Globalization*. Baltimore: The Johns Hopkins University Press. 2004. (Introduction and select chapters)

Spivak, G. C. *Death of a Discipline*. New York: Columbia University Press. 2003. (1st and 2nd Chapter)

Tötösy de Zepetnek, Steven. "From Comparative Literature Today Toward Comparative Cultural Studies." *CLCWeb: Comparative Literature and Culture* 1.3 1999

Wellek, Rene. *Concepts of Criticism*. New Haven: Yale University Press. 1963 (Select Chapters)

Suggested/Recommended readings:

Ali Behdad, Dominic Thomas Ed. *A Companion to Comparative Literature*. Blackwell Publishing Ltd, 2011.

Damrosch, David and Gayatri Chakravorty Spivak. Comparative Literature/World Literature. *Comparative Literature Studies*. Vol. 48, No. 4, pp. 455-485. 2011.

Damrosch, David. *Comparing the Literatures: Literary Studies in a Global Age*. Princeton University Press. 2020.

Dominguez, C, Saussy, H., and Villanueva, D. Eds. *Introducing Comparative Literature: New Trends and Applications*. London and New York: Routledge. 2015.

Koelb, Clayton, and Susan Noakes, editors: *The Comparative Perspective on Literature: Approaches to Theory and Practice*. Ithaca: Cornell UP, 1988.

Tötösy de Zepetnek, Steven. *Comparative Literature: Theory, Method, Application*. Amsterdam-Atlanta, GA: Rodopi, 1998.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE – CILDSC 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Themes and Thematology in Indian Literature **Code- CILDSC 302**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The course aims to:

- Introduce students to the concept, scope, and disciplinary development of thematology within world and Indian literary studies.
- Familiarize students with key thematic categories — such as theme, motif, topos, archetype, situation, and trope — and their analytical significance.
- Enable students to identify and trace recurring themes, motifs, and topoi across different periods, genres, and linguistic traditions of Indian literature.
- Develop students' ability to analyze how socio-cultural, political, and historical contexts shape thematic evolution in Indian literary production.
- Cultivate comparative analytical skills through close reading of texts across Indian languages (in translation), highlighting thematic continuities and transformations.
- Encourage students to connect classical, medieval, and modern literary expressions through thematic mapping and interpretive practice.
- Prepare students to undertake independent thematic reading projects, supported by theoretical and applied thematological approaches.

Learning outcomes:

After completing the course, students will be able to:

- Demonstrate conceptual clarity in thematology and apply it effectively in literary analysis.
- Conduct thematic comparisons across linguistic, regional, and temporal traditions in Indian literature.
- Critically examine mythic, folkloric, and oral elements as foundations for thematic formations in Indian texts.
- Produce coherent thematic interpretations through analytical essays, presentations, or digital mapping projects.
- Recognize the relevance of thematic study in understanding cultural, ideological, and aesthetic formations in Indian literary traditions.

UNIT – I: Introduction to Thematology **(15 hours)**

- Definition, scope, and evolution of thematology in world and Indian literary studies.
- Key concepts in thematology: Stoff, rohstoff, plot, tale, situation, motif, theme, trait, type, topos, image
- Distinctions and relationships between major thematic categories.
- Overview of theoretical approaches to thematic analysis (structuralist, historicist, cultural, comparative).

UNIT – II: Thematology in History **(10 hours)**

- Thematology as a historical practice: shifts in thematic perception across periods.
- Themes as culturally and temporally situated constructs.
- Colonial, nationalist, and postcolonial reconfigurations of themes.

UNIT – III: Thematology in the Indian Context **(10 hours)**

- Thematic formations in Indian classical, medieval, bhakti, colonial, and modern literatures.
- Mythic, folkloric, and oral traditions as thematic reservoirs.
- Diversity of thematic expressions across Indian languages and literary systems.

UNIT – IV: Thematology in Action **(10 hours)**

- Thematic mapping exercises: tracing topoi such as waiting, blackness, exile, desire, etc., across Indian literature.
- Comparative close reading practice: identifying thematic patterns and variations.

TUTORIAL **(15 hours)**

(The tutorial component of the course will complement classroom lectures by offering students a space for guided discussion, analytical practice, and collaborative exploration of

thematological concepts. Each week, students will engage with selected themes, motifs, and topoi through close reading exercises, comparative textual analysis, and reflective conversation based on assigned readings. Tutorials will focus on clarifying theoretical distinctions — such as theme, motif, situation, and topos — while encouraging students to apply these categories to specific literary examples drawn from different Indian languages. Students will work in small groups to map thematic trajectories across historical periods, share short response papers, and refine their analytical arguments with instructor feedback. The tutorial will also support the development of independent thematic projects by helping students frame research questions, select appropriate textual examples, and practice methods of thematic mapping and interpretation.)

Essential readings:

Amiya Dev. 'Literary Themes and Comparative Literature'. In *Comparative Literature: Theory and Practice*, edited by Sisir Kumar Das and Amiya Dev. Indian Institute of Advanced studies, Shimla, 1989.

Harry Levin. 'Thematics and Criticism'. In *Disciplines of Criticism: Essays in Literary Theory, Interpretation and History*, edited by Peter Demetz, Thomas Greene, and Lowry Nelson Jr. New Haven: Yale university press, 1968.

Satendra R. Singh. 'Towards the Concept of the Indian Novel: A Thematic Construct'. In *Comparative Literature: Theory and Practice*. Indian Institute of Advanced studies, Shimla, 1989.

Sibaji Bandopadhyay. 'Introduction'. In *Thematology: Literary Studies in India*, edited by Sibaji Bandopadhyay. Jadavpur University, Kolkata, 2004.

Swapan Chakravorty. *Historicizing Thematology*. Edited by Sibaji Bandopadhyay. Jadavpur University press, Kolkata, 2004.

Swapan Mazumdar. 'Thematology in the Indian Context'. In *Thematology: Literary Studies in India*, edited by Sibaji Bandopadhyay. Jadavpur University press, Kolkata, 2004.

Suggested/Recommended readings:

Bandhyopadhyay, Sibaji, ed. *Thematology: Literary Studies in India*. Jadavpur University, 2004.

Das, Sisir Kumar, and Amiya Dev, eds. *Comparative Literature: Theory and Practice*. Indian Institute of Advanced Study, 1989.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton University Press, 1973.

Guillén, Claudio. *The Challenge of Comparative Literature*. Harvard University Press, 1993.

Prawer, Siegbert Salomon. *Comparative Literary Studies: An Introduction*. With Internet Archive. Duckworth, 1973.

Rene Wellek and Austin Warren. *Theory of Literature*. With Internet Archive. Harcourt, Brace & World, 1956.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. With Internet Archive. Indiana University Press, 1974.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

SEMESTER IV

DISCIPLINE SPECIFIC CORE COURSE- CILDSC 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Post-colonial Indian Literature: Comparative Approaches **Code- CILDSC 401**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To familiarize the students with the concept Indian Literature within the framework of Comparative Literary studies.
- To understand the various models of Comparative Indian Literature and their methodological frameworks.
- To relate Post-Colonial Indian Literature to Comparative Literary Studies by highlighting intersections of culture, language and translation.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the conceptualization of Indian literature and its various facets.
- Trace the historical trajectory of Comparative Literature in India.
- Identify the different models of pedagogical and practices of Comparative Indian Literature
- Engage critically with Post-Colonial Indian literary texts through comparative framework.

UNIT – I Concept and Formulation of Indian Literature (5 hours)

- The Idea of an Indian Literature
- Basic Unity of Indian Literature

UNIT – II Comparative Literary Studies in India: Models and Methods (15 hours)

- Comparative Literature in a Multilingual Society
- Indian Schools of Comparative Literature: Jadavpur, University of Delhi and others
- Comparative Indian Literature: Pedagogical Perspectives

UNIT – III Comparative studies in Post- colonial Indian Literature: Challenges and Perspectives (15 hours)

- Examining the canon of Post-colonial Indian Literature
- Grounds of Comparison among Post-colonial Indian literatures
- Issues of Languages and Translations

UNIT – IV Modes of Reading Post-colonial Indian Literature in Comparative Framework (10 hours)

- Indian Literature as Comparative Literature
- Literary Historical and Contextual Readings
- The Native Theoretical Approaches

TUTORIAL (15 hours)

(Background readings of select essays, Know the Indian Comparatists, Group Discussions, Presentations on Regional Literatures, and Comparative Reading Exercises)

Essential readings:

Dev, Amiya. *The Idea of Comparative Indian Literature*. Kolkata: Papyrus, 1984. (Select Chapters)

Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. Shimla: Indian Institute of Advanced Study, 1989. (Select Chapters)

Das, Bijay Kumar. *Comparative Literature: Theory and Practice*. New Delhi: Atlantic, 2000. (Select Chapters)

Paniker, K. Ayyappa. *Indian and Comparative Literature: Some Perspectives*. New Delhi: Sahitya Akademi, 1991. (Select Chapters)

Suggested/Recommended readings:

Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. Shimla: Indian Institute of Advanced Study, 1989.

Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Hyderabad: Orient Longman, 1992.

George, K.M. (ed.). *Comparative Indian Literature, Vol. 1 & 2*. New Delhi: Macmillan, 1984.

Mani, Preetha. *The idea of Indian literature: Gender, Genre, and Comparative Method*. Evanston: Northwestern University Press, 2022.

Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Kolkata: Papyrus. 1987.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC CORE COURSE- CILDSC 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Literary and Cultural Theories **Code- CILDSC 402**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- to give a general understanding of Theory.
- to familiarize students with the basic concepts and schools of contemporary literary and cultural theories.
- To provide an introduction to the condition of theoretical engagement of contemporary India.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the major schools of contemporary literary and cultural theories.
- Develop an understanding of the concepts of literary and cultural theories.
- Engage critically with contemporary trends in literary and cultural theories in the Indian context.

UNIT – I Understanding 'Theory' as a category (5 hours)

UNIT – II Major concepts in contemporary literary and cultural theories (15 hours)

UNIT – III Understanding the Post-colonial situation (15 hours)

UNIT – IV Search for 'Indian' theories in contemporary academia (10 hours)

TUTORIAL (15 hours)

(Background readings of select essays, Know the Theorist, Group Discussions, Presentations, Comparative Reading Exercises)

Essential readings:

Ahmed, Aijaz. (1992). *In Theory: Classes, Nations, Literatures*. Oxford: Oxford University Press. (Select Chapters)

Barry, Peter. (2017). *Beginning Theory: An Introduction to Literary and Cultural Theory*, UK: OUP. (Select Chapters)

Culler, Jonathan, (2004) .*Literary Theory: A Very Short Introduction*, OUP: Oxford. (Select Chapters)

Devy, G. N. (1992). *After Amnesia: Tradition and Change in Literary Criticism*. Delhi: Orient Longman. (Select Chapters)

Ferro, Marc. (1997). *Colonization: A Global History*. London: Routledge. (Select Chapters)

Kapoor, Kapil. & Singh, Awadhesh Kumar. (Eds.). (2005). *Indian Knowledge System*, Vol: I and II, Delhi: D. K. Printworld Ltd. (Select Chapters)

Suggested/Recommended readings:

Paranjape, Makarand. (1997). Ed.*Nativism: Essays in Criticism*. New Delhi: SahityaAkademi.

Waugh, Patricia. (2006). *Literary Theory and Criticism*, OUP: Oxford.

Widdowson, Peter. (2004). *Literature*, Routledge: London.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSES

SEMESTER III

(Apart from the Language DSE Pool)

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 301

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Swaraj and Decolonization in Literary and Cultural Studies Code- CILDSE 301	4	4	1	0

Corse objectives:

This course will offer students a foundational understanding of the concepts of academic dependence, and literary, cultural, and academic movements towards decolonizing mind; taking the Decolonial Studies, and the Swaraj Studies paradigms as the central themes. The course will introduce the intricacies of the process of the colonization and decolonization attempts at literary, cultural, and theoretical formulations.

Learning outcomes:

Understanding of the changes in the definition of Coloniality of Mind, Decoloniality as a Concept, and Swaraj as concepts.

Historical outline of the development of this journey across continents

Knowledge of the terms used, and battled around this journey.

UNIT – I **(10 hours)**

Changing definitions of Swaraj

UNIT – II **(10 hours)**

Changing definitions of Decoloniality

UNIT – III **(10 hours)**

Academic movements towards Swaraj and Decoloniality

UNIT – IV **(15 hours)**

Literary and Cultural movements towards Swaraj and Decoloniality

TUTORIAL **(15 hours)**

(Background readings of select essays, Know the Swarajists, Group Discussions, Presentations on selected thinkers and movements.)

Essential readings:

D, Le Sueur James, ed. *The decolonization reader*. Routledge, 2003.

Shah, Ghanshyam (Editor). *Re-reading Hind Swaraj: Modernity and Subalterns*. Routledge. 2012.

Thiong'o, Ngũgĩ wa. *Decolonising the Mind*. James Currey. 1986

Suggested Readings:

Khader, S. J. *Decolonizing Universalism*, New York, Oxford University Press, 2019.

D, Hargreaves John. *Decolonization in Africa*. Longman, 1990.

Duara, P. *Decolonization*. Taylor & Francis Group Plc, 2004.

Ramanathan, V. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*, Clevedon, Buffalo, Multilingual Matters, 2005

Sandoval, C. *Methodology of the oppressed*, Minneapolis, Minnesota, University of Minnesota Press, 2000.

Springhall, John. *Decolonization since 1945*. Macmillan Education UK, 2001.

Wilson, Henry S. *African decolonization*. E. Arnold, 1994.

Wood, D. A. *Epistemic Decolonization*. Springer International Publishing, 2020.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 302

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Women in Indian Literature		Lecture	Tutorial	Practical/ Practice		
CILDSE 302	4	3	1	NIL	Graduation	NIL

Learning Objectives:

This course aims:

- to introduce students to women's writings across diverse Indian languages genres, and historical phases.
- to critically examine how caste, gender, class, religion, and region intersect and influence women's literary production and representation.
- to explore key themes, motifs, and narrative strategies employed by Indian women writers while engaging with different linguistic and socio-cultural contexts through a comparative framework,
- to analyze women's participation in oral traditions, folklore, and digital storytelling to understand how women negotiate voice, agency, identity, and resistance in both traditional and contemporary spaces.
- to develop ability to read and critique texts from a feminist and interdisciplinary perspective by studying feminist literary movements and their impact on women's writings.

Learning Outcomes:

By the end of this course, students will be able

- to critically understand Indian culture, history, and society from women's perspectives and recognize how gender politics shapes language, customs, and community identity.
- to analyze how patriarchy, caste discrimination, and social reform are negotiated differently by women writers across regions and languages.
- to apply feminist, subaltern, and intersectional theories to interpret women's texts and evaluate how women construct self, identity, and agency through literature.
- to compare women's writings across Indian languages and traditions, connecting oral narratives, folk expressions, and contemporary digital storytelling as evolving forms of women's creative expression.

Unit I: Feminism and Gender Discourses in India (10 hours)

Introduction to Feminism, Feminist Theories in the Indian context, Women's Studies, Gender Studies, and Women in Literature. Comparative understanding of Feminism in India vs. Western Feminism Overview of key concepts: patriarchy, gender roles, women's agency, and literary representation.

Unit II: Women's Presence and Voice in Literature (10 hours)

Reasons for women's presence in literature; marginalization, devaluation, silencing, and erasure of women's voices in literary history. Themes of women's self, language, identity, diaspora, and cultural construction. Introduction to intersectionality and caste–gender

Unit III: Historical Survey of Women in Indian Literary Representations (10 hours)

Vedic literature, post-Vedic literature

Puranic literature, Buddhist literature, Jaina literature Bhakti literature, Literature of courtesans, nuns, shamaness and priestess. Therigatha and Sangam Women poets Bhakti women poets: Tamil, Kannada, Marathi and Hindi Courtesan poets

Unit IV: Women in Indigenous, Oral, and Literary Traditions (15 hours)

Women's creative presence in traditional and oral cultures: Therikatha,Women in vedic tradition Sangam women poets, Bhakti women poets, and women's lore in oral traditions. Understanding oral narratives as women's alternative literary space. Linking oral traditions to emerging digital narratives as evolving forms of women's expression. Lullabies, ritual songs, wedding songs

TUTORIAL (15 hours)

Prescribed Texts:

Staging Resistance: Plays by Women in Translation – Tutun Mukherjee (Ed).

The Appeasement of Radhika: Radhika - Sandhya Mulchandani. (Trans.)

Tharu, Susie, and K. Lalitha, editors. Women Writing in India. 2 vols., Oxford UP, 1991–93

"Can the Subaltern Speak?"- Gayatri Chakravorty Spivak

Suggested Readings:

Bhanavi Kumkum. (Ed). Futures. New Delhi: Zubaan. 2006.

