

UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/437
Dated: 06.10.2022

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1/ (18-1-1) dated 18.08.2022]

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-I 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

**B.A (H) ARABIC:
Category-I**

**DISCIPLINE SPECIFIC CORE COURSE – 1
ARABIC READING & WRITING FOR BEGINNERS**

CREDIT 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 Reading & Writing For Beginners	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 aware with correct pronunciation of consonants and vowels.
3. To make them acquainted with basic Arabic vocabulary.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Recognise, read and write Arabic alphabet.
2. Read short and simple sentences in Arabic.
3. Use basic interrogative sentences in Arabic.
4. Use the basic vocabulary of the things around him/her in Arabic.
5. Use the Arabic numerals from 1-10.

SYLLABUS OF DSC-1 (CATEGORY-I)

Unit 1 (20 hours)

Arabic Reading & Writing

- Arabic Alphabet with different shapes
- Moon & Sun letters
- Vowel signs (short & long)
- Joining of letters
- Words with different vowels

Basic Vocabulary

- Frequently used Urdu words of Arabic Origin (100).
- Frequently used vocabulary of the following heads (300):
House, Kitchen, Office, Classroom, College, Human Body, Vegetables, Fruits, Name of Days, Name of Months, Numbers (1-10)

Unit 2 (20 hours)

- Reading and Comprehension

Lessons: 1 to 5

Prescribed Book: “Madina Arabic Reader-1 by Dr. V. Abdur Rahim”

Unit 3 (20 hours)

- Reading and Comprehension

Lessons: 6 to 10

Prescribed Book: “Madina Arabic Reader-1 by Dr. V. Abdur Rahim”

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.

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
ARABIC GRAMMAR FOR BEGINNERS**

CREDIT 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 Grammar For Beginners	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Conjugate the given verbs and use them as per their requirement.
2. Use them in their writings and conversation as per the need.
3. Learn elementary grammar of the Arabic syntax.
4. Make simple nominal sentences.

SYLLABUS OF DSC-2 (CATEGORY-I)

Unit 1 (20 hours)

- نكرة – أداة النكرة & معرفة – أداة المعرفة
- Nouns: Masculine & Feminine and Symbols of feminineness.
- Complete chart of أسماء الإشارة
- Nominal Sentence (المبتدأ والخبر)
- 14 Mood Conjugation of the following:

- فَعَلَ – يَفْعَلُ
- فُعِلَ – يُفْعَلُ
- مَا فَعَلَ – لَا يَفْعَلُ
- مَا فُعِلَ – لَا يُفْعَلُ

Unit 2 (20 hours)

- Complete chart of الضمائر المنفصلة & الضمائر المتصلة
- Formation of المركب الإضافي & المركب الإشاري
- 6 Mood Conjugation of the following:

- إِفْعَلْ
- لَا تَفْعَلْ
- فَاعِلْ
- مَفْعُولْ

Unit 3 (20 hours)

- Formation of المركب الوصفي
- Frequently used prepositions:

من	في	إلى	على	ل	ب
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- Conjugation of the أبواب الفعل الثلاثي المجرد:

فتح - يفتح	ضرب - يضرب	نصر - ينصر	سمع - يسمع	كرم - يكرم	حسب - يحسب
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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, 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

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

DISCIPLINE SPECIFIC CORE COURSE – 3 ARABIC TRANSLATION FOR BEGINNERS

CREDIT 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 Translation For Beginners	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

To enable learners to translate simple sentences from English into Arabic.

To enable learners to translate simple sentences from Arabic into English.

Learning outcomes

The Learning Outcomes of this course are as follows:

The student will acquire skills of translating simple sentences English into Arabic.

The student will acquire skills of translating simple sentences English into Arabic.

SYLLABUS OF DSC-3 (CATEGORY-I)

Unit 1 (5 Weeks)

Translation based on two-word nominative sentences using the following as subject (المبتدأ):

أسماء الإشارة	الضمائر المتصلة	الضمائر المنفصلة
المعرف باللام	العلم	

Unit 2 (20 hours)

Translation based on الجملة الفعلية on the following pattern:

Verb + Doer

Verb + Doer + Object

Unit 3 (20 hours)

Translation based on the following phrases:

Possessive Phrase (المركب الإضافي)

Adjectival Phrase (المركب الوصفي)

Demonstrative Phrase (المركب الإشاري)

Practical component (if any) - NIL

Essential/recommended readings

Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.

Prof. V. Abdur Rahim: Madina Arabic, Vol. 1, New Delhi.

Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.

النحو، پانی پت کتاب: امرتسری الرحمن عبد مولانا

Suggestive readings

J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.

Prof. R.I. Faynan: Essential Arabic, New Delhi.

الإنشاء، لکنؤ معلم: الندوی الماجد عبد مولانا

معلم، دہلی کا عربی: خان الستار عبد

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

BA (PROG) with ARABIC as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1
INTRODUCTORY 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)
		Lecture	Tutorial	Practical/ Practice		
Introductory Arabic-1	4	3	1	-	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make them learn Arabic script and its sound systems
2. To enable them to read and write basic 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 simple Arabic text correctly.

SYLLABUS OF DSC-1 (CATOGORY-II)

Unit 1 (20 hours)

Arabic Text-1

Lessons: 1 to 8

Prescribed Book:

القراءة الواضحة (الجزء الأول)
مولانا وحيد الزمان قاسمي كيرانوي

Unit 2 (20 hours)

Arabic Text-2

Lessons: 9 to 16

Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كيرانوي

Unit 3 (20 hours)

Comprehension & Applied Grammar

Lessons: 1 to 16

Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كيرانوي

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

4. Prof. S. A. Rahman: Teach Yourself Arabic, New Delhi.
5. Prof. R.I. Faynan: Essential Arabic, New Delhi.
6. Dr. Amir Jamal: Arabic Learn the Easy Way, 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 – 2
ARABIC: TEXT GRAMMAR & TRANSLATION -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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Arabic: Text, Grammar & Translation-I	4	3	1	-	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 basic grammar rules required at the first 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. Recognize, read and write Arabic alphabet.
2. Read short and simple sentences in Arabic.
3. Translate simple sentences from English into Arabic & Vice Versa.

SYLLABUS OF DSC-2 (CATEGORY-II)

Unit 1 (20 hours)

Arabic Text

Lessons: 1 to 12
(Semester-One)

Prescribed Book:

My Arabic Reader
Elementary Level
Dr. Wali Akhtar Nadwi

Unit 2 (20 hours)

Grammar:

- Arabic Alphabet
- Shapes of Arabic Letters
- Vowel Signs

- Other Signs
- Sun Letters & Moon Letters
- Masculine & Feminine
- Demonstrative Pronouns
- Detached Pronouns
- Definite & Indefinite
- Nominal Sentence
- Preposition
- Past Tense
- Future Tense
- Attached Pronouns
- Al-Idafa (Mudaaf & Mudaaf Ilaih)
- Quality & the Noun Qualified

Unit 3 (20 hours)

Translation:

Translation English-Arabic-English based upon the Vocabulary of Daily Use.

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. عبد الستار خان: عربی کا معلم، دہلی

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.
4. V. Abdur Rahim: Madinah Arabic Reader-1, New Delhi

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

BA (Prog.) with Arabic as Minor
Category-III

DISCIPLINE SPECIFIC CORE COURSE – 1
ARABIC LANGUAGE-1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

1. Learners will become more accurate and efficient in using a language.
2. Improves the fluency in the language.
3. Able to speak, read and write the language more efficiently.

Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Recognise, read and write Arabic alphabet.
2. Read short and simple sentences in Arabic.
3. Use basic interrogative sentences in Arabic.
4. Utter the basic vocabulary of the things around him/her in Arabic.
5. Write the Arabic numerals from 1 to 10.

SYLLABUS OF DSC-1 (CATOGORY-III)

Unit 1 (20 hours)

Basics

- Alphabets with different shapes
- Moon & Sun letters
- Vowel signs (short & long)
- Joining of letters
- Words with different vowels

- Reading text with vowels
- Practicing Arabic alphabets in isolated shapes, two, three, four & five letters
- Copying text
- Taking dictation

Unit 2 (20 hours)

Basic Vocabulary:

- Frequently used Urdu words of Arabic origin. (100)
 Frequently used vocabulary of the following heads: (300)
- House
 - Kitchen
 - Office
 - Class Room
 - College
 - Human Body
 - Vegetables
 - Fruits
 - Name of Days
 - Name of Months
 - Numbers (1-10)

Unit 3 (20 hours)

Conversation:

To learn how to make sentences using the following Particles:

أسماء الإشارة (مفرد)	لِ	لدى	عند	همزة	هل	لا	نعم
عدد وصفي (1-10)	كم	أين	متى	لماذا	كيف	من ما	أسماء الاستفهام

Practical component (if any) - NIL

Essential/recommended readings

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

4. د. إحسان الرحمان: الجديد في العربية، نيودلهي

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.

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

**Common Pool of Generic Electives (GE) Courses
Offered by Department of Arabic
Category - IV**

**GENERIC ELECTIVE- 1
BASIC 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		
Basic Arabic Reading & Writing	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 Arabic language.
2. To improve their grip on the language.
3. To acquaint them with Arabic Alphabet and Arabic vocabulary.
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 Arabic Alphabet.
2. Read short and simple sentences in Arabic.
3. Use basic interrogative sentences in Arabic.
4. Utter the basic vocabulary of the things around them in Arabic.
5. Read short and simple sentences correctly.
6. Form simple sentences based on basic grammar
7. Identify the errors and make sentences corrected.

SYLLABUS OF G.E.-1

Unit 1 (20 hours)

Reading & Writing Arabic

1. Alphabet with different shapes
2. Moon & Sun letters
3. Vowel signs (short & long)
4. Joining of letters
5. Words with different vowels
6. Reading text with vowels
7. Copying text
8. Taking dictation

Unit 2 (20 hours)

Basic Vocabulary

Frequently used Urdu words of Arabic origin, (100). Frequently used vocabulary of the following heads:(300) 1. House 2. Kitchen 3. Office 4. Class Room	5. College 6. Human Body 7. Vegetables 8. Fruits 9. Name of Days 10. Name of Months 11. Numbers (1-10)
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Unit 3 (20 hours)

- Basic Grammar

1. Singular demonstrative pronouns 2. Dual demonstrative pronouns 3. Plural demonstrative pronouns 4. Singular, dual and plural nouns 5. The indefinite noun 6. The definite noun with الـ	7. Detached singular pronouns 8. Detached dual pronouns 9. Detached plural pronouns 10. Masculine & feminine 11. Noun Qualified & Adjective 12. Cardinal Numbers (1-10)
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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

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

GENERIC ELECTIVE- 2 BASIC 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		
Basic Arabic Translation	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 basic rules of Arabic translation.
2. To teach them the art of translation.
3. 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. Know the rules of Arabic translation.
2. Know about the art and the scope of Arabic translation.
3. Translate simple sentences based on the prescribed grammatical rules.

SYLLABUS OF G.E.-2

Unit 1 (20 hours)

Basic Arabic Vocabulary required for Translation:

- Things Around You
- Education
- Human Body
- Food Items
- Birds & Animals
- Name of Days & Months
- Counting 1 to 10

Unit 2 (20 hours)

Translation of simple sentences based on the following grammatical heads:

- Demonstrative pronouns
- Singular, dual and plural nouns
- The definite and indefinite nouns
- Detached pronouns

Unit 3 (20 hours)

Translation of simple sentences based on the following grammatical heads:

- Masculine & feminine
- Noun Qualified & Adjective
- Nominal sentences
- Prepositions

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

Suggestive readings

1. Abdus Sattar Khan: Arabi Ka Muallim, Delhi
2. Muhammad Sajid Qasmi: Taysirul Insha', Deoband
3. Dr. Md. Quamruddin: Translation Made Easy, U.P.
4. Dr. Syed Ali: Arabic For Beginners, UBS Publishers, New Delhi
5. Maulana Abdur Rahman Amritsari: Kitabun Nahw, Delhi

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

GENERIC ELECTIVE– 3 CONVERSATION AND COMMUNICATION IN ARABIC

CREDIT 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		
Conversation and Communication in Arabic	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable them to converse in Arabic.
2. To teach them how to greet people in Arabic.
3. To teach how to introduce oneself
4. The enable them to communicate in Arabic.

Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Converse in Arabic.
2. Greet in Arabic.
3. Introduce themselves.
4. Communicate in Arabic

SYLLABUS OF G.E.-3

Unit 1 (20 hours)

Vocabulary, simple sentences/structures based on the following topics:

- Formal and informal greetings
- Greetings on special days/occasions
- Common Arabic expressions

Unit 2 (20 hours)

Vocabulary, simple sentences/structures based on the following topics:

- Self-Introduction
- Introducing someone else
- Asking for direction/guidance.

Unit 3 (20 hours)

Conversation based on the vocabulary related to:

- Self-introduction
- Introduction of someone else
- Acquaintance
- Asking for direction/guidance.

Practical component (if any) - NIL

Essential/recommended readings

1. V. Abdur Rahim: Madinah Arabic, Vol. 1, New Delhi.
2. Prof. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.
3. Reading material prepared by the Department of Arabic, ZHDC, D.U.
4. Mohd. Haroon Rashid & Khalid Parwez: Arabic Conversation Book, New Delhi.

Suggestive readings

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

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

DEPARTMENT OF GERMANIC & ROMANCE STUDIES

BA (Hons) French

Category-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	NIL

Learning Objectives

In semester 1, students will learn

- about France and French speaking countries.
- to read and understand an email.
- To write an email on simple subjects (introduce oneself, describe one's city, one's town, one's family)
- To read and understand a simple poster. (announcing an event, a film,)
- To prepare a poster.
- To read and understand a blog.
- To write a short blog (about oneself, about one's family, expressing one's likes and dislikes.etc.)/ to reply to a blog.
- To describe a town/city.
- To describe the locality in which one lives.
- To describe one's daily routine.
- To read and understand a notice.
- To read and understand an extract from a comic book.
- To describe a person (physical and qualitatively)
- To describe one's family.
- To read, understand and reply to short messages.

Course Learning Outcomes

At the end of Semester 1, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- attain Level A 1.1 of reading and writing skills.

SYLLABUS OF DSC-1¹

Unité 0: (4 hours)

Comprehension: of a variety of visual documents on France and francophone countries (photos of monuments, tourist attractions, flags of countries.)

Writing: completing the profile of well known artists and writers from the French speaking world.

Vocabulary: Greetings (*salut, bonjour, au revoir* etc), thanking someone (*merci*). Days of the week and months of the year.

Intercultural: The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

Unité 1 (Lessons 1-4 + Project): (16 hours)

Reading comprehension: Short dialogues. Emails, posters, visiting cards and simple contracts and answering questions on them. Understanding the highway code. Arranging a simple text in order.

Writing: Creating a visiting card, writing about one's ideal profession, writing and answering an email filling in a form.

Grammar: Adjectives of nationality, masculine and feminine of adjectives, verb *être* (Present tense), indefinite articles (*un, une, des*), Structures *Venir de+ name of a country, habiter en/au + name of a country*, Ask questions with "*est-ce que c'est + nom?*". Variety of exercises on different grammatical points covered.

Vocabulary: Countries and nationalities, professions, opening and closing structures of an email.

Sociocultural: Difference between *tu* and *vous* and how to use them. Titles of address (*Monsieur, madame..*)

Unité 2 (Lessons 1-4 + Project): (12 hours)

Reading Comprehension: Short texts, instagram posts and posters and answering simple questions on them.

¹A 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.

Writing: Write a short text to present well known French or francophone fashion designers, to describe one's typical day, write short dialogues corresponding to a given situation.

Grammar: Present of the verb "avoir" and verbs in "-ER", definite articles (*le, la, l', les*), plural of nouns, emphatic pronouns (*moi, toi...*). Variety of exercises on different grammatical points covered.

Vocabulary: World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

Intercultural: Describe one's day, the telephone alphabet.

Unité 3 (Lessons 1-4 + Project): (12 hours)

Reading Comprehension: Simple texts, a message on a blog and answer questions on them. Associate a picture and a text. Associate a logo and a place.

Writing: Prepare a poster with photos and a short text on a francophone town/city of your choice. Write a "Slam" on a francophone town/city of your choice. Write a small advertisement to rent out your apartment. Write a blog.

Grammar: Sentence structure using *Il ya*, how to form a negative sentence (*ne...pas*), asking questions with "*qu'est-ce que c'est?*" Present tense of irregular verbs like "*faire, aller, prendre*" Prepositions to situate an object or a place. Giving orders/instructions: the imperative tense.

Vocabulary: Important and useful places in a town (monuments, museum...) Important and useful places in a locality (grocery store, market, bus stops) daily activities, means of transport.

Intercultural: Francophone cities.

Unité 4 (Lessons 1-4 + Project): (12 hours)

Reading Comprehension: Understanding a family tree and answering questions on it. Read and understand a comic strip and answer questions on it. Read a short text, a short biography, description of a birthday celebration and answer questions on it.

Written: Prepare your family tree, write a short text on your family, describe briefly a member of your family, accept or refuse an invitation.

Grammar: Asking the identity of an unknown person with the question "qui est-ce?", Possessive adjectives, le passé récent, feminine and plural of adjectives, placement of the adjective, conjunctions of coordination *mais* and *et* and their use.

Vocabulary: The family, relations between different members of the family (mother father, brother sister...) physical description of a person, family events, (birthday, marriage..) clothing, furniture.

Intercultural: The family.

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 0-4.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 0-3.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 0-5.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 0-4.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 0-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4

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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

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		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed Class XII	NIL

Learning Objectives

In Semester 1, students will learn to

- greet in different situations.
- introduce themselves.
- ask for information about others and introduce them.
- communicate orally in formal and informal situations.
- describe a person.
- express their likes and dislikes.
- speak about one's preferences.
- Carry out a basic telephone conversation.
- speak about different professions.
- present a town/city.
- present a locality.
- present their family.
- talk about their daily routine.
- narrate a recent event.

Course 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 A1.1 of listening and speaking skills as described in the Common European framework.

SYLLABUS OF DSC- 2²

Unité 0: (4 hours)

Comprehension: Listening to short every day phrases to familiarise students with French. Listening and understanding short dialogues/songs to be able to identify the words /phrases already learnt or known.

Listening to and understanding phrases used in classroom interaction.

Speaking: Repeating short phrases, letters of the alphabet. Spelling out one's name and those of one's classmates.

Vocabulary: Greetings (*salut, bonjour, au revoir* etc), thanking someone, (*merci*). Days of the week and months of the year.

Intercultural: The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

Unité 1 (Lessons 1-4 + Project): (16 hours)

Listening Comprehension: Watch a short video clip and answer simple questions on it, listen to a short dialogue and answer simple questions on it.

Speaking: Introduce oneself, get information about another person, present a third person, role plays in formal and informal situations, give one's email address, ask questions and answer them, organise and participate in a "speed-meeting"

Phonetics: Minimal pairs (distinguish between words which are different by a single sound), liaisons.

Vocabulary: Countries and nationalities, professions, opening and closing structures of an email.

Sociocultural: Difference between *tu* and *vous* and how to use them.

Unité 2 (Lessons 1-4 + Project): (12 hours)

Listening Comprehension: Listen to a short interview and answer simple questions on it, listen to a message on the answering machine and complete it and/or answer simple questions on it, listen to a short conversation and answer questions on it, listen to a text and arrange the given sentences in order, watch a video clip and associate the image with a spoken sentence, listen to short telephonic conversations.

² 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.

Speaking: Ask for and give personal information, make polite requests, present a person, conduct a simple interview, role play (an audition for a film role),telephone conversations, express one's preferences, count from 1-100, ask for explanations, ask for and/ or confirm a meeting, spell one's name using the telephone alphabet talk about one's daily routine.

Phonetics: *Oral vowels, " enchaînements."*

Vocabulary: World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

Intercultural: Describe one's day, the telephone alphabet.

Unité 3 (Lessons 1-4 + Project): (12 hours)

Listening Comprehension: Listen to simple texts, messages and answer questions on them. Listen to and understand simple instructions given in public transport (bus, metro..) watch a video clip and answer questions on it.

Speaking: Describe a town/city, the pros and cons of the locality you live in, speak of one's likes and dislikes, describe the locality in which you live, ask /answer questions about a town/city/ locality, describe available means of transport speak about a transport problem. Give instructions, speak about one's preferences

Phonetics: Mute (un pronounced) letters, oral vowels.

Vocabulary: Important and useful places in a town (monuments, museum..) Important and useful places in a locality (grocery store, market, bus stops) daily activities, means of transport.

Intercultural: Francophone cities.

Unité 4 (Lessons 1-4 + Project): (12 hours)

Listening Comprehension: Listen to a short text and answer questions on the same. Watch a video clip and answer questions on the same.

Speaking: Present your family to the class with the help of photos. Narrate a recent event describe a person. Congratulate, wish or compliment someone. Express one's agreement or disagreement. Describe clothes and accessories a person is wearing. Present a furniture designer from your country to the class. Describe a gift you are offering to a friend for his/her birthday.

Phonetics: Marqueurs of "Feminine" in oral (petit – petite); Oral vowels.

Vocabulary: The family, relations between different members of the family (mother father, brother sister...) physical description of a person, family events, (birthday, marriage..) clothing, furniture.

Intercultural: The family.

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 0-4.
2. Jegou D, Vial C : «*La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 0-3.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : «*L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : «*Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 0-5.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 0-4.
7. Chanéac-Knight Laetitia : «*La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 0-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : «*L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4

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– 3 (DSC-3)
Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (1)	4	3	1		12 th Pass	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 1, 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-3

Unit 1: Literary texts³ (20 hours)

1. Proust, Marcel : « *A la recherché du temps perdu* »
2. Camus, Albert : « *Le malentendu* »
3. Prévert, Jacques : « *Familiale* »
4. Bâ, Mariama : « *Une si longue lettre* »
5. Bégag, Azouz : « *Le Gone du Chaâba* »
6. Ernaux, Annie : « *Une femme* »

³ The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

Unit 2: Texts on culture and civilisation⁴ (20 hours)

1. Une vie d'étudiant
2. Les medias
3. Les Vacances
4. Familles
5. La France Multiculturelle
6. La Francophonie.

Unit 3: Short texts from newspapers. (20 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^e édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle :« *Civilisation Progressive du français, A1, niveau débutant* » (3^e 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.

⁴ The teacher can introduce themes and material adapted to the level of the students.

BA (Prog.) French
Category-III

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): French in Context: Basic Level – 1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Basic Level-1	4	3	1	Nil	Passed Class XII	None

Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 1, the student will learn

- about France and French speaking countries.
- to greet in different situations, introduce themselves, ask for information about others and introduce them, learn to communicate orally in formal and informal situations.
- to express their likes and dislikes, speak about their preferences.
- to read, understand a simple poster (announcing an event, a film) and to prepare a poster.
- to read, understand a blog and to write a short blog (about oneself, about one's family, expressing one's likes and dislikes. etc.)/ to reply to a blog.
- to read and understand a notice, an extract from a comic book.
- to describe a town/city, the locality in which one lives.
- to describe one's daily routine.
- to describe a person (physical and qualitatively)
- to describe one's family.
- to read, understand and reply to short messages.
- to read and understand an email.
- to write an email on simple subjects (introduce oneself, describe one's city, one's town, one's family)
- to carry out a basic telephone conversation.
- To narrate a recent event.

Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 1, students will be able to

- read , listen to and understand simple texts and answer questions on them.
- write and talk about subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A 1.1 of reading , writing, listening and speaking skills as described in the Common European Framework.

