

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/

Dated: 14.03.2023

**NOTIFICATION**

Sub: Amendment to Ordinance V

[E.C Resolution No. 38-1/ (38-1-1) dated 08.12.2022]

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

**Add the following:**

**Syllabi of Semester-II of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.**

**FACULTY OF ARTS**

**Department of Arabic**

**Category-I**

**BA (Hons.) Arabic**

**DISCIPLINE SPECIFIC CORE COURSE – 4  
ELEMENTARY ARABIC: READING & WRITING**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Elementary Arabic: Reading & Writing	4	3	1	0	Class XII Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To enable the learners to read the text accurately.
2. To develop the writing skills.

## Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Read and comprehend the Arabic text.
2. Make and answer the questions in Arabic language.

## SYLLABUS OF DSC-4

### Unit 1 (15 Hours)

- **Reading and Comprehension**

Lessons 1-4

**Prescribed Book:** "Madina Arabic Reader-2 by Dr. V. Abdur Rahim"

### Unit 2 (15 Hours)

- **Reading and Comprehension**

Lessons 5-8

**Prescribed Book:** "Madina Arabic Reader-2 by Dr. V. Abdur Rahim"

### Unit 3 (15 Hours)

- **Reading and Comprehension**

Lessons 9-13

**Prescribed Book:** "Madina Arabic Reader-2 by Dr. V. Abdur Rahim"

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

### Essential/recommended readings

1. Dr. V. Abdur Rahim: Madinah Arabic Reader: Book 2, New Delhi

### Suggestive readings

1. Dr. Wali Akhtar Nadwi, My Arabic Reader (Elementary Level), New Delhi

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 ELEMENTARY ARABIC GRAMMAR

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Elementary Arabic Grammar	4	3	1	0	Class XII Pass	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

1. To make learners well versed in Syntax and Morphology.
2. To enable them to translate the text.
3. To develop speaking, reading and writing skills among them.

## Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Easily derive perfect, imperfect, imperative, prohibitive verbs and active/passive participles from any infinitive of the following irregular patterns.
2. Use them in their writings and speaking as per the need.
3. Learn intermediate grammar of the Arabic syntax.
4. Make simple nominative and verbal sentences.

## SYLLABUS OF DSC-5

### Unit 1 (15 Hours)

- Description of همزة الوصل وهمزة القطع.
- المفرد (Singular) in the nominative, accusative and genitive cases.
- المثنى (Dual) in the nominative, accusative and genitive cases and deletion of (ن).
- Complete conjugation of all the four kinds of the Perfect Verb (positive, negative & active and passive mood):  
فعل – قد فعل – كان فعل – كان يفعل
- Conjugation of المضارع with prefix لن (active & passive).

### Unit 2 (15 Hours)

- جمع المذكر السالم (Sound Masculine Plural) in nominative, accusative and genitive cases and deletion of (ن) .
- جمع المؤنث السالم (Sound Feminine Plural) in nominative, accusative and genitive cases.
- الجمع المكسر (Broken Plural) in nominative, accusative and genitive cases.
- Conjugation of المضارع with prefix لم (active & passive).

### Unit 3 (15 Hours)

- الاسم المنقوص definition and case.
- لا لنفي الجنس use and case.
- أصبح – صار – ليس – كان Use and case of the
- إن وأخواتها Use and case of

- Complete conjugation of أبواب الفعل الثلاثي المزيد فيه

تفعيل	مفاعلة	إفعال	تفعل	تفاعل	انفعال	افتعال	استفعال
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**Practical component (if any) - NIL**

#### **Essential/recommended readings**

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. S.A. Rahman: Teach Yourself Arabic, New Delhi.

4. عبدالستار خان : عربي كا معلم ، دهلي

5. علي جارم ومصطفى أمين: النحو الواضح، القاهرة

6. أنطوان الدحداح: معجم تصريف الأفعال العربية، دهلي

#### **Suggestive readings**

1. R.I. Faynan: Essential Arabic, New Delhi
2. Amir Jamal: Arabic Learn the Easy Way, New Delhi
3. عبد الماجد ندوي: معلم الإنشاء (الجزء الأول)، لکناؤ

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

## DISCIPLINE SPECIFIC CORE COURSE – 6 ELEMENTARY ARABIC TRANSLATION

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Elementary Arabic Translation	4	3	1	0	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make learners familiar with Indo-Arab Relations in general.
2. To make them know Indo-Arab Relations in Modern Period.

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Know about Indo-Arab Relations.
2. Have the knowledge of India and the Arab world and the relations they have.

### SYLLABUS OF DSC-6

#### Unit 1 (15 Hours)

- Translation based on simple and compound usage of the following as

خير & مبتدأ

- المركب الإشاري
- المركب الإضافي
- المركب الوصفي

#### Unit 2 (15 Hours)

- Translation based on different formations of singular, dual and plural.

### Unit 3 (15 Hours)

- Translation of sentences based on إن وأخواتها
- Translation of sentences based on أصبح & صار – ليس – كان

### Practical component (if any) - NIL

### Essential/recommended readings

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. S.A. Rahman: Teach Yourself Arabic, New Delhi.

4. عبدالستار خان : عربي كا معلم ، دهلى

5. الدكتور منظور خان: نحو الإنشاء والترجمة، جامو وكشمير

### Suggestive readings

1. R.I. Faynan: Essential Arabic, New Delhi
2. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. Md. Quamruddin: Translation Made Easy, U.P.

4. عبد الماجد ندوي : معلم الإنشاء (الجزء الأول), لکناؤ

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## Category II

B.A. Programmes with Arabic as Major discipline

### DISCIPLINE SPECIFIC CORE COURSE – 3 INTRODUCTORY ARABIC-2

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introductory Arabic-2	4	3	1	0	Class XII Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make them familiar with further basics of Arabic.
2. To enable them to read and write with further fundamental rules of Arabic.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Develop skills of reading and writing.
2. Read, understand and comprehend simple structures of Arabic sentences.

#### SYLLABUS OF DSC-3 (CATOGORY-II)

##### Unit 1 (15 Hours)

##### Arabic Text-1

Lessons: 17,18,19,20,21,22,23,24,25,26,27

##### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Unit 2 (15 Hours)

### Arabic Text-2

Lessons: 28,29,30,31,35,36,37,38,41,42,43

### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Unit 3 (15 Hours)

### Comprehension & Applied Grammar

Lessons: 17,18,19,20,21,22,23,24,25,26,27, 28,29,30,31,35,36,37,38,41,42,43

### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Practical component (if any) - NIL

## Essential/recommended readings

1. Dr. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

3. علي جارم ومصطفى أمين: النحو الواضح، القاهرة

4. مولانا عبد الرحمن امرتسرى: كتاب النحو، پانی پت

## Suggestive readings

1. J. A. Haywood & H. M.: A New Arabic Grammar, New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.

3. مولانا عبد الماجد الندوي: معلم الإنشاء، لکنؤ

4. عبد الستار خان: عربی کا معلم، دہلی

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**DISCIPLINE SPECIFIC CORE COURSE – 4**  
**ARABIC: TEXT, GRAMMAR & TRANSLATION -II**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Arabic: Text, Grammar & Translation-II	4	3	1	0	Class XII Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make the learners familiar with the Arabic language skills.
2. To make them familiar with grammar rules required at the second stage of learning Arabic.
3. To enhance their vocabulary through the given text and understand the different structures of sentences.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Read the Arabic text.
2. Understand and solve grammar based exercises.
3. Translate sentences based on learnt grammar.

**SYLLABUS OF DSC-4 (CATEGORY-II)**

**Unit 1 (15 Hours)**

**Arabic Text**

Lessons: 13,14,15,16,17,18,19,20,23,24,26,27  
(Semester-Two)

**Prescribed Book:**

My Arabic Reader  
Elementary Level  
Dr. Wali Akhtar Nadwi

## **Unit 2 (15 Hours)**

### **Grammar:**

- Singular, Dual & Plural
- Sound Masculine Plural
- Sound Feminine Plural
- Broken Plural
- Doer & Object
- Conjugation of the Past Tense
- Conjugation of the Future Tense
- Groups of Triliteral Verbs
- Imperative
- Prohibitive
- Cardinal Number (1 to 10)

## **Unit 3 (15 Hours)**

### **Translation:**

Translation English-Arabic-English based upon the Grammar Topics learnt.

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

### **Essential/recommended readings**

1. Prof. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.-1, New Delhi.
2. Reading material prepared by the Department of Arabic, ZHDC, D.U.

### **Suggestive readings**

1. Prof. S.A. Rahman: Teach Yourself Arabic, New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

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### Category III

#### B.A. Programmes with Arabic as non-Major

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Arabic: Text, Grammar & Translation-II	4	3	1	0	Class XII Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make the learners familiar with the Arabic language skills.
2. To make them familiar with grammar rules required at the second stage of learning Arabic.
3. To enhance their vocabulary through the given text and understand the different structures of sentences.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Read the Arabic text.
2. Understand and solve grammar based exercises.
3. Translate sentences based on learnt grammar.

#### SYLLABUS OF DSC-4 (CATEGORY-II)

##### Unit 1 (15 Hours)

##### Arabic Text

Lessons: 13,14,15,16,17,18,19,20,23,24,26,27  
(Semester-Two)

##### Prescribed Book:

My Arabic Reader  
Elementary Level

Dr. Wali Akhtar Nadwi

## **Unit 2 (15 Hours)**

### **Grammar:**

- Singular, Dual & Plural
- Sound Masculine Plural
- Sound Feminine Plural
- Broken Plural
- Doer & Object
- Conjugation of the Past Tense
- Conjugation of the Future Tense
- Groups of Triliteral Verbs
- Imperative
- Prohibitive
- Cardinal Number (1 to 10)

## **Unit 3 (15 Hours)**

### **Translation:**

Translation English-Arabic-English based upon the Grammar Topics learnt.

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

### **Essential/recommended readings**

1. Prof. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.-1, New Delhi.
2. Reading material prepared by the Department of Arabic, ZHDC, D.U.

### **Suggestive readings**

1. Prof. S.A. Rahman: Teach Yourself Arabic, New Delhi.
2. Prof. R.I. Faynan: Essential Arabic, New Delhi.
3. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

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## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-4): LET US SPEAK ARABIC-1

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Let Us Spoken Arabic-I	4	3	1	0	Class XII Pass	NIL	Arabic

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To teach learners how to speak, read and write the language.
2. To make them comfortable in using the language.
3. To help them improve fluency in Arabic speaking.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Learn the basic vocabulary and phrases useful in speaking and conversation.
2. Learn the formal and informal greetings.
3. Learn conversational dialogues of different occasions.

### SYLLABUS OF G.E.-4

#### Unit 1 (15 Hours)

##### Lessons on Alphabet

- Lessons on Arabic alphabet along with some frequently used words which include such letters.
- Common Expressions
- Formal and Informal Greetings
- Greeting of Special Days and Times
- Expressing Thanks, Excuse and Apology etc.
- Acquaintance
- Introducing oneself and acquainting with others
- Asking for guidance or directions

## Unit 2 (15 Hours)

### • Questions

- Introducing common question-words and mode of questioning Conversation on special occasions

### • Travel:

- Booking and reservation
- Modes, vehicles and methods of transport
- Sections and formalities in an airport, documents etc.

### • Hospital:

- Sign boards
- Staff and services, common diseases
- Methods of treatment and medication

## Unit 3 (15 Hours)

### Vocabulary related to Shopping:

- Types and sections
- Rates and bargaining
- Currencies
- Selling and buying
- Billing and Payments
- Numeral up to 10
- Date & Timing
- Week days
- Use of calendar: Year, months, and dates, Hijri date system

### Practical component (if any) - NIL

### Essential/recommended readings

1. Reading material prepared by the Department of Arabic, ZHDC, D.U.
2. Makhdoom Sabri: English Urdu And Arabic Guide, Delhi
3. Rapidex (Arabic Version), New Delhi
4. Prof. S.A. Rahman: Let Us Speak Arabic, New Delhi.
5. Mohd. Haroon Rashid & Khalid Parwez: Arabic Conversation Book, New Delhi.
6. Badruz Zaman Qasmi Kairanwi: Learn to Speak Arabic & English, Delhi
7. البروفيسور الدكتور سيد محمد اجتباء الندوي: التعبير والمحادثة العربية، دلهي

### Suggestive readings

1. Prof. R.I. Faynan: Essential Arabic, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. V. Abdur Rahim: Madinah Arabic, Vol. 1, New Delhi.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Elementary Arabic Grammar & Translation	4	3	1	0	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To teach elementary Arabic grammar.
2. To let the Learners practice sentences based on the grammatical points.
3. To make them familiar with Arabic structures based upon elementary grammar.
4. To teach learners basic rules of Arabic translation
5. To enable them to translate simple sentences.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Read simple sentences correctly.
2. Form simple sentences based on the elementary-level grammar.
3. Free from committing errors in making Arabic sentences.
4. Learn basic rules of Arabic translation through practice.
5. Learn to translate simple sentences based on the prescribed grammatical rules.

## SYLLABUS OF G.E.-5

### Unit 1 (15 Hours)

#### Grammar & Translation topics:

- Attached pronouns
- Subject & Predicate
- Annexation
- Kinds of Definite Nouns

### Unit 2 (15 Hours)

**Grammar & Translation topics:**

- Perfect verb
- Imperfect verb
- Imperative verb
- Prohibitive verb

**Unit 3 (15 Hours)****Grammar & Translation topics:**

- Verbal sentences
- The Object & the Doer
- Preposition
- Adverb of time & place

**Practical component (if any) – NIL****Essential/recommended readings**

1. Prof. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. Abdus Sattar Khan: Arabi Ka Muallim. New Delhi.
4. Prof. Moinuddin Azami: Method of Translation, Calicut.
5. Ali Jarim Wa Mustafa Amin: Al-Nahw Al-Wadih fi Qawaid Al-lugha Al-Arabiyya, Al-Qahira.
6. Prof. S.A. Rahman: Teach Yourself Arabic, New Delhi.
7. Prof. R.I. Faynan: Essential Arabic, New Delhi.

**Suggestive readings**

1. Muhammad Sajid Qasmi: Taysirul Insha', Deoband
2. Dr. Md. Quamruddin: Translation Made Easy, U.P.
3. Syed Ali: Arabic For Beginners, Delhi
4. Maulana Abdur Rahman Amritsari: Kitabun Nahw, Delhi

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Functional Arabic For Daily Use	4	3	1	0	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To teach the learners basic functional Arabic.
2. To make them familiar with vocabulary of daily use.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Learn basic vocabulary of functional Arabic.
2. Write, speak and communicate using vocabulary of daily use.

## SYLLABUS OF G.E.-5

### Unit 1 (15 Hours)

**Simple sentences based on the following topics:**

- Self-introduction
- In the college
- In bus/train/airplane)

### Unit 2 (15 Hours)

**Simple sentences based on the following topics:**

- In hospital
- In a mall/market
- In the office

### Unit 3 (15 Hours)

**Simple sentences based on the following topics:**

- At home
- At grocery shop
- In the bank

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

**Essential/recommended readings**

1. Reading material prepared by the Department of Arabic, ZHDC, D.U.
2. Makhdoom Sabri: English Urdu And Arabic Guide, Delhi
3. Rapidex (Arabic Version), New Delhi
4. Prof. S.A. Rahman: Let Us Speak Arabic, New Delhi.
5. Mohd. Haroon Rashid & Khalid Parwez: Arabic Conversation Book, New Delhi.
6. Badruz Zaman Qasmi Kairanwi: Learn to Speak Arabic & English, Delhi

7. البروفيسور الدكتور سيد محمد اجتباء الندوي: التعبير والمحادثة العربية، دلهي

**Suggestive readings**

1. Prof. R.I. Faynan: Essential Arabic, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. V. Abdur Rahim: Madinah Arabic, Vol. 1, New Delhi.

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## **DEPARTMENT OF BUDDHIST STUDIES**

### **Category-II**

### **DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-2)**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

<b>Course Title&amp; Code</b>	<b>Total Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility Criteria/ Prerequisite</b>	<b>Pre-requisite of the course, if any</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>		
Theravada Buddhist Philosophy DSC-2-A2	4	3	1	0	12 <sup>th</sup>	Basic knowledge of Ancient Indian History/Pali/Buddhism

#### **COURSE NAME : THERAVADA BUDDHIST PHILOSOPHY (DSC –2-A2)**

##### **Objective**

The primary objective of this course is to make students aware of the basic teachings of Buddhism.

##### **Outcome**

Upon the completion of this course, students would be able to have a clear understanding of the basic teachings of Buddhism along with their relevance and application.

##### **Course content**

<b>Units</b>	<b>Chapter</b>	<b>Hours</b>
I	1. Introduction 2. Four Noble Truths - Dukkha, Dukkha-samudaya, Dukkha-nirodha, Dukkha-nirodha-gāmini Paṭipadā	12
II	3. Three Characteristics - Anicca, Dukkha & Anatta	9
III	4. Dependent Origination - Cause & Effect 5. Karma and Rebirth - Types of kamma, their retribution, Modes of rebirth	15
IV	6. Nibbāna & Parinibbāna - Sopadhisesa & Nīrupadhisesa 7. Pāramitā : Requisites to be the Buddha	9

##### **Essential Readings**

- Bapat, P.V. (ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, 1956.

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- Conze, Edward. *The Life of Buddha: as Legend and History*, Delhi: Motilal Banarsidass, 1993.
- Dutt, N., & K. D. Bajpai, *Development of Buddhism in Uttara Pradesh*, Publication Bureau, Lucknow, 1956.
- Dutt, N., *Buddhist Sects*, Reprint, Firma KLM (Pvt.) Ltd., Calcutta, 1997.
- Dutta, N., *Early Monastic Buddhism*, 2 Vols., Calcutta, 1943
- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, 2009.

### Suggested Readings

- Law, B.C, *History of Pāli Literature*, 2 volumes; Calcutta: 1970.
- McGovern, M.W. *An Introduction to Mahāyāna Buddhism*, London: Kegan Paul, Trench, Trübner & Co, 1922.
- Pande, G.C., *Studies in the Origins of Buddhism*, Allahabad University, Allahabad, 1957
- Rhys Davids, T.W. (trans.). *Buddhist Birth-Stories (Jātaka Tales): The Commentarial Introduction Entitled Nidāna-Kathā, the Story of the Lineage*, new and revised edn by C.A.F. Rhys Davids, London: George Routledge & Sons Ltd, 1925..
- Sarao, K.T.S. *Prācīna Bhāratiya Bauddha Dharma: Udbhava, Swarupva Patana*, Delhi University: Hindi Directorate, 2009.
- Sarao, KTS and AK Singh (ed), *A Text Book of the History of Theravāda Buddhism*, Delhi, 2010.
- Sarao, KTS. *Origin and Nature of Ancient Indian Buddhism*, 4th rev edn, 2012.
- Srivastava, Srinarayan, 1981, *Bhārata Mein Baudha Nikāyon kĀ Itihāsa*, Kishor Vidya Niketan, Varanasi, 1981.
- Strong, J.S. *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
- Thomas, E.J. *The Life of Buddha as Legend and History*, reprint, New Delhi: Asian Educational Services, 1927.
- Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968.

## DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-B2)

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

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Mahāyāna Buddhist Philosophy DSC –2-B2	4	3	1	0	12 <sup>th</sup>	Basic knowledge of Ancient Indian History/Pali/Buddhism

### COURSE NAME : MAHAYANA BUDDHIST PHILOSOPHY

#### Objective

The primary objective of this course is to make students aware of the comprehensive knowledge of the origin and development of Mahayana Buddhism, its features, its school, and the fundamental principles.

### Outcome

At the end of leaning this course, students would have a clear and comprehensive understanding of the Mahāyāna Buddhism, its feature and fundamental principles.

### Course content

Units	Chapter	Teaching Hours
I	1. Introduction 2. Background of the Emergence of Mahāyāna Buddhism	9
II	3. Features of Mahāyāna Buddhism 4. Difference between Hīnayāna and Mahāyāna Buddhism	9
III	5. Mahāyāna Buddhist Schools : Madhyamika and Yogācāra	12
IV	6. Mahāyāna Buddhist Principles – Bodhicitta, Bodhisattva-Ideal, Pāramitā, Daśabhūmi, Trikāya	15

### Essential Readings

- Bapat, P.V. (ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, 1956.
- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- Dutt, N., *Buddhist Sects*, Reprint, Firma KLM (Pvt.) Ltd., Calcutta, 1997.
- Dutt, N., *Mahayana Buddhism*, MLBD, 1985
- McGovern, M.W. *An Introduction to Mahāyāna Buddhism*, London: Kegan Paul, Trench, Trübner & Co, 1922.

### Suggested Readings

- Conze, Edward. *The Life of Buddha: as Legend and History*, Delhi: Motilal Banarsidass, 1993.
- Dutta, N., *Early Monastic Buddhism*, 2 Vols., Calcutta, 1943
- Dutt, N., & K. D. Bajpai, *Development of Buddhism in Uttara Pradesh*, Publication Bureau, Lucknow, 1956.
- Pande, G.C., *Studies in the Origins of Buddhism*, Allahabad University, Allahabad, 1957
- Rhys Davids, T.W. (trans.). *Buddhist Birth-Stories (Jātaka Tales): The Commentarial Introduction Entitled Nidāna-Kathā, the Story of the Lineage*, new and revised edn by C.A.F. Rhys Davids, London: George Routledge & Sons Ltd, 1925..
- Sarao, K.T.S. *Prācīna Bhāratīya Bauddha Dharma: Udbhava, Swarupva Patana*, Delhi University: Hindi Directorate, 2009.
- Sarao, KTS and AK Singh (ed), *A Text Book of the History of Theravāda Buddhism*, Delhi, 2010.
- Sarao, KTS. *Origin and Nature of Ancient Indian Buddhism*, 4th rev edn, 2012.

- Srivastava, Srinarayan, 1981, *Bhārata Mein BaudhaNikāyonkĀItihāsa*, KishorVidyaNiketan, Varanasi, 1981.
- Strong, J.S. *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
- Thomas, E.J. *The Life of Buddha as Legend and History*, reprint, New Delhi: Asian Educational Services, 1927.
- WalpolaRahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, 2009.
- Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968.

**BA Prog) with Buddhist Studies as  
NON-MAJOR/MINOR COURSE-II**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title& Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
Theravada Buddhist Philosophy DSC–2-A2	4	3	1	0	12 <sup>th</sup>	Basic knowledge of Ancient Indian History/Pali/Buddhism

**COURSE NAME : THERAVADA BUDDHIST PHILOSOPHY (DSC –2-A2)**

**Objective**

The primary objective of this course is to make students aware of the basic teachings of Buddhism.

**Outcome**

Upon the completion of this course, students would be able to have a clear understanding of the basic teachings of Buddhism along with their relevance and application.

**Course content**

Units	Chapter	Hours
I	8. Introduction 9. Four Noble Truths - Dukkha, Dukkha-samudaya, Dukkha-nirodha, Dukkha-nirodha-gāmini Paṭipadā	12
II	10. Three Characteristics - Anicca, Dukkha & Anatta	9
III	11. Dependent Origination - Cause & Effect 12. Karma and Rebirth - Types of kamma, their retribution, Modes of rebirth	15
IV	13. Nibbāna & Parinibbāna - Sopadhisesa & Nīrupadhisesa	9

	14. Pāramitā : Requisites to be the Buddha	
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### Essential Readings

- Bapat, P.V. (ed.) *Bauddha Dharma Ke 2500 Varṣa*, New Delhi, Government of India, Publication Division, 1956.
- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- Conze, Edward. *The Life of Buddha: as Legend and History*, Delhi: Motilal Banarsidass, 1993.
- Dutt, N., & K. D. Bajpai, *Development of Buddhism in Uttara Pradesh*, Publication Bureau, Lucknow, 1956.
- Dutt, N., *Buddhist Sects*, Reprint, Firma KLM (Pvt.) Ltd., Calcutta, 1997.
- Dutta, N., *Early Monastic Buddhism*, 2 Vols., Calcutta, 1943
- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, 2009.

### Suggested Readings

- Law, B.C, *History of Pāli Literature*, 2 volumes; Calcutta: 1970.
- McGovern, M.W. *An Introduction to Mahāyāna Buddhism*, London: Kegan Paul, Trench, Trübner & Co, 1922.
- Pande, G.C., *Studies in the Origins of Buddhism*, Allahabad University, Allahabad, 1957
- Rhys Davids, T.W. (trans.). *Buddhist Birth-Stories (Jātaka Tales): The Commentarial Introduction Entitled Nidāna-Kathā, the Story of the Lineage*, new and revised edn by C.A.F. Rhys Davids, London: George Routledge & Sons Ltd, 1925..
- Sarao, K.T.S. *Prācīna Bhāratīya Bauddha Dharma: Udbhava, Swarupva Patana*, Delhi University: Hindi Directorate, 2009.
- Sarao, KTS and AK Singh (ed), *A Text Book of the History of Theravāda Buddhism*, Delhi, 2010.
- Sarao, KTS. *Origin and Nature of Ancient Indian Buddhism*, 4th rev edn, 2012.
- Srivastava, Srinarayan, 1981, *Bhārata Mein Baudha Nikāyon kā Itihāsa*, Kishor Vidya Niketan, Varanasi, 1981.
- Strong, J.S. *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
- Thomas, E.J. *The Life of Buddha as Legend and History*, reprint, New Delhi: Asian Educational Services, 1927.
- Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968.

**DEPARTMENT OF ENGLISH**  
**BA (Hons.) English**  
**Category-I**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : 14<sup>th</sup> to 17<sup>th</sup> Century English Poetry**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4: 14 <sup>th</sup> to 17 <sup>th</sup> Century English Poetry	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the discipline of literary studies in English in a chronological manner, with specific reference to the social and cultural determinants of the period under review.
- To illustrate the ability of poetry to articulate the need for social and cultural reform.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the tools and methods employed by the poetry of the period to analyse and change social and political hierarchies.
- Students will inculcate a foundational understanding of the distinctive ways in which poetry works.

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

1. Geoffrey Chaucer: 'General Prologue' and 'Pardoner's Tale' from *Canterbury Tales*

**UNIT – II (15 Hours)**



2. Philip Sidney: 'Sonnet I'
3. Walter Raleigh: 'The Passionate Man's Pilgrimage'
4. John Donne, 'Sunne Rising,' 'The Canonization,' 'The Good Morrow'

### UNIT – III (15 Hours)

5. John Milton: 'Book I', *Paradise Lost*

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Philip Sidney, *An Apology for Poetry*. ed. Forrest G. Robinson, Indianapolis: Bobbs Merrill, 1970. pp 13–18
2. *The Holy Bible*, Genesis, Chap. 1–4, *The Gospel* according to St. Luke, Chap. 1–7 & 22–4.
3. Wimsatt, W. K. *The Verbal Icon*, 1954.
4. Hill, Christopher. *Milton and the English Revolution*. London: Faber and Faber, 1977.

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

## Learning Objectives:

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

## Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

## SYLLABUS OF DSC- 5

### UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

### UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings (if any):**

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.
2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.
4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

#### DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

#### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
18 <sup>th</sup> Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.
- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

#### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

## UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

## UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

**Essential/recommended readings-** as listed in the units

### **Suggestive readings:**

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wiedenfeld and Nicholson, 1962.
5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777
6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

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

## **BA (Prog) with English as Major**

### **DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama**

#### **Credit distribution, Eligibility and Prerequisites of the Course**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

#### **SYLLABUS OF DSC- 5**

##### **UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

##### **UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

### DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): 18<sup>th</sup> Century Literature

#### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6 18 <sup>th</sup> Century Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer a continuing sense of the evolution of literary studies in English, so that the quiet revolutions of the eighteenth century in England resonate with significance in contemporary times.

- To study the period under survey through a combination of genres to focus on movements of empire, capital and emancipation.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the way in which the 'Age of Reason' shapes contemporary life.
- Students will be alerted to understanding the ways in which major lines of thought and action may have understated beginnings.

### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

#### UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

#### UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Butler, Marilyn. *Romantics, Rebels and Reactionaries: English Literature and Its Background, 1760-1830*. Oxford: Oxford University Press, 1981.
2. Habermas, Jurgen. *The Structural Transformation of the Public Sphere: An Inquiry into the Category of Bourgeois Society*. 1962. Cambridge, Mass: MIT, 1989.
3. Nussbaum, Martha. *The Cosmopolitan Tradition: A Noble but Flawed Ideal*. Cambridge, Mass: Harvard University Press, 2019.
4. Hobsbawm, Eric. *The Age of Revolution: Europe 1789-1848*. London: Wendenfeld and Nicholson, 1962.

5. 'Pope's Intellectual Character: Pope and Dryden Compared', from 'The Life of Pope', *The Norton Anthology of English Literature, vol. 1*, ed. Stephen Greenblatt, 8th edn. New York: Norton, 2006. pp 2693–2694, 2774–2777

6. Defoe, Daniel. 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), & 'The Complete English Gentleman', *Literature and Social Order in Eighteenth-Century England*. ed. Stephen Copley, London: Croom Helm, 1984.

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



**BA (Prog.) with English as Minor**

**Category III**

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): 16<sup>th</sup> & 17<sup>th</sup> Century English Drama**

**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5- 16 <sup>th</sup> & 17 <sup>th</sup> Century English Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- To take forward the development of literary studies in English with specific reference to the theatre in England during the period under survey.
- To open up a sense of theatre as a space of continual experimentation and change.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- The course will facilitate a basic sense of the way in which drama works as genre on its own terms.
- Students' imagination will be stimulated by showing how theatre can analyse and critique political and cultural hierarchies successfully.

**SYLLABUS OF DSC- 5**

**UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

**UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

**UNIT – III (15 Hours)**

3. Aphra Behn: *The Rover*

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings** (if any):

1. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: Clarendon P, 1988.

2. Adelman, Janet. *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, Hamlet to The Tempest*. New York and London: Routledge, 1992.

3. Dollimore, Jonathan and Alan Sinfield eds. *Political Shakespeare*. Ithaca and London: Cornell UP, 1985.

4. Black, Jeremy Black. *England in the Age of Shakespeare*. Bloomington: Indiana UP, 2019.

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

**Pool of General Electives (GE) Courses  
Offered by Department of English  
Category-Iv**

**GENERIC ELECTIVES (GE-7) Research Methodology**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology	4	3	0	1	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To offer practical training in academic writing.
- To introduce the basics of research and its methods.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- This course will enable students to write a research paper as part of project work.

**SYLLABUS OF GE-7**

**UNIT – I (15 Hours)**

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

**UNIT – II (15 Hours)**

1. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

**UNIT – III (15 Hours)**

1. Workshop on Topic Development
2. Workshop on Research Proposal

**Practical component (if any) – 30 Hours**

- Writing a Research Paper (2000 to 2,500 words)

**Essential/recommended readings**

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

**Suggestive readings-**

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit, *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

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

**GENERIC ELECTIVES (GE-8) MARGINALITIES IN INDIAN WRITING**
**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-8 Marginalities in Indian Writing	4	3	1	0	Passed Class XII	NIL

## Learning Objectives

The Learning Objectives of this course are as follows:

- To train the students in a multi-genre approach to writings from the marginalities.
- To move toward an understanding of alternative aesthetics.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the need for a renewed social and cultural consciousness.
- This course will aid students in the understanding of a movement toward a new kind of literary and social history based on emancipation.

## SYLLABUS OF GE-8

### UNIT – I (15 Hours)

#### Caste

1. Ambedkar, B. R. Chap. 4 (pp 233-236); Chap. 6 (pp 241-244) & Chap. 14 (pp 259-263), *Annihilation of Caste: The Annotated Critical Edition*. (New Delhi: Navayana Publications, 2015).

2. Bama, 'Chapter 1', *Sangati*. trans. Lakshmi Holmstrom, New Delhi: Oxford University Press, 2005. pp 3-14

3. Navaria, Ajay. 'Yes Sir', *Unclaimed Terrain*. trans. Laura Brueck, New Delhi: Navayana, 2013. pp 45-64

4. Gogulamanda, Aruna. 'A Dalit Woman in the Land of Goddesses', *First Post*, Posted 13 August 2017.

<https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>

### UNIT – II (15 Hours)

#### Disability

5. Chib, Malini. *One Little Finger*. New Delhi: Sage, 2011. pp 103-190
6. Sahay, Raghuvir. 'The Handicapped Caught in a Camera', *Chicago Review*. trans. Harish Trivedi, 38: 1/2, 1992. pp 146-147

### **UNIT – III (15 Hours)**

#### **Tribe**

9. Sonawane, Waharu. 'Literature and Adivasi Culture', *Lokayana Bulletin*. Special Issue on Tribal Identity, 10: 5/6, March-June 1994. pp 11-20
10. Brahma, Janil Kumar. 'Orge', *Modern Bodo Short Stories*. trans. Joykanta Sarma, Delhi: Sahitya Akademi, 2003. pp 1-9
11. Sangma, D. K. 'Song on Inauguration of a House', *Garo Literature*, trans. Caroline Marak, Delhi: Sahitya Akademi, 2002. pp 72-73
12. Khare, Randhir. 'Raja Pantha', *The Singing Bow: Poems of the Bhil*. Delhi: Harper Collins, 2001. pp 1-2

#### **Practical component (if any) - NIL**

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Basu, Sudeep and Asmita Bhattacharyya (ed.). *Marginalities in India: Themes and Perspectives*. Singapore: Springer, 2017.
2. Kumar, Parmod (ed.). *Literature and Marginality: Emerging Perspectives in Dalit Literature*. Germany: Lap Lambert Academic Publishing GmbH KG, 2013.
3. Addlakha, Renu (ed.). *Disability Studies in India: Global Discourses, Local Realities*. India: Taylor & Francis, 2020.

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

## GENERIC ELECTIVES (GE-9) INDIAN CLASSICAL LITERATURE

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-9 Indian Classical Literature	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of Indian classical literary tradition.
- To introduce students to a rich and diverse literature from two classical languages of India, Sanskrit and Tamil.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

## SYLLABUS OF GE-9

### UNIT – I (15 Hours)

1. Vyasa. Selections from *The Mahabharata*, from *The Mahabharata of Krishna-Dwaipayana Vyasa*, trans. K. M. Ganguli (Delhi: Munshiram Manoharlal Publishers, 2012).

- a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
- b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
- c) 'Krishna's Peace Proposal', Book 5, Udyog Parva, Section LXXXIX-CXXXI

## UNIT – II (15 Hours)

1. Kalidasa. *Abhijnanasakuntalam*, trans. Chandra Rajan, in *Kalidasa: The Loom of Time*. Penguin Classics, 1989, reprint 2000.

## UNIT – III (15 Hours)

1. Ilango Atikal. 'The Book of Vanci', *Cilappatikaram*. trans. R. Parthasarathy (Columbia University Press, 1993; Penguin Books India, 2004).

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Bharata Muni. Selections from *Natyasastra*. (i) Chapter 6, 'The Sentiments'; (ii) Chapter 20, 'Ten Kinds of Play'; (iii) Chapter 35, 'Characteristics of the Jester', trans. Manomohan Ghosh, Calcutta: Asiatic Society of Bengal, 1951. pp105-17; 355-74; 548-50
2. Osho. Selections from *Krishna: The Man and His Philosophy*. (i) Krishna is Complete and Whole (ii) Draupadi: A Rare Woman (iii) Action, Inaction and Non-Action (iv) Rituals, Fire and Knowledge, Delhi: Jaico Publishing House, 1991.
3. Kapoor, Kapil. *Indian Knowledge System Vol. 1*. New Delhi: D.K. Printworld Pvt. Ltd., 2005. pp 1-31
4. Gerow, Edwin, et al. 'Indian Poetics', *The Literatures of India: An Introduction*. ed. Edward. C. Dimock et al, Chicago: University of Chicago Press, 1974. pp 115-143
5. Venkatachalapathy, R. 'Introduction', *Love Stands Alone: Selections from Tamil Sangam Poetry*. Delhi: Penguin Classics, 2013. pp XIII-XLI; 25; 45; 70; 186

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

## GENERIC ELECTIVES (GE-10) TWENTIETH CENTURY DRAMA

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-10 TWENTIETH CENTURY DRAMA	4	3	1	0	Passed Class XII	NIL



## Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with drama of the 20th century with a focus on region and milieu.
- To enable an understanding of the various evolving sub genres of drama in the 20<sup>th</sup> Century.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify the generic differences contextualized by the socio-political interventions of the 20<sup>th</sup> Century.
- Students will learn of contemporary critical approaches to drama such as feminist, new historicist, etc.

## SYLLABUS OF GE- 10

### UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

### UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

### UNIT – III (15 Hours)

3. Karnad, Girish. 'Broken Images', *Collected Plays: Volume II*. New Delhi: Oxford University Press, 2005. pp 261-284

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

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
2. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–324
3. Worthen, W. B. *Print and the Poetics of Modern Drama*. United Kingdom: Cambridge University Press, 2005.

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

## GENERIC ELECTIVES (GE-11) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-11 Cinematic Adaptations of Literary Texts	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce aspects of cinema studies and adaptation studies
- To consider the relationship between literature and cinema

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to Students will acquire knowledge of visual grammar across genres of film.
- This course will help understand how cinema deals with issues of literariness, translation and adaptation.

### SYLLABUS OF GE- 11

#### UNIT – I (15 Hours)

1. Shakespeare: *Othello*
2. *Othello*. dir. Oliver Parker, 1995.

#### UNIT – II (15 Hours)

3. E M Forster: *A Passage to India*
4. *A Passage to India*. dir. David Lean, 1984.

### UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

6. *The Godfather*. dir. by Francis Ford Coppola, 1972.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Stam, Robert, et al. (ed.) *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Taiwan: Wiley, 2005.

2. Cartmell, Deborah. (ed.) *A Companion to Literature, Film, and Adaptation*. United Kingdom: Wiley, 2014.

3. Monaco, James. 'The language of film: signs and syntax', *How to Read a Film: The World of Movies, Media & Multimedia*. New York: OUP, 2009. pp 170– 249

4. Hutcheon, Linda. 'On the Art of Adaptation', *Daedalus*. vol. 133, 2004.

5. Leitch, Thomas. 'Adaptation Studies at Crossroads', *Adaptation*. vol. 1, no. 1, 2008. pp 63–77

6. Trivedi, Poonam. 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.

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

### GENERIC ELECTIVES (GE-12) TRAVEL WRITINGS

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-12 Travel Writings	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of genre fiction
- To indicate the diversity of the field

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse the differences and similarities between detective and science fiction.
- Students will be able to appreciate generic specifics of travel writings.

### SYLLABUS OF GE- 12

#### UNIT – I (15 Hours)

1. Vikram Seth: *From Heaven Lake: Travels through Sinkiang and Tibet*

#### UNIT – II (15 Hours)

2. Amitav Ghosh: *Dancing in Cambodia; At Large in Burma*

#### UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

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

**Essential/recommended readings-** as listed in the units

#### Suggestive readings:

1. Bassnett, Susan. 'Travel Writing and Gender', *Cambridge Companion to Travel Writing*. ed. Peter Hulme and Tim Young, Cambridge: CUP, 2002. pp 225-241
2. Khair, Tabish. 'An Interview with William Dalrymple and Pankaj Mishra', *Postcolonial Travel Writings: Critical Explorations*. ed. Justin D Edwards and Rune Graulund, New York: Palgrave Macmillan, 2011. pp 173-184
3. Balton, Casey. 'Narrating Self and Other: A Historical View', *Travel Writing: The Self and The Other*. Routledge, 2012. pp 1-29
4. Mohanty, Sachidananda. 'Introduction: Beyond the Imperial Eyes', *Travel Writing and Empire*. New Delhi: Katha, 2004. pp ix –xx.

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

## GENERIC ELECTIVES (GE-13) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-13 Contemporary India: Women and Empowerment	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories about gender, be it feminism, queer studies or masculinity studies.
- To introduce students to literary texts that prioritise issues of gender in India.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify and contextualize gender politics at work within a text and read social change through the lens of gender.
- Students will be able to use the knowledge of gender theory and its evolution in their everyday life.

### SYLLABUS OF GE- 13

#### UNIT – I (15 Hours)

##### Concepts

- Sex and Gender -- social construction of gender; socialisation into gender
- Femininities and masculinities -- normative gender privilege; heteronormativity

- Patriarchy -- history of the efforts to undo feminism

### ESSENTIAL READINGS:

1. Kamble, Baby. 'Our Wretched Lives', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 307-311
2. Rassundari Devi, Excerpts from *Amar Jiban*, *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 190-202
3. Begum Rokeya Shekhawat Hossain, 'Sultana's Dream', *Women Writing in India: 600 BC to the Early Twentieth Century*. Eds. Susie Tharu and K Lalitha, Delhi: OUP, 1997. pp 340-351
4. Geetha, V. *Patriarchy*. Kolkata: Stree, 2007. pp 3-61

### UNIT – II (15 Hours)

#### Intersections

- Women and caste, religion, class, sexualities, race, disability
- Women and environment, technology, development
- Women and access to resources: employment, health, nutrition, education
- Women and reproductive work: singleness, marriage, motherhood, symbolical biological surrogacy and parenting, abortion, and other rights over own body

### ESSENTIAL READINGS:

5. Devi, Mahasweta. 'Bayen', *Five Plays*. trans. Samik Bandyopadhyay, Calcutta: Seagull, 2009.
6. John, Mary. 'Feminism Poverty and the Emergent Social Order', *Handbook of Gender*. ed. Raka Ray, Delhi: Oxford University Press, 2012.
7. Kasturi, Leela. 'Report of the Sub-Committee Women's Role in Planned Economy National Planning Committee (1947)', *Feminism in India*. ed. Maitrayee Chaudhuri, Delhi: Zed, 2005. pp 136-155
8. Shiva, Vandana. Chapters 2 & 4, *Staying Alive: Women Ecology and Development*. Delhi: Kali for Women, 1989.

9. Vinodini, M.M. 'The Parable of the Lost Daughter', *The Exercise of Freedom*. eds. K. Satyanarayana and Susie Tharu, Delhi: Navayana, 2013. pp 164-77

### **UNIT – III (15 Hours)**

#### **Histories**

- The women's question pre-Independence -- sati-reform, widow remarriage, debates around age of consent
- Women in the Independence movement, Partition
- Post-Independence campaigns -- against sexual harassment and rape, dowry, violence, debates around the Uniform Civil Code
- Public sphere participation of women -- in politics, in the workplace, in the economy, creating educational inclusion

#### **ESSENTIAL READINGS:**

10. Kumar, Radha. Chapters 2; 3; 7; 8; 11, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800—1990*. Delhi: Zubaan, 1993.

11. Sangari, Kumkum. 'Politics of Diversity: Religious Communities and Multiple Patriarchies', *Economic and Political Weekly*. Vol. 3052, 1995.

12. Sarkar, Tanika. 'Rhetoric against Age of Consent: Resisting Colonial Reason and Death of a Child-Wife', *Economic and Political Weekly*. Vol. 2836, April, 1993.

13. Moon, Meenakshi and Urmila Pawar. Chapters 1; 5; 6, *We also made history: Women in the Ambedkarite Movement*. Delhi: Zubaan, 2008.

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

Students to examine the bare text of 4 laws (as set out in the Gazette of India) followed by discussion and analysis -- laws against dowry (The Dowry Prohibition Act 1961), against sex determination (Pre-Conception & Pre-Natal Diagnostics Act 1994), against domestic violence (Protection of Women from Domestic Violence Act 2005), against sexual harassment at the workplace (The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013).

**Essential/recommended readings-** as listed in the units

### Suggestive readings:

1. Nair, Janaki. 'The Foundations of Modern Legal Structures in India', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
2. Agnes, Flavia. 'Conjuality, Property, Morality and Maintenance', *Handbook of Gender*. ed. Raka Ray, Delhi: OUP, 2012.
3. *Indian Literature: An Introduction*. Delhi: University of Delhi, 2005.

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

## GENERIC ELECTIVES (GE-14) CULTURE & THEORY

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-14 Culture & Theory	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic theories which they might fruitfully deploy when engaging with problems related to culture.
- To introduce students to critical texts that deal with the central problems in the analysis of modern culture.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to deal with the methodological breakthroughs that enable them to decipher culture.
- Students will be introduced to the possibilities of semiotic analyses of culture as it moves across differing often non-linguistic media.

### SYLLABUS OF GE- 14



### **UNIT – I (15 Hours)**

1. Hall, Stuart. 'Cultural Identity and Diaspora,' *Identity: Community, Culture, Difference*. Ed. J. Rutherford, London: Lawrence and Wishart, 1990.
2. Chekhov, Anton. 'The Bride', *Selected Works*. Moscow: Progress P, 1973.

### **UNIT – II (15 Hours)**

3. Beauvoir, Simone de. 'Introduction', *The Second Sex*. London: Vintage 1997. pp 13-29
4. Sartre, Jean Paul. 'Intimacy', *The Wall*. trans. Alexander Lloyd Wisconsin, Hal Leonard Corp, 1995.

### **UNIT – III (15 Hours)**

5. Foucault, Michel. 'What is an Author?', *Modern Criticism and Theory: A Reader*. ed. David Lodge with Nigel Wood, New Delhi: Pearson, 2007. pp 192-205
6. Mansfield, Katherine. 'The Voyage', *The Penguin Book of Short Stories*. ed. Christopher Dolley, Harmondsworth: Penguin, 1970.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Smith, Philip, and Riley, Alexander. *Cultural Theory: An Introduction*. Germany: Wiley, 2011.
2. Archer, Margaret Scotford, and Archer, Margaret S. *Culture and Agency: The Place of Culture in Social Theory*. United Kingdom: Cambridge University Press, 1996.

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

## GENERIC ELECTIVES (GE-15) LIFE AND LITERATURE

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Life & Literature	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which art and literature is understood by engaging with aspects of form, taste and feeling.
- To analyze and understand the social and practical dimensions of aesthetics.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to appreciate of the ways in which different cultural modes of aesthetic function.
- Students will be able to critically study of life, art and literature in students.

### SYLLABUS OF GE-15

#### UNIT – I (15 Hours)

1. Albom, Mich. *Tuesdays with Morrie*. Doubleday, 1997.

#### UNIT – II (15 Hours)

2. Bandyopadhyay, Bibhutibhushan. *Pather Panchali* (1929) trans. *The Song of the Road*. Penguin Modern Classics, 2019.

#### UNIT – III (15 Hours)

3. Murthy, Sudha. *Wise and Otherwise*. Penguin Random House, 2002.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings:**

1. Berne, Eric. *Games People Play: The Psychology of Human Relationships*. United States: Grove Press, 1964.
2. Kalam, A.P.J. Abdul. *My Journey: Transforming Dreams into Actions*. India: Rupa Publications India, 2013.
3. Richard Bach: *Jonathan Livingston Seagull*. 1970

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

### GENERIC ELECTIVES (GE-16) INDIVIDUAL AND SOCIETY

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-16 Individual and Society	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To study the ways in which individual and society engage with each other across socio political and geopolitical contexts
- To analyze the texts and contexts that enable such an engagement and continue to shape the world

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate an ability to evaluate the continuing significance of identity-construction and aesthetic representation.
- Students will be able to appreciate the way in which different modes of narratives reconfigure the relationships between individual and society.