Chakravarti Uma. Gendering Caste. Kolkata: Street Publication.2006

Chaudhuri Maitrayee. Feminism in India. New Delhi: Kali for Women. 2004

Handoo Latita. Folklore and Gender. Mysore:Zoomi Publications. 1999

Indira, K. R. Sthraina Kamasutram (Women's Kamasutra) Kerala: D C Books. 2018

Manda Khandge, Shubhangi Raykar, Neelima Gundi, VIdya Deothar, Nishikant Mirajkar. Eds. Women's Literature in India. Vol I&II. Pune: Sahityapremi Bhagini Mandal. 2010.

Tarrant, Shira. Men and Feminism. California: Seal Press 2009

Altekar, A. S. The Position of Women in Hindu Civilization. 1938.

Ramanujan, A.K. On Women Saints. In The Divine Consort: Radha and Other Minor Goddesses, ed. by Reynold et. al. Berkeley: University of California Press. 1988.

Ramanujan, A.K., Velceru Narayana Rao and David Shulman. Eds. 2004.

When God is a Customer: Telugu Courtesan Songs by Kshetrayya and Others. Delhi: Oxford University Press.

Ramusack. 1990. From Symbol To Diversity: the Historical Literature On Women in India. South Asia Research, 10: 139-157.

Sangari, Kumkum and Sudesh Vaid..(ed.) Recasting Women: Essays in Colonial History. New Delhi: Kali for Women.1989

S& F Online: The Scholar and Feminist XXX: Past Controversies, Present

Challenges and Future Feminisms. 3.3-4.1, Fall 2005

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 303

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Indigenous (Tribal) Lore and Literature of India		Lecture	Tutorial	Practical/ Practice		
CILDSE 303	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To provide the scope to have an overall clear idea about the geo-cultural and literary scenario of India where the tribes of India are an integral part.

- To examine the impact of migration, colonization and modernization on the tribal communities of India and on their literature as well.
- To have a proper understanding of the different genres of indigenous literary expressions
- To study and analyse the select texts belonging to Indian indigenous literature

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this paper, students will be able to gain a thorough understanding of diversity and the geo-cultural structure of India where tribes and non-tribes co-exist.
- Students will be able to understand the concept of 'tribe' and its cultural and political connotation.
- Students will be able to think of literature beyond the documented literature only and the basic confusion of amalgamating the oral and written literature will be cleared.
- After completing the course, the students will be able to comprehend the basic concepts of Indigenous Literature in Indian context.
- Students will have knowledge of both the classical and the contemporary Indian tribal literature.
- The basic fabric of Indian tribal-lore and an over all idea about the tribal culture and literature of Inida will be understood by the end of the course.

UNIT – I The concept of 'tribe and its definitional issues, indigenous lore and life (10 hours)

UNIT – II Various forms and genres of Indigenous literature (10 hours)

UNIT – III Indigenous(tribal) literature in Indian context (with special reference to Northeast India) (10 hours)

UNIT – IV Critical Readings of select texts from Indian Indigenous (tribal) literature (15 hours)

TUTORIAL (15 hours)

Essential readings:

Dorson, Richard M. Ed, *Folklore and Folklife: An Introduction*. New York: UCP, 1972.

Elwin, Verrier. *The Tribal World*. New Delhi: OUP, 1964.

Kire, Esterine. *Sky is My Father*. (2nd ed.) New Delhi: Speaking Tiger, 2018.

Mann, R.S., and K. Mann. *Tribal Cultures and Change*. New Delhi: Mittal Publications, 1989.

Thankamma, Catherine, trans. *Kocharerthi the Araya Woman* by Narayan. 25th Impr. New Delhi : Oxford University Press (Oxford India Paperbacks), 2021.

Tripathy, S. N. Ed. *Tribals in India: the Changing Scenario*. New Delhi: Discovery Publishing House. 1998.

Vidyarthi, L.P. and Binay Kumar Rai. *The Tribal Culture of India*. New Delhi: Concept Publishing Company, 1977.

Suggested/Recommended readings

Behera, M.C. *Tribal Religion: Change and Continuity*. New Delhi: Commonwealth Publishers, 2000.

Dan Ben-Amos. "Toward a Definition of Folklore in Context", in Americo Paredes and Richard Bauman, eds. *Toward New Perspectives in Folklore*. Austin: University of Texas Press for the American Folklore Society, 1972.

Das, B. K., trans. Paraja by Gopinath Mohanty. Delhi: Oxford University Press, 1987.

Dennis, Phillip A. *Literature and Anthropology* (Studies in Comparative Indian Literature No. 2). Texas: Texas University Press, 1989.

Frazer, James, and Ruth Benedict. Ed. *Between Anthropology and Literature: Interdisciplinary Discourse*. London: Rutledge, 2002.

Majumdar, D. N., and T. N. Madan. *Races and Cultures of India*. Allahabad: Kitabistan, 1945

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC Elective COURSE – CILDSE 304

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Partition Literature **Code- CILDSE 304**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the students towards a new area of investigation where literature comes out as the source of the historical, social, and political situations of the country during and after the partition of India.

- To study the narratives of partition and their reflections in Indian literature and culture.
- To provide scope for interdisciplinary studies and fostering a deeper understanding of its impact on society, culture, politics, and identity.

Course Learning Outcome:

After taking this course, the students would be able to:

- Understand the historical, social and political context of Indian Partition literature
- Evaluate the multifaceted narratives surrounding the Partition of the Indian subcontinent.
- Critically analyse Partition literature and its impact on society, culture, politics, and identity.

UNIT – I Historical and political background of partition. (5 hours)

Ambedkar, Dr. B.R. (2013). Pakistan or The Partition of India. Samayak Prakashan; First Edition.

Seshadri, HV. (2018). The Tragic Story of Partition: A documented chronicle of events leading to Partition of India. Bengaluru: Sahitya Sindhu Prakashan,

UNIT – II Violence, trauma and displacement due to partition. (10 hours)

Islam, Shamsul. (2016) Muslims Against Partition — Revisiting the legacy of Allah Bakhsh and other patriotic Muslims. New Delhi: Pharos Media & Publishing Pvt Ltd.

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2023). Eds. Revisiting Partition Tales of Displacement, Horror, Negotiation and Reconciliation. New Delhi: IGNCA.

UNIT – III Cultural memories and representation of Partition: Novel, Autobiography and Short Stories (20 hours)

Novels:

Ajho- Hari Motwani

Autobiography:

The Pages of My Life – Popati Hiranandani

Select short stories:

Bhalla, Alok. (1994). Stories about the Partition of India.3 vols. New Delhi: Harper Collins. *(Three short stories to be selected)*

UNIT – IV Cultural memories and representation of Partition: Travelogue and Film. (10 hours)

Travelogue:

Saryu Se Sindhu – Ravi Prakash Tekchandani National Book Trust (1 January 2019); National Book Trust

Film:

Pinjar- Amrita Pritam (Directed by Chandraprakash Dwivedi, 2003)

TUTORIAL **(15 hours)**

(Background readings of select texts, Film discussions, Documenting oral experiences, Group Discussion, Presentation)

Suggested/Recommended readings

Aggarwal, Saaz (2021). Sindhi Tapestry: An Anthology of Reflections on the Sindhi Identity, black-and-white fountain

Ahmad, Aijaz. (1997). "Tryst with destiny' -- free but divided". India (15 August 1997), Special Number, pp. 21-28.

Ambedkar, Dr. B.R. (2013). Pakistan or The Partition of India. Samayak Prakashan; First Edition.

Azad, Maulana. (1988) India Wins Freedom. India: Orient Black Swan

Bhalla, Alok. (1994). Stories about the Partition of India.3 vols. New Delhi: HarperCollins.

Chatterji, Joya. (1994). Bengal Divided: Hindu Communalism and Partition, 1932-1947, Cambridge: Cambridge University Press.

Cowasjee, S. and Duggal, K. S., (1995). Eds. Orphans of the Storm: Stories on the Partition of India. New Delhi: UBS Publishers.

Das, Veena and Nandy, Ashis. (1986). "Violence, Victimhood and the Language of Silence" in Veena Das (ed), The Word and the World: Fantasy, Symbol and Record. New Delhi: Sage Publications.

Hasan, Murhirul, Ed. (1995). India Partitioned: The Other Face of Freedom. 2 vols. New Delhi: Roli Books.

Hasan, Mushirul, (2000). Ed. Inventing Boundaries: Gender, Politics and the Partition of India. Delhi: Oxford University Press.

Islam, Shamsul. (2016) Muslims Against Partition — Revisiting the legacy of Allah Bakhsh and other patriotic Muslims. New Delhi: Pharos Media & Publishing Pvt Ltd..

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2023). Eds. Revisiting Partition Tales of Displacement, Horror, Negotiation and Reconciliation. New Delhi: IGNCA

Joshi, Sachchidanand and Ravi Prakash Tekchandani. (2025). Eds. As They Saw It: Partition of India 1947', New Delhi: IGNCA.

Madav, Ram. (2022). Partitioned Freedom. New Delhi: Prabhat Prakashan Pvt. Ltd.

Nandy, Ashis. (1999). The Invisible Holocaust and the Journey as an Exodus. Postcolonial Studies 2, no. 3.

Ravikant and Tarun K. Saint.(2001). Eds. Translating Partition. New Delhi: Katha.

Seshadri, HV. (2018). The Tragic Story of Partition: A documented chronicle of events leading to Partition of India. Bengaluru: Sahitya Sindhu Prakashan,

Talbot, Ian and Gurharpal Singh, (1999). Eds. Region and Partition: Bengal, Punjab and the Partition of the Subcontinent. Karachi: Oxford University Press.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 305

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Folklore across Eras in India– From Oral to Digital platforms		Lecture	Tutorial	Practical/ Practice		
CILDSE 305	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore the evolution of folklore from oral traditions to digital platforms, tracing its transformation across different historical and technological contexts.
- To examine the cultural, social, and political influences that have shaped folklore over time, highlighting its dynamic role in preserving and transmitting collective knowledge.
- To study emerging forms such as fake lore and digital folklore, analyzing their impact on contemporary society and their role in shaping public perceptions of history, culture, and tradition.

Course Outcomes:

After completing this course the students will

- gain an understanding of folklore's evolution, its cultural significance, and its role in shaping identity and tradition.
- develop critical insights into oral, written, and digital folklore, including the impact of fake lore in contemporary society.

Unit 1: Foundations of Folklore Studies **(15 hours)**

Introduction to Folklore: Definitions, Scope, and Importance

Types of Folklore: Oral Narratives, Folk Songs, Folk Rituals, Proverbs, Myths, and Legends

Relationship Between Folklore and Culture

Unit 2: Folklore in Print and Cinema **(10 hours)**

The Impact of Printing Press and Written Documentation on Folk Traditions

Folklore in Literature and Nationalism: Case Studies from India and Beyond

Representation of Folklore in Cinema: Adaptations, Folk Epics, and Cultural Identity

Unit 3: Fake Lore, Politics, and Cultural Appropriation **(10 hours)**

Fake Lore vs. Authentic Folklore: Understanding the Distinctions

Political Uses of Fake Lore in Nationalist Discourses

The Role of Digital Platforms in Constructing and Spreading Fake Lore

Unit 4: Digital Folklore and Emerging Narratives **(10 hours)**

Introduction to Digital Folklore: Definition, types and Characteristics

Memes, Creepy pastas, and Social Media as New Folk Forms

Role of Folklore in Digital Identity,

No more folklore Intangible culture

TUTORIAL **(15 hours)**

Essential readings:

Dorson, Richard. Folklore *and folklife, An introduction*. Chicago: University of Chicago Press,1972.

Dorson, Richard M. *Folklore and fakelore: Essays toward a discipline of folk studies*. Cambridge, Mass.: Harvard University Press,1976.

Dundes, Alan (ed.). *International Folkloristics*, New York: Rowman and Little field Publishers, 1999.

Gupta, Sankar Sen. Folklore *and Folklife in India; An Objective Study in Indian Perspective* Calcutta;Indian Publications, 1975.

Handoo, Jawaharlal. *Current Trends in Folklore* Institute of Kannada Studies, University of Mysore, 1978.

Handoo Jawaharlal *Folklore in the Changing World* Central Institute of Indian Language, 2000.

Jeremy Hunsinger et al "Digital Folklore: Four Perspectives." Second International Handbook of Internet Research "Springer Nature, 2020, pp. 167-186.

Blank, Trevor J. *Folklore and the Internet: Vernacular Expression in a Digital World.* Utah State; University Press, 2009.

Suggested readings:

Blackburn, Stuart H, and Ramanujan A.K., (Ed): 1986: *Another Harmony – New Essays on the Folklore of India,* Oxford University Press.

Blank, Trevor J., (ed) *Folk Culture in the Digital Age: The Emergent Dynamics of Human Interaction* Utah: State University Press, 2012.

Asimos, Vivian. *Digital Mythology and the Internet's Monster: The Slender Man* Bloomsbury Academic, 2021.

Dundes, Alan. *Interpreting folklore.* Bloomington: Indiana University Press 1980

Handoo Jawaharlal *Folklore in Modern India.* Mysore: Central Institute of Indian Languages, 2012

Pavoorchatram Rajagopal Subramanian *An Introduction to the Study of Indian Folklor*Volume 1 of Folklore series 1972

Gupta, Sankar Sen Folklore Research in India Calcutta.; All India Folklore Conference, 1963

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE-SPECIFIC ELECTIVE COURSE

SEMESTER IV

DISCIPLINE SPECIFIC ELECTIVE COURSE CILDSE 401

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
Narrative Traditions of India		Lecture	Tutorial	Practical/ Practice		
CILDSE 401	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore Indian narratives, that are not, or may not be 'written'.
- To develop a clear and systematic understanding of the different forms and genres of narrative traditions.
- To examine the impact of migration, colonization and modernization on the folk narrative traditions of India.
- To study and analyse representative samples drawn from diverse narrative traditions from different parts of India.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- Students will be able to understand the concept of 'narrative' in general and 'narratives in Indian context' in particular.
- By studying this paper, students will be able to attain a thorough understanding of the various narrative traditions of India across classical, regional and folk forms.
- Students will be able to think and appreciate art, culture, traditions and literatures beyond the 'standard' documented literature only.
- After completing the course, the students will be able to comprehend the plurality of the great Indian epics as well the folk epics.
- Students will aquire both foundational and advanced knowledge of both the classical and the folk Indian narratives.
- At the end of the course, students will be able to study, analyse and present methodologically the representative samples drawn from diverse narrative traditions from different parts of India.

UNIT – I The concept of narrative and narrative tradition **(15 hours)**

UNIT – II Scriptural narratives in India **(10 hours)**

UNIT – III Performance based and oral Narrative traditions in India **(10 hours)**

UNIT – IV Pictural narratives and other visual narrative traditions in India **(10 hours)**

TUTORIAL **(15 hours)**

Essential readings:

Paniker, Ayyappa. K. *Indian Narratology*. New Delhi: Sterling Publishers, 2003.

Rajagopalachari, C. *Mahabhararta*. New Delhi: Bharatiya Vidya Bhavan. 2013.

_____ . *Ramayana*. New Delhi: Bharatiya Vidya Bhavan. 2018.

Mahalakshmi, R. (Ed.) *Art and History*. New Delhi: Bloomsbury academic India, 2019.

Richman, Paula. *Many Ramayanas: The Diversity of a Narrative Tradition in South Asia*. Oxfords University Press, 1997.

Sharma, Lokesh Chandra. A Brief History of Indian Painting. 23rd ed. UP: Krishna Prakashan Media (P) Ltd, 2015.

Suggested/Recommended readings

Agrawal, S. B. and J. Agrawal. *History of Indian Painting* (Part-1). Delhi: Prakhar Goonj Publication, 2022.

_____ . *History of Indian painting* (Part II). Delhi: Prakhar Goonj Publication, 2022.

Mukherjee, Tutun and Bharati Harishankar. *Epic in India*. Orient Blackswan PVT. Ltd. 2014.

Nagpal, J. C. Mural Paintings in India. New Delhi: Gyan. 2018.

Sabnani, Nina. *Kaavad Tradition oof Rajasthan*. New Delhi: Niyogi Books, 2014.

Tharuvana, Azeez. *Living Ramayanas*. Hyderabad: Eka. 2021.

Raghavan, V. *The Ramayan Tradition in Asia*. New Delhi: Sahitya Akademi, 2017.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 402

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Oral Epics of India Code- CILDSE 402	4	3	1	NIL	Graduation	NIL

Learning Objectives:

This course

- introduces the rich tradition of oral epics in India, exploring their performance, transmission, regional variations, ritual contexts, and cultural significance.
- examines how oral epics function as repositories of collective memory, expressing identity, history, gender dynamics, power structures, and social ethics.
- analyze case studies from various Indian regions Tamil Nadu, Karnataka, Rajasthan, Bengal, Manipur, and tribal belts alongside theoretical readings on folklore, performance studies, and oral narrative traditions.

Course Learning Outcomes:

By the end of the course, students will :

- understand the concepts of oral tradition, epic narration, performance, and collective memory, and will be able to analyze how community identity, caste, gender, and religion shape the formation and transmission of epic narratives.
- learn to compare regional oral epics across India in terms of structure, themes, motifs, and performance styles, and evaluate how oral epics transition from ritual and performance spaces to print and digital documentation.
- engage, to recognize the relationships between orality, memory, and history.
- students will apply folklore and performance theory to critically interpret oral narratives using the analytical tools gained in the course through a detailed study of selected oral epic traditions as both text and performance.