SYLLABUS OF DSC-1⁵

Dossier 0 (4 hours)

Reading Comprehension: Short simple texts (extract of a comic book, academic calendar, classroom instructions) and posters (situations) and answer questions based on them.

Writing: Make a poster with two class instructions.

Grammar: Verb *s'appeler* (present tense), subject pronouns (*je, tu, il/elle...*) accents in French, gender of countries, definite article (*le, la, l' les*).

Listening Comprehension: Dialogues, short songs and answer questions on them. Associate the letter of the alphabet and its pronunciation. Write down numbers from 1-69.

Speaking: Introduce oneself, spell out one's name, the seasons in one's country, practice useful classroom phrases.

Phonetics: French alphabet.

Vocabulary: Greetings, names of people, countries, numbers, months of the year and days of the week.

Dossier 1 Lessons 1-6 + Project (16 hours)

Reading Comprehension: Associating photos and short texts, posters (invitation to an event, a film) and answering questions on it, read a blog, a website, SMS and answer questions on it, putting a short dialogue in order.

Writing: Fill in personal information on a document (a badge, a form, an enrollment form) write a tweet to introduce oneself, prepare a poster giving six photos and 6 arguments in favor of learning a foreign language.

Grammar: Difference between tu and vous and their use, indefinite articles (*un, une des*), question words (*où, qui, quand quoi?*), verb *être* (present tense), verbs in ER (present tense), difference between *il est, c'est*, interrogative adjectives (*quel, quelle...*), use of *parce que* (to give a reason) and *pour* (objective).

⁵ 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.

Listening comprehension: Listen to short texts (dialogues, conversations interviews) and answer questions on them.

Speaking: Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex. classmates) , ask the identity of an unknown person, give reasons for learning a foreign language.

Phonetics: Different French sounds (y, z), emphasis on the last syllable, different types of intonation (rising , descending) and their use, mute (un pronounced) letters, Liaison.

Vocabulary: Phrases to greet one another, polite phrases (merci, s'il vous plait), nationalities, professions

Cultural: French names, importance of French as an international language.

Dossier 2 Lessons 1-6 + Project (16 hours)

Reading Comprehension: Read a travel diary, symbols used in tourism, town map, forum, short texts on types of lodging, and answer questions based on them.

Writing: Write a travel diary, draw a map of your town or locality, write a message on a travel forum, explain one's choice of mode of transport, write a short introduction for a documentary on travelling, write a testimonial for a "couch surfer", prepare an advertisement to rent out a lodging.

Grammar: Prepositions used for countries and cities, prepositions to situate an object contracted articles with *à* and *de*, verbs *aller, venir and prendre* (present tense), make a negative sentence, ask questions.

Listening comprehension: Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them.

Speaking: Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.

Phonetics: Different French sounds, l'elision, differentiate between masculine and feminine and singular and plural words.

Vocabulary: Names of countries and cities, important places in a town, means of transport, structures to get to know another person, lodging.

Cultural: French living abroad.

Dossier 3 Lessons 1-6 + Project (12 hours)

Reading Comprehension: Read content of websites, posters, advertisements and forums, testimonials family tree, instagram posts and answer questions based on them.

Writing: Describe a person, write a testimonial for 3 french tourists visiting your Country, prepare a poster for sporting activities, prepare and explain a medical survival kit.

Grammar: Masculine and feminine, singular and plural of qualifying adjectives, express one's likes and dislikes, the structure *faire + a sport*, emphatic pronouns, expression *avoir mal à + a part of the body*.

Listening Comprehension: Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them.

Speaking: Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.

Phonetics: Differentiate between two close sounds, nasal vowels.

Vocabulary: Family, physical description and qualities of a person, verbs and expressions to present one's likes and dislikes, professions, activities (sports related and artistic), parts of the body.

Cultural: Interviews with people related to tourism. Origin of tourists who visit Paris.

Dossier 4 Lessons 1-6 + Project (12 hours)

Reading comprehension: Read a short article, an email, a website or forum, facebook post, and invitation and answer questions based on them.

Writing: Describe your typical day, prepare an ideal work schedule, prepare a questionnaire to identify the preferred outings of the class, write an email, write an invitation, accept/reject an invitation.

Grammar: Different ways to tell the time, tell the time, reflexive verbs, verbs lire, écrire, devoir, vouloir, pouvoir, sortir (Present tense), present tense of IR verbs, imperative mode.

Listening Comprehension: Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them.

Speaking: Ask for and tell the time, describe one's typical work day, describe one's daily activities, propose and give information on different types of outings.

Phonetics: Different types of intonation, typical french sounds (semi vowels)

Vocabulary: Time, everyday activities, work schedule, outings.

Cultural: A day in the life of a Frenchman.

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 (DELF) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 0-4.
2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 0-4.

5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 0-5.
6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activites* » , Hachette Français langue étrangère, 2017 Dossiers 0-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 0-4.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 0-4.
10. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 0-5.

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.

BA (Hons.) German
Category-I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
Language in Context: Developing Reading and Writing Skills (1)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 1, 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 1.1 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially 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.

SYLLABUS OF DSC-1

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and cocultural: Introduction to German-speaking regions/countries, celebrities from German, fashion, cinema, comic strips etc.

UNIT I

12 Hours

Recognise the alphabets and learn the spellings.

Read texts which introduce the various forms of greetings.

Give a brief written introduction.

Learn to spell names and some simple objects.

Learn to recognise country names and their languages.

- Wh-questions
- Personal pronouns (I)
- Some basic verbs

Read short biographical texts and do written exercises based on that.

- Spellings of numbers 1 to 20.
- Different definite articles

UNIT II

12 Hours

Read job advertisements and note down the relevant information.

- Vocabulary for the days of the week
- Plural forms

Interrogative questions

Learn how to fill a form for job interviews.

- Counting 20 onwards
- Personal pronouns (II)

Conjugation of 'haben' and 'sein'

Read brochures about cities and write about your favourite city.

- Learn to name places and buildings
- Vocabulary pertaining to means of transport

Indefinite article 'ein/-'

UNIT III

12 Hours

Read maps and use the given information to guide someone.

- Negative article 'kein/-'

Irregular verbs

Read texts about food habits related to German speaking countries.

- Introduce the accusative case.

Vocabulary related to meals and food items

Interpret a survey pertaining to individual food habits.

Write about one's own countries' food habits.

- Express likes and dislikes.

Modal verb in a sentence.

UNIT IV

12 Hours

Read texts related to day-to-day activities and write about one's own daily routine.

- Temporal prepositions

More modal verbs (müssen, wollen, können).

Read an email asking for planning something together and respond to it.

Possessive pronouns

Write a text about your family members / friends.

- Ordinal numbers

Introduction to separable verbs.

UNIT V

12 Hours

Read a statistic about most preferred leisure activities and express your opinion about them.

- Learn how to tell the date using the preposition 'am'.

Different uses of the preposition 'für'

Learn to write an invitation (for example birthday).

- Accusative personal pronouns
- More separable verbs

Write down a short text describing one's city in the past and at present.

- Imperfekt / Präteritum form of 'haben' and 'sein'

Suggestive readings

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: 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: 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 A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

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		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

At the end of Semester 1, a student will

- be able to listen to and understand simple texts so as to answer questions on them;
- be able to talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.
- Listening to simple texts and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 2

Content:

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 etc.

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.

UNIT I

12 Hours

Practice the phonetics of alphabets.

Exchange greetings with each other.

Listen to a text related to the given topic.

Introduce oneself to others.

Learn to ask each other questions related to one's state and its languages.

Listen to a text related to the given topic.

Exchange telephone numbers with each other.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II

12 Hours

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner).

Listen to a text related to the given topic.

Talk about hobbies, different seasons and months.

Listen to a text related to the given topic.

Listen to interviews about different professions and their working hours.

Conduct interviews to find out about professions and working hours.

UNIT III**12 Hours**

Ask questions related to basic directions and explain as to how to reach specific places.
Narrate a story with the help of pictures.
Talk about one's eating habits and preferred food items.
Listen to a text related to the given topic.
Simulate the situation of shopping.
Listen to a text related to the given topic.

UNIT IV**12 Hours**

Talk about one's daily routine.
Listen to a text related to the given topic.
Talk about one's family.
Listen to a text related to the given topic.
Plan leisure activities with friends.
Listen to a text related to the given topic.

UNIT V**12 Hours**

Formulate invitations and learn how to react to them.
Listen to a text related to the given topic.
Simulate the situation of eating out and how to pay for the same.
Listen to a text related to the given topic.
Talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.
Listen to texts related to the given topics.

Suggestive readings (if any)

Learning / Teaching Material: Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: 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: 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 A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3)
Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

Objective: At the end of semester 1, a student will be able 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-3

UNIT I

12 Hours

Practice of recognizing and speaking of alphabets and numbers through short advertisements, telephone directories and announcements (e.g., lottery announcements).
Listening and singing of simple alphabet and number songs.
Recognizing country and city names on political maps and in tour guides.
Recognizing wh-questions, personal pronouns, definite articles and verb conjugations in simple written and audio texts.

UNIT II

12 Hours

Reading newspaper job advertisements, road-maps, brochures, short biographical texts from social media, and watching/listening to short and simple biographical videos and audios.
Students can start constructing simple texts of their own on the above-mentioned topics.

UNIT III

12 Hours

Reading restaurant menus, and supermarket brochures and pamphlets to identify and use vocabulary learnt in other courses to construct short dialogues.
Reading simple stories and using pictures to write their own stories.

UNIT IV

12 Hours

Reading and listening to short stories about family and friends. Constructing your own texts on friends, family and hobbies. Reading and writing diary entries.
Reading and writing of simple “konkrete Poesie”. Listening to simple popular German songs.

UNIT V

12 Hours

Reading and writing invitations to birthdays, weddings, anniversaries etc. Reading and writing postcards. By now students can start constructing short stories and films with the vocabulary learnt.

Suggestive readings

Learning / Teaching Material: To be compiled and provided by the Department.

1. Burger, E., Fler, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
2. 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>.
3. 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.
4. Gomringer, Eugen (1972). *Anthologie. Konkrete Poesie. Deutschsprachige Autoren*. Stuttgart: Reclam.
5. *Kurzgeschichten für Deutschlerner! A 1 with Hindi translation* by Puneet Kaur
6. *Spaß mit Eli und Esi* by Richa Jain Jindal
7. *Endlich Urlaub, Der Osterhase war da* by Nikola Asif
8. *Deutsche Welle*
9. Pictures, keywords and titles from various German newspapers and magazines like *Die Zeit, FAZ, Bild* etc.
10. *Das Lied vom Kindsein* by Peter Handke
11. *Ich liebe dich* by Else-Lasker Schüler
12. Konkrete Poesie like *Schweigen, Wolke-Blitz* etc.
13. *Da Da Da* by Trio
14. *Komm gib mir deine Hand* by The Beatles
15. *Der, die, das* from Sesamstraße
16. *Du hast* by Rammstein
17. *Guten Morgen, Sonnenschein* by Nana Mouskouri
18. Advertisements
19. “Vater und Sohn” picture stories
20. „Easy German“ Youtube channel

Additional material may be provided by the Department.

BA (Prog) German
Category-III

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Basic Level – 1	4	3	1	nil	Class XII pass	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 1, 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 1.1 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially 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-1

Content

Listening: Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.

Speaking:

Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires.

Reading: Reading simple texts related to one's immediate environment such as notices, posters, fliers, personal messages or emails and answering questions on them.

Writing: Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc.) on everyday topics.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

UNIT I

12 Hours

Recognise alphabets, learn spellings, practice phonetics of alphabets.

Learn various forms of greetings, and learn to introduce oneself to others.

Learn country names and their languages.

Wh-questions, personal pronouns (I), some basic verbs, different definite articles.

Read and listen to short texts on a given topic.

Spellings of numbers 1 to 20. Exchange telephone numbers with each other.

Learn to ask each other questions related to one's state and its languages.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II

12 Hours

Read job advertisements and note down the relevant information.

Learn vocabulary for the days of the week, plural forms and interrogative questions

Learn how to fill a form for job interviews.

Learn counting 20 onwards

Conjugation of 'haben' and 'sein', personal pronouns (II) and indefinite article 'ein/-'

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.

UNIT III

12 Hours

Read maps and use the given information to guide someone.

Negative article 'kein/-', irregular verbs, the accusative case, modal verb.

Vocabulary related to meals and food items, food habits and information about food habits related to German speaking countries. Express likes and dislikes.

Ask questions related to basic directions and explain as to how to reach specific places.

Simulate the situation of shopping.

UNIT IV

12 Hours

Read texts related to day-to-day activities and write about one's own daily routine.

Temporal prepositions, more modal verbs, possessive pronouns, introduction to separable verbs.
Vocabulary related to one's family, friends and leisure activities.
Ordinal numbers

UNIT V

12 Hours

Read statistics about most preferred leisure activities and express your opinion about them.
Learn how to tell the date using the preposition 'am'. Different uses of the preposition 'für'.
Learn to write an invitation (for example birthday).
Accusative personal pronouns. more separable verbs, imperfekt / Präteritum form of 'haben' and 'sein'.
Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.

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: 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: 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 A1. 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.

BA (Hons.) Spanish

Category-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	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 1.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to partially 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.

SYLLABUS OF DSC-1

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and cocultural: Introduction to Hispanic regions/countries, celebrities from Spain and Latin America fashion, cinema, comic strips etc.

UNIT I

12 Hours

Learn and express greetings

Write a brief personal information

Learn the alphabets and learn and write the spellings.

Write a brief introduction,

Learn to recognize country names and their nationalities, different professions and different languages

- Make simple questions.
- Some basic regular verbs.

Read short biographical texts and do written exercises based on that.

- Spellings of the numbers 1-20, age, family members
- Definite articles.

UNIT II

12 Hours

Read a text on why do you want to learn Spanish and what do you want to do in the course.

Simple present tense, use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también' and 'pero'

- Personal pronoun
- Counting 20 onwards

Family relations and social relations

Read texts on the description of the person and his/her character

- Possessive pronoun
- Adjective, adverbs

Leisure time Activities

UNIT III

12 Hours

Read maps and know about Spanish speaking countries

Read texts about a locality

- Use of Ser, Estar, Hay
- Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto
- Superlative degree
- Indefinite articles
- Quantifiers

Describe climate

Write about one's own countries's places to visit, people and climate.

Describe your locality and parts of the house

Write an email to your friend describing which places to visit in your city and when to travel.

Design a project of a new locality

- What's your ideal locality?

UNIT IV

12 Hours

Read a text on daily routine and relate it to the time.

- Different regular and irregular verbs
- Reflexive verbs
- Learn to describe time
- Cardinal numbers

Read a text related to day to-day activities and write an email to your dear one expressing the sequence of the activities you do on a daily basis, sometimes, and never.

Learn about some famous personalities in the Hispanic world.

UNIT V

12 Hours

Read a text on sports.

- Vocabulary in the different sports.
- Different sports.
- Famous personalities in sports.

Read a text on how to express likes and dislikes.

- The verbs 'Gustar' 'Encantar', 'Interesar'.

Write a text on what do you like and dislike in your family.

Read texts on reality shows on television.

- Tener + que + infinitivo

- Es + Adjetivo +infinitivo

Read a text on activities one can do in a hispanic city.

- Write about the entertaining activities in your city.

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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

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		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1		12 th Pass	NIL

Learning Objectives

Objectives: At the end of Semester 1, a student will

- be able to listen to and understand simple texts so as to answer questions on them;
- be able to talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

SYLLABUS OF DSC- 2

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.

UNIT I

12 Hours

Listen and express greetings
Exchange greetings with each other
Listen the alphabets and learn and pronounce the spellings.
Listen a text related to the given topic
Learn to ask each other questions related to one's State and its languages.
Listen to a text and note down information like phone numbers, names, age, family members, places and languages.
Exchange telephone numbers with each other.
Give your introduction in the class.

UNIT II

12 Hours

Listen to a text on why do you want to learn Spanish and what do you want to do in the course.
Talk about your motives and what do you want to do.
Listen a text on the description of the person and his/her character
Talk about your family members and what they want to do in their life.
Listen to a text related to the lesiure time activities.
Talk about Leisure time Activities.

UNIT III

12 Hours

Listen to a text related to the topic and respond to the questions.
Talk about your locality with the help of picures.
Listen to a text related to the given topic.
Talk about your family members, their physical description and their character.
Listen to a text related to the given activity.
Talk to your friend about your favourite place and its climate.
Present a dialogue activity in a group related to the topic.

UNIT IV

12 Hours

Listen to a text related to the given topic.
Talk about one's daily routine.
Listen to a text on a given topic.
Simulate the situation of leisure activities with family members
Listen to a text related to a given topic

UNIT V

12 Hours

Listen to a text on a given topic.
Talk about your sports activities.
Simulate the situation of healthy living and how to live for 100 years.

Listen to a text on the given topic.
Express your likes and dislikes.

Essential/recommended readings

Suggestive readings (if any)

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.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3) Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (1)	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-3

UNIT I Literary Texts

12 Hours

(A selection will be made from the list below)

Sin Noticias, Lola Lago Detective de N. Sans y L. Miquel
Vacaciones al sol, Lola Lago Detective de N. Sans y L. Miquel
Por amor al arte Lola Lago Detective 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

12 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

12 Hours

(A selection will be made from the list below)

El gallodespertador de Gloria Fuertes
Yo no soy yo de Juan Ramón Jiménez
Caricia de Gabriela Mistral
¡BuenViaje! de Amado Nervo
Mariposa del aire de Federico García Lorca
Las seiscuerdas de Federico García Lorca
Oda a la cebolla de Pablo Neruda
Oda a las cosas de Pablo Neruda
Sol de invierno de Antonio Machado
Síndrome de Mario Benedetti
Contigo de Luis Cernuda

UNIT IV Simple Audio / Visual Texts Songs

12 Hours

(A selection will be made from the list below)

Songs (A1)

Querido Tommy, de Tommy Torres (2013)
La reina del pop, La oreja de Van Gogh (2000)
Limón y Sal, de Julieta Venegas (2006)

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 de el imperio romano en 10 minutos

UNIT V Advertisements

12 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). *Guantanameras* (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. AldeaLatinoamericana – 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 imperioromano en 10 minutos*,
<https://www.youtube.com/watch?v=N4Ljm78end4>

Additional material may be provided by the Department.

BA (Prog.) Spanish

Category-III

CREDIT 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 – 1	4	3	1	nil	Class XII pass	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 1, 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 1.1 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially 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-1

Content

Listening: Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

Speaking:

Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say.

Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires.

Reading: Reading simple texts related to one's immediate environment such as notices, posters, fliers, personal messages or emails and answering questions on them.

Writing: Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc.) on everyday topics.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and cocultural: Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips etc.

UNIT – I

12 Hours

Learn and exchange greetings. Write brief personal information. Learn the alphabets and speak some random words to practice pronunciation. Write a brief introduction. Learn to recognize country names and nationalities, different professions and different languages. Make simple questions. Learn some basic regular verbs, numbers 1-20, age, family members.

UNIT – II

12 Hours

Read a text on different motives for learning Spanish and what one wants to do in the course. Introduction of simple present tense. Use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también', 'pero' etc. Personal pronouns. Learn to count numbers from 20 onwards. Learn about family relations and social relations. Talk to each other on this topic. Describe people and their character. Read texts on the description of a person and his/her character and talk about it with each other. Learn Possessive pronouns, Adjectives, Adverbs etc. Listen to texts on different topics. Express Leisure time Activities.

UNIT III

12 Hours

Read maps and know about Spanish speaking countries. Read texts about a locality. Use of Ser, Estar, Hay. Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto. Ask questions

to each other. Talk about one's locality. Superlative degree. Indefinite articles. Quantifiers. Describe climate. Write about one's own country, about places to visit, people and climate. Make a presentation on your locality. Learn about parts of a house. Listen to texts related to this topic. Write an email to your friend about your city and where to travel. Design a project of a new locality and present it.

UNIT – IV

12 Hours

Read a text on daily routine and talk about the time when these activities are done. Different regular and irregular verbs. Reflexive verbs. Learn to tell the time. Cardinal numbers. Listen to a text related to day-to-day activities. Talk to your classmates about your daily routine. Make a questionnaire on the sequence of activities one does on a daily basis or one does sometimes or frequently or never and find out about the person in the class who is the most active. Learn about some famous personalities in the Hispanic world.

UNIT V

12 Hours

Read a text on sports. Vocabulary in the different sports. Learn about different sports. Famous hispanic personalities in sports. Listen to a text related to the topic. The verbs 'Gustar' 'Encantar', 'Interesar'. Have a group discussion on what you like and what you dislike. Write a text on what you like and dislike in your family. Read texts on reality shows on television. Tener + que + infinitivo. Es + Adjetivo + infinitivo. Read a text on activities one can do in a hispanic city. Write about the entertaining activities for a traveller in your city.

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 1*. 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 1*, Libro de alumno, Barcelona: Editorial Difusión.
5. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña 1* Libro de Alumno, Salamanca: Grupo Anaya.
6. Martín Peris, E., Sans, N. (2016). *Gente 1* 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.

BA (H) ITALIAN

Category-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-1	
Language in Context: Developing Reading and Writing Skills (1)	
Learning Objectives: At the end of Semester 1, a student will	
<ul style="list-style-type: none"> • be able to read and understand simple texts and answer questions on them; • be able to write short texts, about subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows:	
<ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. 	
Syllabus:	
CONTENT	
Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.	
Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.	
Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's one's residential area, city, greetings, professions etc.	
Intercultural and cocultural: Introduction to Italophone regions/countries, celebrities from Italy fashion, cinema, comic strips etc.	
Practical component (if any) - NIL	
UNIT I	12 Hours
Recognise the alphabets and learn the spellings.	