#### SYLLABUS OF GE- 16

##### UNIT – I (15 Hours)

## **UNIT I: Caste and Class**

1. Sood, Vinay, ed. Chapters 1-6, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – II (15 Hours)**

### **UNIT II: Violence and War**

2. Sood, Vinay, ed. Chapters 21-26, *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

## **UNIT – III (15 Hours)**

### **UNIT III: Living in a Globalized World**

3. Sood, Vinay, ed. Chapters 29-34. *The Individual and Society: Essays, Stories and Poems*. Delhi: Pearson, 2005.

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

**Essential/recommended readings-** as listed in the units

#### **Suggestive readings:**

1. Béteille, André. *Caste, Class, and Power*. University of California Press, 1969.
2. Sharma, Kanhaiya Lal (ed.). *Caste and Class in India*. India, Rawat Publications, 1994.
3. Malešević, Siniša. *The Sociology of War and Violence*. United Kingdom: Cambridge University Press, 2010.
4. Karatzogianni, Athina (ed.). *Violence and War in Culture and the Media: Five Disciplinary Lenses*. United Kingdom: Taylor & Francis, 2013.
5. Held, David (ed.). *A Globalizing World? Culture, Economics, Politics*. United Kingdom: Routledge, 2000.
6. Yoshida, David, et al. *Living in a Globalized World*. Canada: Oxford University Press, 2007.

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

## GENERIC ELECTIVES (GE) LANGUAGE COURSES

### GENERIC ELECTIVES LANGUAGE COURSES (GE Language 1) English Language through Literature-II

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Language Through Literature-II	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop in students the ability and confidence to process, understand and examine different kinds of texts-verbal and written-that they encounter in everyday life.
- To enable students to identify and understand social contexts and ethical frameworks in the texts they encounter.
- To encourage suitable research—to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- To learn skilled comprehension; listening/reading; skimming; summarizing; précis writing; paraphrasing; note making
- To identify key topics/arguments/ideas
- To accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- To enable students to write in expository argumentative and descriptive modes

- To help students identify and use the characteristic features of various writing forms: letters; programmes reports/press-releases; newspaper; feature articles; fiction and nonfiction
- To enable students to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate confident expression.
- Students will be able to articulate their own views confidently as their language skills sufficiently empower them to converse, research and collate information from various textual sources—verbal or written.

## SYLLABUS OF GE LANGUAGE-1-

### UNIT – I (15 Hours)

#### UNIT 1-Understanding Fiction

1. Christie, Agatha. *The Tuesday Night Club: A Miss Marple Short Story*. United Kingdom, HarperCollins Publishers, 2012.
2. Mistry, Rohinton. 'The Ghost of Firozsha Baag' *Tales from Firozsha Bagh* McClelland & Stewart 1992
3. Joshi, Umashankar. 'The Last Dung Cake' *The Quilt from the Flea-market and Other Stories* Delhi: National Book Trust 2017

### UNIT – II (15 Hours)

#### UNIT 2-Creating Your Own Voice

4. Sandford, Rachel and Thomas Quarmby, "Space, place, and identity: New pressures in the lives of young people". *Young People, Social Media and Health*. United Kingdom, Taylor & Francis, 2018.
5. Scott, C. P. "A Hundred Years", *The Manchester Guardian published on May 5, 1921*.

### UNIT – III (15 Hours)

#### UNIT 3-Writing your own academic paper

6. Patel, Raj and Moore Jason. 'How the chicken nugget became the true symbol of our era' *The Guardian*, 8 May 2018

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era> Accessed 1 June 2022

7. Berger, John. *Ways of Seeing*. Penguin Books, 1972.

8. Latest editions of the MLA and APA style sheets

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

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

### GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-II

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Communication-II	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To hone skills for online communication and provide interpersonal skills required in the digital world.
- To effectively present themselves in personal and professional capacities using online mediums.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand and learn globally emerging forms of digital communication in English and effectively communicate in their everyday contexts be it in social or professional situations.

## SYLLABUS OF GE LANGUAGE-2

### UNIT – I (15 Hours)

#### UNIT I-Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)
3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

### UNIT – II (15 Hours)

#### UNIT II-Making Institutional Profiles and networks

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

### UNIT – III (15 Hours)

#### UNIT III-Online Interactions and Diversity

1. Etiquettes for online interactions (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

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



**Essential/recommended readings-** as listed in the units

**Suggestive readings-** NIL

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

### GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-II

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
English Fluency-II	4	3	1	0	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions.
- To read and understand information on topical matters and explain the advantages and disadvantages of a situation.
- To write formal letters, personal notes, blogs, reports and texts on familiar matters.
- To comprehend and analyse texts in English.
- To organise and write paragraphs and short essays in a variety of rhetorical styles.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to effectively communicate in their everyday contexts.
- Students will be equipped with skills that will help them interact with people around their personal, institutional and social spaces.

## SYLLABUS OF GE LANGUAGE-3-

### UNIT – I (15 Hours)

#### Unit 1-In the State

1. Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
2. Active & Passive voice; idioms
  - Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
  - Draft a formal letter requesting information about the disbursement of funds collected by a residents' welfare association

#### Suggested Readings:

1. *Where the Wild Things Are* by Maurice Sendak. Random House UK, 2000.
2. [rtionline.gov.in/index.phpconsumerhelpline.gov.in/consumer-rights.php](http://rtionline.gov.in/index.phpconsumerhelpline.gov.in/consumer-rights.php)
3. [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
4. [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

### UNIT – II (15 Hours)

#### Unit 2-Interface with Technology

Book/film reviews

Punctuation

- Write a review of a text you have read in class
- Record a collaborative spoken-word review of the latest film your group have all seen

#### Suggested Readings:

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo, Jul. 3, 2019, [thoughtco.com/where-the-wild-things-are-maurice-sendak-626391](http://thoughtco.com/where-the-wild-things-are-maurice-sendak-626391).
6. Brown, Dan. *Angels & Demons*. Pocket Books: UK. 2000.
7. *Angels & Demons*. dir. Ron Howard. 2009

## **UNIT – III (15 Hours)**

### **Unit 3- Self-Representation**

Introducing oneself, giving and seeking information.

Introduce characters from the texts you are reading.

Creating a profile for social media.

Creating a professional profile of oneself.

Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.

Intercultural Communication

#### **Suggested Readings:**

8. Ambedkar, B. R., and Ambedkar, Dr. *Waiting For A Visa*. India, Lector House, 2021.
9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin: 2014.
10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. Random House: New York, 1984. pp. 40-44
11. Extract from *Haroun and the Sea of Stories: Salman Rushdie*. Penguin Books, New Delhi, 1991. pp. 15-23.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings: NIL**

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

## GENERIC ELECTIVES LANGUAGE COURSES (GE Language 4) Developing English Language Skills-II

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Developing English Language Skills-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these.
- To introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions.
- To introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English.
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read and write in English with confidence.
- The course will help in increasing their proficiency in English, increase their vocabulary and improve their comprehension of syntactical structures

### SYLLABUS OF GE LANGUAGE-4-

#### UNIT – I (15 Hours)

#### UNIT 1: READING & VOCABULARY – II

Ways of expanding vocabulary; learning how to use a dictionary; understanding more text types such as argumentative and descriptive passages, poetry, character sketches, etc. through suitable activities based on selected texts

**Prescribed readings:**

1. *A Foundation English Course for Undergraduates: Book III.* (Delhi: University of Delhi, 1993) pp 5 – 10, 27 – 29, 40 – 44, 81 – 83.
2. *Developing Language Skills 2* (Delhi: Doaba House, 1995) pp 43 – 51.
3. *Everyday English* (Delhi: Pearson, 2005) pp 36 – 43.
4. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 32 – 37, 46 – 48.

**UNIT – II (15 Hours)**

**UNIT 2: WRITING & GRAMMAR – II**

Understanding what constitutes a piece of good writing; learning to describe objects and processes, narrate incidents and stories, and argue a point of view. Further topics in grammar: framing of questions and negative sentences; modals and their uses.

**Prescribed readings:**

5. *A Foundation English Course for Undergraduates: Book II.* (Delhi: University of Delhi, 1992) pp 115 – 130.
6. *A Foundation English Course for Undergraduates: Book III.* (Delhi: University of Delhi, 1993) pp 126 – 136.
7. *Developing Language Skills I* (Delhi: Manohar, 1997) pp 183 – 186, 206 – 209.
8. *Developing Language Skills 2* (Delhi: Doaba House, 1995) pp 112 – 116.
9. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 49 – 52.

**UNIT – III (15 Hours)**

**UNIT 3: SPEAKING & LISTENING – II**

Understanding the essentials of English pronunciation: word stress and rhythm in connected speech; speaking on the telephone; becoming a better listener; expressions used for getting and giving permission, agreeing and disagreeing, warning and persuading, inviting, suggesting, accepting and refusing, expressing likes and dislikes, regulating speech and ending a conversation.

**Prescribed readings:**

10. *Developing Language Skills I* (Delhi: Manohar, 1997) pp 26 – 45.

11. *English at the Workplace* (Delhi: Macmillan, 2006) pp 52 – 57.

12. *English at the Workplace II* (Delhi: Oxford University Press, 2007) pp 10 – 13, 20 – 24, 38 – 45.

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

**Essential/recommended readings-** as listed in the units

**Suggestive readings- NIL**

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

**BA (Hons.) Journalism**  
**Category I**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) REPORTING AND EDITING FOR PRINT**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 4 Reporting and Editing for Print	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To learn the basic terminologies of print media with special emphasis on reporting.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand about reporting and editing for the print media.
- Students will be able to join any media organisation as a reporter or a sub-editor as they have grasped the basics of reporting and editing.

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

**UNIT I: Covering news and Interviewing**

- Reporter- role and qualities
- Covering of beats- crime, courts, city reporting, health, education, sports
- Covering speeches, meetings and press conferences
- News agency reporting.
- Interviewing: doing the research, setting up the interview, conducting the interview

- News leads/intros, Structure of the news story– Leads: importance, types of lead
- Articles, features, types of features and human interest stories

## **UNIT – II (15 Hours)**

### **UNIT II: Newsroom and Anatomy of a Newspaper**

- Newsroom, Organizational setup of a newspaper, Editorial department
- Introduction to editing: Principles of editing, headlines; importance/functions/types of headlines, typography and style, language, style sheet, importance and selection of news pictures
- Role of sub/copy-editor, News editor and editor, chief of bureau, correspondents
- Editorial page: structure, purpose, edits, middles, letters to the editor, special articles, light leader, Opinion pieces, op ed page, columns /columnists
- Supplements, Backgrounders

## **UNIT – III (15 Hours)**

### **UNIT III: Issues and trends in news reporting**

- Tabloids, Issues of sensationalism and voyeurism
- Neighbourhood/Community newspapers
- Sociology of news: factors affecting news treatment, paid news, agenda setting, pressure in the newsroom, trial by media, gatekeepers.
- Objectivity and politics of news
- Fake news
- Neutrality and bias in news

**Practical component (if any)- (30 Hours)** - Students will undertake assignments based on covering the beats and writing reports / interviewing personalities and celebrities. Exercises and assignments on editing copies, writing headlines, writing features, structuring a dummy editorial page, writing editorials etc.

### **Essential/recommended readings-**

1. Baskette and Scissors, *The Art of Editing*, Allyn and Bacon Publication, 1992
2. S.N. Chaturvedi, *Dynamics of Journalism and Art of Editing*, Cyber Tech Publications, 2007
3. Bruce Itule and Douglas Anderson, *News Writing and Reporting for Today's Media*. McGraw Hill Publication, 1987
4. Richard Keeble, *The Newspaper's Handbook*. Routledge Publication, 1994



5. MacDougall and Curtis Daniel, *Principles of Editorial Writing*. W.C. Brown Co. Publishers, 1973

6. F.W. Hodgson, *Modern Newspaper Practice: A Primer on the Press*. Focal Press, 1996

### **Suggestive readings-**

1. Fred Fedler and John R. Bender, *Reporting for the Media*. Oxford University Press, 1997

2. Mencher, Melvin. *News Reporting and Writing*. MC Graw Hill, NY. 2003

3. Denis McQuail, *Mass Communication Theory*. Sage Publications, 1983

4. Fedler, Fred. *Reporting for the Print Media*, (2nd ed). Harcourt, Bruce Jovanovich Inc., NY, 1979

5. Vartika Nanda, *Media Laws and Ethics*. Kanishka Publishers, 2018

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

## **DISCIPLINE SPECIFIC CORE COURSE-5 (DSC-5): ADVERTISING AND PUBLIC RELATIONS**

### **CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-5 Advertising and Public Relations	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of the media use.

- To learn the concepts and skills required for advertising and public relations and the importance of effective brand positioning using integrated marketing communications.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to critically evaluate advertisements and understand the importance of ethical practices in advertising and PR.
- Students will be able to work in any advertising agency as a copy writer/ content writer/ client servicing/ marketing professional and any Public Relations firm and work as a member of their team.

## **SYLLABUS OF DSC- 5**

### **UNIT – I (15 Hours)**

#### **UNIT I: Introduction to Advertising: Concept, Trends and Regulatory Aspects**

- Concept of Advertising – Importance and Functions
- Advertising Theories and Models – AIDA, DAGMAR Model, Maslow’s Hierarchy Model, Cognitive Dissonance Theory, Stern’s Model of Advertising Communication Process
- Types of Advertising and Classification of Advertising
- Economic, cultural, psychological and social aspects of advertising
- Ethical & Regulatory aspects of Advertising - Role of ASCI and Contemporary Case Studies
- Marketing Mix, Role of Advertising in Marketing Mix
- Market Segmentation, Positioning, Targeting and Branding
- Media Planning, Creativity and Copy Writing, Scheduling and Budgeting
- Advertising Department vs. Agency - Structure and Functions
- Campaign Planning, Creation and Production
- Emerging Trends in Advertising – Content Marketing, Native Advertising, AI and automation in Marketing, Augmented and Virtual Reality, User-generated Content, Affiliate Marketing

### **UNIT – II (15 Hours)**

## **UNIT II: Digital Advertising and Marketing**

- Digital, Social & Interactive Media for Advertising and Marketing
- Social Media Tools, Strategies, Tactics and Developing Social Networks
- Social Media Interactivity in Advertising
- Digital Influencers
- Digital Advertising – Ethics and Concerns
- Measurement Strategies and ROI

## **UNIT – III (15 Hours)**

### **UNIT III: Public Relations - Concepts and Practices**

- Introduction to Public Relations – Role, Importance and Functions of PR
- Publics in PR
- Principles and Tools of PR
- Organization of Public Relations: In House Department versus Consultancy
- PR in Government and Private Sectors
- Research for PR
- PR Strategies for Social Media
- PR Campaign - Planning, Execution, Evaluation
- PR in Political and Election Campaigns
- Role and Scope of PR in Crisis Management
- Corporate Social Responsibility and Image Management, Case Studies in CSR
- Ethical Issues in PR
- Apex bodies in PR - IPRA, PRSI Codes.

**Practical component (if any) -**

**Essential/recommended readings-**

1. Chunawalla, SA. *Advertising Theory and Practice*, Himalaya Publishing House. 2008
2. Jethwaney, Jaishri, *Advertising Management*, Oxford University Press, 2006
3. Jefkins, Frank. *Public Relation Techniques*, Butterworth-Heinmann Ltd, 1994
4. Cutlip S.M and Center A.H., *Effective Public Relations*, Prentice Hall, 1985

**Suggestive readings (if any)-**

1. David Ogilvy, *Ogilvy on Advertising*, Pan/Prion Books, 1983
2. Frank Jefkins, *Advertising Made Simple*, Rupa & Co., 1973
3. Heath Robert L, *Handbook of Public Relations*, Sage Publications, 2000
4. Dennis L. Wilcose & Glen T, *Public Relations*, Pearson, 2006
5. Kaul J.M., Noya Prakash, *Public Relation in India*, Calcutta, 1982
6. Belch George E., Belch Michael A., Purani Keyoor. *Advertising & Promotion, an Integrated Marketing Communications Perspective*. McGraw Hill, 2007

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

**DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): INTRODUCTION TO BROADCAST MEDIA**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-6 Introduction to Broadcast Media	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To help students grasp the skills of handling the cameras, shoot a story and will be able to gather and edit and report a story for television.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the basic sound, image and visual concepts appreciate the visual grammar and visual perspectives and comprehend various elements in broadcast news.
- They will also be capable of anchoring, producing TV news bulletins and documentaries.

## **SYLLABUS OF DSC-6**

### **UNIT – I (15 Hours)**

#### **UNIT I: Basics of Sound and Visual**

- Sound-scape, Sound culture
- Types of sound-Sync, Non-Sync, Natural sound, Ambience Sound
- Microphone- Different kinds of microphones (dynamic, condenser, directional microphones)
- Basics of Sound Design
- What is a visual?
- Visual Culture in media studies
- Politics of an image
- Ecology of image

### **UNIT – II (15 Hours)**

#### **Unit II: Visual Grammar**

- Basics of a Camera- (Lens & accessories)
- Camera Movement
- Types of shots, Focusing, Depth of field, Lighting
- Visual Perspective

## **UNIT – III (15 Hours)**

### **UNIT III: Elements in Broadcast news**

- Electronic News Gathering (ENG) & Electronic field Production (EFP) (Concept)
- Elements of a Television News Story: Gathering, Writing/Reporting.
- Elements of a Television News Bulletins
- Basics of Editing for TV- Basic Softwares and Techniques (for editing a news capsule)

**Practical component (if any) – 30 Hours** – Presentations, news bulletins in English and Hindi on national and private channels (as teaching material)

#### **Essential/recommended readings-**

1. Documentary--‘The future of Television News’

#### **Suggestive readings-**

1. Zettl Herbert, Television Production Handbook. (Page nos: 20-80, 85-135), 1961
2. Robert c Allen and Annette Hill, The Television Reader, Routledge (Page no: 10- 40), 2004
3. P.C Chatterjee, Broadcasting in India, New Delhi, Sage (Page no: 25- 78), 1987
4. The Radio Handbook, by Carrol Fleming, Rout ledge (London & New York) (Page no: 47- 105), 2002

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

**Pool of Generic Elective (GE) Courses**  
**Offered by Department of English for Journalism**  
*Category-IV*

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES**

**GENERIC ELECTIVES (GE-10): MEDIA AND POPULAR CULTURE**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-10 Media and Popular Culture	4	3	0	1	Passed Class XII	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To learn the process of structuring news formation for print publications as print journalists.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the notion of Journalism and grasp the underlying factors that define the news.

The course will help the student to attain familiarity with the historical evolution of the media. It will enable the student to contextualize the developments of the media and its role through political and economic changes across the world. Students can work as media analysts and reviewers/ critics of media texts for various platforms.

**SYLLABUS OF GE-**

**UNIT – I (15 Hours)**

## **UNIT I: Understanding Culture**

- Mass Culture, Popular Culture, Folk Culture
- Frankfurt School, Media as Cultural Industries
- Political Economy, Ideology and Hegemony
- Technological Determinism

## **UNIT – II (15 Hours)**

### **UNIT II: Representation**

- Media as Texts
- Signs and Codes in Media
- Uses and gratification approach
- Reception studies
- Representation of nation, class, caste and gender issues in media

## **UNIT – III (15 Hours)**

### **UNIT III: Audiences**

- Active audiences
- Women as audiences
- Sub Cultures; music and the popular,
- Fandom

**Practical component (if any) (30 Hours)-** Assignments can take rather creative forms like group blogging, journal entries, short films and posters. Students can be encouraged to do projects on analysis of TV shows, cultural symbols, folk performances and music shows. They can also take up challenging themes like the representation of caste, gender and nation in contemporary media.

### **Essential/recommended readings-**

1. AS Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V)
2. John Fiske, 1982, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III signs and codes)
3. Dennis McQuail, 2000, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies)
4. Baran and Davis, Mass Communication Theory. Oxford University Press. 2020 (covers Unit II, III and IV)



5. John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. 2009 (Covers Unit 1 and II and IV)
6. Kevin Williams, Understanding Media Theory. 1955-2011. Bloomsbury. 2003 (Covers Unit II, III and IV)

**Suggestive readings-**

1. Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE.
2. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, McLuhan
3. Parmar S. Traditional Folk Media in India, 1975, New Delhi, Geka Books
4. Chatterji, Roma. "Folklore and the construction of national tradition. "Indian Folklife (2005).
5. Rege, Sharmila. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." Economic and political weekly (2002): 1038-1047.
6. Uberoi, Patricia. "Feminine identity and national ethos in Indian calendar art." Economic and Political Weekly (1990): WS41-WS48.
7. Punathambekar, Aswin. "Reality television and the making of mobile publics: The case of Indian Idol." in The Politics of Reality Television, pp. 154-174. Routledge, 2010.
8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." In Rodrigues, Usha M., and Maya Ranganathan. Indian news media: From observer to participant. SAGE Publications India, 2014.

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

## GENERIC ELECTIVES (GE-11): MEDIA LAWS & SOCIETY

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Media Laws &amp; Society</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the contemporary media practices through contemporary debates.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the nuances and the legal provisions laid down in the Constitution of India.
- They will also be able to work as journalists on legal issues as well as media researchers.

### SYLLABUS OF GE-11

#### **UNIT – I (15 Hours)**

##### **UNIT I: Ethical framework and media practice**

- Freedom of expression (Article 19(1) (a) and Article 19(1)2)
- Freedom of expression and defamation- Libel and slander, Issues of privacy and surveillance in society
- Right to Information Idea of Fair Trial/Trial by Media
- Issues of Copyright
- Media ethics and cultural dependence
- Live reporting and ethics Legality and Ethicality of Sting Operations, Phone Tapping etc.
- Ethical issues in Social media ( IT Act 2000, Sec 66 A and the verdict of The Supreme Court )

#### **UNIT – II (15 Hours)**

##### **UNIT II: Representation, Regulation and ethics**

- Advertisement and Women
- Pornography related laws and case studies- Indecent representation of Women (Prohibition) Act, 1986 and rules 1987, Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act 2000 and 292 IPC etc
- Regulatory bodies, codes and ethical guidelines
- Self-regulation, media content- Debates on morality and accountability: taste, culture and taboo, censorship and media debates

### **UNIT – III (15 Hours)**

#### **UNIT III: Media and Social Responsibility**

- Media reportage of marginalized sections- children, dalits, tribals, gender, differently-abled, old-aged persons,
- media coverage of violence and related laws - inflammatory writing (IPC 353), Sedition- incitement to violence, hate Speech.

#### **Practical component (if any) -**

#### **Essential/recommended readings-**

1. Thakurta, Paranjoy Guha, Media Ethics, Oxford University Press, 2009 Barrie mc Donald and Michel petheran Media Ethics, mansell, 1998
2. Austin Sarat Where Law Meets Popular Culture (ed.), The University of Alabama Press, 2011
3. Vikram Raghvan, Communication Law in India, Lexis Nexis Publication, 2007
4. Iyer Vekat, Mass Media Laws and Regulations in India-Published by AMIC, 2000
5. William Mazzarella, Censorium: Cinema and the Open Edge of Mass Publicity. Durham: Duke University Press, 2013. 304 pp.

#### **Suggestive readings-**

1. Raminder Kaur, William Mazzarella, Censorship in South Asia: Cultural Regulation from Sedition to Seduction. Taylor & Francis Ltd. 2012
2. Linda Williams, Hard Core: Power, Pleasure, and the "Frenzy of the Visible". University of California Press. 1999

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

## GENERIC ELECTIVES (GE-12) BASICS OF SPORTS JOURNALISM

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE 12 - Basics of Sports Journalism	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the basics of Sports journalism in India and list down various policy making bodies functioning in India & abroad.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to demonstrate abilities to do sports reporting for print and electronic media as sports journalists.

## SYLLABUS OF GE-12

### UNIT – I (15 Hours)

#### Unit 1 Introduction to Sports:

- Sports in India: A Historical Perspective Sports Journalism: Concept & History
- Major national and international sports events Profile of outstanding sports personalities

### UNIT – II (15 Hours)

#### Unit 2: Sports Policy making

- Sports regulatory/ governing bodies in India (Ministry of Sports, SAI, BCCI, IHA, etc)
- International Sports Organisations (FIFA, IOC, etc)
- Sports Budget by Indian Government

### UNIT – III (15 Hours)

#### Unit 3: Sports Reporting:

- Sports Coverage by Print Media (Sports News, Sports Photography, Sports Features, Interviews)
- Sports Magazines
- Sports Coverage by Television (Sports TV Channels, Commentary & Broadcasting on TV, Special Programmes on Sports, Live Telecasts, Writing Sports News for TV) Sports Coverage by Radio (Commentary & Broadcasting on Radio, writing sports news for radio)
- Sports Newsroom
- Gender Neutral Reporting

**Practical component (if any) -**

**Essential/recommended readings-**

**Suggestive readings-**

1. Srinivas Rao. "Sports Journalism". Khel Sahitya Kendra; 2009.
2. Prasidh Kumar. "Sports Journalism". Pinnacle Technology. 2010.
3. Phil Andrews. "Sports Journalism: A Practical Introduction". SAGE Publications Ltd. 2013.

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

### GENERIC ELECTIVES (GE-13): FILM APPRECIATION & CRITICISM

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-13 Film Appreciation & Criticism	4	3	0	1	Passed Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of the visual language of cinema.
- To understand cinema beyond its entertainment value.

## Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped them with the skills required for becoming film reviewers/ critics.

## SYLLABUS OF GE-13

### UNIT – I (15 Hours)

#### UNIT I: Language of Cinema

- Language of Cinema I – Focus on visual Language: Shot, Scene, Mis-en-scene, Deep focus, Continuity Editing, Montage
- Focus on Sound and Color: Diegetic and Non-Diegetic Sound; Off
- Screen Sound; Sync Sound; the use of Color as a stylistic Element

#### Recommended Screenings:

1. Rear Window (1954) Alfred Hitchcock (Language of Cinema)
2. Battleship Potempkin (1925) Sergei Eisenstein (Language of Cinema)
3. Man with a Movie Camera (1929) Dziga Vertov

### UNIT – II (15 Hours)

#### UNIT II: History of Cinema

- German Expressionism and Film Noir
- Italian Neo-realism
- French New-Wave
- Genre and the development of Classical Hollywood Cinema (Western, Film Noir, Musicals)
- Beginning of Indian Cinema (Phalke, Silent Cinema)
- Arrival of Sound to Post Independence Era
- The Indian New-Wave
- Globalisation and Indian Cinema

#### Recommended Screenings:

1. Rome Open City (1945) by Roberto Rossellini (Italian Neo Realism)
2. Metropolis (1927) Fritz Lang/ German Expressionism
3. Double Indemnity (1944) Billy Wilder (Film Noir)
4. Breathless (1960) Jean Luc Godard (French New Wave)

## **UNIT – III (15 Hours)**

### **UNIT III: Alternative Visions**

- Third Cinema
- Non Fiction Cinema
- Introduction to Feminist Film Theory
- Auteur- Film Authorship with a special focus on Satyajit Ray or Hitchcock

#### **Recommended Screenings:**

1. Pather Panchali (1954) Satyajit Ray
2. Clips from the hour of the Furnaces (1968) by Fernando Solanas
3. Battle of Algiers (1966) Gille Pontecorvo (Third cinema)
4. Nanook of the North (1922) Robert Flaherty (Non-Fiction Cinema)
5. Nishant (1975) Shyam Benegal (Indian New wave)
6. Pyaasa (1957) Guru Dutt
7. Mother India (1957) Mehboob Khan
8. Jagte Raho (1956) Raj Kapoor

#### **Practical component (if any) – Suggested Film screenings- 30 Hours**

Students are required to watch films associated with diverse film movements and critically analyse film texts. They are expected to watch at least one film from each unit and do a semiotic analysis of two scenes from each film.

Students are also required to refer to journals/blogs on the works of noted Indian film makers (Satyajit Ray, Guru Dutt, Shyam Benegal et.al)

Students should also undertake studies to examine debates in public sphere around commercial films. They can also have discussions in groups to enhance their understanding of visual language of cinema.

#### **Essential/recommended readings-**

1. Villarejo, Amy. *Film studies: The Basics*. Routledge, 2006. (For Unit I) P 1-54
2. A Nowell –Smith.G.*The Oxford History of World Cinema*. Oxford: Oxford University Press, 1996. (Unit II, III, IV)
3. Duggal, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications, New Delhi, 2019. (For Unit I, II, IV and V)

4. Mishra, Vijay. Bollywood cinema: Temples of desire. Routledge, 2013. (Chapter 3, Chapter 4, Chapter 5)

#### **Suggestive readings-**

1. Anandam P. Kavoori & Punanthambekar Eds. *Global Bollywood*, New York: New York University Press. 2008. Pages 17-41, 223-240
2. Paul Schrader —Notes on Film Noir in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-17
3. Robert Stam, "The Cult of the Auteur," in *Film Theory: An Introduction*. Massachusetts & Oxford Blackwell Publishers: 2000
4. Andre Bazin, —The Ontology of the Photographic Image from his book: *What is Cinema* Vol. I Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
5. Sergei Eisenstein, —A Dialectic Approach to Film Form from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63
6. Tom Gunning, "Non-continuity, Continuity, and Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94
7. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17-34.
8. Richard Dyer —*Heavenly Bodies: Film Stars and Society* in *Film and Theory: An Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
9. Madhava Prasad. *Ideology of Hindi Film* New Delhi: Oxford University Press. 1998

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

### **GENERIC ELECTIVES (GE-): 14 WAR REPORTING**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-14 War Reporting	4	3	0	1	Passed Class XII	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:



- To train students to apply a historical perspective to the media coverage of conflict and war reporting.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop an in-depth awareness of the difficulties involved in conflict reporting while keeping in mind ethical standards to their analysis of conflict reporting as war and conflict journalists.

## **SYLLABUS OF GE-14**

### **UNIT – I (15 Hours)**

#### **Unit 1: Introduction**

- Conflict Reporting and War Reportage: Concepts
- Information warfare and dominance
- Issues & Obstacles in war reporting
- Dimensions of War Coverage: Organizations and Reporters
- Working lives of War Correspondents
- Components and themes in war reporting, construction of ‘enemy’
- Concept of ‘hybrid war’

### **UNIT – II (15 Hours)**

#### **Unit II: Issues**

- Risks and Risk Management, Threats to personal safety
- Objectivity, Rationality and accuracy of media coverage
- Competing narratives & Viewpoints
- Cultural differences in reporting the war on terror
- Challenges of reporting from a foreign land

### **UNIT – III (15 Hours)**

#### **Unit III: Challenges and Ethical Concerns**

- Media Opinions and Advocacy
- Contemporary changes in warfare & Media environment
- Women in war reporting: discrimination, derogatory attitudes, sexual harassment
- News Media Visuals, Images of death spectacle
- Technological developments and its uses in war
- Digital Platforms, blogs, Twitter, chats

#### **Practical component (if any) – 30 Hours**

The students are expected to do projects, critically examining the coverage of wars in each phase of development of the media. The students must submit write ups on the reporting of wars in relation to the limitations of technology in each phase of the media beginning from the

coverage from the era of print journalism to the present times. Debates and discussions will be held on the issues of conflict and the role of international bodies in the call for peace. The students must submit projects on the ethical dimensions of war reporting with reference to global audiences and the pressures of professionalism vs. patriotism. They must write a critical report comparing the reportage of war on traditional/mainstream media with posts/reports on social media platforms of the Russian-Ukraine war and its implications on international politics and economy.

### **Essential/recommended readings-**

#### **Suggestive readings-**

1. Armoudian, Maria. 2016. *Reporting from the Danger Zone: Frontline Journalists, Their Jobs and an Increasingly Perilous Future*. Introduction, Chapter Two & Conclusion
2. Wolfsfeld, Gadi. 2015. "Telling a Good Story." In *Making Sense of Media & Politics*. Routledge.
3. Galtung, Johan, and Dietrich Fischer. 2013. "High road, low road: Charting the course for peace journalism." *Johan Galtung*. Springer Berlin Heidelberg. 95-102.  
[http://reference.sabinet.co.za/webx/access/electronic\\_journals/track2/track2\\_v7\\_n4\\_a4.htm](http://reference.sabinet.co.za/webx/access/electronic_journals/track2/track2_v7_n4_a4.htm)
4. Jakobsen, Peter Viggo. 2000. "Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect." *Journal of Peace Research*. Vol. 37, No. 2 (p. 131-143).
5. Lance Bennett: *When the Press Fails*. University of Chicago Press. Introduction.
6. Cull, Nicholas. 2009. *Annals of the American Academy of Political and Social Science*. Vol. 616, Public Diplomacy in a Changing World (Mar., 2008), pp. 31-54.
7. Seib, Philip. 2010. "Transnational journalism, public diplomacy, and virtual states." *Journalism Studies* 5: 734-744.
8. Norris, Pippa. 2003. Montague Kern & Marion Just. "The Lessons of Framing Terrorism." In *Framing Terrorism*.
9. Bolt, Neville. 2011. "Conclusion." *From The Violent Image*. Columbia University Press.
10. Rutkin, Aviva. 2016. "Cyberwar becomes official." *New Scientist*.

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

## GENERIC ELECTIVES (GE-15): INVESTIGATIVE REPORTING

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Investigative Reporting	4	3	0	1	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and analyse the key areas of investigative journalism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to creatively and meaningfully engage with the investigative journalism as investigative reporters.

## SYLLABUS OF GE-

### UNIT – I (15 Hours)

#### Unit 1: Introduction to Investigative Journalism

- Investigative Reporting: History, Concept, Process & News values
- Investigative Journalist- Qualities, Career & Opportunities
- Use of Sting Operations, Internet / Social media, Right to Information for Investigative Reporting
- Case Study: Panama Papers and Watergate Scandal

### UNIT – II (15 Hours)

#### Unit 2: Sources

- News Sources – Traditional and new media
- Confidentiality of Source (On/Off the record)
- Fact Checking Process
- Variables of Information: Sources; Social media feeds, eye witness, over hearing, propaganda, whistle blowers

## **UNIT – III (15 Hours)**

### **Unit 3: Ethical Issues and Concerns**

- Ethico-legal Coefficient
- Right to Privacy
- Accuracy & Conflict of Interest
- Plagiarism

**Practical component (if any)** - Teachers to give cases to students to investigate and file a project report. **-30 Hours**

Teachers to give cases to students to investigate and file a project report.

Students are required to thoroughly study noteworthy works in the history of investigative journalism in the global and Indian context. (For example, The Washington Post and the Guardian Report on the NSA surveillance in 2013, Open Magazine's publication of Nira Radia Tapes in 2010 etc.)

They should also undertake projects examining the ethical concerns associated with the works of the investigative journalists with a focus on sting operations in India.

#### **Essential/recommended readings-**

#### **Suggestive readings-**

1. Nazakat, Syed, A Manual for Investigative Journalism, Singapore: Drummond, 2010.
2. Pilger, John, Tell Me No Lies: Investigate Journalism and its Triumphs, New York: Vintage Digital, 2011.
3. Spark, David, Investigative Reporting: A Study in Technique, London: Focal Press, 2012.
4. Mazzett's, Mark, The way of the Knife: The CIA, a secret Army, and a war at the Ends of the Earth, New York: Penguin Press, 2014.
5. Gaines, William C., Investigative Journalism: Proven Strategies for Reporting the Story, Washington DC: CQ Press, 2007.

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

## GENERIC ELECTIVES (GE-16) CONTENT AND BRAND MARKETING

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-16 Content and Brand Marketing</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the importance of content writing and brand marketing and the various ways in which strategies can be made using available tools to advertise and market content for brands.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to to advertise and market content for brands as marketing professionals in advertising and other related fields.

## SYLLABUS OF GE-16

### UNIT – I (15 Hours)

#### Unit I Foundational Concepts

- Content and brand marketing, scope and advantages
- Content Creation Framework
- ROI-focused meaningful content strategy
- Working with Influencers
- Understanding keywords

### UNIT – II (15 Hours)

#### Unit II Tools and Strategies

- Brand Strategy and Goals
- Organic and Paid Promotion
- Topic discovery and content creation

- Content promotion techniques
- SEO, blogs, newsletters, e-books, forums/discussion boards, videos, social media channels

### **UNIT – III (15 Hours)**

#### **Unit III Content Management**

- Audience discovery, personas and brand content styles
- Editorial calendar and maintenance
- Metrics and measurement
- Building an authority presence

**Practical component (if any)** - The students will conceive and produce content and brand marketing plans outlining goals and strategies. They will also use tools and techniques to create campaigns.

**30 Hours**

#### **Essential/recommended readings-**

1. Pam Didner. Global Content Marketing: How to Create Great Content, Reach More Customers, and Build a Worldwide Marketing Strategy that Works. 2014. McGraw Hill Education
2. Robert Rose, Joe Pulizzi. Managing Content Marketing The Real-World Guide for Creating Passionate Subscribers to Your Brand. 2017. CMI Books
3. Jan-Benedict Steenkamp. Global Brand Strategy World-wise Marketing in the Age of Branding. 2017. Palgrave Macmillan UK
4. Timothy Garrand. Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media. 2020. CRC Press

#### **Suggestive readings-**

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

## GENERIC ELECTIVES (GE-17) SOCIAL MEDIA AND GOVERNANCE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-17 Social Media and Governance	4	3	0	1	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the use of social media for governance by businesses and the government as well as the ethical issues and challenges faced in such communication on different platforms.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to receive practical know-how on understanding, implementing, and managing main stream social media tools (e.g., blogs and micro-blogs, social network sites, and content communities) from a public sector and private sector perspective for working as public policy and communication officers in various organisations.

## SYLLABUS OF GE-17

### UNIT – I (15 Hours)

#### Unit I Understanding governance and social media

- Key elements of governance through communication
- Social media in Business and Government, benefits and impact
- Influencing public and social perception
- Democracy and engagement
- Governance Transparency
- Developing Social Media Goals and Strategies

### UNIT – II (15 Hours)

#### Unit II Social Media Applications and Practices

- Virtual Campaigning and Outreach
- Health Communication

- Public Policy Dissemination
- Governance Feedback and Redressal
- Branding and Identity
- Crisis Management

### **UNIT – III (15 Hours)**

#### **Unit III Ethical and Regulatory Challenges**

- Digital Media Ethics Code
- Classified and sensitive information
- Misinformation, fake news, propaganda and political polarization
- Online hate speech
- AI, Bots and automation of information dissemination
- Data mining, issues of privacy and surveillance

**Practical component (if any)** - The students will prepare case studies of the use of social media for governance in Business and/or Government. **30 Hours**

#### **Essential/recommended readings-**

1. Jeremy Harris Lipschultz. *Social Media Communication: Concepts, Practices, Data, Law and Ethics*, 2020, Taylor and Francis
2. Asha Kaul, Vidhi Chaudhri. *Corporate Communication Through Social Media Strategies for Managing Reputation*. 2017, Sage
3. Bu Zhong. *Social Media Communication Trends and Theories*, 2021, Wiley
4. Lucinda L. Austin, Yan Jin. *Social Media and Crisis Communication*. 2017, Taylor and Francis
5. Staci M. Zavattaro, Thomas A. Bryer. *Social Media for Government Theory and Practice*. 2016, Taylor and Francis
6. Gohar F. Khan. *Social Media for Government: A Practical Guide to Understanding, Implementing, and Managing Social Media Tools in the Public Sphere*, 2017, Springer
7. Tim Highfield. *Social Media and Everyday Politics*. 2017. Polity Press
8. Joshua A. Tucker, Nathaniel Persily. *Social Media and Democracy: The State of the Field, Prospects for Reform*. 2020. Cambridge University Press

#### **Suggestive readings-**

1. Kerrie Harvey. *Encyclopaedia of Social Media and Politics*. Volume 2. 2013. Sage.

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



## **DEPARTMENT OF PERSIAN**

### **BA (Hons.) Persian**

#### **DISCIPLINE SPECIFIC CORE COURSE – 4: Persian Prose – Level II**

##### **Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose-Level - II	4	3	1	0	Class XII pass	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students acquainted with some prose writers with their specimens of prose.
2. To equip the students with basic Persian prose writing.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with Persian prose writing by Iranian writers
- By studying this course, they shall get to know different prose styles by famous Iranian prose writers like Saadi Shirazi and Hakim Abu Ali Sina.

#### **SYLLABUS OF DSC-4**

##### **UNIT – I (9 Hours)**

- Benam-e-Khoda
- Murghabi-e-Laakposht
- Gurg-o-Gao
- Faryad Baraye Azadi
- Ba Haivanaat Mehrebaan Basheem
- Ferdausi
- Dehqan-e-Fidakaaar
- Rubah-o-Khuroos

##### **UNIT – II (9 Hours)**

- Sa'adi Shiraazi

- Dehqan-o-Gunjishk
- Umar Khayyam
- Sangpush-o-Gavazn
- Luqman Hakeem
- Neki-o-Badi
- Abu Ali Sina
- Madar Ra Dil Misuzad Dayi Ra Daman

#### UNIT – III (9 Hours)

- Life and works of Prose writers: Saadi Shirazi, Hakim Abu Ali Sina

#### UNIT – IV (9 Hours)

- Reading and writing of the lessons with their exercises given at the end of the chapters

#### UNIT – V (9 Hours)

- Translation of passages from Persian to English or Hindi or Urdu language and vice-versa of above mentioned writers

#### Essential/recommended readings:

1. Farsi Duvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
2. Farsi Sivvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
3. Farsi Chaharum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
4. Kitabe-Farsi Baraye Class hae diplom
5. Bagh-e-Mehrebaniha by Rahmat Dost, Mostafa. Madraseh Publication, Tehran, Iran, 1374 A.H./1995 A.D.

#### Suggestive readings

1. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi110 006
2. Shafaq, Raza Zadeh: Tareekh-e-Adabyat-e-Iran, tr. by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.

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

### DISCIPLINE SPECIFIC CORE COURSE – 5: Introduction to Persian Poetry

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Persian Poetry	4	3	1	0	Class XII pass	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some prominent poets with their specimen
2. To enable the students to know the basics of Persian poetry writing

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry writing
- By learning this course, students will be able to know the different poetic styles by famous Iranian poets like Abul Qasim Ferdausi, Saadi Shirazi and Umar Khayyam.

### SYLLABUS OF DSC- 5

#### UNIT – I (9 Hours)

- Benam-e-Khoda
- Kitab-e-Khoob
- Qudrat-e-Khoda
- Mihan-eKhish ra kuneem Abaad
- Rubah-o-Zaagh
- Subh
- Madar

#### UNIT – II (9 Hours)

- Darakhtkaari
- Khana-e-Maa
- Khursheed-e-Mehrebaan
- Az Khudam Ranjeedam
- Maiazaar Moori ki Daanekash Ast
- Gurg-o-Sag
- Ranj-o-Ganj

#### UNIT – III (9 Hours)

- Life and works of poets: Abul Qasim Ferdausi, Saadi Shirazi, Umar Khayyam

#### UNIT – IV (9 Hours)

- Reading and writing of the poems with their exercises given at the end of the chapters
- Write the stanzas into simple Persian

#### UNIT – V (9 Hours)

- Translation of stanzas from Persian to English or Hindi or Urdu language

### Essential/recommended readings:

1. Farsi Duvvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
2. Farsi Sivvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
3. Farsi Chaharum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
4. Kitabe-Farsi Baraye Class hae diplom
5. Bagh-e-Mehrebaniha by Rahmat Dost, Mostafa. Madraseh Publication, Tehran, Iran, 1374 A.H./1995 A.D.

#### Suggestive readings:

1. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi-110 006
2. Shafaq, Raza Zadeh : Tareekh-e-Adabyat-e-Iran, tr. by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.

### DISCIPLINE SPECIFIC CORE COURSE – 6: Introduction to Persian Rhetoric

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Persian Rhetoric	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with Persian rhetoric.
2. To familiarize the students with Persian Asnaf-e-Sukhan.

#### Learning outcome:

- By learning this course, students will come to know the basics of Persian rhetoric.
- By learning this course, students will be able to know the different Asnaf-e-Sukhan prevalent in Persian poetry

#### SYLLABUS OF DSC-6

##### UNIT – I (9 Hours)

- Asnaf-e-Sukhan: Nazm, Sher, Ghazal, Matla, Maqta, Radeef

##### UNIT – II (9 Hours)

- Qafia, Takhallus, Qitaa, Rubai, Qasida-o-Ajzai Qasida

##### UNIT – III (9 Hours)

- Masnavi, Hamd, Naat, Manqabat, Marsia, Hajv

#### **UNIT – IV (9 Hours)**

- Sanaye-e-Maanvi: Tazad, Iyham, Mirat-un-Nazeer, Mushaklat, Laf-o-Nashr, Jam-o-Taqseem, Mubalgha, Tazmeen

#### **UNIT – V (9 Hours)**

- Sanaye-e-Lafzi: Tajnees, Tashbih, Esteara, Kinayah

#### **Essential/recommended readings:**

1. She'r-ul-Ajam, by Shibli Nomani, Vol. I-V, Shibli Academy, Azamgarh.
2. A History of Persian Language and Literature at the Mughal Court (Part I and II) Allahabad, 1929-30.
3. Aaina-e-Balaghat by Mohd Askari, Lucknow, 1937
4. Dars-e-Balaghat, NCPUL New Delhi 1997
5. Sirius Shamisa: Anwa'-e-Adabi, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.

#### **Suggestive readings:**

1. A History of Persian Language by Ansari, Dr. Noorul Hasan. Idara-e-Adabiyat-e-Delhi, Delhi 110 006. Vol. I, 1982.

## Category II

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

(B.A. Programmes with Persian as Major discipline)

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Persian Prose: Some Selections

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose: Some Selections	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Simple Persian Prose
2. To acquaint the students with Iranian culture through Modern Persian Prose

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted simple Persian prose
- By learning this course, the students will be acquainted with Iranian culture through samples of Modern Persian prose

#### SYLLABUS OF DSC-1

##### UNIT – I (9 Hours)

*Persian Prose: Some Selections*

The following lessons only:

- Faslha-i-Saal
- Zimistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nauruz

##### UNIT – II (9 Hours)

- Jashn-e-Mehregaan
- Jashn-e-Sadeh
- Firdausi

- Sa'di Shirazi
- Umar Khayyam (two parts)
- Chaupan-e-Durughgo

#### **UNIT – III (9 Hours)**

- Dahqaan-e-Fidakaar
- Shaban-o-Gusfand
- Kudak-e-Hushyaar
- Gawahi-e-Darakht
- Se Duzd-e-Harees
- Eidi

#### **UNIT – IV (9 Hours)**

- Comprehension and Translation from Persian to English, Hindi or Urdu

#### **UNIT – V (9 Hours)**

- Explanation of a chapter in English, Hindi, or Urdu

#### **Essential/recommended readings:**

1. Kitab-e-Farsi: Baraye Classha-e-Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.
2. Kitab-e-Farsi: Baraye Class-hae Diplom, Department of Persian, University of Delhi, Delhi-110 007.
3. Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III, Department of Persian, University of Delhi, Delhi-110 007
4. Nisab-e-Jadeed Farsi, Jayyad Press, Ballimaran, Delhi-110 006. -
5. Baghcheban, Saminah: Farsi Barai Ghair Farsi Zaban, Idarah-e-Adabiyat-e-Delhi, Ballimaran, Delhi.