Unit I – Introduction to Oral Epics **(10 hours)**

This unit introduces oral tradition as a dynamic process shaped by performance, memory, audience, and transmission. This unit examines how orality relates to history and cultural memory, and explores various types of oral epic traditions in India. The unit also focuses on dominant ideological themes within oral epics, such as heroism, fate, sacrifice, divinity, death, and the cultural process of deification.

Unit II – Regional Oral Epics of India **(15 hours)**
Study of selected Indian oral epics Elder Brother story Annanmar Kathai (Tamil Nadu) Pabuji and Devnarayan (Rajasthan) Alha and Uday (U.P), Malua (Bengal)

Unit III – Oral Epics: Gender, Caste, and Subaltern Perspectives **(10 hours)**
Representations of Women in Epics: Martial, Sacrificial and Romantic Women-centered oral epics Kannagi in folk retellings, Tulu Siri, Draupadi cult traditions Alli Representation of marginalized identities Dalit and tribal epic narratives as counter-narratives to dominant/classical texts Oral epics as resistance literature (subaltern historiography) Community performers (e.g., bards, velan, ganakan, bhopa)

Unit IV – Theoretical perspective of oral epics **(10 hours)**

This unit discusses key folklore theories including the Oral-Formulaic Theory of Milman Parry and Albert Lord, and Performance Theory by Richard Bauman, along with methodological concerns involved in studying oral epics. Oral Epics as Performances Situating Performers Performance as Narration, Performance as Ritual Performance as Discourse Performance as Art.

TUTORIAL **(15 hours)**

Essential readings:

Brenda E.F. Beck Three Twins: Telling of a South Indian Folk Epic Indiana University Press 1982
Mahendra Kumar Mishra.Oral Epics of Kalahandi.Chennai:National Folklore Support Centre, 2007.
Sen Dinesh Chandra. The Ballads of Bengal. Delhi: Mittal publications,1988
Vanamamalai, N . Studies In Tamil Folk Literature. Chennai:New Century Book House ,1969
William Waterfield. The Lay of Alha. Humphrey Milford: Oxford University press,1923
Parry, Milman The making of Homeric verse : The collected papers of Milman Parry. New York: Oxford University Press, (987.
Bauman, R. Verbal Art as Performance. Waveland Press.
Richard Schechner Performance Studies An Introduction Routledge Publication, 2020.

Suggested readings:

Aida Vidan. Embroidered with Gold, Strung with Pearls: The Traditional Ballads of Bosnian Women, Harvard University Press,2003

Lord, Albert B. The Singer of Tales. Cambridge: Harvard University Press, 1960 Magoun, Francis P., Jr. "Oral-Formulaic Character of Anglo-Saxon Narrative Poetry", Speculum, 28 (1953): 446–67.

Milman Parry. "Studies in the Epic Technique of Oral Verse-Making. I. Homer and Homeric Style" Harvard Studies in Classical Philology, Vol. 41 (1930), pp. 73-147

Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. I: Homer and Homeric Style." Harvard Studies in Classical Philology Vol. 41 (1930), 73–143.

Bauman, Richard, and Charles L Briggs. "Poetics and Performances as Critical Perspectives on Language and Social Life", Annual Review of Anthropology, vol. 19 (1990), pp. 59–88.

Parry, Milman. "Studies in the Epic Technique of Oral Verse-Making. II: The Homeric Language as the Language of an Oral Poetry." Harvard Studies in Classical Philology Vol. 43 (1932), 1–50.

Stuart H. Blackburn. Singing of Birth and Death: Texts in Performance the University of Pennsylvania Press, 2015.

Stuart Blackburn –Oral Epics of India

Lauri Honko – Textualization of Oral Epics

Vanamamalai, N., Interpretation of Tamil Folk Creations Trivandrum : Dravidian Linguistics Association, 1981;

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 403

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Bhakti Movements and Indian Literature **Code- CILDSE 403**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- Provides a complete overview of the Bhakti movements in India.
- Cover the history, its regional variations, and social impact. The course examines the pivotal role of saint-poets in disseminating the core concepts of Bhakti.

- Investigate their philosophies and teachings as recorded in Indian literature from the 6th to the 18th century.
- To present Bhakti literature as a diverse source of knowledge, expressed through various forms, including writing, music, and performance.

Learning Outcomes

After completing this course, you will be able to:

- Identify the main themes of Bhakti across India's diverse languages and cultures.
- Explain the origins, development, and evolution of the Bhakti movements.
- Utilise comparative methods to analyse Bhakti literature from diverse regions.

Unit I: Bhakti: Basic concepts **(15 hours)**

Defining the concept of 'Bhakti' (devotion).

A brief overview of key Bhakti texts.

Exploring Bhakti as a 'path of many views' (a way of knowing that embraces different perspectives).

The Origins and Growth of the Bhakti Movements in India.

Key characteristics shared by all Bhakti movements.

Understanding the historical, regional, and social forces that shaped them.

Unit II: The Many Faces of Devotion **(10 hours)**

An understanding of different Bhakti groups and their philosophies.

The course will focus on major traditions, including:

Shaivism, Vaishnavism, Shaktism, Sufism

Unit III: Exploring the different forms of Bhakti expression **(10 hours)**

Poems and songs, music, dance, plays, art and statues

Reading and discussing key works, Hymns from the Nayanmars (Shaivite) and Alvars (Vaishnavite), Poems from the Siddhas, Vacanas from the Virasaivites, Poems from the Varkaris

Vakhs (sayings) of Lalded (Lalleswari), Parts of the Adi Granth

Unit IV: The Bhakti Saints **(10 hours)**

Understanding the hagiography tradition,

Women Bhakti Saints: Andal, Karaikkkal Ammaiyar, Akka Mahadevi, Mira Bai, Janabai, Lalded,

Bhakti Saints: A study of the life of major saint-poets.

Prescribed Texts:

Hymns for the Drowning: Poems for Vishnu - Nammalvar and A.K. Ramanujan, (tr.)

Speaking of Siva - A.K. Ramanujan (Trans.)

Slaves of the Lord: The Path of the Tamil Saints – Vidya Dehejia.

The Guru Granth Sahib - (Pashaura Singh, Trans.)

Lal Ded: The Great Kashmiri Saint-Poetess - (S.S. Toshkhani, Trans)

The Oxford Anthology of Bhakti Literature – Andrew Schelling (Ed.)

Selected saints' hagiographies from Makers of Indian Literature, Sahitya Akademi

TUTORIAL **(15 hours)**

Suggested Readings:

Chatterjee, A.N. (1983). *Srikrsna Caitanya: A Historical Study of Gaudiya Vaisnavism*. New Delhi: Associated Publishing Company.

Ganapathy, T.N. (2004). *The Philosophy of the Tamil Siddhas*. (2nd Ed). New Delhi: Indian Council of Philosophical Research.

Jnaneshvar. (1987). *Jnaneshvari* (V.G. Pradhan, Trans.). Albany: State University of New York Press.

Mishra, Kamalakar. (1999). *Kashmir Saivism*. Delhi: Sri Satguru Publications.

Nandimath, S.C. (1979). *A Handbook of Virasaivism*. Delhi: Motilal Banarsidass Publishers Private Ltd.

Sharma, Krishna. (1987). *Bhakti and Bhakti Movement: A New Perspective*. Delhi: Munshiram Manoharlal Publishers Private Ltd.

Singh, Daljeet and Kharak Singh. (Eds.). (1996). *Sikhism: Its Philosophy and History*. Chandigarh: Institute of Sikh Studies.

Tukaram. (1991). *Says Tuka* (Dilip Chitre, Trans.). New Delhi: Penguin Books India (P) Ltd.

Further Readings:

Bhattarcharya, N.N. (1989). Ed. Medieval Bhakti Movements in India. New Delhi: Munshiram Manoharlal Publishers Private Ltd.

Eaton, Richard M. (2015). Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India. Princeton: Princeton University Press.

Hawley, John Stratton (and Mark Juergensmeyer). (2019). Songs of the Saints of India. New York: Oxford University Press.

Lorenzen, David N. (2023). Ed. Bhakti Religion in North India: Community Identity and Political Action. Albany: State University of New York Press.

Miller, Barbara Stoler. (1984). Ed. & Trans. The Gita Govinda of Jayadeva. Delhi: Motilal Banarsidass Publishers Private Ltd.

Peterson, Indira Viswanathan. (1991). Poems to Siva. Delhi: Motilal Banarsidass Publishers Private Ltd.

Ramanujan, A. K. (1993). Trans. Hymns for the Drowning: Poems for Visnu by Nammalvar. New Delhi: Penguin Books.

_____ (1973). Trans. Speaking of Siva. New Delhi: Penguin Books.

_____. (Ed.). (1994). Eds. When God is a Customer: Telugu Courtesan Songs by Kshetrayya and Others. Delhi: Oxford University Press.

Ramaswamy, Vijaya. (2007). Walking Naked: Women, Society, Spirituality in South India. Shimla: Indian Institute of Advanced Study.

Tharu, Susie (and K. Lalita). (1991). Eds. Women Writing in India: 600 B.C. to the Present, Volume I: 600 B.C. to the Early Twentieth Century. New York: The Feminist Press.

Tulsidas. (1994). Ramcarit Manasa: Complete Works of Goswami Tulsidas (S.P. Bahadur, Trans.). New Delhi: Munshiram Manoharlal Publishers Private Ltd.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSE 404

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Print, Publication, and Publics: A History of the Book in Indian Languages **CILDSE 404**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- Trace the transition from manuscript to print cultures in Indian languages.
- Understand the material, technological, and cultural shifts shaping the history of the book.
- Examine the role of colonial presses, vernacular typographies, and regional print networks.
- Explore how print fostered new publics, institutions, and social movements.
- Reflect on the impact of digitization and the redefinition of the "book" in the digital age.

Learning outcomes:

- Gain an informed understanding of the evolution of print culture in India.
- Analyze the relationship between print, language reform, and literary modernity.
- Evaluate the role of publishing, censorship, and alternative publics in shaping discourse.
- Engage critically with archival and digital sources related to book history.
- Reflect on the continuities between manuscript, print, and digital textual practices.

Unit I – From Manuscript to Print: Technologies and Transitions (10 hours)

- The transition from palm-leaf, birch-bark, and handwritten texts to early printed books.
- Colonial presses and the emergence of vernacular typographies.

- Early Indian printers and the regional trajectories of print in Bengali, Tamil, Marathi, Urdu, and other languages.
- The idea of the "book" in pre-print cultures.

Unit II – Institutions, Markets, and the Public Sphere (10 hours)

- The rise of presses, publishers, and reading publics.
- Circulation, censorship, copyright, and the economics of print.
- Periodicals, pamphlets, and nationalist print culture.
- Alternative publics.

Unit III – Language, Literature, and Print Modernity (10 hours)

- Print and the shaping of modern Indian literatures.
- Print as mediation of language reform, grammar, and standardization.
- The creation of literary canons through anthologies, textbooks, and literary societies.
- The relationship between oral, performative, and print cultures.

Unit IV – Archives, Digital Humanities, and the Future of the Book (15 hours)

- Preservation, digitization, and the making of digital archives.
- Book history in the digital humanities framework.
- Reading digital texts in Indian languages: encoding, metadata, and access.
- Rethinking "the book" in the networked age: from print to platform.

TUTORIAL (15 hours)

(The tutorial component will complement the lecture sessions through focused discussion, close reading, and collaborative analysis of primary and secondary materials. Students will engage with selected readings from the core and recommended texts, explore digitized archives of early Indian print, and undertake short exercises on book history and material culture. Activities will include guided discussions, group presentations on regional print traditions, examination of facsimiles or digital reproductions of early printed works, and reflection on the relationship between print and the formation of reading publics. The tutorial will culminate in a brief research presentation or reflective essay that connects theoretical debates to specific examples of print cultures in Indian languages.)

Essential readings:

Chakraborty, Swapan, and Abhijit Gupta, eds. *Fount of Knowledge: Book History in India*, Vol. 3. Hyderabad: Orient BlackSwan, 2016.

Chakraborty, Swapan, and Abhijit Gupta, eds. *Moveable Types: Book History in India*, Vol. 2. Delhi: Permanent Black, 2008.

Chakraborty, Swapan, and Abhijit Gupta, eds. *New Word Order*. New Delhi: Worldview

Publications, 2011.

Chakraborty, Swapan, and Abhijit Gupta, eds. *Print Areas: Book History in India*, Vol. 1. Delhi: Permanent Black, 2004.

Priolkar, Anant Kakba. *The Printing Press in India*. Bombay: Marathi Samshodhana Mandala, 1958.

Suggested/Recommended readings

Bose, P. N. *A Hundred Years of Bengali Press*. Calcutta, 1920.

British Museum. *Catalogue of Bengali Printed Books in the Library of the British Museum* (1886); *Supplementary Catalogue* (1910).

British Museum. Dept. of Oriental Printed Books and Manuscripts. *Various Catalogues*.

Dhingra, Kanupriya. *Old Delhi's Parallel Book Bazaar*. Cambridge University Press, 2024.

Feather, John. *A Dictionary of Book History*. London: Routledge, 1986.

Ghosh, Anindita. *Power in Print: Popular Publishing and the Politics of Language and Culture in a Colonial Society, 1778–1905*. Delhi: Oxford University Press, 2006.

Gupta, Abhijeet. *The Spread of Print in Colonial India into the Hinterland*. Cambridge University Press, 2021.

Joshi, P. N. *A Hundred Years of Bengali Press*. Calcutta, 1920. [Archive.org link].

Joshi, Priti. *Empire News: The Anglo-Indian Press Writes India*. Albany: SUNY Press, 2021.

Joshi, P. R. *In Another Country: Colonialism, Culture and the English Novel in India*. New York: Columbia University Press, 2002.

Koegler, Caroline, and Corinna Norrick-Ruhl. *Are Books Still "Different"?: Literature as Culture and Commodity in a Digital Age*. Cambridge University Press, 2023.

Mitra, Samarpita. *Periodicals, Readers and the Making of a Modern Literary Culture: Bengal at the Turn of the Twentieth Century*. Leiden: Brill, 2020.

Orsini, Francesca, ed. *The History of the Book in South Asia*. London: Routledge, 2013.

Roy, Tapti. *Print and Publishing in Colonial Bengal: The Journey of Bidyasundar*. New York: Routledge, 2019.

Sebastian, Pradeep. *The Book Beautiful: A Memoir of Collecting Rare and Fine Books*. New Delhi: Hachette India, 2023.

Shaw, Graham. *Printing in Calcutta to 1800: A Description and Checklist of Printing in Late 18th Century Calcutta*. London: The Bibliographical Society, 1981.

Stark, Ulrike. *The Empire of Books: The Naval Kishore Press and the Diffusion of the Printed Word in Colonial India*. Ranikhet: Permanent Black, 2007.

Venkatachalapathy, A. R. *The Province of the Book: Scholars, Scribes and Scribblers in Colonial Tamilnadu*. Delhi: Permanent Black, 2012.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISSERTATION/ ACADEMIC PROJECTS/ ENTREPRENEURSHIP

SEMESTER III

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

SEMESTER IV

Dissertation/ Academic Projects/ Entrepreneurship (6 credits)

* For those opting for 'Entrepreneurship' track, one GE related to Entrepreneurship should be studied in each of the III and IV Semesters. For those who opt for writing Dissertation or Academic Projects, they may opt any GE of their choice or study only the DSEs.

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension though of the work done in the 4th Year of UG programme.

A. Outcomes expected of Dissertation writing track.

Semester III

The following **four** outcomes must be achieved by the end of III Semester:

i. Research Problem identification

ii. Review of literature

iii. Research design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following **three** outcomes must be achieved by the end of IV Semester:

i. Completion of experimentation/ fieldwork

ii. Submission of dissertation

iii. Research output in the form of **any one** of the following –

- Prototype or product development/ patent
- Any other scholastic work as recommended by the BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects.

(Academic Project should be application-based research (not an exploratory or descriptive research) or real-life problem-solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

i. Problem identification

ii. Review of literature

iii. Design formulation

iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

i. Completion of the experimentation, fieldwork or similar task.

ii. Submission of project report

iii. Project output in the form of any one of the following –

- Prototype or product development or patent
- Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
- Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

C. Learning outcomes of Entrepreneurship track.

Milestones for I/III Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Idea Generation and Validation	Submission of at least two potential startup ideas.	Conduct market research to validate the viability of each idea.	Review and feedback on the initial ideas.
3-4	Finalizing the Business Idea	Selection of the final business idea based on research and mentor feedback.	Develop a preliminary business model canvas.	Approval of the final business idea.
5-6	Market Research and Customer Discovery	Detailed market research report and customer discovery interviews.	Identify target market, customer segments, and key competitors.	Presentation of market research findings.
7-14	Prototype Development/Minimum Viable Product (MVP) and Business Model Refinement	Development of a prototype or MVP. Refined business model canvas including value proposition, customer segments, and revenue streams.	Design and build a basic version of the product or service. Test and iterate the business model based on prototype/MVP feedback.	Prototype/MVP review and feedback.