<p>Read texts which introduce the various forms of greetings. Give a brief written introduction. Learn to spell names and some simple objects. Learn to recognise country names and their languages.</p> <ul style="list-style-type: none"> • Wh-questions • Personal pronouns (I) • Some basic verbs <p>Read short biographical texts and do written exercises based on that.</p> <ul style="list-style-type: none"> • Spellings of numbers 1 to 20. • Introduction to Indefinite and definite articles 	
UNIT II	12 Hours
<p>Read job advertisements and note down the relevant information.</p> <ul style="list-style-type: none"> • Vocabulary for the days of the week • Plural forms <p>Interrogative questions Learn how to fill a form for job interviews.</p> <ul style="list-style-type: none"> • Counting 20 onwards • Personal pronouns (II) <p>Conjugation of ‘essere’ and ‘avere’ Read brochures about cities and write about your favourite city.</p> <ul style="list-style-type: none"> • Learn to name places and buildings • Vocabulary pertaining to means of transport • Indefinite articles ‘un / una / uno etc.’ 	
UNIT III	3 Weeks
<p>Read maps and use the given information to guide someone.</p> <ul style="list-style-type: none"> • Definite articles ‘il / la / lo etc.’ <p>Irregular verbs Read texts about food habits in Italy.</p> <ul style="list-style-type: none"> • Introduce the accusative case. <p>Vocabulary related to meals and food items Interpret a survey pertaining to individual food habits. Write about one’s own countries’ food habits.</p> <ul style="list-style-type: none"> • Express likes and dislikes. <p>Modal verb in a sentence.</p>	
UNIT IV	12 Hours
<p>Read texts related to day-to-day activities and write about one’s own daily routine.</p> <ul style="list-style-type: none"> • Prepositions <p>Modal verbs (volere, dovere, potere). Read an email asking for planning something together and respond to it. Possessive pronouns Write a text about your family members / friends.</p> <ul style="list-style-type: none"> • Ordinal numbers <p>Introduction to regular / irregular verbs.</p>	
UNIT V	12 Hours
<p>Read a statistic about most preferred leisure activities and express your</p>	

<p>opinion about them.</p> <ul style="list-style-type: none"> Learn how to tell the date using the preposition ‘il’. <p>Different uses of the prepositions ‘a / da / su / per’</p> <p>Learn to write an invitation (for example birthday).</p> <ul style="list-style-type: none"> Accusative personal pronouns More irregular verbs <p>Write down a short text describing one’s city in the past and at present.</p> <ul style="list-style-type: none"> Imperfetto / Passato Prossimo form of various verbs. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <p>10. Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>: Guerra Edizioni, Perugia.</p> <p>11. Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia</i>: Corso di lingua italiana per studenti stranieri di livello A1-A2. Guerra Edizioni, Perugia.</p> <p>12. Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</p> <p>13. Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>: Guerra edizione, Perugia.</p> <p>14. Nocchi, Susanna. (2014). <i>Grammatica pratica della lingua italiana</i>. Alma Edizioni, Firenze.</p> <p>15. Ziglio, Luciana. Rizzo, Giovanna. (2012). <i>Espresso 1</i>. Alma Edizioni, Firenze and Goyal Saab Publishers and Distributors Pvt. Ltd. Delhi.</p>	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

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		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-2
Language in Context: Developing Listening and Speaking Skills (1)
<p>Learning Objectives:</p> <p>At the end of Semester 1, a student will</p> <ul style="list-style-type: none"> be able to listen to and understand simple texts so as to answer questions on them;

<ul style="list-style-type: none"> • be able to talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
<p>Learning Outcomes: The Learning Outcomes of this course are as follows:</p> <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of listening and speaking skills in the concerned language. • Listening and understanding simple audio texts and answering questions on them. • Equip students to talk about subjects pertaining to his/her immediate environment. 	
<p>Syllabus:</p>	
<p>CONTENT</p> <p>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.</p> <p>Speaking: which includes</p> <p>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...</p> <p>Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.</p> <p>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.</p> <p>Basic rules of pronunciation.</p> <p>Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.</p> <p>Practical component (if any) - NIL</p>	
UNIT I	12 Hours
Practice the phonetics of alphabets. Exchange greetings with each other. Listen to a text related to the given topic. Introduce oneself to others. Learn to ask each other questions related to one's state and its languages. Exchange telephone numbers with each other. Listen to a text and note down information like phone numbers, names, places and languages.	
UNIT II	12 Hours
Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Listen to a text related to the given topic. Talk about hobbies, different seasons and months. Listen to interviews about different professions and their working hours. Conduct interviews to find out about professions and working hours.	
UNIT III	12 Hours
Ask questions related to basic directions and explain as to how to reach specific places. Narrate a story with the help of pictures. Talk about one's eating habits and preferred food items.	

Listen to a text related to the given topic. Simulate the situation of shopping.	
UNIT IV	12 Hours
Talk about one's daily routine. Listen to a text related to the given topic. Talk about one's family. Plan leisure activities with friends.	
UNIT V	12 Hours
Formulate invitations and learn how to react to them. Listen to a text related to the given topic. Simulate the situation of eating out and how to pay for the same. Talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma edizioni, Firenze. • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Guerra Edizioni, Perugia. • Frattegiani, M.Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia. Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Guerra Edizioni, Perugia. • Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Ziglio, Luciana. Rizzo, Giovanna. (2012). <i>Espresso 1</i>. Alma Edizioni, Firenze : and Goyal Saab Publishers and Distributors Pvt. Ltd., Delhi. 	
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– 3 (DSC-3) Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (1)	4	3	1	0	Passed XII Class	Nil
DSC-3 Language Through Texts (1)						
Learning Objectives:						
At the end of Semester 1, a student will						
<ul style="list-style-type: none"> • be able to read and understand simple texts (literary/semi-literary/audio- 						

<p>visual/advertisements etc.) adapted for the students of level A1, and answer questions on them;</p> <ul style="list-style-type: none"> • be able to analyse, express their underlying meaning and answer questions based on them; • attain Level A 1.1 of the Common European Framework (CEF). 	
<p>Learning Outcomes: The Learning Outcomes of this course are as follows:</p> <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; 	
Syllabus:	
UNIT I	12 Hours
Literary Texts (Prose)	
A selection will be made from the following list:	
<p>Il cacciatore sfortunato, Favole al telefono di Gianni Rodari Il palazzo di gelato, Favole al telefono di Gianni Roadari La passeggiata di un distratto, Favole al telefono di Gianni Roadari Il palazzo da rompere, Favole al telefono di Gianni Roadari La donnina che contava gli starnuti, Favole al telefono di Gianni Roadari</p>	
UNIT II	12 Hours
Literary Texts (Poetry)	
A selection will be made from the following list:	
<p>La casa di Mara – Aldo Palazzeschi Serenio – Giuseppe Ungaretti La fontana malata – Aldo Palazzeschi Il male di vivere – Eugenio Montale</p>	
UNIT III	12 Hours
Semi-literary / Journalistic Texts	
A selection will be made from the following list:	
<p>Nonni e nipotini contro le buche di Perugia Prima di partire per le vacanze La legge contro il fumo Gli alberi in città Pensiamo alla salute</p>	
UNIT IV	12 Hours
Audio / Visual Texts – Songs / Music Videos	
A selection will be made from the following list:	
<p>Non è Francesca La gatta Alla fiera dell'est Sapore di sale La vasca</p>	
UNIT V	12 Hours

Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
La vita è bella La terra trema Johnny Stecchino Tre uomini e una gamba Così è a vita	
UNIT VI	12 Hours
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) - NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze. • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. 	
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.	

COMMON POOL OF GENERIC ELECTIVES COURSES

Offered by Department of GRS

Category-IV

GENERIC ELECTIVE-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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Basic Communicative French (1)	4	3	1	0	12 th Pass	NIL	Germanic and Romance Studies

Learning Objectives: Reading and Writing:

In Semester 1, the student will learn to

- about France and French speaking countries.
- to read and understand an email.
- To write an email on simple subjects (introduce oneself, describe one's city, one's town, one's family)
- To read and understand a simple poster. (announcing an event, a film,)
- To prepare a poster.
- To read and understand a blog.
- To write a short blog (about oneself, about one's family, expressing one's likes and dislikes.etc.)/ to reply to a blog.
- To describe a town/city.
- To describe the locality in which one lives.
- To describe one's daily routine.
- To read and understand a notice.
- To read and understand an extract from a comic book.
- To describe a person (physical and qualitatively)
- To describe one's family.
- To read, understand and reply to short messages.

Course Learning Outcomes (Reading and Writing)

At the end of Semester 1, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.

- Attain Level A 1.1 of reading and writing skills as described in the Common European Framework.

Learning Objectives (Listening and Speaking)

In Semester 1, students will learn to

- greet in different situations.
- introduce themselves.
- ask for information about others and introduce them.
- communicate orally in formal and informal situations.
- describe a person.
- express their likes and dislikes.
- speak about one's preferences.
- Carry out a basic telephone conversation.
- speak about different professions.
- present a town/city.
- present a locality.
- present their family.
- talk about their daily routine.
- narrate a recent event.

Course Learning Outcomes (Listening and Speaking)

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 A1.1 of listening and speaking skills as described in the Common European framework.

SYLLABUS OF GE 1 (FRENCH)⁶

Dossier 0: (4 hours)

Reading Comprehension : Short simple texts (extract of a comic book, academic calendar, classroom instructions) and posters (situations) and answer questions on them.

Writing: Make a poster with two class instructions.

Grammar: Verb *s'appeler* (present tense), subject pronouns (*je, tu, il/elle...*) accents in French, gender of countries, definite article (*le, la, l' les*).

⁶ 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.

Listening Comprehension: Dialogues, short songs and answer questions on them. Associate the letter of the alphabet and its pronunciation. Write down numbers from 1-69.

Speaking: Introduce oneself, spell out one's name, the seasons in one's country, practice useful classroom phrases.

Phonetics: French alphabet.

Vocabulary: greetings, names of people, countries, numbers, months of the year and days of the week.

Dossier 1 Lessons 1-6 + Project (16 hours)

Reading Comprehension: Associating photos and short texts, posters (invitation to an event, a film), and answering questions on it, read a blog, a website, SMS and answer questions on it, putting a short dialogue in order.

Writing: Fill in personal information on a document (a badge, a form, an enrollment form,) write a tweet to introduce oneself, prepare a poster giving six photos and 6 arguments in favor of learning a foreign language

Grammar: Difference between tu and vous and their use, Indefinite articles (*un, une des*), question words (*où, qui, quand quoi?*), verb *être* (present tense), verbs in ER (present tense), difference between *il est, c'est*, Interrogative adjectives (*quel, quelle...*), Use of *parce que* (to give a reason) and *pour* (objective).

Listening comprehension: Listen to short texts (dialogues, conversations interviews) and answer questions on them.

Speaking: Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex classmates) , ask the identity of an unknown person, give reasons to learn a foreign language.

Phonetics: Different French sounds (y, z), emphasis on the last syllable, different types of intonation (rising , descending) and their use, mute (un pronounced) letters, Liaison.

Vocabulary: phrases to greet one another, polite phrases (merci, s'il vous plait), nationalities, professions

Cultural: French names, importance of French as an international language.

Dossier 2 Lessons 1-6 + Project (16 hours)

Reading Comprehension: Read a travel diary, symbols used in tourism, town map, forum, short texts on types of lodging, and answer questions on them.

Writing: write a travel diary, draw a map of your town or locality, write a message on a travel forum, explain one's choice of mode of transport, write a short introduction for a documentary on travelling, write a testimonial for a "couch surfer", prepare an advertisement to rent out a lodging.

Grammar: Prepositions used for countries and cities, Prepositions to situate an object Contracted articles with *à* and *de*, Verbs *aller, venir and prendre* (present tense), make a sentence negative, ask questions.

Listening comprehension: Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them.

Speaking: Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.

Phonetics: Different French sounds, l'elision,, differentiate between masculine and feminine and singular and plural words.

Vocabulary: Names of countries and cities, important places in a town, means of transport, structures to get to know another person, lodging.

Cultural: French living abroad.

Dossier 3 Lessons 1-6 + Project (12 hours)

Reading Comprehension: Read content of websites, posters, advertisements and forums, testimonials family tree,instagram posts and answer questions on them.

Writing: Describe a person, write a testimonial for 3 french tourists visiting your Country, prepare a poster for sporting activities, prepare and explain a medical survival kit.

Grammar: Masculine and feminine, singular and plural of qualifying adjectives, express ones likes and dislikes, the structure faire+ a sport, emphatic pronouns, expression avoir mal a + a part of the body.

Listening Comprehension: Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them.

Speaking: Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.

Phonetics: Differentiate between two close sounds, nasal vowels.

Vocabulary: Family, physical description and qualities of a person, verbs and expressions to present one's likes and dislikes, professions, activities (sportive and artistic), parts of the body.

Cultural: Interviews with people related to tourism. Origin of tourists who visit Paris.

Dossier 4 Lessons 1-6 + Project (12 hours)

Reading comprehension: Read an short article, an email, a website or forum, facebook post, and invitation and answer questions on them.

Writing: Describe your typical day, prepare an ideal work schedule, prepare a questionnaire to identify the preferred outings of the class. Write an email. Write an invitation. Accept/reject an invitation.

Grammar: Different ways to tell the time, tell the time, reflexive verbs, Verbs lire, écrire, devoir, vouloir, pouvoir sortir (Present tense). Present tense of IR verbs, Imperative.

Listening Comprehension: Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them.

Speaking: Ask for and tell the time, describe one's typical work day, describe one's daily activities, Propose and give information on different types of outings.

Phonetics: different types of intonation, typical french sounds (semi vowels)

Vocabulary: Time, everyday activities, work schedule, outings.

Cultural: A day in the life of a Frenchman.

Practical component (if any) - NIL

Essential/recommended readings Any of the text books given below may be prescribed by the Departement.

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie (s'exercer), Mous Nelly (DELF) : "*Cosmopolite A1 Méthode de français*", Hachette Français langue étrangère, 2017 Dossiers 0-4.

2. Cocton Marie-Noelle (coordination pedagogique), Heu Elodie, Houssa Catherine, Kasazain Emilie, Dupleix Dorothée (DELF), Ripaud Delphine (phonétique) : « *Saison 1 A1+ Méthode de français* », Les Editions Didier, 2015, Unités 0-5.
3. Cocton Marie-Noelle (coordination pedagogique), Dauda P, Giachino L, Baracco C : « *Generation A1 Méthode de français* » (livre + cahier), Didier Français Langue Etrangere, 2015, Unités 0-3.
4. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : “*Cosmopolite A1 Cahier d’activites*”, Hachette Français langue etrangere, 2017 Dossiers 0-4
5. Alcaez Marion, Escoufier Dorothee, Gomy Camille, Landier Mathilde, Quéméner Francine, Ripaud Delphine : « *Saison 1 A1+Cahiers d’activites*», Les Editions Didier, 2015, Unités 0-5.

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.

GENERIC ELECTIVE – 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 (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives

Reading and Writing:

Objectives: At the end of Semester 1, 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;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to German-speaking countries, celebrities from German-speaking countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

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 etc.

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.

UNIT I**12 Hours**

Recognise alphabets, learn spellings, practice phonetics of alphabets.

Learn various forms of greetings, and learn to introduce oneself to others.

Learn country names and their languages.

Wh-questions, personal pronouns (I), some basic verbs, different definite articles.

Read and listen to short texts on a given topic.

Spellings of numbers 1 to 20. Exchange telephone numbers with each other.

Learn to ask each other questions related to one's state and its languages.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II**12 Hours**

Read job advertisements and note down the relevant information.

Learn vocabulary for the days of the week, plural forms and interrogative questions

Learn how to fill a form for job interviews.

Learn counting 20 onwards

Conjugation of 'haben' and 'sein', personal pronouns (II) and indefinite article 'ein/-'

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.

UNIT III**12 Hours**

Read maps and use the given information to guide someone.

Negative article 'kein/-', irregular verbs, the accusative case, modal verb.

Vocabulary related to meals and food items, food habits and information about food habits related to German speaking countries. Express likes and dislikes.

Ask questions related to basic directions and explain as to how to reach specific places.

Simulate the situation of shopping.

UNIT IV**12 Hours**

Read texts related to day-to-day activities and write about one's own daily routine.

Temporal prepositions, more modal verbs, possessive pronouns, introduction to separable verbs.

Vocabulary related to one's family, friends and leisure activities.

Ordinal numbers

UNIT V**12 Hours**

Read statistics about most preferred leisure activities and express your opinion about them.

Learn how to tell the date using the preposition 'am'. Different uses of the preposition 'für'.

Learn to write an invitation (for example birthday).

Accusative personal pronouns. more separable verbs, imperfekt / Präteritum form of 'haben' and 'sein'.

Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.

Learning / Teaching Material: Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: 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: 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 A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department.

GENERIC ELECTIVE -3

Credit 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 (1)						

Learning Objectives

Reading and Writing:

Objectives: At the end of Semester 1, 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;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to German-speaking countries, celebrities from German-speaking countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

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 etc.

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.

SYLLABUS OF GE

UNIT – I

12 Hours

Learn and produce greetings. Write a brief personal information. Learning the alphabets and speak some random words to practice pronunciation. Writing a brief introduction, learning to recognize country names and their nationalities, different professions and different languages, making simple questions. Learning some basic regular verbs, numbers 1-20, age, family members, express greetings.

UNIT – II

12 Hours

Read a text on different motives for learning Spanish and what do you want to do in the course. Introduction of simple present tense, use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también' and 'pero' etc. Personal pronoun. Counting numbers 20 onwards. Family relations and social relations. Talk to each other, describe people and their character. Read texts on the description of the person and his/her character and express with each other. Learn Possessive pronoun, Adjective, Adverbs etc. Listen to a text on a related topic, Express Leisure time Activities.

UNIT III

12 Hours

Read maps and know about Spanish speaking countries. Read texts about a locality. Use of Ser, Estar, Hay. Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto. Express with each other, talk about one's locality. Superlative degree. Indefinite articles. Quantifiers. Describe climate. Write about one's own countries's places to visit, people and climate. Make a presentation on your locality and parts of the house. Listen to a text related to the topic. Write an email to your friend on your city and travel. Design a project of a new locality and present.

UNIT – IV

12 Hours

Read a text on daily routine and relate it to the time. Different regular and irregular verbs. Reflexive verbs. Learn to describe time. Cardinal numbers. Listen to a text related to day to-day activities. Talk to your classmates about your daily routine. Make a questionnaire on the

sequence of the activities one does on a daily basis, sometimes, frequently and never and find out the most active person in the class. Learn about some famous personalities in the Hispanic world.

UNIT V

12 Hours

Read a text on sports. Vocabulary in the different sports. Learn about different sports. Famous hispanic personalities in sports. Listen to a text related to the topic. The verbs ‘Gustar’ ‘Encantar’, ‘Interesar’ Express with the group what do you like and dislike. Write a text on what do you like and dislike in your family. Read texts on reality shows on television. Tener + que + infinitivo. Es + Adjetivo + infinitivo. Read a text on activities one can do in a hispanic city. Write about the entertaining activities for a traveller in your city.

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.

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

GENERIC ELECTIVE – 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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (1)	4	3	1	0	Passed Class XII	Nil

GE-3 Basic Communicative Italian (1)
<p>Learning Objectives:</p> <p>Reading and Writing Objectives: At the end of Semester 1, a student will be able to</p> <ul style="list-style-type: none"> • read simple texts and answer questions on them; • write short texts, about subjects pertaining to his/her immediate environment; • attain Level A1.1 of the Common European Framework (CEF). <p>Listening and Speaking Objectives: At the end of Semester 1, a student will be able to</p> <ul style="list-style-type: none"> • listen to and understand simple texts so as to answer questions on them; • talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF).
<p>Learning Outcomes:</p> <p>Reading and Writing:</p> <p>The Learning Outcomes of this course are as follows:</p> <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of reading and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to write about subjects pertaining to his/her immediate environment. <p>Listening and Speaking:</p> <p>The Learning Outcomes of this course are as follows:</p> <ul style="list-style-type: none"> • Enable students to partially attain A1 Level of listening and speaking skills in the concerned language. • Listening and understanding simple audio texts and answering questions on them. • Equip students to talk about subjects pertaining to his/her immediate environment.
<p>Syllabus:</p> <p>CONTENT</p> <p>Reading and Writing:</p> <p>Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.</p> <p>Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to</p>

<p>invitations, messages, greeting cards for a birthday, a festival etc.</p> <p>Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.</p> <p>Intercultural and Co-cultural: Introduction to Italophone countries, celebrities from Italophone countries, fashion, cinema, comic strips etc.</p> <p>Listening and Speaking:</p> <p>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.</p> <p>Speaking which includes</p> <p>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 etc.</p> <p>Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.</p> <p>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.</p> <p>Basic rules of pronunciation.</p> <p>Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.</p> <p>Practical component (if any) - NIL</p>	
UNIT I	12 Hours
<p>Recognise alphabets, learn spellings, practice phonetics of alphabets.</p> <p>Learn various forms of greetings, and learn to introduce oneself to others.</p> <p>Learn country names and their languages.</p> <p>Wh-questions, personal pronouns (I), some basic verbs, introduction to indefinite and definite articles.</p> <p>Read and listen to short texts on a given topic.</p> <p>Spellings of numbers 1 to 20. Exchange telephone numbers with each other.</p> <p>Learn to ask each other questions related to one's state and its languages.</p> <p>Listen to a text and note down information like phone numbers, names, places and languages.</p>	
UNIT II	12 Hours
<p>Read job advertisements and note down the relevant information.</p> <p>Learn vocabulary for the days of the week, plural forms and interrogative questions</p> <p>Learn how to fill a form for job interviews.</p> <p>Learn counting 20 onwards</p> <p>Conjugation of 'essere' and 'avere', personal pronouns (II) and indefinite articles 'un / una / uno etc.'</p> <p>Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.</p>	
UNIT III	12 Hours
<p>Read maps and use the given information to guide someone.</p>	

<p>Definite articles ‘il / la / lo etc.’, irregular verbs, the accusative case, modal verbs.</p> <p>Vocabulary related to meals and food items, food habits and information about food habits in Italy. Express likes and dislikes.</p> <p>Ask questions related to basic directions and explain as to how to reach specific places.</p> <p>Simulate the situation of shopping.</p>	
UNIT IV	12 Hours
<p>Read texts related to day-to-day activities and write about one’s own daily routine.</p> <p>Prepositions, modal verbs, possessive pronouns, introduction to regular and irregular verbs.</p> <p>Vocabulary related to one’s family, friends and leisure activities.</p> <p>Ordinal numbers</p>	
UNIT V	12 Hours
<p>Read statistics about most preferred leisure activities and express your opinion about them.</p> <p>Learn how to tell time and dates. Different prepositions.</p> <p>Learn to write an invitation (for example birthday).</p> <p>Accusative personal pronouns. more irregular verbs, imperfetto / Passato prossimo form of various verbs.</p> <p>Vocabulary related to describing one’s city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one’s likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.</p>	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ol style="list-style-type: none"> 6. Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). 7. Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. 8. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. 9. Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DEPARTMENT OF PHILOSOPHY

BA (Hons.) Philosophy

Category-I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to 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		
Introduction to Philosophy DSC 1	4	3	1	0	Passed Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the basic areas of philosophy, like metaphysics, epistemology, ethics, aesthetics, social and political philosophy etc.
- Questions like What is reality?, what is good and what is bad?, what is beautiful ? What is justice? What is science and scientific temper? Etc will be raised/discussed in the course
- The course aims at comprehensive view of philosophy and its branches

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying the course, the student will be able to comprehend nature and scope of the course
- Apart from the subject matter of ethics, aesthetics, and social political philosophy, the student will also learn about the relation between philosophy and science and about the inculcation of the scientific temper for doing further research in philosophy.
- The student will be well prepared to tackle questions of philosophy after taking this course.

SYLLABUS OF DSC-1

UNIT I What is Philosophy?

(16 Hours)

1. Philosophy, *Darsana, Anviksiki, Tattva*

2. Classifications of Philosophy

“What is Philosophy” (pp. 1-5), “Divisions of Philosophy”, (pp. 13-15, in Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill
“Introduction” (pp. 1-10) by Bertrand Russell,. *History of Western Philosophy*, RKP,
“General Introduction” (1-12) in Ramakrishna Puligandla’s *Fundamentals of Indian Philosophy*, D K Printworld, 2008
Kautīlya. (2003). *Arthasāstra*, Book 1, section 1-3, *The Kautīlya Arthasāstra-*, trans. R. P. Kangle, (Bombay University : 1972), reprint, Delhi: 2003, Motilal Banarasi Das Publishers.

UNIT II Metaphysics and Epistemology

(16 Hours)

1. The Question of Existence
2. Different views of reality
3. Knowledge and Belief

Kristie Miller: What is Metaphysics? (193-209)

Duncan Pritchard: What is Knowledge? (123-133)

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

UNIT III Ethics and Aesthetics

(16 Hours)

1. The basis of right and wrong
2. Aesthetics: art and its objects

Michael Brady: What is Ethics? (3- 6)

Kathleen Stock: What is Art? (81-93)

Prescribed Text: Duncan Pritchard: What is this thing called Philosophy? (RKP, 2015)

UNIT IV Social and Political Philosophy and Philosophy of Science

(16 Hours)

1. Social Contract
2. Justice
3. Scientific Temper

Thom Brooks “What is Justice” (52-65)

Chattopadhyaya, D. P. (1990). Defending the Scientific Temper. *India International Centre Quarterly*, 17(3/4), 42–57. <http://www.jstor.org/stable/23002452>

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

Essential Readings/Recommended Readings

Pritchard, Duncan (ed.) (2015). *What is This Thing Called Philosophy?*. Routledge.