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

## DISCIPLINE SPECIFIC CORE COURSE – 2: Introduction to Sufistic literature in India

### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sufistic literature in India	4	3	1	0	CLASS XII PASS	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with the introduction of Sufistic literature of India
2. To acquaint the students with the life and works of famous Sufis of India

### Learning outcomes:

The Learning Outcomes of this course are as follows:

1. By learning this course, the students will be introduced with Sufistic literature of India
2. By learning this course, the students will get acquainted with the life and works of famous Sufis of India

### SYLLABUS OF DSC-1

#### UNIT – I (12 Hours)

- Kashf-ul Mahjub
- Life and works of Jalali Hujveri, Shaikh Abul-Hasan Ali bin Usman

#### UNIT – II (12 Hours)

- Khair-ul-Majalis
- Life and works of Nasiruddin Chiragh Delhi

#### UNIT – III (12 Hours)

- Fawaid-ul-Fuwad
- Life and works of Hazrat Nizamuddin Awliya

#### UNIT – IV (9 Hours)

- Introduction to History of Sufism in India
- Impact of Sufism on Indian society



**Essential/recommended readings:**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bazar, Lahore, 2014.
2. Nizami, K. A., Tarikh-e-Masha'ikh-e-Chisht, Delhi, Idara-e-Adabiyat-e-Dilll (Urdu), 1980-5

### Category III

#### (B.A. Programmes with Persian as non-Major or Minor discipline)

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose: Some Selections	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Simple Persian Prose
2. To acquaint the students with Iranian culture through Modern Persian Prose

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted simple Persian prose
- By learning this course, the students will be acquainted with Iranian culture through samples of Modern Persian prose

#### SYLLABUS OF DSC-1

##### UNIT – I (9 Hours)

##### *Persian Prose: Some Selections*

The following lessons only:

- Faslha-i-Saal
- Zimistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nauruz

##### UNIT – II (9 Hours)

- Jashn-e-Mehregaan
- Jashn-e-Sadeh
- Firdausi
- Sa'di Shirazi
- Umar Khayyam (two parts)
- Chaupan-e-Durughgo

##### UNIT – III (9 Hours)

- Dahqaan-e-Fidakaar
- Shaban-o-Gusfand
- Kudak-e-Hushyaar
- Gawahi-e-Darakht
- Se Duzd-e-Harees
- Eidi

#### **UNIT – IV (9 Hours)**

- Comprehension and Translation from Persian to English, Hindi or Urdu

#### **UNIT – V (9 Hours)**

- Explanation of a chapter in English, Hindi, or Urdu

#### **Essential/recommended readings:**

1. Kitab-e-Farsi: Baraye Classha-e-Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.
2. Kitab-e-Farsi: Baraye Class-hae Diplom, Department of Persian, University of Delhi, Delhi-110 007.
3. Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III, Department of Persian, University of Delhi, Delhi-110 007
4. Nisab-e-Jadeed Farsi, Jayyad Press, Ballimaran, Delhi-110 006. -
5. Baghcheban, Saminah: Farsi Barai Ghair Farsi Zaban, Idarah-e-Adabiyat-e-Delhi, Ballimaran, Delhi.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Intermediary level Persian	4	3	1	0	12 <sup>th</sup> Pass	Student should have studied GE-1 of 1 <sup>st</sup> semester

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students equipped with intermediary level Persian
- To make the students more efficient to form Persian sentences
- To make the students more fluent in Persian language

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be equipped with intermediary level Persian
- By learning this course, the students will be more efficient to form Persian sentences
- By learning this course, the students will be more fluent in Persian language

## SYLLABUS OF GE-4

### UNIT – I (9 Hours)

- Use of verbs in Present, Past and Future tenses
- Opposite words
- Degrees
- Personal and Possessive Pronouns
- Objectives, Compound Verb and Relative Clause
- Present Participle
- Active and Passive Voice
- Conjugation
- Technical Words
- Translation: English to Persian and vice versa
- Text Reading and comprehension from chapter no.16 to 30 of book of Kitab-e-Farsi by Samina Baghcheban

## **UNIT – II (9 Hours)**

- Intermediary Persian Grammar:
- Use of Verbs in Present, Past and Future Tenses
- Degrees
- Personal and Possessive Pronouns
- Use of objectives
- Compound Verbs
- Relative Clause

## **UNIT – III (6 Hours)**

Conjugation:

- In Present, Past and Future Tenses

## **UNIT – IV (6 Hours)**

- Opposite Words
- Use of Technical Words in sentences

## **UNIT – V (6 Hours)**

- Translation from Persian to English.
- Translation from English to Persian. Reading of Unseen Paragraphs of Persian

## **UNIT – VI (9 Hours)**

- Chapter 16 to 30 from Kitab-e-Farsi by: Samina Baghcheban, Exercise of the chapters of the above book

### **Essential/recommended readings**

1. Samina Baghcheban: Kitab-e-Farsi, Idarah-e-Adabyat, Jayyad Press, Ballimaran, Delhi-110 006

### **Suggestive readings**

1. Kumar, Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009.

**GENERIC ELECTIVES (GE-5): Persian Translation of Indian writings during Mughal****Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Persian Translation of Indian writings during Mughal Period	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To equip the students with the literary and historical importance of Persian Translation of Indian writings during Mughal Period
- To familiarize the students with the social and cultural history of Mughal Period
- To provide the students introductory knowledge of Persian Translation of Indian writings during Mughal Period

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to know about the literary and historical importance of Persian Translation of Indian writings during Mughal Period
- By learning this course, the students will be able to know the social and cultural history of Mughal Period
- By learning this course the, the students will be able to get the introductory knowledge of Persian Translation of Indian writings during Mughal Period

**SYLLABUS OF GE-5****UNIT – I (12 Hours)**

- Literary and historical importance of Persian translations of Indian works

**UNIT – II (9 Hours)**

- Social and cultural history of Mughal Period

### UNIT – III (12 Hours)

Introduction to the following translation works:

- Singhasan Battisi
- Mahabharata
- Lilawati
- Tarikh-i-Kashmir
- Moajam-ul-Buldan
- Baharul Asmar
- Har Bans
- Zeech-e-Mirzai
- Injeel
- Ramayana
- Kalila wa Dimneh
- Tuzuk-i-Baburi
- Jama-e-Rashidi
- Tajik
- Nuzhat ul Arwah wa Nuzhat ul Afrah
- Athardeen

### UNIT – IV (12 Hours)

Introduction to the following translators:

- Mulla Abdul Qadir Badayuni
- Abul Fazal Allami
- Mulla Husain Waiz
- Mir Fatehullah Shirazi
- Shaikh Mubarak
- Abul Faiz Faizi
- Abdul Rahim Khan i Khanan

### Essential/recommended readings

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006.
5. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30.
6. Qasemi, S.H.: A Descriptive Catalogue of Persian Translations of Indian Works, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014

## **DEPARTMENT OF PHILOSOPHY**

### **Category I**

#### **Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline (B.A. Honours in Philosophy in three years)**

#### **DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – Fundamentals of Philosophy**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Philosophy DSC 4	4	3	1	0	Class XII	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- The course is designed for the grasp of the fundamental problems of the subject from the writings of original philosophers.
- The course will analyse problems like the problem of existence, like what is there, and why is anything there, what is justice; the origin of ideas, how we think about the world, what is the self, etc.
- A broad and deep approach to the subject is envisaged, learning from sources spread across centuries and continents.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- The student will learn how original philosophers express themselves about the great problems of philosophy
- The student will acquire the skill of argumentation and the ability to find flaws in the arguments of the philosophers
- The student will improve the grasp in the subject matter
- The student's curiosity will be aroused to explore the subject further in a meaningful way



## SYLLABUS OF DSC-4

### UNIT 1: Being

(12 Hours)

1. What is Being?
2. Why does anything exist?

#### Essential/ Recommended Readings

Derek Parfit (1998) Why Anything? Why this? <https://www.lrb.co.uk/the-paper/v20/n02/derek-parfit/why-anything-why-this>

Selection from Aristotle's Metaphysics "The Process of Change" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 71-72

### UNIT 2: Ideas, Thought and World

(12 Hours)

1. The Origin of Ideas
2. What is thought?
3. Social Construction

#### Essential/Recommended Readings

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 143 – 145 (Section on Hume and Kant)

Donald Davidson's "The Problem of Objectivity" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 243-245

Paul Boghossian's "What is Social Construction" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 245-248

### UNIT 3: Consciousness, Knowledge and Self

(12 Hours)

1. Perspectives on Consciousness and Knowledge
2. Perspectives on the Perception of Self

#### Essential/Recommended Readings

Mohanty, J. N. (1979). Consciousness and knowledge in Indian philosophy. *Philosophy East and West* 29 (1):3-10.

Matilal, Bimal Krishna (2002) The perception of Self in the Indian tradition. In J. Ganeri (ed.) *Mind, Language and World: The Collected Essays of Bimal Krishna Matilal*, OUP, pp. 299-314

### UNIT 4: Justice

(9 Hours)

1. What is Justice?
2. Might is Right or Right is Might?

#### Essential/ Recommended Readings

Plato's *Republic*, Book 1, 327a – 345a. In Christopher Rowe's translation, Penguin Books, 2012

#### Suggestive Readings

Blackburn, Simon (1999). *Think: A Compelling Introduction to Philosophy*. Oxford University Press.

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. McGraw-Hill  
Indian edition

Perry, John, Bratman, Michael & Fischer, John Martin (2009). *Introduction to Philosophy: Classical and Contemporary Readings, Fourth Edition, International Edition*. OUP, USA

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): Greek Philosophy**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Greek Philosophy DSC 5	4	3	1	0	Class XII	NIL

**Learning Objectives**

- This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece.
- It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea.
- Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

**Learning Outcomes:**

- The student will comprehend the foundations and origins of philosophy through the lens of early Greek philosophy
- The student will broaden the grasp of the subject and understand how philosophy arose from a close tie with cosmological and logical thinking
- The student will appreciate the role of reason in philosophy and the role of law and order in the structure of the world

**Unit-1: Naturalism (Cosmos and Arche)**

**(12 Hours)**

1. Thales and Anaximander

**Essential/Recommended Reading:**

J. Barnes. *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by Richard D McKirahan and Patricia Curd ( Hackett Publishing Company, Inc, 2011) ,p.13-19

Warren, James & Frisbee Sheffield (eds.). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-1., 94-124

Kirk, G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts (Cambridge; At The University Press, 1957) pp74-99

## **Unit 2: Change, Being and Becoming**

**(12 Hours)**

1. Heraclitus: Doctrine of Flux.
2. Parmenides of Elea: Doctrine of Being and not-being.

### **Essential/Recommended Reading:**

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by Richard B. McKirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011), p.39-65,

G.S Kirk and J.E. Raven, The Presocratic Philosophers, Chapters vi and x

Online Source:

Adobe PDF ebook ISBN: [978-1-60384-598-4](https://doi.org/10.1017/9781603845984)/2010019297

## **Unit 3: Sophists and Socrates**

**(9 Hours)**

1. Sophists (Protagoras): Relativism and Scepticism
2. Socrates: Critical Enquiry and Virtue is Knowledge

### **Essential/Recommended Reading:**

Gill, M. L. A Companion to Ancient Philosophy edited. Pierre Pellegrin: Blackwell Companion Series, 2006. Relevant chapters.

Warren, James & Frisbee Sheffield (eds.),

The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1., 94-124

## **Unit 4: Plato**

**(12 Hours)**

Justice as Virtue and Theory of Forms

### **Essential/Recommended Readings**

Lee, Desmond (translated), Plato: The Republic, edited by Betty Radice, (Penguin Classics, 1974), p.196-224 and 300-333. (books 4.5 and 7.6-7.7)

Warren, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-II, chapters 13-16.

Vlastos, G. "Justice and psychic harmony in the Republic" in Journal of Philosophy. 1969. Vol.66. (16): pp 505-521 )

### **Suggestive Readings**

Barnes, Jonathan. Early Greek Philosophy. Harmondsworth: Penguin Books, 1987.

Gill, M. L. & Pellegrin, Pierre. Blackwell Companion to Philosophy: A Companion to Ancient Philosophy. Blackwell Series, 2006. Warren, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014.

Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed). Readings in Ancient Greek Philosophy. Hackett: Indianapolis, 1995.

Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974)

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by RichardbDMckirahan and Patricia Curd ( Hackett Publishing Company, Inc,2011) ,

Wareen, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy (Routledge: London and New York,2014).

Kirk, G.S. Raven & Schofield , Pre Socratic Philosophy. CUP,1957.

Tankha, V. Ancient Greek Philosophy: Thales to Socrates. India: Pearson, 2012.

Vlastos, G. “Justice and psychic harmony in the Republic” in Journal of Philosophy.1969. Vol.66. ( 16)

### Additional Resources:

Guthrie,WKC. A History of Greek Philosophy, Vol-. The Earlier Presocratic Tradition and the Pythagoreans. Cambridge,1962. ----A History of Greek Philosophy, Vol-2. The Presocratic Tradition from Parmenides to Democritus. Cambridge,1965. ———A History of Greek Philosophy, Vol-3, The fifth Century Enlightenment. Cambridge,1969. ———A History of Greek Philosophy, Vol-4, Plato, the Man and his Dialogues: Earlier Period Cambridge,1975.

Kirk,G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts(Cambridge; At The University Press,1957)

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Ethics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ethics DSC 6	4	3	1	0	Class XII	NIL

### Learning Objectives

- The course is designed to acquaint the students with basic concepts of ethics, the nature and development of morality, cultural relativism and to familiarize them with the western and Indiantraditional ethical theories.

- Various philosophical concepts of ethical behaviour and normative principles of human conduct will be emphasized in this course.

### **Learning Outcomes**

- The students after being introduced to basic ethical theories will acquire the ability to understand ethical perspective and ethical issues.
- The students will be equipped with the ethical sensitivity and moral understanding required to recognize and overcome ethical dilemmas
- The students will be able to differentiate normative statements from other kinds of statements.
- By reading the Indian ethical theories they will learn about the value system and culture of ancient India.

### **Unit 1: Introduction to Ethics**

**(15 Hours)**

1. Nature and development of morality (from Convention to Reflection)
2. Cultural Relativism

#### **Essential/Recommended Readings:**

- Lillie, W., (1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London.
- Rachel, J., (2003), *The Elements of Moral Philosophy*, Mc Graw-Hill.

### **Unit 2: Western theories**

**(15 Hours)**

1. Virtue Ethics with respect to Aristotle's Eudaimonia
2. Teleological ethics with respect to J.S. Mill's Utilitarianism.
3. Deontological ethics with respect to Immanuel Kant's Categorical Imperative

#### **Essential/Recommended Readings:**

- Mill, J.S., (1863), *Utilitarianism*, London, in Mary Warnock *Utilitarianism and On Liberty*, Ed.1962, Wiley Blackwell.
- Aristotle, (1926) *Nicomachean Ethics*, Harvard University Press.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, in Trans. H J Paton, The Moral Law, Hutchinsons University Library.

### **Unit 3: Indian Ethics**

**(15 hours)**

1. Four Purusarthas: Artha, Kama, Dharma, Moksa
2. Bhagvadgita: Nishkamakarma

3. Karuna, Maitri and Nonviolence (with respect to Indian Value System)

**Essential/Recommended Readings:**

- Bilimoria, Purushottama ed., (2007), Indian Ethics: Classical traditions and contemporary challenges, New Delhi: Oxford University Press.
- Sharma, I.C., (1967), Ethical Philosophies of India, New York, U.S.A Johnson Publishing Company.

**Suggestive Readings**

- Louis P. Pojman, and P. Tramel, Ed., (1998), Moral Philosophy: A Reader (Indianapolis, IN: Hackett Publishing Co.
- Frankena W.K, (1973), Ethics, Englewood Cliffs, N.J., Prentice-Hall.
- Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London.
- Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency
- Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi.
- Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay,
- Taylor, Paul. W., (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California.
- Satyanarayana, Y.V., (2010), Ethics: Theory and Practice, Pearson.
- Thiroux, Jacques, (1998), Ethics: Theory and Practice (6<sup>th</sup> Ed.), Pearson.

**Additional Resources:**

- Hartmann, N., (1950), *Moral Phenomena*, New Macmillan.
- Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.
- Shelly Kagan, (1998), Normative Ethics, Westview Press.

## Category II

### **BA (Prog.) with Philosophy as Major**

**(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Introduction to Indian Philosophy**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 3 Introduction to Indian Philosophy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

#### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours)**

##### **1. Common Characteristics of Indian Philosophy**

#### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 1 General Introduction pp 1-24.

2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2,"Aim of Indian Philosophy", pp,19-24.

## **Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

### **Recommended Readings:**

- 1.SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass Publishers Private Limited, 2004.
2. Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta,Chapter 5 The Nyaya Philosophy pp 161 - 201

## **Unit 3 Theories of Causation (12 Hours)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

### **Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
- 2 Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp151 – 157

## **Unit 4 Theories of Reality (12 Hours)**

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

### **Essential/Recommended Readings:**

- 1.Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.
2. Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.



3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasi Das.(MLBD)

#### DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): Introduction to Western Philosophy

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Western Philosophy DSC 4	4	3	1	0	Class XII	NIL

#### Learning Objective

- The course will introduce students to currents of thought in Western Philosophy
- The students will be acquainted with the writings of the foremost philosophers of the western tradition

#### Learning Outcomes

- The students will be equipped with knowledge of basics of western philosophy
- The students will acquire the skills of reading the texts of western philosophy
- The students will be able to analyze the various traditions of western philosophy

#### UNIT-1

(9 Hours)

#### 1. INTRODUCTION

##### Essential/recommended Readings

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005, **Ch.1- Powerful Ideas**

## **UNIT-2**

**(12 Hours)**

### **1. METAPHYSICS AND KNOWLEDGE-**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 3- Socrates, Plato, pp- 34- 43.**

**Ch. 4- Aristotle, pp.63- 67**

## **UNIT-3**

**(12 Hours)**

### **1. DUALISM AND IDEALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch.6- Descartes and Dualism, pp.103-109.**

**The Idealism of Locke and Berkeley, pp.117- 123.**

## **UNIT-4**

**(12 Hours)**

### **1. SCEPTICISM, TRANSCENDENTALISM AND EXISTENTIALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 7- The Eighteenth and Nineteenth Centuries, David Hume- pp.137-139, Immanuel Kant, pp. 139-143.**

**Ch. 8- The Continental Tradition- Existentialism, pp. 159-166, Phenomenology 170-175.**

#### **Suggestive Readings**

1 Copleston, F.J. History of Philosophy, USA, Image Books, 1993

2 Falkenberg. History of Modern Philosophy, USA, Jefferson Publications, 2015

3 Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill, 2011

4 O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964

5 Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969

6 Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

### Category III

#### **BA (Prog.) with Philosophy as Minor**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Introduction to Indian Philosophy**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Indian Philosophy DSC 2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

##### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

##### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours)**

##### **1. Common Characteristics of Indian Philosophy**

##### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 1 General Introduction pp 1-24.
2. Hiriyana, (1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2, "Aim of Indian Philosophy", pp, 19-24.

#### **Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

**Recommended Readings:**

1. Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 5 The Nyaya Philosophy pp 161 - 201

**Unit 3 Theories of Causation**

**(12 Hours)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

**Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
2. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp 151 – 157

**Unit 4 Theories of Reality**

**(12 Hours)**

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

**Essential/Recommended Readings:**

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.
3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17
4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass.(MLBD)

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Art and Film Appreciation

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art and Film Appreciation GE 1	4	3	1	0	Class XII	NIL

#### Learning Objectives

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.

#### Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.

#### Unit 1: Meaning and Analysis of Indian and Western Aesthetics (9 hours)

##### Introduction

##### Aesthetics: Meaning and Nature:

- Meaning of Aesthetics, difference between art and craft
- Comparison and distinction between Art-criticism and Aesthetic analysis
- Comparison between Greek and Indian Views of Art and Aesthetics with specific reference to Aesthetic Delight.

##### The Indian view of art and Aesthetics with reference to *Rasa* Theory and the concept of *sadharanikarana*.

The Western view of Art and Aesthetics with reference to the concept of Aesthetic Attitude, Aesthetic Judgment, Philosophy of Taste and concept of disinterestedness.

**Unit II: Comparison between Different Arts (12 Hours)**

1. Form and Content in art forms
2. Performative arts, Plastic arts, Literary Arts, Cinema, TV, Web Series

**Unit III: Film as an Art Form (12 Hours)**  
**Documentaries, Commercial, Parallel Cinema, Web Series as new cinematic art form**

The focus shall be on brief, yet a panoramic view of

- a) Introduction to cinema as a composite art form
- b) Brief History of cinema from silent era to the contemporary format .
- c. OTT platforms and short movies

**Unit IV: Art, Morality and Culture (12 Hours)**

1. Art-Reality interface with specific reference to Cinematic art.
2. Representation and Imagery in Cinema with brief reference to Aesthetic theory of Communication
3. Issues of Censorship

**Essential/ Recommended Readings:**

Barlingay, S.S. A modern Introduction to Indian Aesthetic Theories. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7<sup>th</sup> and 8<sup>th</sup>

Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1,2, 8,9,15 and 18

Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapters 6 and 7

Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, “JP Sartre”

Tolstoy, Leo. (Kindle edition,2014). What is Art? Translated from the Original, with an Introduction by Aylmer Maude Chapters 1 and 2

Feminism and the Cinema of Realism by Lakshmi, C. S. (1986) in Economic and Political Weekly. Vol XXI, No 3.

Cinema & Culture" by Andrew, Dudley(1985) in Humanities. Vol. 6, No. 4

**Hindi Resource:**

Manjula Saxena, *Aesthetics: Kala aur Saundrya Ka DarshnikVivechana* (Delhi:DKPrintworld, 2008)

### OnlineResources( Recommended)

Kracauer, Siegfried (1960). Theory of Films: The Redemption of Physical Reality. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>

<https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>  
[https://www.academia.edu/37948527/The\\_Aesthetics\\_of\\_Digital\\_Art.pdf](https://www.academia.edu/37948527/The_Aesthetics_of_Digital_Art.pdf)  
<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

“Philosophy and Hindi Cinema: Not a theory of Hindi Cinema” by Deshpande, S.(n.d). Retrieved from: [https://www.academia.edu/29274541/Philosophy\\_and\\_Hindi\\_Cinema](https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema) .

“Kant's Aesthetics: Overview and Recent Literature” by Christian Helmut Wenz (2009). Philosophy Compass 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: [https://www.researchgate.net/publication/249474233\\_Kant's\\_Aesthetics\\_Overview\\_and\\_Recent\\_Literature](https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature)

## GENERIC ELECTIVES (GE-2): Critical Thinking

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Thinking GE 2	4	3	1	0	Class XII	NIL

### Learning Objectives

- Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for one's own ideas rather than simply accepting it.
- It is creative, clear and to some extent reflective thinking. Being a cognitive trait, it trains students to construct good and sound arguments by eliminating false ones Course.

### Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.

2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

### **Unit 1: CRITICAL THINKING: BASIC COMPONENT (9 Hours)**

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Arguments: Their Structure and Kinds
4. Persuasion through Logic: Logos, Ethos and Pathos

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

### **Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY (12 Hours)**

1. Clear Thinking
2. Vagueness, Ambiguity, Generality and Definition of Terms
3. Credibility of Claims and Their Sources

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

### **Unit 3: RHETORIC AND ITS FALLACIES (12 Hours)**

1. Persuasion through rhetoric.
2. Fallacies involved in rhetoric

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch5 &6.

### **Unit 4: SCIENTIFIC REASONING (12 Hours)**

1. Inductive reasoning.
2. Scientific Explanations and its evaluation.

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch-10.
  2. Copi, I M. Cohen Carl, Introduction to Logic, 13<sup>th</sup>edn. Prentice Hall 2009, ch-13
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### **Suggested Readings**

Galen A. Foresman, Peter S. Fosl, and Jamie Carlin Watson; Critical Thinking, WILEY Blackwell 2017



## GENERIC ELECTIVES (GE-3): Engaged Buddhism

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Engaged Buddhism GE 3	4	3	1	0	Class XII	NIL

### Learning Objectives

- This course aims to introduce the essence of philosophy of Buddhism and its engagement with issues such as caste, gender, ecology and peace of contemporary times.

### Learning Outcomes

- The student will be realizing the moral potential of Buddhism by applying it to various social and political issues of everyday life.

### Unit I Introduction to Engaged Buddhism

(9 hours)

- 1) Buddhism as Saddhamma
- 2) Fourteen Guidelines for Engaged Buddhism
- 3) Features of Socially Engaged Buddhism

#### Essential/Recommended Readings:

B.R.Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writings and Speeches, Vo.11, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.280-301

\*Nhat Hanh, Thich. 1998. Interbeing: Fourteen Guidelines for Engaged Buddhism. Berkeley: Parallax Press.

\* Jessica L. Main and Rongdao Lai. 2013. Introduction: Reformulating “Socially Engaged Buddhism” as an Analytical Category. The Eastern Buddhist 44, 2.

### Unit 2 Buddhism as an Emancipatory Identity

(12 hours)

- 1) Ambedkar, Buddha or Karl Marx
- 2) Iyothethassar and Tamil Buddhist movement

#### Essential/Recommended Readings:

B.R.Ambedkar, ‘Buddha or Karl Marx,’ Babasaheb Ambedkar Writings and Speeches, Vol.3, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.441-462

Alyosius, G. 1998. *IyotheeThassar and Tamil Buddhist Movement*, New Delhi: Critical Quest, 2015, Pp.177-208.

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 159-175.

### **Unit 3 Women in Buddhism**

**(12 hours)**

#### **Essential/Recommended Readings**

\*Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services. pp. 91-117.

### **Unit 4 Buddhism , Ecology and Peace Movement**

**(12 hours)**

#### **Essential/Recommended Readings**

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 118-136.

James J Hughes, 'World Buddhism and Peace Movement,' *Bulletin of Peace Proposal*, Vol.18, No.3, 1987

#### **Suggestive Readings**

Batchelor, M. 2002. *Women on the Buddhist Path*. London: Thorsons.

Batchelor, M., and Kerry Brown, eds. 1992. *Buddhism and Ecology*. London: Cassell

Buddhadasa, Bhikkhu. 1985. *Dharmic Socialism*. Bangkok: Thai Inter-Religious Commission for Development.

Daniel, H. Henning. 2002. *A Manual for Buddhism and Deep Ecology*. Australia: Buddha Dharma Education Association Inc.

Gross, Rita. 1993. *Buddhism after Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism*. Albany: State University of New York Press

Jones, Ken. 2003. *The New Social Face of Buddhism: A Call to Action*. Boston: Wisdom Publications.

Joshi, Lal Mani. 1983. *Discerning the Buddha*. New Delhi: MunshiramManoharlal Publishers Pvt. Ltd.

King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press.

Kotler, Arnold, ed. 1996. *Engaged Buddhist Reader*. Berkeley: Parallax Press

Kesava Kumar, P. 'Religion, Caste and Modernity: Ambedkar's Reconstruction of Buddhism' Pradeep Gokhale(Ed.) *Classical Buddhism, Neo-Buddhism and the Question of Caste*, London: Routledge, 2021

Lama, Dalai. 1999. *Ethics for the New Millennium*. New York: Riverhead Books.

Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services.

Payutto, Bhikkhu P. A. 1994. *Buddhist Economics: A Middle Way for the Market Place*. Bangkok: Buddhadhamma Foundation.

Queen, Christopher, and King Sallie, eds. 1996. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. Albany: State University of New York Press.

Queen, Christopher, ed. 2000. *Engaged Buddhism in the West*. Boston: Wisdom Publications.

Sivaraksa, Sulak. 1988. *A Socially Engaged Buddhism*. Bangkok: Thai Inter-Religious Commission for Development.

Theresa Der-lan Yeh, *The Way to Peace: A Buddhist Perspective*, International Journal of Peace Studies, Vol.11 No.1, 2006

## GENERIC ELECTIVES (GE-4): Media Ethics

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy, Politics, Economics GE 4	4	3	1	0	Class XII	NIL

#### Learning Objectives

- Basic concepts of justice, and various theories about justice. Issues regarding human nature and its relation to politics will be discussed in the course.
- Recent reflections on equality and its extent in society and how it is to be measured will also be imparted.
- The idea is to acquaint, and make salient contemporary reflections on various issues like justice, property, and equality.

#### Learning Objectives

- To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other. ]
- This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking.

#### UNIT 1: JUSTICE (PHILOSOPHY)

(9 hours)

1. The Concept of Justice
2. Distinctions of Justice
3. Scope of Justice

##### Essential/Recommended Readings:

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

#### Unit 2: THEORIES OF JUSTICE

(9 hours)

1. Utilitarianism and Justice
2. Contractarianism and Justice
3. Egalitarianism and Justice\

##### Essential/Recommended Readings

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

#### UNIT 3: STATE OF NATURE

(15 hours)

1. Property

2. Ends of Political Society and Government
3. Causes, Generation and Definition of Commonwealth
4. Rights of Sovereigns by Institution
5. Slavery
6. The Social Pact

**Essential/Recommended Readings:**

Locke, John. *Treatise of Civil Government* (Chapters V & IX), ed. C.L. Sherman, New York, D. Appleton- Century, 1937 (Topics 1 & 2)

Hobbes, Thomas. *Leviathan*, (Part II, Chapters XVII & XVIII), ed. C.B. Macpherson, London, Penguin Classics, 1985 (Topics 3 & 4)

Rousseau, Jean-Jacques. *The Social Contract* (Book Chapters IV & VI), tr., revised and ed. C. Frankel, New York, Hafner Publishing Co., 1947 (Topics 5 & 6)

**UNIT 4: PHILOSOPHY AND ECONOMICS**

**(12 hours)**

**Essential/Recommended Readings**

Karl Marx. "From preface to a contribution to the critique of political economy" ,Daniel Hausman (ed) *Philosophy of Economics*, :Cambridge University Press, 2008, pp119-128

Amartya Sen. *Development as Freedom*, New York:Alfred A.Knopf,2000,Pp. 3-12

Piketty, Thomas. *A Brief History of Equality*, translated by Steven Rendall(Chapter 1: “The Movement Towards Equality” and Chapter 2: “The Slow Deconcentration of Power and Property”), Harvard University Press, 2022.

**Suggestive Readings**

Pojman, Louis P. & Westmoreland, Robert (eds.) (1997). *Equality: Selected Readings*. OUP, USA

Rawls, John (2007). *Lectures on the History of Political Philosophy*. Belknap Press of Harvard University Press.

Reiss, Julian (2013). *Philosophy of Economics: A Contemporary Introduction*. Routledge.

Rousseau, Jean-Jacques (1997). *The Social Contract and Other Later Political Writings*. Cambridge University Press.

Sandel, Michael J. (ed.) (2009). *Justice: What's the Right Thing to Do?*. Farrar, Straus and Giroux.

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

## DEPARTMENT OF URDU

### Category-I BA (Hons.) URDU

#### DISCIPLINE SPECIFIC CORE COURSE – 4: STUDY OF MODERN NAZM

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
STUDY OF MODERN NAZM	4	3	1	0	Urdu in Class XII or X	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of contemporary society of India through Urdu Poetry.
- To give a glimpse of modern literature with special reference to Urdu Poetry.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### SYLLABUS OF DSC-4

##### UNIT – I (12 Hours)

1. Jadeed Urdu Nazm ke Fikri-o-Fanni Imteyazat
2. Faiz ki Nazm Nigari
3. Josh ki Nazm Nigari

##### UNIT – II (12 Hours)

4. Majaz ki Nazm Nigari
5. N.M.Rashid ki Nazm Nigari
6. Akhtar-ul-Iman ki Nazm Nigari

##### UNIT – III (12 Hours)

7. Subah-e-Aazadi, Tanhai (Faiz Ahmad Faiz) (Matn ki Tadrees)
8. Husn aur Mazduri (Josh) (Matn ki Tadrees)
9. Awarah (Majaz) (Matn ki Tadrees) 125

**UNIT – IV (9 Hours)**

10. Saba Weeran	(N.M. Rashid)	(Matn ki Tadrees)
11. Ek Ladka	(Akhtar-ul-Iman)	(Matn ki Tadrees)

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

**Essential/recommended readings****Suggestive readings**

1. Urdu Shairi ka Fanni Irteqa - Dr. Farman Fatehpuri
2. Jadeed Urdu Nazm: Nazariya-o-Amal - Aqeel Ahmad Siddiqui
3. Nayi Nazm ka Safar - Khaleel-ul-Rahman Azmi
4. Urdu Shairi mein Azad Nazm aur Nazm-e-Moarra – Haneef Kaifi
5. Nazmon ke Tajziye - Kazi Afzal Hussain

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 STUDY OF MODERN GHAZAL

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>STUDY OF MODERN GHAZAL</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Urdu in Class XII or X</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of contemporary society of India through Urdu Poetry.
- To give a glimpse of modern literature with special reference to Urdu Ghazal.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

## SYLLABUS OF DSC-5

### UNIT – I (9 Hours)

1. Urdu Ghazal Ibtada aur Irteqa
2. Shaad Azeemabadi ki Ghazalgori
3. Hasrat Mohani ki Ghazalgori

### UNIT – II (12 Hours)

4. Jigar ki Ghazalgori
5. Asghar ki Ghazalgori
6. Faani ki Ghazalgori
7. Nasir Kazmi ki Ghazalgori

### UNIT – III (12 Hours)

8. (i) Tamannao mein Uljhaya gaya hoon (Matn ki Tadrees)
- (ii) Agar Marte huye lab pe na tera naam aayega (Matn ki Tadrees)
9. (i) Chupke Chupke raat din Aansoo bahana yaad hai (Matn ki Tadrees)
- (ii) Husn-e-Be parwa ko Khudbeen-o-Khudaara kar diya (Matn ki Tadrees)
10. (i) Dil Gaya Raunaq-e-Hayat Gayi (Matn ki Tadrees)
- (ii) Kabhi Shakh-o-Sabza-o-Barg Par (Matn ki Tadrees)

**UNIT – IV (12 Hours)**

- 13.(i) Phir main nazar aaya na Tamasha nazar aaya (Matn ki Tadrees)  
(ii) Koi Mahmal Nasheen kyo Shaad ya Nashaad hota hai(Matn ki Tadrees)
14. (i) Duniya meri bala jane Mahangi hai ya Sasti hai (Matn ki Tadrees)  
(ii) Shauq se Naqami ke Badaulat kucha-e-dil hi chhoot gya (Matn ki Tadrees)
15. (i) Dil mein Ik Lahar si Uthi hai abhi (Matn ki Tadrees)  
(ii) Kuchh Yadgar-e-Shahar Sitam hi Le Chalein (Matn ki Tadrees)

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

**Essential/recommended readings****Suggestive readings**

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Urdu Shairi ka Fanni Irteqa -  | Dr. Farman Fatehpuri   |
| 2. Jadeed Urdu Ghazal -           | Rasheed Ahmad Siddiqui |
| 3. Urdu Ghazal -                  | Kamil Qureshi          |
| 4. Ghazal ki Sarguzisht           | Akhtar Ansari          |
| 5. Urdu Ghazal ka Naya Manzarnama | Shameem Hanfi          |



## DISCIPLINE SPECIFIC CORE COURSE – 6 SPECIAL STUDY OF HALI

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>SPECIAL STUDY OF HALI</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Urdu in Class XII or X</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Through this course students will learn the contribution of our legendary literary personality Hali who had given uncountable contributions to the modern Urdu literature.
- There are many new form of creative writings which was emerged by Hali and make an important turn into Urdu literature.
- Through this course students will learn to defend the problems of their era.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC-3

#### UNIT – I (15 Hours)

1. Haali : Shakshiyat aur Fan
2. Hali Bahaiyat Sawaneh Nigar

#### UNIT – II (15 Hours)

3. Hali ki Nazm Goi
4. Hali ka Nasri Usloob

#### UNIT – III (15 Hours)

5. Yaadgar-e-Ghalib (Aaghaz se Qate Burhaan ki Taeed tak) (Matn ki Tadrees)
6. Musaddas-e-Hali (Ibtedai 40 band) (Matn ki Tadrees)

**Essential/recommended readings**

1. Yaadgar-e-Hali
2. Naqsh-e-Hali
3. Hali ka Siyasi Shaoor
4. Sir Syed aur Unke Namwar Rufqa
5. Urdu Nasra ka Fanni Irteqa

Saliha Abid Husain  
Syed Ehtesham Husain  
Moin Ahsan Jazbi  
Syed Abdullah  
Dr. Farman Fatehpuri

**Suggestive readings**

**Nil**

## Category II

(Multidisciplinary Courses for Undergraduate Programme of study with Urdu discipline as one of the Core Disciplines)

(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Major discipline)

### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): URDU-A, STUDY OF MODERN PROSE AND POETRY-II

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Urdu-A, Study of Modern Prose and Poetry-II	4	3	1	0	Urdu in Class XII or X	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Poetry and Fiction.
- To give knowledge of literature such as Afsana, Mazmoon, Nazmein and Ghazalein.
- To give a glimpse of modern literature with special reference to Urdu Prose and Poetry.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### SYLLABUS OF DSC-1

**NASR:**

##### UNIT – I (9 Hours)

1. Guzra Hua Zamana – Sir Syed (Matn ki Tadrees)
2. Murda Badast Zinda – Mirza Farhatullah Beg (Matn ki Tadrees)

**UNIT – II (9 Hours)**

3. Namak Ka Darogha – Prem Chand (Matn ki Tadrees)
4. Sawere Jo kal Ankh Meri Khuli – Patras Bukhari (Matn ki Tadrees)

**NAZM:****UNIT – III (9 Hours)**

5. (i) Ik Khalish Hoti hai Mahsoos Rage Jaan Ke Qareeb – Hasrat (Matn ki Tadrees)  
(ii) Wasl Ki Banti Hain In Baton Ki Tadbiren Kahin – Hasrat (Matn ki Tadrees)
6. (i) Kabhi Shakho Sabzao Barg Par – Jigar (Matn ki Tadrees)  
(ii) Dil Gaya Raunaqe Hayaat Gai – Jigar (Matn ki Tadrees)

**UNIT – IV (9 Hours)**

7. (i) Kabhi Ae Haqiqate Muntazar – Iqbal (Matn ki Tadrees)  
(ii) Sitaron Se Aage Jahan Aur Bhi Hain – Iqbal (Matn ki Tadrees)
8. Badli Ka Chand – Josh (Matn ki Tadrees)

**UNIT – V (9 Hours)**

9. Do Ishq – Faiz (Matn ki Tadrees)
10. Aawara – Majaz (Matn ki Tadrees)

**Note:** Hissa Nasr Aur Nazm Mein Shamil Tamam Takhliqkaaroon Ke Fanni Mahasin Se Bhi Rushanas Karaya Jae.

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

**Essential/recommended readings**

1. Jadeed Urdu Nasr Wa Nazm-I

**Suggestive readings**

1. Urdu Shairi Ka Fanni Irteqa – Dr. Farman Fatehpuri
2. Meer Amman Se Abdul Haq Tak – Sayyed Abdullah

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

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC, B-2): STUDY OF MODERN PROSE-I

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Modern Prose-I	4	3	1	0	Urdu in Class XII or X	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu fiction and non-fiction.
- To give knowledge of literature such as Afsana, Mazmoon and Inshaiya.
- To give a glimpse of classical literature with special reference to Urdu fiction and non fiction.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC- 2

#### MAZAMEEN:

##### UNIT – I (12 Hours)

1. Prem Chand – Adab ki Gharaz-o-Ghayat (Matn ki Tadrees)
2. Abdul Haleem Sharar – Guzishta Lucknow (Matn ki Tadrees)

##### UNIT – II (12 Hours)

1. Sajjad Haider Yaldram – Mujhe Mere Doston Se Bachao (Matn ki Tadrees)
2. Maulana Abul Kalam Azad – Intikhabe Ghubare Khatir (Matn ki Tadrees)

#### AFSANE:

**UNIT – III (12 Hours)**

- |                                 |                   |
|---------------------------------|-------------------|
| 5. Prem Chand – Boorhi Kaaki    | (Matn ki Tadrees) |
| 6. Krishn Chander – Kalu Bhangi | (Matn ki Tadrees) |

**UNIT – IV (9 Hours)**

- |                                   |                   |
|-----------------------------------|-------------------|
| 7. Saadat Hasan Manto – Khol Do   | (Matn ki Tadrees) |
| 8. Rajinder Singh Bedi – Lajwanti | (Matn ki Tadrees) |

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

**Essential/recommended readings**

1. Intikhab-e-Nasr Hissa Dom – Uttar Pradesh Urdu Akademi, Lucknow

**Suggestive readings (if any)**

1. Urdu Afsana Riwayat Aur Masayel – Gopi Chand Narang
2. Urdu Nasr Ka Fanni Irteqa – Dr. Farman Fatehpuri
3. Urdu Essays – Syed Zaheeruddin Madni
4. Arbab-e-Nasr Urdu – Syed Mohammad

### Category III

**Multidisciplinary Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines**  
(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Non-Major or Minor discipline)

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): URDU-A, STUDY OF MODERN PROSE AND POETRY-II

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Urdu-A, Study of Modern Prose and Poetry-II	4	3	1	0	Urdu in Class XII or X	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Poetry and Fiction.
- To give knowledge of literature such as Afsana, Mazmoon, Nazmein and Ghazalein.
- To give a glimpse of modern literature with special reference to Urdu Prose and Poetry.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### SYLLABUS OF DSC-1

NASR:

**UNIT – I (9 Hours)**

3. Guzra Hua Zamana – Sir Syed (Matn ki Tadrees)  
4. Murda Badast Zinda – Mirza Farhatullah Beg (Matn ki Tadrees)

**UNIT – II (9 Hours)**

7. Namak Ka Darogha – Prem Chand (Matn ki Tadrees)  
8. Sawere Jo kal Ankh Meri Khuli – Patras Bukhari (Matn ki Tadrees)

**NAZM:****UNIT – III (9 Hours)**

9. (i) Ik Khalish Hoti hai Mahsoos Rage Jaan Ke Qareeb – Hasrat (Matn ki Tadrees)  
(ii) Wasl Ki Banti Hain In Baton Ki Tadbiren Kahin – Hasrat (Matn ki Tadrees)  
10.(i) Kabhi Shakho Sabzao Barg Par – Jigar (Matn ki Tadrees)  
(ii) Dil Gaya Raunaqe Hayaat Gai – Jigar (Matn ki Tadrees)

**UNIT – IV (9 Hours)**

9. (i) Kabhi Ae Haqiqate Muntazar – Iqbal (Matn ki Tadrees)  
(ii) Sitaron Se Aage Jahan Aur Bhi Hain – Iqbal (Matn ki Tadrees)  
10.Badli Ka Chand – Josh (Matn ki Tadrees)

**UNIT – V (9 Hours)**

- 11.Do Ishq – Faiz (Matn ki Tadrees)  
12.Aawara – Majaz (Matn ki Tadrees)

**Note:** Hissa Nasr Aur Nazm Mein Shamil Tamam Takhliqkaaroon Ke Fanni Mahasin Se Bhi Rushanas Karaya Jae.

**Essential/recommended readings**

1. Jadeed Urdu Nasr Wa Nazm-I

**Suggestive readings**

1. Urdu Shairi Ka Fanni Irteqa – Dr. Farman Fatehpuri  
2. Meer Amman Se Abdul Haq Tak – Sayyed Abdullah

**Category-IV (Common Pool of Generic Electives)**

**Note:** The Generic Electives courses offered in Semester-I are also open for Semester-II.



## DEPARTMENT OF HINDI

Category-I

### BA (HONS.) HINDI

## हिंदी कविता : सगुण भक्तिकाव्य एवं रीतिकालीन काव्य

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता : सगुण भक्तिकाव्य एवं रीतिकालीन काव्य	कोर कोर्स (DSC) 4	4	3	1	0	DSC

### Course Objective

- सगुण भक्तिकाव्य एवं रीतिकालीन काव्य का अध्ययन समयावधि की साहित्यिक स्थिति से अवगत कराएगा
- सामाजिक – राजनीतिक – सांस्कृतिक पृष्ठभूमि में कविता के अध्ययन – विश्लेषण की जानकारी देना

### Course learning outcomes

- हिंदी के मध्यकालीन साहित्य का विशिष्ट परिचय प्राप्त होगा।
- ब्रजभाषा के समृद्ध साहित्य का रसास्वादन और आलोचनात्मक ज्ञान प्राप्त होगा।

### Unit 1

10 घंटे

गोस्वामी तुलसीदास : रामचरित मानस,  
(सुन्दर काण्ड)  
गीताप्रेस, गोरखपुर

### Unit 2

10 घंटे

सूरदास : भ्रमरगीतसार : (संपादक) आचार्य रामचंद्र शुक्ल  
(नागरी प्रचारिणी सभा, वाराणसी, नई दिल्ली)

पद संख्या – (4,7,21,22,23,24,25,37,52,76,85)

### Unit 3

10 घंटे

केशवदास – रामचंद्रिका : वन-गमन वर्णन

बिहारी – बिहारी रत्नाकार : श्री जगन्नाथदास 'रत्नाकार'  
(शिवाला, वाराणसी)

छंद संख्या – 1, 62, 103, 127, 128, 143, 180, 347

### Unit 4

15 घंटे

घनानंद – घनानंद (ग्रंथावली) ; संपा, विश्वनाथ प्रसाद मिश्र;  
(वाणी वितान; बनारस-1)  
सुजानहित (1, 4, 7, 18, 19, 38, 41)

भूषण – शिवभूषण तथा प्रकीर्ण रचना, विश्वनाथ प्रसाद मिश्र  
छंद संख्या – 50, 104, 411, 420, 443, 512

## References

- सूरदास – रामचंद्र शुक्ल
- गोस्वामी तुलसीदास – रामचंद्र शुक्ल
- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
- बिहारी – विश्वनाथ प्रसाद मिश्र
- भूषण – विश्वनाथ प्रसाद मिश्र
- गिरिधर कविराय ग्रंथावली – संपा, डॉ. किशोरीलाल गुप्त
- घनानंद और स्वछंदतावादी काव्यधारा – मनोहरलाल गौड़
- रीतिकाव्य की भूमिका – डॉ. नगेन्द्र
- कविवर बिहारीलाल और उनका युग – रणधीर प्रसाद शास्त्री
- भूषण और उनका साहित्य – राजमल बोरा
- हिंदी नीतिकाव्य का स्वरूप विकास – रामस्वरूप शास्त्री
- हिंदी साहित्य का उत्तरमध्यकाल : रीतिकाल – महेंद्र कुमार
- हिंदी साहित्य का वृहत इतिहास, भाग – 6 – संपा. डॉ. नगेन्द्र
- घनानंद ग्रंथावली – विश्वनाथ प्रसाद मिश्र