11-12	Financial and Legal Planning	Initial financial plan including cost structure, pricing strategy, and funding requirements.	Prepare a basic financial plan, including a budget and revenue forecast; review IPR potential	Financial plan and IPR review.
13-14	Pitch Preparation	Development of a pitch deck summarizing the business idea, market opportunity, prototype, and financials.	Create and refine a presentation for potential investors or stakeholders.	Practice pitch session with feedback.
15-16	Final Presentation and Review	Final pitch presentation to a panel of mentors, faculty, and possibly industry experts.	Deliver a polished pitch, receive feedback, and make final adjustments.	Final assessment and grading based on the pitch and overall progress throughout the semester.

Milestones for II/IV Semester:

Week (Tentative)	Topic	Deliverable	Activities	Mentor Checkpoint
1-2	Review and Refinement of Prototype/ MVP	Review of the progress made in the last semester, including feedback from the final pitch.	Refine the business model, prototype, and financial plan based on mentor feedback and learnings from the last semester.	Review and approval of the refined business plan and prototype/MVP
3-12	Legal and Regulatory Compliance	Documentation of all legal requirements, including business registration, intellectual property rights, and compliance with industry-specific regulations.	Complete the legal registration of the business and ensure all necessary licenses and permits are obtained	Legal compliance review and feedback.
5-8	Operational Planning	Detailed operational plan, including supply chain management, production schedules, and quality assurance processes.	Finalize partnerships with suppliers, set up production or service delivery processes, and establish quality control measures.	Review and approval of the operational plan.

5-10	Marketing and Sales Strategy	Comprehensive marketing and sales plan, including market entry strategy, branding, and pricing.	Develop and test marketing campaigns, refine branding and messaging, and establish sales channels.	Marketing and sales strategy review and feedback.
9-14	Financial Planning and Fundraising	Finalized financial plan, including cash flow projections, break-even analysis, and funding requirements.	Prepare for fundraising by identifying potential investors, preparing financial documents, and practicing pitches.	Financial plan review and practice pitch sessions.
9-14	Risk Management and Contingency Planning	Risk management plan detailing potential risks and corresponding mitigation strategies.	Identify key risks (e.g., market, operational, financial) and develop contingency plans.	Risk management plan review and feedback.
13-14	Final Preparations for Launch	Final preparations for market launch, including any final adjustments to the product/service, operational processes, and marketing efforts.	Conduct a soft launch or beta testing phase to gather final feedback, finalize logistics, and ensure readiness for full market entry.	Review and approval of launch readiness.

15-16	Final Presentation and Review	Comprehensive final presentation summarizing the entire project, including business model, operations, financials, marketing, and launch plan.	Deliver the final pitch to a panel of mentors, faculty, and industry experts, followed by the official market launch.	Final evaluation and feedback, with an emphasis on the feasibility of the launch and overall project success.

Please note that few outcomes of Entrepreneurship may be added/revised by the concerned Committee to suit the Master's level Programme.

Ref: https://www.du.ac.in/uploads/new-web/17022025-ugcf Final_scanned_Notification_3_pgcf.pdf

MASTER OF ARTS

(COMPARATIVE INDIAN LITERATURE)

DEPARTMENT OF INDIAN LANGUAGES AND LITERARY STUDIES
FACULTY OF ARTS
UNIVERSITY OF DELHI
DELHI-110007

DISCIPLINE SPECIFIC ELECTIVE LANGUAGE COURSES (DSE) POOL

I to IV Semester

Note: Students are required to take one of the following DSEs (in progression mode) each semester.

Course Code	Paper Number	Course Title	Credit Distribution of the Course		
CILDSEA 001		Introduction to Assamese Language-I	03	01	04
CILDSEA002		Introduction to Assamese Language-II	03	01	04
CILDSEA 003		Introduction to Assamese Language-III	03	01	04
CILDSEA 004		Introduction to Assamese Language-IV	03	01	04
CILDSEB 001		Introduction to Bengali Language – I	03	01	04
CILDSEB 002		Introduction to Bengali Language – II	03	01	04
CILDSEB 003		Introduction to Bengali Language – III	03	01	04
CILDSEB 004		Introduction to Bengali Language – IV	03	01	04
CILDSEG 001		Introduction to Gujarati Language – I	03	01	04
CILDSEG 002		Introduction to Gujarati Language – II	03	01	04
CILDSEG 003		Introduction to Gujarati Language – III	03	01	04
CILDSEG 004		Introduction to Gujarati Language – IV	03	01	04
CILDSEK 001		Introduction to Kannada Language – I	03	01	04
CILDSEK 002		Introduction to Kannada Language – II	03	01	04
CILDSEK 003		Introduction to Kannada Language – III	03	01	04
CILDSEK 004		Introduction to Kannada Language – IV	03	01	04

CILDSEMAL 001		Introduction to Malayalam Language – I	03	01	04
CILDSEMAL 002		Introduction to Malayalam Language – II	03	01	04
CILDSEMAL 003		Introduction to Malayalam Language – III	03	01	04
CILDSEMAL 004		Introduction to Malayalam Language – IV	03	01	04
CILDSEMAN 001		Introduction to Manipuri Language – I	03	01	04
CILDSEMAN 002		Introduction to Manipuri Language – II	03	01	04
CILDSEMAN 003		Introduction to Manipuri Language – III	03	01	04
CILDSEMAN 004		Introduction to Manipuri Language – IV	03	01	04
CILDSEMAR 001		Introduction to Marathi Language – I	03	01	04
CILDSEMAR 002		Introduction to Marathi Language – II	03	01	04
CILDSEMAR 003		Introduction to Marathi Language – III	03	01	04
CILDSEMAR 004		Introduction to Marathi Language – IV	03	01	04
CILDSEO 001		Introduction to Odia Language – I	03	01	04
CILDSEO 002		Introduction to Odia Language – II	03	01	04
CILDSEO 003		Introduction to Odia Language – III	03	01	04
CILDSEO 004		Introduction to Odia Language – IV	03	01	04
CILDSES 001		Introduction to Sindhi Language – I	03	01	04
CILDSES 002		Introduction to Sindhi Language – II	03	01	04
CILDSES 003		Introduction to Sindhi Language – III	03	01	04
CILDSES 004		Introduction to Sindhi Language – IV	03	01	04
CILDSETAM 001		Introduction to Tamil Language – I	03	01	04
CILDSETAM 002		Introduction to Tamil Language – II	03	01	04
CILDSETAM 003		Introduction to Tamil Language – III	03	01	04
CILDSETAM 004		Introduction to Tamil Language – IV	03	01	04
CILDSETEL 001		Introduction to Telugu Language – I	03	01	04
CILDSETEL 002		Introduction to Telugu Language – II	03	01	04
CILDSETEL 003		Introduction to Telugu Language – III	03	01	04
CILDSETEL 004		Introduction to Telugu Language – IV	03	01	04

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language – I **Code- CILDSEA 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Assamese, one of the Modern Indian languages. Since this course of study is offered to students who don't have prior knowledge of Assamese language hence, to give a basic overview of Assamese language is the main objective of this course.
- To introduce students to the letters and sounds of Assamese language.
- To teach students to frame Assamese words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Assamese language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Assamese language (9 hours)

- Origin of Assamese language
- Different stages of development of Modern Assamese language

UNIT – II Introduction to sounds and letters, Framing words and sentences (12 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (12 hour)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL (15 hours)

(Vocabulary and reading an Assamese Dictionary, Basic conversation in Assamese language, Speaking practice, Journaling in Assamese language)

Essential readings:

Das Gupta, Bindu Bhusan. *Assamese Self-Taught*. Kolkata: Das Gupta Prakashan. 1956.

Dutta Barua, Lohit. *Learning Assamese Language: A Brief Handbook*. Guwahati: Spandan Prakash. 2021

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Suggestive readings/recommended:

Dictionary

Deka, Pranav Jyoti. *Jyoti-Divashik Abhidhan*. Guwahati: Assam Book Depot. 2011.

Sharma, Suresh. Advanced Comprehensive Anglo-Assamese Dictionary. Guwahati: Jyoti Prakashan. 2008

https://dsal.uchicago.edu/dictionaries/candrakanta/

www.xobdo.org

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEA 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language- II **Code- CILDSEA 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Assamese language in the previous semester.
- To focus on the salient features and grammatical rules of the Assamese language as well as give a brief understanding on writing skills and developing contents in Assamese languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Assamese language and its grammar, which will eventually lead them to produce oral and written contents in Assamese language correctly.
- Engage in professional and technical fields related to Assam or Assamese language.

UNIT – I **(9 hours)**

Assamese Phrases and Proverbs

UNIT – II Assamese Grammar **(12 hours)**

- Number
- Gender
- Salient features of Assamese language

UNIT – III Writing skills and Content development **(12 hour)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(12 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read an Assamese book of choice, Role play, Journaling, Group discussion in Assamese language on a specific topic)

Suggested/Recommended readings:

Baruah, Tultul (ed). *Asamiya Rachana Sankalan*, Guwahati: Students Stores. 2013

Das Gupta, Bindu Bhusan. *Assamese Self-Taught*. Kolkata: Das Gupta Prakashan. 1956.

Dutta Barua, Lohit. *Learning Assamese Language: A Brief Handbook.* Guwahati: Spandan Prakash. 2021

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Neog, Dr Maheswar. *Nika Asamiya Bhasa*, Guwahati: Layers' Book Stall. 1994.

Dictionary

Deka, Pranav Jyoti. *Jyoti-Divashik Abhidhan*. Guwahati: Assam Book Dipot. 2011.

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese* Dictionary. Guwahati: Jyoti Prakashan. 2008

https://dsal.uchicago.edu/dictionaries/candrakanta/

www.xobdo.org

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language – III **Code- CILDSEA 003**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To equip learners with a solid foundation in Assamese language and literature.
- To enable the learners to understand and use grammatical structures.
- To engage in everyday conversation.
- To get an overall idea on oral literary tradition.
- To analyse the themes of selected poems.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Engage in comparative discussions linking Assamese oral literature to similar traditions in other Indian languages.
- Analyse and explain the themes and cultural context of the selected Assamese poems.

UNIT – I **(10 hours)**

Grammar

- Use of synonyms and antonyms
- Use of prefix and suffix

UNIT – II **(10 hours)**

Daily conversation in Assamese

UNIT – III **(15 hours)**

Assamese Oral literature: Folk songs, Folktales, Riddles etc.

UNIT – IV **(10 hours)**

Selected Assamese Poems

TUTORIAL **(15 hours)**

(Telling a tale in Assamese language, Role plays that reflect real-life situations, Journaling, Group discussion on folksongs and riddles sung in Assamese and other Indian languages, Compose an Assamese poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Assamese and other Indian languages poem, Reading a Dictionary)

Suggestive readings:

Baruah, Tultul (ed). *Asamiya Rachana Sankalan*, Guwahati: Students Stores. 2013

Bezbarua, Lakshminath. Burhi Aair Sadhu. Guwahati, Bhawani Print and Publication, 2009

Das Gupta, Bindu Bhusan. *Assamese Self-Taught*. Kolkata: Das Gupta Prakashan. 1956.

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Gogoi, Leela, Asamiya Loka-Sahityar Ruprekha, Dibrugarh, Students Emporium. 1992

Neog, Dr Maheswar. *Nika Asamiya Bhasa*, Guwahati: Layers' Book Stall. 1994.

Sarma, Hemantakumar. *Asamiya Lokageeti Sanchayan*. Guwahati, Bina Library, 2000.

Dictionary

Deka, Pranav Jyoti. *Jyoti-Divashik Abhidhan*. Guwahati: Assam Book Dipot. 2011.

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese* Dictionary. Guwahati: Jyoti Prakashan. 2008

https://dsal.uchicago.edu/dictionaries/candrakanta/

www.xobdo.org

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEA 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Assamese Language- IV **Code- CILDSEA 004**	4	3	1	Nil	Graduation	Nil

Learning Objectives:

The aim of this course is to develop students' competence in handling Assamese language texts across a range of academic and literary tasks. By the end of the course learners will be able to:

- Summarise complex written passages accurately, capturing main ideas and supporting details in a concise form.
- Translate between English, Assamese and Hindi, demonstrating awareness of lexical, syntactic and cultural nuances.
- Trace the evolution of Assamese literature, identifying key periods, movements and major authors.
- Analyse literary texts; such as essays and novels by exploring themes, structures and socio-historical contexts.

Learning Outcomes:

- The course is expected to produce a clear, coherent summary that retains the original meaning within a prescribed length.
- To have basic knowledge of translation between English/ Hindi and Assamese language.
- To get an overview of the major chronological phases of Assamese literature from its early beginnings to the contemporary period.
- Critically read selected essays and novels.
- It is expected that the objectives together equip students with the linguistic proficiency, cultural insight and critical skills needed for advanced study and professional use of Assamese. It will help the students in the future in professional and technical fields related to Assam or Assamese language and literature.

UNIT – I **(5 hours)**

Summary Writing

UNIT – II **(10 hours)**

Translation

- From English to Assamese
- From Assamese to English/ Hindi

UNIT – III **(15 hours)**

History of Assamese Literature

UNIT – IV **(15 hours)**

Text

- Essay
- Novel

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Assamese language, Journaling, Group discussion in Assamese literature on specific topic, Discussion on similar theme based Assamese and other Indian languages essays and novel, Read a dictionary)

Suggestive readings:

Baruah, Tultul (ed). *Asamiya Rachana Sankalan*, Guwahati: Students Stores. 2013

Barua, Hem. *Assamese Literature*. New Delhi, National Book Trust, 1959.

Dutta Baruah, P.N. *An Intensive Course in Assamese*. Mysore: CIIL. 1996

Dutta Baruah, P.N. *Languages of North East: Assamese, Khasi, Manipuri, Mising, Rabha*. Mysore: CIIL. 1999

Neog, Dr Maheswar. *Nika Asamiya Bhasa*, Guwahati: Layers' Book Stall. 1994.

Sarma, Satyendranath. *Asamiya Sahityar Samikkhatmak Itibritta*. Guwahati: Saumar Prakash, 2006.

Essential readings:

Borgohain, Homen. *Kishor Sarathi*, Guwahati: Students Stores. 2010

Saikia, Bhabendranath, *Maramar Deuta*, Guwahati: Safura Sahitya Sadan. 1992

Dictionary

Deka, Pranav Jyoti. *Jyoti-Divashik Abhidhan*. Guwahati: Assam Book Dipot. 2011.

Sharma, Suresh. *Advanced Comprehensive Anglo-Assamese* Dictionary. Guwahati: Jyoti Prakashan. 2008

https://dsal.uchicago.edu/dictionaries/candrakanta/

www.xobdo.org

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE – CILDSEB 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – I **Code- CILDSEB 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Aimed at teaching basic language skills in Bengali.
- To introduce the student to the basic skills of the Bengali Language: its alphabet, essential words and simple sentence construction method along with the history of its origin and development.
- To facilitate students acquiring primary skills of reading, writing and speaking Bengali alongside building up an elementary vocabulary.

Learning Outcome:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary.
- Read and write simple Bengali sentences, can figure out words having conjunct characters, and can have a basic everyday conversation.

UNIT – I **(10 hours)**

Introduction to Bengali language

UNIT – II **(15 hours)**

Introduction to Bengali Vowel and Consonant sounds along with the sound-images

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

UNIT – III **(10 hours)**

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & subjunctive

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

UNIT – IV **(10 hours)**

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

TUTORIAL **(15 hours)**

(Vocabulary and reading a Bengali Dictionary, Basic conversation in Bengali language, Speaking practice, Journaling in Bengali language)

Essential readings:

Mahapatra,Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya Sang Shod. August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners*. Kolkata: Shishu Sahitya Sang Shod. August 1999.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEB 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – II **Code- CILDSEB 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Aimed at enabling students who have prior knowledge of the Bengali language to figure out and construct compound and complex sentences in Bengali.
- To enable the students to achieve skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To introduce them to the basic history of the Bengali literary culture and the basic rules of translation as well.

Learning Outcomes:

After taking this course, the students would be able to:

- To understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- To translate from Bengali to English and vice versa.

UNIT – I **(12 hours)**

Compound verbs
Transitive and intransitive verbs
Making compound sentences in Bengali using conjunction
Making complex sentences in Bengali

UNIT – II **(9 hours)**

Reading comprehension

UNIT – III **(12 hours)**

Writing Skills and Content Development

UNIT – IV **(12 hours)**

Translation from another language to Bengali

Translation from Bengali to another language

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Bengali book of choice, Role play, Journaling, Group discussion in Bengali language on a specific topic)

Suggested/recommended readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

Mahapatra, Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya sang shod. August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners* Kolkata: Shishu Sahitya sang shod. August 1999.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – III **Code- CILDSEB 003**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Bengali vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Bengali words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Bengali and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Bengali Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills **(10 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools **(10 hours)**

Composing in Bengali using various tools. Using AI tools to create Bengali content. Using tools to translate to and from Bengali.