Appiah, Anthony (2003). *Thinking It Through: An Introduction to Contemporary Philosophy*. Oxford University Press.

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

Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill.

Suggestive readings

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

Pojman, Louis P. &Fieser, James (eds.) (2007). *Introduction to Philosophy: Classical and Contemporary Readings*. Oxford University Press.

Strawson, Peter (1992). *Analysis and Metaphysics: An Introduction to Philosophy*. Oxford University Press.

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-2): Logic

CREDIT 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		
Logic DSC 2	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- This course primarily helps in developing one's skill in correct reasoning or argumentation.
- It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Learning Outcomes:

- Helps in sharpening the reasoning and argumentation skills of a learner and simultaneously helps in identifying the flaws.
- Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
- Helps in good scoring for a better rank in form of result.

Unit I Basic Concepts in Logic

12 Hours

1. Proposition and Sentence
2. Arguments: Deductive and Inductive
3. Truth, Validity and Soundness

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 1-33.

Unit II Traditional Logic

24 Hours

1. Categorical Propositions: Quality, Quantity and Distribution of Terms
2. The Traditional Square of Opposition, Existential Import
3. Immediate Inferences- Conversion, Obversion and Contraposition
4. Translating Ordinary Language Sentences into Standard Logical Form

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 167-250.

Unit III Categorical Syllogisms

24 Hours

1. Moods and Figures
2. Rules of Syllogism and Syllogistic Fallacies
3. Determining Validity/Invalidity using rules of Syllogism
4. Determining Validity/Invalidity using Venn Diagrams

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 211-254.

Essential/Recommended Readings

Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016.

Suggestive Readings:

Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 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 – 3 (DSC-3): 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		
Indian Philosophy DSC 3	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- In this course the focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection . Hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.
- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the Śruti and Smṛiti, Karma, Jñāna and Bhakti in different systems of Indian Philosophy and Śreyas and Preyas in Kathopanishad . It will also show the problems which arise in translating the Sanskrit terms to English, for example dharma as translated as religion within Indian Philosophical studies.
- Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Finally it will give a holistic development of their personality.

Learning Outcomes

- Students will understand the richness of Indian Intellectual Traditions through basic concepts such as Śruti and Smṛiti, Karma, Jñāna and Bhakti, Śreyas and Preyas and Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Cārvāka, Buddhism, Jainism, Sāṅkhya, Pūrva-Mīmāṃsā and Vedānta, which will help them to understand and appreciate different perspectives within the society at large.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems.
- Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- Students will develop the ability to think critically and to read and analyse scientific literature.

- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

UNIT I Introduction to Indian Philosophy

12 Hours

1. Historical overview
1. Rise of Systems
2. Origins of Indian Philosophy

J.N.Mohanty, *Classical Indian Philosophy*, Lanham: Rowman and Little field,1999, pp.1-10.

A.K.Warder, *A Course in Indian Philosophy*, Delhi: Motilal Banarsidass Publishers,2018, pp.4-11

UNIT II Outlines of Indian Philosophy Hours

16

1. Distinction between *Śruti* and Smṛiti.
2. Distinction between Dharma and Religion.
3. Emphasis on *Karma* (Action), *Jñāna* (Knowledge) and *Bhakti* (Devotion) : An Understanding of different Indian Philosophical Schools
4. Śreyas and Preyas with reference to *Kaṭha Upaniṣad*.

1. Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, Motilal Banarasi Das Publications, Delhi.

2. Radhakrishnan, S. Moore, (1967) CA, *A Sourcebook in Indian Philosophy*, Princeton.

3. Raju, P.T. (1985) *Structural Depths of Indian Thought*, NY Albany: State University of New York Press.

4. *Kaṭha Upaniṣad*

UNIT III Indian Metaphysics

20 Hours

- 1 Four Noble Truths (catvariayasatyanī), Doctrine of Dependent Origination (Pratītyasamutpada) and Doctrine of Momentariness (Kṣāṇabhāṅgavada) in Buddhism. Prakṛti, Puruṣa and Parināmavada of Sāṅkhya School.
- 2 Pūrva- Mīmāṃsā theory of Karma (Apurva)
- 3 Indian school of Materialism (Cārvāka, Early Sāṅkhya, Atomism of Vaiśeṣika)

1. Hiriyanna, M: (1951), *Outlines of Indian Philosophy*, London: Allen & Unwin

2. Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, Motilal Banarasi Das Publications, Delhi

3. Chatterjee, S.C. & D.M. Datta (1984), *An Introduction to Indian Philosophy*, reprint, University of Calcutta.

4. M.N.Roy, *Materialism in Indian Philosophy*, Delhi: Critical Quest ,2017, Pp1-22(Selections from Materialism: An Outline of the History of Scientific Thought
5. Bhattacharya, Ramkrishna. “Materialism in India: A Synoptic View.” Retrieved 27 July 2012.<http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>

UNIT IV Indian Epistemology

20 Hours

1. Syādvāda of Jainism
 2. Prama and Pramana distinction with reference to Nyāya theory of Perception.
-
1. Chatterjee, S.C. (2008), *Nyāya Theory of Knowledge*, Delhi, Bharatiya Kala Prakashan.
 2. Sharma, C.D. (2003) *Critical Survey of Indian Philosophy*, Delhi: MotilalBanarsidass
 3. Stevenson, S.1951. *The Heart of Jainism*. London: Oxford University Press.
 4. Shastri, Haridatta, *BhartiyaDarshanKaItihas*.(Hindi)
 5. Upadhaya, Baldeva. *BhartiyaDarshan* (Hindi), Banaras.

Essential/recommended Readings

1. Hiriyanna, M: (1951), *Outlines of Indian Philosophy*, London: Allen & Unwin
2. Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, MotilalBanarasiDas Publications, Delhi

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

BA (Prog) with Philosophy as Major
Category II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Philosophical Issues

CREDIT 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 1 Philosophical Issues	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- The primary objective of this course is to introduce the main philosophical issues to students
- It will encourage the students to think critically about some of the most important questions that philosophers ask
- It will also teach students how analytical and rigorous answers are possible to hard questions

Learning Outcomes

- By studying this course, a student should be able to demonstrate a clear understanding of the background the philosophical issues.
- They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy.
- They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject.

Unit I Introduction

12 Hours

- What is Philosophy?
- What is a Philosophical Issue?
- Origins of Indian Philosophy

Moore, B. N., & Bruder, K. (2001). *Philosophy: The power of ideas* (5th ed.). New York: McGraw-Hill, pp. 1-5, 13-15
Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 4-19

Unit II Metaphysical Issues

16 Hours

- What is metaphysics?
- Idea of Reality, Being, and Becoming

Laurence, Stephen and Cynthia Macdonald (eds.), 1998, *Contemporary Readings in the Foundations of Metaphysics*, Oxford: Blackwell.pp 1-21

Unit III. Epistemological Issues

12 Hours

- What is Knowledge?
- Prama, Prameya and Pramana

Lehrer, K. (1990). *Theory of knowledge*. Boulder, CO: Westview Press.pg 2-4

Puligandla, R. (2008). *Fundamentals of Indian Philosophy*, D K Printworld, pp. 184-191

Unit IV. Ethical Issues

20 Hours

- Morality and Ethics
- Buddhist Ethics

Rachels, J., & Rachels, S. (2012). "What is Morality?" In *The Elements of Moral Philosophy* 7e. McGraw Hill. pp 1 to 13

Keown, Damien (2018). "Buddhist Ethics", in Billimoria, Purushottama (ed.) (2018). *Routledge History of Indian Philosophy*. Routledge, pp. 496-505

Essential/recommended readings

Gupta, R.K., (1995), *Social Action and Non-violence*, ICPR, New Delhi.
Hiriyana, M. (1951), *Outlines of Indian Philosophy*, Allen & Unwin, London.
Kar, Bijayananda (1985), *Indian Philosophy*, Ajanta Publications, Delhi.
Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.

Lama, Dalai (1999), Ethics for the New Millennium, Riverhead Books, New York.
 O'Connor, D.J., (1964), Critical History of Western Philosophy, Free Press of Glencoe, London.
 Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin Ltd., London.

Suggestive Readings

Rao, V. Ramakrishna (1987), Selected Doctrines from Indian Philosophy, Mittal Publications, 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 (DSC-2): Logic

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		
Logic DSC 2	4	3	1	0	Passed Class XII	Nil

Learning Objective

- This course primarily helps in developing one's skill in correct reasoning or argumentation.
- It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Learning Outcomes

- Helps in sharpening the reasoning and argumentation skills of a learner and simultaneously helps in identifying the flaws.
- Enhances analytical skills so that one can resolve difficult issues and finally arrives at a reasonable solution.

Unit I Basic Logical Concepts

8 Hours

1. Proposition and Sentence
2. Deductive argument
3. Truth, Validity, and Soundness

Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2.

Unit II Traditional Logic (A)

20 Hours

1. Terms and Distribution of terms
2. Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4. Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

1. Immediate Inferences- Conversion, Obversion, and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit III Symbolization Hours

20

1. Types of Truth functions: Negation, Conjunction, Disjunction (Alternation), Conditional (Implication), and Bi-Conditional (Equivalence)
2. Statements, Statement forms, and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 8.

Unit IV Indian Logic

12 Hours

1. Debate
2. Logic
3. Steps of Inference in Indian Logic

Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 128-137 (“Debate and Logic”)

Essential/Recommended Readings

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.
2. Ganeri, Jonardon (2001). *Indian Logic a Reader*. Psychology Press.

Suggestive Readings

- Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.

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

BA (Prog) with Philosophy as Non-Major
Category II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Philosophical Issues

CREDIT 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 1 Philosophical Issues	4	3	1	0	Passed Class XII	Nil

Learning Objectives

- The primary objective of this course is to introduce the main philosophical issues to students
- It will encourage the students to think critically about some of the most important questions that philosophers ask
- It will also teach students how analytical and rigorous answers are possible to hard questions

Learning Outcomes

- By studying this course, a student should be able to demonstrate a clear understanding of the background the philosophical issues.
- They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy.
- They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject.

Unit I Introduction

12 Hours

- What is Philosophy?
- What is a Philosophical Issue?
- Origins of Indian Philosophy

Moore, B. N., & Bruder, K. (2001). *Philosophy: The power of ideas* (5th ed.). New York: McGraw-Hill, pp. 1-5, 13-15

Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 4-19

Unit II Metaphysical Issues

16 Hours

- What is metaphysics?
- Idea of Reality, Being, and Becoming

Laurence, Stephen and Cynthia Macdonald (eds.), 1998, *Contemporary Readings in the Foundations of Metaphysics*, Oxford: Blackwell.pp 1-21

Unit III. Epistemological Issues

12 Hours

- What is Knowledge?
- Prama, Prameya and Pramana

Lehrer, K. (1990). *Theory of knowledge*. Boulder, CO: Westview Press.pg 2-4

Puligandla, R. (2008). *Fundamentals of Indian Philosophy*, D K Printworld, pp. 184-191

Unit IV. Ethical Issues

20 Hours

- Morality and Ethics
- Buddhist Ethics

Rachels, J., & Rachels, S. (2012). "What is Morality?" In *The Elements of Moral Philosophy* 7e. McGraw Hill. pp 1 to 13

Keown, Damien (2018). "Buddhist Ethics", in Billimoria, Purushottama (ed.) (2018). *Routledge History of Indian Philosophy*. Routledge, pp. 496-505

Essential/recommended readings

Gupta, R.K., (1995), *Social Action and Non-violence*, ICPR, New Delhi.

Hiriyana, M. (1951), *Outlines of Indian Philosophy*, Allen & Unwin, London.

Kar, Bijayananda (1985), *Indian Philosophy*, Ajanta Publications, Delhi.

Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.

Lama, Dalai (1999), Ethics for the New Millennium, Riverhead Books, New York.
O'Connor, D.J., (1964), Critical History of Western Philosophy, Free Press of Glencoe, London.
Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin Ltd., London.

Suggestive Readings

Rao, V. Ramakrishna (1987), Selected Doctrines from Indian Philosophy, Mittal Publications, 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 ELECTIVE COURSES

Offered by Department of Philosophy

Category –IV

GENERIC ELECTIVES (GE-1): Ethics in Public Domain

Credit 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			
Ethics in Public Domain GE 1	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.
- Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the readers to contribute voluntarily to the society as a responsible member.

Learning Outcomes

- To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
- Larger awareness of public issues and empathy with marginalised issues in society.
- Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

Unit I: Introduction to Ethics

12

Hours

1.Morality

*Rachel, James. "What is Morality?" In The Elements of Moral Philosophy. 1-14. McGraw-Hill, 2012.

2.Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In The Elements of Moral Philosophy. 15-34. McGraw- Hill, 2012.

Unit II Structures of Inequality

16 Hours

1.Caste

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

2. Gender

*Beauvoir, Simone de. "The Married Woman." In *Second Sex*, vol. II, part two, chapter 5. USA: Vintage, 2011.

Unit III Freedom and Morality

16 Hours

*Sen, Amartya. "Freedom, Agency and Wellbeing." In *Inequality Re-examined*, 56-72. USA: First Harvard University Press, 1992.

Archard, David. "Privacy, the public interest and a prurient public. In *Media Ethics* edited Matthew Kieran, 82-96. USA; Canada: Routledge. 2014

Unit IV Animal Ethics

16 Hours

*Singer, Peter. "All Animals Are Equal." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA; UK; Australia: Blackwell, 2004.

Essential/Recommended Readings

Frey, R. G. & Wellman, Christopher Heath (eds.) (2003). *A Companion to Applied Ethics*. Wiley-Blackwell.

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

GENERIC ELECTIVES (GE-2: Technology and 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Technology and Ethics GE 2	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space.
- The studies aim to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

Learning Outcomes

- Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view.

- They will responsibly function and lead the usage to technology so as to save society from its harmful effects.
- With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit I Ethical and Social Implications of Technology

16 Hours

- Ethical Issues in the Use of Technology
- Information Technology and Digital Divide

Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation*, vol. 8, no 9, 2014, pp. 3015-19.

Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309.

Unit II Biotechnology and Ethics

16 Hours

- Stem Cell Culture and its issues.

"Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Harris, J. (1997). "Goodbye Dolly?" The ethics of human cloning. *Journal of Medical Ethics* 23 (6):353-360.

Unit III Some Recent Considerations in Technology and its ethical implications (28 Hours)

1. Artificial Intelligence
2. Nano- technology

Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

Robison, Wade L. (2011). Nano-Technology, Ethics, and Risks. *NanoEthics* 5 (1):1-13.

Liao, S. Matthew (ed.) (2020). *Ethics of Artificial Intelligence*. Oxford University Press.

Essential/recommended readings

- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.
- Barnes, B. *The Public Evaluation of Science and Technology From Carl Mitcham* (Ed.) *Encyclopedia of Science, Technology and Ethics:Mac Millan Reference USA*, 2005.

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

GENERIC ELECTIVES (GE-3): Constitutional Morality

Credit 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			
Constitutional Morality GE 3	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- This course is about the underlying ethics and political philosophy of Indian constitution. The aim of the course is to introduce the key themes of constitution in terms of morality.
- Further this course explores the importance of democracy and its functioning by representing the aspirations of its people.

Learning Outcomes

- The student will come to know about the constitutional morality and its implications in everyday social and political life.
- The student will be aware of representation of people, rights of citizens and that leads to develop the democratic political culture for strengthening the nation state.

Unit I Constitutionalism and Democracy

16 Hours

John Elester, Introduction, John ElesterRune Stagstand, GudmundHernes(Eds), *Constitutionalism and Democracy*, Cambridge: Cambridge University Press,1988, pp.1-17
Preamble of Indian Constitution

Unit II Constitutional Morality

16 Hours

Dr. B. R. Ambedkar, motion to introduce the Draft Constitution, Constituent Assembly Debates vol 7 (4 November 1948)

Dr. B. R. Ambedkar, speech on third reading of the Draft Constitution, Constituent Assembly Debates vol 11 (25 November 1949)

Vallabhai Patel, Appendix. Constituent Assembly of India Debates Proceedings), Vol.3, Tuesday, the 29th April, 1947

Annexure-Justifiable Fundamental Rights, Constituent Assembly of India Debates Proceedings), Vol.3Tuesday, the 29th April, 1947

Unit III Citizenship and Rights

16 Hours

Upendra Baxi (2010), 'The Justice of Human Rights in Indian Constitutionalism', in Akash Singh and Silika Mohapatra (eds.), *Indian Political Thought: A Reader*. Routledge, London & New York, Chapter 17.

Shefali Jha, 'Rights versus Representation', *Economic and Political Weekly*, Vol. 38, Issue No. 16, 19 Apr, 2003

Unit IV Secularism and Social Justice

12 Hours

Rajeev Bhargava, 'India's Secular Constitution', Zoya Hasan, E.Sreedharan and R.Sudarshan (Eds.) , *India's Living Constitution-Ideas, Practices and Controversies*, Delhi: Permanent Black,2002 Pp.105-133

Gopal Guru, 'Reclaiming Social Justice' Rajeev Bhargava (ed.) *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, pp.92

Essential/Recommended Readings

Jawaharlal Nehru, "Speech on the Aims and Objects of the Constituent Assembly," Constituent Assembly Debates (13 December 1946)

Sujit Choudhary, Madhav Kosla and Pratap Bhanu Mehta . ' Locating Indian Constitutionalism,' *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP,2016

Uday S Mehta, "Indian Constitutionalism: Crisis, Unity, and History," *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP,2016

Granville Austin (1999), *Working a Democratic Constitution*. Oxford University Press, Delhi.

Ujjwal Kumar Singh and Anupama Rao, "B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy," Summerhill, IAS Review, XXIII:2 (Winter 2017)

Rajeev Bhargava, *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, New Delhi: Oxford University Press,2008

Pratap Bhanu Mehta, 'What is constitutional morality?'

https://www.india-seminar.com/2010/615/615_pratap_bhanu_mehta.htm

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

GENERIC ELECTIVES (GE-3): 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Media Ethics GE 4	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

- To acquaint students with ethical practice of media usage, to democratize the public sphere.
- Also, theories of media ethics will be discussed along with the case studies related to important issues

Learning Objectives

- The student will learn how ideology affects content of media, and how media is often saturated with manufactured consent, paid or otherwise.
- The student will learn to be wary of the distinction between appearance and reality in media usage, ownership, democratization and representation of caste and gender and transparency in news etc.

Unit I Introduction to Media and Ethics

12 Hours

1. Defining Media Ethics
2. Approaches to media Ethics

Stephen J.A. Ward, (2011). Ch. 2. Approaches to Media Ethics (Pg. 52-87), *Ethics and the Media*. Cambridge University Press.

Unit 2: Media, Power and Control

16 Hours

- 1 Cultural Imperialism as Globalisation of Ideology
- 2 Adorno : Culture Industry
- 3 Political Economy and Ideology
- 4 Manufacturing Consent

Adorno, Ch.3. Culture Industry Reconsidered (Pg. 98-106), *Culture Industry*. Routledge. Chomsky, Ch. 1. A Propaganda Model, *Manufacturing Consent*. Pantheon Books

Unit3: Media and Democratic Bases

16 Hours

1. Objectivity: Senses and Origins
2. Normative Theory of Media
3. Evolution of Normative Traditions

Stephen J.A. Ward (2004). Ch. 1. Objectivity: Senses and Origins (Pg.9-36), *The Invention of Journalism Ethics*. McGil-Queens University Press

Christian G. Clifford, Theodore L. Glasser, Dennis McQuail, Kaarle Nordenstreng (2009). Evolution of Normative Traditions (Pg. 37-64), *Normative Theories of the Media*. University of Illinois Press.

Unit 4 Issues in Media Ethics and Professional Ethics

16 Hours

1. Representation of caste, gender
2. Violence and Obscenity
3. Paid News and advertisements
4. Professional ethics

Subarno Chatterji and Sevanti Ninan, *The Hoot Reader (Media Practice in Twenty First Century India)*, New Delhi: Oxford University Press, 2013 (Relevant Selections)

Vipul Mudgal. Ch. 6. *News for Sale: 'Paid News', Media Ethics, and India's Democratic Public Sphere* (Pg. 100-117). In Shakuntala Rao (Ed.), Herman Wasserman (Ed.). (2015). *Media Ethics and Justice in the Age of Globalization*. Palgrave MacMillan

Ashwini, S(2021) Social Media Platform Regulation in India- A special Reference to The Information Technology(Intermediary Guidelines and Digital Media Ethics Code) Rules,2021 , *Perspectives on Social Media Platform Regulation*, Nomos Verlagsgesellschaft, mbH&co.KG, pp215-232

Essential/Recommended Readings

Philip Patterson and Lee Wilkins,(1998). *Media Ethics: Issues and Cases* (7th Edition), New York: Mc Graw-Hill Co

Louis A Day, (2000). *Ethics in Media Communication: Cases and Controversies*(3rd edition) Belmont, CA: Wadsworth

Black , Jay, B. Steele and R.Barney (1999) *Doing Ethics in Journalism: A Hand book with case studies* (3rd edition), Boston: Allyn& Bacon

Christains, Clifford, M. Fackler, K. Rotzoll and B.McKee(1998) *Media Ethics: Cases and Moral Reasoning*(5th Edition) new York: Longman

Arant, David(Ed)(1999) *Ethics, Issues and controversies in Mass media*. Cpulder, Co: Coursewise Publishng

Suggestive Readings

Gordon, A. David and J M Kittross(1999), *Contraversies in Media Ethics*, New York: Addison Wesley Longman

Limburg Val E (1994) *Electronic Media Ethics*, Boston: Focal Press

Lynch, Dianne (ed) (1999) Stand! Virtual Ethics: Debating Media in Digital Age, Boulder, Co
Foreman, G(2010) The Ethical Journalist, MA: Wiley-Blackwell

Norms of Journalistic conduct, Press council of India

Untitled-1 (presscouncil.nic.in)

Salient features of Press Council of India's norms of Journalistic Conduct in India - Legal Desire

Thakurta, Paranjay Guha. (2008). Media Ethics: Truth, Fairness and Objectivity , New Delhi:
Oxford University Press, 2015

Rao, S. (2014). Covering Rape in Shame Culture: Studying Journalism ethics in India's New
Television News Media , Journal of Mass Media Ethics, 29(3), 153-167

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

DEPARTMENT OF PUNJABI

BA (Hons.) Punjabi

Category-I

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)

PUNJABI BHASHA ATE GURMUKHI LIPI

CREDIT 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 BHASHA ATE GURMUKHI LIPI (DSC-1)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 10 th Standard or Working knowledge of Punjabi language

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- The purpose of this course is to enhance student's language skills.
- The study of language would help the students to enrich their linguistic and creative aptitude.
- The course seeks to develop a fundamental understanding of the basic nature, branches and history of Punjabi language, in students.
- The purpose of the course is to help the students to understand and use methods of analysing the data from various dialects of Punjabi language.
- The objective of the course is to provide students a broad interdisciplinary perspective of Punjabi language and Gurmukhi script.

LEARNING OUTCOMES:

- The students will obtain advanced knowledge of Punjabi language.
- They will develop an insight about various dialects of Punjabi language.
- They will have in-depth knowledge of selected areas of linguistics such as, language variation, language development, language learning etc.
- They will understand the concepts of phonology, morphology and syntax structure of Punjabi language.

- They will analyse the historical background of Indo-Aryan language family and its relation to Punjabi language.