## Additional Resources:

- सनेह को मारग – इमरै बंधा
- आर्या सप्तशती और बिहारी सतसई का तुलनात्मक अध्ययन – कैलाश नारायण तिवारी
- हिंदी साहित्य का इतिहास (आदिकाल से रीतिकाल तक) – पूरनचंद टंडन

## Teaching learning process

कक्षा व्याख्यान सामूहिक चर्चा

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकालीनता, सामंतवाद, इतिहास

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

## हिंदी साहित्य का इतिहास (आधुनिक काल)

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी साहित्य का इतिहास (आधुनिक काल)	कोर कोर्स (DSC) 5	4	3	1	0	DSC

### Course Objective

- साहित्येतिहास की अध्ययन प्रक्रिया में आधुनिक साहित्य के विकास का परिचय
- साहित्य के स्वरूप और प्रयोजन का ज्ञान
- साहित्य और समाज के आपसी रिश्ते और कालजयी कृतियों का परिचय

### Course learning outcomes

- विकास के क्रम में साहित्य के जरिए समाज और संस्कृति की पहचान के लिए साहित्येतिहास के अध्ययन का महत्व निर्विवाद है।
- साहित्येतिहास के अध्ययन का एक प्रयोजन साहित्य के विकास की गति और दिशा के साथ-साथ समाज के विकास को भी चिह्नित करना है।
- साहित्येतिहास के बिना साहित्य-विवेक का उचित विकास और निर्माण संभव नहीं। अतः साहित्य-विवेक के निर्माण के लिए साहित्येतिहास का अध्ययन जरूरी है।

### Unit 1

10 घंटे

- मध्यकालीन बोध तथा आधुनिक बोध (नवजागरण की पृष्ठभूमि)
- नवजागरण की परिस्थितियाँ और भारतेन्दु युग
- महावीर प्रसाद द्विवेदी : हिंदी पत्रकारिता और खड़ी बोली आंदोलन
- स्वाधीनता आंदोलन और नवजागरणकालीन चेतना का उत्कर्ष, विभिन्न वैचारिक मत और हिंदी साहित्य से उनका संबंध

### Unit 2

10 घंटे

- कथा साहित्य का विकास
- नाटक का विकास
- निबंध और अन्य गद्य विधाएँ (संस्मरण, यात्रा आख्यान, डायरी, रिपोर्टाज, रेखाचित्र, साक्षात्कार साहित्यिक पत्रकारिता और लघु पत्रिका)
- आलोचना का विकास

### Unit 3

10 घंटे

- छायावाद : परिवेश और प्रवृत्तियाँ
- उत्तर छायावाद : परिवेश और प्रवृत्तियाँ
- प्रगतिवाद : परिवेश और प्रवृत्तियाँ
- प्रयोगवाद : परिवेश और प्रवृत्तियाँ
- नयी कविता : परिवेश और प्रवृत्तियाँ

15 घंटे

### Unit 4

- साठोत्तरी कविता, नवगीत, समकालीन कविता
- समकालीन कथा और कथेतर साहित्य
- आलोचना और साहित्यिक पत्रकारिता
- अस्मितामूलक विमर्श : दलित, आदिवासी और स्त्री

### References

1. हिंदी साहित्य का इतिहास — रामचंद्र शुक्ल
2. हिंदी साहित्य का इतिहास — संपादक — नगेन्द्र
3. हिंदी साहित्य का सरल इतिहास — विश्वनाथ त्रिपाठी
4. आधुनिक साहित्य की प्रवृत्तियाँ — नामवर सिंह
5. हिंदी का गद्य साहित्य — रामचन्द्र तिवारी
6. हिंदी साहित्य और संवेदना का विकास — रामस्वरूप चतुर्वेदी
7. हिंदी गद्य : विन्यास और विकास — रामस्वरूप चतुर्वेदी
8. आधुनिक साहित्य — नंददुलारे वाजपेयी

### additional Resources:

शिवसिंह सरोज — शिवसिंह सेंगर  
हिंदी नवरत्न — मिश्र बंधु  
समकालीन हिंदी कविता — विश्वनाथ प्रसाद तिवारी  
हिंदी नाटक : नयी परख — संपादक — रमेश गौतम  
कथेतर — माधव हाड़ा  
भारतेन्दु प्रसाद द्विवेदी और हिंदी नवजागरण — रामविलास शर्मा  
महावीर प्रसाद द्विवेदी और हिंदी नवजागरण — रामविलास शर्मा  
छायावाद — नामवर सिंह  
कविता के नए प्रतिमान — नामवर सिंह  
तारसप्तक और दूसरा सप्तक (पहला संस्करण और दूसरा संस्करण की भूमिकाएँ) —  
संपादक — अज्ञेय  
हिंदी नवगीत : उद्भव और विकास — राजेंद्र गौतम  
सामाजिक न्याय और दलित साहित्य—स. श्यौराज सिंह 'बेचैन'  
आधी दुनिया का सच—कुमुद शर्मा  
आदि—धर्म—रामदयाल मुंडा

आदिवासी साहित्य की भूमिका—गंगा सहाय मीणा

### Teaching learning process

कक्षाओं में पारंपरिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन—अध्यापन, समूह—परिचर्चाएँ

कक्षा में कमजोर विद्यार्थियों की पहचान और कक्षा के बाद उनकी अतिरिक्त सहायता

### Assessment Methods

सतत मूल्यांकन

असाइनमेंट के द्वारा आंतरिक मूल्यांकन

सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन

सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

### Keywords

साहित्य, आधुनिक साहित्य, साहित्येतिहास, साहित्य विवेक, साहित्येतिहास दृष्टियाँ, समाज और साहित्य की पहचान आदि।

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

## हिंदी निबंध एवं अन्य गद्य विधाएँ

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी निबंध एवं अन्य गद्य विधाएँ	कोर कोर्स (DSC) 6	4	3	1	0	DSC

### Course Objective

- अन्य गद्य विधाओं की जानकारी
- गद्य-विधाओं की विश्लेषण पद्धति
- प्रमुख गद्य विधाओं की चुनी हुई रचनाओं का अवलोकन

### Course learning outcomes

- कथेतर साहित्य का परिचय
- विश्लेषण और रचना प्रक्रिया की समझ
- प्रमुख हस्ताक्षरों का परिचय

### Unit 1

इकाई – 1 निबंध

10 घंटे

बालकृष्ण भट्ट – जातियों का अनूठापन (नेशनल चार्टर)  
(भट्ट निबंधमाला, द्वितीय भाग, नागरीप्रचारिणी सभा, काशी)  
सरदार पूर्ण सिंह – आचरण की सभ्यता

### Unit 2

इकाई – 2 निबंध

10 घंटे

रामचंद्र शुक्ल – करुणा  
हजारीप्रसाद द्विवेदी – भारतवर्ष की सांस्कृतिक समस्या

### Unit 3

इकाई – 3 जीवनी एवं व्यंग्य

10 घंटे

रामविलास शर्मा – 'निराला की साहित्य साधना' भाग -1 से 'नए संघर्ष'  
शीर्षक अध्याय  
हरिशंकर परसाई – सदाचार का ताबीज

### Unit 4

इकाई – 4 [संस्मरण एवं यात्रा-वृत्त](#)

15 घंटे

संस्मरण : अज्ञेय के साथ – आचार्य जानकीवल्लभ शास्त्री, 'हंसबलाका' से

यात्रा वृत्तांत : राहुल सांकृत्यायन – अथातो घुमक्कड़ जिज्ञासा

## References

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी
- रामचंद्र शुक्ल संचयन – सं. नामवर सिंह (साहित्य अकादेमी)
- हजारी प्रसाद द्विवेदी संकलित निबंध – सं. नामवर सिंह (नेशनल बुक ट्रस्ट, इंडिया)
- हिंदी आत्मकथा : सिद्धांत और स्वरूप विश्लेषण – विनीता अग्रवाल
- हिंदी गद्य : विन्यास और विकास – रामस्वरूप चतुर्वेदी
- भरतेन्दु युग – रामविलास शर्मा
- छायावादोत्तर हिंदी गद्य साहित्य – विश्वनाथ प्रसाद तिवारी
- आधुनिक हिंदी गद्य का साहित्य – हरदयाल
- गद्यकार आचार्य जानकीवल्लभ शास्त्री – पाल वसीन
- साहित्य से संवाद – गोपेश्वर सिंह
- निबंधों की दुनिया – विजयदेव नारायण साही, प्र.सं. निर्मला जैन, हरिमोहन शर्मा

## Teaching learning process

## Assessment Methods

सतत मूल्यांकन  
असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

सभी विधाएँ, यथार्थ, कल्पना, तथ्य, घटना आदि

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

### Category-IV

#### COMMON POOL OF GENERIC ELECTIVES OFFERED BY DEPARTMENT OF HINDI

#### पटकथा और संवाद लेखन

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
पटकथा और संवाद लेखन	GE/ Language	4	3	1	0	DSC

#### Course Objective

- विद्यार्थी को पटकथा लेखन की तकनीक को समझना।
- विद्यार्थियों में साहित्यिक विधाओं का पटकथा में रूपांतरण तथा संवाद लेखन की समझ विकसित करना।

#### Course learning outcomes

- पटकथा क्या है समझेंगे।
- पटकथा और संवाद में दक्षता हासिल करेंगे।
- पटकथा लेखन को आजीविका का माध्यम बना सकेंगे।

#### Unit 1

10 घंटे

- पटकथा अवधारणा और स्वरूप
- पटकथा लेखन के तत्व
- पटकथा लेखन की प्रक्रिया

10 घंटे

#### Unit 2

- फीचर फिल्म की पटकथा
- डॉक्यूमेंट्री की पटकथा
- धारावाहिक की पटकथा

10 घंटे

#### Unit 3

- संवाद लेखन की प्रक्रिया
- संवाद लेखन की विशेषताएँ
- संवाद संरचना

#### Unit 4

15 घंटे



- टी.वी. धारावाहिक का संवाद लेखन
- डॉक्यूमेंट्री का संवाद लेखन
- फीचर फिल्म का संवाद लेखन

## References

पटकथा लेखन : मनोहर श्याम जोशी  
 कथा पटकथा : मन्नू भंडारी  
 रेडियो लेखन : मधुकर गंगाधर  
 टेलीविजन लेखन : असगर वजाहत, प्रभात रंजन

## Teaching learning process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

## Assessment Methods

सतत मूल्यांकन  
 असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
 सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
 सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

सिनेमा, हिंदी सिनेमा, फिल्म समीक्षा, फिल्म तकनीक, सेंसर बोर्ड

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

## भाषा और समाज

### Generic Elective – (GE) /Language

#### Core Course - (GE) Credits : 4

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
भाषा और समाज	GE/ Language	4	3	1	0	DSC

#### Course Objective

- भाषा और समाज के अंतर्संबंध की जानकारी
- समाज में भाषा के व्यवहार की जानकारी
- सफल सम्प्रेषण के लिए कौशल विकास

#### Course learning outcomes

- समाजभाषाविज्ञान का अध्ययन
- सम्प्रेषण की सामाजिक समझ
- भाषा के समाजशास्त्र का अध्ययन

#### Unit 1

10 घंटे

भाषा और समाज का अंतर्संबंध  
समाज भाषाविज्ञान और उसका स्वरूप  
भाषा और सामाजिक व्यवहार

#### Unit 2

10 घंटे

भाषाई विविधता और भाषिक समुदाय  
भाषा और समुदाय  
भाषा और जाति

#### Unit 3

10 घंटे

भाषा और वर्ग  
भाषा अस्मिता और जेंडर  
भाषा और संस्कृति

#### Unit 4

15 घंटे

भाषा सर्वेक्षण  
भाषा सर्वेक्षण : स्वरूप और प्रविधि  
भाषा नमूनों का सर्वेक्षण और विश्लेषण

## References

भाषा और समाज – रामविलास शर्मा  
हिंदी भाषा चिंतन – दिलीप सिंह  
आलोचना की सामाजिकता – मैनेजर पाण्डेय  
सांझी सांस्कृतिक विरासत के आईने में भारतीय साहित्य – मंजु मुकुल, हर्ष बाला

## Additional Resources:

Socio Linguistics : An Introduction to Language and Society – Peter Trudgill  
Socio Linguistics – R. A. Hudson  
An Introduction to Socio Linguistics – Ronald Wordhaugh  
The Shadow of Language – George Yule

## Teaching learning process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

## Assessment Methods

सतत मूल्यांकन  
असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

भाषाविज्ञान के पारिभाषित शब्द

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

## हिंदी भाषा और लिपि का इतिहास

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी भाषा और लिपि का इतिहास	GE/ Language	4	3	1	0	DSC

### Course Objective

इस पाठ्यक्रम का उद्देश्य हिंदी भाषा और लिपि के आरंभिक रूप से लेकर आधुनिक काल की विकास यात्रा को बताना है। भारत के संविधान में देवनागरी लिपि में लिखित हिंदी को संघ की राजभाषा घोषित किया गया है। हिंदी को पढ़ने वाले विद्यार्थियों के लिए पाठ्यक्रम के आरंभ में ही हिंदी भाषा संबंधी सामान्य जानकारी देना अत्यंत आवश्यक है। साथ ही पूरी दुनिया वैश्वीकरण युग में प्रवेश कर गई है। बाज़ार और व्यवसाय ने देशों की सीमाएँ लाँघ ली है। अतः ऐसे में भाषा का मजबूत होना आवश्यक है। यह पाठ्यक्रम बाज़ारवाद और भूमंडलीकरण की वैश्विक गति के बीच से ही हिंदी भाषा और उसकी लिपि के माध्यम से ही राष्ट्रीय प्रगति को भी सुनिश्चित करेगा क्योंकि सशक्त भाषा के बिना किसी राष्ट्र की उन्नति संभव नहीं है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल है। साथ ही इस पाठ्यक्रम का आधुनिक रूप रोजगारपरक भी है। कंप्यूटर को हिंदी से जोड़ना विद्यार्थियों को व्यावहारिक पहलू से अवगत करा सकेगा।

### Course learning outcomes

1. इस पाठ्यक्रम के शिक्षण के निम्नलिखित परिणाम सामने आएँगे:
2. उपर्युक्त पाठ्यक्रम के माध्यम से हिंदी भाषा के सैद्धांतिक पहलू के साथ व्यावहारिक रूप का ज्ञान प्राप्त किया जा सकेगा
3. हिंदी भाषा की उच्च शैक्षिक स्तर की भूमिका के महत्वपूर्ण पक्ष को जाना जा सकेगा।
4. कंप्यूटर को हिंदी भाषा से जोड़ने पर हिंदी भाषा के व्यावहारिक ज्ञान को प्राप्त किया जा सकता है
5. वैश्विक युग में भाषा को सिद्धांतों के साथ-साथ व्यावहारिक रूप से भी जोड़ना होगा। अतः पाठ्यक्रम वर्तमान संदर्भों के भी अनुकूल है।
6. भाषा के बदलते परिदृश्य को आरंभ से अब तक की प्रक्रिया में समझना बहुत आवश्यक है। यह पाठ्यक्रम भाषा के आरंभ से लेकर वर्तमान को विविध आयामों में प्रस्तुत करता है जो विद्यार्थियों के लिए उपयोगी होगा।
7. शिक्षा को रोजगार से जोड़ना अत्यंत अनिवार्य है। यह पाठ्यक्रम भाषा की इस मांग को भी प्रस्तुत करता है।

### Unit 1 हिंदी भाषा के विकास की पूर्वपीठिका

10 घंटे

- भारोपीय भाषा-परिवार एवं आर्यभाषाएँ (पालि, प्राकृत, अपभ्रंश आदि)
- हिंदी का आरंभिक रूप
- 'हिंदी' शब्द का अर्थ एवं प्रयोग
- हिंदी का विकास (आदिकाल, मध्यकाल, आधुनिककाल)

### Unit 2 हिंदी भाषा का क्षेत्र एवं विस्तार

10 घंटे

- हिंदी भाषा : क्षेत्र एवं बोलियाँ

- हिंदी के विविध रूप (बोलचाल की भाषा, राष्ट्रभाषा, राजभाषा, संपर्क-भाषा)
- हिंदी का अखिल भारतीय स्वरूप

**Unit 3      लिपि का इतिहास      10 घंटे**

- भाषा और लिपि का अंतर्संबंध
- लिपि के आरंभिक रूप (चित्रलिपि, भावलिपि, ध्वनि-लिपि)
- भारत में लिपि का विकास

**Unit 4      देवनागरी लिपि      15 घंटे**

- देवनागरी लिपि का परिचय एवं विकास
- देवनागरी लिपि का मानकीकरण
- देवनागरी लिपि की विशेषताएँ
- देवनागरी लिपि और कम्प्यूटर

**References**

1. हिंदी भाषा का इतिहास – धीरेंद्र वर्मा
2. भारतीय पुरालिपि – डॉ. रामबली पाण्डेय (लोकभारती प्रकाशन)
3. हिंदी भाषा का उद्गम और विकास – उदयनारायण तिवारी
4. हिंदी भाषा की पहचान से प्रतिष्ठा तक – डॉ. हनुमानप्रसाद शुक्ल
5. लिपि की कहानी – गुणाकर मुले
6. भाषा और समाज – रामविलास शर्मा

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

## **CATEGORY-II**

### **BA (PROG) WITH HINDI AS MAJOR**

## **हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

### **Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

### **Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

### **इकाई-1** 10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.
  - साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)
- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.
- गोकुल लीला – पद संख्या 20, 26, 27, 60

— गोस्वामी तुलसीदास — तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली — छंद सं. 277, 355, 401, 412, 490

## **इकाई—2** 10 घंटे

— बिहारी — रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम संस्करण;

1961 ई.

छंद सं. — 3, 14, 16, 18, 23, 24

## **इकाई—3** 10 घंटे

— मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)

पद सं. 123 से 128

— जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)

हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई—4** 15 घंटे

— हरिवंश राय 'बच्चन' — जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता; राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)

— नागार्जुन — उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल, पेपरबैक्स, 2009)

— भवानीप्रसाद मिश्र — गीत—फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

1. कबीर : हजारीप्रसाद द्विवेदी
2. तुलसी काव्य—मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण — रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य — प्रेमशंकर
11. जयशंकर प्रसाद — नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन — संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

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



## हिंदी का मौखिक साहित्य और उसकी परम्परा

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी का मौखिक साहित्य और उसकी परम्परा	कोर कोर्स (DSC) 4	4	3	1	0	DSC-II

### Course Objective

- भारत के मौखिक साहित्य और लोक-परम्परा का अवलोकन
- लोक-जीवन और संस्कृति की जानकारी
- पर्यटन और संगीत-नृत्य आदि में आकर्षण विकसित होगा।

### Course Learning Outcomes

- मौखिक साहित्य का परिचय
- प्रमुख रूपों का परिचय
- संस्कृति और लोक-जीवन व संस्कृति के विश्लेषण की क्षमता

### इकाई-1 10 घंटे

मौखिक साहित्य की अवधारणा : सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध

साहित्य के विविध रूप – लोकगीत, लोककथा, लोकगाथाएँ, लोकनाट्य, लोकोक्तियाँ

### इकाई-2 10 घंटे

## लोकगीत : वाचिक और मुद्रित

संस्कार गीत : सोहर, विवाह, मंगलगीत इत्यादि

सोहर : भोजपुरी, संस्कार गीत; श्री हंस कुमार तिवारी; बिहार राष्ट्रभाषा परिषद्, पृ. 8, गीत सं. 4

सोहर : अवधी, हिंदी प्रदेश के लोकगीत; कृष्णदेव उपाध्याय; पृ. 110, 111; साहित्य भवन; इलाहाबाद

विवाह : भोजपुरी; भारतीय लोकसाहित्य : परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 116

### निम्नलिखित पाठ्यपुस्तकों के पृष्ठ :

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव; पृ. 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय; पृ. 205

वाचिक कविता : भोजपुरी; पं. विद्यानिवास मिश्र, पृ. 49

श्रमसंबंधी गीत : कटनी, जंतसर; दँवनी, रोपनी इत्यादि

कटनी के गीत; अवधी 2 गीत; हिंदी प्रदेश के लोकगीत : पं. कृष्णदेव उपाध्याय; पृ. 134, 135

जंतसारी : भोजपुरी; भारतीय लोकसाहित्य परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 140, 141

विविध गीत : घुघुती-कुमाउनी; कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी

गढ़वाली : कविता कौमुदी : ग्रामगीत; पं. रामनरेश त्रिपाठी; पु. 801-802

## इकाई—3

10 घंटे

### लोककथाएँ एवं लोकगाथाएँ :

— विधा का सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ आल्हा, लोरिक,

सारंग — सदावृक्ष, बिहुला

— राजस्थानी लोककथा नं. 2; हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 461-462

— अवधी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 187–188

## इकाई—4

15 घंटे

### लोकनाट्य

विधा का परिचय, विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ, रामलीला,; रासलीला, मालवा का माच; राजस्थान का ख्याल, उत्तर प्रदेश की नौटंकी, भांड, रासलीला, बिहार — बिदेसिया, हरियाणा सांग पाठ, संक्षिप्त पद्मावत सांग (लखमीचंद ग्रंथावली, संपा. पूरनचंद शर्मा, हरियाणा साहित्य अकादमी, पंडवानी; तीजन बाई)

### References

1. हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय
2. हरियाणा प्रदेश का लोकसाहित्य : शंकरलाल यादव
3. मीट माई पीपल : देवेन्द्र सत्यार्थी
4. मालवी लोक—साहित्य का अध्ययन : श्याम परमार
5. रसमंजरी : सुचीता रामदीन, महात्मा गांधी संस्थान, मॉरिशस
6. हिंदी साहित्य का बृहत् इतिहास : पं. राहुल सांकृत्यायन; 16वां भाग
7. वाचिक कविता : भोजपुरी: विद्यानिवास मिश्र
8. भारतीय लोकसाहित्य :परंपरा और परिदृश्य : डॉ. विद्या सिन्हा
9. कविता कौमुदी : ग्रामगीत :पं. रामनरेश त्रिपाठी
10. हिंदी साहित्य को हरियाणा प्रदेश की देन—हरियाणा साहित्य अकादमी का प्रकाशन
11. मध्यप्रदेश लोककला अकादमी की पत्रिका—चौमासा

### Assessment Methods

टेस्ट, असाइनमेंट

### Keywords

विभिन्न रूप, बोलियाँ सांस्कृतिक शब्द

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

**CATEGORY-III**

**BA (PROG) WITH HINDI AS NON-MAJOR**

**हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

**Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

**Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

**इकाई-1**

10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.
  - साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)
- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.
- गोकुल लीला – पद संख्या 20, 26, 27, 60

— गोस्वामी तुलसीदास — तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली — छंद सं. 277, 355, 401, 412, 490

## **इकाई—2** 10 घंटे

— बिहारी — रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम संस्करण;  
1961 ई.

छंद सं. — 3, 14, 16, 18, 23, 24

## **इकाई—3** 10 घंटे

— मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)  
पद सं. 123 से 128

— जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)  
हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई—4** 15 घंटे

— हरिवंश राय 'बच्चन' — जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता;  
राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)  
— नागार्जुन — उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल,  
पेपरबैक्स, 2009)

— भवानीप्रसाद मिश्र — गीत—फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

1. कबीर : हजारिप्रसाद द्विवेदी
2. तुलसी काव्य—मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण — रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य — प्रेमशंकर
11. जयशंकर प्रसाद — नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन — संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

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

## Category I

### बी.ए. आनर्स हिन्दी पत्रकारिता एवं जनसंचार

(B.A. Honours in Hindi Journalism & Mass Communication in three years)

## मीडिया

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
मीडिया भाषा और अनुवाद DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

- भाषा और मीडिया के मूलतत्त्व से अवगत कराना।
- अनुवाद तकनीक से अवगत कराना।
- भाषा और मीडिया के सम्बंधों को समझाना।
- मीडिया अनुवाद का अभ्यास व व्यावहारिक पक्ष से परिचित कराना।

### Learning Outcomes

- भाषा एवं मीडिया के अंतरसंबंधों से परिचित होंगे।
- मीडिया में अनुवाद की रोजगारोन्मुख संभावनाओं से अवगत हो सकेंगे।
- भाषा और मीडिया के संदर्भ में अनुवाद की भूमिका और दायित्वों से परिचित होंगे।
- विद्यार्थियों में अनुवाद कौशल विकसित होगा।

### SYLLABUS OF SEC

#### 1. मीडिया भाषा और अनुवाद

10 घंटे (

- भाषा: परिभाषा और महत्व

- अनुवाद: परिभाषा, महत्व, प्रक्रिया
- मीडिया अनुवाद का स्वरूप और महत्व

## 2. प्रिंट मीडिया और अनुवाद

10 घंटे

- पत्र पत्रिकाओं में समाचार, लेख और संपादकीय की भाषा का स्वरूप
- प्रिंट मीडिया अनुवाद - पत्र : पत्रिकाओं के समाचार शीर्षक, समाचार, लेख, फीचर, संपादकीय और विज्ञापन का अनुवाद
- प्रिंट मीडिया अनुवाद की शब्दावली

## 3. इलेक्ट्रॉनिक मीडिया और अनुवाद

10 घंटे

- रेडियो और टेलीविजन समाचार भाषा समाचार शीर्षक, और समाचारों का अनुवाद
- रेडियो और टेलीविजन के विज्ञापनों का अनुवाद
- इलेक्ट्रॉनिक मीडिया अनुवाद की शब्दावली

## 4. डिजिटल मीडिया व फिल्मों की भाषा और अनुवाद

15 घंटे

- सोशल नेटवर्किंग साइट्स, वेबसाइट, न्यूज़ पोर्टल, विकिपीडिया में अनुवाद का स्वरूप
- डिजिटल अनुवाद के उपकरण : आर्टिफिशियल इंटेलिजेंस, अनुवाद ऐप्स, ऑनलाइन शब्दकोश
- फिल्म और डॉक्यूमेंट्री अनुवाद : शीर्षक अनुवाद, डबिंग

## प्रायोगिक कार्य :

30 घंटे

1. अखबार में प्रकाशित समाचारों, लेख और फीचर के अनुवाद का अभ्यास कराना।
2. समाचार शीर्षक के अनुवाद का अभ्यास कराना।
3. टेलीविजन समाचारों और वृत्तचित्र का अभ्यास कराना।
4. अनुवाद ऐप्स का परिचय, ऐप्स आधारित अनुवाद का संपादन।
5. डिजिटल अनुवाद के विविध रूपों का अभ्यास कराना।
6. विज्ञापन अनुवाद का अभ्यास कराना।

## संदर्भ पुस्तकें :



1. हिंदी भाषा भोलानाथ -तिवारी, किताब महल प्रकाशन
2. अनुवाद विज्ञान सिद्धान्त और अनुप्रयोग हिंदी ,डॉ नर्गेद्र - माध्यम कार्यान्वयन निदेशालय , दिल्ली विश्वविद्यालय
3. अनुवाद की व्यापक संकल्पना। डॉ दिलीप सिंह ,वाणी प्रकाशन
4. पत्रकारिता में अनुवाद - जितेंद्र गुप्त, प्रियदर्शन, अरुण प्रकाश राधाकृष्ण प्रकाशक ,
5. अनुवाद : अवधारणा और आयाम डॉ सुरेश -सिंघल संजय प्रकाशन ,

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

## समाचार की अवधारणा और रिपोर्टिंग

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
समाचार की अवधारणा और रिपोर्टिंग DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

- समाचार रिपोर्टिंग के विषय में सैद्धांतिक और व्यावहारिक ज्ञान प्रदान करना ।
- समाचार बोध विकसित करना ।
- छात्रों को प्रिंट, इलेक्ट्रॉनिक और वेब मीडिया हेतु न्यूज़ लिखने के योग्य बनाना।
- रिपोर्टिंग के विभिन्न क्षेत्रों की जानकारी देना और विचार निर्माण कौशल को बढ़ावा देना।
- समसामयिक मुद्दों पर तथ्य आधारित विचार - विमर्श और विश्लेषण कौशल का विकास करना।

### Course Learning Outcomes

- न्यूज़ रिपोर्टिंग के सिद्धांत और तकनीक के विषय में अच्छी समझ विकसित होगी।
- समाचार बोध का विकास होगा।
- इवेंट कवर करने और समाचार लिखने की योग्यता विकसित होगी।
- न्यू स्टोरी लेखन के लिए सामग्री योजना और विचार निर्माण का व्यवहारिक ज्ञान प्राप्त होगा।
- समसामयिक मुद्दों पर विचार-विमर्श और विश्लेषण करने में दक्ष होंगे।

### SYLLABUS

**1. समाचार** 10 घंटे

- समाचार अवधारणा एवं महत्व :
- समाचार के तत्त्व एवं प्रकार
- समाचार स्रोत एवं समाचार संकलन

**2. समाचार लेखन** 10 घंटे

- समाचार : संरचना, सिद्धांत एवं तकनीक
- समाचार शैली : विलोम स्तूपी, फीचर शैली,
- इंट्रो और शीर्षक लेखन

**3. समाचार रिपोर्ट** 10 घंटे

- रिपोर्टर के गुण, दायित्व एवं चुनौतियां
- बीट रिपोर्टिंग : शिक्षा, स्वास्थ्य, अपराध, नागरिक मुद्दे, संसदीय, अदालत, खेल एवं व्यापार
- हार्ड न्यूज़ एवं सॉफ्ट न्यूज़ अवधारणा एवं अंतर स्टिंग ऑपरेशन , पीत पत्रकारिता ,

**4. माध्यम लेखन** 15 घंटे

- प्रिंट मीडिया के लिए समाचार के चयन का आधार एवं लेखन
- इलेक्ट्रॉनिक मीडिया के लिए समाचार के चयन का आधार एवं लेखन
- डिजिटल मीडिया के लिए समाचार के चयन का आधार एवं लेखन

**प्रायोगिक कार्य :** 30 घंटे

1. विविध विषयों पर प्रकाशित खबरों के पुनर्लेखन का अभ्यास कराना।
2. समाचार पत्र में प्रकाशित खबरों के आधार पर शीर्षक लेखन का अभ्यास कराना।
3. स्थानीय स्थलों पर जाकर नागरिक मुद्दों पर समाचार पत्र, पत्रिका, रेडियो, टेलीविजन या वेब के लिए रिपोर्ट तैयार करना।
4. किसी एक विषय पर समाचार, समाचार विश्लेषण और साक्षात्कार तैयार करना।
5. चयनित कार्टून और चित्रों के लिए कैप्शन लेखन करना।
6. किसी मानवीय अभिरुचि, विकास या सामाजिक मुद्दे पर पॉडकास्ट, टेलीविजन रिपोर्ट या ब्लॉग तैयार करना।
7. प्रेस कॉन्फ्रेंस प्रेस रिलीज के आधार ,ार पर रिपोर्ट बनाना।

**Essential/recommended readings**

- समाचार और संवाददाता -काशीनाथ जोगलेकर, वाराणसी विश्वविद्यालय प्रकाशन

- समाचार संकलन और लेखन - नंदकिशोर त्रिखा, हिंदी समिति उत्तर प्रदेश
- क्राइम रिपोर्टर - हर्ष देव, भारतीय जनसंचार संस्थान नई दिल्ली
- हिंदी के आधुनिक पत्रकारिता - अरुण कुमार भगत, नेशनल बुक ट्रस्ट, भारत सरकार
- समाचार, फीचर लेखन एवं संपादन कला - हरिमोहन तक्षशिला पब्लिकेशन, नई दिल्ली
- खोजी पत्रकारिता - एच. भीष्मपाल, प्रकाशन विभाग
- साइबर पत्रकारिता - विजय कुलश्रेष्ठ, राजस्थान हिंदी ग्रंथ अकादमी

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

## मीडिया लेखन DSC

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
मीडिया लेखन DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

1. विभिन्न जनमाध्यमों के लिए मीडिया लेखन की जानकारी देना।
2. मीडिया लेखन के विविध प्रारूपों एवं उनमें प्रयुक्त शब्दावली से परिचित कराना।
3. मीडिया के विविध रूपों में लेखन प्रक्रिया एवं जानकारी लेना।

### Course Learning Outcomes

1. विद्यार्थी जनमाध्यमों के विविध स्वरूपों के लिए लेखन की जानकारी प्राप्त होगी।
2. मीडिया शब्दावली से परिचित होकर मीडिया संस्थानों में कार्य करने हेतु तैयार होंगे।
3. व्यावसायिक क्षेत्र में उपयोगी प्रशिक्षण मिलेगा।

#### 1. मीडिया लेखन:

10 घंटे

- मीडिया लेखन के आधारभूत सिद्धांत
- मीडिया लेखन कौशल
- मीडिया लेखन के विविध क्षेत्र डिजिटल ,वेबसाइट ,रेडियो ,टेलिविज़न ,पत्रिका ,समाचार पत्र : मीडिया

#### 2. प्रिंट के लिए लेखन :

10 घंटे

- संपादकीय पृष्ठ संरचना और लेखन ,संपादकीय : संपादक के नाम पत्र कॉलम एवं संपादकीय , पृष्ठ की भाषा

- फीचर लेख एवं स्तम्भ लेखन ,
- प्रिंट लेखन के अन्य विविध रूप : समाचार ,साक्षात्कार परिशिष्ट लेखन ,कैप्शन लेखन ,

### 3. टेलिविज़न के लिए लेखन :

10 घंटे

- इलेक्ट्रॉनिक एवं प्रिंट माध्यम के लिए लेखन में अंतर
- टेलीविजन के विविध कार्यक्रमों के लिए लेखन । धारावाहिक लेखन कॉमेडी ,डॉक्युमेंट्री लेखन , शो
- ओटीटी प्लेटफॉर्म के लिए लेखन

### 4. रेडियो के लिए लेखन

: 15 घंटे

- रेडियो लेखन की विशेषता
- रेडियो में भाषा उच्चारण एवं उद्घोषक का महत्व ,
- रेडियो कार्यक्रम के विविध प्रारूप के लिए लेखन । वार्ता ,जिंगल ,समाचार ,नाटक ,फीचर , पॉडकास्ट लेखन

### प्रायोगिक कार्य

30 घंटे

- किसी समाचार पत्र के लिए संपादकीय लेख या फीचर लिखना। ,
- टेलिविज़न के लिए एक पैकेज लिखना।
- रेडियो के लिए परिचर्चा की स्क्रिप्ट लिखना।

### Essential/recommended readings

1. मीडिया लेखन सिद्धांत एवं व्यवहार संजय प्रकाशन ,चंद्र प्रकाश मिश्रा :
2. जनसंचार और मीडिया लेखन नेशनल पब्लिशिंग हाउस ,रेवती शरण शर्मा :
3. मीडिया लेखन सृजन कल्पाज प्रकाशन ,ओम गुप्ता :
4. मीडिया लेखन कला नई दिल्ली ,ओमेगा प्रकाशन ,निशांत सिंह :
5. कथा वाणी प्रकाशन ,मन्नु भंडारी : पटकथा-

### Examination scheme and mode:

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

(क)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(क) फिल्म अध्ययन (GE)	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

- सिनेमा का सैद्धांतिक एवं व्यावहारिक ज्ञान देना।
- सिनेमा के तत्वों एवं कथा तकनीकों से परिचित कराना एवं सिनेमा के विभिन्न आंदोलनों का परिचय देना।
- सिनेमा निर्माण प्रक्रिया की समझ विकसित करना।
- सिनेमा के माध्यम से भारतीय समाज एवं संस्कृति का बोध कराना।

### Course Learning Outcomes

- सिनेमा की भाषा एवं विजुअल्स की समझ विकसित होगी।
- सिनेमा संबंधी तकनीकी कौशल का विकास होगा।
- फिल्मों में अंतर्निहित समाज एवं संस्कृति के अंतरसंबंधों के विश्लेषण में दक्ष होंगे।
- भारतीय सिनेमा की विश्लेषण क्षमता बढ़ेगी।

1. सिनेमा सामान्य परिचय :  $3 + 1 \times 3 = 9 + 3$  1 से (सप्ताह 3)

- हिन्दी सिनेमा की इतिहास यात्रा, स्वतंत्रता पूर्व - स्वातंत्र्योत्तर सिनेमा, भूमंडलीकरण के दौर का सिनेमा

- सिनेमा के प्रकार - लोकप्रिय सिनेमा, समानान्तर सिनेमाकला सिनेमा ,, क्षेत्रीय सिनेमा
- सिनेमा की भाषा (विजुअल्स और शॉट्स के आधार पर)का अध्ययन

**2. सिनेमा ,समाज और संस्कृति 3 +1x3 = 9+3) 4 से (सप्ताह 6**

- राष्ट्रीय चेतना और हिंदी सिनेमा
- लोक संस्कृति, सिनेमा और जन मनोविज्ञान
- क्षेत्रीय हिन्दी सिनेमा - भोजपुरी ,हरियाणवी ,राजस्थानी बोलियों का सिनेमा

**3. सिनेमा तकनीक 3 +1x3 = 9+3) 7 से (सप्ताह 9**

- सिनेमा में पटकथा, अभिनय, संवाद,ध्वनि,गीत, संगीत, नृत्य, निर्देशन, कैमरा, लाइट दृश्य और, स्पेशल इफेक्ट्स तकनीक
- भारतीय सिनेमा में गीत, संगीत और नृत्य की भाषा
- एनिमेशन ,क्रॉसओवर ,ऑफ बीट ,ओटीटी प्लेटफॉर्म और वेब सिनेमा

**4. सिनेमा का अर्थशास्त्र और प्रबन्धन 3 +1x3 = 9+3) 10 से (सप्ताह 12**

- सिनेमा की मार्केटिंग तकनीक
- सिनेमा का राष्ट्रीय अन्तर्राष्ट्रीय बाजार -
- सिनेमेटोग्राफी एक्ट 1956

**प्रायोगिक कार्य 3+1x3 = 9+3) 13 से 14 सप्ताह(**

- दी गई फ़िल्मों में से किसी एक फिल्म की समीक्षा कीजिए । राजा हरिश्चंद्र, मदर इंडिया ,दो बीघा जमीन ,शहीद ,दंगल, मैरीकॉम ,स्वदेश ,दादा लखमी
- भारतीय संस्कृति को अभिव्यक्त करती किसी एक फिल्म की भाषा
- विजुअल्स और शॉट्सपर रिपोर्ट तैयार करना (
- किसी एक फिल्म में अभिव्यक्त जीवन मूल्यों का विश्लेषण और प्रभाव की समीक्षा
- भारतीय संस्कृति को अभिव्यक्त करती लघु फिल्म का निर्माण कराना )8 -10 मिनट(
- ओटीटी प्लेटफॉर्म और दायित्व बोध एवं भारतीय सिनेमेटोग्राफी एक्ट की समीक्षा और 1956 संशोधन के सुझाव

**Essential/recommended readings**

- हिन्दी सिनेमा के सौ बरस : मृत्युंजय, शिल्पायन प्रकाशन



- सत्यजीत राय का सिनेमा : चिदानन्द दास गुप्ता, नेशनल बुक ट्रस्ट, प्रकाशन
- भारतीय सिनेमा का सफरनामा : डॉ पुनीत बिसारिया, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर , नई दिल्ली
- फिल्में कैसे बनती है : हरमल सिंह, राजस्थान पत्रिका प्रकाशन
- सिनेमा की सोच : अजय ब्रह्मात्मज, वाणी प्रकाशन

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(ख) सोशल मीडिया (GE	4	3		1		

## Learning Objectives

The Learning Objectives of this course are as follows:

## Course Objective

- सोशल मीडिया के मूलतत्त्व से अवगत कराना।
- नेटवर्किंग तकनीक से अवगत कराना।
- सोशल मीडिया का उद्भव एवं विकास समझाना।
- सोशल मीडिया के वैचारिक, सांस्कृतिक और नैतिक परिदृश्य से परिचित कराना।

## Course Learning Outcomes

- समाज एवं संस्कृति पर सोशल मीडिया के प्रभाव से परिचित होंगे।
- डिजिटल मीडिया में रोजगारोन्मुख संभावनाओं से अवगत हो सकेंगे।
- सोशल मीडिया की भूमिका और दायित्वों से परिचित होंगे।

## 1. सोशल मीडिया सामान्य परिचय :

10 घंटे

- सोशल मीडिया स्वरूप एवं विकास :
- सोशल मीडिया विशेषताएँ :
- लोकतंत्र और सोशल मीडिया

## 2. सोशल मीडिया : प्रकार और प्रयोग

10 घंटे

- सोशल नेटवर्किंग साइट्स

- सोशल मीडिया ट्रायलमीम्स ,ट्रोलिंग ,, रील्स ,
- ब्रांडिंग एवं व्यावसायिकता उद्देश्य

### 3. सोशल मीडिया कंटेंट लेखन

10 घंटे

- प्रिंट टीवी, रेडियो एवं डिजिटल मीडिया कंटेंट लेखन में अंतर
- सोशल मीडिया पर सूचना निर्माण, फेक न्यूज़, फेक्ट चेक
- सोशल मीडिया | रचनात्मकता के नए आयाम : लेखन शिक्षण और कला के संदर्भ में ,

### 4. सोशल मीडिया नियमन और प्रभाव

15 घंटे

- साइबर अपराध एवं सूचना प्रौद्योगिकी अधिनियम
- सामुदायिक निर्माण और जनसंपर्क
- अभिव्यक्ति की स्वतंत्रता एवं स्वनियमन

### प्रायोगिक कार्य

: 30 घंटे (

- ई न्यूज़ लेटर, ई पत्रिका, ब्लॉग निर्माण व लेखन।
- केस स्टडी अन्ना आंदोलन -, कोरोना काल जनजागृति ,लोकसभा एवं विधानसभा चुनाव , अभियान
- जन सर्वेक्षण के आधार पर-सोशल मीडिया के प्रभावों और लोकप्रियता का विश्लेषण एवं उसकी रिपोर्ट प्रस्तुति।
- सोशल मीडिया के माध्यम से बनी खबरों पर एक रिपोर्ट तैयार करना।

### Essential/recommended readings

- दूरसंचार एवं सूचना प्रौद्योगिकी - डी. डी. ओझा ज्ञान गंगा दिल्ली ,सत्यप्रकाश ,
- न्यू मीडिया इन्टरनेट की भाषाई चुनौतियां - एस आर अनुराधा ,राधाकृष्ण प्रकाशन , दिल्ली
- हिन्दी ब्लॉगिंग अभिव्यक्ति की नयी क्रान्ति - अविनाश वाचस्पति, रवीन्द्र प्रभात , हिंदी साहित्य निकेतन उत्तरप्रदेश ,
- भूमंडलीकरण और मीडिया - कुमुद शर्मा नई दिल्ली ,ग्रंथ अकादमी ,
- संस्कृति, विकास और संचार क्रान्ति - पूरनचंद्र जोशी नई दिल्ली ,ग्रंथ शिल्पी ,
- नया मीडिया अध्ययन और अभ्यास | शालिनी जोशी पेंगुइन बुक्स ,शिवप्रसाद जोशी ,
- मुक्त समाज की मृगमरीचिका - नॉम चोमस्की

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

**DEPARTMENT OF SANSKRIT**

**Category-I**  
**BA (Hons.) Sanskrit**

**DSC 4: Classical Sanskrit Literature (Prose)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Classical Sanskrit Literature (Prose)	04	3	1	0	Class 12TH Pass	NIL

**Learning Objectives**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.
- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-4**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(15 Hrs)**

**Śukanāsopadeśa (Ed. Prahlād Kumar)**

Introduction – Author and his works, text reading (Grammar, translation and explanation)

(एवं समतिक्रामत्सु केषुचिद् दिवसेषु .....रेणुमयीव स्वच्छमपि कलुषीकरोति)

**Unit: II Viśrutacaritam upto 11<sup>th</sup> Para**

**(12 Hrs)**

Introduction –Author and his works, Text reading (Grammar, translation and explanation)  
(.....इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

**Unit: III**

**(10 Hrs)**

**Shivarajvijayam**

(----- न पारितं निरोद्धुं नयनवाष्पाणि) Introduction –Author and his works, text para 1 to10, Text reading (Grammar, translation and explanation)

**Unit: IV**

**(08 Hrs)**

**General Survey of main Sanskrit Prose Works**

Origin and Development of Prose literature and its Kind, Some Major Texts- Vāsavadattā, Kādambarī, Harṣacaritam, Daśakumaracaritam, Tilakmanjarī, Gadyacintāmaṇi, Śivarajvijayam, Pancatantra, Hitopdeśa, Vetālapancaviṃśikā, Siṃhāsanadvātriṃśikā, Puruṣaparīkṣā, Śukasaptati.

**Essential/recommended readings:**

1. प्रह्लाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
3. सुरेन्द्रदेव शास्त्री, विश्रुतचरितम्, साहित्यभण्डार, मेरठ
4. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
5. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
6. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली

**Suggested readings:**

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली
6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
8. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi

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

## DSC 5: Sanskrit Epics

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Epics	04	3	1	0	Class 12TH Pass	NIL

#### Learning Objectives

- To enable students to read simple classical Sanskrit
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some important segments in the Gita and the Ramayana.
- To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

#### Learning outcomes

- The students will be able to understand simple classical Sanskrit.
- The students will build a good vocabulary to write and communicate in Sanskrit.
- Students will become more aware of the impact of the epics on life and literature in India
- They will get acquainted with Advaita philosophy.

#### SYLLABUS OF DSC-5

(45 hours Lectures and 15 hours Tutorials)

##### Unit1

(10 Hrs.)

वाल्मीकि रामायण अयोध्याकाण्ड सर्ग 109 (रामेण जाबालिमतनिराकरणम्)

From Verse 1 (जाबालेस्तु वचः श्रुत्वा...) से 27 कार्याकार्यविचक्षणः तक)

##### Unit 2

(12 Hrs.)

##### Ramayana as the source of Sanskrit literature

- i. Ramayana as the source book for Indian values – ideal king, ideal family, Ideal Polity, ideal society, ideal character
- ii. Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.

- iii. Works in Indian languages based on the Ramayana

**Unit 3. (15 Hrs)**

**भगवद्गीता अध्याय २ पद्य ११ से २५ तक (शाङ्करभाष्य सहित)**

**Unit 4: (08 Hrs)**

**Mahabharata as the source book**

- i. Mahabharata as the source book for Indian knowledge and values
- ii. Sanskrit literary works based on the Mahabharata – Dramas, long poems (Mahakavyas)
- iii. Works in Indian languages based on the Mahabharata

**Essential/recommended readings:**

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री

**Suggested readings:**

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrīmadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
4. Chattopadhyaya D.P., Lokayata- A Study in Ancient Indian Materialism, Popular Publishing House, New Delhi
5. Mishra, Pankaj Kumar, चार्वाक, शिबालिक प्रकाशन, दिल्ली

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



## DSC 6: Critical Survey of Śāstric Literature

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Survey of Śāstric Literature	04	3	1	0	Class 12TH Pass	NIL

#### Learning Objectives

- To enable students to Know the Ancient Indian Śāstric Literature.
- To impart knowledge of some important texts and authors who created knowledge on medical science, Aeronautics, music, dances, paintings etc.
- To prepare students to exhibit their understanding of ancient Knowledge System.
- To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

#### Learning outcomes

- The students will be able to understand the long history of Indian Śāstric Tradition.
- The students will be able to exhibit their understanding of the Indian Knowledge System.
- Students will become more aware of some aspects of Ancient Scientific thoughts and achievements.
- They will get acquainted with Ancient Scientific texts/writings.