TUTORIAL **(15 hours)**

(Watching Bengali movies with non-Bengali subtitles, Telling a tale in Bengali language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Bengali culture and festivals, compose a Bengali poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Bengali and other Indian languages productions.)

Suggested/Recommended Readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

Dimock, Edward. Somdev Bhattacharji. Suhas Chatterjee. *Introduction to Bengali, Part 1: A Basic Course in Spoken Bengali, with Emphasis Upon Speaking and Understanding the Language*. Manohar. 2005

Mahapatra, Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya Sangshod.

August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners* Kolkata: Shishu Sahitya Sangshod. August 1999.

Radice, William. *Teach Yourself Bengali* (Complete Course Package: Book + 2CDs). McGraw-Hill. 2003

_____ *Complete Bengali Beginner to Intermediate Course*. Teach Yourself. 2010

Thompson, Hanne-Ruth. *Bengali: A Comprehensive Grammar*. Routledge. 2020

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEB 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Bengali Language – IV **Code- CILDSEB 004**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Bengali in everyday life.
- To prepare them to use Bengali in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Bengali language.
- To develop a sense of language based on understanding the relationship between Bengali culture and language.
- To motivate them to write and communicate confidently in the Bengali language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Bengali texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Bengali festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Bengali confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Bengali culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Bengali Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Bengali Language, Journaling, Group discussion on Bengali Folklore. Discussion on similar theme based productions in Bengali and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

Bhattacharya, Krishna and A.K. Basu. *An Intensive Course in Bengali*. 1994. Mysore: CIIL.

Dimock, Edward. Somdev Bhattacharji. Suhas Chatterjee. *Introduction to Bengali, Part 1: A Basic Course in Spoken Bengali, with Emphasis Upon Speaking and Understanding the Language*. Manohar. 2005

Mahapatra, Tushar Kanti. *Bengali for Non Bengalis*. Kolkata: Shishu Sahitya Sangshod.

August 1999.

Mahapatra, Tushar Kanti. *Bengali for Beginners* Kolkata: Shishu Sahitya Sangshod. August 1999.

Radice, William. *Teach Yourself Bengali* (Complete Course Package: Book + 2CDs). McGraw-Hill. 2003

_____*Complete Bengali Beginner to Intermediate Course*. Teach Yourself. 2010

Thompson, Hanne-Ruth. *Bengali: A Comprehensive Grammar*. Routledge. 2020

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – I **Code- CILDSEG 001**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Gujarati Language, one of the Modern Indian languages.
- To give a basic overview of Gujarati Language to students who don't have prior knowledge of Gujarati Language.
- To introduce students to the letters and sounds of Gujarati Language.
- To teach students to frame words and simple sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Gujarati Language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I **(5 hours)**

Gujarati language and its silent features.

UNIT – II **(15 hours)**

Sounds and letters, Framing the words and sentences

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences
- Pre and Post-positions, Verb adjuncts

UNIT – III **(15 hours)**

Basic Grammar

- Parts of speech
- Verb
- Types of sentences

UNIT – IV **(10 hours)**

Writing skills and content development

Writing for different platforms/media

TUTORIAL **(15 hours)**

(Blog, articles, reviews, reports, speeches, advertisements and copy writing, Reports, scripts, etc.)

Essential/recommended readings

Christian, Sonal, *Gujarati-English/English-Gujarati Dictionary & Phrasebook* (Hippocrene Dictionary & Phrasebook), hippocrene book,ney york, 2006

Clair Tisdall, William St., *A Simplified Grammar of the Gujarati Language together With a Short Reading Book and Vocabulary*, Forgotten Books and kegun paul, London, 2017

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEG 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language - II **Code- CILDSEG 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Language in the previous semester.
- To focus on the salient features and grammatical rules of the Language as well as give a brief understanding of translation between Indian languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Language and its grammar, which will eventually lead them to produce oral and written contents in Language correctly.
- Engage in professional and technical fields related to the Language.

UNIT – I **(5 hours)**

Gujarati Language: Phrases, Proverbs, idioms, dialect etc.

UNIT – II Gujarati Grammar **(10 hours)**

- Numbers
- Gender
- Types of verbs: dative, experiencer, transitive, intransitive etc.

UNIT – III Writing skills and content development **(15 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

UNIT – IV **(15 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Gujarati book of choice, Role play, Journaling, Group discussion in Gujarati language on a specific topic)

Suggested/recommended readings:

Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential introduction to reading, writing, speaking and understanding a new language. NTC publishing group, 2013

Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors, 2021 Open source file: A Brief Outline of Gujarati Parts-of-Speech by Babu Suthar

Pub. By South Asia Regional Studies, University of Pennsylvania, Philadelphia PA 19104 http://ccat.sas.upenn.edu/plc/gujarati/gujaratiwords.pdf

https://studylib.net/doc/8688007/a-brief-outline-of-gujarati-parts-of-speech

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – III Code- CILDSEG 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Gujarati vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Gujarati words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Gujarati and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Gujarati Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills **(10 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools **(10 hours)**

Composing in Gujarati using various tools. Using AI tools to create Gujarati content. Using tools to translate to and from Gujarati.

TUTORIAL **(15 hours)**

(Watching Gujarati movies with non-Gujarati subtitles, Telling a tale in Gujarati language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Gujarati culture and festivals, compose a Gujarati poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Gujarati and other Indian languages productions.)

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006
2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a
Short Reading Book and Vocabulary, Forgotten Books 25, 2017
3. Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential Introduction to reading, writing, speaking and understanding a new language. NTC publishing
Group,2013
4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors,
2021

Any other customised/designed material e.g. PPT/audio-visual content developed
By the concerned course teacher as per the requirement of the course and the
Students/ learners time to time

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEG 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Gujarati Language – IV **Code- CILDSEG 004**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Gujarati in everyday life.
- To prepare them to use Gujarati in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Gujarati language.
- To develop a sense of language based on understanding the relationship between Gujarati culture and language.
- To motivate them to write and communicate confidently in the Gujarati language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Gujarati texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Gujarati festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Gujarati confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Gujarati culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Gujarati Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Gujarati Language, Journaling, Group discussion on Gujarati Folklore. Discussion on similar theme based productions in Gujarati and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

1. Christian, Sonal, Gujarati-English/English-Gujarati Dictionary & Phrasebook (Hippocrene Dictionary & Phrasebook), 2006

2. Clair Tisdall, William St., A Simplified Grammar of the Gujarati Language Together With a
Short Reading Book and Vocabulary, Forgotten Books 25, 2017

3. Dwyer, y Rachel Dwyer, Get Started in Gujarati Absolute Beginner Course: The essential Introduction to reading, writing, speaking and understanding a new language.NTC publishing group, 2013

4. Jhaveri, Krishnalal M., Milestones in Gujarati Literature, Manohar Publishers & Distributors,
2021

Any other customised/designed material e.g. PPT/audio-visual content developed by the concerned course teacher as per the requirement of the course and the Students/ learners time to time

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – I **Code- CILDSEK 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Kannada, one of the Classical Indian languages.
- To give a basic overview of Kannada language to students who don't have prior knowledge of Kannada language.
- To introduce students to the letters and sounds of Kannada language.
- To teach students to frame Kannada words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Kannada language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Kannada language **(12 hours)**

- Origin of Kannada language
- Different stages of development of Kannada language

UNIT – II Introduction to sounds and letters, Framing words and sentences (11 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar **(11 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences (11 hours)

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL (15 hours)

(Activities: Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Picking the Pluck Card, Visiting Archaeological Survey of India)

Suggested/recommended Readings:

Linga Devaru Halemane, M.N. Leelavathi, *An Intensive Course in Kannada*, Central Institute of Indian Languages, Manasagangotri, Mysore,1995,

Chidananda Murthy. M, *Bashavijnanada moola tatvagalu*, D. V. K. Moorthy, Mysore, 2013

Sangamesha Savadatti Matta, *Kannada Bhasha Swaroopa*, Abhinava Prakashana, Bangalore, 2013

Marulayya Sa. Shi, *Kannada bhasheya charitre*,, Aravinda India, Bangalore, 2015

Shankara Bhat. D. N, *Kannadadalle Hosa Padagalannu Kattuva Bage*, Easha Prakashana, Sagara, 2013

T. S. Gopal, *Kannada oodu Barahada samanya Tatvagalu*, Navakarnataka Publication, Bangalore, 2019

Prashanta Madta (edt), *Padanidi*, Kannada Sangha, St. Joseph evening college, Bangalore 2023

Dictionary

Venkata Subbiah, *Kannada - Kannada - English*, I B M Publication, Bangalore, 2012

Sheshagiri Rao, *Kannada - Kannada - English*, Subhash Publications, 2001

Nagaraj M. V, *Vidyartigalige Shabdaarthakosha*, Vasanta publication, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEK 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – II **Code- CILDSEK 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Kannada language in the previous semester.
- To focus on the salient features and grammatical rules of the Kannada language as well as give a brief understanding on writing skills and developing contents in Kannada languages.

Learning Outcomes:

After taking this course, the students would be able to:

- To add working knowledge about Kannada language and its grammar, which will eventually lead them to produce oral and written contents in Kannada language correctly.
- Engage in professional and technical fields related to Karnataka or Kannada language.

UNIT – I **(12 hours)**

Kannada Phrases and Proverbs

UNIT – II Kannada Grammar **(11 hours)**

- Number
- Gender
- Salient features of Kannada language

UNIT – III Writing skills and Content development **(11 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(11 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Activities: Use of Dictionaries, Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Translation activity)

Suggested/Recommended Readings:

Linga Devaru Halemane, M.N. Leelavathi, *An Intensive Course in Kannada*, Central Institute of Indian Languages, Manasagangotri, Mysore,1995,

Narasimhachar D L, *Shabdamani Darpana*, Bandara Prakashana,Maski, 2013

Angadi S. S, *Sarala Shabdamani Darpana*, Prasaranga, Hampi, 2004

Bilagi H. M, *Pratiphalana*, Samaja Pustakalaya, Daravada, 2013

Rajappa Dalavai, *Kannada Saahitya Kosha*, Dalavai Publication Bangalore, 2018

Dictionary

Sheshagiri Rao L. S, *Kannada - Kannada _ English Dictionary*, Subhash Publication, 2001

Venkata Subbiah, *Kannada - Kannada - English*, I B H Publisher, 2012

M. V Nagaraj Rao, *Vidyaartigaligaagi Shabdartakosha*, Vasanta publisher, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEK 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – III Code- CILDSEK 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Kannada vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formate basic questions.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

Students can understand and use 200-300 basic Kannada words in daily conversations.

- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Kannada and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Kannada Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills **(15 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application **(10 Hours)**

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Halemane, L., & Leelavathi, M. N. (1995). *An intensive course in Kannada*. Central Institute of Indian Languages, Ministry of HRD, Department of Education, Government of India.

Kumari, S. K. (2021). *NuDi kannaDa*. Diganta Mudrana.

Suggested/recommended readings:

Spencer, H., & Perston, W. (1950). *A Kanarese grammar with graduated exercises* (Rev. ed.). Wesley Press.

Kittel, F. (1903). *A grammar of the Kannada language: In English*. Basel Mission Book and Tract Depository.

Hodson, T. (1858). *An elementary grammar of the Kannada, or Canarese language*. Wesleyan Mission Press.

Sridhar, S. N. (2007). *Modern Kannada grammar* (U.K. ed.). Kumaran Press.

Hiremath, R. C. (Various years). *A manual of modern Kannada*. Karnataka University.

Zydenbos, R. J. (n.d.). *Manual of modern Kannada*. (Publication details unavailable; provide publisher and year if known.)

Krishnamurthy, N. D., & Upadhyaya, U. P. (n.d.). *Conversational Kannada*. (Add publisher and year when available.)

Venkatasubbiah, G., Seshagiri Rao, L. S., & Ramachandra Murthy, H. K. (Eds.). (n.d.). *IBH Kannada–Kannada–English dictionary*. IBH.

https://ccat.sas.upenn.edu/plc/kannada/grammar/KaGram1.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.2.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.3.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.4.pdf

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILSEK 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Kannada Language – IV **Code- CILSEK 004**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Kannada in everyday life.
- To prepare them to use Kannada in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Kannada language.
- To develop a sense of language based on understanding the relationship between Karnataka culture, Tradition and language.
- To motivate them to write and communicate confidently in the Kannada language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Kannada texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.

- Can talk about Karnataka's festivals celebration's, traditions , and use simple proverbs and idioms in short creative writing.
- Students can speak Kannada confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Kannada culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Kannada Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen & Complete the Story.)

Essential readings:

Halemane, L., & Leelavathi, M. N. (1995). *An intensive course in Kannada*. Central Institute of Indian Languages, Ministry of HRD, Department of Education, Government of India.

Kumari, S. K. (2021). *NuDi kannaDa*. Diganta Mudrana.

Suggested/recommended readings:

Spencer, H., & Perston, W. (1950). *A Kanarese grammar with graduated exercises* (Rev. ed.). Wesley Press.

Kittel, F. (1903). *A grammar of the Kannada language: In English*. Basel Mission Book and Tract Depository.

Hodson, T. (1858). *An elementary grammar of the Kannada, or Canarese language*. Wesleyan Mission Press.

Sridhar, S. N. (2007). *Modern Kannada grammar* (U.K. ed.). Kumaran Press.

Hiremath, R. C. (Various years). *A manual of modern Kannada*. Karnataka University.

Zydenbos, R. J. (n.d.). *Manual of modern Kannada*. (Publication details unavailable; provide publisher and year if known.)

Krishnamurthy, N. D., & Upadhyaya, U. P. (n.d.). *Conversational Kannada*. (Add publisher and year when available.)

Venkatasubbiah, G., Seshagiri Rao, L. S., & Ramachandra Murthy, H. K. (Eds.). (n.d.). *IBH Kannada–Kannada–English dictionary*. IBH.

https://ccat.sas.upenn.edu/plc/kannada/grammar/KaGram1.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.2.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.3.pdf

https://ccat.sas.upenn.edu/plc/kannada/grammar/KannadaChap.4.pdf

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – I **Code- CILDSEMAL 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Malayalam, one of the Classical Indian languages.
- To give a basic overview of Malayalam language to students who don't have prior knowledge of Malayalam language hence,
- To introduce students to the letters and sounds of Malayalam language.
- To teach students to frame Malayalam words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Malayalam language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Malayalam language **(12 hours)**

- Origin of Malayalam language
- Different stages of development of Malayalam language

UNIT – II Introduction to sounds and letters, Framing words and sentences (11 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar **(11 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences **(11 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL **(15 hours)**

(Storytelling, Pick and Speech, Pick and Act, Listen and Identify, Picking the Pluck Card, Visiting Archaeological Survey of India)

Suggested/recommended readings

Andranove M S (Trans: Dr V R Prabodhachandran, P E Damodaran Namboothiri), *Dravida Bashakal,* Kerala Bhasha Institute, Thiruvananthapuram, 1976

Gundert Herman, *Malayala Bhasha Vyakaranam*, D C Books, Kottayam, 1991

Kunjan Pillai Sooranad (Ed), *Leelathilakam*, Kerala Bhasha Institute, Thiruvananthapuram, 1996

Rajaraja Varma A R, *Kerala Panineeyam*, D C Books, Kottayam, 2003

Robert Karldwel (Trans: Dr S K Nair), *Dravida Bhasha Vaykaranam*, Vol 2, Kerala Bhasha Institute, Thiruvananthapuram, 1994

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannathapuram, 1923

https://stv.sayahna.org/stv-aa.html#cx

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – II **Code- CILDSEMAL 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Malayalam language in the previous semester.
- To introduce the salient features and grammatical rules of the Malayalam language.
- To give a brief understanding on writing skills and developing contents in Malayalam languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Malayalam language and its grammar, which will eventually lead them to produce oral and written contents in Malayalam language correctly.
- Engage in professional and technical fields related to Kerala or Malayalam language.

UNIT – I **(12 hours)**

Malayalam Phrases and Proverbs

UNIT – II Malayalam Grammar **(11 hours)**

- Number
- Gender
- Salient features of Malayalam language

UNIT – III Writing skills and Content development **(11 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(11 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Use Dictionaries, Story Telling, Pick and Speech, Pick and Act, Listen and Identify, Translation Activity**)**

Suggested/recommended Readings:

Narayana Pillai K S. *Adhunika Malayala Vyakaranam*, Kerala Bahsha Institute, Thiruvananthapuram, 1995

Rajaraja Varma A R. *Kerala Panineeyam*, National Book Stall, Kottayam, 2000

Sheshagiri Prabhu, *Vyakarana Mithram*, Kerala Bahsha Institute, Thiruvananthapuram, 2003

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannathapuram, 1923

https://stv.sayahna.org/stv-aa.html#cx

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – III Code- CILDSEMAL 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Malayalam vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formulate basic questions for that.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening to audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- After completing this course, students will be able to:
- Students can understand and use 200-300 basic Malayalam words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words and simple grammar.
- They can read short stories in Malayalam and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Malayalam, Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (where? when? why? how many?)