Unit-I: ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ

(Bhasha ate Punjabi Bhasha) (16 Hours)

- ਭਾਸ਼ਾ: ਸਰੂਪ ਅਤੇ ਲੱਛਣ
Bhasha: Saroop ate Lachhan
- ਵਿਸ਼ਵ ਭਾਸ਼ਾ ਸਮੂਹ ਅਤੇ ਇੰਡੋ-ਆਰੀਆਈ ਭਾਸ਼ਾਵਾਂ
Vishav Bhasha Samooh ate Indo-Aaryai Bhashavan
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
Punjabi Bhasha da Nikas ate Vikas
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
Punjabi Bhasha dian Vishestavan

Unit-II: ਪੰਜਾਬੀ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ

(Punjabi dian Upbhashavan) (16 Hours)

- ਮਾਝੀ
Majhi
- ਮਲਵਈ
Malwai
- ਦੁਆਬੀ
Doabi
- ਪੁਆਧੀ
Puadhi

Unit-III: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੰਰਚਨਾ

(Punjabi Bhasha Sanrachna) (16 Hours)

- ਸਵਰ ਅਤੇ ਵਿਅੰਜਨ ਧੁਨੀਆਂ
Svar ate Viyanjan Dhunian
- ਪੰਜਾਬੀ ਸ਼ਬਦ ਬਣਤਰ: ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਸਮਾਸੀ ਸ਼ਬਦ
Punjabi Shabad Bantar: Agetar, Pichhetar, Samasi Shabad
- ਵਾਕ ਦੀਆਂ ਕਿਸਮਾਂ: ਸਧਾਰਨ, ਸੰਯੁਕਤ ਅਤੇ ਮਿਸ਼ਰਤ ਵਾਕ
Vak dian Kisman: Sadharan, Sanyukat, Mishrat Vak
- ਅਰਥ ਵਿਸਤਾਰ, ਅਰਥ ਸੰਕੋਚ, ਅਰਥ ਪਰਿਵਰਤਨ
Arth Vistar, Arth Sankoch, Arth Parivartan

Unit-IV: ਗੁਰਮੁਖੀ ਲਿਪੀ

(Gurmukhi Lipi) (12 Hours)

- ਲਿਪੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Lipi naal Jaan-Pachhaan
- ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
Gurmukhi Lipi da Nikas ate Vikas
- ਗੁਰਮੁਖੀ ਲਿਪੀ ਵਿਚ ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਲਗਾਂ-ਅੱਖਰਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਮਹੱਤਵ
Gurmukhi Lipi vich Lagan-Mataran ate Lagan-Akharan di Varton ate Mahatav
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਈ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਉਚਿਤਤਾ
Punjabi Bhasha lai Gurmukhi Lipi di Uchitata

ESSENTIAL/RECOMMENDED READINGS:

- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha, Lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Khehra, Surinder Singh (compiler) (2015), **Punjabi Bhasha: Viakaran ate Bantar**, Punjabi University, Patiala.

SUGGESTED READINGS:

- Atam Singh (Dr.) (1996), **Itihasik Bhasha Vigyan**, Punjabi University, Patiala.
- Bedi, Kala Singh (Dr.) (1995), **Lipi da Vikas**, Punjabi University, Patiala.
- Brar, Boota Singh (Dr.) (2012), **Punjabi Bhasha Sarot te Saroop**, Waris Shah Foundation, Amritsar.
- Cheema, Baldev Singh (Dr.) (2016), **Punjabi Viyakaran ate Bhasha Vigyan, Takniki Shabdavali Da Visha-Kosh (Second edition)**, Publication Bureau, Punjabi University, Patiala.
- Duni Chandar (1987), **Punjabi Bhasha da Vikas**, Punjab University, Chandigarh.
- G.B. Singh (2010), **Gurmukhi Lipi da Janam te Vikas (Fifth Edition)**, Punjab University, Chandigarh.
- Prem Prakash Singh (Dr.) (2004), **Punjabi Bhasha da Janam te Vikas**, Madan Publications, Patiala.
- Puar, Joginder singh (2001), **Bhasha Vigian: Sankalp ate Dishavan (Third Edition)**, Punjabi Bhasha Academy, Jalandhar.
- Sangha, Sukhwinder Singh (1997), **Punjabi Bhasha Vigian**, Punjabi Bhasha Academy, Jalandhar.

***(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 -2 (DSC-2)

PUNJAB DI LOKDHARA

CREDIT 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		
PUNJAB DI LOKDHARA (DSC-2)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 10 th Standard or Working knowledge of Punjabi language

LEARNING OBJECTIVES:

- The objective of this course is to apprise students how Punjabi folks learn and internalize their folkloric traditions.
- This course seeks to give insights to the students about Punjabi folk wisdom.
- The purpose of this course is to develop a critical and reflective thinking ability through the oral traditions.
- This course would enable the students to understand how Punjabi society represents itself through its cultural idioms.
- This course would help the students to understand how folklore plays a role in communicating cultural constructs and community expressive behaviour.

LEARNING OUTCOMES:

- The students will understand the concept of folklore and its relation to the environment.
- The students will demonstrate the knowledge of folk-literature, folk-traditions, customs and rituals of Punjab.
- They will be able to examine the diversity of folk literature, customs and rituals of Punjab.
- The students will develop a knowledge of various fairs and festivals of Punjab and their importance in the society.
- They will be able to understand the current problems of Punjabi society and can try to find the appropriate way to handle these problems through folkloric wisdom.

Unit-I: ਲੋਕਧਾਰਾ ਅਤੇ ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ

(Lokdhara ate Punjabi Lokdhara) (12 Hours)

- ਲੋਕਧਾਰਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਲੱਛਣ
Lokdhara: Paribhasha ate Lachhan
- ਲੋਕਧਾਰਾ ਦੀਆਂ ਵੰਨਗੀਆਂ
Lokdhara dian Vangiyan
- ਲੋਕਧਾਰਾ ਅਤੇ ਸਾਹਿਤ
Lokdhara ate Sahit
- ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ ਦਾ ਸਰੂਪ
Punjabi Lokdhara da Saroop

Unit-II: ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ ਪਰੰਪਰਾ

(Punjabi Lok Sahit Parampara) (16 Hours)

- ਲੋਕ ਕਾਵਿ: ਘੋੜੀਆਂ, ਸੁਹਾਗ, ਟੱਪੇ, ਮਾਹੀਆ
Lok Kaav: Ghodhian, Suhag, Tappe, Mahiya
- ਦੰਤ ਕਥਾਵਾਂ: ਰੂਪ ਬਸੰਤ, ਦੁੱਲਾ ਭੱਟੀ, ਪੂਰਨ ਭਗਤ
Dant Kathavan: Roop Basant, Dullah Bhatti, Puran Bhagat
- ਨੀਤੀ ਕਥਾਵਾਂ: ਕਿਸਮਤ ਦੀ ਭਾਲ, ਕਿਸਾਨ ਦੀ ਸਿਆਣਪ, ਏਕੇ ਦੀ ਬਰਕਤ
Niti Kathavan: Kismat di Bhaal, Kisan di Siyanap, Eke di Barkat
- ਲੋਕ ਸਿਆਣਪਾਂ: ਅਖਾਣ, ਮੁਹਾਵਰੇ, ਬੁਝਾਰਤਾਂ
Lok Siyanpan: Akhan, Muhavre, Bujhartan

Unit-III: ਪੰਜਾਬੀ ਅਨੁਸ਼ਠਾਨ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ

(Punjabi Anushthaan ate Lok Vishvas) (16 Hours)

- ਲੋਕ ਸੰਸਕਾਰ: ਜਨਮ, ਮੌਤ ਅਤੇ ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਤ ਸੰਸਕਾਰ
Lok Sanskaar: Janam, Mout ate Viah naal Sambhandhat Sanskar
- ਪੂਜਾ ਵਿਧੀਆਂ: ਆਰਤੀ, ਮੂਰਤੀ ਪੂਜਾ, ਵਰਤ
Pooja Vidhian: Aarti, Murti Pooja, Varat
- ਕਰਮ-ਕਾਂਡ: ਯੱਗ, ਤੀਰਥ ਯਾਤਰਾ, ਜਾਦੂ-ਟੂਣਾ
Karam Kaand: Yagg, Tirath Yatra, Jadu-Tuna
- ਲੋਕ ਵਿਸ਼ਵਾਸ: ਸ਼ਗਨ-ਅਪਸ਼ਗਨ, ਜੋਤਿਸ਼, ਸਥਾਨਕ ਦੇਵੀ ਦੇਵਤੇ
Lok Vishvas: Shagan-Apshagan, Jotish, Sathanak Devi Devte

Unit-IV: ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਟ, ਨਾਚ, ਮੇਲੇ, ਤਿਉਹਾਰ

(Punjab de Lok Naat, Naach, Mele, Teyohar) (16 Hours)

- ਲੋਕ ਨਾਟ: ਸਾਂਗ, ਨਕਲਾਂ, ਜਾਗੇ
Lok Naat: Saang, Naklan, Jago
- ਲੋਕ ਨਾਚ: ਭੰਗੜਾ, ਲੁੱਡੀ, ਗਿੱਧਾ, ਸੰਮੀ

- Lok Naach: Bhangra, Ludi, Gidha, Sammi
- ਮੇਲੇ: ਜਰਗ, ਛਪਾਰ ਅਤੇ ਜਗਰਾਵਾਂ ਦੇ ਮੇਲੇ
- Mele: Jarag, Chhapar ate Jagravan de Mele
- ਤਿਉਹਾਰ: ਵਿਸਾਖੀ, ਲੋਹੜੀ, ਰੱਖੜੀ
- Teyohar: Visakhi, Lohri, Rakhri

ESSENTIAL/RECOMMENDED READINGS:

- Bedi, S.S.Wanjara (2019), **Punjab di Lokdhara**, National Book Trust, Delhi.
- Joshi, Jit Singh (Dr) (2011), **Lokdhara te Punjabi Lokdhara**, Waris Shah Foundation, Amritsar.

SUGGESTED READINGS:

- Bedi, S.S.Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Gurdial Singh (Undated), **Punjab De Mele ate Teyohar**, Parkashan Vibhag Bharat Sarkar, Delhi.
- Kairon, Joginder Singh (2008), **Lokyaan Shastar**, Punjabi University, Patiala.
- Kairon, Joginder Singh (2006), **Punjabi Sahit da Lokdharai Pichhokarh**, Punjabi Academy, Delhi.
- Rasoolpuri, Bhagwant (2021), **Lok Naat Naklan: Itihas, Sidhant te Muhandra**, National Book Trust, Delhi.
- Sidhu, Rushpal Kaur (2015), **Mehak Punjab di**, National Book Trust, India, Delhi.
- Tejinder Singh (Dr.) (2021), **Punjabi Lokdhara: Vibhin Pasar**, Sapatrishi Publication, Chandigarh.
- Thind, Karnail Singh (1995), **Lokyaan ate Madhkalin Punjabi Sahit**, Ravi Sahit Parkashan, Amritsar.
- Thind, Karnail Singh (2016), **Punjab da Lok Virsa**, Punjabi University, Patiala.

INTERNET RESOURCES:

- <https://www.punjabi-kavita.com>
- https://pa.wikisource.org/wiki/%E0%A8%AE%E0%A9%81%E0%A9%B1%E0%A8%96_%E0%A8%B8%E0%A8%AB%E0%A8%BC%E0%A8%BE
- <https://pa.wikipedia.org/wiki/%E0%A8%B2%E0%A9%8B%E0%A8%95%E0%A8%A7%E0%A8%BE%E0%A8%B0%E0%A8%BE>
- <https://punjabipedia.org/topic.aspx?txt=%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80%20%E0%A8%B2%E0%A9%8B%E0%A8%95%E0%A8%A7%E0%A8%BE%E0%A8%B0%E0%A8%BE>

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3)

PUNJABI 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 SABHIYACHAR (DSC-3)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 10 th Standard or Working knowledge of Punjabi language

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- The objective of this course is to identify and address the cultural background of Punjabi society.
- It will help the students to recognize and collaboratively negotiate cultural diversity in Punjabi society.
- It will create an opportunity for students to understand the plurality in various cultural forms.
- It would empower students with cultural skills and help them in their personality development.
- The course seeks to sensitize the students to connect with their cultural roots.

LEARNING OUTCOMES:

- The students will understand the concept of culture, its constituents and also learn its relation to environment.
- They will learn the history of Punjabi Culture and its link with geography, language and people.
- They will explore the traces of Punjabi culture and various challenges which Punjabi culture is facing in the contemporary period.
- They will be able to understand the current problems occurring in Punjabi society and can try to find the appropriate way to handle them.
- The students will demonstrate the knowledge of various cultural traditions of Punjab.

Unit-I: ਸਭਿਆਚਾਰ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ

(Sabhiyachar ate Punjabi Sabhiyachar) (16 Hours)

- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਲੱਛਣ
Sabhiyachar: Paribhasha ate Lachhan
- ਸਭਿਆਚਾਰ ਦੇ ਪ੍ਰਮੁੱਖ ਅੰਗ
Sabhiyachar de Pramukh Ang
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦਾ ਸਰੂਪ
Punjabi Sabhiyachar da Saroop
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਪਛਾਣ-ਚਿੰਨ੍ਹ
Punjabi Sabhiyachar de Pachhaan-Chinh

Unit-II: ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਪ੍ਰਮੁੱਖ ਅਧਾਰ

(Punjabi Sabhiyachar de Pramukh Aadhar) (16 Hours)

- ਪੰਜਾਬ ਦੀ ਭੂਗੋਲਿਕ ਸਥਿਤੀ
Punjab di Bhugolik Sathiti
- ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ
Punjab da Itihasak Pichhokarh
- ਪੰਜਾਬੀਅਤ ਦਾ ਸੰਕਲਪ
Punjabiyaat da Sankalp
- ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਇਕ: ਗੁਰੂ ਨਾਨਕ, ਪੂਰਨ ਭਗਤ, ਦੁੱਲਾ ਭੱਟੀ
Punjab de Lok Nayak: Guru Nanak, Puran Bhagat, Dulla Bhatti

Unit-III: ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਪ੍ਰਮੁੱਖ ਲੱਛਣ

(Punjabi Sabhiyachar de Pramukh Lachhan) (12 Hours)

- ਰਿਸ਼ਤਾ-ਨਾਤਾ ਪ੍ਰਬੰਧ
Rishta-Naata Parbhandh
- ਪਹਿਰਾਵਾ, ਹਾਰ-ਸਿੰਗਾਰ
Pehrava, Haar-Shingar
- ਖਾਣ-ਪਾਣ
Khan-Paan
- ਲੋਕ-ਧੰਦੇ
Lok-Dhande

Unit-IV: ਸਭਿਆਚਾਰਕ ਰੂਪਾਂਤਰਨ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ

(Sabhiyacharak Roopantran ate Punjabi Sabhiyachar) (16 Hours)

- ਆਧੁਨਿਕਤਾ ਅਤੇ ਸਭਿਆਚਾਰਕ ਰੂਪਾਂਤਰਨ

- Adhunikta ate Sabhiyacharak Roopantran
- ਸੰਚਾਰ ਸਾਧਨ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ
Sanchar Sadhan ate Punjabi Sabhiyachar
- ਵਿਸ਼ਵੀਕਰਨ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ
Vishvikaran ate Punjabi Sabhiyachar
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਸਨਮੁੱਖ ਚੁਣੌਤੀਆਂ
Punjabi Sabhiyachar de Sanmukh Chounotian

ESSENTIAL/RECOMMENDED READINGS:

- Frank, Gurbax Singh (1992), **Sabhiyachar ate Punjabi Sabhiyachar**, Waris Shah Foundation, Amritsar.
- Jaswinder Singh (Dr.), (2012), **Punjabi Sabhiyachar: Pachhaan Chinn**, Patiala, Gracious Books.

SUGGESTED READINGS:

- Bedi, S.S.V (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Bedi, S.S.V (2019), **Punjab di Lokdhara**, National Book Trust, Delhi.
- Joshi, Jit Singh (Dr.), (2011), **Sabhiyachar ate Lokdhara**, Waris Shah Foundation, Amritsar.
- Khehra, Bhupinder Singh, **Lokdhara, Bhasha ate Sabhiyachar**, Pepsu Book Depot, Patiala.
- Naresh (Dr.) (2006), **Visriya Virsa**, National Book Trust, Delhi.
- Noor, Jagir Singh (Ed.), **Punjabi Sabhiyachar: Mool Pachhaan**, National Book Trust, Delhi.
- Pritam Singh (1998), **Punjab, Punjabi, Punjabiyat**, Singh Brothers, Amritsar.
- Sarhaddi, Sulakhan (2012), **Visar Riha Punjabi Virsa**, National Book Trust, Delhi.

JOURNALS /MAGAZINES:

- Khoj Patrika, **Punjabi Sabhiyachar Vishesh Ank (Ank-42)**, Punjabi University, Patiala.
- Punjabi Dunia, **Sabhiyachar Vishesh Ank**, Bhasha Vibhag, Patiala.

INTERNET RECOURSES:

- https://en.wikipedia.org/wiki/Punjabi_culture
- <https://punjabipedia.org/topic.aspx?txt=%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80+%E0%A8%B8%E0%A9%B1%E0%A8%AD%E0%A8%BF%E0%A8%86%E0%A8%9A%E0%A8%BE%E0%A8%B0>
- <https://pa.wikipedia.org/wiki/%E0%A8%B8%E0%A9%B1%E0%A8%AD%E0%A8%BF%E0%A8%86%E0%A8%9A%E0%A8%BE%E0%A8%B0>

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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BA (Prog.) with Punjabi as Major
Category II

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
LEARN PUNJABI – 1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Learn Punjabi – 1 (DSC-1)	4	3	1	0	Class 12 th pass in any subject	NIL

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- This Course would help to enhance the speaking, listening, reading and writing skills of students of Punjabi language.
- This course will develop the ability of word formation and vocabulary practice among the students.
- Students will learn meaning of words, phrases and sentences of Punjabi language.
- This course will develop communication skills and understanding of social interaction among the students in Multi-lingual societies.

LEARNING OUTCOMES:

- After completing this course, the students will be able to read, write, speak and understand Punjabi language.
- The students will be able to learn basic Punjabi word and sentence formation and practical use of it.
- The course will improve student's speaking skills in Punjabi both in terms of fluency and comprehensibility.
- The course will increase student's reading speed and comprehension of Punjabi language.
- The course will strengthen student's ability to write Punjabi words and sentences.

Unit-I: ਅੱਖਰ ਬੋਧ

(Akhar Bodh) (16 Hours)

- ਗੁਰਮੁਖੀ ਲਿਪੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Gurmukhi Lipi naal Jaan-Pachhan

- ਪੈਂਤੀ ਅੱਖਰੀ ਅਤੇ ਪੈਰ ਬਿੰਦੀ ਵਾਲੇ ਵਰਨਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਸੁੰਦਰ ਲਿਖਾਈ ਦਾ ਅਭਿਆਸ
Painti Akhri ate Pair-bindi vale Varna da Ucharan ate Sunder Likhai da Abhiyas
- ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਲਗਾਖਰਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ
Lagan-Matravan ate Lagakhran naal Jaan-Pachhan ate Varton
- ਭੁਲਾਵੇਂ ਅੱਖਰ
Bhulaven Akhar

Unit-II: ਸ਼ਬਦ

(Shabad Rachna) (16 Hours)

- ਬਿਨਾ ਲਗ ਵਾਲੇ (ਮੁਕਤਾ), ਦੋ ਅੱਖਰੀ, ਤਿੰਨ ਅੱਖਰੀ ਅਤੇ ਚਾਰ ਅੱਖਰੀ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Binan Lag Vale (Mukta), Do Akhri, Tin Akhri ate Chaar Akhri Shabadan da Ucharan ate Likhian Abhiyas
- ਅੱਕੜ, ਦੁਲੈਂਕੜ, ਹੋੜਾ, ਕਨੇੜਾ, ਲਾਵਾਂ ਅਤੇ ਦੁਲਾਵਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Aunkar, Dulenkar, Horha, Kanaura, Lavan ate Dulavan Vale Shabdan Da Ucharan ate Likhian Abhiyas
- ਸਿਹਾਰੀ ਅਤੇ ਬਿਹਾਰੀ ਦੀ ਵਰਤੋਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Sihari ate Bihari di Varton Vale Shabdan da Ucharan ate Likhian Abhiyas
- ਬਿੰਦੀ, ਟਿੱਪੀ ਅਤੇ ਅੱਧਕ ਦੀ ਵਰਤੋਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Bindi, Tippi ate Adhak di Varton Vale Shabdan da Ucharan ate Likhian Abhiyas

Unit-III: ਅਰਥ ਬੋਧ

(Arth Bodh) (16 Hours)

- ਸਮੇਂ, ਦਿਨਾਂ, ਦਿਸ਼ਾਵਾਂ, ਗਿਣਤੀ, ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਅਤੇ ਸਬਜ਼ੀਆਂ, ਫਲਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samey, Dinan, Dishaavan, Ginti, Sareer de Angaan ate Sabziaan, Phalaan naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyas
- ਖਾਣ-ਪੀਣ, ਰਸੋਈ ਦਾ ਸਮਾਨ, ਪਹਿਰਾਵੇ, ਰਿਸ਼ਤਾ-ਨਾਤਾ ਅਤੇ ਦਰੱਖਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Khaan-Peen, Rasoi da Samaan, Pehraave, Rishta-nata ate Darakhtaan, naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyas
- ਸਮਾਨਾਰਥਕ ਅਤੇ ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samanarthak ate Virodharthak Shabadan da Ucharan ate likhan Abhiyas
- ਬਹੁਅਰਥਕ ਸ਼ਬਦ ਅਤੇ ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ

Bahuarthak Shabad ate Bahute Shabdan di thaan ik Shabad da Ucharan ate likhan Abhiyas

Unit-IV: ਵਾਕ ਬੋਧ

(Vaak Bodh) (16 Hours)

- ਸਧਾਰਨ ਵਾਕ, ਪ੍ਰਸ਼ਨ ਵਾਚਕ ਵਾਕ ਅਤੇ ਨਾਂਹ ਵਾਚਕ ਵਾਕ ਦੀ ਪਛਾਣ ਅਤੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Sadharan Vaak, Prashan Vaachak Vaak ate Nahn Vaachak Vaak di Pachhan ate Likhan da Abhiyas
- ਆਮ ਬੋਲ-ਚਾਲ, ਦਫ਼ਤਰੀ ਕੰਮ-ਕਾਜ, ਖ਼ਰੀਦੋ-ਫ਼ਰੋਖਤ ਨਾਲ ਸੰਬੰਧਤ ਸੰਵਾਦ ਦਾ ਵਾਕ ਲਿਖਣ ਅਭਿਆਸ
Aam Bol-chal, Daftri Kamm-kaaj, Kharido-Pharokhat naal Sambandhat Sanvaad da Vaak Likhan Abhiyas
- ਸ਼ੁੱਧ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Shudh Vaak Likhan da Abhiyas
- ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ: ਜਾਣ-ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ
Visram Chin: Jaan Pachhan ate Varton

ESSENTIAL/RECOMMENDED READINGS:

- **Adhunik Punjabi Viakaran ate Lekh Rachna** (2019), Punjab School Sikhia Board, Sahibzada Ajeet Singh Nagar.
- **Punjabi Path Pustak-4** (Dooji Bhasha) (2020), Punjab School Sikhia Board, Sahibzada Ajeet Singh Nagar.
- Teja, Charnjit Singh (Eds.) (2017), **Pehli Kitab**, Sann Santali Publication, Amritsar.