### SYLLABUS OF DSC-6

(45 hours Lectures and 15 hours Tutorials)

#### Unit 1-

(12 Hrs)

चिकित्साशास्त्र, वनस्पतिशास्त्र, रसायनशास्त्र (Medical Sciences, Botany and Rasāyana) – Origin and development, major texts, major theories, contribution to current understanding

#### Unit 2-

(12 Hrs)

संगीतशास्त्र, नृत्यशास्त्र, मूर्तिकला, चित्रकला (Music, Dance, Iconography and Painting)– Origin and development, major texts, major theories, contribution to current understanding.

Unit 3-

(09 Hrs)

वैमानिकशास्त्र, अश्वशास्त्र, गजशास्त्र, आयुधविज्ञान (Vimānaśāstra, Aśva-śāstra, Gaja- śāstra, Ayudhavijñāna – Origin and development, major texts, major theories, contribution to current understanding

Unit 4-

(12 Hrs)

कोशशास्त्र, छन्दः शास्त्र, निरुक्तशास्त्र, व्याकरणशास्त्र - Origin and development, major texts, major theories, contribution to current understanding

Essential/recommended readings:

1. संस्कृत वाङमय का विवेचनात्मक इतिहास- डॉ० सूर्यकान्त
2. संस्कृत साहित्य का इतिहास- डॉ० उमाशंकर शर्मा ऋषि
3. अद्भुत भारत- बाशम, ए. एल. (1995, )अनु० पाण्डेय वेंकटेशचन्द्र शिवलाल अग्रवाल एण्ड कम्पनी , आगरा
4. History of Classical Sanskrit Literature, M. Krishnamachariyar Shastri MLBD, Delhi
5. History of Classical Sanskrit Literature, Keith, A.B., MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

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

**DSC-3: Sanskrit Prose**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Prose DSC - 3	4	3	1	0	Class 12TH	NIL

**Learning Objectives:**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.
- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-3**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(15 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)  
Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II**

**(15 Hrs)**

### Śivarājavijayam, Niḥśwāsa-I

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

### Śivarājavijayam, Niḥśwāsa-II

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

### Unit: III

(15 Hrs)

#### History of Sanskrit Literature: Prose:

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatṭa Vyāsa.

### Unit: IV

(15 Hrs)

#### Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Siṃhāsanadvātrimśikā and Puruṣaparīkṣā.

#### Essential/recommended readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. भानुचन्द्रसिंह, शुकनासोपदेश: संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
6. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
7. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
8. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली
9. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
10. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

#### Additional Resources:

1. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
2. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

3. त्रिपाठी, राधावल्लभः संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
4. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
5. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
6. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi
7. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

#### DSC - 4: Sanskrit Drama

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Drama DSC - 4	04	03	01	0	Class 12TH Pass	NIL

##### Learning Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

##### Learning Outcomes:

- After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition.
- This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts.
- The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

##### SYLLABUS OF DSC - 4

(45 hours Lectures and 15 hours Tutorials)

**Unit: I****(15 Hrs)****Dutavākyaṃ: Act I – Bhāsa**

First Act (प्रथम अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

**Unit: II****(15 Hrs)****Abhijñānaśākuntalam Act IV- Kālidāsa**

Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. *kāvyeṣu nāṭakam ramyam, upamā*, Language of Kālidāsa, *dhvani* in Kālidāsa, Purpose and design behind *Abhijñānaśākuntalam* and other problems related to the text.

**Unit: III****(15 Hrs)****Technical Terms from Sanskrit Dramaturgy**

नाटक, नायक, नायिका, पूर्वरङ्ग, नान्दी, सूत्रधार, नेपथ्य, प्रस्तावना, कञ्चुकी, विदूषक, अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, विष्कम्भक, प्रवेशक एवं भरतवाक्य।

**Unit: IV****(15 Hrs)****History of Sanskrit Drama (Origin and Development),****Some important dramatists:**

Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣa, Bhavabhūti, and their works.

**Teaching Learning Process:**

1. Since most learners will be new to classical Sanskrit drama, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāśas.
4. Teachers will arrange words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

**Suggested Reading:**

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद ।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस ।
4. C.D. Devadhar (Ed.), Abhijñānaśākuntalam, MLBD, Delhi.

5. M.R. Kale (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar (Ed.), Abhijñanaśākuntalam.
7. Ramendramohan Bose, Abhijñanaśākuntalam, Modern Book Agency, Calcutta.
8. भागवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी ।
9. हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली ।
10. पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली ।
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
14. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.
16. दूतवाक्यम् - भास, (हिन्दी व्याख्या) रामलाल सावल, गयाप्रसाद एण्ड सन्स, आगरा, १९७१

#### Additional Resources:

1. Mirashi, V.V. : *Kālidāsa*, Popular Publication, Mumbai.
2. Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
3. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
4. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

### BA (Prog.) with SANSKRIT as Non-Major

#### DSC - 2: Sanskrit Prose

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Sanskrit Prose DSC - 2</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>0</b>	<b>Class 12TH</b>	<b>NIL</b>

#### Learning Objectives:

- This course aims to acquaint students with Classical Sanskrit Prose Literature.

- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-2**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(16 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)  
Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II**

**(16 Hrs)**

**Śivarājaviṣayam, Niḥśwāsa-I**

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

**Śivarājaviṣayam, Niḥśwāsa-II**

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

**Unit: III**

**(08 Hrs)**

**History of Sanskrit Literature: Prose:**

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatṭa Vyāsa.

**Unit: IV**

**(05 Hrs)**

**Survey of Sanskrit Literature: Prose:**

Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Siṃhāsanadvātriṃśikā and Puruṣaparīkṣā.



### Essential/recommended readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. भानुचन्द्रसिंह, शुकनासोपदेश: संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
6. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
7. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
8. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली
9. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
10. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

### Additional Resources:

1. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
2. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
3. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
4. M. Krishnamachariyar Shastri: *History of Classical Sanskrit Literature*, MLBD, Delhi
5. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi
6. Maurice, Winternitz: *Ancient Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi
7. Winternitz, Maurice: *Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi.

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

**Common Pool of Generic Electives offered by Department of SANSKRIT**

**GE-5 : Tools and Techniques for Computing Sanskrit Language**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5	04	3	1	0	Class 12TH Pass	NIL

**Learning Objectives:**

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

**Learning Outcomes:**

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

**SYLLABUS OF GE-5**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**12 Hours**

**Major Components of Sanskrit Linguistics:**

- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora

**Unit: II****12 Hours****Areas and Applications of the Sanskrit Language Computation**

- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

**Unit: III****09 Hours****Language Computing Methodology**

- Rule Base
- Statistical
- Hybrid

**Unit: IV****12 Hours****Survey of Language Computing**

- Survey of the Language Computing for Sanskrit
- Survey of the Language Computing for Indo Aryan Languages

**[D] References:****Compulsory Readings:**

1. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
2. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://cl.sanskrit.du.ac.in>
5. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
6. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
7. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
8. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.

9. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
10. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
11. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

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

**GE-6**  
**Machine Translation: Tools and Techniques**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Machine Translation: Tools and Techniques</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12TH Pass</b>	<b>NIL</b>

**Learning Objectives:**

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

**Learning Outcomes:**

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

## SYLLABUS OF GE-6

<b>Unit: I</b> <b>Introduction and History of Machine Translation</b> <ul style="list-style-type: none"><li>History and Survey of Machine Translation Systems.</li><li>List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.</li></ul>	<b>09 Hours</b>
<b>Unit: II</b> <b>Theoretical Concepts of Machine Translation:</b> <ul style="list-style-type: none"><li>Human vs Computer translation of languages.</li><li>Basics of Machine Translation</li><li>Tools and Techniques of Machine Translation</li><li>Source and Target Language</li></ul>	<b>12 Hours</b>
<b>Unit: III</b> <b>Machine Translation (MT) Approaches</b> <ul style="list-style-type: none"><li>Rule Base MT Transfer-based</li><li>Interlingual and Dictionary Based</li><li>Statistical MT Example Based MT</li><li>Hybrid MT</li></ul>	<b>12 Hours</b>
<b>Unit: IV</b> <b>Evaluation of MT</b> <ul style="list-style-type: none"><li>Evaluation of MT</li><li>Challenges in Machine Translation</li><li>Ambiguity and Acceptability</li></ul>	<b>12 Hours</b>

### References:

#### Compulsory Readings:

- Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
- Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
- Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
- Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
- Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

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

**DEPARTMENT OF LINGUISTICS**

**Category-II**

**BA (Prog.) with Linguistics as Major**

**DSC (3): Elementary Phonetics and Phonology**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Elementary Phonetics and Phonology	4	3	1	0	Class XII	NIL

**Learning Objectives:** Building on the DSC-1, this course provides hands-on training in analysing the phonetics and phonology of languages(s). It deals with the production of speech sounds and their descriptive and physical properties. Students learn how to transcribe and describe sounds using International Phonetic Alphabets (IPA symbols) and diacritics. Students work with a variety of languages.

**Learning outcomes:** Basic skills in Phonetic and phonological analysis; Gain practical Knowledge of how to identify the sound inventory of a language; analyse phonetic and acoustic properties of speech sounds; identify phonological processes and carry out phonological analysis of a given language.

**(45 hours Lectures)**

**Unit 1: Identification and description of different classes of speech sounds**

**10 Hours**

- Perception
- Description
- Transcription

**Unit 2: Physical properties of speech sounds**

**10 Hours**

- Learning to record speech sounds
- Spectrograms and speech sounds

- Waveforms and speech sounds (periodic-aperiodic, simple-complex)

### Unit 3: **Phonological Analysis**

**15 Hours**

- Natural classes
- Contrast and Minimal pairs
- Environment and distribution
- Phonological processes in specific languages

### Unit 4: **Non-segmental Phonological properties**

**10 Hours**

- Tonal languages
- Syllable and Stress
- Phonological analysis

### **Readings**

1. Ladefoged, Peter. 2001 (4<sup>th</sup> edn.). *A course in phonetics*. New York: Harcourt Brace.
2. Ladefoged, Peter and Johnson, Keith. 2011 (6<sup>th</sup> edition). *A course in phonetics*. Wadsworth.
3. Ohio language files. Or any other best Intro book
4. Fromkin, Victoria, Rodman, Robert and Hyams, Nina. *Introduction to language*. 2012 ed. Thomson-Wadsworth.

**KEYWORDS:** Speech Sounds, Transcription, Spectrogram, Tone, Syllable, Stress.

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

## DSC (4): Phonetics and Phonology of Indian Languages

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Phonetics and Phonology of Indian Languages	4	3	1	0	Class XII	NIL

**Objectives.** This course provides the physical properties of speech sounds and the speech sound patterns of Indian languages.

**Learning outcomes.** The learning outcomes include the Phonetic and Phonological analysis of Indian languages.

**(45 hours Lectures)**

#### Unit 1: Phonetics and Phonology of Indian languages- An Introduction

**10 Hours**

- Speech sounds and Mother tongue.
- Articulation of the speech sounds and their relation to the native languages.
- IPA charts: Consonants and Vowels

#### Unit 2: Phonetics and Phonology of Indo-Aryan Languages

**10 Hours**

- Articulation of Vowels and Consonants of Indo-Aryan Languages.
- Classification of Vowels and Consonants; Clusters; Diphthongs of Indo-Aryan Languages. Suprasegmental features of Indo-Aryan Languages: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Indo-Aryan Languages
- Possible sequences of speech sounds in Indo-Aryan Languages.
- Indo-Aryan Languages and Phonological processes.



### **Unit 3: Phonetics and Phonology of Dravidian languages and Tibeto-Burman languages**

**15 Hours**

- Articulation of Vowels and Consonants of Dravidian languages and Tibeto-Burman languages.
- Classification of Vowels and Consonants; Clusters; Diphthongs of Dravidian languages and Tibeto-Burman languages. Suprasegmental features of Dravidian languages and Tibeto-Burman languages: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Dravidian language family and Tibeto-Burman languages.
- Possible sequences of speech sounds in Dravidian languages and Tibeto-Burman languages.
- Dravidian languages and Tibeto-Burman languages: Phonological processes.

### **Unit 4: Phonetics and Phonology of Austro-Asiatic languages and Languages of Andaman and Nicobar**

**10 Hours**

- Articulation of Vowels and Consonants of Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Classification of Vowels and Consonants; Clusters; Diphthongs Austro-Asiatic languages and Languages of Andaman and Nicobar. Suprasegmental features of Austro-Asiatic languages and Languages of Andaman and Nicobar: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Possible sequences of speech sounds in Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Austro-Asiatic languages and Languages of Andaman and Nicobar: Phonological processes.

#### **Readings**

1. Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: E. University Press.
2. Hyman, L.M. 1975. *Phonology: Theory and Analysis*. New York: Holt, Rinehart & Winston.
3. Ladefoged, P. 1962. *Elements of Acoustic Phonetics*. Chicago: University Of Chicago.

4. Ladefoged, P. 1971. *Preliminaries to Linguistic Phonetics*. Chicago: Chicago University Press.
5. Ladefoged, P. 1975. *A Course in Phonetics*. New York: Harcourt Brace Jovanovich 2nd. ed. 1982.
6. Pike, K.L. 1947. *Phonemics*. Ann Arbor: The University of Michigan Press.
7. Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer. 1999. *Linguistics: An Introduction*. UK: Cambridge University Press.

**KEYWORDS:** Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman, Andamans, Nicobar, IPA, Clusters, Diphthongs.

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

**Category-III**  
**BA (Prog.) with Linguistics as Non-Major**

**DSC (3): Elementary Phonetics and Phonology**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Elementary Phonetics and Phonology	4	3	1	0	Class XII	NIL

**Objectives:** Building on the DSC-1, this course provides hands-on training in analysing the phonetics and phonology of languages(s). It deals with the production of speech sounds and their descriptive and physical properties. Students learn how to transcribe and describe sounds using International Phonetic Alphabets (IPA symbols) and diacritics. Students work with a variety of languages.

**Course learning outcomes:** Basic skills in Phonetic and phonological analysis; Gain practical Knowledge of how to identify the sound inventory of a language; analyse phonetic and acoustic properties of speech sounds; identify phonological processes and carry out phonological analysis of a given language.

**(45 hours Lectures)**

**Unit 1: Identification and description of different classes of speech sounds**

**10 Hours**

- Perception
- Description
- Transcription

**Unit 2: Physical properties of speech sounds**

**10 Hours**

- Learning to record speech sounds

- Spectrograms and speech sounds
- Waveforms and speech sounds (periodic-aperiodic, simple-complex)

### Unit 3: **Phonological Analysis**

**15 Hours**

- Natural classes
- Contrast and Minimal pairs
- Environment and distribution
- Phonological processes in specific languages

### Unit 4: **Non-segmental Phonological properties**

**10 Hours**

- Tonal languages
- Syllable and Stress
- Phonological analysis

### **Readings**

5. Ladefoged, Peter. 2001 (4<sup>th</sup> edn.). *A course in phonetics*. New York: Harcourt Brace.
6. Ladefoged, Peter and Johnson, Keith. 2011 (6<sup>th</sup> edition). *A course in phonetics*. Wadsworth.
7. Ohio language files. Or any other best Intro book
8. Fromkin, Victoria, Rodman, Robert and Hyams, Nina. *Introduction to language*. 2012 ed. Thomson-Wadsworth.

**KEYWORDS:** Speech Sounds, Transcription, Spectrogram, Tone, Syllable, Stress.

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

#### CATEGORY-IV

### **COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF LINGUISTICS**

#### **GENERIC ELECTIVES (GE-2): LINGUISTICS AND MEDIA**

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Linguistics and Media</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop students' understanding of the role language plays in the construction, interpretation and communication of media texts
- To develop students' understanding of the influence that media has on languages and their use
- To teach the fundamentals of media discourse analysis using linguistic tools
- To make students appreciate how media language is produced and shaped by social structures

#### **Learning outcomes**

By participating in this course, the student will develop:

- an appreciation of linguistic structures underlying media discourse;
- skills to analyse spoken and written language using linguistic tools in the contexts of print, digital and new media
- experience of handling of difficult and sensitive materials and an understanding of ethical issues involved in crime-related data;
- skills of auditory analysis and digital processing of forensic recordings.

## **SYLLABUS OF GE-2 (SEMESTER-II)**

**(45 hours Lectures)**

### **UNIT – I (10 Hours)**

#### **Media and discourse processes**

- Critical Discourse Analysis
- Textual analysis
- Analysing social practices

### **UNIT – II (15 Hours )**

#### **Micro-linguistic features of media texts**

- Phonetic & Phonological features
- Morphological features
- Syntactic features

### **UNIT – III (10 Hours)**

#### **Meaning and media**

- Semantics of media texts
- Pragmatics of media texts
- Semiotics of media texts

### **UNIT – IV (10 Hours)**

#### **Media and language change**

- language maintenance and shift
- advertising language
- new media and language change

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

#### **Essential/recommended readings**

Bell, A. (1991). *The language of news media*. Oxford: Basil Blackwell

Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse and Society*. 4.133-168.

Jones, R. H., Jaworska, S., Aslan, E. (2021). *Language and Media: A Resource Book for Students* (2nd Edition). London & New York: Routledge.

#### **Suggestive readings**

Bhatia, T. K. (1992). Discourse functions and pragmatics of mixing: Advertising across cultures. *World Englishes*. 11.195-215.

Cook, G. (1992). *The discourse of advertising*. London: Routledge

Fatihi, Ali R. (2022). *Media Linguistics in South Asia*. London & New York: Routledge

- Fowler, R. (1991). *Language in the news: Discourse and ideology in the press*. London: Routledge.
- Grice, H.P. (1975). Logic and conversation. In P. Cole & J.L. Morgan (eds.) *Syntax and Semantics, Vol. 3, Speech Acts*. New York: Academic Press.
- Hartford, B. A. S. (1993). Tense and aspect in the news discourse of Nepali English. *World Englishes*. 12.1-13

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

## DEPARTMENT OF PUNJABI

### DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)

#### ADHUNIK PUNJABI SAHIT DA ITIHAS

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI SAHIT DA ITIHAS	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or <i>Working knowledge of Punjabi language</i></b>

**Credits: 4**

**L/T/P= 3/1/0**

#### Learning Objectives:

- The course will offer extensive insight into the history of Modern Punjabi literature, while laying special emphasis on various literary movements, genres and writers.
- It will help the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.
- The course will help them to develop a nuanced appreciation of the literary production of modern times.
- The students will be offered an in-depth understanding on the growth of Punjabi language under the influence of various other languages.
- The course will guide the students to understand the history of different genres of Modern Punjabi literature.

#### Learning Outcomes:

- The students will be able to understand the concept of Colonial Modernity.
- They can analyze the influence of modernity on Punjab and Punjabi literature.
- The course will educate them to understand various social and political movements of Punjab which provide shape to Modern Punjabi Literature.



- The students will understand the history of Modern Punjabi poetry, fiction, drama and prose.
- They will be able to evaluate various trends emerged in Modern Punjabi Literature.

**Unit 1 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ: ਸਿਧਾਂਤ ਅਤੇ ਇਤਿਹਾਸ (Adhunik Punjabi Sahit: Sidhant ate Itihas) (12 hours)**

- ਆਧੁਨਿਕਤਾ: ਸੰਕਲਪ ਅਤੇ ਸਰੂਪ  
Adhunikta: Sankalp ate Saroop
- ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਕਾਲ ਦਾ ਨਿਖੇੜਾ  
Madhkal ate Adhunik kaal da Nikherha
- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ  
Adhunik Punjabi Sahit da Itihasak Pichhokarh
- ਪੰਜਾਬ ਦੀਆਂ ਸਮਾਜਕ-ਧਾਰਮਕ ਲਹਿਰਾਂ  
Punjab dian Samajak-Dharmak Leheran

**Unit 2 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ (Adhunik Punjabi Kavita) (9 hours)**

- ਰਹੱਸਵਾਦੀ ਅਤੇ ਰੁਮਾਂਸਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Rahasvadi ate Romancevadi Kaav Dhara
- ਪ੍ਰਗਤੀਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Pragativadi Kaav Dhara
- ਸੁਹਜਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Sohajvadi Kaav Dhara
- ਜੁਝਾਰਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Jujharvadi Kaav Dhara

**Unit 3 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਗਲਪ (Adhunik Punjabi Galap) (12 hours)**

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
1960 ton Pehlan da Punjabi Novel
- 1960 ਤੋਂ ਬਾਅਦ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
1960 ton Baad da Punjabi Novel
- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
1960 ton Pehlan di Punjabi Kahani
- 1960 ਤੋਂ ਬਾਅਦ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
1960 ton Baad di Punjabi Kahani

**Unit 4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਵਾਰਤਕ (Adhunik Punjabi Natak ate Vartak) (12 hours)**

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
1960 ton Pehlan da Punjabi Natak
- 1960 ਤੋਂ ਬਾਅਦ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
1960 ton Baad da Punjabi Natak

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦੀ ਪੰਜਾਬੀ ਵਾਰਤਕ  
1960 ton Pehlan di Punjabi Vartak
- 1960 ਤੋਂ ਬਾਅਦ ਦੀ ਪੰਜਾਬੀ ਵਾਰਤਕ  
1960 ton Baad di Punjabi Vartak

#### Essential Reading:

- Jaswinder Singh (Dr.), Dhindsa, Man Singh (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Punjabi University, Patiala.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.

#### Suggested Readings:

- Brar, Rajinder Pal Singh (Dr.) (2006), **Adhunik Punjabi Kavita da Itihas**, Punjabi Academy, Delhi.
- Dhaliwal, Baldev Singh (2006), **Adhunik Punjabi Kahani da Itihas**, Punjabi Academy, Delhi.
- Piara Singh (Prof.) (2004), **Punjabi Vartak: Sidhant, Itihas te Parvirtian**, New Book Company, Jalandhar.
- Piara Singh (Prof.) (2004), **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Jalandhar.
- Piara Singh (Prof.) (2004), **Adhunik Punjabi Kavita: Sidhant, Itihas te Parvirtian**, New Book Company, Jalandhar.
- Satinder Singh (Dr.) (2006), **Adhunik Punjabi Vartak da Itihas**, Punjabi Academy, Delhi.
- Verma, Satish Kumar (Dr.) (2005), **Punjabi Natak da Itihas**, Punjabi Academy, Delhi.

#### INTERNET RESOURCES:

- <https://www.britannica.com/art/Punjabi-literature>
- <http://certindia.gov.in/downloads/Fellowship/Published%20Project/2013-2014/34.%20History%20of%20Punjabi%20Lecture.pdf>
- [https://pa.bharatpedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80\\_%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4\\_%E0%A8%A6%E0%A8%BE\\_%E0%A8%87%E0%A8%A4%E0%A8%BF%E0%A8%B9%E0%A8%BE%E0%A8%B8](https://pa.bharatpedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80_%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4_%E0%A8%A6%E0%A8%BE_%E0%A8%87%E0%A8%A4%E0%A8%BF%E0%A8%B9%E0%A8%BE%E0%A8%B8)

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

**DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5)****ADHUNIK PUNJABI KAVITA****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAVITA	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4****L/T/P= 3/1/0****LEARNING OBJECTIVES:**

- The course will demonstrate knowledge of Modern Punjabi Poetry.
- The course will help the students to recognize and identify different formal rhythmic properties of poems and of language as a whole.
- It will demonstrate an understanding of poetic vocabulary essential to the practice of literary criticism.
- The course will develop an understanding of individual poets in their historical, social, economic, cultural and political contexts.
- The course is aimed to evaluate the creative and analytical sensibility of the students.

**LEARNING OUTCOMES:**

- The students will be able to analyse various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- They will be able to identify various forms and genres of poetry such as Nazam, Ghazal, Rubai and Free Verse etc.
- The course will facilitate them to understand the socio-cultural, economic and political concerns of Punjabi society reflected in Punjabi poetry.
- They will understand the basic terminology and practical elements of poetry.
- They will develop a feeling of sensitivity depicted in poetry.

**Unit 1 ਮੁਢਲੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Mudhle Dour di Punjabi Kavita) (12 hours)**

- ਭਾਈ ਵੀਰ ਸਿੰਘ: ਸਮਾਂ, ਕੰਬਦੀ ਕਲਾਈ, ਗੁਲਾਬ ਦਾ ਫੁੱਲ ਤੋੜਨ ਵਾਲੇ ਨੂੰ  
Bhai Vir Singh: Sama, Kambadi Kalai, Gulab da Full Torhan Vale Nu
- ਪੂਰਨ ਸਿੰਘ: ਹਲ ਵਾਹੁਣ ਵਾਲੇ, ਜਵਾਨ ਪੰਜਾਬ ਦੇ, ਪਸ਼ੂ ਚਰਦੇ  
Puran Singh: Hal Vahun Vale, Javan Punjab de, Pashu Charde
- ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਿਕ: ਪੰਜਾਬ, ਮੇਲੇ ਵਿਚ ਜੱਟ, ਬੋਲੀ ਹੈ ਪੰਜਾਬੀ ਸਾਡੀ  
Dhani Ram Chatrik: Punjab, Mele Vich Jatt, Boli hai Punjabi Sadi
- ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ: ਭੋਲਾ ਪੰਛੀ, ਚੁੰਮ-ਚੁੰਮ ਰੱਖੋ, ਸ਼ੌਕਣ ਮੇਲੇ ਦੀ  
Nand Laal Noorpuri: Bhola Panchhi, Chum-Chum Rakho, Shoukan Mele di

**Unit 2 ਦੂਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Duje Dour di Punjabi Kavita) (12 hours)**

- ਮੋਹਨ ਸਿੰਘ: ਤਾਜ ਮਹਿਲ, ਰੱਬ, ਮੁੱਕਣ ਤੇ ਆਇਆ ਸਾਥੀਓ (ਗ਼ਜ਼ਲ)  
Mohan Singh: Taj Mehal, Rabb, Mukan te Aaya Sathiyo (Ghazal)
- ਅਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਅੱਜ ਆਖਾਂ ਵਾਰਸ ਸ਼ਾਹ ਨੂੰ, ਅੰਨਦਾਤਾ, ਸੁਨੇਹਰੇ  
Amrita Pritam: Ajj Aakhan Waris Shah nu, Anndaata, Sunehrhe
- ਬਾਵਾ ਬਲਵੰਤ: ਦੁਨੀਆ, ਓਸ ਦਾ ਹਾਰ, ਨਵੀਨ ਆਸ  
Bawa Balwant: Dunia, Os da Haar, Navin Aas
- ਹਰਿਭਜਨ ਸਿੰਘ: ਮਾਏ ਨੀ, ਵੇ ਮੈਂ ਭਰੀ ਸੁੰਗਧੀਆਂ ਪੌਣ, ਧਰਤੀ ਦੇ ਹੇਠਾਂ  
Harbhajan Singh: Maye Ni, Ve Mein Bhari Sugandhian Poun, Dharti de Hethan

**Unit 3 ਤੀਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Teeje Dour di Punjabi Kavita) (12 hours)**

- ਸ. ਸ. ਮੀਸ਼ਾ: ਚੀਕ ਬੁਲਬੁਲੀ, ਅੱਧੀ ਰਾਤ ਪਹਿਰ ਦੇ ਤੜਕੇ, ਸ਼ਾਮ ਦੀ ਨਾ ਸਵੇਰ ਦੀ ਗੱਲ ਹੈ  
S.S. Meesha: Cheek Bulbuli, Adhi Raat Pehar de tadhke, Sham di na Sver di Gall hai
- ਜਗਤਾਰ: ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ, ਕੋਈ ਮਜ਼ਬੂਰੀ ਨਹੀਂ, ਰੁੱਖਾਂ ਹੇਠ ਛੁਪ ਕੇ  
Jagtar: Har Morh te Saliban, Koi Mazboori Nahi, Rukhan Heth Chhup Ke
- ਸ਼ਿਵ ਕੁਮਾਰ: ਰੁੱਖ, ਆਰਤੀ, ਕੀ ਪੁੱਛਦੇ ਓਂ ਹਾਲ ਫਕੀਰਾਂ ਦਾ  
Shiv Kumar: Rukh, Aarti, Ki Puchhde ho Haal Fakiran da
- ਪਾਸ਼: ਦਹਿਕਦੇ ਅੰਗਿਆਰਾਂ 'ਤੇ, ਚਿੜੀਆਂ ਦਾ ਚੰਬਾ, ਸਭ ਤੋਂ ਖ਼ਤਰਨਾਕ  
Pash: Dehkde Angiyaran te, Chirhiyan da Chamba, Sabh ton Khatarnak

**Unit 4 ਚੌਥੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Chouth Dour di Punjabi Kavita) (9 hours)**

- ਸੁਰਜੀਤ ਪਾਤਰ: ਕੁਝ ਕਿਹਾ ਤਾਂ, ਚੱਲ ਪਾਤਰ ਹੁਣ ਢੂੰਡਣ ਚੱਲੀਏ, ਆਇਆ ਨੰਦ ਕਿਸ਼ੋਰ  
Surjit Patar: Kujh Kiha tan, Chal Patar hun Dhundhan Chaliye, Aaya Nand Kishor
- ਸੁਖਵਿੰਦਰ ਅਮ੍ਰਿਤ: ਬੜੀ ਹੀ ਨਰਮ ਪੱਤੀ ਹਾਂ, ਥਲਾਂ ਦਾ ਸੇਕ ਨਾ ਹੋਵੇ, ਨੀ ਫੁੱਲਾਂ ਵਰਗੀਓ ਕੁੜੀਓ  
Sukhwinder Amrit: Barhi hi Naram Patti han, Thalan da Sek na Hove, Ni Fullan Vargiyo Kurhiyo
- ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ: ਕਵਿਤਾ ਮੁਖਾਤਬ ਹੋ, ਕੱਖੋਂ ਹੋਲਾ ਆਦਮੀ, ਮਾਂ ਦੱਸਦੀ ਹੈ  
Balbir Madhopuri: Kavita Mukhatab ho, Khakhon Hola Aadmi, Maa Dasdi hai

- ਜਸਵੰਤ ਜਫ਼ਰ: ਅਸੀਂ ਨਾਨਕ ਦੇ ਕੀ ਲੱਗਦੇ ਹਾਂ, ਭਾਈ ਘੱਨਈਆ, ਭਗਤ ਸਿੰਘ  
Jaswant Zafar: Asin Nanak de Ki Lagde han, Bhai Ghanyia, Bhagat Singh

#### **Essential Readings/Sources:**

- Jagjit Singh (Dr), Virk, Anup Singh (Prof) (eds.) (2014), **Samkali Punjabi Kavita**, Punjabi University, Patiala.
- <https://www.punjabi-kavita.com/>

#### **Suggested Readings:**

- Brar, Rajinder Pal Singh (Dr.) (2006), **Adhunik Punjabi Kavita da Itihas**, Punjabi Academy, Delhi.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.
- Jaswinder Singh (Dr.) & Man Singh Dhindsa (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Publication Bureau, Punjabi University, Patiala.
- Piara Singh (Prof.) (2004), **Adhunik Punjabi Kavita: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.
- Satinder Singh (Dr.) (1980), **Adhunik Punjabi Kaav Roop Adhiyan**, Guru Nanak Dev University, Amritsar.

**\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)**

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

**DISCIPLINE SPECIFIC CORE COURSE -6 (DSC-6)****ADHUNIK PUNJABI KAHANI****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4****L/T/P= 3/1/0****Learning Objectives:**

- The course will develop skills in short story analysis, including comprehension of the narrative fundamentals of character, point of view, theme and plot in Punjabi short stories.
- It will help the students to gain an appreciation of different literary styles, voices and approaches in Punjabi short stories.
- The course is aimed to develop ethical values, social concerns and awareness about the current issues of society among the students.
- The course will give an outline of various development phases of Punjabi short story.
- It will help the students to develop a creative aspect and sensitize them towards society.

**Course Outcomes:**

- Students will develop an ability to identify, analyse, interpret and describe the critical ideas, values, and themes appeared in the prescribed short stories.
- They will be able to understand the ways how various ideas, values and themes are depicted in Punjabi short stories.

- The students will develop skills in literary analysis, including comprehension of the narrative, fundamentals of character, point of view, theme and action (plot).
- They will gain an appreciation of different literary styles, voices and approaches in Punjabi short story.
- The course will develop ethical values, social concerns and awareness about the current issues of society among the students.

**Unit 1 ਮੁਢਲੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Mudhle Dour di Punjabi Kahani) (12 hours)**

- ਨਾਨਕ ਸਿੰਘ: ਤਾਸ਼ ਦੀ ਆਦਤ, ਸੁਨਹਿਰੀ ਜਿਲਦ  
Nanak Singh: Tash di Aadat, Sunehri Jilad
- ਗੁਰਬਖਸ਼ ਸਿੰਘ: ਭਾਬੀ ਮੈਨਾ, ਪਹੁਤਾ ਪਾਂਧੀ  
Gurbax Singh: Bhabhi Maina, Pahuta Pandhi
- ਸੁਜਾਨ ਸਿੰਘ: ਬਾਗਾਂ ਦਾ ਰਾਖਾ, ਰਾਸ ਲੀਲਾ  
Sujan Singh: Bagan da Rakha, Raas Leela
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ: ਪੇਮੀ ਦੇ ਨਿਆਣੇ, ਹਲ ਵਾਹ  
Sant Singh Sekhon: Pemi de Niane, Hal Vah

**Unit 2 ਦੂਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Duje Dour di Punjabi Kahani) (12 hours)**

- ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ: ਕਰਾਮਾਤ, ਨੀਲੀ  
Kartar Singh Duggal: Karamat, NILi
- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਖੱਬਲ, ਧਰਤੀ ਹੇਠਲਾ ਬੋਲਦ  
Kulwant Singh Virk: Khabbal, Dharti Hethla Boulad
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਕੋਈ ਇਕ ਸਵਾਰ, ਸਵੇਰ ਹੋਣ ਤੱਕ  
Santokh Singh Dheer: Koi Ik Savar, Sver Hon Takk
- ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ: ਰੱਬ ਤੇ ਚੁੱਤਾਂ, ਸਤੀਆਂ ਸੇਈ  
Dalip Kaur Tiwana: Rabb te Ruttan, Satian Sein

**Unit 3 ਤੀਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Teeje Dour di Punjabi Kahani) (12 hours)**

- ਅਜੀਤ ਕੌਰ: ਗੁਲਬਾਨੇ, ਮੌਤ ਅਲੀ ਬਾਬੇ ਦੀ  
Ajit Caur: Gulbano, Mout Ali Babe di
- ਗੁਰਬਚਨ ਭੁੱਲਰ: ਖੂਨ, ਨਿੱਕੀ ਬੂਟੀ ਦਾ ਸੂਟ  
Gurbachan Bhullar: Khoon, Niki Booti da Suit
- ਨਵਤੇਜ: ਦੇਸ਼ ਵਾਪਸੀ, ਸੁਨੇਹਾ  
Navtej: Desh Vapsi, Suneha
- ਮੋਹਨ ਭੰਡਾਰੀ: ਘੋਟਣਾ, ਮੈਨੂੰ ਟੈਗੋਰ ਬਣਾ ਦੇ ਮਾਂ  
Mohan Bhandari: Ghotna, Mainu Tagore Bana de Ma

**Unit 4 ਚੌਥੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Chouthi Dour di Punjabi Kahani) (9 hours)**

- ਵਰਿਆਮ ਸੰਧੂ: ਆਪਣਾ-ਆਪਣਾ ਹਿੱਸਾ, ਚੌਥੀ ਕੂਟ  
Wariyam Sandhu: Apna Apna Hissa, Chouthi Koot
- ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼: ਬੰਗਲਾ, ਗੋਈ  
Prem Prakash: Bangla, Goi

- ਗੁਰਮੀਤ ਕੜਿਆਲਵੀ: ਆਤੂ ਖੋਜੀ, ਹਾਰੀ ਨਾ ਬਚਨਿਆ  
Gurmeet Karhialvi: Aatu Khoji, Harin Na Bachnia
- ਸਾਂਵਲ ਧਾਮੀ: ਮੱਲ੍ਹਮ, ਤੂੰ ਨਿਹਾਲਾ ਨਾ ਬਣੀ  
Sanwal Dhami: Malham, Tu Nihala na Bani

#### Essential Readings/Sources:

- Harbhajan Singh (ed.) (2009), (6<sup>th</sup> Edition) **Katha Punjab**, National Book Trust, Delhi.
- <https://www.punjabi-kavita.com/punjabikahani/PunjabiStories.php>

#### Suggested Readings:

- Bhogal, Piara Singh (undated) **Punjabi Kahani da Vikas**, National Book Trust, Delhi.
- Jaswinder Singh (Dr.), Man Singh Dhindsa (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Punjabi University, Patiala.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.
- Lehri, Rajinder (Dr.) (Main ed.), (2013), **Punjabi Kahani: Praptian te Sambhavnan** (Duji Vishav Punjabi Sahit Conference), Punjabi University, Patiala.
- Piara Singh (Prof.), (2004), **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Jalandhar.
- Sandhu, Waryam Singh (2007), **Azadi ton Baad di Punjabi Kahani**, National Book Trust, Delhi.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

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



**Category II**

**(B.A. Programmes with Punjabi as Major discipline)**

**DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3)  
PUNJABI LOKDHARA ATE SABHIYACHAR**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUNJABI LOKDHARA ATE SABHIYACHAR	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or Working knowledge of Punjabi language

**Credits: 4**

**L/T/P= 3/1/0**

**Learning Objectives:**

- Students will understand the concepts of folklore and culture.
- They will learn the various folk traditions of Punjab and their importance in life.
- Students will demonstrate the knowledge of folk-literature, folk-traditions and customs and rituals of Punjab.
- They will examine Punjab's folklore and culture and explore themselves by studying traces of Punjabi culture.
- They will be able to understand the current problems occurring in Punjabi society and country to find the appropriate way to handle them.

**Learning Outcomes:**

- The students will be able to understand the basic concepts of Punjabi folklore and culture.
- They will demonstrate the knowledge of folk literature, customs and rituals of Punjab.

- The students will develop the knowledge of Punjabi folk songs, fairs and festivals.
- They will be able to understand literature in better way after studying folkore and culture.

#### **UNIT 1: ਲੋਕਧਾਰਾ ਤੇ ਸਭਿਆਚਾਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Lokdhara ate Sabhiyachar: Mudhli)**

##### **Jaan Pachhaan)**

**(12 hours)**

- ਲੋਕਧਾਰਾ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ  
Lokdhara: Paribhasha te Tatt
- ਲੋਕਧਾਰਾ ਦੀਆਂ ਮੁੱਖ ਵੰਨਗੀਆਂ  
Lokdhara diyan Mukh Vangiaan
- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Sabhiachar : Paribhasha te Vishestav
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਮੁੱਖ ਪਛਾਣ-ਚਿੰਨ੍ਹ  
Punjabi Sabhiachar de Mukh Pachhan-Chin

#### **UNIT 2: ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ (Punjabi Lok Sahit)**

**(12 hours)**

- ਲੋਕ ਸਾਹਿਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Sahit: Paribhasha ate Vangiaan
- ਲੋਕਗੀਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Geet: Paribhasha ate Vangiaan
- ਲੋਕ ਕਥਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Katha: Paribhasha ate Vangiaan
- ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ  
Akhan ate Muhavare

#### **UNIT 3: ਪੰਜਾਬੀ ਰਸਮ ਰਿਵਾਜ, ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ (Punjabi Rasam Rivaj ate Mele Tyohaar)**

**(12 hours)**

- ਜਨਮ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Janam Naal Sambhadhat Rasam Rivaj
- ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Viaah Naal Sambhadhat Rasam Rivaj
- ਮੌਤ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Maut Naal Sambhadhat Rasam Rivaj
- ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ  
Mele ate Tyohaar

#### **UNIT 4: ਪੰਜਾਬੀ ਲੋਕ ਕਲਾਵਾਂ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ (Lok Kalawan ate Lok Vishvas)**

**(9 hours)**

- ਲੋਕ ਕਲਾਵਾਂ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Kalawan: Paribhasha ate Vangiaan
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਚ

- Punjabi Lok Naach
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਟ
- Punjabi Lok Naat
- ਪੰਜਾਬੀ ਲੋਕ ਵਿਸ਼ਵਾਸ
- Punjabi Lok Vishvas

#### ESSENTIAL READINGS:

- Jaswinder Singh (2014), **Punjabi Sabhiyachar: Pachhan Chinn**, Gracious Books, Patiala.
- Jeet Singh Joshi (2009), **Lokdhara : Sidhant te Vishleshan**, Waris Shah Foundation, Amritsar.
- Bedi, S. S. Wanjara (Undated), **Punjab Di Lokdhara**, National Book Trust of India, Delhi.

#### SUGGESTED READINGS:

- Bedi, S. S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Gurdial Singh (Undated), **Punjab De Mele ate Teyohar**, Prakashan Vibhag, BharatSarkar, Delhi.
- Kairon, Joginder Singh (Undated), **Punjabi Lokdhara Adhiyan**, Guru Nanak Dev University, Amritsar.
- Nahar Singh (2011), **Kaleyan Harna Rohiye Firna**, Punjabi University, Patiala.
- Rajinderpal Singh, Jasvinder Singh, Baldev Singh Cheema (2011), **Lokdhara ate Adhunikta**, Punjabi University, Patiala.
- Sukhdev Madpuri (2013), **Punjabi Lok Gathavan**, Chetana Prakashan, Ludhiana.
- Thind, Karnail Singh (2016), **Punjab da Lok Virsa**, Punjabi University, Patiala.
- Thuhi, Hardial (2018), **Punjabi Lok Gayaki da Safar**, Lokgeet Prakashan, Mohali.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)**  
**COMPUTER ATE PUNJABI BHASHA**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Computer ate Punjabi Bhasha	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8th Standard or <i>Working knowledge of Punjabi language</i></b>

**Credits: 4L/T/P= 3/1/0**

**Learning Objectives:**

- This course has been designed for those students who need to have some basic grounding in computer applications.
- The course will provide knowledge about computer fundamentals, Punjabi Language and tools, applications, software and different models of computational Linguistics.
- It will help them to analyse the development of computer fonts and typing skills available in Punjabi language.
- It will help them to search various websites related to Punjabi language, literature and culture.

**Learning Outcomes:**

- They will understand how computer can help in advancement of Punjabi language.
- They will be able to understand the Typing system, Unicode System and Punjabi Fonts.
- They will understand the concept of Computational Linguistics.
- They will learn about the various you tube channels working in the field of Punjabi language, literature and culture.

## **Unit 1: ਕੰਪਿਊਟਰ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Computer ate Punjabi Bhasha:**

### **Mudhli**

#### **Jaan-Pachhan)**

**(12 hours)**

- ਕੰਪਿਊਟਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ

Computer: Mudhli Jaan-Pachhan

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਕੰਪਿਊਟਰੀਕਰਨ: ਸਰਵੇਖਣ

Punjabi Bhasha da Computerikaran: Sarvekhan

- ਇੰਟਰਨੈੱਟ ਦੇ ਦੌਰ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਦਰਪੇਸ਼ ਚੁਣੌਤੀਆਂ

Internet de daur Vich Punjabi Bhasha nu Darpesh Chanautiaan

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਸਾਹਿਤ ਅਤੇ ਸਭਿਆਚਾਰ ਨਾਲ ਸਬੰਧਤ ਇੰਟਰਨੈੱਟ ਸਮੱਗਰੀ (ਵੇਬਸਾਇਟ ਤੇ ਯੂਟਿਊਬ ਚੈਨਲ)

Punjabi Bhasha, Sahit Ate Sabhiachar naal Sambandhat Internet Samagari: Website and YouTube Channel

## **Unit 2: ਐੱਮਐੱਸ. ਵਰਡ ਅਤੇ ਫੌਂਟ (MS Word and Font)**

**(12 hours)**

- ਐੱਮਐੱਸ. ਵਰਡ (ਵਰਡ ਸਕਰੀਨ ਦੇ ਵੱਖ-ਵੱਖ ਭਾਗ, ਕੀ-ਬੋਰਡ ਸ਼ਾਟਕੱਟ, ਫੌਂਟ ਤੇ ਪੈਰਾਗ੍ਰਾਫ ਸੈਟਿੰਗ, ਇਨਸਰਟ ਟੈਬ ਦੀ ਵਰਤੋਂ, ਫਾਰਮੈਟ ਕਰਨਾ)

MSWord, Word screen de Vakha Vakh Bhag, Key Board Shortcuts, Font te Paragraph Setting, Insert tab di Varton, Format Karna

- ਪਾਵਰ ਪ੍ਰੇਜੇਂਟੇਸ਼ਨ ਦੀ ਸਿਖਲਾਈ

Power Point Presentatin di Sikhlaai

- ਐਕਸਲ ਸ਼ੀਟ ਦੀ ਸਿਖਲਾਈ

Excel Sheet di Sikhlaai

- ਫੌਂਟ: ਯੂਨੀਕੋਡ, ਫੋਨੈਟਿਕ, ਰਮਿੰਗਟਨ

Font : Unicode, Phonatic, Ramington

## **Unit 3: ਪੰਜਾਬੀ ਟਾਈਪਿੰਗ ਦੀਆਂ ਵਿਧੀਆਂ (Punjabi Typing dian Vidhiaan)**

**(12 hours)**

- ਪੰਜਾਬੀ ਵਿਚ ਟਾਈਪ ਕਰਨ ਦੀਆਂ ਵਿਧੀਆਂ: ਫੋਨੈਟਿਕ, ਰਮਿੰਗਟਨ, ਇਨਸਕਰਿਪਟ)

Punjabi Vich Type Karan dian Vidhiaan: Phonetic, Ramington, Inscript

- ਯੂਨੀਕੋਡ ਪ੍ਰਣਾਲੀ ਵਿਚ ਟਾਈਪਿੰਗ

Unicode Parnali Vich Typing

- ਯੂਨੀਕੋਡ ਟਾਈਪਿੰਗ ਟੂਲਜ਼: ਜੀ ਲਿਪੀਕਾ, ਯੂਨੀਟਾਈਪ

Unicode Typing Tools: G-Lipica, Unitype

- ਗੂਗਲ ਇਨਪੁੱਟ ਟੂਲਜ਼ ਦੀ ਵਰਤੋਂ

Google Input Tools di Varton

## **Unit 4: ਅੱਖਰ ਸਾਫਟਵੇਅਰ (Akhar Software)**

**(9 hours)**

- ਅੱਖਰ ਸਾਫਟਵੇਅਰ ਨਾਲ ਜਾਣ-ਪਛਾਣ  
Akhar Software naal Jaan Pachhan
- ਅੱਖਰ ਵਿਚ ਟਾਈਪਿੰਗ  
Akhar Vich Typing
- ਅੱਖਰ ਵਿਚ ਫੋਂਟ ਕਨਵਰਟਰ  
Akhar Vich Font Converter
- ਅੱਖਰ ਵਿਚ ਲਿਪੀਅੰਤਰ ਤੇ ਸਪੈੱਲ ਚੈੱਕਰ  
Akhar Vich Lippiantar te Spell Checker

### Essential Readings:

- Jalwanna, Amandeep Kaur, Raj, Harminder Singh. (2013), **Daftari Varton lai Computer Kiven Sikhiye**, Tarakbharti Parkashan, Barnala.
- Kamboj, C.P. (2010), **Computer ate Punjabi Bhasha**, Lokgeet Parkashan, Chandigarh.