UNIT – III Description Skills **(10 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application **(15 Hours)**

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Shyamala Kumari B: An Intensive Courser in Malayalam, Central Institute of Indian Languages, Mysore, 1996.

Shyamala Kumari B: An Intermediate course in Malayalam, Central Institute of Indian Languages, Mysore, 2012

Suggested/recommended readings:

Achyutha Warrier S. Proff: Vyakarana Padhanam, Malooban Publication, Thiruvananthapuram, 1995.

Andrews Kutty A P. Dr. Bhasha Shastram Sindhanthavum Prayogavum Malaylathil, Kerala Bahsha Institute, Thiruvananthapuram, 2004.

Geoge Mattan. Rev: Malayazhmayude Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 2000

Namboothiri E V N. Dr. Vakya Khadana, Kerala Bahsha Institute, Thiruvananthapuram, 1997.

Namboothiri E V N. Dr. Kerala Bahsha Vaykaranam, D C Books, Kottayam, 2005.

Naryana Pillai K S. Adhunika Malayala Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Naryana Pillai P K. (Sahithya Panjananan), Lakhu Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Prabahakara Wrrier K M. Dr. Bhashavalokanam, Vallathol Vidya peedham, Shukapuram, 1999.

Rajaraja Varma A R. Kerala Panineeyam, National Book Stall, Kottayam, 2000.

Rajaraja Varma A R. Shabda Shodhini, Sahitya Pravarthaka Sahakarana Samgham, National Book Stall, Kottayam, 1988.

Sheshagiri prabhu, Vyakarana Mithram, Kerala Bahsha Institute, Thiruvananthapuram, 2003.

Somashekharan Nair P. Dr. Bhashabahda Vijnjanam, National Book Stall, Kottayam

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannathapuram, 1923

https://stv.saahna.org/stv-aa.html#cx

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAL 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Malayalam Language – IV Code- CILDSEMAL 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Malayalam in everyday life.
- To prepare them to use Malayalam in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Malayalam language.
- To develop a sense of language based on understanding the relationship between Kerala culture and language.
- To motivate them to write and communicate confidently in the Malayalam language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Malayalam texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Kerala festivals and use simple proverbs and idioms in short creative writing.
- Students can speak Malayalam confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Kerala culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Malayalam Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen & Complete the Story.)

Essential readings:

Shyamala Kumari B: An Intensive Courser in Malayalam, Central Institute of Indian Languages, Mysore, 1996.

Shyamala Kumari B: An Intermediate course in Malayalam, Central Institute of Indian Languages, Mysore, 2012

Suggested/recommended readings:

Achyutha Warrier S. Proff: Vyakarana Padhanam, Malooban Publication, Thiruvananthapuram, 1995.

Andrews Kutty A P. Dr. Bhasha Shastram Sindhanthavum Prayogavum Malaylathil, Kerala Bahsha Institute, Thiruvananthapuram, 2004.

Geoge Mattan. Rev: Malayazhmayude Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 2000

Namboothiri E V N. Dr. Vakya Khadana, Kerala Bahsha Institute, Thiruvananthapuram, 1997.

Namboothiri E V N. Dr. Kerala Bahsha Vaykaranam, D C Books, Kottayam, 2005.

Naryana Pillai K S. Adhunika Malayala Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Naryana Pillai P K. (Sahithya Panjananan), Lakhu Vyakaranam, Kerala Bahsha Institute, Thiruvananthapuram, 1995.

Prabahakara Wrrier K M. Dr. Bhashavalokanam, Vallathol Vidya peedham, Shukapuram, 1999.

Rajaraja Varma A R. Kerala Panineeyam, National Book Stall, Kottayam, 2000.

Rajaraja Varma A R. Shabda Shodhini, Sahitya Pravarthaka Sahakarana Samgham, National Book Stall, Kottayam, 1988.

Sheshagiri prabhu, Vyakarana Mithram, Kerala Bahsha Institute, Thiruvananthapuram, 2003.

Somashekharan Nair P. Dr. Bhashabahda Vijnjanam, National Book Stall, Kottayam

Dictionary

Padmanabha Pillai S. Sreekanteswaram, *Shabdha Tharavali*, Bhaskara Press, Thiruvannathapuram, 1923

https://stv.sayahna.org/stv-aa.html#cx

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Manipuri Language – I **Code- CILDSEMAN 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Manipuri, one of the Modern Indian languages.
- To give a basic overview of Manipuri language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Manipuri language.
- To teach students to frame Manipuri words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Manipuri language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Manipuri language (10 hours)

- Origin of Manipuri language
- Different stages of development of Modern Manipuri language

UNIT – II Introduction to sounds and letters, Framing words and sentences (15 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar **(10 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences **(10 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL **(15 hours)**

(Script Introduction and Tracing, for Vocabulary Building doing thematic word lists, Dialogue Drills, Read-Aloud and Comprehension Questions, Guided Paragraph Writing, Manipuri Crossword / Word Match, Memorize and Recite the selected topic)

Suggested/recommended readings:

Ningomba, M.S. *Meitei Lonmit*. Imphal: Saraswati Book House. 1992.

Singh, Ch. Yashawanta. *Manipuri Grammar*. New Delhi: Rajesh Publication.2000

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co. 1996.

Tomchou, W. *A Study of Meitei Phonology*. Imphal: The Students Store. 1998

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*, 2nd Edition, Imphal: 2004.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAN 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Manipuri Language – II **Code- CILDSEMAN 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Manipuri language in the previous semester.
- To focus on the salient features and grammatical rules of the Manipuri language
- To give a brief understanding on writing skills and developing contents in Manipuri languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Manipuri language and its grammar, which will eventually lead them to produce oral and written contents in Manipuri language correctly.
- Engage in professional and technical fields related to Manipur or Manipuri language.

UNIT – I **(10 hours)**

Manipuri Phrases and Proverbs

UNIT – II Manipuri Grammar **(15 hours)**

- Number
- Gender
- Salient features of Manipuri language

UNIT – III Writing skills and Content development **(10 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(10 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Matching Meaning proverbs to their meanings in other languages, Gender Sorting Game, Feature Identification Chart for Manipuri Language, Vocabulary Journals, Dictionary Use (Manipuri-English / English-Manipuri), Translate and Compare, Translate a short paragraph or proverb into English to Manipuri, Manipuri to English.)

Suggested/recommended readings:

Birjita, Loitongbam. *Manipuri Paorou Neinaba*. Imphal: Dr. Ningthoujam Bino Singh. 2007

Grierson, GA. *Lingustic Survey of India*, Vol.I. Pt. i. Delhi: Motilal Banarasidas. 1903

Grierson, GA. *Lingustic Survey of India*, Vol.III. Pt. iii. Delhi: Motilal Banarasidas. 1903

Hodson, TC. *The Meitheis*. Delhi, 1981.

Ibomcha, Soibam. *Handokpagi Neinarol*. Imphal: Soibam Publication Private Limited. 2009

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi. 2003.

Nabachandra, Polem. *Sahityagi Mahousha amashung Atei Warengshing*, Imphal: Durgamohon Polem, 2000

Primrose, A.J. *A Manipuri Grammar, Vocabulary and Phrase Book*. Shillong. 1988.

Sharma, Nandalal. *Meiteilon*, Imphal. 1969

Singh, Ch. Yashawanta. *Manipuri Grammar*. New Delhi: Rajesh Publication.2000

Singh, N. Khelchandra (Ed.). *Ariba Manipuri Longei*. Imphal:1978

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co. 1996.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary*. Imphal: Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAN 003

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introduction to Manipuri Language- III **Code- CILDSEMAN 003**	4	3	1	Nil

Learning Objectives:

- To equip learners with a solid foundation in Manipuri Language and Culture,
- To enable the learners to understand and use grammatical structures,
- To engage in everyday conversation
- To develop a sense of language based on understanding the relationship between Manipuri Culture and Language.
- To analyse the themes of selected poems.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Can talk about Manipuri festivals, food and traditions.
- Analyse and explain the themes and cultural context of the selected Manipuri poems.

UNIT – I **(10 hours)**

Grammar

- Use of synonyms and antonyms
- Use of prefix and suffix

UNIT – II **(10 hours)**

Daily conversation in Manipuri

UNIT – III **(15 hours)**

Culture and Communicative Fluency

UNIT – IV **(10 hours)**

Selected Manipuri Poems

TUTORIAL **(15 hours)**

(Telling a tale in Manipuri language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the right situation related with Manipuri culture and festivals, compose a Manipuri poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Manipuri and other Indian languages poem, Reading a Dictionary)

Essential readings:

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co., 1996.

Yogendra Singh, Thokchom, *Manipuri Sheireng*.4th Edition, Imphal: Manipuri Sahitya Parishad,1991.

Suggestive readings:

Devi, P. Modhubala. *Manipuri Phonology*. Imphal: Potsangbam Bhuban Singh Trust Imphal, 2002.

Hodson, T.C., *The Meitheis*. Delhi, 1981.

Kumari,B.S & Pramodini,N (ed.). *An Intensive Course in Manipuri*. Mysore: CIIL, 2011.

Primrose, A.J. *A Manipuri Grammar, Vocabulary and Phrase Book*. Shillong, 1988.

Sharma, Nanda Lal, *Manipuri Grammar*, Imphal: RK Book Agency, ndt.

Singh, Ch. Yasawanta, *Manipuri Grammar*. Rajesh, 2001.

Singh, M.Kirti, *Folk Culture of Manipur*. Manas Publication, 2013

Singh, M.Kirti, *Religion and Culture of Manipur*. Manas Publication, 1995.

Yaiphaba Meitei, et al. (ed). *The Cultural Heritage of Manipur*. New York: Routledge, 2021.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary. Imphal*, Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014.

Singh, N. Khelchandra (ed.). *Ariba Manipuri Longei*. Imphal: 1978

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSMAN 004

Course title & Code	Credits	Credit Distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Introduction Manipuri Language- IV **Code- CILDSEMAN 004**	**4**	**3**	**1**	**Nil**

Learning Objectives:

The aim of this course is to develop students' competence in handling Manipuri language texts across a range of academic and literary tasks. By the end of the course learners will be able to:

- Summarise complex written passages accurately, capturing main ideas and supporting details in a concise form.
- Translate between English, Manipuri and Hindi, demonstrating awareness of lexical, syntactic and cultural nuances.
- To get an overall idea on oral literary tradition
- Analyse literary texts, such as essays and novels by exploring themes, structures and socio-historical contexts.

Learning Outcomes:

- The course is expected to produce a clear, coherent summary that retains the original meaning within a prescribed length.
- To have basic knowledge of translation between English/ Hindi and Manipuri language.
- Engage in comparative discussions linking Manipuri oral literature to similar traditions in other Indian languages.
- Critically read selected Essays and Short Stories.
- It is expected that the objectives together equip students with the linguistic proficiency, cultural insight and critical skills needed for advanced study and professional use of Manipuri. It will help the students in the future in professional and technical fields related to Manipur, Manipuri Folklore or Manipuri language and literature.

UNIT – I **(5 hours)**

Summary Writing

UNIT – II **(10 hours)**

Translation

- From English to Manipuri
- From Manipuri to English/ Hindi

UNIT – III **(15 hours)**

Manipuri Folklore: Myth, Legend, Folktale, Proverb and Riddle

UNIT – IV **(15 hours)**

Text

- Essay
- Short Stories

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Manipuri Language, Journaling, Group discussion on Manipuri Folklore. Discussion on similar theme based Manipuri and other Indian languages essays and novel, Read a dictionary)

Suggestive readings:

Bhargava, Gopal, ed. *Encyclopaedia of Art and Culture in India (Manipur)*. Delhi: Isha Books, 2003.

Bhogeshwar, O. *Manipuri Lok Sahitya*, Imphal: Manipur State Kala Akademi, 1985.

Bihari, Huirem and others (Ed.), *Kanchi Warimacha*, Imphal: Manipur University,1996.

Birjita, Loitongbam. *Manipuri Paorou Neinaba*. Dr. Ningthoujam Bino Singh, Imphal, 2007.

Kumari, B.S & Pramodini, N (ed.). *An Intensive Course in Manipuri*. Mysore: CIIL, 2011.

Manihar, Ch. *A History of Manipuri Literature*. New Delhi: Sahitya Akademi, 2003.

Subadani, Ksh, *Illustrated Folk Tales of Manipur*. Imphal: Linthoingambi Publication, 2010.

Thoudam, P.C. *Remedial Manipuri*. Imphal: SI & Co., 1996.

Essential readings:

Ibochouba Singh, Oinam, *Folklore Bigyan*. Imphal: Institute of Manipuri Folklore, 2001.

Ibocha, Soibam, *Handokpagi Neinarol*. Imphal: Soibam Publications Private Ltd., 2009.

Dictionary

Khelchandra, N. *Manipuri to Manipuri and English Dictionary. Imphal*, Ningthoukhongjam Khelchandra Singh, 2nd Edition, 2004.

Kunjamohon, Nongthombam. *Bangla-Manipuri Lon-gei*. Delhi: Sahitya Akademi, 2014.

Singh, N. Khelchandra (ed.). *Ariba Manipuri Longei*. Imphal: 1978

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – I **Code-CILDSEMAR 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Marathi, one of the Modern Indian languages.
- To give a basic overview of Marathi language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Marathi language.
- To teach students to frame Marathi words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Marathi language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Marathi language **(10 hours)**

- Origin of Marathi language
- Different stages of development of Modern Marathi language

UNIT – II Introduction to sounds and letters, Framing words and sentences (10 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar **(10 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences **(15 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL **(15 hours)**

(Group Discussion, Writing on a Specific Topic, Listen and Write as Spoken, Communicate with each other.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy),* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay (Shabd, Vyakaran Evam Rachana),* Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month,* New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English,* Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan,* Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep,* Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary,* Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi Thesaurus,* Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEMAR 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – II **Code- CILDSEMAR 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Marathi language in the previous semester.
- To focus on the salient features and grammatical rules of the Marathi language.
- To give a brief understanding on writing skills and developing contents in Marathi languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Marathi language and its grammar, which will eventually lead them to produce oral and written contents in Marathi language correctly.
- Engage in professional and technical fields related to Maharashtra or Marathi language.

UNIT – I **(10 hours)**

Marathi Phrases and Proverbs

UNIT – II Marathi Grammar **(10 hours)**

- Number
- Gender
- Salient features of Marathi language

UNIT – III Writing skills and Content development **(10 hours)**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(15 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Writing skills and content development, Writing on a specific topic, listening and writing as spoken, and communicating with each other, using dictionaries, translating text,)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy),* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana, Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month,* New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English,* Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep,* Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: *Oxford English - Marathi Dictionary,* Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: *English - Marathi thesaurus,* Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan,* Pune, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Marathi Language – III Code- CILDSEMAR 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Marathi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to formulate basic questions for that.
- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening to audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Marathi words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words and simple grammar.
- They can read short stories in Marathi and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Marathi, Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(10 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (where? when? why? how many?)

UNIT – III Description Skills **(15 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Typing and its application **(10 Hours)**

Understanding Unicode Typing and its application, Email, messaging, chatting, etc.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Write as Spoken.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English,* Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication,

2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: Oxford English - *Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: English - Marathi Thesaurus, Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujrarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education

Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan, Pune*, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

https://www.german-mu.com/communicative-marathi

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEMAR 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Marathi Language – IV Code- CILDSEMAR 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Marathi in everyday life.
- To prepare them to use Marathi in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Marathi language.
- To develop a sense of language based on understanding the relationship between Marathi culture and language.
- To motivate them to write and communicate confidently in the Marathi language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Marathi texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Marathi festivals and use simple proverbs and idioms in short creative writing.
- Students can speak Marathi confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Marathi culture and natural language use, Festivals, food, traditions, and Using the right language in the right situation

UNIT – IV Simple Marathi Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems, Story-based speaking tasks

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, writing on a Specific Topic, Listen and Complete the Story.)

Essential readings:

Chitnis Vijaya: An Intensive Course Reader in Marathi, Mysore, Central Institute of Indian Languages, 2004.

Fadke, Arun: *I Learn Marathi (Mla Marathi Shikaychy)*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Kale Kalyan and Soman, Anjali: *Learning Marathi through English*, Diamond publication, Pune, February 2014.

Pathan Taherkhan: *Marathi Bhasha Ka Parichay* (Shabd, Vyakaran Evam Rachana), Delhi, Opus Publishers, Shahdara,2023.

Velankar, Medha: *Learn Marathi in a Month*, New Delhi, Read Well Publication.

Vikal Krishna Gopal: *Learn Marathi in 30 days through English*, Diamond Publication, 2022.

Suggested/recommended readings:

Walimbe, M. R.: *Sugam Marathi Vyakran v lekhan*, Pune, Nitin Prakashan, 2016.