SUGGESTED READINGS:

- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha Lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University, Patiala.
- Harkirat Singh te Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Board, Chandigarh.
- Harkirat Singh (1988), **Punjabi Baare**, Punjabi University, Patiala.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(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 -2 (DSC-2)
LEARN PUNJABI – 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		
Learn Punjabi – 2 (DSC-2)	4	3	1	0	Class 12 th pass in any subject	NIL

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- This Course would help to enhance the speaking, listening, reading and writing skills of students of Punjabi language and translation skills in Punjabi from Hindi/English.
- The aim and objective of the course is to help the students to get knowledge of Punjabi language, grammar, culture and translation.
- The course seeks to expose students to a research enterprise which aspires to discover what a person's linguistic capacity consists of, how it arises in children, how it functions in speaking and listening, etc.
- The objective of this course is to familiarise students with word category, word structure and sentence making in Punjabi language and make him/her capable of writing and translating.

LEARNING OUTCOMES:

- The study of Language will develop logical mind of students and also enrich their linguistic aptitude. Language ability is helpful to the students to understand other language structures.
- Students will develop a fundamental understanding of the word structure of Punjabi language.
- Students will understand and use methods of logical analysis while analysing Punjabi Language.
- After completing this course students will get exposed to the knowledge of Punjabi Grammar.

- This course will increase proficiency of students in the field of Punjabi language skills at intermediate level.

Unit-I ਅੱਖਰ ਬੋਧ ਅਤੇ ਸ਼ਬਦ ਰਚਨਾ

(Akhar Bodh ate Shabad Rachna) (16 Hours)

- ਪੈਂਤੀ ਅੱਖਰੀ, ਲਗਾਂ ਮਾਤਰਾਂ ਅਤੇ ਲਗਾਖਰ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Painti Akhari, Lagaan Mattran ate Lagakhar naal Jaan-Pachhan
- ਸਧਾਰਨ ਸ਼ਬਦ (ਕੋਸ਼ੀ ਅਤੇ ਵਿਆਕਰਨਕ ਸ਼ਬਦ) ਅਤੇ ਮਿਸ਼ਰਿਤ ਸ਼ਬਦ (ਧਾਤੂ+ਵਧੇਤਰ)
Sadharan Shabad (Koshi ate Viakarnik Shabad) ate Mishrit Shabad (Dhatu+Vadhetar)
- ਸਮਾਸੀ ਸ਼ਬਦ
Samasi Shabad
- ਸੰਗਾਤੀ ਸ਼ਬਦ (ਤਤਸਮ: ਸੰਸਕ੍ਰਿਤ, ਅਰਬੀ-ਫ਼ਾਰਸੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ, ਤਦਭਵ: ਸੰਸਕ੍ਰਿਤ, ਅਰਬੀ-ਫ਼ਾਰਸੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ)
Sugaati Shabad (Tatsam: Sanskrit, Arbi-Faarsi ate Angrezi, Tadbhav: Sanskrit, Arbi-Faarsi ate Angrezi)

Unit-II ਵਾਕ ਰਚਨਾ

(Vaak Rachna) (16 Hours)

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਾਕ ਪ੍ਰਬੰਧ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ
Punjabi Bhasha da Vaak Parbandh: Mudhli Jaan-Pachhan
- ਸਧਾਰਨ ਵਾਕ ਤੋਂ ਪ੍ਰਸ਼ਨ ਵਾਚਕ ਅਤੇ ਆਗਿਆਵਾਚਕ ਵਿੱਚ ਵਾਕ ਵਟਾਂਦਰਾ
Sadharan Vaak ton Prashan Vachak ate Aagiavachak vich Vaak Vatandra
- ਸਧਾਰਨ ਵਾਕ ਤੋਂ ਨਾਂਹ ਵਾਚਕ ਅਤੇ ਹਾਂ ਵਾਚਕ ਵਿੱਚ ਵਾਕ ਵਟਾਂਦਰਾ
Sadharan Vaak ton Nahn Vachak ate Haan vachak vich Vaak Vatandra
- ਸੰਵਾਦ ਕਲਾ: ਦੇਸਤ, ਅਧਿਆਪਕ, ਦੁਕਾਨਦਾਰ, ਡਾਕਟਰ, ਆਟੋ ਡਰਾਈਵਰ ਅਤੇ ਰੇਲਵੇ ਸਟੇਸ਼ਨ 'ਤੇ ਕਿਸੇ ਵਿਅਕਤੀ ਨਾਲ ਸੰਵਾਦ ਦਾ ਲਿਖਣ ਅਤੇ ਬੋਲਣ ਦਾ ਅਭਿਆਸ
Sanwad Kala: Dostan, Adhiyapak, Dukandar, Doctor, Auto Driver ate Railway Station te kise viakti naal sanwad da likhan ate bolan da abhiyas

Unit-III ਅਰਥ ਬੋਧ

(Arth Bodh) (16 Hours)

- ਪੰਜਾਬੀ ਜੀਵਨ ਨਾਲ ਸੰਬੰਧਿਤ ਵਿਹਾਰਕ ਸ਼ਬਦਾਵਲੀ: ਲੋਕ-ਧੰਦੇ, ਲੋਕ-ਗਹਿਣੇ, ਦਿਨ-ਤਿਉਹਾਰ, ਰਿਸ਼ਤੇ-ਨਾਤੇ ਅਤੇ ਦੇਸੀ ਮਹੀਨਿਆਂ ਨਾਲ ਸੰਬੰਧਤ
Punjabi Jeevan naal Sambandat Viharik Shabadavli: Lok-Dhande, Lok-Gahene, Din-Teohar, Rishte Naate ate Desi Mahinian naal Sambandat
- ਕਿਸੇ ਆਡੀਓ/ਵੀਡੀਓ ਟੈਕਸਟ (ਗੀਤ/ਫਿਲਮ) ਨੂੰ ਸੁਣਨਾ, ਸਮਝਣਾ, ਉਚਾਰਨਾ ਤੇ ਅਧਿਆਪਕ ਨਾਲ ਵਿਚਾਰਨਾ (ਫਿਲਮਾਂ: ਲਵ ਪੰਜਾਬ, ਅਰਦਾਸ, ਅੰਗਰੇਜ਼, ਉੜਾ ਐੜਾ ਈੜੀ ਅਤੇ ਗਾਇਕ:

ਸੁਰਿੰਦਰ ਕੋਰ, ਸਤਿੰਦਰ ਸਰਤਾਜ, ਗੁਰਦਾਸ ਮਾਨ ਤੇ ਅਮਰਿੰਦਰ ਗਿੱਲ)

Kise Audio/Video Text (Geet/Film) nu Sunna, Samajhana, Ucharna ate Adhiapak naal Vicharna (Filman: Love Punjab, Ardaas, Angrez, Urhaa Airhaa Irhee, Gaik: Surinder Kaur, Satinder Sartaj, Gurdas Maan ate Amrinder Gill)

- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਸ਼ਬਦਾਂ ਦਾ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ
Hindi/Angrezi Shabdan da Punjabi vich Anuvad
- ਹਿੰਦੀ/ਅੰਗਰੇਜ਼ੀ ਵਾਕਾਂ ਦਾ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ
Hindi/Angrezi Vaakan da Punjabi vich Anuvad

Unit-IV ਰਚਨਾਤਮਕ ਅਭਿਆਸ

(Rachnatmik Abhiyas) (12 Hours)

- ਇਸ਼ਤਿਹਾਰ ਲੇਖਣ
Ishtihar Lekhan
- ਚਿੱਠੀ ਅਤੇ ਬਿਨੈ-ਪੱਤਰ ਲੇਖਣ
Chithi ate Bine-Pattar Lekhan
- ਪੈਰਾ ਰਚਨਾ ਲੇਖਣ
Paira Rachna Lekhan
- ਰਿਪੋਰਟ ਲੇਖਣ ਜਾਂ ਅੱਖੀਂ ਡਿੱਠੀ ਘਟਨਾ ਦਾ ਬਿਆਨ
Report Lekhan jan Akhin Dithi Ghatna Da Biyan

ESSENTIAL/RECOMMENDED READINGS:

- **Adhunik Punjabi Viakaran ate Lekh Rachna (2019)**, Punjab School Sikhia Board, Sahibzada Ajeet Singh Nagar.
- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.

SUGGESTED READINGS:

- Brar, Boota Singh (2012), **Punjabi Bhasha Sarot te Saroop**, Waris Shah Foundation, Amritsar.
- Brar, Boota Singh (2018), **Punjabi Viakaran Sidhant ate Vihar** (Fourth Edition), Chetna Parkashan, Ludhiana.
- 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.
- Harkirat Singh (1988), **Punjabi Baare**, Punjabi University Patiala.

- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(Note: Teachers are free to recommend additional related standard resource books, if required so.)

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

BA (Prog.) with Punjabi as Minor
Category-III

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
LEARN PUNJABI – 1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Learn Punjabi – 1 (DSC-1)	4	3	1	0	Class 12 th pass in any subject	NIL

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- This Course will help to enhance the ability of the students in speaking, listening, reading and writing Punjabi Language.
- This course will develop the ability of word formation and vocabulary practice among the students.
- Students will learn meaning of words, phrases and sentences of Punjabi language.
- Objective of this course is to develop communication skills and understanding of social interaction among the students in Multi-lingual societies.

LEARNING OUTCOMES:

- After completing this course, the students will be able to read, write, speak and understand the Punjabi language.
- The students will be able to learn basic Punjabi word and sentence formation, and practical use of it.
- The course will improve the student's speaking ability in Punjabi both in terms of fluency and comprehensibility.
- The course will increase the student's reading speed and comprehension of Punjabi language.
- The course will strengthen the student's ability to write Punjabi words and sentences.

Unit-I: ਅੱਖਰ ਬੋਧ

(Akhar Bodh) (12 Hours)

- ਗੁਰਮੁਖੀ ਲਿਪੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ
Gurmukhi Lipi naal Jaan-Pachhan
- ਪੈਂਤੀ ਅੱਖਰੀ ਅਤੇ ਪੈਰ ਬਿੰਦੀ ਵਾਲੇ ਵਰਨਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਸੁੰਦਰ ਲਿਖਾਈ ਦਾ ਅਭਿਆਸ
Painti Akhri ate Pair-bindi vale Varna da Ucharan ate Sunder Likhai da Abhiyas

- ਲਗਾਂ-ਮਾਤਰਾਵਾਂ ਅਤੇ ਲਗਾਖਰਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ
Lagan-Matranan ate Lagakhran naal Jaan-Pachhan ate Varton
- ਭੁਲਾਵੇਂ ਅੱਖਰ
Bhulaven Akhar

Unit-II: ਸ਼ਬਦ ਰਚਨਾ

(Shabad Rachna) (16 Hours)

- ਬਿਨਾ ਲਗ ਵਾਲੇ (ਮੁਕਤਾ) , ਦੋ ਅੱਖਰੀ, ਤਿੰਨ ਅੱਖਰੀ ਅਤੇ ਚਾਰ ਅੱਖਰੀ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Binan Lag Vale (Mukta), Do Akhri, Tin Akhri ate Chaar Akhri Shabadan da Ucharan ate Likhan Abhiyas
- ਅੱਕੜ, ਦੁਲੈਂਕੜ, ਹੋੜਾ, ਕਨੇੜਾ, ਲਾਵਾਂ ਅਤੇ ਦੁਲਾਵਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Aunkar, Dulenkar, Horha, Kanaura, Lavan ate Dulavan Vale Shabdan Da Ucharan ate Likhan Abhiyas
- ਸਿਹਾਰੀ ਅਤੇ ਬਿਹਾਰੀ ਦੀ ਵਰਤੋਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Sihari ate Bihari di Varton Vale Shabdan da Ucharan ate Likhan Abhiyas
- ਬਿੰਦੀ, ਟਿੱਪੀ ਅਤੇ ਅੱਧਕ ਦੀ ਵਰਤੋਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Bindi, Tippi ate Adhak di Varton Vale Shabdan da Ucharan ate Likhan Abhiyas

Unit-III: ਅਰਥ ਬੋਧ

(Arth Bodh) (16 Hours)

- ਸਮੇਂ, ਦਿਨਾਂ, ਦਿਸ਼ਾਵਾਂ, ਗਿਣਤੀ, ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਅਤੇ ਸਬਜ਼ੀਆਂ, ਫਲਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samey, Dinan, Dishaavan, Ginti, Sareer de Angaan ate Sabziaan, Phalaan naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyas
- ਖਾਣ-ਪੀਣ, ਰਸੋਈ ਦਾ ਸਮਾਨ, ਪਹਿਰਾਵੇ, ਰਿਸ਼ਤਾ-ਨਾਤਾ ਅਤੇ ਦਰੱਖਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Khaan-Peen, Rasoi da Samaan, Pehraave, Rishta-nata ate Darakhtaan, naal Sambandhat Shabdaavli da Ucharan ate likhan Abhiyas
- ਸਮਾਨਾਰਥਕ ਅਤੇ ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Samanarthak ate Virodharthak Shabadan da Ucharan ate likhan Abhiyas
- ਬਹੁਅਰਥਕ ਸ਼ਬਦ ਅਤੇ ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ
Bahuarthak Shabad ate Bahute Shabdan di thaan ik Shabad da Ucharan ate likhan Abhiyas

Unit-IV: ਵਾਕ ਬੋਧ

(Vaak Bodh) (16 Hours)

- ਸਧਾਰਨ ਵਾਕ, ਪ੍ਰਸ਼ਨ ਵਾਚਕ ਵਾਕ ਅਤੇ ਨਾਂਹ ਵਾਚਕ ਵਾਕ ਦੀ ਪਛਾਣ ਅਤੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Sadharan Vaak, Prashan Vaachak Vaak ate Nahn Vaachak Vaak di Pachhan ate Likhan da Abhiyas
- ਆਮ ਬੋਲ-ਚਾਲ, ਦਫ਼ਤਰੀ ਕੰਮ-ਕਾਜ, ਖ਼ਰੀਦੋ-ਫ਼ਰੋਖਤ ਨਾਲ ਸੰਬੰਧਤ ਸੰਵਾਦ ਦਾ ਵਾਕ ਲਿਖਣ ਅਭਿਆਸ
Aam Bol-chal, Daftri Kamm-kaaj, Kharido-Pharokhat naal Sambandhat Sanvaad da Vaak Likhan Abhiyas
- ਸ਼ੁੱਧ ਵਾਕ ਲਿਖਣ ਦਾ ਅਭਿਆਸ
Shudh Vaak Likhan da Abhiyas
- ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ: ਜਾਣ-ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ
Visram Chin: Jaan Pachhan ate Varton

ESSENTIAL/RECOMMENDED READINGS:

- **Adhunik Punjabi Viakaran ate Lekh Rachna** (2019), Punjab School Sikhia Board, Sahibzada Ajeet Singh Nagar.
- **Punjabi Path Pustak-4** (Dooji Bhasha) (2020), Punjab School Sikhia Board, Sahibzada Ajeet Singh Nagar.
- Teja, Charnjit Singh (Eds.) (2017), **Pehli Kitab**, Sann Santali Publication, Amritsar.

SUGGESTED READINGS:

- Brar, Boota Singh, Nachhattar Singh (2015), **Punjabi Bhasha Lipi ate Viakaran**, Arsee Publishers, New Delhi.
- Duggal, Narinder Singh (Dr.) (2000), **Punjabi Viakaran te Rachnavali**, New Book Company, Jalandhar.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University, Patiala.
- Harkirat Singh te Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Board, Chandigarh.
- Harkirat Singh (1988), **Punjabi Baare**, Punjabi University, Patiala.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(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.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Punjabi
Category IV

GENERIC ELECTIVES (GE-1)
Punjabi Bhasha Da Mudhla Padhar

CREDIT 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 Bhasha Da Mudhla Padhar (GE-1)	4	3	1	0	Class 12 th pass in any subject	NIL

Credits: 4

L/T/P= 3/1/0

LEARNING OBJECTIVES:

- To learn Punjabi Script as a beginner.
- To learn basic Punjabi vocabulary and practical use of it.
- To comprehend the meaning of words, phrases and sentences.
- To develop communication skills and understanding of social interactions in multi lingual societies.
- To collect information through Punjabi language and express thoughts about common topics.

LEARNING OUTCOMES:

- Students will learn speaking, writing and reading skills in Punjabi language.
- They will learn basic Punjabi words as well as sentence formation and practical use of it.
- They will be able to acquire knowledge of vocabulary prevalent in Punjabi society.
- They will also learn to express their thoughts in Punjabi language.

Unit-I: ਗੁਰਮੁਖੀ ਲਿਪੀ ਗਿਆਨ

(Gurmukhi Lipi Gyan) (12 Hours)

- ਅੱਖਰ ਗਿਆਨ
Akhar Gyan
- ਲਗਾਂ- ਮਾਤਰਾਵਾਂ ਦੀ ਵਰਤੋਂ
Lagan-Matranvan di Varton
- ਲਗਾਖਰਾਂ ਦੀ ਵਰਤੋਂ

- Lagakharan di varton
- ਪੈਰੀਂ ਅੱਖਰ
Pairin Akhar

Unit-II: ਸ਼ਬਦ ਗਿਆਨ

(Shabad Gyan) (16 Hours)

- ਸ਼ਬਦ ਰਚਨਾ
Shabad Rachna
- ਵਿਹਾਰਕ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ (ਰੋਜ਼ਾਨਾ ਕੰਮਕਾਜ, ਪਹਿਰਾਵੇ, ਮਨੁੱਖੀ ਗੁਣ-ਔਗੁਣ, ਕੁਦਰਤ, ਫਲਾਂ-ਸਬਜ਼ੀਆਂ, ਰੁੱਖਾਂ-ਪੌਦਿਆਂ, ਮਨੁੱਖੀ ਸਰੀਰ, ਪਸ਼ੂਆਂ-ਜਾਨਵਰਾਂ ਨਾਲ ਸੰਬੰਧਤ ਸ਼ਬਦਾਵਲੀ)
Viharak Shabadan di Varton (Rozana Kamkaj, Pehrave, Manukhi Gun-Augun, Kudrat, Falan-Sabzian, Rukhan-Paudeyan, Manukhi Sareer, Pashuyan-Janwaran naal Sambandhit Shabadavali.)
- ਗਿਣਤੀ ਗਿਆਨ
Ginti Gyan
- ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਹਿੰਦੀ ਸ਼ਬਦਾਂ ਤੋਂ ਪੰਜਾਬੀ ਸ਼ਬਦਾਂ ਵਿਚ ਅਨੁਵਾਦ
Angrezi ate Hindi Shabdan ton Punjabi Shabadaan vich Anuvad

Unit-III: ਵਾਕ ਗਿਆਨ

(Vaak Gyan) (16 Hours)

- ਨਾਂਵ ਅਤੇ ਪੜਨਾਂਵ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ
Naav ate Parhnav di Vaakan vich Varton
- ਕਿਰਿਆ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ
Kirya di Vaakan vich Varton
- ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ
Visheshan di Vaakan vich Varton
- ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਹਿੰਦੀ ਵਾਕਾਂ ਤੋਂ ਪੰਜਾਬੀ ਵਾਕਾਂ ਵਿਚ ਅਨੁਵਾਦ
Angrezi ate Hindi Vakan ton Punjabi Vaakan vich Anuvad

Unit-IV: ਅਰਥ ਗਿਆਨ

(Arth Gyan) (16 Hours)

- ਸਮਾਨਾਰਥਕ, ਬਹੁਅਰਥਕ ਅਤੇ ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ
Smanarthak, Bahuarthak ate Virodharthak Shabad
- ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ
Bahute Shabadan di Than Ik Shabad
- ਪੈਰਾ ਰਚਨਾ
Paira Rachna

- ਮਿੰਨੀ ਕਹਾਣੀ ਰਚਨਾ

Mini Kahani Rachna

ESSENTIAL/RECOMMENDED READINGS:

- Duggal, Narinder Singh (2008), **Punjabi Viyakaran te Rachnavali**, New Book Company, Jalandhar.
- Sandhu, Satnam Singh (Dr.) (2009), **Aao Punjabi Sikhiye**, Punjabi University, Patiala.
- Sandhu, Satnam Singh (Dr.) (2011), **Gurmukhi Sikho**, Punjabi University, Patiala.

SUGGESTED READINGS:

- Duggal, Narinder Singh (2017), CBSE, **Punjabi Viyakaran ate Likhat Rachna (IX X)**, New Book Company, Delhi.
- 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.
- Sangha, Sukhwinder Singh (2010), **Punjabi Bhasha Vigyan**, Punjabi Bhasha Academy, Jalandhar.
- **Punjabi Path Pustak-4 (Dooji Bhasha)** (2020), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Teja Singh (1947), **Punjabi Kiven Likhiye (Second Edition)**, Hind Publishers Limited, Jalandhar.

INTERNET RESOURCES:

- <http://www.learnpunjabi.org/pr.aspx>

*(Note: Teachers are free to recommend additional related standard source books, if required so.)

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GENERIC ELECTIVES (GE-2)

Punjab Di Lokdhara

CREDIT 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		

Punjab Di Lokdhara (GE-2)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 8th Standard or Working knowledge of Punjabi language
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Credits: 4

L/T/P=3/1/0

LEARNING OBJECTIVES:

- To learn about the concepts, forms, histories, terms, etymology, social importance and methods that help in understanding the documented as well as lived lores of people.
- To learn about generic osmosis between folklore and other streams of expression, like mythology, oral texts/ traditions, belief systems, rituals, fairs, festivals, pilgrimages, epics, and so on.
- To sensitize students about the rich oeuvre of folklore that surrounds them and also inspired many literary genres.
- To understand the concepts of Folklore and Culture, their constituents and also learn the relation of folklore to our surroundings, modernization and its various aspects.

LEARNING OUTCOMES:

- Students will demonstrate the knowledge of various Folk-traditions of Punjab.
- Students will be able to examine the diversity of the folk literature and customs of Punjab.
- Students will be able to understand the current problems occurring in Punjabi society and can try to find the appropriate way to handle them.
- Students will learn about various genres of Punjabi Folk-literature.
- Students will learn the history of Punjabi folk literature and its link with its geography and language.