### Suggested Readings:

- Gautam, Roop Chand (2003), **Electronic Media ke Sidhant**, Sh. Navraj Parkashan. Jalwanna, Delhi.
- Juneja, Jagmohan Singh (2008), **Computer: Muddhli Jankari ate Upyog**, Punjabi University, Patiala.
- Kamboj, C.P. (2010), **Cyber Sansar ate Punjabi Bhasha**, Lokgeet Parkashan, Chandigarh.
- Kamboj, C.P. (2012), **Computer Vigyan**, Punjabi University, Patiala.
- Kamboj, C.P. (2016), **Ajoka Phone Sansar**, Tarakbharti Parkashan, Barnala.
- Pawan Kumar (2007), **Computer Jaan-Pachhaan**, Lokgeet Parakashan, Chandigarh.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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**Category III**

**(B.A. Programmes with Punjabi as non-Major or Minor discipline)**

**DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-2)  
PUNJABI LOKDHARA ATE SABHIYACHAR**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUNJABI LOKDHARA ATE SABHIYACHAR	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8th Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P= 3/1/0**

**Learning Objectives:**

- Students will understand the concepts of folklore and culture.
- They will learn the various folk traditions of Punjab and their importance in life.
- Students will demonstrate the knowledge of folk-literature, folk-traditions and customs and rituals of Punjab.
- They will examine Punjab's folklore and culture and explore themselves by studying traces of Punjabi culture.
- They will be able to understand the current problems occurring in Punjabi society and country to find the appropriate way to handle them.

**Learning Outcomes:**

- The students will be able to understand the basic concepts of Punjabi folklore and culture.
- They will demonstrate the knowledge of folk literature, customs and rituals of Punjab.
- The students will develop the knowledge of Punjabi folk songs, fairs and festivals.
- They will be able to understand literature in better way after studying folklore and culture.

**UNIT 1: ਲੋਕਧਾਰਾ ਤੇ ਸਭਿਆਚਾਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Lokdhara ate Sabhiyachar: Mudhli**

**Jaan**

**Pachhaan)**

**(12 hours)**

- ਲੋਕਧਾਰਾ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ  
Lokdhara: Paribhasha te Tatt
- ਲੋਕਧਾਰਾ ਦੀਆਂ ਮੁੱਖ ਵੰਨਗੀਆਂ  
Lokdhara diyan Mukh Vangiaan
- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Sabhiachar : Paribhasha te Vishestav
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਮੁੱਖ ਪਛਾਣ-ਚਿੰਨ੍ਹ  
Punjabi Sabhiachar de Mukh Pachhan-Chin

**UNIT 2: ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ (Punjabi Lok Sahit)**

**(12 hours)**

- ਲੋਕ ਸਾਹਿਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Sahit: Paribhasha ate Vangiaan
- ਲੋਕਗੀਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Geet: Paribhasha ate Vangiaan
- ਲੋਕ ਕਥਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Katha: Paribhasha ate Vangiaan
- ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ  
Akhan ate Muhavare

**UNIT 3: ਪੰਜਾਬੀ ਰਸਮ ਰਿਵਾਜ, ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ (Punjabi Rasam Rivaj ate Mele Tyohaar)**

**(12 hours)**

- ਜਨਮ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Janam Naal Sambhadhat Rasam Rivaj
- ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Viaah Naal Sambhadhat Rasam Rivaj
- ਮੌਤ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Maut Naal Sambhadhat Rasam Rivaj
- ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ  
Mele ate Tyohaar

**UNIT 4: ਪੰਜਾਬੀ ਲੋਕ ਕਲਾਵਾਂ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ (Lok Kalawan ate Lok Vishvas)**

**(9 hours)**

- ਲੋਕ ਕਲਾਵਾਂ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Kalawan: Paribhasha ate Vangiaan
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਚ  
Punjabi Lok Naach
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਟ  
Punjabi Lok Naat
- ਪੰਜਾਬੀ ਲੋਕ ਵਿਸ਼ਵਾਸ



**ESSENTIAL READINGS:**

- Jaswinder Singh (2014), **Punjabi Sabhiyachar: Pachhan Chinn**, Gracious Books, Patiala.
- Jeet Singh Joshi (2009), **Lokdhara : Sidhant te Vishleshan**, Waris Shah Foundation, Amritsar.
- Bedi, S. S. Wanjara (Undated), **Punjab Di Lokdhara**, National Book Trust of India, Delhi.

**SUGGESTED READINGS:**

- Bedi, S. S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Gurdial Singh (Undated), **Punjab De Mele ate Teyohar**, Prakashan Vibhag, BharatSarkar, Delhi.
- Kairon, Joginder Singh (Undated), **Punjabi Lokdhara Adhiyan**, Guru Nanak Dev University, Amritsar.
- Nahar Singh (2011), **Kaleyan Harna Rohiye Firna**, Punjabi University, Patiala.
- Rajinderpal Singh, Jasvinder Singh, Baldev Singh Cheema (2011), **Lokdhara ate Adhunikta**, Punjabi University, Patiala.
- Sukhdev Madpuri (2013), **Punjabi Lok Gathavan**, Chetana Prakashan, Ludhiana.
- Thind, Karnail Singh (2016), **Punjab da Lok Virsa**, Punjabi University, Patiala.
- Thuhi, Hardial (2018), **Punjabi Lok Gayaki da Safar**, Lokgeet Prakashan, Mohali.

**\*(Note: Teachers are free to recommend additional related standard source books, if required so.)**

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#### Category IV

### COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF PUNJABI

#### GENERIC ELECTIVES (GE-5) : VIHARAK PUNJABI

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
VIHARAK PUNJABI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi</b>

**Credits: 4**

**L/T/P= 3/1/0**

#### LEARNING OBJECTIVES:

- To understand the functional concept of Punjabi Language.
- To demonstrate speaking, listening, reading and writing skills in Punjabi language with advance levels.
- To enable the Students to think in Punjabi language so that they can be fluent in Punjabi language and literature.
- To demonstrate some knowledge of cultural differences related to the practical and written traditions of different societies.
- Understand the inter-relationship with other languages.

#### LEARNING OUTCOMES:

- Students will be able to speak and write accurate Punjabi Language.
- Students can easily move and easily employed in Punjab state as Punjabi is a widely spoken language there and in other States and countries also.
- As they have learned Punjabi language, they can take up translation jobs from Punjabi to English and English to Punjabi, they can become Translators in Central Govt. Offices in Punjab and in the other states of India and abroad.

- The Students will learn functional aspects of Punjabi Language.

**Unit I ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ (Punjabi Bhasha da Gyan) (12 hours)**

- ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ਅਤੇ ਸ਼ਬਦ ਜੋੜ ਸ਼ੁੱਧੀ  
Shabad Jorhan de Niyam ate Shabad Jorh Shudhi
- ਵਾਕਾਂ ਦੇ ਨਿਯਮ ਅਤੇ ਵਾਕ ਸ਼ੁੱਧੀ  
Vaakan de Niyam ate Vaak Shudhi
- ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ ਅਤੇ ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਵਰਤੋਂ  
Naav, Parhnaav, Visheshan, Kirya ate Kirya Visheshan di Varton
- ਸੰਬੰਧਕ ਅਤੇ ਯੋਜਕ ਦੀ ਵਰਤੋਂ  
Sambandhak ate Yojak di Varton

**Unit II ਸ਼ਬਦ ਰਚਨਾ (Shabad Rachna) (9 hours)**

- ਅਗੇਤਰ ਅਤੇ ਪਿਛੇਤਰ  
Agetar ate Pichhetar
- ਸਮਾਸ  
Samaas
- ਲਿੰਗ ਅਤੇ ਵਚਨ  
Ling ate Vachan
- ਤਦਭਵ ਤਤਸਮ  
Tadbhav Tatsam

**Unit III ਵਾਕ ਰਚਨਾ (Vaak Rachna) (12 hours)**

- ਕਾਰਕ ਦੀ ਸਮਝ  
Karak di Samajh
- ਕਰਤਰੀਵਾਚ ਅਤੇ ਕਰਮਣੀਵਾਚ ਵਾਕ ਰਚਨਾ  
Kartarivaach ate Karmanivaach Vaak Rachna
- ਅਖਾਣਾਂ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ  
Akhanan di Vakan vich Varton
- ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ  
Muhavrian di Vakan vich Varton

**Unit IV ਭਾਸ਼ਾ ਦਾ ਵਿਹਾਰਕ ਪੱਖ (Bhasha da Viharak Pakh) (12 hours)**

- ਅਣਡਿੱਠਾ ਪੈਰਾ  
Anditha Paira
- ਚਿੱਠੀ ਪੱਤਰ  
Chithhi Patar
- ਚਲੰਤ ਵਿਸ਼ੇ ਉੱਤੇ ਪੈਰਾ ਰਚਨਾ  
Chalant Vishe utte Paira Rachna
- ਛੋਟੇ ਆਕਾਰ ਦੀ ਕਵਿਤਾ ਅਤੇ ਨਿੱਕੀ ਕਹਾਣੀ ਦੀ ਸਿਰਜਣਾ  
Chote Aakar di Kavita ate Nikki Kahani di Sirjana

## ESSENTIAL READINGS

- Dhiman, Harbans Singh (Dr.) (2009), **Viharak Punjabi Bhasha ate Viyakaran (Part-1)**, Manpreet Publications, Delhi.
- Dhiman, Harbans Singh (Dr.) (2010), **Viharak Punjabi Bhasha ate Viyakaran (Part-2)**, Manpreet Publications, Delhi.
- Duggal, Narinder Singh (2016), **Punjabi Viyakaran ate Rachnavali**, New Book Company, Delhi.

## SUGGESTED READINGS:

- **Lazmi Punjabi-11** (11vi Shreni Layi), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Duggal, Narinder Singh (2017), CBSE, **Punjabi Viyakaran ate Likhat Rachna (IX-X)**, New Book Company, Delhi.
- Duni Chandar (1987), **Punjabi Bhasha te Viyakaran**, Panjab University, Chandigarh.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University Patiala.
- Harkirat Singh, Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Borad, Chandigarh.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

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

## GENERIC ELECTIVES (GE-6) ADHUNIK PUNJABI KAHANI

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8th Standard or Working knowledge of Punjabi</b>

Credits: 4

L/T/P=3/1/0

## LEARNING OBJECTIVES:

- To develop a better understanding about the correlation between life and literature.
- To develop skills in literary analysis, including comprehension of the narrative fundamentals like theme as a literary art form.
- To gain an appreciation of different literary styles, voices and approaches in Punjabi short story.
- To develop ethical values, social concerns and awareness about the current issues of society through multiple texts.

### LEARNING OUTCOMES:

- Students will be able to understand about the development of different phases of Punjabi short story throughout the course.
- Students will have the ability to apply critical and theoretical approaches to the reading and analysis of concerned literary texts of short-story.
- They will be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in the prescribed texts and to understand the ways these ideas, values, and themes inform and impact cultures and societies.

### Unit I ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Adhunik Punjabi Kahani: Sidhantak Pakh)

(12 hours)

- ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Paribhasha ate Tatt
- ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ  
Nikas ate Vikas
- ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ  
Pramukh Pravirtian
- ਨਵੇਂ ਝੁਕਾਅ  
Nave Jhukaa

### Unit II ਪਹਿਲੇ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Pehale Dour di Chonvi Punjabi

Kahani: Visha ate Kala Pakh)

(12 hours)

- ਨਾਨਕ ਸਿੰਘ: ਭੂਆ  
Nanak Singh: Bhua
- ਸੁਜਾਨ ਸਿੰਘ: ਸਾਂਝ  
Sujaan Singh: Saanjh
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਮੰਗੋ  
Santokh Singh Dheer: Manngo
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ: ਪੇਮੀ ਦੇ ਨਿਆਣੇ  
Sant Singh Saikhon: Pemi de Niyane

### Unit III ਵਿਚਕਾਰਲੇ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Vichkaarle Dour di

Chonvi Punjabi Kahani: Visha ate Kala Pakh)

(12 hours)

- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਸ਼ੇਰਨੀਆਂ  
Kulwant Singh Virk: Sherniyan
- ਸੁਖਵੰਤ ਕੌਰ ਮਾਨ: ਮਰਿਆ ਨਹੀਂ ਜਾਂਦਾ  
Sukhwant Kaur Maan: Mareya nahi Janda
- ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ: ਕਰਾਮਾਤ  
Kartar Singh Duggal: Karaamaat
- ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼: ਗੋਈ  
Prem Prakash: Goyi

#### Unit IV ਨਵੇਂ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Nave Dour di Chonvi Punjabi

**Kahani: Visha ate Kala Pakh)**

**(9 hours)**

- ਰਸ਼ਪਿੰਦਰ ਰਸ਼ਿਮ: ਉੱਧੜੀ ਹੋਈ ਗੁੱਡੀ  
Rashpinder Rashim: Udharhi Hoyi Guddi
- ਸੁਖਜੀਤ: ਸਤਾਈ ਮੀਲ  
Sukhjeet: Sataayi Meel
- ਬਲਬੀਰ ਪਰਵਾਨਾ: ਪਿਤਾ  
Balbir Parwana: Pita
- ਬਲਵਿੰਦਰ ਸਿੰਘ ਬਰਾਰ: ਨਵਾਂ ਸਾਲ ਪੁਰਾਣਾ ਸਾਲ  
Balwinder Singh Brar: Nava Saal Purana Saal

#### ESSENTIAL READINGS

- Haribhajan Singh, Kaushal Jagdish, Anjan, Tara Singh (Eds.) (1987), **Katha-Kahani**, Punjabi Academy Delhi.
- Harbhajan Singh (Dr.) (Ed.) (1970), **Katha Punjab**, National Book Trust, Delhi.
- Jaswinder Singh (Dr.), Gurmukh Singh (Dr.) (Eds.), **Katha Sansaar**, Punjabi University, Patiala.

#### SUGGESTED READINGS:

- Ankhi, Ram Saroop (Ed.) (1988), **Punjabi Kahani**, Punjabi Sahit Academy, Chandigarh.
- Brar, Balwinder Singh (2019), **Jhooth de Aar-Par**, Navyug Publishers, Delhi.
- Dhaliwal, Baldev Singh (2017), **Punjabi Kahani da Itihaas**, Punjabi Academy, Delhi.
- Dhanwant Kaur (2003), **Punjabi Kahani Shastar**, Chetna Parkashan, Ludhiana.
- Frank, G.S (1988), **Nikki Kahani ate Punjabi Nikki Kahani**. Punjabi Writers Cooperative Society Ltd., Ludhiana.
- Ghuman, Bikram Singh (1989), **Punjabi Nikki Kahani: Sidhant te Vikas**, Punjabi Writers Cooperative Society, Ludhiana.
- Harbhajan Singh (2002), **Adhiyan te Adhyapan**, Guru Nanak Dev University, Amritsar.
- Krantipal (2002), **Punjabi Kahani: Ik Samvaad**, National Book Shop, Delhi.
- Singal, Dharampal, Gurlal Singh (1988), **Punjabi Kahani, Naveen Parvirtian**, Guru Nanak Dev University, Amritsar.

\* (Note: Teachers are free to recommend additional related standard source books, if required so.)

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

**GENERIC ELECTIVES (GE-7)**  
**DESH VAND DI PUNJABI KAVITA**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DESH VAND DI PUNJABI KAVITA	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P=3/1/0**

**LEARNING OBJECTIVES:**

- To understand the historic relationship between India and Pakistan.
- To summarize and contextualize the events and opinions surrounding the partition of India
- This paper will help the students to understand the Indian history where literature plays a very important role. They will be able to grasp the ideas of partition and human resistance in a much meaningful manner.
- The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

**LEARNING OUTCOMES:**

- Students will learn about the history of the Partition of India. They will be introduced to various perspectives of this moment and will contextualize and summarize each.

- Students will be able to develop an understanding of the poet's deep feelings about the partition over a period of time.
- Students will be able to develop an understanding of the writer's deep feelings about the partition over different time periods.
- This course will inspire students to be sensitive towards humanity

**Unit I ਦੇਸ਼ ਵੰਡ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ (Desh Vand: Itihasak Paripekh) (9 hours)**

- ਦੇਸ਼ ਵੰਡ ਦੇ ਬੁਨਿਆਦੀ ਕਾਰਨ  
Desh Vand de Buniyadi Kaaran
- ਦੇਸ਼ ਵੰਡ ਦੇ ਸਮਾਜਕ ਅਤੇ ਆਰਥਿਕ ਪ੍ਰਭਾਵ  
Desh Vand de Samajak ate Aarthak Prabhav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਰਾਜਨੀਤਕ ਪ੍ਰਭਾਵ  
Desh Vand de Rajnitak Prabhaav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਮਾਨਸਿਕ ਅਤੇ ਭਾਈਚਾਰਕ ਪ੍ਰਭਾਵ  
Desh Vand de Mansik ate Bhayicharak Prabhaav

**Unit II 1947 ਤੋਂ 1965 ਤੱਕ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ  
(1947 ton 1965 tak Vand di Kavita: Prasang sahit Viakhiya, Visha ate Kendri Bhaav)**

**(12 hours)**

- ਗੁਰਮੁਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਰਾਵਲਪਿੰਡੀ  
Gurmukh Singh Musafir: Rawalpindi
- ਚਰਾਗ਼ਦੀਨ ਦਾਮਨ: 5 ਬੰਦ  
Chiragh Din Daaman: 5 Band
- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਆਖ਼ਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ, ਪੰਜਾਬ ਦੀ ਕਹਾਣੀ, ਵਿਆਹੁਤਾ ਨਾਰ  
Amrita Pritam: Aakhan Waris Shah nu, Punjab di Kahani, Viahuta Naar
- ਜਸਵੰਤ ਸਿੰਘ ਨੇਕੀ: ਕਿਆਮਤ ਦੇਸ਼ ਵੰਡ ਦੀ  
Jaswant Singh Neki: Kiamat Desh Vand di

**Unit III 1966 ਤੋਂ 2000 ਤੱਕ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ (1966 ton 2000 tak Vand di Kavita: Prasang sahit Viakhiya, Visha ate Kendri Bhaav)**

**(12 hours)**

- ਰਤਨ ਸਿੰਘ: ਗੱਠੜੀ ਦਰਦ ਫ਼ਿਰਾਕ ਦੀ  
Ratan Singh: Gathhari Dard Firak di
- ਸ. ਸ. ਮੀਸ਼ਾ: ਦੁਸ਼ਮਣੀ ਦੀ ਦਾਸਤਾਨ  
S. S. Meesha: Dushmani di Dastaan
- ਅਮਿਤੋਜ: ਲਹੌਰ ਦੇ ਨਾਂ ਖਤ  
Amitoz: Lahore de nan Khat
- ਜੋਗਾ ਸਿੰਘ: ਮੁਨਸ਼ੀ ਖ਼ਾਂ  
Joga singh: Munshi Khan



**Unit IV 2000 ਤੋਂ ਬਾਅਦ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ (2000 ton Baad Vand di Kavita: Prsang sahit Viakhiya, Visha ate Kendri Bhaav) (12 hours)**

- ਸੁਰਜੀਤ ਪਾਤਰ: ਧਰਤੀ, ਪੱਛੇ ਅਤੇ ਪੁਰਵਈਆਂ, ਉਨ੍ਹਾਂ ਦਾ ਵਿਰਲਾਪ, ਓਸ ਬੰਨੇ  
Surjit Patar: Dharti, Pachhon ate Purvayian, Unhaan da Virlap, Os Banne
- ਭੂਸ਼ਣ: ਜਾਂਦੀ ਵਾਰ ਦਾ ਸੱਚ  
Bhushan: Jandi Vaar da Sach
- ਅਫ਼ਜ਼ਲ ਸਾਹਿਰ: ਪਾਕਿਸਤਾਨ ਦੀ ਵਾਰ  
Afzal Sahir: Pakistan di Vaar
- ਹਰਵਿੰਦਰ ਸਿੰਘ ਭੱਟੀ: ਵੰਡਨਾਮਾ  
Harwinder Singh Bhatti: Vandnama

**ESSENTIAL READINGS:**

- Amarjeet Chandan (Ed.) (2018), **Sann Santaali (Punjab de Ujaarhe di Shayari)**, Navyug Publishers, New Delhi.
- Jolly, Jagjit Kaur (2008), **Pakistani Punjabi Kavita: Samaj-Sabhiyacharak Adhiyan**, Lokgeet Parkashan, Chandigarh.
- Deepak Manmohan Singh (1988), **Desh Vand de Punjabi Sahit ute Paye Prabhaav**, Lahore Book Shop, Ludhiana.

**SUGGESTED READINGS:**

- Anita, Inder Singh (1987), **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bakshi, S.R (1990), **Congress, Muslim League and Partition of India**, Deep and Deep Publication, New Delhi.
- Chandra, Bipan ate Hor, (1972), **Sutantrata Sangraam**, National Book Trust, Delhi.
- Chandra, Bipan (2009), **History of Modern India**, Orient Blackswan, Delhi.
- Fauja Singh (1972), **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Gurudatt (1960), **Desh Ki Hatya**, Bhartiya Sahitya Sadan, Navi Delhi.
- Kaloti, Keval (1993), **Honi ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Kirpal Singh (1972), **Punjab Da Batwara**, Punjabi University, Patiala.
- Seekri, S.L. (2003), **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012), **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

**GENERIC ELECTIVES (GE-8)**  
**DESH VAND DI PUNJABI KAHANI**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DESH VAND DI PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P=3/1/0**

**LEARNING OBJECTIVES:**

- To understand the historic relationship between India and Pakistan.
- To summarize and contextualize the events and opinions surrounding the partition of India
- This paper will help the students to understand the Indian history where literature plays a very important role. They will be able to grasp the ideas of partition and human resistance in a much meaningful manner.
- The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

**LEARNING OUTCOMES:**

- Students will learn about the history of the partition of India. They will be introduced to various perspectives of the National movement and will contextualize and summarize each.
- Students will be able to develop an understanding of the writer's deep feelings about the partition over a period of time and over the different time periods.
- This course will inspire students to be sensitive towards humanity.

**Unit I ਦੇਸ਼ ਵੰਡ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ (Desh Vand: Itihasak Paripekhh) (9 hours)**

- ਦੇਸ਼ ਵੰਡ ਦੇ ਬੁਨਿਆਦੀ ਕਾਰਨ  
Desh Vand de Buniyadi Kaaran
- ਦੇਸ਼ ਵੰਡ ਦੇ ਸਮਾਜਕ ਅਤੇ ਆਰਥਿਕ ਪ੍ਰਭਾਵ  
Desh Vand de Samajak ate Aarthak Prabhav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਰਾਜਨੀਤਕ ਪ੍ਰਭਾਵ  
Desh Vand de Rajnitak Prabhaav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਮਾਨਸਿਕ ਅਤੇ ਭਾਈਚਾਰਕ ਪ੍ਰਭਾਵ  
Desh Vand de Mansik ate Bhayicharak Prabhaav

**Unit II 1947 ਤੋਂ 1965 ਤੱਕ ਵੰਡ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (1947 ton 1965 tak Vand di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਨਾਨਕ ਸਿੰਘ: ਸੁਨਹਿਰੀ ਜਿਲਦ  
Nanak Singh: Sunehari Jild
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਮੇਰਾ ਉੱਜੜਿਆ ਗਵਾਂਢੀ  
Santokh Singh Dheer: Mera Ujarheya Guwandi
- ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ: ਮੁਬੀਨਾ ਕਿ ਸੁਕੀਨਾ  
Gurbakhash Singh Preetlari: Mubeena ke Sukeena
- ਮਹਿੰਦਰ ਸਿੰਘ ਸਰਨਾ: ਛਵੀਆਂ ਦੀ ਰੁੱਤ  
Mohinder Singh Sarna: Chhahviyan di Rutt

**Unit III 1966 ਤੋਂ 2000 ਤੱਕ ਵੰਡ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (1966 ton 2000 tak Vand di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਗੁਰਦਿਆਲ ਸਿੰਘ: ਮੁੜ ਗੁਆਚੀ ਸ਼ੈ  
Gurdial Singh: Murh Gwachi Shae
- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਖੱਬਲ  
Kulwant Singh Virk: Khabbal
- ਹਰਜੀਤ ਅਟਵਾਲ: ਧੁੱਪ ਦੇ ਪੈਰਾਂ ਹੇਠ  
Harjit Atwal: Dhupp de Pairaan Heth
- ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ: ਪਰਛਾਵੇਂ  
Waryam Singh Sandhu: Parchhavein

**Unit IV 2000 ਤੋਂ ਬਾਅਦ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (2000 ton Baad di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਖਾਲਿਦ ਹੁਸੈਨ: ਲਕੀਰ  
Khalid Hussain: Lakeer
- ਹਰਮਹਿੰਦਰ ਚਹਿਲ: ਪੁੰਨ  
Harmohinder Chahal: Punn
- ਭਗਵੰਤ ਰਸੂਲਪੁਰੀ: ਕਿੱਥੇ ਗਈ ਹਮੀਦਾ?

Bhagwant Rasoolpuri: Kithe Gayi Hameeda?

- ਸਾਂਵਲ ਧਾਮੀ: ਮੱਲ੍ਹਮ

Sanwal Dharmi: Mallham

## ESSENTIAL READINGS

- Jinder (Ed.) (2015), **1947: Alle Zakhmaan di Dastaan (Bhag Dooja)**, Sangam Publications, Samana, Patiala.
- Jolly, Jagjit Kaur (2008), **Pakistani Punjabi Kavita: Smaj-Sabhiyacharak Adhiyan**, Lokgeet Parkashan, Chandigarh.
- Deepak Manmohan Singh (1988), **Desh Vand de Punjabi Sahit ute Paye Prabhaav**, Lahore Book Shop, Ludhiana.

## SUGGESTED READINGS:

- Anita, Inder Singh (1987), **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bakshi, S.R. (1990), **Congress, Muslim League and Partition of India**, Deep and Deep Publication, New Delhi.
- Chandra, Bipan ate Hor (1972), **Sutantrata Sangraam**, National Book Trust, Delhi.
- Chandra, Bipan (2009), **History of Modern India**, Orient Blackswan, Delhi.
- Fauja Singh (1972), **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Kaloti, Keval (1993), **Honi Ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Kirpal Singh (1972), **Punjab Da Batwara**, Punjabi University, Patialas.
- Seekri, S.L. (2003), **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012), **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

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

**GENERIC ELECTIVES (GE-9)**  
**BHARTI GYAN PRABANDH: PRAMUKH CHINTAK**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
BHARTI GYAN PRABANDH: PRAMUKH CHINTAK	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P= 3/1/0**

**LEARNING OBJECTIVES:**

- To learn about Indian Knowledge System as a beginner.
- To learn basic theories and its various aspects originated in Indian sub-continent.
- To comprehend the meaning of words and to know about the importance of the grammar.
- To learn about the Indian poetics through its basic philosophy.
- To collect information about philosophy of human mind, soul and the world.
- To motivate the students towards good health of their body and mind through Indian yoga and natural medicine tradition from old ages.

**COURSE OUTCOMES:**

- Students will learn about rich heritage of classical Indian knowledge system.
- They will learn about basic Indian thinkers and use of their theories.
- They will be able to acquire knowledge about the development of different philosophies and their basic assumptions.
- They will also learn the Indian philosophy about the harmony of body, mind and soul for the purpose of peace of mind and the world.
- Students will be able to understand the value of yoga for a healthy body.
- They will come to know about the rich heritage of research in the field of medicines for betterment of the mankind.

**Unit I: ਭਾਰਤੀ ਭਾਸ਼ਾ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Bhasha Gyan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਯਾਸਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Yaska: Mudhali Jan-Pachhan
- ਪਾਣਿਨੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Panini: Mudhali Jan-Pachhan
- ਪਾਤੰਜਲੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Patanjali: Mudhali Jan-Pachhan
- ਭਰਥਰੀ ਹਰੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bhartrihari: Mudhali Jan-Pachhan

**Unit II: ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰੀ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Kaav Shasteri Gyan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਭਰਤਮੁਨੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bharatmuni : Mudhali Jan-Pachhan
- ਭਾਮਹ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bhamaha: Mudhali Jan-Pachhan
- ਵਾਮਨ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Vaaman : Mudhali Jan-Pachhan
- ਆਨੰਦਵਰਧਨ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Aanandvardhan : Mudhali Jan-Pachhan

**Unit III: ਭਾਰਤੀ ਦਰਸ਼ਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Darshan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਬੁੱਧ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Budh: Mudhali Jan-Pachhan
- ਮਹਾਵੀਰ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Mahaveer: Mudhali Jan-Pachhan
- ਆਦਿ ਸੰਕਰਾਚਾਰੀਆ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Adi Sankarachariya: Mudhali Jan-Pachhan
- ਗੁਰੂ ਨਾਨਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Guru Nanak: Mudhali Jan-Pachhan

**Unit IV: ਭਾਰਤੀ ਸਿਹਤ ਅਤੇ ਯੋਗ ਚਿਕਿਤਸਾ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Sehat Ate Yog Chikitsa Gyan Prabandh: Pramukh Chintak) (9 hours)**

- ਸੁਸ਼ਰੁਤ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Sushruta: Mudhali Jan-Pachhan
- ਚਰਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Charak: Mudhali Jan-Pachhan
- ਪਾਤੰਜਲੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Patanjali: Mudhali Jan-Pachhan
- ਵਾਗਭਟ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ

### ESSENTIAL READINGS

- Boota Singh Brar (Dr.) (2014), **Bhasha Vigyan: Sidhant te Vihar**, Lahore Books, Ludhiana.
- Harbans Singh (Prof.), Joshi, L.M., (2016), **Sansar De Dharam**, Publication Bureau, Punjabi University, Patiala.
- Prem Prakash Singh (Prof.) (1988), **Bharti Kaav Shaster**, Punjabi Sahit Academy, Ludhiana.
- <https://www.shivajicollege.ac.in/sPanel/uploads/econtent/5119d543d5d6ee290be56249598d0782.pdf>

### SUGGESTED READINGS:

- Chaudhary, Satyadev (Dr.) (1973), **Kavya Shaster ke Paridrishya**, Parimal Publications, Delhi.
- Chopra, Iqbal Narain (Dr.) (1989), **Bharti Darshan**, Publication Bureau, Punjabi University, Patiala.
- Jaggi, Gursharan Kaur (Dr.) (2014) **Bharti Kaav Shaster: Sarup Ate Sidhant**, Arsee Publishers, New Delhi.
- Khoj Patrika **Punjabi Viakaran Vishesh Ank**, Publication Bureau, Punjabi University, Patiala.
- Nirakari, R.D, (Dr.) (1994), **Bharti Darshan**, Publication Bureau, Punjabi University, Patiala.
- Sidhu, Paramjit Singh (2012), **Shabad: Sankalap Ate Saroop (Punjabi Viakaran De Paripekha Vich)**, Ravi Sahit Parkashan, Amritsar.
- Yogender Pratap Singh (Dr.) (1985), **Bharti Kavya Shaster**, Lokbharti Prakashan, Ilahabad.

### INTERNET RESOURCES:

- <https://archive.org/details/in.ernet.dli.2015.401868/mode/2up>
- <http://www.panjabdigilib.org/webuser/searches/displayPage.jsp?ID=8949&page=1&CategoryID=1&Searched=>
- [https://en.wikipedia.org/wiki/Category:Ancient\\_Sanskrit\\_grammarians](https://en.wikipedia.org/wiki/Category:Ancient_Sanskrit_grammarians)

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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

**DEPARTMENT OF GRS (FRENCH)**

**BA (Hons.) French**

**Category I**

**DISCIPLINE SPECIFIC CORE COURSE – 4:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	Class 12TH Passed	NIL

**Learning Objectives**

In semester 2, students will learn

- Describe their daily schedule
- Write about a TV program or series.
- Write and reply to an invitation
- Describe an object
- Describe his food habits and preferences
- Read a menu
- Prepare a menu
- Read a recipe.
- Write a recipe
- Describe a past event
- Describe their projects

**Course Learning Outcomes**

At the end of Semester 2, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete Level A1 of reading and writing skills as prescribed in the Common European Framework

**SYLLABUS OF DSC-2<sup>1</sup>**

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<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.



### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Reading and understanding simple texts on daily activities of different people information in the form of statistics or tables, daily TV program schedules posters and emails announcing events (cultural and sportive) and answering questions on them.

**Writing :** Write a short text, an email describing one's daily schedule, a cultural or sportive event, preparing a time table, sending, accepting or refusing an invitation.

**Grammar:** Reflexive verbs, structure *Aller + infinitive* used to describe events in the immediate future (Futur proche) prepositions of time. Modal verbs (*pouvoir, vouloir, devoir savoir* in the present), structure *il faut + infinitive*

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

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

### **Unité 6: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** To read short texts or dialogues on collections ( coins, post cards etc), on fashion, on products in the supermarket and answer simple questions on them. Rearrange a short text in order.

**Writing:** Prepare a sales poster for a shop, describe clothes, answer an advertisement for a clothes sale.

**Grammar:** Conjunctions of coordination ( et and ou), expression de but (objective) with the structure "*pour + infinitif*", Interrogative adjectives (*quel, quelle, quels, quelles*), demonstrative adjectives (*ce, cet, cette, ces*).

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

### **Unité 7: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** Read short texts on alimentary habits in France and francophone countries, a recipe, a menu, restaurant review and answer questions on them. Put recipe instructions in order, put a dialogue in order, describing a past event.

**Writing:** Write a recipe, a restaurant review, prepare a menu.

**Grammar:** Partitive articles, expressions of quantity, le passé composé (past perfect).

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

**Unité 8: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** Read an interview with an explorer, a short description about a trip, description of a futuristic airport, a hotel brochure, understand a train ticket and train time table, a short dialogue at the lost baggage counter of an airport and answer questions on them.

**Writing:** Write about a trip you have undertaken, about your last vacation fill in a lost baggage form.

**Grammar:** Markers of time (*dans, depuis, il y a*), Comparative, expression of cause (*pourquoi, parce que*) and consequence (*donc, alors*)

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

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

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.

8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

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

### DISCIPLINE SPECIFIC CORE COURSE – 5

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1	0	Class 12TH passed	NIL

#### Learning Objectives

In Semester 1, students will learn to

- Ask for and give information about daily activities.
- Speak about his personal preferences, likes and dislikes
- Ask about and give information on a planned outing (cultural, sportive etc.)
- Accept or refuse an invitation.
- Describe an object, present its characteristics.
- Express his opinion, agreement or disagreement on a subject.
- Carry out simple purchases for goods and services.
- Talk about his alimentary preferences.
- Express measurements and quantities..
- Reserve a table in a restaurant.
- Order in a restaurant.
- Talk about past events
- Present his projects
- Ask for and give information.
- Ask for and propose to help

#### Learning outcomes

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European Framework.

## **SYLLABUS OF DSC- 5<sup>2</sup>**

### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Listening Comprehension:** Watch a video or listen to a short text where one speaks about one's daily activities, makes plans for an outing and answer simple questions on them.

**Speaking:** Talk about your daily activities, about your likes and dislikes, , ask questions to a friend, to identify his/her likes and dislikes, discuss your schedule for the day to fix an appointment/meeting, invite a friend to an event, explain a problem to a friend,, propose a solution to a problem, present a tradition in your country and compare it to a tradition in a francophone country.

**Phonetics:** Intonation used to ask a question. Opposition of non nasal and nasal sounds.

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

### **Unité 6: ( Lessons 1-4 + Project): 12 hours**

**Listening comprehension:** listen to a short announcement promoting a product in the supermarket, a short description of a store, an interview by a journalist of customers in a story, a short advertisement on the radio, watch a video and answer questions on them.

**Speaking:** Ask for advice in a store on a gift for a friend, make and present a weekly budget, describe clothes and clothing accessories, speak about fashion in your country, short dialogues.

**Phonetics:** Introduction to semi vowels, nasal vowels

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

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<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

### **Unité 7: ( Lessons 1-4 + Project): 12 hours**

**Listening Comprehension:** listen to short texts and associate different objects used in the kitchen and to set a table, listen to a dialogue between a client and a waiter, watch a video on table manners and answer questions on them. Watch a video and complete a text.

**Speaking:** Talk about one's alimentary preferences, one's daily meals, ask for and give information about the ingredients in a recipe or in a dish, reserving a table in a restaurant dialogue between a client and a waiter in different situations ( ordering a meal, expressing one's discontent at the service in a restaurant etc), talking about/narrating past events.

**Phonetics:** Revision of nasal vowels, accent in a sentence, sentence rhythms.

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

### **Unité 8: ( Lessons 1-4 + Project): 12 hours**

**Listening Comprehension:** listen to a reportage, an eyewitness account on a visit to another country, announcements in a plane at the airport and answer questions on them

**Speaking:** Give one's impressions about a country which one has lived in or visited, compare two countries or towns in terms of visiting them as a tourist, talk about your travelling preferences, a dialogue between you and a hotel receptionist on arrival at the hotel, a dialogue between you and the agent at the lost baggage counter, a telephone conversation between your friend and you after having lost your luggage, description of the luggage you have lost)

**Phonetics:** Semi vowels and minimal pair "ge" and "je"

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

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

#### **Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :*"Odysée A1, Méthode de français"*, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : *« La Classe A 1, Méthode de français »*, CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : *« L'Atelier A1, Méthode de français »*, Les Éditions DIDIER, France, 2019, Unités 5-8.

4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
  5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
  6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
  7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.
  8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

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

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language through texts (2)	4	3	1	0	Class 12TH Passed	NIL

#### Learning Objectives

- Introduction to extracts from contemporary literary texts of both French and francophone writers.
- Introduction to varied cultural themes of France and francophone countries to develop vocabulary and written expression.
- Creating awareness of present day France through short journalistic texts.
- Development of language competence (reading skills, comprehension and vocabulary)

#### Learning Outcomes

At the end of semester 2, a student will be able to

- read and understand a short literary text adapted for students of level A1 and to answer questions on the same.
- Read and understand a short culture based text adapted for students of level A1 and to answer questions on the same.
- read and understand a short journalistic text adapted for students of level A1 and to answer questions on the same.

### SYLLABUS OF DSC-6

#### Unit 1: Literary texts<sup>3</sup> 15 hours

1. Céline, Louis Ferdinand: « *Voyage au bout de la Nuit* »
2. Anouilh, Jean : « *Antigone* »
3. Sagan Françoise : « *Bonjour Tristesse* »
4. Le Clézio, J-M Gustave : « Lullaby » in *Mondo et autres histoires*
5. Condé Maryse : « *Moi, Tituba sorcière* »
6. Reza Yasmina : « *Trois versions de la vie* »

#### Unit 2: Texts on culture and civilisation<sup>4</sup> 15 hours

1. Les Loisirs
2. Le Travail
3. Le Système de santé
4. La France urbaine
5. La France rurale

<sup>3</sup> The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

<sup>4</sup> The teacher can introduce themes and material adapted to the level of the students.

## 6. Les Vacances

### Unit 3: Short texts from newspapers. 15 hours

Material will be made available by the Department as journalistic texts have to refer to events in real time.

Practical component (if any) - NIL

#### Essential/recommended readings

To be compiled and provided by the Department.

1. Blondeau Nicole, Allouache Ferroudja, Né Marie-Françoise « *Littérature progressive du français, A1-A2 niveau débutant* » (2<sup>e</sup> édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle :« *Civilisation Progressive du français, A1, niveau débutant* » (3<sup>e</sup> édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français*” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

Additional material may be provided by the Department.

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



### Category III

#### **BA (Prog.) with French as Minor (Non-Major)**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): French in Context: Basic Level – 2**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>French in Context: Basic Level-2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Passed Class XII</b>	<b>None</b>

#### **Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 2, the student will learn to

- Read and understand simple documents, texts, emails describing one's routine, sports, shops, menus, recipes, weather report, travelogues etc.
- Listen to and understand basic phrases/ dialogues concerning one's daily routine, hobbies, purchases, recipes, etc.
- Present orally one's routine, one's likes and dislikes, express one's opinion, give advices...
- Engage in a simple conversation in everyday situations such as making purchases, talking about the weather, ordering a meal, etc.
- Describe past events and talk about recent events and plans.
- Describe a person physically and morally.
- Accomplish guided writing activities. A few sentences, short text, email describing one's daily routine, hobbies, preparing menus, writing recipes, weather report, travelogues...

#### **Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 2, a student will

- be able to read, listen to and understand simple texts so as to answer questions on them;
- be able to write and talk on subjects pertaining to his/her immediate environment;
- interact in simple everyday situations.
- attain Level A1 of the Common European Framework (CEF).

#### **SYLLABUS OF DSC-2<sup>5</sup>**

##### **Dossier 5 Lessons 1-6 + Project 12 hours**

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<sup>5</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier with the exception of unit 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 2, the remaining units of the text book will be covered i.e from Unit 5-8.

**Reading Comprehension:** Read content of an article (online newspaper, magazine etc.) , learning diary, biography of Francophone writers, extract of a literary text and answer questions based on them.

**Writing:** Make a list of things you did to improve your French language skills and compare with others in your class, make a list of 5 top young talented people of your country, write biography of a writer from your country who has won a prize in literature, present your favourite book and describe its protagonist, describe a famous chef in your country.

**Grammar:** *passé composé*, *passé récent*, *futur proche* , verb *Dire* (present tense), time markers, the structure *être* + adjective, the structure *avoir* + noun + adjective, the adjective *même*, usage of *passé composé* to talk about past events, usage of present tense to talk about current events, imperative.

**Listening comprehension:** Listen to interviews, radio programs and answer questions based on them.

**Speaking:** Describe past events and recent events and plans, present biography and describe a person physically and give advices.

**Phonetics:** The pronunciation of *viens* /vient[vj] and *viennent* [vjɛn], identify the silent e.

**Vocabulary:** Indicators of time, words used to describe one's education, success and plans, certain important stages of a person's life, physical description of a person and resemblances, words related to the job of a restaurant owner, newspapers and reports.

**Cultural:** Read articles in the press in order to discover and understand the world better.

## Dossier 6 Lessons 1-6 + Project

12 hours

**Reading Comprehension:** Read the contents of a webpage of a travel agency(travel itinerary), travel pamphlet, webpage of a guest house or hotel, travel diary, travel testimonials and answer questions based on them.

**Writing:** Make a travel plan for visiting a Francophone destination ( type of travel, describe this Francophone destination , its location on map), choose any three cities of your choice and describe them, associate a colour with these cities,etc., write an article on a unique type of stay available in your country to attract Francophone tourists, write a column for a travel web page on top destinations in your country to visit according to the climate or season of the place, write a travel diary and describe your experiences.

**Grammar:** *Future Simple*, the structure *Il faut*, pronoun *y* , place of qualifying adjectives, present tense of IR verbs, structures to talk about climate and weather forecast, express emotions and feelings.

**Listening comprehension:** Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them.

**Speaking:** Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accommodation, talk about seasons and climate, express one's emotions and feelings.

**Phonetics:** Nasal vowel [ã], consonant root system.

**Vocabulary:** Words related to travel, expressions of place, colours, adjectives for describing a place, different parts of the house and adjectives to describe them, weather , climate, months and seasons, emotions and feelings

**Cultural:** Francophone countries and overview of Francophony in 2015.

## Dossier 7 Lessons 1-6 + Project

12 hours

**Reading Comprehension:** Read and understand the contents of a menu, webpage, article(magazine or newspaper), observe photofit of a reader of a paperbook and answer questions based on them.

**Writing:** Compose an ideal menu choosing the French dishes and specialities available in French restaurants in your city or country, prepare the menu of a French meal precising the quantity , create and compare photofit of an average reader of your class group and country (average age, qualification, city, number of books read, type of books read etc.) . Write an article on evolution or transformations in French gastronomy(previously and currently) and answer questions based on them.

**Grammar:** Indefinite article, partitive article, express definite quantities, pronoun *en*, structures for comparison, *imparfait*, expressions of time (past), verb *Payer* in present tense, structures for understanding and receiving a client, French reciprocal pronominal verbs.

**Listening comprehension:** Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them.

**Speaking:** Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.

**Phonetics:** Various French sounds, expressive intonation.

**Vocabulary:** Food items , ingredients , components of a menu, make a purchase, words related to gastronomy, reading , clothes and accessories, structures used to give negative or positive judgement.

**Cultural:** French export products or presence of French products in other countries, slogans.

## Dossier 8 Lessons 1-6 + Project

9 hours

**Reading Comprehension:** Read and understand student testimonials about their educational experiences or journey, restaurant reviews and answer questions based on them.

**Writing:** Write an article on student's testimonials about their educational journey, plan a costume party, create a profile on a website to meet locals while travelling and share a meal at their house, write your suggestions and advices for organising a party.

**Grammar:** *Imparfait*, *passé composé* and present tense, structures to place an order in a restaurant, personal pronouns : direct object (*le, la, les*), and indirect object (*lui, leur*) , relative pronouns (*qui, que*), prepositions *chez/avec/sans* + emphatic pronouns, structures for giving an opinion or an advice.

**Listening comprehension:** Listen to audio testimonials, conversations, interviews, and answer questions based on them.

**Speaking:** Talk about one's educational journey of learning French, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.

**Phonetics:** Various French sounds.

**Vocabulary:** Words to talk about one's educational journey, adjectives and expressions to describe a restaurant, place an order in a restaurant, buy and rent clothes, words related to a meal, films and shows, festive events ( festival, birthday party etc.).

**Cultural:** Program or schedule of a cultural event.

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

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie ( s'exercer), Mous Nelly (DELFL) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 5-8.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* » , Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
10. Baylocq Marie-Pierre, Brénaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 6-10.

Additional material may be used.

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

**Category-IV**

**GENERIC ELECTIVE (GE-2)**  
**Basic Communicative French (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative French (2)	4	3	1	0	12TH Pass	NIL

**Learning Objectives: Reading and Writing:**

In Semester 2, the student will learn

- To describe about past event
- To describe recent events and projects
- To read and understand short simple biographies
- To describe a person
- To read and understand a website
- To describe a trip
- To read and understand an itinerary.
- To describe a specific city or place
- To describe different types of habitations
- To describe the seasons
- To read and understand a menu
- To describe alimentary habits
- To describe clothing and accessories
- To describe one's progress in learning the French language
- To read and understand a menu
- To describe an object
- To describe and compare various types of outings ( cinema, theatre etc)

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 2, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.