Fadke, Arun: *Sudhalekhan Margpradeep* : Thane, Ankur Prakashan, 2013.

Fadke, Arun: *Shudhalekhan Margpradeep*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Walimbe, M. R.: *Marathi shudhalekhan Pradeep*, Pune, Nitin Prakashan, 2008.

Dictionary

Dhondge Ramesh: Oxford English - *Marathi Dictionary*, Oxford University Press, 2022.

Fadke, Arun: *Shudhalekhan theva khishyat*, Pune, Rajhans Prakashan Pvt. Ltd., 2022.

Thakar V. S.: English - Marathi Thesaurus, Pune, Nitin prakashan, 2012.

Thakar V. S.: Marathi-Marathi-Engraji, Pune, Mehata Publication House, 2018.

Prabhudesai S. R.: Navneet Marathi English dictionary, Navneet Education Limited, Dantali, Gujarat.

Padmanji Baba: Comprehensive Dictionary, English and Marathi, Byculla, Education Society's Press, 1870.

Fadke, Arun: *Sope Marathi Shudhalekhan, Pune*, Rajhans Prakashan Pvt. Ltd., 2022.

https://rmvs.marathi.gov.in/

https://www.german-mu.com/communicative-marathi

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – I **Code- CILDSEO 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce students to Odia, one of the Classical Indian languages.
- To give a basic overview of Odia language to students who don't have prior knowledge of Manipuri language.
- To introduce students to the letters and sounds of Odia language.
- To teach students to frame Odia words and different types of sentences.
- To teach how to read, write, speak and listen in the language.

Learning Outcome:

After taking this course, the students would be able to:

- Learn a language other than their mother tongue and simultaneously improves their multilingual abilities.
- Lead the students to study Odia language in detail in future which will ultimately help them in their professional and technical life.

UNIT – I Introduction to Odia language **(9 hours)**

- Origin of Odia language
- Different stages of development of Modern Odia language

UNIT – II Introduction to sounds and letters, Framing words and sentences (12 hours)

- Vowels, Consonants, Consonant Clusters
- Framing words
- Framing simple sentences

UNIT – III Basic Grammar **(12 hours)**

- Parts of speech
- Verb
- Tense

UNIT – IV Formation of different kinds of Sentences **(12 hours)**

- Simple, Compound and Complex Sentence
- Assertive (Affirmative, Negative), Interrogative, Exclamatory

TUTORIAL **(15 hours)**

(Vocabulary and reading an Odia Dictionary, Basic conversation in Odia language, Speaking practice, Journaling in Odia language)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSEO 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – II **Code- CILDSEO 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the language in a more detailed manner to students who have gained a basic understanding of the Odia language in the previous semester.
- To focus on the salient features and grammatical rules of the Odia language.
- To give a brief understanding on writing skills and developing contents in Odia languages.

Learning Outcomes:

After taking this course, the students would be able to:

- Add working knowledge about Odia language and its grammar, which will eventually lead them to produce oral and written contents in Odia language correctly.
- Engage in professional and technical fields related to Orissa or Odia language.

UNIT – I **(9 hours)**

Odia Phrases and Proverbs

UNIT – II Odia Grammar **(12 hours)**

- Number
- Gender
- Salient features of Odia language

UNIT – III Writing skills and Content development **(12 hours**

- Language Vocabulary
- Use of Dictionary
- Role of Translation

UNIT – IV **(12 hours)**

Comprehension and Paragraph writing

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Odia book of choice, Role play, Journaling, Group discussion in Odia language on a specific topic)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – III **Code- CILDSEO 003**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach basic Odia vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to form basic questions.

- To teach them to describe colours, shapes, people, routines, feelings, actions and weather in short sentences.
- To develop listening and speaking skills by reading short stories, listening audio clips and watching video clips.

Learning outcomes:

After taking this course, the students would be able to:

- Students can understand and use 200-300 basic Odia words in daily conversations.
- They can speak short sentences about themselves, their family, their interests and daily activities.
- Students can describe objects, places, people and pictures using appropriate words by using simple grammar.
- They can read short stories in Odia and respond appropriately to questions based on what they have heard and seen.

UNIT - I Vocabulary Building **(10 hours)**

Names of everyday objects, common words and phrases in Odia Words for emotions (happy, sad, angry), Simple synonyms and antonyms

UNIT – II Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what? where? when? why? who? how?)

UNIT – III Description Skills **(10 hours)**

Colours, shapes, size, Describing Daily Routine, Describing Feelings & Reactions, Describing Actions, Describing Weather, Describing Places, people, pictures, etc.

UNIT – IV Unicode Compositions and AI tools **(10 hours)**

Composing in Odia using various tools. Using AI tools to create Odia content. Using tools to translate to and from Odia.

TUTORIAL **(15 hours)**

(Watching Odia movies with non-Odia subtitles, Telling a tale in Odia language, Role plays that reflect real-life situations, Journaling, Pair Conversation, Using the right language in the

right situation related with Odia culture and festivals, compose a Odia poem that incorporate appropriate vocabulary, meter, and stylistic techniques, Discussion on similar theme based Odia and other Indian languages productions.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSEO 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Odia Language – IV **Code- CILDSEO 004**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To develop the ability of students to speak Odia in everyday life.
- To prepare them to use Odia in informal work.
- To develop the ability of clear pronunciation, rhythm and expressive reading of the Odia language.
- To develop a sense of language based on understanding the relationship between Odia culture and language.
- To motivate them to write and communicate confidently in the Odia language.

Learning outcomes:

After taking this course, the students would be able to:

- Students will be able to read short, simple Odia texts and explain their central idea.
- Students can express the thought in 6-7 consecutive sentences and read aloud with appropriate expression.
- Can talk about Odia festivals, celebrations, traditions, and use simple proverbs and idioms in short creative writing.
- Students can speak Odia confidently in small groups.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests

UNIT – II Academic and Formal Language **(10 hours)**

Structure of a short speech / small paragraphs, Understanding posters, notices and advertisements, Writing simple reports and notices

UNIT – III Culture and Communicative Fluency **(15 hours)**

Introduction to Odia culture and natural language use, Festivals, food, traditions, and using the right language in the right situation

UNIT – IV Simple Odia Literature and Expressive Reading **(10 hours)**

Short stories (folk and modern), Children's poems.

TUTORIAL **(15 hours)**

(Read and compare translated texts with source texts, Interpretation in Odia Language, Journaling, Group discussion on Odia Folklore. Discussion on similar theme based productions in Odia and other Indian languages, Story-based speaking tasks.)

Suggested/Recommended Readings:

Mohanty, Bijaya Laxmi. An Intensive Course in Oriya. Mysore: CIIL. 2010.

Mahapatra, Bijay Prasad. A Synchronic Grammar of Oriya (Standard spoken and written). . Mysore: CIIL. 2007

Mishra, Rajkishore, Arabinda Pathak, Sudhakar Das and others. An easy approach to learn Odia Language. Bhubaneswar: Odia Bhasa Pratisthan. 2010

Dictionary

Das, Shridhar. Students' English Odia Dictionary. Cuttak: Cuttak Students' Store. 1966

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSES 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – I **Code- CILDSES 001**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Sindhi primary language speaking skills.
- To introduce basic Sindhi language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Sindhi, along with synonyms to expand vocabulary.

Learning Outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Sindhi, along with building a primary vocabulary.
- Read and construct simple Sindhi sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT -I A brief introduction to the Sindhi language (9 hours)

UNIT- II Introduction to sounds and letters, Framing the words and sentences (12 hours)

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (12 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (12 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL (15 hours)

(Vocabulary and reading a Sindhi Dictionary, Basic conversation in Sindhi language, Speaking practice, Journaling in Sindhi language)

Suggested Readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSES 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language – II **Code- CILDSES 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Sindhi language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Sindhi.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach the basic rules of translation.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Sindhi to English and vice versa.

UNIT – I **(9 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT – II Language: Grammar **(12 hours)**

- Number
- Gender
- Salient features of Sindhi Language

UNIT – III Writing skills and content development **(12 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

UNIT – IV **(12 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Sindhi book of choice, Role play, Journaling, Group discussion in Sindhi language on a specific topic)

Suggested/Recommended Readings:

Jetley MK, Sindhi Bhasha Vyakaran Avam Prayog, Sindhi Academy, Delhi

Lekhwani K.P, An intensive course in Sindhi, Central Institute of Indian Languages, Mysore

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSES 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- III **Code- CILDSES 003**	4	3	1	Nil	Graduation	Nil

Learning Objectives:

- To enable the learners to understand and use grammatical structures.
- To teach basic Sindhi vocabulary for daily life and to teach them to recognise common verbs, objects and emotions.
- To teach them to have simple daily conversations - greetings, introducing themselves, talking to family, talking to friends and to frame basic questions.
- To analyse select poems and short stories.

Learning Outcomes:

- The course is expected to construct grammatically correct sentences using the acquired morphological knowledge.
- Students can understand and use basic Sindhi words in daily conversations.
- Conduct simple, everyday dialogues (greetings, introductions, shopping, directions, etc.) with correct pronunciation and intonation.
- Analyse and explain the themes and cultural context of the selected Sindhi poems and short stories.

UNIT – I Elementary Grammar **(5 hours)**

- Use of synonyms and antonyms
- Use of prefix and suffix

Essential Reading-

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

UNIT – II Vocabulary Building **(15 hours)**

Names of everyday objects, common words and phrases in Sindhi Words for emotions (happy, sad, angry), Simple synonyms and antonyms

Essential reading-

Pandit Kishanchand Jetley. *Sindhi Shabd Mehran*

UNIT – III Daily Conversation Skills **(15 hours)**

Greetings, self-introduction, talking about family, Likes and dislikes, telling time, day, date and answering small questions (what?where? when? why?who? how?)

Essential Reading-

Sindhi-Hindi Vartalab Pratika by Central Hindi Division, Govt. of India.

UNIT – IV **(10 hours)**

Reading and Analysis Select Sindhi Literary Texts

- Poems
- Short Stories

Essential Readings-

Selected Poems from *Freedom and Fissures: An Anthology of Sindhi Partition Poetry.* Translated by Anuj Mukhija and et.al. New Delhi, Sahitya Akademi, 1998.

Selected Short Stories from *Vivhajan ki Kahaniya.* Edited by Sachidananda Joshi and Ravi Prakash Tekchandani, New Delhi: Yash Prakasahan. 2024

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays that reflect real-life situations, writing on a Specific Topic, Listen and Write as Spoken Telling a tale in Assamese language.)

Suggestive readings:

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog.* Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

Dictionary

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSES 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sindhi Language- IV **Code- CILDSES 004**	4	3	1	Nil	Graduation	Nil

Learning Objectives:

The learning objectives of this course is:

- To develop the ability of students to speak Sindhi in everyday life.
- To translate between Sindhi, Hindi and English, demonstrating awareness of lexical, syntactic and cultural nuances.
- Trace the evolution of Sindhi literature, identifying key periods, movements and major authors.
- Analyse literary texts; Autobiography and Travelogue

Learning Outcomes:

- Students can express their thought in 6-7 consecutive sentences in Sindhi and read aloud with appropriate expression.
- To have basic knowledge of translation between English/ Hindi and Sindhi language.
- To get an overview of the major chronological phases of Sindhi literature from its early beginnings to the contemporary period.
- Read and understand selected literary texts.

UNIT - I Functional Language **(10 hours)**

At a hotel/canteen, at a doctor's clinic/office /bus stop, at Education Campus /Bank / Government Offices, Small Complaints / Requests. Etc.

Essential Readings-

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

UNIT – II **(10 hours)**

Translation

- From Hindi/English to Sindhi
- From Sindhi to English/ Hindi

Essential Readings-

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

UNIT – III **(10 hours)**

History of Sindhi Literature

Essential Readings-

Ajwani, L J. *A History of Sindhi Literature*. Sahitya Akademi, 1965.

UNIT – IV **(15 hours)**

Reading and Analysis of select Sindhi texts

- Autobiography
- Travelogue

Essential Readings-

L.K. Advani, *My Country My Life.* New Delhi: Rupa Publication. 2008

Ravi Prakash Tekchandani, *Saryu Se Sindhu*. New Delhi: National Book Trust, 2019

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays, Read and compare translated texts with source texts writing on a Specific Topic, Listen & Complete the Story.)

Suggestive readings:

Aggarwal, Saaz. *Sindhi Tapestry: An Anthology of Reflections on the Sindhi Identity*, Black-and-White Fountain. 2021.

Hiranandani, Popati R. *History of Sindhi Literature.* Mumbai. 1984.

Jetley MK, *Sindhi Bhasha Vyakaran Avam Prayog,* Sindhi Academy, Delhi

Lekhwani K.P, *An Intensive Course in Sindhi,* Central Institute of Indian Languages, Mysore

Thakur, U.T., *Sindhi Culture.* New Delhi: Sindhi Akademi, 1997.

Dictionary:

Standard Bilingual Dictionary (English-Sindhi). Chief Editor- Dr Satish Rohra. NCPLS, 2024-25

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Introduction to Tamil Language - I **Code- CILDSETAM 001**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce Tamil – a distinctive language of India which is also a classical language of the world – to students of other lingua franca, who don't have prior knowledge of the said language.
- To introduce vowels, consonants, vowel consonants and their phonology, phonemes, morphology, morphemes, syntax, etc., to students.
- To make the students familiar with nouns, pronouns, verbs, adverbs, adjectives, etc., and their meanings, besides making them familiar with the construction of Tamil sentences and some proverbs, idioms and phrases in passages.

Learning Outcomes:

After taking this course, the students would be able to:

- This course will enable non-Tamil students to know the alphabet and its categories, sounds and pronunciations.
- Get familiar with important nouns, basic verbs, kinds of verbs and tenses, adverbs, adjectives, and their meanings, and style of sentence construction in Tamil language.
- Know certain proverbs, idioms and phrases and their contextual meanings in given passages.
- Enhance the language proficiency of speaking, writing, and reading Tamil which may be helpful for their academic and professional life.

UNIT- I Brief history of Tamil language and literature and its literary genres (12 hours)

UNIT- II. **(11 hours)**

- Introduction of vowels, consonants, vowel consonants, nouns, pronouns, verbs, adverbs, adjectives and construction of sentences and idioms and phrases.
- Vowels, consonants, vowel consonants and their morphology, phonology, phonemes and morphemes.
- Kinds of Words – Nouns, Pronouns, Adverbs and Adjectives.
- Kinds of Verbs – Past tense, Present tense, Future tense, and Continuous tense of past, present and future.
- Construction of simple and combined sentences.

UNIT- III Elucidation of the basic grammar of Tamil language **(11 hours)**

- Parts of Speech
- Kinds of nouns
- Kinds of Verbs
- Kinds of Tenses
- Types of Sentences

UNIT- IV Writing skill and content development **(11 hours)**

(For Cyber and Print Media, Blogs, Advertisements, Reports, Scripts, etc.)

TUTORIAL **(15 hours)**

(Vocabulary and reading a Tamil Dictionary, Basic conversation in Tamil language, Speaking practice, Journaling in Tamil language)

Suggested Readings:

Sankaranarayanan, G. *A Programmed Course in Tamil.* Mysore: Central Institute of Indian Languages, 2012.

Text Book Committee, *Tamil Text Books (First-Second-Third Standards*). Chennai: Tamil Nadu Text Book Society, 2010.

Rajaram, S. *An Intensive Course in Tamil*. Mysore: Central Institute of Indian Languages,1979.

Vidya Mohan and Rajiv Ranjan, *Basic Tamil*. Michigan: Michigan State University, 2024.

Tamil Grammar in easy English / Thamil Paadanool (Draft Version). 2004. Elango Cheran.

Source: http://www.unc.edu.echeran/paadanool

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – II **Code- CILDSETAM 002**	**4**	**3**	**1**	**NIL**	**Graduation**	**NIL**

Learning Objectives:

The Learning Objectives of this course is:

- To introduce the Tamil language to students of other lingua franca, who gained essential knowledge of the said language in the previous semester.
- To deliberate elaborately in detail about the phonology, morphology and syntax of the Tamil language, its basic grammatical rules, kinds of tenses and a standard spoken language.
- To give the students a clear understanding of the construction of Tamil sentences, and a basic knowledge of the art of translation between Indian languages.

Learning outcomes:

After taking this course, the students would be able to:

- Acquire the essential knowledge of the Tamil language and its grammatical rules.
- Gain the required language skill to speak with common Tamils and produce literary content in Tamil.
- To have the desired aptitude of the art of translation, a forte for their professional or career-oriented life.

UNIT – I **(10 hours)**

Language: Proverbs, Idioms, Phrases, etc.

UNIT – II Language: Grammar **(15 hours)**

- Numbers
- Genders
- Tenses
- Other features of the Tamil language

UNIT – III Writing skill of contents **(10 hours)**

- Gaining Tamil vocabulary
- Using Dictionary and Lexicons
- Acquiring Tamil Technical glossaries

UNIT – IV **(10 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Watch movie with subtitles and analysing the movie, Read a Tamil book of choice, Role play, Journaling, Group discussion in Tamil language on a specific topic)

Suggested/Recommended Readings:

An Intensive Course in Tamil. 2000. S. Rajaram. Mysore: Central Institute of Indian Languages.