Unit-I: ਲੋਕਧਾਰਾ: ਸਿਧਾਂਤਕ ਪੱਖ

(Lokdhara: Sidhantk Pakh) (12 Hours)

- ਲੋਕਧਾਰਾ: ਪਰਿਭਾਸ਼ਾ, ਤੱਤ ਅਤੇ ਖੇਤਰ
Lokdhara: Paribhasha, Tatt ate Khetar
- ਲੋਕਧਾਰਾ: ਵੰਨਗੀਆਂ
Lokdhara: Vangiyan

- ਲੋਕਧਾਰਾ: ਮਹੱਤਵ ਅਤੇ ਸਾਰਥਕਤਾ
Lokdhara: Mahatav ate Sarthakta
- ਲੋਕਧਾਰਾ ਅਤੇ ਆਧੁਨਿਕਤਾ
Lokdhara ate Adhunikta

Unit-II: ਲੋਕ ਪੇਸ਼ਕਾਰੀਆਂ

(Lok Peshkariyan) (16 Hours)

- ਪੰਜਾਬ ਦੇ ਲੋਕ ਸਾਜ਼ ਅਤੇ ਲੋਕ ਸੰਗੀਤ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Lok Saaz ate Lok Sangeet: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਚ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Lok Naach: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੀਆਂ ਲੋਕ ਖੇਡਾਂ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab dian Lok Khedan: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਲੋਕ ਨਾਟ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Lok Naat: Paribhasha, Prakar ate Samajak Mahatav

Unit-III: ਲੋਕਧਾਰਾ ਅਤੇ ਲੋਕ ਸਾਹਿਤ

(Lokdhara ate Lok Sahit) (16 Hours)

- ਪੰਜਾਬ ਦੇ ਲੋਕ ਗੀਤ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Lok Geet: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੀ ਲੋਕ ਕਹਾਣੀ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab di Lok Kahani: Paribhasha, Prakarate Samajak Mahatav
- ਪੰਜਾਬ ਦੀ ਲੋਕ ਗਾਥਾ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab di Lok Gatha: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਲੋਕ ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ: ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Lok Akhan ate Muhavre: Paribhasha, Saroop ate Samajak Mahatav

Unit-IV: ਰਸਮ-ਰਿਵਾਜ, ਮੇਲੇ-ਤਿਉਹਾਰ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ

(Rasam-Rivaj, Mele-Teohar ate Lok Vishvas) (16 Hours)

- ਪੰਜਾਬ ਦੇ ਰਸਮ-ਰਿਵਾਜ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Rasam-Rivaj: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਮੇਲੇ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Mele: Paribhasha Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਤਿਉਹਾਰ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ
Punjab de Teohar: Paribhasha, Prakar ate Samajak Mahatav
- ਪੰਜਾਬ ਦੇ ਲੋਕ ਵਿਸ਼ਵਾਸ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਾਰ ਅਤੇ ਸਮਾਜਕ ਮਹੱਤਵ

ESSENTIAL/RECOMMENDED READINGS:

- Bedi, S.S. Wanjara (1995), **Punjabi Lokdhara Vishavkosh**. National Book Shop, Delhi.
- Pooni, Balbeer Singh (2003), **Punjabi Lokdhara ate Sabhiyachar**, Waris Shah Foundation, Amritsar.
- Thind, Karnail Singh (Dr.) (2007), **Punjab da Lok Virsa (Part II)**, Punjabi University, Patiala.

SUGGESTED READINGS:

- Bedi, S.S. Wanjara (1987), **Madhkalin Punjabi Katha: Roop ate Parmpara**, Parmpara Parkashan, New Delhi.
- Bhupinder Singh, Surjit Singh (Eds.) (2009), **Lokdhara Di Bhumika**, Punjabi University, Patiala.
- Kapoor, Navrattan (Dr.) (1988), **Punjab de Lok Teohar**, Punjabi University, Patiala.
- Nahar Singh (Dr.) (1989), **Punjabi Lok Naach**, Lokgeet Parkashan, Sarhind.
- Naresh (Dr.) (1998), **Saadiyan Rasmaan**, Punjab State University, Text Book Board, Chandigarh.
- Noor, Jagir Singh (Dr.) (2008), **Punjabi Sabhiyachar: Mool Pachhan**, National Book Trust, Delhi.
- Thind, Karnail Singh (Dr.) (1973), **Lokyan ate Madhkali Punjabi Sahit**, Guru Nanak Dev University, Amritsar.

***(Note: Teachers are free to recommend additional related standard source books, if required so.)**

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GENERIC ELECTIVES (GE-3)
Punjabi 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 Sabhiyachar (GE-3)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 8th Standard or <i>Working knowledge of Punjabi language</i>

Credits: 4

L/T/P=3/1/0

LEARNING OBJECTIVES:

- To identify the basic elements of culture, including values and norms.
- To discuss diversity within cultures, including the concepts of ideal and real culture, subcultures and countercultures, and assimilation.
- To describe emerging issues in culture such as global and consumer culture.
- To develop students' socio-cultural competence and connect the content to their backgrounds and personal experiences.

LEARNING OUTCOMES:

- Students demonstrate their understanding and use of the language to observe the similarities and differences within the Punjabi culture and their own cultures.
- Students will be able to develop cultural competence and understanding.
- Students will develop an understanding and use of the language to investigate the relationships between the products that a culture produces, the practices that a culture manifests and the perspectives that underlie them.

Unit-I: ਸਭਿਆਚਾਰ: ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ

(Sabhiyachar: Sidhant ate Vihar) (16 Hours)

- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਲੱਛਣ
Sabhiyachar: Paribhasha ate Lachhan
- ਸਭਿਆਚਾਰ ਦਾ ਮੰਤਵ
Sabhiyachar da Mantav
- ਸਭਿਅਤਾ, ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ: ਸਾਂਝ ਅਤੇ ਵੱਖਰਤਾ
Sabhiyata, Sabhiyachar ate Lokdhara: Sanjh ate Vakhrata
- ਸਭਿਆਚਾਰ ਰੂਪਾਂਤਰਨ
Sabhiyachar Roopantran

Unit-II: ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ

(Punjabi Sabhiyachar) (16 Hours)

- ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ
Itihasak Pichhokarh
- ਭੂਗੋਲਿਕਤਾ
Bhugolikta
- ਪਛਾਣ-ਚਿੰਨ੍ਹ
Pachhaan-Chinh
- ਵਿਸ਼ਵੀਕਰਨ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ
Vishavikaran ate Punjabi Sabhiyachar

Unit-III: ਰਿਸ਼ਤਾ-ਨਾਤਾ ਪ੍ਰਬੰਧ

(Rishta-Naata Prabandh) (12 Hours)

- ਪਤੀ-ਪਤਨੀ ਅਤੇ ਸੰਤਾਨ
Pati-Patni ate Santaan
- ਨਾਨਕੇ ਅਤੇ ਦਾਦਕੇ
Naanake ate Daadke
- ਪੇਕੇ ਅਤੇ ਸਹੁਰੇ
Peke ate Sahure
- ਮਤਰਏ ਅਤੇ ਧਰਮ ਦੇ ਰਿਸ਼ਤੇ
Matreye ate Dharam de Rishte

Unit-IV: ਪੰਜਾਬੀ ਆਚਾਰ-ਵਿਵਹਾਰ, ਪਹਿਰਾਵਾ ਅਤੇ ਲੋਕ ਧੰਦੇ

(Punjabi Aachaar-Vivhaar, Pehraawa ate Lok Dhande) (16 Hours)

- ਸਭਿਆਚਾਰਕ ਨੈਤਿਕ ਮੁੱਲ-ਵਿਧਾਨ
Sabhiyacharak Naitik Mull-Vidhan

- ਪਹਿਰਾਵਾ ਅਤੇ ਹਾਰ-ਸ਼ਿੰਗਾਰ
Pehraawa ate Haar-Shingar
- ਖਾਣ-ਪੀਣ
Khaan-Peen
- ਲੋਕ-ਧੰਦੇ
Lok-Dhande

ESSENTIAL/RECOMMENDED READINGS:

- Jaswinder Singh (Dr.) (2012), **Punjabi Sabhiyachar: Pachhaan Chinh**, Gracious Books, Patiala.
- Joshi, Jeet Singh (Dr.) (1986), **Punjabi Sabhiyachar Bare**, Punjabi Writers Cooperative Society Limited, Amritsar.
- Pooni, Balbir Singh (2003), **Punjabi Lokdhara ate Sabhiyachar**, Waris Shah Foundation, Amritsar.

SUGGESTED READINGS:

- Bedi, S.S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Frank, Gurbax Singh (Dr.) (2010), **Sabhiyachar ate Punjabi Sabhiyachar**, Waris Shah Foundation, Amritsar.
- Jaswinder Singh (Dr.) (1985), **Sabhiyachar ate Qissa Kaav**, Sedh Prakashan, Patiala.
- Joshi, Jeet Singh (Dr.) (2010), **Lok Kala Ate Sabhiyachar**, Punjabi Bhasha Vikas Vibhag, Punjabi University, Patiala.
- Kazak, Kirpal (Prof.) (2011), **Punjabi Sabhiyachar Shabadavali Kosh**, Punjabi University, Patiala.
- Kazak, Kirpal (Prof.) (2017), **Punjabi Sabhiyachar te Lok Pehrawa**, Punjabi University, Patiala.
- Noor, Satinder Singh (Dr.) (1994), **Sabhiyachar te Sahit**, Arsi Publishers, Delhi.
- Thind, Karnail Singh (Dr.) (1973), **Lokyan ate Madhkali Punjabi Sahit**, Guru Nanak Dev University, Amritsar.

***(Note: Teachers are free to recommend additional related standard source books, if required so.)**

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GENERIC ELECTIVES (GE-4)
PUNJABI LOK SAHIT

CREDIT 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 Lok Sahit (GE-4)	4	3	1	0	Class 12 th pass in any subject	Studied Punjabi up to 8th Standard or <i>Working knowledge of Punjabi language</i>

Credits: 4

L/T/P=3/1/0

LEARNING OBJECTIVES:

- To promote rich Punjabi culture, folklore, language and literature to inculcate high social values.
- To discuss the beginning and growth of folklore explaining the diversity of perceptions about folklore at different times and in different situations.
- To develop keen interest in folk literature that forms a vast corpus of legends, stories, fables, fairy-tales, religious tales and mythological tales present in oral as well as written practice of a culture, language and people.
- To discuss the limitless literary pursuits that keep evolving, progressing, adapting and reorienting along with the dynamism of time and need of the people who create and possess folkloric tradition after generation.
- To develop an analytical sense about Punjabi folk literature that it has been progressive, revolutionary and rich in terms of themes, narratives and issues.

LEARNING OUTCOMES:

- Students will get an idea of Punjabi folk literature through various folkloric texts and of significant texts.
- Students will be able to identify different types of folk genres and their importance in Punjabi culture.
- Students can easily identify the common motifs and morals for life in all types of folk literature.

- Students will also be trained in the collection of folklore material in the field using the latest audio visual gadgets.
- Students will be able to appreciate the thematic and narrative concerns in Punjabi folk literature.

Unit-I: ਲੋਕ ਸਾਹਿਤ: ਸਿਧਾਂਤਕ ਪੱਖ

(Lok Sahit: Sidhantak Pakh) (16 Hours)

- ਲੋਕ ਸਾਹਿਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪ੍ਰਕਿਰਤੀ
Lok Sahit: Paribhasha ate Parkirti
- ਲੋਕ ਸਾਹਿਤ ਅਤੇ ਵਿਸ਼ਿਸ਼ਟ ਸਾਹਿਤ: ਨਿਖੇੜਾ ਅਤੇ ਅੰਤਰ-ਸੰਬੰਧ
Lok Sahit ate Vishishat Sahit: Nikherha ate Antar-Sambandh
- ਲੋਕ ਸਾਹਿਤ ਦੀਆਂ ਵੰਨਗੀਆਂ
Lok Sahit diyan Vangiyaan
- ਲੋਕ ਸਾਹਿਤ ਦਾ ਸਮਾਜਕ ਮਹੱਤਵ
Lok Sahit da Samajak Mahatav

Unit-II: ਪੰਜਾਬੀ ਲੋਕ ਕਾਵਿ

(Punjabi Lok Kaav) (16 Hours)

- ਲੋਰੀਆਂ ਅਤੇ ਖੇਡ-ਗੀਤ
Lorian ate Khed-Geet
- ਸੁਹਾਗ ਅਤੇ ਘੋੜੀਆਂ
Suhag ate Ghorhian
- ਸਿੱਠਣੀਆਂ ਅਤੇ ਹੇਅਰੇ
Sithniya ate Heyre
- ਕੀਰਨੇ ਅਤੇ ਅਲਾਹੁਣੀਆਂ
Keerne ate Alahunian

Unit-III: ਪੰਜਾਬੀ ਲੋਕ ਕਥਾਵਾਂ

(Punjabi Lok Kathavan) (16 Hours)

- ਦੰਤ ਕਥਾ: ਪੂਰਨ ਭਗਤ, ਰਾਜਾ ਰਸਾਲੂ, ਦੁੱਲਾ ਭੱਟੀ
Dant Katha: Puran Bhagat, Raja Rasalu, Dulla Bhatti
- ਪਰੀ ਕਥਾ: ਸੰਦਲਾਂ, ਸਬਜ਼ਪਰੀ, ਇਕ ਖਾਵਾਂ ਕਿ ਦੋ ਖਾਵਾਂ
Pari Katha: Sandlan, Sabazpari, Ik Khavan Ke Do khavan
- ਨੀਤੀ ਕਥਾ: ਮੁੱਲਾ ਦੇ ਸ਼ਿਕਾਰੀ, ਚੰਦਰੀ ਸੰਗਤ, ਸ਼ੇਰ ਅਤੇ ਬਾਂਦਰ
Neeti Katha: Mulla de Shikari, Chandri Sangat, Sher ate Bandar
- ਜਨੇਰ ਕਥਾ: ਲੂਣ ਦਾ ਘਰ, ਟਾਹਲੀ ਮੇਰੇ ਬੱਚੇ, ਸ਼ੇਰ ਅਤੇ ਬ੍ਰਾਹਮਣ
Janur Katha: Loon Da Ghar, Tahli Mere Bache, Sher ate Brahman

Unit-IV: ਪੰਜਾਬੀ ਲੋਕ ਸਿਆਣਪਾਂ

(Punjabi Lok Siyanpaan) (12 Hours)

- ਮੁਹਾਵਰੇ
Muhavre
- ਅਖਾਣ
Akhan
- ਬੁਝਾਰਤਾਂ
Bujhaartan
- ਕਥਨ
Kathan

ESSENTIAL/RECOMMENDED READINGS:

- Bedi, S.S. Wanjara (Dr.) (2007), **Bataan Mudhh Kadeem Dian**, National Book Shop, Delhi.
- Ghuman, Bikram Singh (2012), **Punjabi Lok Geet**, Waris Shah Foundation, Amritsar.
- Kranti, Parminder Kaur, Acchru Singh (Eds.) (1997), **Kathan Kosh**, Lokgeet Prakashan, Chandigarh.

SUGGESTED READINGS:

- Bedi, S.S. Wanjara (2006), **Lok Aakhade Han**, Aarsi Publication, Delhi.
- Bedi, S.S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**. National Book Shop, Delhi.
- Ghuman, Amarjit Kaur (1995), **Saade Lok Geet (Punjab de Lok Geet)**, Roohi Prakashan, Amritsar.
- Jaswinder Singh (Dr.) (2012), **Punjabi Sabhiyachar: Pachhaan Chinh**, Gracious Books, Patiala.
- Jaswinder Singh (Dr.) (1985), **Sabhiyachar ate Qissa Kaav**, Sedh Prakashan, Patiala.
- Madpuri Sukhdev (2007), **Lok Siyanpaan: Akhan te Muhavre**, Lahore Book shop, Ludhiana.
- Pooni, Balbeer Singh (2003), **Punjabi Lokdhara ate Sabhiyachar**, Waris Shah Foundation, Amritsar.
- Randhawa, Mahinder Singh, Satyarthi, Devinder (1960), **Punjabi Lok Geet**, Sahit Academy, New Delhi.
- Thind, Karnail Singh (Dr.) (1973), **Lokyan ate Madhkali Punjabi Sahit**, 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.

DEPARTMENT OF URDU

BA (Hons.) URDU

Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1: Study of Urdu Fiction

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Fiction	4	3	1	0	Urdu in Class XII or X	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpses of classical writing with special reference to Urdu Fiction.
- To give a variety of Different short stories and novels, so students can get a profound knowledge of contemporary modern India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of fiction writers.
- Students can express their views on the stories and novels they have read.
- Students can analyze critically the theme , the style and the language of the fiction writer.

SYLLABUS OF DSC-1

UNIT – I

(8 Hours)

Afsana:

1. Afsane ki Tareef aur Ajzaye Tarkeebi
2. Afsane ka Aaghaz-o-Irteqa

3. Prem Chand ki Afsana Nigari

UNIT – II (3 Weeks)

4. Rajinder Singh Bedi ki Afsana Nigari
5. Krishn Chander ki ki Afsana Nigari
6. Ismat Chughtai ki Afsana Nigari

UNIT – III

(20 Hours)

7. Nijaat - Prem Chand (Matn ki Tadrees)
8. Lajwantee - Rajinder Singh Bedi (Matn ki Tadrees)
9. Poore Chaand ki Raat - Krishn Chander (Matn ki Tadrees)
10. Do Haath - Ismat Chughtai (Matn ki Tadrees)

UNIT – IV

(8 Hours)

1. Novel ka Fan
2. Novel ka Ahed-ba-Ahed Irteqa

UNIT – V

(12 Hours)

1. Mirza Mohammad Hadi Ruswa ki Novel Nigari
2. Umraojaan Ada (Matn ki Tadrees)

Essential/recommended readings

1. Naya Afsana - Waqar Azeem
2. Dastan se Afsane Tak - Waqar Azeem
3. Urdu Nasra ka Fani Irteqa - Dr. Farman Fatehpuri
4. Urdu Afsana Riwayat aur Masayel – Prof. Gopi Chand Narang
5. Urdu mein Biswin Sadi ka Afsanvi Adab- Prof. Qamar Raees

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:
Study of Urdu Non-Fiction

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Fiction	4	3	1	0	Urdu in Class XII or X	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To Give a Glimpse of Non Fiction Prose Writing which Include Essay, Light Essay and Sketch.
- Give an Idea of Evolution of Urdu prose through various forms of prose.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of non-fiction writers.
- Students can express their views on the essays, inshaiyas and sketches they have read.
- Students can analyze critically the theme, the style and the language of the non-fiction writers.

SYLLABUS OF DSC-2

UNIT – I (8 Hours)

Mazmoon:

1. Tareef, Usool aur Irteqa
2. Mohammad Hussain Azad ki Mazmoon Nigari
3. Maulana Abul Kalam Azad ki Mazmoon Nigari
4. Maulana Hali ki Mazmoon Nigari

UNIT – II (16 Hours)

1. Insaan kisi haal mein khush nahi rahta – Mohammad Hussain Azad (Matn ki Tadrees)
2. Ek khutba-e-sadarat – Maulana Abul Kalam Azad (Matn ki Tadrees)
3. Zaban-e-Goya – Maulana Hali (Matn ki Tadrees)

UNIT – III (2 Weeks)

Inshaiah:

1. Tareef, Usool aur Irteqa
2. Rasheed Ahmad Siddiqui ki Inshaiah Nigari
3. Khwaja Hassan Nizami ki Inshaiah Nigari

UNIT – IV (16 Hours)

1. Charpaai - Rasheed Ahmad Siddiqui (Matn ki Tadrees)
2. Jheengar ka Janazah - Khwaja Hassan Nizami (Matn ki Tadrees)

UNIT – V (12 Hours)

Khaka:

1. Khaka Nigari ka Fan aur Irteqa
2. Shahid Ahmad Dehlvi ki Khaka Nigari
3. Meer Nasir Ali Dehlvi - Shahid Ahmad Dehlvi (Matn ki Tadrees)

Essential/recommended readings

1. Nairang-e-Khyal - Mohammad Hussain Azad
2. Khutbat-e-Azad – Compiled by Malik Ram
3. Urdu Essays - Syed Zaheeruddin Madni

Suggestive readings

1. Inshaiah aur Inshaiye – Syed Mohammad Hasnain
2. Urdu mein Khaka Nigari – Sabira Sayeed
3. Azadi ke baad Delhi mein Khaka Nigari – Shamim Hanfi
4. Urdu Inshaiah – Adam Shekh

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

DISCIPLINE SPECIFIC CORE COURSE – 3:
Introduction of Urdu Poetry

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTRODUCTION OF URDU POETRY	4	3	1	0	Urdu in Class XII or X	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To give them a chance to appreciate modern Poetry in Urdu in the era of freedom struggle.
- To make them understand how a poet can express his thoughts in poetic forms.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of poets.
- Students can express their views on the poems they have read.
- Students can analyze critically the theme and the central idea of poems .

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

NAZM:

1. Urdu Nazm Tareef, Fan aur Irteqa
2. Nazeer Akbarabadi ki Nazm Nigari

UNIT – II (20 Hours)

1. Akbar Allahabadi ki Nazm Nigari
2. Altaf Hussain Hali ki Nazm Nigari
3. Holi ki Baharein, Roti Nama - Nazeer Akbarabadi

(Matn ki Tadrees)

UNIT – III (20 Hours)

1. Ek Miss Simeen Badan, Mustaqbil - Akbar Allahabadi (Matn ki Tadrees)
2. Barkharut, Munajat-e-Bewa - Altaf Hussain Hali (Matn ki Tadrees)

Essential/recommended readings

1. Intekhab-e-Manzumaat -I by Uttar Pradesh Urdu Academy

Suggestive readings

1. Urdu Shairi ka Fanni Irteqa – Dr Farman Fatehpuri
2. Asnaf-e-Adab Urdu – Edited by Qamar Raees and Khaleeq Anjum
3. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Hussain

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

BA (PROG.) WITH URDU AS MAJOR

Category II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): STUDY OF MODERN POETRY -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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Modern Poetry-I	4	3	1	N.A.	10 th Pass	-

Learning Objectives

The Learning Objectives of this course are as follows:

- To give 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-1

NAZMEIN:

UNIT – I (15 Hours)

1. Nazeer Akbarabadi – Muflisi, Banjaranama (Matn ki Tadrees)
2. Iqbal – Tasweere Dard, Jibreel Wa Iblees (Matn ki Tadrees)

UNIT – II (15 Hours)

3. Josh – Kisaan, Mahajan Aur Mufliis (Matn ki Tadrees)
4. Faiz – Tanhai, Nisar Main Teri Galiyon Pe (Matn ki Tadrees)

GHAZALEIN:

UNIT – III (15 Hours)

5. Shad Azimabadi
Kuchh Kahe Jata Tha Apne Hi Afsane Mein (Matn ki Tadrees)
Ab Bhi Ik Umr Pe Jeene Ka Na Andaaz Aaya (Matn ki Tadrees)
6. Hasrat Mohani
Bhulata Lakh Hun Lekin Barabar Yaad Aate Hain (Matn ki Tadrees)
Nigahe Naaz Jise Aashnae Raaz Kare (Matn ki Tadrees)

UNIT – IV (15 Hours)

7. Jigar Muradabadi
Dil Gaya Raunaqe Hayaat Gai (Matn ki Tadrees)
Kabhi Shakh-o-Sabza-o-Barg Par, Kabhi Ghuncha-o-Gul-o-Khar Par (Matn ki Tadrees)
8. Asghar Gondvi
Aalaame Rozgar Ko Aasaan Bana Diya (Matn ki Tadrees)
Koi Mahmil Nashin Kyun shad Ya Nashad Hota Hai (Matn ki Tadrees)

Practical component (if any) - NIL

Essential/recommended readings

1. Intikhab-e-Manzumat Hissa Awwal-o-Dom – Uttar Pradesh Urdu Akademi, Lucknow

Suggestive readings

1. Urdu Shairi Ka Fanni Irtiqā – Dr. Farman Fatehpuri
2. Jadeed Urdu Nazm: Nazarita Wa Amal – Aqeel Ahmad Siddiqi
3. Nai Nazm Ka Safar – Khalilurrahman Azmi
4. Urdu Shairi Mein Azad Nazm Aur Nazme Muarra – Haneef Kaifi
5. Nazmon Ke Tajziye – Qazi Afzal Husain
6. Jadeed Urdu Nazm Hali Se Meeraji Tak –Kausar Mazhari
7. Jadeed Urdu Ghazal – Rasheed Ahmad Siddiqi
8. Urdu Ghazal – Kamil Qureshi
9. Ghazal Ki Sargushisht – Akhtar Ansari
10. Urdu Ghazal Ka Naya Manzarnama – Shameem Hanfi

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-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	N.A.	10 th Pass	-

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 (15 Hours)

1. Prem Chand – Adab ki Gharaz-o-Ghayat (Matn ki Tadrees)
2. Abdul Haleem Sharar – Guzishta Lucknow (Matn ki Tadrees)

UNIT – II (15 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 (15 Hours)

5. Prem Chand – Boorhi Kaaki

(Matn ki Tadrees)

6. Krishn Chander – Kalu Bhangi

(Matn ki Tadrees)

UNIT – IV (15 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

BA (PROG.) WITH URDU AS NON-MAJOR

Category III

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): URDU-A, STUDY OF MODERN PROSE AND POETRY-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Urdu-A, Study of Modern Prose and Poetry-I	4	3	1	N.A.	10 th Pass	-

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 (12 Hours)

1. Guzra Hua Zamana – Sir Syed (Matn ki Tadrees)
2. Murda Badast Zinda – Mirza Farhatullah Beg (Matn ki Tadrees)

UNIT – II (12 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 (12 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 (12 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 (12 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.