- Complete Level A1 of reading and writing skills as described in the Common European Framework.

### Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To talk about past events
- To talk about recent events and projects
- To describe a person
- To give advice
- To talk about a town or a specific place
- To talk about the weather, seasons and climate
- To express one's emotions
- To give one's opinion about a meal, a restaurant
- To compare food habits in different countries
- To buy clothes
- To do a positive or negative appraisal
- To order a meal in a restaurant
- To describe a person or object
- To organise an event.

### Course Learning Outcomes ( Listening and Speaking)

At the end of Semester 2, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European framework.

## SYLLABUS OF GE 2 (FRENCH)<sup>6</sup>

### Dossier 5: Lessons 1-6 + Project

9 hours

**Reading Comprehension:** to read and understand short texts, web sites on past events, describing people or giving advice and answering questions on them. To read and understand simple biographies.

**Writing:** To create one's learning diary , to write about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

**Grammar:** le Passé composé ( past perfect) the structure « *Venir+ de + infinitif* » to refer to recent past events, the structure “ Aller + Infinitif” to refer to events in the immediate future, Verb “dire” ( present tense), markers of time. l'impératif.

**Listening Comprehension:** to listen to and understand interviews, radio programs on an individual's learning experiences, projects, past events and answer questions on them

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<sup>6</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

**Speaking:** to talk about one's learning experiences, projects, past events, present an author, describe a person, give advice in specific situations.

**Phonetics:** distinction between nasal and oral vowels, e muet, difference between the present and the past perfect tense.

**Vocabulary:** Words related to project description, numbers, stages in a person's life, a restaurant owner's profession, press and news reports.

**Intercultural:** Media

#### **Dossier 6: Lessons 1-6 + Project**

**12 hours**

**Reading Comprehension:** Read and understand an itinerary, a flyer, read and understand a website proposing different types of trips, different types of stays, read and understand a short text describing a city, seasons, climate, a short travelogue and answer questions on them.

**Writing:** Prepare an itinerary, a flyer, write a short text proposing different types of trips and stays, describing a city, a blog to describe the weather, a short travelogue.

**Grammar:** Simple future tense, the structure "*il faut*", Pronoun *y*, place of qualifying adjectives, structures to describe weather and the climate, emotions and sentiments.

**Listening Comprehension:** to listen to and understand telephone conversations, radio programs, interviews referring to travel and weather, listen to and understand a weather report to be able to answer questions on them.

**Speaking:** Present an itinerary, a francophone country, a city of your choice, different types of stays and lodging, the weather report, your opinion about a trip you went for.

**Phonetics:** nasal vowels, groups of consonants.

**Vocabulary:** Terms related to travel and tourism, expressions to situate a town or a country, adjectives of color, rooms in a lodging, weather, months and seasons, emotions and sensations.

**Intercultural:** Francophone countries

#### **Dossier 7: Lessons 1-6 + Project**

**12 hours**

**Reading comprehension:** read and understand a menu, read and understand a short text on a specialized grocery store, reading habits of the French, evolution in vocational training, clothes and fashion and answer questions on them.

**Writing:** Prepare a menu, a list of ingredients with corresponding quantities, describe reading habits in your country, describe clothing and accessories, a restaurant

**Grammar:** use of indefinite and partitive articles, expressions of quantity, pronoun *en*, the comparative, l'imparfait (past continuous tense) verbe *payer* (present tense)

**Listening comprehension:** Listen to and understand conversations, interviews, new reports and radio programs on food, restaurants, fashion, clothing and answer questions on them.

**Speaking:** talk about a restaurant, its menu, the ingredients in a specific dish, reading habits in your country, vocational training today and in the past, describe a person, your favorite city/ tourist destination dialogue between a vendor and a client.

**Phonetics:** paire minimale p et b, je et sh, intonation nasal vowels.

**Intercultural:** Gastronomy, clothing.

#### **Dossier 8: Lessons 1-6 + Project**

**12 hours**

**Reading Comprehension:** to read and understand short texts, first hand reports, websites and Internet forums on learning experiences, restaurants, dressing styles, persons or objects, films and shows and answer questions on them

**Writing:** describe a restaurant, write a review about a restaurant, describe dressing styles, an object or a person, write about a film, and create your internet profile.

**Grammar:** use of Present tense, past perfect tense and past continuous tense. Pronouns for the direct object ( *le la l' les*), relative pronouns *qui, que/qu'*, Pronoms toniques after *chez, avec and pour*, Structures to express one's opinion and to advise, pronouns for the indirect object ( *lui, leur*)

**Listening Comprehension:** Listen to and understand first hand reports, conversations and interviews dialogues on various cultural events (a film, a show, a masked ball,) a menu, and answer questions on them.

**Speaking:** talk about one's progress in French, present a restaurant, order a meal, describe a person or an object, give one's opinion on a cultural event, organise an evening..

**Phonetics:** semi vowels and oral vowels.

**Intercultural:** Cultural activities

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



**DEPARTMENT OF GRS (GERMAN)**

**BA (Hons.) German**

**Category I**

**DISCIPLINE SPECIFIC CORE COURSE – 4:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	12TH Pass	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to German gastronomy, places to visit in the German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

## SYLLABUS OF DSC-4

### Unit I

9 hours

Read an official mail.

Write a reply to the same.

Read a formal invitation and respond to it.

Read a text on social networking websites and write about one's preferences.

Write a letter seeking appointment.

- Dative prepositions: aus, nach, mit, etc.
- Dative articles
- Possessive articles in accusative

### Unit II

9 hours

Read advertisements to find a suitable accommodation.

Read pamphlets related to furniture and electronic gadgets.

Write a text describing one's accommodation.

Read a text on different ways of living.

Write an invitation for a housewarming party.

Write a response to the invitation.

- Adjective with 'sein', 'sehr' and 'zu'
- Two-way prepositions with dative and accusative

### Unit III

9 hours

Read texts about people's daily routine.

Write about one's own routine.

Read job advertisements and cull relevant information.

Write a text about the merits and demerits of a particular job.

- Participle perfect form of verb
- Connectors: and, or etc.

## Unit IV

9 hours

Read an article on fashion trends.

Write a text describing your preferences about dressing for different occasions.

Read a text to gather information about the location of specific stores in a shopping mall.

- Verbs with dative
- Personal pronouns in dative
- Demonstrative articles 'dieser, diese...'
- Interrogative articles 'welcher, welche...'
- Participle perfect form of separable verbs

## Unit V

9 hours

Read a text on health and fitness.

Write about one's own fitness regimen.

Read a weather report.

Read a travelogue.

Write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

- Imperative forms in 'du' and 'Sie'
- Modal verbs 'dürfen' and 'sollen'

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

### Suggestive readings

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

#### DISCIPLINE SPECIFIC CORE COURSE – 5

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1	0	12TH Pass	NIL

##### Learning Objectives Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 1 of the Common European Framework (CEF).

##### Learning Outcomes

- Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

##### SYLLABUS OF DSC- 5

###### Unit I

9 hours

Listen to telephone conversations to gather information regarding the appointment.  
Have a conversation wherein an appointment is scheduled for a particular activity.

Conduct an interview on preferred social network websites and present a statistic of the same.

## **Unit II**

**9 hours**

Plan with a partner, how to arrange things in the room/apartment.

Express one's likes and dislikes about the accommodation.

Listen to a text to find out which accommodation is selected and why.

Listen and note down which furniture is placed in which room.

Describe a room with the help of pictures.

## **Unit III**

**9 hours**

Talk about any past incident.

Express one's opinion about jobs.

Prepare a telephone conversation about jobs.

Listen to a jumbled telephonic conversation and put it in correct order.

Make a call to get information related to different courses.

Listen to a conversation and note down the professions of the concerned persons.

## **Unit IV**

**9 hours**

Listen to a conversation to understand the given information about likes and dislikes related to apparels.

Listen to a conversation between a salesperson and a customer in a clothing store.

Simulate a conversation in a clothing store.

## **Unit V**

**9 hours**

Listen to an interview with fitness experts.

Listen to a conversation with a doctor.

Simulate a conversation with a doctor.

Listen to a text on problems faced by a guest in a hotel.

Simulate a conversation with the guest.

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

## **Essential/recommended readings/Suggestive readings**

**Learning / Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.

7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

### DISCIPLINE SPECIFIC CORE COURSE – 6:

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language through texts (2)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

**Objective:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

#### SYLLABUS OF DSC-6

##### UNIT I Literary Texts

(9 hours)

The student will learn to read, comprehend and answer simple questions on short stories. The student will also construct simple stories in German.

**(A selection will be made from the list below. Any extra material will be provided by the Department)**

Stories like *Lotta ist krank*, *Kommt der Zug?*, *Annas Geburtstag* from

<https://www.lernlaterne.de/deutsch/geschichten-a1>

Stories by Nikola Asif like *Endlich Urlaub*, *der Osterhase war da etc.*

[<https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>]

*Abschied von Basel* from <https://www.engerman.de/>

##### UNIT II Journalistic Texts

(9 hours)

The student will get familiar with various newspapers in German and be able to read a selection of easy articles and from the list given below. From the difficult newspapers, the student will learn to read selectively, for example some descriptions and news titles.

<https://www.zdf.de/kinder/logo>

<https://www.nachrichtenleicht.de/>

<https://www.dw.com/de/deutsch-lernen/s-2055>

### **UNIT III Simple Poems**

**(9 hours)**

The student will learn to read, comprehend and answer simple questions on poems.

The student will also learn to compose simple poems.

**(A selection will be made from the list below)**

Konkrete Poesie by Ernst Jandl, Reinhard Döhl, Timm Ulrichs etc.

*Inventur* by Günter Eich

**Die Ameisen** von Joachim Ringelnatz

**Bumerang** von Joachim Ringelnatz

Some poems from <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>

### **UNIT IV Simple Audio / Visual Texts/Songs**

**(9 hours)**

**(A selection will be made from the list below)**

<https://learngerman.dw.com/de/nicos-weg/c-36519687>

<https://learngerman.dw.com/de/deine-band/s-60637027>

<https://learngerman.dw.com/de/das-deutschlandlabor/c-53074503>

<https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>

[https://www.goethe.de/de/kul/ges/ser/pod.html?wt\\_sc=podcasts](https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts)

<https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

### **UNIT V Advertisement**

**(9 hours)**

**(A selection will be made from the books below)**

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1/A2. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Grosser, R.; Hanke, C. et al. DaF im Unternehmen A2. Kurs- und Übungsbuch mit Audios und Filmen. Klett.

Ros, L. Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B, Kursbuch mit Audio-CD, Klett.

Grosser, R.; Kaufmann, S; Miglio S. Linie 1 Beruf A2. Klett

Harst E., Kaufmann, S et al. Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf, Langenscheidt Verlag (2012)

### Suggestive readings

**Learning / Teaching Material:** To be compiled and provided by the Department.

5. Burger, E., Fleer, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
6. Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin – 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
7. Klein, Andre (2015). *Learn German with Stories: Dino lernt Deutsch Collector's Edition - German Short Stories for Beginners: Explore German Cities and Boost Your Vocabulary (German Edition)*. ASIN: B00W9L9F9A.
8. Gomerlinger, Eugen (1972). *Anthologie. Konkrete Poesie. Deutschsprachige Autoren*. Stuttgart: Reclam.
9. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
10. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1/A2*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
11. Grosser, R.; Hanke, C. et al. *DaF im Unternehmen A2*. Kurs- und Übungsbuch mit Audios und Filmen. Klett.
12. Ros, L. *Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B*, Kursbuch mit Audio-CD, Klett.
13. Grosser, R.; Kaufmann, S; Miglio S. *Linie 1 Beruf A2*. Klett
14. Harst E., Kaufmann, S et al. *Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf*, Langenscheidt Verlag (2012)
15. *Kurzgeschichten für Deutschlerner! A 1 with Hindi translation* by Puneet Kaur
16. *Spaß mit Eli und Esi* by Richa Jain Jindal
17. *Endlich Urlaub, Der Osterhase war da* by Nikola Asif
18. <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>
19. „Easy German“ Youtube channel
20. <https://www.zdf.de/kinder/logo>
21. <https://www.nachrichtenleicht.de/>
22. <https://www.dw.com/de/deutsch-lernen/s-2055>
23. <https://www.lernlaterne.de/deutsch/geschichten-a1>
24. <https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>
25. <https://www.engerman.de/>
26. <https://learngerman.dw.com/de/nicos-weg/c-36519687>
27. <https://learngerman.dw.com/de/deine-band/s-60637027>
28. <https://learngerman.dw.com/de/das-deutschlandlabor/c-53074503>
29. <https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>
30. [https://www.goethe.de/de/kul/ges/ser/pod.html?wt\\_sc=podcasts](https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts)
31. <https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

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



### Category III

#### B.A. Programme with German as Minor

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Basic Level – 2

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Basic Level – 2	4	3	1	0	12 <sup>th</sup> Pass	German Basic Level- 1

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 2, a student will

- be able to read simple texts and answer questions on them.
- be able to write short texts about subjects pertaining to his/her immediate environment.
- attain Level A 1.2 of the Common European Framework (CEF).

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC-2

##### Content

**Listening:** Understanding familiar words and phrases about persons, professions and immediate concrete surroundings, short, simple. formal/informal conversation, questions and instructions, description of places.

##### Speaking:

Monologue: Describing and presenting oneself and other people, one's immediate environment using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires. Seeking information through telephonic conversation.

**Reading:** Reading simple texts related to one's immediate and far away environment such as notices, brochures, advertisements, posters, fliers, responding to emails.

**Writing:** Guided writing will include activities such as, writing phrases (postcards, messages, invitations etc.) on everyday topics, describing surroundings and tourist destinations, travelling experiences.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, greetings, professions and journeys etc.

### **UNIT I**

**9 hours**

To find information in texts, to fix appointments, read and write letters, to recognise a situation and react to it. To describe one's house, written response to an invitation, to express likes and dislikes

### **UNIT II**

**9 hours**

Describe one's daily routine, talk about past events, read job advertisements and note down the relevant information, conversation on phone. Talk about clothing, simulate the situation of shopping in a mall. Understanding texts related to a city.

Introduction of perfect tense, separable verbs, interrogative and demonstrative article and verbs with dative objects.

### **UNIT III**

**9 hours**

Talk about Sport, talk to a doctor about health issues, to understand and give directions

Read maps and use the given information to guide someone.

Introduction of "Imperative" and modal verbs.

Vocabulary related to health. Express likes and dislikes.

### **UNIT IV**

**9 hours**

Ask questions related to basic directions and explain as to how to reach specific places using different means of transport. Making a complaint in a hotel/restaurant. Understand a text about tourist destination, writing to friends from holiday destination, to briefly describe one's journey, describing weather

Vocabulary related to holidaying. Temporal prepositions and adverbs, interrogative pronouns

### **UNIT V**

**9 hours**

To introduce oneself and others, talk about food. To understand and create story from pictures.

To give reasons, talk about feelings and emotions, express assumptions, to comprehend a text.

Introduction of dative possessive pronouns, reflexive verbs, conjunctions.

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

### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag

3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

Category-IV

**GENERIC ELECTIVES (GE-2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative German (2)	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

## **SYLLABUS OF GE-2**

### **Unit I**

**9 hours**

Read and respond to official mails, invitations and writing letters seeking appointment.

Read a text on social networking websites and write about one's preferences.

Dative prepositions: aus, nach, mit, etc., dative articles, possessive articles in accusative

Listen to and having telephone conversations regarding scheduling appointments.

Conduct an interview on preferred social network websites and present a statistic of the same.

### **Unit II**

**9 hours**

Read and write advertisements, pamphlets etc. regarding accommodation, furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living.

Write an invitation and response to it for a housewarming party.

Adjective with 'sein', 'sehr' and 'zu', two-way prepositions with dative and accusative.

Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation.

Describe a room with the help of pictures.

### **Unit III**

**9 hours**

Read and write texts about daily routine.

Read job advertisements for relevant information.

Write and speak about the merits and demerits of a particular job.

Talk about any past incident.

Participle perfect form of verb, connectors: and, or etc.

Preparing telephonic conversations on the topics discussed.

### **Unit IV**

**9 hours**

Read, write and speak texts on fashion trends and simulate a conversation in a clothing store.

Read a text to gather information about the location of specific stores in a shopping mall.

Verbs with dative, personal pronouns in dative, demonstrative articles 'dieser, diese...',

interrogative articles 'welcher, welche...', participle perfect form of separable verbs

### **Unit V**

**9 hours**

Read a text and listen to an interview on health and fitness. Write about one's own fitness regimen.

Read a weather report, a travelogue and write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

Imperative forms in 'du' and 'Sie', Modal verbs 'dürfen' and 'sollen'

Listen to a conversation with a doctor, and simulate a similar conversation.

Listen to a text on problems faced by a guest in a hotel.

Simulate a conversation with the guest.

### Essential/recommended readings

### Essential/recommended readings/Suggestive readings

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

**BA (H) ITALIAN**  
**Category I**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)**  
**Language in Context: Developing Reading and Writing Skills (2)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed 12TH Class	NIL

DSC-4 Language in Context: Developing Reading and Writing Skills (2)	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to write short texts, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of reading and writing skills in the concerned language.</li> <li>• Reading simple texts and answering questions on them.</li> <li>• Equip students to write about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Reading:</b> Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc. <b>Writing:</b> Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc. <b>Morphosyntax and Vocabulary:</b> Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.	

<b>Intercultural and cocultural:</b> Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>9 hours</b>
Read an official mail. Write a reply to the same. Read a formal invitation and respond to it. Read a text on social networking websites and write about one's preferences. Write a letter seeking appointment. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles Possessive pronouns	
<b>UNIT II</b>	<b>9 hours</b>
Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate	
<b>UNIT III</b>	<b>9 hours</b>
Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.	
<b>UNIT IV</b>	<b>9 hours</b>
Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions. Read a text to gather information about the location of specific stores in a shopping mall. Verbs with direct and indirect objects. Personal pronouns Demonstrative pronouns Interrogative pronouns Participle perfect form of irregular verbs	
<b>UNIT V</b>	<b>9 hours</b>
Read a text on health and fitness. Write about one's own fitness regimen. Read a weather report. Read a travelogue. Write about one's last vacation. Write a short note on the places of tourist interest in one's place of residence.	



Imperative forms of verbs	
Modal verbs	
<p><b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>• Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>• Balì, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.</li> <li>• Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5)**  
**Language in Context: Developing Listening and Speaking Skills (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed 12TH Class	NIL

DSC-5 Language in Context: Developing Listening and Speaking Skills (2)	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to express on different topics, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.</li> <li>• Express ideas on audios listened and answering questions on them.</li> <li>• Equip students to speak about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Listening:</b> Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. <b>Speaking:</b> which includes <b>Monologue:</b> Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... <b>Dialogue:</b> participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. <b>Morphosyntax, Vocabulary, Pronunciation:</b> Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. <b>Intercultural and Co-cultural:</b> Knowledge and practice of structures relevant to formal and informal situations. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>9 hours</b>

Listen to telephone conversations to gather information regarding the appointment. Have a conversation wherein an appointment is scheduled for a particular activity. Conduct an interview on preferred social network websites and present a statistic of the same.	
<b>UNIT II</b>	<b>9 hours</b>
Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation. Listen to a text to find out which accommodation is selected and why. Listen and note down which furniture is placed in which room. Describe a room with the help of pictures.	
<b>UNIT III</b>	<b>9 hours</b>
Talk about any past incident. Express one's opinion about jobs. Prepare a telephone conversation about jobs. Listen to a jumbled telephonic conversation and put it in correct order. Make a call to get information related to different courses. Listen to a conversation and note down the professions of the concerned persons.	
<b>UNIT IV</b>	<b>9 hours</b>
Listen to a conversation to understand the given information about likes and dislikes related to apparels. Listen to a conversation between a salesperson and a customer in a clothing store. Simulate a conversation in a clothing store.	
<b>UNIT V</b>	<b>9 hours</b>
Listen to an interview with fitness experts. Listen to a conversation with a doctor. Simulate a conversation with a doctor. Listen to a text on problems faced by a guest in a hotel. Simulate a conversation with the guest.	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.</li> <li>Frattegianni, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6)**  
**Language Through Texts (2)**

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (2)	4	3	1	0	Passed 12 Class	NIL

DSC-6 Language Through Texts (2)	
<b>Learning Objectives:</b> At the end of Semester 1, a student will <ul style="list-style-type: none"> <li>• be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A1, and answer questions on them;</li> <li>• be able to analyse, express their underlying meaning and answer questions based on them;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to attain A1 Level of reading, understanding, analysing and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to analyse, express their underlying meaning and answer questions based on them;</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
<b>Literary Texts (Prose)</b>	
<b>A selection will be made from the following list:</b>	
La gallina lavandaia, Fiabe italiane di Italo Calvino Il paese con l'esse davanti, Favole al telefono di Gianni Rodari Gli uomini di burro, Favole al telefono di Gianni Rodari La strada di cioccolato, Favole al telefono di Gianni Rodari A inventare i numeri, Favole al telefono di Gianni Rodari	
<b>UNIT II</b>	<b>9 hours</b>
<b>Literary Texts (Poetry)</b>	
<b>A selection will be made from the following list:</b>	
Cielo e mare – Giuseppe Ungaretti Soldato – Giuseppe Ungaretti Ed è subito sera – Salvatore Quasimodo L'infinito – Giacomo Leopardi	
<b>UNIT III</b>	<b>6 hours</b>
<b>Semi-literary / Journalistic Texts</b>	
<b>A selection will be made from the following list:</b>	
Che fare dei nostri animali quando Andiamo in vacanza I bambini che lavorano in Italia I giovani e la lettura dei giornali In Italia molte persone lavorano in nero Le donne al volante	

<b>UNIT IV</b>	<b>6 hours</b>
<b>Audio / Visual Texts – Songs / Music Videos</b>	
<b>A selection will be made from the following list:</b>	
Com'è bella la città – Giorgio Gaber La solitudine – Laura Pausini Cosa hai messo nel caffè – Lisa Ono Le mille bolle blu – Mina La bambola – Patty Pravo	
<b>UNIT V</b>	<b>9 hours</b>
<b>Audio / Visual Texts – Films / Video Clips</b>	
<b>A selection will be made from the following list:</b>	
Uomo d'acqua dolce È già ieri La dolce vita Non ci resta che piangere Benvenuti al Sud	
<b>UNIT VI</b>	<b>6 hours</b>
<b>Advertisements – Print / Electronic</b>	
<b>A selection will be made from the following list:</b>	
Various ads from newspapers, social media, YouTube etc.	
<b>Practical component (if any) - NIL</b>	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Category-IV**

**GENERIC ELECTIVES (GE-2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Basic Communicative Italian (2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>NIL</b>

<b>GE-3</b> <b>Basic Communicative Italian (1)</b>
<b>Learning Objectives:</b> <b>Reading and Writing Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to write short texts, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul> <b>Listening and Speaking Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to express on different topics, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>
<b>Learning Outcomes:</b> <b>Reading and Writing:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of reading and writing skills in the concerned language.</li> <li>• Reading simple texts and answering questions on them.</li> <li>• Equip students to write about subjects pertaining to his/her immediate environment.</li> </ul> <b>Listening and Speaking:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.</li> <li>• Express ideas on audios listened and answering questions on them.</li> <li>• Equip students to speak about subjects pertaining to his/her immediate environment.</li> </ul>
<b>Syllabus:</b>
<b>CONTENT</b> <b>Reading:</b> Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc. <b>Writing:</b> Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc.

**Listening:** Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

**Speaking:** which includes

**Monologue:** Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city...

**Dialogue:** participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

**Morphosyntax, Vocabulary, Pronunciation:** Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

**Intercultural and Co-cultural:** Knowledge and practice of structures relevant to formal and informal situations.

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

<b>UNIT I</b>	<b>9 hours</b>
Read and respond to official mails, invitations and writing letters seeking appointment. Read a text on social networking websites and write about one's preferences. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles, possessive pronouns Listen to and having telephone conversations regarding scheduling appointments. Conduct an interview on preferred social network websites and present a statistic of the same.	
<b>UNIT II</b>	<b>9 hours</b>
Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate	
<b>UNIT III</b>	<b>9 hours</b>
Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.	
<b>UNIT IV</b>	<b>9 hours</b>
Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions.	

<p>Read a text to gather information about the location of specific stores in a shopping mall.</p> <p>Verbs with direct and indirect objects.</p> <p>Personal pronouns</p> <p>Demonstrative pronouns</p> <p>Interrogative pronouns</p> <p>Participle perfect form of irregular verbs</p>	
<b>UNIT V</b>	<b>9 hours</b>
<p>Read a text on health and fitness.</p> <p>Write about one's own fitness regimen.</p> <p>Read a weather report.</p> <p>Read a travelogue.</p> <p>Write about one's last vacation.</p> <p>Write a short note on the places of tourist interest in one's place of residence.</p> <p>Imperative forms of verbs</p> <p>Modal verbs</p>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010).</li> <li>• Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.</li> <li>• Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009.</li> <li>• Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	



## Category I

### **B.A. (Hons.) SPANISH**

#### **DISCIPLINE SPECIFIC CORE COURSE – 4:**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### **Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

#### **Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### **Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on

different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

## **SYLLABUS OF DSC-4**

### **UNIT – I (9 hours)**

#### **The influence of the culture on your diet**

Read a text related to the topic.

Write a recipe of your favourite dish and.

Writing dialogues between a waiter and a client in a restaurant.

Read a text on the diversity of gastronomy.

Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world.

### **UNIT – II (9 hours)**

#### **Leisure activities**

Read a text related to the topic.

Write plan and intentions, accept and reject, and learn to write opinion.

Write an email to a friend telling about what you do in your free time.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a summary.

### **UNIT – III (9 hours)**

#### **Climate**

Read a text related to a topic.

Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic.

Write a note on different seasons and its influences on daily life.

Compare different places.

Write pamphlets, articles, and interview a person about his preference for the season.

### **UNIT – IV (9 hours)**

#### **An ideal locality**

Read a text related to a topic.

Write a note on your locality.

Quantifiers: algún, ningún, muchos etc.

Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc.

Write a brief note on your ideal locality and its direction.

### **UNIT – 5 (9 hours)**

#### **Travelling**

Read a text related to the topic.

Contents: saber and conocer

Irregular verbs and its participle form

Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de...  
tec. Marcadores temporales: hoy, este año, esta mañana etc.

Write on a series of pictures.

Read a text related to the topic.

Write a blog on a place recently visited and the activities.

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings**

##### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

## DISCIPLINE SPECIFIC CORE COURSE – 5

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 1 of the Common European Framework (CEF).

### Learning Outcomes

- Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC- 5

#### UNIT – I (9 hours)

##### The influence of the culture on your diet

Listen to an audio activity related to the topic.

Talk to your classmates about a recipe of your favourite dish.

Listen to a text related to the topic.

Organize a restaurant activity, role play of a waiter and clients.

#### UNIT – II (9 hours)

##### Leisure activities

Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion.

Listen to a text related to a topic.

Talk about your leisure activities in the class.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

#### **Climate**

Listen to a text related to a topic.

Express different climatic conditions: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Listen to a text related to a topic.

Talk about different seasons and its influences on daily life.

Interview a person in the class about his/her preference for the season and record the audio.

### **UNIT – IV (9 hours)**

#### **An ideal locality**

Listen to a text related to a topic.

Express and use Quantifiers: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en, al, al lado de, lejos, cerca etc., while making a video presentation on a place.

Listen to a text on an ideal locality and its direction.

Talk to your classmates about your vision for an ideal place.

### **UNIT – 5 (9 hours)**

#### **Travelling**

Listen to a text related to the topic.

Express and learn to differentiate between saber and conocer

Listen to a text related to the topic.

Talk to your classmates: ¿Qué has hecho hoy/ este año, esta mañana etc.?

Express what you have and what you have not done and still have to do.

Listen to a text related to the topic.

Express your points on a place recently visited.

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

#### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

### Suggestive readings

## DISCIPLINE SPECIFIC CORE COURSE – 6:

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (2)	4	3	1	0	Passed XII Class	Nil

### Learning Objectives

**Objective:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

### SYLLABUS OF DSC-6

#### UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below)

*Sin Noticias de Marlene, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un nuevo caso: Netflix puede esperar Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Rinconete y Cortadillo*, Miguel de Cervantes, adaptado por Raquel García Prieto

*Todas las voces*. Curso de cultura y civilización de N. Murillo

## **UNIT II Journalistic Texts**

**(9 hours)**

**(A selection will be made from the list below)**

*Hoy en clase* de Campus Difusión

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Con Frida en el altiplano -- Bolivia* de Dolores Soler-Espiauba

*Guantanamo -- Cuba* de Dolores Soler-Espiauba

*Ojalá que te vaya bonito -- México* de Dolores Soler-Espiauba

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Dos semanas con los ticos -- Costa Rica* de Dolores Soler-Espiauba

## **UNIT III Simple poems**

**(9 hours)**

**(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)**

*Poemas* de Antonio Colinas

*Poemas* de Gloria Fuertes

*Poemas* de Juan Ramón Jiménez

*Poemas* de Gabriela Mistral

*Poemas* de Amado Nervo

*Poemas* de Federico García Lorca

*Poemas* de Federico García Lorca

*Poemas* de Pablo Neruda

*Poemas* de Antonio Machado

*Poemas* de Mario Benedetti

*Poemas* de Luis Cernuda

## **UNIT IV Simple Audio / Visual Texts/Songs**

**(9 hours)**

**(A selection will be made from the list below)**

### **Songs (A1)**

*El Barrio felicidad*

*Vivir mi vida de Marc Antony*

*Me voy* de Julieta Venegas (2006)

*Todos me miran* de Gloria Trevi

*Me quedo contigo*, de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao

*El viajero*, de Seguridad Social (2011)

*Inmortal*, La oreja de Van Gogh (2009)

### **Documentaries**

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

### **UNIT V Advertisement**

**(9 hours)**

### **Suggestive readings**

**Learning / Teaching Material:** To be compiled and provided by the Department.

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Sin noticias (A1). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Por amor al arte (A1). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantnameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina  
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,  
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

**Additional material may be provided by the Department.**

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



### Category III

## B.A. Programme with Spanish as Minor

### DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Spanish in Context: Basic Level – 2

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Basic Level – 2	4	3	1	0	Class XII pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 2, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- complete Level A1 of the Common European Framework (CEF).

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC - 2

##### Content:

**Listening:** Listen to and understand basic phrases/ dialogues concerning one's hobbies, vacations, purchases, recipes etc.

##### Speaking, which includes,

**Monologue:** Present orally, one's travel plans, one's likes and dislikes, express one's opinion, etc.

**Dialogue:** Engage in a simple conversation in everyday situations such as inviting someone, talking about the weather, ordering a meal etc.

**Reading:** Read and understand simple documents, texts, emails describing one's vacations, educational institutions, sports, menus, recipes, weather report, travelogues etc.

**Writing:** Guided writing activities. A few sentences, short text, email describing one's weekly schedule, hobbies, preparing menus, writing recipes, weather report, travelogues etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to describe one's favourite destinations, hobbies, meals, weather etc.

**Intercultural and co-cultural:** Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips etc.

## Unit 1

9 hours

Talking about food and drinks. Asking for food and drinks in a restaurant or a bar. Expressing preferences using 'lo que más, lo que menos me gusta'. The meals of the day. Time of the day when eaten. What you like and what you don't like to eat. Favourite food/preferred food. Se + tercera persona del presente de indicativo. Good eating habits. Nutritional food. The verbs 'almorzar' and 'merendar'. Reading and making a menu. Los pronombres de objeto directo (OD). Vocabulary related to the cooking processes, measurements and quantities. Expressing how often something is done using 'una vez' 'entre' 'más de' 'menos de' 'siempre', 'ocasionalmente' 'nunca', etc. Preparing a dish - listing the ingredients and reading and writing a recipe. Comparing food habits, dishes and recipes of Spanish speaking countries with your own country.

## Unit 2

9 hours

Vacation plans – proposing a plan, accepting it, rejecting it. Making an alternative plan. Vocabulary related to this. Writing an e-mail from the place of vacation to your family or friends. Talking of plans using 'ir a + infinitivo'. Expressing desires and intentions using 'querer', 'preferir', 'tener ganas de + infinitivo'. Inviting someone and accepting or rejecting an invitation. Using the verbs 'gustar', 'encantar', 'interesar', 'parecer'. Where and when to meet using 'quedar'. Vocabulary related to cinema and documentaries on culture, travel, nature. Reading and discussing film reviews. Expressing opinions using 'pienso que', 'me parece que', 'creo que', etc. Expressing total or partial agreement or disagreement with someone. Vocabulary related to entertainment. Reading an article from a youth magazine on whether entertainment is necessary and agreeing or disagreeing with the given viewpoints. Giving your own views on the importance of entertainment.

## Unit 3

9 hours

Talking about the weather, the temperature, the seasons. Discussing the weather in your country, city. Reading a map with weather forecast. Connecting Words - 'además', 'aunque', 'pero'. Reading and discussing an article on the influence of climate on our lives. Types of climate – 'tropical/cálido/seco', etc. Colours. Discussing how colours are related to seasons and to different aspects of culture of one's country. Comparing the climate of travel destinations using 'más/menos que...', 'mejor/peor que..', etc. Indicating how things are the

same in two places using 'tan + adjetivo + como', 'tanto/a/os/as + nombre + como', 'el mismo/la misma/los mismos/las mismas + nombre (+ que). Selecting destinations for vacations in one's own country and in Spanish speaking countries, looking for information on them and deciding upon the best option.

#### **Unit 4**

**9 hours**

Different types of vacations – cultural/on the beach/ with relatives/related to sports, health, etc. Vocabulary related to the geography of a place – lakes, volcanos, beaches, forests, etc. Discussing the geography of a place or places with your classmates. Making a list of places you know in your country and informing your classmates about it. Use of 'saber' and 'conocer'. The double negation in Spanish – 'No...ni'. Verbs which are irregular in the first person – 'conocer, saber, conducir', etc. Ordinal numbers. Reading and discussing a blog on the topic of travel. Use of 'por/porque/para'. El Pretérito Perfecto. Sending a message to friends on Facebook about places one has travelled and activities one has done during that time. Writing about what one has done this weekend/this summer, etc. Some adjectives describing the personality of a person. Reading Travel Forums and discussing the personality traits of persons who are writing them.

#### **Unit 5**

**9 hours**

Expressions related to study habits, both good and bad. Different definitions of education and which you think is the best. Finding out through a questionnaire as to how creative you are. Verbo + sustantivo. Nombre + adjetivo. Deber + infinitivo.

What you think should be the characteristics of a good student/a good musician/a good painter, etc. Discussing strategies which can help one to learn better – use of colour and pictures, underlining, etc. El Gerundio. Listening to an interview with an expert on education. Discussing all that is changing in the education system and what continues to remain the same. Talking about activities one does in an educational institution and activities one does outside them. Expressing duration using 'desde', 'desde hace' 'hace...que', etc. Antes de/después de + infinitivo. Reading a Timetable or a Schedule and discussing what the person does before something and after something. Writing your own weekly Schedule and comparing it with a friend. Writing messages on Facebook telling about one's activity/activities. Empezar a + infinitivo, acabar de + infinitivo, tener que + infinitivo, poder + infinitivo, ir a + infinitivo.

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

#### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

1. Alonso, Encina, et al, (2018), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
2. Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
3. Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
4. Baulenas, Neus Sans, et al. (2016). *Bítacora I*, Libro de alumno, Barcelona: Editorial Difusión.

5. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
6. Martín Peris, E., Sans, N. (2016). *Gente I* Libro del alumno. Barcelona: Editorial Difusión.

Additional material can be also used.

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

### Category-IV

#### GENERIC ELECTIVES (GE-2)

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Spanish (2)	4	3	1	0	Passed Class XII	Nil

#### Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

#### Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### Content:

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

## **SYLLABUS OF GE-2**

### **UNIT – I (9 hours)**

The influence of the culture on your diet

Reading a text related to the topic, writing a recipe of your favourite dish and writing dialogues between a waiter and a client in a restaurant. Listen to an audio activity related to the topic. Talk to your classmates about a recipe of your favourite dish.

Read a text on the diversity of gastronomy. Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world. Listen to a text related to the topic. Role-play activity of a waiter and clients.

### **UNIT – II (9 hours)**

Leisure activities

Read a text related to the topic.

Write plan and intentions, write your opinion, write an email to a friend telling about what you do in your free time. Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion. Read a text related to a topic. Write on the pictures given. Listen to a text related to a topic. Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

Climate

Read a text related to a topic.

Learn Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic. Listen to a text related to a topic. Express different climatic conditions. Write a note on different seasons and its influences on daily life. Write pamphlets, articles, and interview a person about his preference for the season. Interview a person in the class about his/her preference for the season and record the audio.

### **UNIT – IV (9 hours)**

An ideal locality

Read a text related to a topic.

Write a note on your locality. Quantificators: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc. Write a brief note on your ideal locality and its direction. Listen to a text related to a topic and answer the

questions. Listen to a text on an ideal locality and its direction. Talk to your classmates about your vision for an ideal place.

### **UNIT – V (9 hours)**

#### **Travelling**

Read a text related to the topic.

Contents: saber and conocer, Irregular verbs and its participle form, Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de... etc. Mercadores temporales: hoy, este año, esta mañana etc. Write on a series of pictures. Write a blog on a place recently visited and the activities. Listen to a text related to the topic. Express your points on a place recently visited.

#### **Essential/recommended readings**

##### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

## **Department of Modern Indian Languages & Literary Studies**

**(MIL&LS)**

**Category I**

**BA (Hons.) Bengali**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : Bangla Sahityer Itihas : Madhyajug - 2**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Sahityer Itihas : Madhyajug - 2	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### **Learning Objectives:**

The whole range of literary creations in Bangla cannot be searched and studied in detail by any student of Bengali Literature in UG course. A history of Literature, thus, is a holistic approach towards the development of the literature. This paper will discuss the medieval period literature.

### **Learning outcomes:**

It is impossible for a student of literature to know the vast number of written-literature intricately in a particular language. History of Literature will let the students know and study about the outline of Bengali literature and its development time to time with special reference to its background.

### **SYLLABUS OF DSC-4**

#### **Unit I (18 Hours )**

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি :

চৈতন্য জীবনী কাব্য (বৃন্দাবন দাস, কৃষ্ণদাস কবিরাজ), মঙ্গলকাব্য (বিজয়গুপ্ত, মুকুন্দরাম, ঘনরাম চক্রবর্তী, রূপরাম চক্রবর্তী, ভারতচন্দ্র)

#### **Unit II (27 Hours )**

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি :

শান্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য), ময়মনসিংহ গীতিকা (মহুয়া ও মলুয়া), আরাকান রাজসভা (আলাওল, দৌলত কাজী), কবিওয়ালা ও কবিগান



## Practical component (if any) - 0

### Essential/Recommended Reading

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস*, গ্রন্থনিলয়, কলকাতা

### Suggested Reading

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৬-০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, দ্বিতীয় খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, তৃতীয় খণ্ড, প্রথম পর্ব, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, তৃতীয় খণ্ড, দ্বিতীয় পর্ব, মডার্ন বুক এজেন্সী, কলকাতা  
আব্দুল করিম ও মুহম্মদ এনামুল হক, ২০১৭, *আরাকান-রাজসভায় বাঙ্গালা সাহিত্য*, সোপান, কলকাতা  
আশুতোষ ভট্টাচার্য, ২০০৬, *বাংলা মঙ্গলকাব্যের ইতিহাস*, এ. মুখার্জী, কলকাতা  
আহমদ শরীফ, ২০১১, *বাঙালী ও বাঙলা সাহিত্য*, দ্বিতীয় খণ্ড, নয়া উদ্যোগ, কলকাতা  
দীনেশচন্দ্র সেন, ২০১৭, *প্রাচীন বাঙ্গালা সাহিত্যে মুসলমানের অবদান*, বাতিঘর, চট্টগ্রাম  
দেবেশ কুমার আচার্য্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, আদি ও মধ্য যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
মুহম্মদ শহীদুল্লাহ, ২০০৬, *বাংলা সাহিত্যের কথা*, প্রথম খণ্ড, প্রাচীন যুগ, মওলা ব্রাদার্স, ঢাকা  
রমাকান্ত চক্রবর্তী, ২০০৭, *বঙ্গ বৈষ্ণবধর্ম*, আনন্দ পাবলিশার্স, কলকাতা  
সুকুমার সেন, ১৪১৪ বঙ্গাব্দ, *বাঙ্গালা সাহিত্যের ইতিহাস*, দ্বিতীয় খণ্ড, আনন্দ, কলকাতা  
সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি ভরদ্বাজ অ্যান্ড কোং, কলকাতা

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5: Prachin O Madhyajuger Sahitya)

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Prachin O Madhyajuger Sahitya)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

In accordance to the literary history, we ought to cater our students with a number of literary pieces from the ancient period to the end of the medieval period. This paper will include some best literary works starting from the Charyas.

## Learning outcomes:

Going through the literature of old and medieval period the students may follow both the development of the language as well as the shifting of philosophical approach from time to time. They will know about the authors of those periods also who had to work hard to remain focused in a society mostly full of hurdles.

## SYLLABUS OF DSC- 5

### Unit I

#### চর্যাপদ (9 Hours )

নগর বাহিরে ডোষি তোহোরি কুড়িআ, টালত মোর ঘর নাহি পড়বেষী

### Unit II (15 Hours )

শ্রীকৃষ্ণকীর্তন — বংশীখণ্ড (বড়ায়ি লইয়া রাহা গেলী সেই থানে ... তভেঁ তোর ভাল মতে), রাধাবিরহ (মেঘ আন্ধারী অতি ভয়ঙ্কর নিশি), রামায়ণ(রামের বিলাপ) — কৃতিবাস ওঝা, চণ্ডীমঙ্গল — ফুল্লরার বারমাস্যা, অনন্যদামঙ্গল — ভবানন্দ ভবনে যাত্রা, পদ্মাবতী — কন্যা বিদায়

### Unit III

#### বৈষ্ণব পদাবলী (21 Hours )

নীরদ নয়নে নীর ঘন সিঞ্চনে, সেই কেবা শুনাইল শ্যাম-নাম, রাধার কি হৈল অন্তরে ব্যথা, রূপ লাগি আঁখি বুঝে গুণে মন ভোর, কন্টক গাড়ি কমল-সম পদতল, অব মথুরাপুর মাধব গেল, এ সখি হামারি দুখের নাহি ওর, বহুদিন পরে বধুয়া এলে

#### শান্ত পদাবলী

কি হলো নবমী নিশি, ফিরে চাও গো উমা, কবে যাবে বল গিরিরাজ, মা আমায় ঘুরাবে কত।

## Practical component (if any) - 0

## Essential/Recommended Reading

অমরেন্দ্রনাথ রায় (সম্পা.), ২০০২, *শান্ত পদাবলী চয়ন*, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
অমিত্রসূদন ভট্টাচার্য (সম্পা.), ২০০৪, *বড় চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র*, দে'জ পাবলিশিং, কলিকাতা  
খগেন্দ্রনাথ মিত্র প্রমুখ, (সম্পা.), ১৯৯০, *বৈষ্ণব পদাবলী চয়ন*, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
দেবনাথ বন্দ্যোপাধ্যায়, ২০০১, *রাজসভার কবি ও কাব্য*, বঙ্গীয় সাহিত্য সংসদ, কলিকাতা  
নির্মল দাশ, ২০১০, *চর্যাপদে পরিচয়*, দে'জ পাবলিশিং, কলিকাতা  
ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস (সম্পা.), ১৪২১ বঙ্গাব্দ, *ভারতচন্দ্র-গ্রন্থাবলী*, বঙ্গীয়-সাহিত্য-পরিষৎ, কলিকাতা  
সুকুমার সেন (সম্পা.), ১৯৭৫, *কবিকঙ্কন মুকুন্দ বিরচিত চণ্ডীমঙ্গল*, সাহিত্য অকাদেমি, কলিকাতা  
সুকুমার সেন (সম্পা.), ১৯৯১, *বাংলা কবিতা সমুচ্চয়: প্রথম খণ্ড*, সাহিত্য অকাদেমি, নতুন দিল্লী

## Suggested Reading (if any)

আশিসকুমার দে, ১৯৯৭, *মধ্যযুগের বাংলা সাহিত্য: ভাষাপট ও ভাবকথা*, প্রথম খণ্ড, শৈলী, কলিকাতা  
আশুতোষ ভট্টাচার্য, ২০০৬, *বাংলা মঙ্গলকাব্যের ইতিহাস*, এ. মুখার্জী, কলিকাতা  
আহমদ শরীফ, ২০০০, *মধ্যযুগের সাহিত্যে সমাজ ও সংস্কৃতির রূপ*, সময় প্রকাশন, ঢাকা  
আহমদ শরীফ, ২০০২, *মধ্যযুগের বাংলা সাহিত্য*, আগামী প্রকাশনী, ঢাকা  
কালিদাস রায়, ২০০৪, *পদাবলী সাহিত্য*, করুণা, কলিকাতা  
ক্ষুদিরাম দাশ, ২০১৫, *বৈষ্ণব-রস-প্রকাশ*, দে'জ পাবলিশিং, কলিকাতা  
জহর সেনমজুমদার, ২০০৯, *মধ্যযুগের কাব্য: স্বর ও সংকট*, বঙ্গীয় সাহিত্য সংসদ, কলিকাতা  
ত্রিপুরাশঙ্কর সেনশাস্ত্রী, ১৯৮৮, *শান্তপদাবলী সাধনতত্ত্ব ও রস বিশ্লেষণ*, এস ব্যানার্জী, কলিকাতা  
দীনেশচন্দ্র সেন, ২০১৭, *প্রাচীন বাঙ্গালা সাহিত্যে মুসলমানের অবদান*, বাতিঘর, চট্টগ্রাম  
ধ্রুবকুমার মুখোপাধ্যায় (সম্পা.) ১৩৬৫ বঙ্গাব্দ, *শান্ত পদাবলী*, বেঙ্গল পাবলিশার্স, কলিকাতা

রমাকান্ত চক্রবর্তী, ২০০৭, *বঙ্গ বৈষ্ণব ধর্ম*, আনন্দ, কলকাতা  
 শঙ্করীপ্রসাদ বসু, ২০০৭, *মধ্যযুগের কবি ও কাব্য*, জেনারেল, কলকাতা  
 শঙ্করীপ্রসাদ বসু, ২০০৮, *চণ্ডীদাস ও বিদ্যাপতি*, দে'জ পাবলিশিং, কলকাতা  
 সত্যব্রত দে, ১৯৯৭, *চর্যাগীতি পরিচয়*, জিজ্ঞাসা এজেন্সিজ, কলিকাতা  
 সুকুমার সেন, ২০০৯, *চর্যাগীতি পদাবলী*, আনন্দ, কলকাতা  
 সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি ভরদ্বাজ, কলকাতা

## DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): Bangla Chotogalpo

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Chotogalpo	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

The world of Bengali Fiction is growing day by day with authors experimenting the genre with various subjects and narrative styles. Bangla Chotogalpo dates back to the later part of nineteenth century. This paper will focus the development of this genre through reading of some Bengali Short stories.