Colloquial Tamil. 2002. R.E. Asher and E. Annamalai. London: Routledge.

Tamil Text Books (Fourth-Fifth-Sixth Standards). 2010. Text Book Committee. Chennai: Tamil Nadu Text Book Society.

Winslow's English – Tamil Dictionary. 1996. C. Appasamy Pillai. New Delhi: Asian Educational Services.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETAM 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Tamil Language – III Code- CILDSETAM 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- The Tamil course aims to provide learners with a strong foundation in Tamil language skills by developing basic to advanced competence in reading, writing, speaking, and comprehension.
- The course seeks to familiarize students with Tamil script, grammar, vocabulary, and functional communication while introducing them to the cultural, literary, and social contexts of Tamil society.
- It also intends to build practical language proficiency for everyday use and academic engagement, along with an appreciation of Tamil literature, traditions, and heritage.

Course Learning Outcomes:

- On successful completion of the course, students will be able to read and write Tamil script with clarity, construct grammatically accurate sentences, and communicate effectively in spoken and written Tamil.
- They will demonstrate improved comprehension of simple to complex texts, apply essential grammatical structures in real-life situations, and express ideas coherently.
- Learners will also gain a foundational understanding of Tamil literature and cultural practices, enabling them to interpret Tamil texts and interact confidently in diverse linguistic and cultural contexts.

UNIT - I **(10 hours)**

- Tamil Greetings
- Days of the Week, Months & Seasons
- Numbers (1-1000)
- Talking about oneself and family
- Family tree
- Listening to a Conversation

Essential readings:

Vidya Mohan and Rajiv Ranjan, Basic Tamil. Michigan: Michigan State University, 2024

UNIT - II **(10 hours)**

- Question Words, Wh-questions
- Finding a Restaurant
- States, Places and Languages
- Describing Weather

Essential readings:

Sankaranarayanan, G. A Programmed Course in Tamil. Mysore: Central Institute of Indian Languages, 2012.

UNIT - III **(10 hours)**

- Reading a passage
- Discussing a picture
- Simple reading exercise
- Listening to a Conversation
- Talking about own state
- Talking to a co-passenger

Essential readings:

Text Book Committee, Tamil Text Books (First-Second-Third Standards). Chennai: Tamil Nadu Text Book Society, 2010.

UNIT - IV **(15 hours)**

- Reading and Comprehension
- Vocabulary review cases
- Using conjunctions
- Making simple descriptions
- Spelling practice
- Conversation practice
- Translating a passage

Essential readings:

Rajaram, S. An Intensive Course in Tamil. Mysore: Central Institute of Indian Languages,1979.

Tutorial: **(15 hours)**

This tutorial focuses on building essential Tamil skills in reading, writing, speaking, and comprehension. Students practice Tamil script, grammar, vocabulary, and functional communication for real-life use. Activities include sentence construction, conversation exercises, and text interpretation with cultural context. By the end, learners gain confidence to understand and express ideas in Tamil across academic and everyday situations.

Suggested readings:

Textbook committee, Tamil Text Books (First, Second, Third standards), Tamilnadu Textbook Society, 2010.

Vidya Mohan and Rajiv Ranjan, Basic Tamil, Michigan, Michigan State University, 2024.

Elango Cheran, Tamil grammar in easy English/Thamil Paadanool(Draft version), 2004.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETAM 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Tamil Language IV Code- CILDSE 412	4	3	1	NIL	Graduation	NIL

Learning Objectives:

- To explore major Tamil festivals and their social and cultural relevance.
- To analyse Tamil proverbs as carriers of cultural values and life lessons.
- To study the historical and cultural significance of prominent locations in Tamil Nadu.
- To understand the global presence and spread of the Tamil language and culture.

Course Learning Outcomes:

- Students will identify major Tamil festivals and explain their cultural symbolism.
- They will interpret Tamil proverbs and apply them to gain a deeper understanding of the context.
- Learners will gain knowledge of culturally significant places in Tamil Nadu.
- They will recognise the influence of the Tamil language and culture across the world.

UNIT - I **(10 hours)**

- A concise introduction to the history and development of Tamil literature.
- Study of Sangam literature and an outline of major phases in Tamil literary history.
- Reading and discussion of essays on significant Tamil literary works and authors.
- Overview of contemporary Tamil literature and its thematic and stylistic features.

Essential readings:

Agesthialingom. S A Concise History of the Tamil Language, International Institute of Tamil Studies (IITS), 2013.

Mu. Varadarajan, History of Tamil Literature, New Delhi: Sahitya Akademi, 1987.

UNIT – II **(10 hours)**

- Study of major Tamil festivals and their cultural significance. Understanding Tamil proverbs and their reflections of life values and wisdom.
- Essays and discussions on important cultural, literary, and historical places of Tamil Nadu.
- Exploration of the presence and growth of the Tamil language and culture across other countries.
- Contemporary Tamil literature.

Essential readings:

SivaThiagarajah, *Culture and Heritage of the Tamils.* Annam Publications "(London), 2022

Kothandaraman, P. A Course in Modern Standard Tamil – Texts and Exercises, Chennai: International Institute of Tamil Studies,1975.

UNIT – III **(15 hours)**

- Study of the origin of the Tamil language through historical and narrative sources.
- Tracing the evolution of Tamil scripts from early inscriptions to modern writing.
- Introduction to the Dravidian language family and Tamil's linguistic position within it.
- Exploration of the Tamil language as a reflection of cultural life and social identity.

Essential readings:

Indrapala. K, Tamil Script: Origin and Development, Kumaran Book House, 2015.

Iravatham Mahadevan, Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D. Harvard University Press, 2003.

UNIT- IV **(10 hours)**

- Study of *Muthumakkal Thaali* and the Keeladi excavations as evidence of early Tamil civilisation.
- Archaeological findings demonstrate the antiquity and development of the Tamil language.
- Material evidence highlighting Tamil literary traditions and the lifestyle of ancient communities.
- Insights into ancient Tamil trade networks and advanced water-management systems practised by the Tamil people.

Essential readings:

Rajan. K, Early Tamil Society: Material Culture and Institutions, Manonmaniam Sundaranar University Publication,2017.

Amarnath Ramakrishna, Keeladi: The Journey of Tamil Civilization, Kalachuvadu Publications, 2021.

TUTORIAL **(15 hours)**

Group activity on describing major Tamil festivals and traditions.Listing and interpreting Tamil proverbs with practical examples. Short assignments on important cultural places of Tamil Nadu. Presentation on Tamil-speaking communities and culture in foreign countries.

Suggested Readings:

Thangappa, M.L. (Tr.), Love Stands Alone – Selected Poems from Sangam Literature, New Delhi: Penguin. Reference Materials,2008.

Kailasapathy. K, Language and Civilisation in Tamil Society, Cre-A Publishers, 2010.

Rajan. K, Early Tamil Society: Material Culture and Institutions, Manonmaniam Sundaranar University Publication,2017.

Amarnath Ramakrishna, Keeladi: The Journey of Tamil Civilization, Kalachuvadu Publications, 2021.

Sivanantham. R, Keeladi: An Urban Civilization of Sangam Age, Tamil Nadu State Department of Archaeology,2020.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE - CILDSETEL 001

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – I Code- CILDSETEL 001	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- To teach Telugu primary language speaking skills.
- To introduce basic Telugu language skills: its alphabet, essential words and simple sentence construction methods.
- To facilitate students in acquiring foundational skills of reading, writing and speaking Telugu, along with synonyms to expand vocabulary.

Learning outcomes:

After taking this course, the students would be able to:

- Obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary.
- Read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation.

UNIT – I A brief introduction to the Telugu language (5 hours)

UNIT – II Introduction to sounds and letters, Framing the words and sentences (15 hours)

- Vowels, consonants, Consonant Clusters
- Framing the words
- Framing the simple sentences

UNIT – III Basic Grammar (15 hours)

- Parts of speech
- Verb
- Types of sentences

UNIT – IV Writing skills and content development (10 hours)

(For electronic and print media, blogs, advertisements, reports, scripts etc.)

TUTORIAL (15 hours)

(Basic Conversation Practice, Flashcards for Vocabulary Building, Role-Playing Everyday Situations, Cultural Exploration Activities)

Suggested/Recommended Readings:

Arden, A H., 1905, *A progressive grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, *A Grammar of Modern Telugu*. USA: Oxford University Press.

Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, *An Intensive Course in Telugu*. Institute of Indian Languages. Mysore: Central

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners.*

Venkatavadhani, Divakarla. 2017, *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya Academy,

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 002

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – II **Code- CILDSETEL 002**	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course is:

- Designed for students who have prior knowledge of the Telugu language and can make and figure out simple sentences.
- To enable them to figure out and construct compound and complex sentences in Telugu.
- To enable the students to acquire skills to comprehend small passages, write short paragraphs, and have better conversational skills.
- To teach them the basic rules of translation as well.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand the nuances of the language by empowering them with better reading, writing and conversational skills.
- Translate from Telugu to English and vice versa.

UNIT – I **(10 hours)**

Language: Phrases, Proverbs, idioms etc.

UNIT –II. Language: Grammar **(10 hours)**

- Numbers
- Genders
- Salient features of the Telugu language

UNIT – III Writing skills and content development **(10 hours)**

- Language Vocabulary
- Use of Dictionary and lexicon resources
- Technical glossaries

Unit – IV **(15 hours)**

Comprehension

TUTORIAL **(15 hours)**

(Storytelling Sessions, Role-Playing Conversations, Vocabulary Challenges, Debate or Discussion in Telugu, Telugu Movies analysis)

Suggested/Recommended Readings:

Arden, A H. *A Progressive Grammar of the Telugu language*. 2nd ed. Madras: Society for promoting Christian knowledge, 1905.

Krishnamurti, B. and Gwynn, J. P. L. *A Grammar of Modern Telugu*. USA: Oxford University Press, 1986.

Parandhama Reddy, M. and Venkateswara Shastri,J. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages, 1997.

Ramanarasimham, Parimi. Languages, 1985. *An Intensive Course in Telugu*. Mysore: Central Institute of Indian

Ramanarasimham, Parimi. 1974 *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages,

Reddy G.N. and Matson D.M. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare, 1966.

Sanjay, D. Spoken Telugu for Absolute Beginners. 2019.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 003

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – III Code- CILDSETEL 003	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To teach students the most useful Telugu vocabulary for daily life, focusing on words they will actually hear on the street and at home.

- To help them start simple conversations—how to say hello, introduce themselves, talk about their family, and ask basic questions like 'Where?' or 'How much?'.
- To teach them how to describe the world around them—colours, numbers, the weather, their mood, and their daily routine—in simple sentences.
- To get them comfortable with the sound of the language by listening to audio clips and reading very short, easy stories.

Learning Outcomes:

After taking this course, the students would be able to:

- Understand and use about 200-300 essential Telugu words for everyday survival.
- Speak in short, clear sentences about who they are, what they like, and what their family does.
- Look at a picture or a place and describe it using the right adjectives and simple grammar.
- Read basic Telugu stories and answer simple questions about them (Listening and Reading comprehension).

UNIT - I Vocabulary Building (10 hours)

Learning the names of everyday objects (Chair, Table, Book, Phone). Common verbs (Go, Come, Eat, Sleep). Words for emotions (Happy-Santhosham, Sad-Baadha, Angry-Kopam). Learning pairs of opposites (Big/Small, Hot/Cold).

UNIT – II Daily Conversation Skills (10 hours)

How to greet elders vs. friends (Namaskaram vs. Hi). Introducing oneself. Talking about family members. Expressing Likes (Ishtam) and Dislikes (Ayishtam). Telling the time, days of the week, and dates. Answering the 'Wh-' questions: What (Em), Where (Ekkada), When (Eppudu), Why (Enduku), Who (Evaru).

UNIT – III Description Skills (15 hours)

Learning names of Colors, Shapes, and Sizes. How to describe a Daily Routine (Dinacharya). Describing how one feels. Describing the Weather (Enda-Sunny, Vana-Rain). Describing places (My Room, My College) and people.

UNIT – IV Unicode Typing and its application (10 hours)

Learning to type in Telugu using standard tools (Google Input Tools/Lekhini). How to send a Telugu email, chat on WhatsApp in Telugu, and search for Telugu content on Google.

TUTORIAL **(15 hours)**

(Group Discussion, Pair conversations, Role Plays like 'Meeting a new friend,' Writing a short paragraph about 'My Family,' Listening to a simple audio clip and writing down what was said.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. Central Institute of Indian Languages, Mysore. (The standard book for learners).
- *Telugu Vachakam* (State Government Textbooks - Class 2,3, & 4) – Excellent for simple vocabulary.

Suggested/Recommended Readings:

- Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras:
- Society
- for promoting Christian knowledge.
- Krishnamurti, B. and Gwynn, J. P. L. 1986, A Grammar of Modern Telugu. USA:
- Oxford
- University Press.
- Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. Telugu Velugu- I. Mysore:
- Central Institute of Indian Languages.
- Ramanarasimham, Parimi. 1985, An Intensive Course in Telugu. Institute of Indian
- Languages. Mysore: Central
- Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.
- Venkatavadhani, Divakarla. 2017, Telugu in Thirty Days. Hyderabad. Andhra Pradesh
- Sahitya Academy,
- **Websites:**
    - *Lekhini.org* (For typing practice).
    - *LearningTelugu.org* (For basic grammar and audio).

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE- CILDSETEL 004

Course title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Telugu Language – IV Code- CILDSETEL 004	4	3	1	NIL	Graduation	NIL

Learning Objectives:

The Learning Objectives of this course are:

- To give students the confidence to speak Telugu in real-world situations outside the classroom.
- To prepare them to use Telugu for practical tasks—like going to a bank, a hospital, or a government office.
- To improve their pronunciation so they sound natural and can read with the right feeling.
- To introduce the rich culture of Telugu people—their festivals, food, and traditions—so students understand the context behind the words.
- To motivate them to write short notes, messages, and creative descriptions confidently.

Learning Outcomes:

After taking this course, the students would be able to:

- Read short Telugu texts and explain the main idea in their own words.
- Speak 6-7 connected sentences on a topic without stopping.
- Talk about major festivals like *Sankranti* or *Ugadi*, and use common Telugu proverbs (*Samethalu*) in conversation.
- Speak confidently in small groups or role-play scenarios.

UNIT - I Functional Language **(10 hours)**

Real-life scenarios:

- At a Hotel/Restaurant: Ordering food (*Bhojanam*), asking for water, asking for the bill.
- At a Doctor's Clinic: Explaining a headache or fever.
- At a Bus Stop/Station: Asking 'Does this bus go to...?' or 'What is the ticket price?'
- General: Making small requests or polite complaints at an office.

UNIT – II Academic and Formal Language (10 hours)

How to structure a short speech (Welcome/Thank you). Reading and understanding movie posters, public notices (Prakatanalu), and advertisements. Writing simple reports or 'Lost and Found' notices.

UNIT – III Culture and Communicative Fluency (15 hours)

Introduction to Telugu culture.

- Festivals: *Sankranti* (Harvest), *Ugadi* (New Year), *Bathukamma* (Floral festival).
- Food: Traditional items like *Pachadi* (Pickle) and *Pulihora*.
- Manners: Using the right language for the right person (Politeness markers like *Andi/Garu*).

UNIT – IV Simple Telugu Literature and Expressive Reading (10 hours)

- Stories: Reading simple Folk tales (like *Tenali Ramakrishna* or *Maryada Ramanna*)—stories that are funny and easy to understand.
- Poetry: Introduction to simple 4-line poems (*Vemana Satakam*) that teach morals.
- Activity: Retelling a story in their own words.

TUTORIAL (15 hours)

(Group Discussion on 'City vs Village,' Pair conversations, Role Plays [Doctor-Patient, Shopkeeper-Customer], Creative writing on 'My Favorite Festival,' Listening to a story and completing the ending.)

Essential Readings:

- Ramanarasimham, Parimi. (2006). *An Intensive Course in Telugu*. CIIL, Mysore.
- Vemana. *Vemana Satakam* (Simple verses)
- Telugu *Samethalu* (Book on Proverbs).

Suggested/Recommended Readings:

Arden, A H., 1905, A progressive grammar of the Telugu language. 2nd ed. Madras: Society
for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, A Grammar of Modern Telugu. USA: Oxford
University Press.

Parandhama Reddy, M. and Venkateswara Shastri,J. 1997. Telugu Velugu- I. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, An Intensive Course in Telugu. Institute of Indian Languages. Mysore: Central

Sanjay, D., 2019, Spoken Telugu for Absolute Beginners.

Venkatavadhani, Divakarla. 2017, Telugu in Thirty Days. Hyderabad. Andhra Pradesh

Sahitya Academy,

- **Websites:**
  - *Andhrabharati.com* (Online Dictionary).
  - *Chandamama* Story Archives (For simple reading practice).

Note: Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

----------***----------