### Learning outcomes:

Students who have just passed the 12<sup>th</sup> standard examination will be introduced to the abundance of their literature and they will be expected to know after going through this paper that studying literature is not only to read some stories but they have to inculcate the habit of working and research of the given literature. Students will be able to study the development of their society and culture through literature.

## SYLLABUS OF DSC-6

### Unit I (9 Hours )

ছোটগল্পের সংজ্ঞা ও বৈশিষ্ট্য

### Unit II (36 Hours )

- প্রভাতকুমার মুখোপাধ্যায় — দেবী
- পরশুরাম — ভূশভীর মাঠে
- বিভূতিভূষণ বন্দ্যোপাধ্যায় — কিন্নরদল
- তারাশঙ্কর বন্দ্যোপাধ্যায় — জলসাঘর
- বনফুল — নিমগাছ

- প্রেমেন্দ্র মিত্র — শুধু কেরানী
- সুবোধ ঘোষ — ফসিল
- নারায়ণ গঙ্গোপাধ্যায় — টোপ
- মহাশ্বেতা দেবী — ভাত
- আবুল বাশার — দুই অক্ষরের গল্প

**Practical component (if any) - 0**

### Essential/Recommended Reading

অশ্রুকুমার সিকদার ও কবিতা সিংহ (সংক. ও সম্পা.), ২০১৩, *বাংলা গল্প সংকলন, দ্বিতীয় খণ্ড*, সাহিত্য অকাদেমি, নতুন দিল্লি  
 আবুল বাশার, ১৯৫৭, *দুই অক্ষরের গল্প*, একই বৃত্তে(গল্পসংগ্রহ), প্রভা, কলকাতা  
 জগদীশ ভট্টাচার্য (সম্পা.), ১৪২৪ বঙ্গাব্দ, *সুবোধ ঘোষের শ্রেষ্ঠ গল্প*, প্রকাশ ভবন, কলকাতা  
 জগদীশ ভট্টাচার্য (সম্পা.), ১৪২৫ বঙ্গাব্দ, *প্রভাতকুমার মুখোপাধ্যায়ের শ্রেষ্ঠ গল্প*, প্রকাশ ভবন, কলকাতা  
 দীপংকর বসু (সম্পা.), ২০০৩, *পরশুরাম গল্পসমগ্র*, এম. সি. সরকার এন্ড সন্স, কলকাতা  
 বনফুল, ২০০৬, *বনফুলের শ্রেষ্ঠ গল্প*, বাণীশিল্প, কলকাতা  
 মহাশ্বেতা দেবী, ১৯৯৩, *ছোটগল্প সংকলন*, ন্যাশান্যাল বুক ট্রাস্ট, ইন্ডিয়া, নতুন দিল্লি  
 সৌরীন ভট্টাচার্য (সম্পা.), ২০১৫, *প্রেমেন্দ্র মিত্রের শ্রেষ্ঠ গল্প*, দে'জ পাবলিশিং, কলকাতা

### Suggested Reading

অরিন্দম গোস্বামী, ২০১৮, *সুবোধ ঘোষ : কথা সাহিত্য*, তবুও প্রয়াস, চাপড়া  
 অরুণকুমার মুখোপাধ্যায়, ২০০৪, *কালের পুত্রলিকা : বাংলা ছোটগল্পের একশ' দশ বছর : ১৮৯১-২০০০*, দে'জ পাবলিশিং কলকাতা  
 উজ্জ্বলকুমার মজুমদার (সম্পা.), ২০০৮, *গল্পচর্চা*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা  
 জগদীশ ভট্টাচার্য, ১৯৯৪, *আমার কালের কয়েকজন কথাশিল্পী*, ভারবি, কলকাতা  
 তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী (সম্পা.), ২০০০, *প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য*, সাহিত্যলোক, কলকাতা  
 নারায়ণ গঙ্গোপাধ্যায়, ১৪০৫ বঙ্গাব্দ, *সাহিত্যে ছোটগল্প*, মিত্র ও ঘোষ পাবলিশার্স, কলকাতা  
 রথীন্দ্রনাথ রায়, ১৯৯৬, *ছোটগল্পের কথা*, পুস্তক বিপণি, কলকাতা  
 রফিকউল্লাহ খান, ২০০২, *কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতত্ত্ব*, অনন্যা, ঢাকা  
 শিশিরকুমার দাশ, ২০০৭, *বাংলা ছোটগল্প : ১৮৭৩-১৯২৩*, দে'জ পাবলিশিং, কলকাতা

## **Category II**

### **B.A. Programmes with Bengali as Major discipline**

#### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Prak-Uponibesher Bangla Sahitya – II (10<sup>th</sup> to 18<sup>th</sup> Shatak)**

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

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
Prak-Uponibesher Bangla Sahitya – II (10 <sup>th</sup> to 18 <sup>th</sup> Shatak)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### **SYLLABUS OF DSC-3**

##### **Learning Objectives:**

To give the students a detail idea about Pre-Colonial Bengali Literature.

##### **Learning outcomes:**

The course will enlighten the students about Pre-Colonial Bengali Literature, it's characteristics and features. It will also introduce students about their socio – cultural background of Bengal.

#### **SYLLABUS OF DSC- 3**

##### **UNIT – I (12 Hours )**

বৈষ্ণব পদাবলী( বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস), শাক্ত পদাবলী( রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)

##### **UNIT – II (21 Hours )**

ময়মনসিংহ গীতিকা, জঙ্গনামা, নাথ সাহিত্য, রায়মঙ্গল ও শীতলা মঙ্গল, পীর সাহিত্য

##### **UNIT - III (12 Hours )**

বাউল ও ফকিরী গান, কবিওয়ালা ও কবিগান

## Practical component (if any) - 0

### Essential/recommended readings

অমরেন্দ্রনাথ রায় (সম্পা.), ২০০২, শান্ত পদাবলী চয়ন, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
অমিত্রসূদন ভট্টাচার্য (সম্পা.) ২০০৪, বড়ু চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র, দে'জ পাবলিশিং, কলিকাতা  
খগেন্দ্রনাথ মিত্র প্রমুখ, (সম্পা.), ১৯৯০, বৈষ্ণব পদাবলী চয়ন, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
বৃন্দাবন দাস, ১৯৯৩, শ্রীচৈতন্যভাগবত, শ্রীচৈতন্যমঠ, মায়াপুর, পশ্চিমবঙ্গ  
ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস(সম্পা) ১৪২১ বঙ্গাব্দ, ভারতচন্দ্র-গ্রন্থাবলী, বঙ্গীয়-সাহিত্য-পরিষৎ, কলিকাতা  
মুহম্মদ এনামুল হক (সম্পা.), ১৯৯৯, শাহ মুহম্মদ সগীর বিরচিত ইউসুফ-জোলেখা, মাওলা ব্রাদার্স, ঢাকা

### Suggestive readings (if any)

আশুতোষ ভট্টাচার্য, ২০০৬, বাংলা মঙ্গলকাব্যের ইতিহাস, এ, মুখার্জী এন্ড কোং, কলিকাতা  
জহর সেনমজুমদার, ২০০৯, মধ্যযুগের কাব্য : স্বর ও সংকট, বঙ্গীয় সাহিত্য সংসদ, কলিকাতা  
তারাপদ মুখোপাধ্যায়, ১৯৭১, শ্রীকৃষ্ণকীর্তন, মিত্র ও ঘোষ, কলিকাতা

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

## DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): Bangla Bhasha, Sahitya O Itihas Parichay- II

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasha, Sahitya O Itihas Parichay- II	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To give the students a brief idea about Bengali Language, Literature & History.

### Learning outcomes

The course will enlighten the students about rise and development of Bengali Language, History of early Bengal and selected literature of ancient and mediaeval Bengal.

## SYLLABUS OF DSC- 4

### UNIT – I (15 Hours )

বাক্যের সংজ্ঞা, বাক্যের গঠন ও শ্রেণিবিভাগ

বাক্যের প্রকার – সরল, জটিল, যৌগিক

### UNIT – II (15 Hours )

বাঙালি জাতি সত্ত্বার ইতিহাস (আধুনিক যুগ)

রাজা রামমোহন রায়, হেনরি ডিরোজিও, লালন ফকির

### UNIT – III (15 Hours )

আধুনিক যুগের বাংলা সাহিত্য

গদ্য - ফোর্ট উইলিয়াম কলেজ, বিদ্যাসাগর

কবিতা – মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর

নাটক – দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ

### Practical component (if any) - 0

### Essential/Recommended Reading:

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

নিহাররঞ্জন রায়, বাঙালির ইতিহাসঃ আদি পর্ব, ১৪২২, দে'জ, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা

ক্ষেত্র গুপ্ত, ২০০২, বাংলা সাহিত্যের সমগ্র ইতিহাস, গ্রন্থনিলয়, কলকাতা

### Suggested Reading:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, বাংলা সাহিত্যের ইতিবৃত্ত, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, বাংলা সাহিত্যের ইতিবৃত্ত, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

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

### Category III

#### **B.A. Programmes with Bengali as non-Major or minor discipline**

#### **DISCIPLINE SPECIFIC CORE COURSE- 2 (DSC-2): Bangla Bhasha, Sahitya O Itihas Parichay- II**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasha, Sahitya O Itihas Parichay- II	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

#### **Learning Objectives**

To give the students a brief idea about Bengali Language, Literature & History.

#### **Learning outcomes**

The course will enlighten the students about rise and development of Bengali Language, History of early Bengal and selected literature of ancient and mediaeval Bengal.

#### **SYLLABUS OF DSC- 2**

##### **UNIT – I (15 Hours )**

বাক্যের সংজ্ঞা, বাক্যের গঠন ও শ্রেণিবিভাগ

বাক্যের প্রকার – সরল, জটিল, যৌগিক

##### **UNIT – II (15 Hours )**

বাঙালি জাতি সত্ত্বার ইতিহাস (আধুনিক যুগ)

রাজা রামমোহন রায়, হেনরি ডিরোজিও, লালন ফকির

##### **UNIT – III (15 Hours )**

আধুনিক যুগের বাংলা সাহিত্য

গদ্য - ফোর্ট উইলিয়াম কলেজ, বিদ্যাসাগর

কবিতা – মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর

নাটক – দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ

#### **Practical component (if any) - 0**

#### **Essential/Recommended Reading:**

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

নিহাররঞ্জন রায়, বাঙালির ইতিহাসঃ আদি পর্ব, ১৪২২, দে'জ, কলকাতা



অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, বাংলা সাহিত্যের সমগ্র ইতিহাস, গ্রন্থনিলায়, কলকাতা

**Suggested Reading:**

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, বাংলা সাহিত্যের ইতিবৃত্ত, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, বাংলা সাহিত্যের ইতিবৃত্ত, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Introductory Bengali

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Introductory Bengali</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject except Bengali	None	Bengali

#### Learning Objectives:

The Learning Objectives of this course are as follows:

- This course is aimed to teach the basic language skills in Bengali.
- It will introduce basic skills of the Bengali Language: its alphabets, essential words and simple sentence construction methods.
- The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary.
- After the course they can read and write simple Bengali sentences, can figure out words having conjunct character.
- Students will learn basic everyday conversation.

#### SYLLABUS OF GE-1

**UNIT – I (12 Hours )**

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

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

**UNIT – II (11 Hours )**

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & Case Markers

**UNIT – III (11 Hours )**

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

**UNIT – IV (11 Hours )**

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

**Practical component (if any): 0**

**Essential/Recommended Reading:**

Mahapatra, Tushar Kanti. (1999), Bengali for Non-Bengalis, Shishu Sahitya Samsad, Kolkata.

Mahapatra, Tushar Kanti. (1999), Bengali for Benginners, Shishu Sahitya Samsad, Kolkata.

**Suggested Reading:**

Study Materials will be provided by the respective department.

## GENERIC ELECTIVES (GE-2): Introductory Bengali - II

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Introductory Bengali - II</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject except Bengali	None	Bengali

### Learning Objectives:

This course is aimed to teach the basic language skills in Bengali. It will introduce basic skills of the Bengali Language: its alphabets, essential words and simple sentence construction methods. The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

### Learning outcomes:

The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary. After completing the course they can read and write simple Bengali sentences, can figure out words having conjunct character, and can have basic everyday conversation.

## SYLLABUS OF GE-1

### UNIT – I (11 Hours )

Revision of the previous lesson

### UNIT – II (12 Hours )

Compound verbs

Transitive and intransitive verbs

Making compound sentences in Bengali using conjunction

Making complex sentences in Bengali

### UNIT – III (11 Hours )

Paragraph and letter Writing

### UNIT – IV (11 Hours )

Conversation Writing

**Practical component (if any): 0**

**Essential/Recommended Reading:**

Mahapatra, Tushar Kanti. (1999), Bengali for Non-Bengalis, Shishu Sahitya Samsad, Kolkata.

Mahapatra, Tushar Kanti. (1999), Bengali for Benginners, Shishu Sahitya Samsad, Kolkata.

**Suggested Readings:**

Study Materials will be provided by the respective department.

**GENERIC ELECTIVES (GE-3: Bangla Sahityer Sankhipta Parichay**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bangla Sahityer Sankhipta Parichay	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

**Learning Objectives:**

To introduce the general history of the history of Bengali language and literature, periodization of Bengali literature, important genres, institutions and litterateurs of Bengali literature.

**Learning outcomes:**

This course will enable students to understand the general history of Bengali language and literature along with basic knowledge of important genres, institutions and litterateurs of Bengali literatures.

**SYLLABUS OF GE-2**

**UNIT – I (15 Hours )**

বাংলা সাহিত্যের সংক্ষিপ্ত পরিচয়: বাংলাসাহিত্যের যুগবিভাগ ও যুগবৈশিষ্ট্য

**UNIT – II (15 Hours )**

**প্রাচীন ও মধ্যযুগ :** চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য(কৃত্তিবাস ও বা), মঙ্গলকাব্য(মুকুন্দরাম, ভারতচন্দ্র), বৈষ্ণব পদাবলী(বিদ্যাপতি, চণ্ডীদাস), শাক্ত পদাবলী(রামপ্রসাদ সেন), প্রণয় কাব্য(সৈয়দ আলাওল)

### UNIT – III (15 Hours )

**আধুনিক যুগ :** বাংলা গদ্যের বিকাশ(ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, বিদ্যাসাগর) কথাসাহিত্য(বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়), নাটক ও প্রহসন(মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ), কাব্য ও কবিতা (মধুসূদন দত্ত- মহাকাব্য, বিহারীলাল চক্রবর্তী- গীতিকাব্য, রবীন্দ্রনাথ ঠাকুর)

**Practical component (if any): 0**

### Essential/Recommended Readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস*, গ্রন্থনিলয়, কলকাতা

### Suggested Reading:

আহমদ শরীফ, ২০১১, *বাঙালী ও বাঙলা সাহিত্য*, দ্বিতীয় খণ্ড, নয়া উদ্যোগ, কলকাতা  
আহমদ শরীফ, ২০১৪, *বাঙালী ও বাঙলা সাহিত্য*, প্রথম খণ্ড, নয়া উদ্যোগ, কলকাতা  
গোপাল হালদার, ১৪০৪ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপ-রেখা*, প্রথম খণ্ড, অরুণা প্রকাশনী, কলকাতা  
গোপাল হালদার, ১৪১২ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপ-রেখা*, দ্বিতীয় খণ্ড, অরুণা প্রকাশনী, কলকাতা  
দেবেশ কুমার আচার্য্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, আদি ও মধ্য যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
দেবেশ কুমার আচার্য্য, ২০০৭, *বাংলা সাহিত্যের ইতিহাস*, আধুনিক যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি. ভরদ্বাজ এণ্ড কোং, কলকাতা

## GENERIC ELECTIVES (GE- 4): Bingsha Shatabdir Bangla Kathasahitya

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Bingsha Shatabdir Bangla Kathasahitya</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

To introduce the generic features of novel and short story, and important texts of Bengali novel and short story.

### Learning outcomes:

This course will enable students to understand the generic features of novel and short story and the artistic achievement of Bengali writers in these genres.

## SYLLABUS OF GE-3

### UNIT – I (9 Hours )

উপন্যাস ও ছোটগল্পের সংজ্ঞা ও শ্রেণিবিভাগ

### UNIT – II (18 Hours )

বিভূতিভূষণ বন্দ্যোপাধ্যায় – পথের পাঁচালী

### UNIT – III (18 Hours )

পরশুরাম — চিকিৎসা সংকট

মানিক বন্দ্যোপাধ্যায় – হারানের নাটজামাই

বনফুল — নিমগাছ

প্রেমেন্দ্র মিত্র – শৃঙ্খল

লীলা মজুমদার – নটে মামা

### Practical component (if any): 0

### Essential/Recommended Reading:

বিভূতিভূষণ বন্দ্যোপাধ্যায়, ১৪১১, পথের পাঁচালী, মিত্র ও ঘোষ পাবলিশার্স প্রা: লি:, কলকাতা

দীপংকর বসু (সম্পা.), ২০০৩, পরশুরাম গল্পসমগ্র, এম. সি. সরকার এন্ড সন্স, কলকাতা

বনফুল, ২০০৬, বনফুলের শ্রেষ্ঠ গল্প, বাণীশিল্প, কলকাতা

যুগান্তর চক্রবর্তী(সম্পা.), ২০০৮, মানিক বন্দ্যোপাধ্যায়ের শ্রেষ্ঠ গল্প, বেঙ্গল পাবলিশার্স (প্রা:) লিমিটেড, কলকাতা

সোমা গঙ্গোপাধ্যায়(সম্পা.), ২০০৮, লীলা মজুমদার রচনাসমগ্র : প্রথম খণ্ড, লালমাটি, কলকাতা

সৌরীন ভট্টাচার্য (সম্পা.), ২০১৫, প্রেমেন্দ্র মিত্রের শ্রেষ্ঠ গল্প, দে'জ পাবলিশিং, কলকাতা

### Suggested Reading:

অরুণকুমার মুখোপাধ্যায়, ২০০২, মধ্যাহ্ন থেকে সায়াহ্নে : বিংশ শতাব্দীর বাংলা উপন্যাস, দে'জ পাবলিশিং, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০০৪, কালের পুতুলিকা : বাংলা ছোটগল্পের একশ' দশ বছর : ১৮৯১-২০০০, দে'জ পাবলিশিং কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০১০, কালের প্রতিমা : বাংলা উপন্যাসের পঁচাত্তর বছর : ১৯২৩-১৯৯৭, দে'জ পাবলিশিং, কলকাতা

অশ্রুকুমার সিকদার, ১৯৮৮, আধুনিকতা ও বাংলা উপন্যাস, অরুণা প্রকাশনী, কলকাতা

উজ্জ্বলকুমার মজুমদার (সম্পা.), ২০০৮, গল্পচর্চা, বঙ্গীয় সাহিত্য সংসদ, কলকাতা

জগদীশ ভট্টাচার্য, ১৯৯৪, আমার কালের কয়েকজন কথাশিল্পী, ভারবি, কলকাতা

তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী (সম্পা.), ২০০০, প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য, সাহিত্যলোক, কলকাতা

দেবীপদ ভট্টাচার্য, ১৯৬১, উপন্যাসের কথা, সুপ্রকাশ, কলকাতা

নারায়ণ গঙ্গোপাধ্যায়, ১৪০৫ বঙ্গাব্দ, সাহিত্যে ছোটগল্প, মিত্র ও ঘোষ পাবলিশার্স, কলকাতা

রথীন্দ্রনাথ রায়, ১৯৯৬, ছোটগল্পের কথা, পুস্তক বিপণি, কলকাতা

রফিকউল্লাহ খান, ২০০২, কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতত্ত্ব, অনন্যা, ঢাকা

শিশির চট্টোপাধ্যায়, ১৯৬২, উপন্যাস-পাঠের ভূমিকা, বুকল্যান্ড, কলকাতা

শিশিরকুমার দাশ, ২০০৭, বাংলা ছোটগল্প : ১৮৭৩-১৯২৩, দে'জ পাবলিশিং, কলকাতা

শ্রীকুমার বন্দ্যোপাধ্যায়, ২০১০-২০১১, বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী, কলকাতা

সত্যেন্দ্রনাথ রায়, ২০০০, বাংলা উপন্যাস ও তার আধুনিকতা, দে'জ পাবলিশিং, কলকাতা

সরোজ বন্দ্যোপাধ্যায়, ২০১২, বাংলা উপন্যাসের কালান্তর, দে'জ পাবলিশিং, কলকাতা

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

## GENERIC ELECTIVES (GE-5): Byabaharik Bangla Bhasha O Byakaran

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Byabaharik Bangla Bhasha O Byakaran	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

To give the students an idea of introductory grammar of Bengali language. It also offers a general idea of writing skills, such as letter writing, paragraph writing etc. to the students.

### Learning outcomes:

The course will enlighten the students with basic level of Bengali Grammar and language.

### SYLLABUS OF GE-3

#### UNIT – I (12 Hours )

সমোচ্চারিত ভিন্নার্থক শব্দ, বিপরীতার্থক শব্দ, সমার্থক শব্দ

#### UNIT – II (11 Hours )

বাক্য সংশোধন

#### UNIT – III (11 Hours )

পত্ররচনা

#### UNIT – IV (11 Hours )

বোধ পরীক্ষণ

### Practical component (if any): 0

### Essential/ Recommended Reading:

তারকনাথ গঙ্গোপাধ্যায়, ১৯৮৮, প্রবন্ধ বিচিত্রা, খণ্ড ১ ও ২, গ্রন্থভারতী, কলকাতা

বাংলা কি লিখবেন কেন লিখবেন আনন্দবাজার পত্রিকা ব্যবহার বিধি, ২০১৪, আনন্দ, কলকাতা

সুনীতিকুমার চট্টোপাধ্যায়, ২০১১, সরল ভাষাপ্রকাশ বাঙলা ব্যাকরণ, প্রকাশ ভবন, কলকাতা

### Suggested Reading:

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

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



## GENERIC ELECTIVES (GE-6): Bangla Byakaran Parichay – I

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Bangla Byakaran Parichay – I</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

- To make the students aware about basic grammar of Bengali language.
- To make students familiar with various forms of Bengali modern grammar.

### Learning outcomes:

- The course would enlighten the students on the topic such as Dhawani, Barna, Pada etc.
- The students could be able to understand and analyse the basic knowledge of Bengali language.

### SYLLABUS OF GE-3

#### UNIT – I (15 Hours )

ধ্বনি ও বর্ণ (সংজ্ঞা, পার্থক্য, শ্রেণিবিভাগ - স্বরধ্বনির শ্রেণীবিভাগ এবং উচ্চারণস্থান অনুযায়ী ব্যঞ্জনধ্বনির শ্রেণিবিভাগ)

#### UNIT – II (15 Hours )

ধ্বনি পরিবর্তনের কারণ, ধারা ও নির্বাচিত সূত্র (অপিনিহিত, অভিশ্রুতি, স্বরসঙ্গতি, সমীভবন)

#### UNIT – III (15 Hours )

পদ (সংজ্ঞা ও শ্রেণিবিভাগ), কারক (সংজ্ঞা ও শ্রেণিবিভাগ), ক্রিয়ার কাল (মৌলিক কাল)

### Practical component (if any): 0

### Essential/Recommended Reading:

আবুল কালাম মনজুর মোরশেদ, ২০১৩, আধুনিক ভাষাতত্ত্ব, মাওলা ব্রাদার্স, ঢাকা  
রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি, কলকাতা  
সুনীতিকুমার চট্টোপাধ্যায়, ২০১১, সরল ভাষাপ্রকাশ বাঙলা ব্যাকরণ, প্রকাশ ভবন, কলকাতা

### Suggested Reading:

পরেশচন্দ্র মজুমদার, ২০০৮, বাঙলা ভাষা পরিক্রমা, ২-খণ্ড, দে' জ, কলকাতা

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

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

### GENERIC ELECTIVES (GE-7): Tagore through Texts (Tagore ka Sahitya)

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Tagore through Texts (Tagore ka Sahitya)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### Tagore through Texts (Tagore ka Sahitya)

##### Learning Objectives:

Rabindranath Tagore, the first Nobel Laurette from Asia, is one of the most important litterateur and philosopher from Bengal and India. His influence spanned over India and beyond. At the same time, he remains one of the post popular author whose literary works continue to engage people. This course will provide an introduction to his writings and though through close study of selected texts.

##### Learning outcomes:

The students will be able to appreciate the literary and philosophical contribution of Tagore through close reading of selected literary works.

#### UNIT-I (11 Hours )

Tagore: A biographical outline

#### UNIT-II (11 Hours )

Geetanjali (selected poems)

#### UNIT-III (12 Hours )

Gora (selected chapters)

## UNIT-IV (11 Hours )

Short Stories (selected stories)

**Practical component (if any): 0**

### Essential/Recommended Reading:

Rabindranath Tagore, The Complete Work of Rabindranath Tagore, 2017, General Press, Daryagang, New Delhi.

Rabindranath Tagore, 2002, Gora, Rupa Publication India Pvt. Ltd, Daryagang, New Delhi .

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

## GENERIC ELECTIVES (GE-8): Bengali Culture (Bangali Sanskriti)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bengali Culture (Bangali Sanskriti)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

## Bengali Culture (Bangali Sanskriti)

### Learning Objectives:

Bengalis have added to our Great Indian tradition with an abundant Cultural heritage of their own. This paper aims at catering to the students with no knowledge of Bengalis & their Cultural. This paper would let the students know about Bengali Culture and its rich Tradition. It will include Bengali Language, Literature, Performing Arts, Paintings, Rituals etc.

### Learning outcomes:

This course will enable the students from Non-Bengali background to have the knowledge of Bengali Music, Dances, Paintings, Arts and Artifacts, folk culture of Bengal. By knowing Bengali Cultural Heritage, their own knowledge, belief, Sense of beauty and Human values will grow side by side.

## **UNIT-I (15 Hours )**

Bengal: Its Geographical Boundaries

## **UNIT-II (15 Hours )**

Cultural History of Bengal: Architecture, Paintings, Dances

## **UNIT-III (15 Hours )**

19<sup>th</sup> Century Bengal 20 UNIT-IV Bengali Folk Culture: An Outline

**Practical component (if any): 0**

### **Essential/Recommended Reading:**

- Banejee, Sumanta (2016) Memoirs of Roads, Oxford University Press
- Bhattacharya, Ashutosh (2011) Bangal : Loksanskriti Aur sahitya, NBT, Delhi
- Dutt, R.C. (1962) Cultural heritage of Bengal, Punthi Pustak, Calcutta
- Ray, R. (1994). History of the Bengali People. Orient BlackSwan.
- Das, S.N. (2005). The Bengalis: The People, Their History and Culture.
- Sengupta, Nitish (2001). History of the Bengali-speaking People. UBS Publishers'
- Sengupta, Nitish (2011). Land of Two Rivers: A History of Bengal from the Mahabharata to Mujib. Penguin UK.
- Murshid, Ghulam (2012). Bengali Culture. (Online ed.). Dhaka, Bangladesh

**TELUGU (MIL&LS)**

**Category I**

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Minor as one of the Core Disciplines)**

**SEMESTER-II**

**CORE (DSC)**

**(DSC - 3)**

**HISTORY OF TELUGU LANGUAGE**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>HISTORY OF TELUGU LANGUAGE</b>	4	03	01	0	Students who have studied Telugu up to 8 <sup>th</sup> Standard	NIL

**Learning Objectives**

The course intends to furnish a comprehensive account of the origin and development of the Telugu language in the light of studies during the modtimestime. It is broadly divided into three main periods: (i) Influence of Prakrit and Dravidian languages up to A.D. 1100, (ii) Influence of Sanskrit from A.D. 1100 to 1800 and (iii) European influence and modern trends from A.D.1800. It discusses phonological, morphological, semantic and syntactic changes taken place in the language.

**Learning outcomes**

This course would enlighten the students the place of Telugu in Dravidian family of languages, various dialects of Telugu and the impact of Sanskrit and other languages in Telugu.

## SYLLABUS OF DSC

### Unit-I

15 hours

- (i) Dravidian Languages and Telugu.
- (ii) Evolution of Telugu Script.
- (iii) Mentions of Telugu, Tenugu and Andhramu.

### Unit-II

15 hours

- (i) Evolution of Telugu Language: B.C.200 to A.D. 1100.
- (ii) Phonological, Morphological and syntactic changes: A.D.1100 to 1900.

### Unit-III

15 hours

- (i) Semantic changes.
- (ii) Dialects in Telugu

### Essential/recommended readings

1. Krishnamurthy, Bh., (Ed.) 2004, *Telugu Bhasha Caritra*, Hyderabad: PS Telugu University.
2. Simmanna, V., 2004, *Telugu Bhasha Carita*, Visakhapatnam: Dalita Sahitya Peetam.
3. Somayaji, GJ., 1969. *Andhra Bhasha Vikasamu*, Machilipatnam: Triveni Publishers.
4. Sphurtisree, 1972, *Telugu Bhasha Caritra*, Kakinada: Prashanthi publishers.
5. Subrahmanyam, P.S., 1997, *Dravida Bhashalu*, Hyderabad: PS Telugu University.

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

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Major as one of the Core Disciplines)**

(DSC - 4)

**TELUGU NOVEL**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>TELUGU NOVEL</b>	4	03	01	0	Students who have studied Telugu up to 10 <sup>th</sup> Standard	NIL

**Learning Objectives**

In fictional writings, novel is considered as one of the popular writing in Telugu. Though it was begun in Telugu with influence of western literature, it has been representing Telugu culture and society.

**Learning outcomes :**

This course will give an understanding of Learning about varied techniques of fiction and socio-political issues in fiction writing.

**SYLLABUS OF DSC**

**Unit-1.** The origin and development of Telugu Novel.

**15 Hours**

**Unit-2.** Features of Novel and trends and various approaches in fiction writing.

**10 Hours**

**Unit-3.** Select Texts:

**20 Hours**

*Chaduvu* by Kodavatiganti Kutumbarao.

*Chillara Devullu* by Dasharathi rangacharya

*Boyakottamulu pannendu* by Karanam Balasubramanyam pillai

**Essential/recommended readings**

Kutumbarao, Kodavatiganti., 2004, *Chaduvu*, Hyderabad: Vishalandra Publishing house. (1982).

Keshava Reddy., 2014, *Atadu Adavini Jayinchadu*, Hyderabad: Vishalandra Publishing house. (1987).

Rangacharya, Dasharathi, 2001, *Chillara Devullu*, Hyderabad: Vishalandra Publishing house. (1963).

Kutumbarao, Boddapati Venkata., 1971, *Andhra Navala Parinamamu*, Hyderabad: Gayatri Prachiranal.

Balasubramanyam pillai, Karanam. 2013, *Boyakottamulu pannendu*, Madanapalle: \_\_\_\_\_.

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



**POOL OF GENERIC ELECTIVE  
(GE-2)  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE  
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introductory Telugu	4	03	01	0	Students who have not studied Telugu up to 8th Standard	NIL

### Learning Objectives

The aim of the course is to teach basic language skills in Telugu and it intends to facilitate students in acquiring foundational skills of reading, writing and speaking in Telugu along with synonyms to expand vocabulary. This course is divided into three units and it will cover the basic language structures, the activities and functions normally explored by a beginners' syllabus, i.e. the learning Telugu syllables, making simple sentence construction and use the same sentences with fellow students, it goes further, covering situations such as working, studying and including materials focused on the Telugu media i.e., cinema, television, the press and advertising. In terms of grammar structures, the exercises are at the basic level only.

### Learning outcomes

The course will enable the students to obtain the basic skills of reading, writing and speaking in Telugu along with building up a primary vocabulary. After completing the course, they can read and construct simple Telugu sentences, figure out words having conjunct character, and can learn functional, everyday conversation in different language usage situations. Students interact with classmates by using simple sentences about their daily routine matters on official and informal occasions.

## SYLLABUS OF GE

### Unit I

12 Hours

Introduction to Telugu Vowel & Consonant sounds & along with the sound-image  
Introduction to Telugu Consonant Conjunct

## Unit II

12 Hours

Introduction to Telugu Pronoun & its Subjunctives  
Introduction to Telugu Noun, Numbers& its Subjunctives  
Telugu qualifiers/adjectives  
Telugu prepositions  
Conjunctions and its usage

## Unit III

12 Hours

Introduction to Verb & Time/Tense  
Conjugation of different verbs

## Unit IV

9 Hours

Making simple sentences in Telugu (basic syntactical rules)  
Making Negative sentences in Telugu  
Making Interrogative sentences in Telugu

### Essential/recommended readings

Arden, A H., 1905, *A progressive grammar of the Telugu language*. 2<sup>nd</sup> 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*. Mysore: Central Institute of Indian Languages,

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.

**GENERIC ELECTIVE  
(GE-2)**

**INTERMEDIATE TELUGU – (For those who have completed  
Introductory Telugu)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTERMEDIATE TELUGU – (For those who have completed Introductory Telugu)	4	03	01	0	Students who have not studied Telugu up to 10 <sup>th</sup> Standard	NIL

**Learning Objectives**

This course has been designed for students who have the primary knowledge of the Telugu language and can make as well as to figure out simple sentences. The course enables students to construct compound and complex sentences in Telugu. Furthermore, the course empowers the students to acquire skills to comprehend small passages, writing short paragraphs, and having better conversational skills and teach them the basic rules of translation as well. The course offers a wide range of exercises from the book and challenging activities can be given to students i.e. vocabulary-based activity or a grammar drill, a language manipulation exercise or an up-to-date reading comprehension. A unit focuses on particular topic and also to those students who want to practice the language through additional independent study and open-ended exercises will be included to encourage learners to communicate more spontaneously and to allow some autonomy and encourage creativity.

Additional materials and support will be given to the students.

**Learning outcomes**

The course will enable students to understand the distinctions of the language by empowering them with better reading, writing and conversational skills. Students will try to capture radio and TV advertisements, news, advertisements and other programs broadcast. They will read short paragraphs in a language related to books, newspapers, magazines, notice boards, posters, personal and other types of letters, etc., as well as the use of dictionaries and reference texts. They will also try to write a short portion on select topics and write personal and other types of letters, directly on familiar and simple topics, and write independent articles. Students will be able to translate any prose words from Telugu to English and vice versa with the help of a dictionary or through online sources.

## SYLLABUS OF GE

### Unit I

15 Hours

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

### Unit II

15 Hours

Reading comprehension, Paragraph and letter Writing, Conversation writing

### Unit III

15 Hours

Translation from English to Telugu  
Translation from Telugu to English

### Essential/recommended readings

Arden, A H., 1905. *A progressive grammar of the Telugu language*. 2<sup>nd</sup> 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. *Telugu Velugu- I*. 1997, Mysore: Central Institute of Indian Languages.

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

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

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

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_.

Venkataramana Rao, Y., 1976. *Telugu Velugu -IV*. Mysore: Central Institute of Indian Languages.

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.

## **TAMIL (MIL&LS)**

### **Category II**

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Major as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): History of Tamil Literature- (Ancient)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Tamil Literature (Ancient)	04	03	01	00	Class 12 <sup>th</sup> pass	Students who have studied the Tamil language up to Class XII

### **Learning Objectives:**

The aim of the course is to give a complete survey of ancient Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students of ancient literature with literary texts in historical background. This course explains the types of Tamil literature, their social and historical background of Sangam period. The earliest available literature of Tamil, the *Sangam Anthology* and *Tolkāppiyam* are taken as the source to discuss the structure of ancient Tamil.

### **Learning Outcomes:**

This course will enable students to understand the ancient literary history in a comprehensive method. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

## SYLLABUS OF DSC -3

Total Hours of Teaching: 60 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

### Unit -I (L-09 Hrs.)

- History of Three Tamil Sangams & Sangam Literature: Tholkappiam, Eighteen Upper Anthologies (Ettuthokai & Pathuppaattu)

### Unit -II (L-09 Hrs.)

- Sangam Literature: Eighteen Lower Anthologies (Thirukkural & 18 Ethical Literature)

### Unit -III (L-09 Hrs.)

- Five Major Epics & Five Minor Epics

### Unit -IV (L-09 Hrs.)

- Bakthi Literature: Saiva Naayanmars, Manickavasagar (Thevaram, Thiruvvasagam)

### Unit -V (L-09 Hrs.)

- Vaishnava Aazhvaars Naalaayira Divya Prabhandam)

### Essential/recommended Readings:

- Varadarajan, M., 1972, *Tamiḻ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
- Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.
- Thamizhannal.2000. Puthiya Nokkil Thamizh Ilakkiya Varalaru, Madurai: Meenakshi Puththaka Nilaiyam.

### Suggestive Readings:

- M.R.Adaikkalasamy. 1991. Tamil Ilakkiya Varalaaru, Chennai: Saiva Sidhantha Nurpathippuk Kazhagam.
- Pakkiyarnary, T., 2014, *Vagaimai Nōkkil Tamiḻ Ilakkiya Varalāru*, Chennai: Meenakshi Puttaga Nilayam.
- Subash Chandra Bose, S., 2008, *Tamiḻ Ilakkiya Varalāru*, Chennai: Pavai Publication.
- G.Devaneyap Paavanar, Thamizh Ilakkiya Varalaru, Ilankumaran Pathippakam, Chennai: 2017.

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

### Category III

#### (B.A (Prog.) with Tamil Discipline as Minor

##### **DISCIPLINE SPECIFIC CORE COURSE – 4(DSC-4): An Introduction of Tamil Literature**

*(This course is Common in B.A (Programme) with Tamil as Major Discipline)*

##### **Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>An Introduction of Tamil Literature (Modern)</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>00</b>	<b>Class 12<sup>th</sup> pass</b>	<b>For students who have studied the Tamil language up to Class X<sup>th</sup> &amp; above.</b>

##### **Learning Objectives:**

The aim of the course is to give a complete survey of Modern Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students modern literature with literary texts in historical background.

##### **Learning Outcomes:**

This course explains the types of Tamil literature, their social and historical background from Modern period. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

##### **SYLLABUS OF DSC**

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

##### **Unit -I (L-09 Hrs.)**

- Poetry literature: Traditional Poetry,

##### **Unit -II (L-09 Hrs.)**

New Verses & Hycoo.

### Unit -III (L-09 Hrs.)

- Prose & Drama Literatures

### Unit -IV (L-09 Hrs.)

- Short story & Novel Literatures

### Unit -V (L-09 Hrs.)

- Christian & Islamic Literatures

### Essential/recommended Readings:

1. Varadarajan, M., 1972, *Tamiḷ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
2. Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.

### Suggestive Readings (if any):

1. Vasudevan, K., 2007, *Paṇmuga Nōkkil Tamiḷ Ilakkiya Varalāru*, Tiruchy: Devan Padippagam.
2. Subash Chandra Bose, S., 2008, *Tamiḷ Ilakkiya Varalāru*, Chennai: Pavai Publication.
3. G.Devaneyap Paavanar, *Thamizh Ilakkiya Varalaru*, Ilankumaran Pathippakam, Chennai: 2017.

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



## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-3): Pre-Intermediate Tamil

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Pre-Intermediate Tamil	04	03	01	00	Class 12 <sup>th</sup> pass in any subject	For students who have not studied the Tamil language	Department of Modern Indian Languages-Tamil

#### Learning Objectives:

This course is designed for students who have the primary knowledge of the Tamil language and can make as well as figure out simple sentences. The course aims to enable them figuring out as well as constructing compound and complex sentences in Tamil. Furthermore, the course will enable the students achieving skills to comprehend small passages, writing short paragraphs, and having better conversational skills. The course will teach them the basic rules of translation as well.

#### Learning Outcomes:

The course will facilitate the students to understand the nuances of the language by empowering them with better reading, writing and conversational skills. It will also enable them to translate from Tamil to English and vice versa.

## SYLLABUS OF GE-3

Total Hours of Teaching: 60 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

### Unit I (L-09 Hrs.)

- Compound verbs
- Transitive and intransitive verbs

### Unit II(L-09 Hrs.)

- Making compound sentences in Tamil using conjunction
- Making complex sentences in Tamil

### Unit III (L-09 Hrs.)

- Reading comprehension

### Unit IV (L-09 Hrs.)

- Paragraph and letter Writing
- Conversation writing

### Unit V (L-09 Hrs.)

- Translation from English to Tamil
- Translation from Tamil to English

### Essential/recommended Readings:

1. Arokianathan, S. *Spoken Tamil for Foreigners, (Lesson 1-5) A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.*
2. *Tamil Alphabet in Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
3. *Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10) Centre for South and South East Asia, University of California at Berkeley, 1992.*
4. *Asher, R.E. Colloquial Tamil, Routledge (Lesson 1), London. 2002.*
5. *Karunakaran, K. & Balakrishnan.R. Elementry Tamil (Introductory Course), Sabanayagam Printers, Chidambaram, 2001.*
6. *Rajaram, S. An Intensive Course in Tamil (Unit. 4), CIIL, Mysore, 1987.*
7. *Arangarajan. Maruthur. Thavarinrrith Thamizh Ezhutha, Ainthinaip Pathippagam, Chennai, 2007*
8. *Aranamuruval & Amarantha, Mozhipeyarppu-k Kalai: Inru Paavai Pathippagam, Chennai, 2005. ,*

**Suggestive readings: NIL**

**GENERIC ELECTIVES (GE-4: Introduction to Comparative Studies in Tamil)****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Introduction to Comparative Studies in Tamil</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>00</b>	<b>Class 12<sup>th</sup> pass</b>	<b>For students who have studied the Tamil language up to 10<sup>th</sup> standard and above.</b>	<b>Department of Modern Indian Languages-Tamil</b>
						-	

**Learning Objectives:**

The aim of the course is to teach the students to read literature as the source to understand and explain the Comparative Literature. Comparative Literature is an academic area dealing with the study of literature and cultural expression across Linguistic, National, Geographic and Disciplinary boundaries. It will train the students to write on the specialized subject of Comparative Literature and Culture with the help of literary texts and to incorporate this knowledge in understanding of literature and other studies. This course will enhance the ability in language usage by developing the technical terminology of the specific fields of knowledge. The teaching method of this course includes the identification of texts which contains the elements of Comparative Literature, translation and Culture in Tamil.

**Learning Outcomes:**

The intense study will equip the students to understand the particular field of knowledge in Tamil and inculcate an ability to write on these disciplines. This study shall explain the role of literature to understand Comparative Literature, Translation and Culture and the need of these disciplines in understanding and production of literary texts.

**SYLLABUS OF GE-4**

**Total Hours of Teaching: 60 Hrs**  
**(Lecture-45 Hrs, Tutorials -15 Hrs)**

**Unit I (L-09 Hrs.)**

- Introduction to Tamil Comparative Literature Studies- Comparison and Comparative Literature.

**Unit II(L-09 Hrs.)**

- Definition on Comparative Literature- World View of Literature.

**Unit III (L-09 Hrs.)**

- Use of Comparative Literature- Literature and Fine Arts- Literature and other Disciplines of Knowledge.

**Unit IV (L-09 Hrs.)**

- Two major theories of Comparative Literature-Four dimensions of literary views- Influence theory- Parallel theory.

**Unit V (L-09 Hrs.)**

- Themetology in Comparative Literature- Translation and Comparative Literature- Source Language and Target Language.

**Essential / recommended Readings:**

1. Thamizhannal, Oppilakkiya Arimugam, Meenakshi Puthaka Nilaiyam, Madurai: 1973.
2. M.Thirumalai, Oppilakkiyam: Kolkaikalum Payilmuraiyum, Meenakshi Puthaka Nilaiyam, Madurai: 2003.

**Suggestive Readings:**

1. Kailasapathy, Oppiyal Ilakkiyam, Paari Nilaiyam, Chennai: 1969.
2. V.Sachithanandan, Oppilakkiyam- Oor Arimukam, Oxford University Press , Chennai:1985
3. P.Anandakumar, Inthiya Oppilakkiyam Meenakshi Puthaka Nilaiyam, Madurai: 2003.
4. R.Kanchana, Oppilakkiyam: Marapum Thiranum, Publication Division, Madurai Kamaraj University: 2003.
5. S.Sarathambal, Adikkaruththiyai, Santhana Hari Pathippakam, Madurai: 2004.
6. N.Murugesu Pandian, Mozhipeyarppu Kalai, NCBH, Madurai : 2014
7. Aranamuruval, Amarantha, Mozhipeyarppu Kalai-Intru, Paavai Pathippakam, Chennai-2005.

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

**DEPARTMENT OF SLAVONIC & FINNO-UGRIAN STUDIES (SFUS)**

**COMMON POOL OF GENERIC ELECTIVES (GE)  
COURSES OFFERED BY SFUS**

**GENERIC ELECTIVE– 1  
BASIC RUSSIAN LANGUAGE I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Russian Language	4	3	1	0	Class XII Pass	NIL

**Learning Objectives:**

**The Learning Objectives of this course are as follows:**

1. To make them familiar with the basic Russian language.
2. To acquaint them with Russian Alphabet and Russian vocabulary
3. To improve their grip on the language.
4. Learners will practice sentences based on the prescribed grammatical points.
5. Learners will be able to read and write simple sentences based on basic applied grammar.

**Learning outcomes :**

**The Learning Outcomes of this course are as follows:**

**By studying this course the student will be able to:**

1. Recognize, read and write Russian Alphabet.
2. Read simple sentences in Russian.
3. Use basic interrogative sentences in Russian.
4. Utter the basic vocabulary of the things around them in Russian.
5. Form simple sentences based on basic grammar.
6. Identify the errors and make sentences corrected.

**SYLLABUS OF G.E.-1 Unit 1 (15 hours)**

**Reading & Writing Russian**

1. Russian Alphabets (Capital & Small)
2. Printed & Written Form
3. Types of Vowels
4. Classifications of Consonants

5. Words with different vowels
6. Reading text with vowels
7. Taking dictation
8. Make Simple Sentences.

## **Unit 2 (15 hours)**

### **Basic Vocabulary**

**Frequently used Russian words. Frequently used vocabulary of the following heads:**

1. House	7. Vegetables
2. Kitchen	8. Fruits
3. Office	9. Name of Days
4. Class Room	10. Name of Months
5. College	11. Numbers (1-10)
6. Human Body	

## **Unit 3 (15 hours)**

### **- Basic Grammar**

1. Gender of Nouns	7. Possessive pronouns
2. Adverbs	8. Detached dual pronouns
3. Personal pronouns	9. The u menya construction
4. Verb (E conjugation I)	10. Adjectives & their declensions
5. Plural of Nouns	11. The objective clause
6. Few Phrases	12. Cardinal Numbers (1-10)

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

### **Essential/recommended readings**

1. Ovsienko, Y.G. Russian for beginners. Part I. Moscow: "Ruski Yazik" 2013. Chapter 1 - 6.

### **Suggestive readings**

1. Wagner, V.N. and Ovsienko, Y.G. Russian. Moscow 2008. Chapter 6 - 12.
2. Khavronina, S.A., Shirochenskaya, A.I. Russian in Exercises. Moscow: Progress. 2007.

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

  
**REGISTRAR**