Common Pool of Generic Electives (GE) Courses

Offered by Department of Urdu

Category-IV

Generic Elective Course – 1: Study of Urdu Poetry 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Poetry I	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To Give Glimpses of Urdu Poetry of Early 20th Century.
- To Make them appreciate Urdu Poetry through popular genres such as Nazm and Ghazal

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the life of poets and silent features of their poetry.
- Students can explain the couplets of Ghazals they have read.
- Students can analyze critically the theme and the central idea of the Nazms they have read.

SYLLABUS OF GE -1

UNIT – I (20 Hours) Nazm:

1. Sheir se Khitab – Altaf Hussain Hali (Matn ki Tadrees)
2. Farzi Lateefa – Akbar Allahabadi (Matn ki Tadrees)
3. Shuaa-e-Umeed – Allama Iqbal (Matn ki Tadrees)
4. Shikasht-e-Zinda Kwaab – Josh Malihabadi (Matn ki Tadrees)

UNIT – II (16 Hours)

Ghazal:

1. Woh ji gaya,jo ishq mein ji se guzar gya (Faani) (Matn ki Tadrees)
2. Duniya meri bala jane mahangi hai ya sasti hai (Faani) (Matn ki Tadrees)
3. Bhulata lakh hoon lekin barabar yaad aate hain (Hasrat) (Matn ki Tadrees)
4. Husn-e-beparwah ko khudbeen khudaara kar diya (Hasrat) (Matn ki Tadrees)

UNIT – III (16 Hours)

1. Dil ko sukoon rooh ko aaram aa gaya (Jigar) (Matn ki Tadrees)
2. Dil gaya raunaq-e-hayaat gayi (Jigar) (Matn ki Tadrees)
3. Khud ko khoya bhi kahan ishq ko paya bhi kahan (Firaq) (Matn ki Tadrees)
4. Aaj bhi qafila-e-ishq rawan hai ki jo tha (Firaq) (Matn ki Tadrees)

UNIT – IV (8 Hours)

1. Urdu Nazm ki Tareef aur Rewayat
2. Ghazal ki Tareef aur Ajzaye Tarkeebi

Note: Shairon ke mukhtsar sawanehi haalat aur khususiyat-e-shairi par bhi roshni daali jaye.

Essential/recommended readings

1. Intekhab-e-Manzumaat (Part-I &II) by Uttar Pradesh Urdu Academy

Suggestive readings

1. Urdu Shairi ka Fanni Irteqa – Dr Farman Fatehpuri
2. Asnaf-e-Adab Urdu – Edited by Qamar Raees and Khaleeq Anjum
3. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Hussain
4. Urdu Ghazal – Kamil Qureshi
5. Jadeed Urdu Ghazal – Rasheed Ahmad Siddiqui
6. Urdu Ghazal ka Naya Manzarnama – Shamim Hanfi

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

Generic Elective Course -II: Study of Urdu Prose 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Urdu Prose I	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpses of classical writing with special reference to Urdu short stories, essays and Inshaiyas.
- To give a variety of different short stories and essays so students can get a profound knowledge of contemporary modern India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of short story writers.
- Students can express their views on the stories they have read.
- Students can analyze critically the theme, the style and the language of the short story writers and essay writers.

SYLLABUS OF GE -II

UNIT – I (24 Hours)

Afsane:

- | | |
|--------------------------------------|-------------------|
| 1. Poos ki Raat – Prem Chand | (Matn ki Tadrees) |
| 2. Chauthi ka Joda – Ismat Chughtai | (Matn ki Tadrees) |
| 3. Naya Qanoon – Saadat Hassan Manto | (Matn ki Tadrees) |

UNIT – II (24 Hours)

Mazmoon aur Inshaiye:

1. Bahas-o-Takraar – Sir Syed Ahmad Khan (Matn ki Tadrees)
2. Insan kisi haal mein khush nahi rahta – Mohammad Hussain Azad (Matn ki Tadrees)
3. Murda badast-e-zindah – Mirza Farhat Ullah Beg (Matn ki Tadrees)
4. Diya Salai – Khwaja Hassan Nizami (Matn ki Tadrees)

UNIT – III (12 Hours)

1. Urdu Afsane ki tareef aur ajzaye tarkeebi
2. Urdu Mazmoon aur Inshaiye ki tareef aur fan

Note: Tamam takhleeqkar ke sawanehi haalat aur fan-e-khususiyat par bhi roshni daali jaye.

Essential/recommended readings

Suggestive readings

1. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
2. Urdu Nasr ka Fanni Irteqa – Dr. Farman Fatehpuri
3. Prem Chand Kahani ka Rehnuma – Jafar Raza
4. Inshaiah aur Inshaiye – Mohammad Hasnain
5. Urdu Essays – Syed Zaheeruddin Madni
6. Arbab-e-Nasr Urdu – Syed Mohammad

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

Generic Elective Course III: Study of Urdu 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		
Study of Urdu Poetry II	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

- The Learning Objectives of this course are as follows: To Give Glimpses of Urdu Poetry of Early 20th Century.
- To Make them appreciate Urdu Poetry through popular genres such as Nazm and Ghazal

Learning outcomes

- Students can describe the life of poets and silent features of their poetry.
- Students can explain the couplets of Ghazals they have read.
- Students can analyze critically the theme and the central idea of the Nazms they have read.

SYLLABUS OF GE -III

UNIT – I (24 Hours)

Nazm:

1. Aadminama – Nazeer Akbarabadi (Matn ki Tadrees)
2. Aawaza-e-Qaum – Brij Narayan Chakbast (Matn ki Tadrees)
3. Subah-e-Azadi – Faiz Ahmad Faiz (Matn ki Tadrees)
4. Ek Ladka – Akhtar-ul-Iman (Matn ki Tadrees)

UNIT – II (20 Hours)

Ghazal:

1. Ulti ho gayeen sab tadbeeren kuchh na dawa ne kaam kiya – Meer (Matn ki Tadrees)
2. Hasti apni habab ki si hai – Meer (Matn ki Tadrees)
3. Hazaron khwahishen aisi ki har khwahish pe dam nikle – Ghalib (Matn ki Tadrees)
4. Ishrat-e-qatra hai dariya mein fana ho jana – Ghalib (Matn ki Tadrees)

UNIT – III (16 Hours)

5. Wo jo ham me tum mein qarar tha – Momin (Matn ki Tadrees)
6. Asar us ko zara nahi hota – Momin (Matn ki Tadrees)
7. Sitaron se aage jahaan aur bhi hain – Iqbal (Matn ki Tadrees)
8. Tere ishq ki inteha chahta hoon – Iqbal (Matn ki Tadrees)

Essential/recommended re

1. Intekhab-e-Manzumaat (Part-I &II) by Uttar Pradesh Urdu Academy

Suggestive readings

1. Urdu Shairi ka Fanni Irteqa – Dr Farman Fatehpuri
2. Asnaf-e-Adab Urdu – Edited by Qamar Raees and Khaleeq Anjum

3. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Hussain
4. Urdu Ghazal – Kamil Qureshi
5. Jadeed Urdu Ghazal – Rasheed Ahmad Siddiqui
6. Urdu Ghazal ka Naya Manzarnama – Shamim Hanfi

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

Generic Elective Course IV: Study of Urdu Prose 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		
Study of Urdu Prose II	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpses of classical writing with special reference to Urdu letters and Inshaiyas.
- To give a variety of different letters and essays so students can get a profound knowledge of contemporary modern India.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of letter and essay writers.
- Students can express their views on the Inshaiyas they have read.
- Students can describe the origin and evolution of Urdu Tanz o Mizah.

SYLLABUS OF GE IV

UNIT – I (16 Hours)

Khutoot:

1. Khutoot-e-Ghalib
 - I. Suno ye Rampur hai daar-ul-suroor hai (Matn ki Tadrees)
 - II. Kyon kar tujh ko likhoon ki tera baap mar gaya (Matn ki Tadrees)

UNIT – II (24 Hours)

Tanz-o-Mezah:

1. Mazloom ki fariyaad- Rashid-ul-Khairi (Matn ki Tadrees)
2. Kutte- Patras Bukhari (Matn ki Tadrees)
3. Brijbaano – Kanhaiyalal Kapoor (Matn ki Tadrees)
4. Junoon-e-Lateefa – Mushtaq Ahmad Yusufi (Matn ki Tadrees)

UNIT – III (20 Hours)

1. Urdu Khutoot Nigari ka Fan aur Rewayat
2. Urdu Tanz-o-Mezah ki Rewayat

Note: Tamam takhleeqkar ke sawanehi haalat aur fan-e-khususiyat par bhi roshni daali jaye.

Essential/recommended readings

Suggestive readings

1. Ghalib ke khutoot vol. 1 ka muqaddema – Khaliq Anjum
2. Urdu Nasr ka Fanni Irteqa – Dr. Farman Fatehpuri
3. Khutoot Nigari ka Fan aur Tareekh – Rashida Khatoon
4. Urdu mein Tanz-o-Mezah – Wazeer Aagha
5. Bisween Sadi mein Urdu Nasr mei Tanz-o-Mezah – Naami Ansari

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

Generic Elective Course V: Study of Short Story Writer Manto

CREDIT 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 Short Story Writer Manto	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarise students with the writings of legend story writer Manto who have realistic and critic approach of human life.
- To make them understand the evolution of Urdu short stories in the first half of 20th century.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the features and style of Manto.
- Students can express their views on the stories they have read.
- Students can analyze critically the theme, the style and the language of the Manto.

SYLLABUS OF GE V

UNIT – I (24 Hours)

1. Manto: Sawaneh aur Shakhshiyat
2. Manto ke Afsano ke Mauzuaat
3. Manto ki Afsana Nigari

UNIT – II (36 Hours)

Matn ki Tadrees:

Naya Qanoon, Kaali Shalwar, Hatak, Muzail, Tooba Tek Singh

Essential/recommended readings

Manto ke Numaindah Afsane – Athar Parvez

Suggestive readings

1. Manto ek Motala'a – Waris Alvi
2. Manto Noori na Naari – Mumtaz Shirin
3. Manto Nama – Jagdish Wadhawan
4. Dastavez – Balraj Menra

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

Generic Elective Course VI: Study of Development of Urdu

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Development of Urdu	4	3	1	0	Urdu in Class XII or X or VIII	No Any

Learning Objectives

The Learning Objectives of this course are as follows:

- To give a glimpse of development of Urdu.

- To Make them aware about important stages of evolution of Urdu language and literature..

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students can describe the development of Urdu.
- Students can express their views on the important Dastan of Urdu.

SYLLABUS OF GE VI

UNIT – I (16 Hours)

1. Urdu Zaban ka Aaghaz-o-Irteqa

UNIT – II (16 Hours)

1. Urdu Zaban ki Ibtada se Mutalliq Mukhtalif Nazariyaat

UNIT – III (16 Hours)

1. Urdu ki Adabi Dastaanein

UNIT – IV (12 Hours)

1. Fort William College ki Adabi Khidmaat

Essential/recommended readings

1. Urdu ki Kahani – Ehtesham Hussain

Suggestive readings

1. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Hussain
2. Urdu ki Lisani Tareekh – Mirza Khaleel Ahmad Beg
3. Muqaddema-e-Tareekh Zaban-e-Urdu –Masud Hussain Khan
4. Hindustani Lisaniyaat – Dr. Mohiuddin Qadri Zor

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

DEPARTMENT OF BUDDHIST STUDIES

BA (Prog) with Buddhist Studies as Major
Category-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		
Introduction to Buddhism DSC -1-A1	4	3	1	0	Class XII Passed	Nil

Learning Objectives

The primary objective of this course is to make students aware of the background of the different aspects related to the origin and development of Buddhism in India.

Learning Outcomes

By studying this course, students would be able to have a clear understanding of the background to the origin and development of Buddhism along with its founder, decline and revival in India.

SYLLABUS OF DSC-1-A1

Unit I

16 Hours

1. Background of the Origin of Buddhism or Pre-Buddhistic India
2. Sources of Buddhism
3. Origins of Buddhism

Unit II

12 Hours

1. Founder of Buddhism, and his Biography
2. Date of the Buddha

Unit III

20 Hours

1. Establishment and evolution of the Buddhist Order (Saṅgha)
2. Origin and Growth of the various sects or schools of Buddhism

Unit IV

12 Hours

1. Patrons and Supporters of Buddhism
2. Decline and Revival of Buddhism in India

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.
- Sarao, KTS. *Origin and Nature of Ancient Indian Buddhism*, 4th rev edn, 2012.
- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, 2009.

Suggested Readings

- 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
- 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.
- Srivastava, Srinarayan, 1981, *Bhārata Mein Bauddha 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 -1 (DSC-1-B1): INTRODUCTION TO BUDDHIST LITERATURE

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		
Introduction to Buddhist Literature DSC-1-B1	4	3	1	0	Class XII Passed	Nil

Learning Objectives

The primary objective of this course is to make students aware of the Indian languages (Pali and Buddhist Hybrid Sanskrit) in which the Buddhist literature including the biographical texts exists.

Learning Outcomes

By studying this course would make the students acquainted with the origin and development of the original language (Pāli) in which the Buddha disseminated his teachings in addition to develop a clear understanding among the students about the subsequently composed Buddhist literature in Sanskrit language.

SYLLABUS OF DSC-1-B1

Unit I

12 Hours

1. Origin and Homeland of the language of Buddha's teachings

Unit II

16 Hours

1. Buddhist Councils and the compilation of Buddha's teachings

Unit III

16 Hours

1. Buddhist literature in Pali Language
2. Buddhist literature in Buddhist Sanskrit Literature – Nava Vaipulyasūtra or Mahāyānasūtra

Unit IV

16 Hours

1. Biographical texts or Suttas of the Buddha – Mahāvagga, Suttanipāta, Mahāparinibbāna-sutta, Mahāpadāna-sutta, Ariyapariyesana-sutta, Nidānakathā, Mahāvastu, Lalitavistara, Āryabhiniṣkramaṇasūtra and etc

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.
- Law, B.C, *History of Pāli Literature*, 2 volumes; Calcutta: 1970 Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968.
- Edgerton, F. R., *Buddhist Hybrid Sanskrit Grammar and Dictionary*, 2 Vols., MLBD, Delhi

Suggested Readings

- 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
- 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.
- Walpola Rahula, *What the Buddha Taught* (First Published in 1978), The Corporate Body of the Buddha Educational Foundation, Taipei, 2009.

BA (Prog) with Buddhist Studies as Minor
Category-III

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		
Introduction to Buddhism DSC -1-A1	4	3	1	0	Class XII Passed	Nil

Learning Objectives

The primary objective of this course is to make students aware of the background of the different aspects related to the origin and development of Buddhism in India.

Learning Outcomes

By studying this course, students would be able to have a clear understanding of the background to the origin and development of Buddhism along with its founder, decline and revival in India.

SYLLABUS OF DSC-1-A1

Unit I

16 Hours

4. Background of the Origin of Buddhism or Pre-Buddhistic India
5. Sources of Buddhism
6. Origins of Buddhism

Unit II

12 Hours

3. Founder of Buddhism, and his Biography
4. Date of the Buddha

Unit III

20 Hours

3. Establishment and evolution of the Buddhist Order (Saṅgha)
4. Origin and Growth of the various sects or schools of Buddhism

Unit IV

12 Hours

3. Patrons and Supporters of Buddhism
4. Decline and Revival of Buddhism in India

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.
- Sarao, KTS. *Origin and Nature of Ancient Indian Buddhism*, 4th rev edn, 2012.
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Suggested Readings

- 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
- 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.
- 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 PERSIAN

BA (Hons.) Persian

Category-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Basic Persian: Reading & Writing (C-PRN-I)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To make students acquainted with Perso-Arabic Script.
2. To equip the students briefly with History of evolution of Perso-Arabic Script.
3. To enable the students to read and write in Persian language.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to read, write and understand the basic knowledge of Persian language and literature
- By studying this course, they shall get to know the history of evolution of scripts in total and evolution of Perso-Arabic script in particular.

SYLLABUS OF DSC-1

UNIT – I (12 Hours)

- Persian Alphabets & word formation

UNIT – II (12 Hours)

- Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Dabistan (Ch. No 1-3)

UNIT – III (12 Hours)

- Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Dabistan (Ch. No 4-6)

UNIT – IV (12 Hours)

- Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Divum (Ch. No 1-4)

UNIT – V (12 Hours)

- Persian Text Reading and Translation into English or Hindi or Urdu from Kitab-e-Farsi, Awwal Divum (Ch. No 5-7)

Essential/recommended readings:

1. Kitab-e-Farsi Awwal Dabistan, Published by Sazmane Pazohishi wa Barname rizi-e-Amuzishi, Tehran, Iran, 1399
2. Kitabe Farsi Divuum Dabistan. Published by Sazmane Pazohishi wa Barname rizi-e-Amuzishi, Tehran, Iran, 1399

Suggestive readings

1. Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
2. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-e-Adabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder, Harjeet Publication, Delhi-110034, 2009.
4. An Introduction to Persian by Thackston, Wheler. IbeX Publication, Maryland, U.S.A., 2009.

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-2): Applied Persian Grammar & Translation (C-PRN-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		
Applied Persian Grammar & Translation (C-PRN-II)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Applied Persian Grammar & Translation
2. To enable the students to form daily usage sentences in Persian language
3. To equip the students to speak, read and write in Persian language

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian Grammar and Translation
- By learning this course, students will be able to speak, read and write in Persian language

SYLLABUS OF DSC- 2

UNIT – I (12 Hours)

- Name of the Iranian months, Mode of Transportation, Cardinal and ordinal numbers, Time & Days, Colors, Birds and animals

UNIT – II (12 Hours)

- Iranian Food Iranian Culture

UNIT – III (12 Hours)

- Elementary Grammar: Infinitives Present, Past and Future Tenses, Conjugation, Definite and Indefinite Noun, Singular and Plural, Adjective, Prepositions, Degrees Infinitives, Imperatives.

UNIT – IV (8 Hours)

- Use of Simple, Negative, Interrogative sentences, Personal Pronoun and Possessive Pronoun, Objectives Compound, Verb Relative Clause Present Participle, Active and Passive Voice Conditional Sentences

UNIT – V (8 Hours)

- Persian Text Reading and Translation into English or Hindi or Urdu from Chapter no.11 to 24 of the prescribed book: Dars-e-Farsi by Namdaryan, Taqipur.

UNIT – VI (8 Hours)

- Sentences Translate from English to Persian or unseen English passage translate from English to Persian Practical, Comprehension from the prescribed book.

Essential/recommended readings:

1. Dars-e-Farsi by Namdaryan, Taqipur. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.

Suggestive readings:

1. Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
2. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.
4. An Introduction to Persian by Thackston, Wheler. Ibex Publication, Maryland, U.S.A., 2009.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): An outline of the History of Persian speaking regions (upto Ghaznavid period) (C-PRN-III)

Credit 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		
An outline of the History of Persian speaking regions (upto Ghaznavid period) (C-PRN-III)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with socio-cultural and religious changes began to emerge from the time of Tahirids to Ghaznavids.
2. To familiarize the students with major Genre adopted by the poets and writers in various areas of Persianate culture.

Learning outcome:

- By learning this course, students will come to know the socio-cultural and religious history of Persian speaking regions in medieval period in order to understand the literary trends of that time.

SYLLABUS OF DSC-3

UNIT – I (8 Hours)

- Old Persian: Language and Literature Unani, Yehudi, Islamic and Iranian sources

UNIT – II (12 Hours)

- Development and Promotion of Persian language Step by step changes in languages and writing

UNIT – III (8 Hours)

- Cuneiform Script Avesta Script Pahlavi Script Avesta book Inscriptions

UNIT – IV (8 Hours)

- Impact of Arabic language on Persian language

UNIT – V (12 Hours)

- Foremost poets of Persian in Iran: Bahram Goor Sassani, Hakim Abu Hafs Sughdi, Abbas Marvi,
- Tahiri Period: Hanzala Baadghisi ,Safari Period: Dabeer Mohammad Bin Vasaif, Firoz Mashriqi, Samani Period : Rudaki Samarqandi, Abu Shakoor Balkhi, Abul Hasan Shaheed Balkhi, Amara-eMarvazi, Hakim Kasai Marvazi. Daqiqi Toosi Other scholars:Hamza Isfehiani, Abu Bakr Zikriya Raazi, Abu Maishar Balkhi

UNIT – VI (12 Hours)

- Ghaznavid Period: Abul Qasim Ferdausi, Unsuri, Asjadi, Azairi Raazi, Farrukhi Sistani, Manuchehri, Shahnama writing in old time in Iran, Shahnama-e-Ferdausi, Sources of Shahnama-e-Ferdausi, Literary importance of Shahnama-e-Ferdausi

Essential/recommended readings:

1. Shafaq, Raza Zadeh, Tareekh-e-Adabyat-e-Iran, tr. by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.
2. Iran Sadiyon Ke Aine Main by Ishrat, Amrit Lal, Idara-e-Musannefin, Hyderabad.

Suggestive readings:

1. A History of Persian Language by Ansari, Dr. Noorul Hasan. Idara-e-Adabiyat-e-Delhi, Delhi 110 006. Vol. I, 1982.
2. The Rise, Growth and Decline of Indo-Persian Literature by Chopra, Raavindra Mohan. Iran Society, Calcutta, 2012.

BA (Prog) with Persian as Major

Category-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		
Applied Persian Grammar and Script writing (C-PRN-P1)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Applied Persian Grammar & Translation
2. To enable the students to form daily usage sentences in Persian language
3. To equip the students to speak, read and write in Persian language

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted with applied Persian Grammar
- By learning this course, the students will be acquainted with Perso-Arabic script
- By learning this course, the students will develop fluency in reading and writing in Persian language

SYLLABUS OF DSC-1

UNIT – I (12 Hours)

- Elementary Grammar: Infinitives Present, Past and Future Tenses, Conjugation, Definite and Indefinite Noun, Singular and Plural, Adjective, Prepositions, Degrees Infinitives, Imperatives.

UNIT – II (12 Hours)

- Use of Simple, Negative, Interrogative sentences, Personal Pronoun and Possessive Pronoun, Objectives Compound, Verb Relative Clause Present Participle, Active and Passive Voice Conditional Sentences

UNIT – III (12 Hours)

- *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I

UNIT – IV (12 Hours)

- *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. II

UNIT – V (12 Hours)

- Name of the Iranian months, Mode of Transportation, Cardinal and ordinal numbers, Time & Days, Colors, Birds and animals

Essential/recommended readings:

1. Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I,II & III
2. Let's learn Persian, NCPUL, Ministry of HRD, New Delhi.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.

Suggestive readings:

1. Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
2. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.
4. An Introduction to Persian by Thackston, Wheler. IbeX Publication, Maryland, U.S.A., 2009.

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-2): Persian Prose: Elementary Level

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		
Persian Prose: Elementary Level (C-PRN-P2)	4	3	1	NIL	CLASS XII PASS	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To make the students able to have a comprehensive understanding of Persian Language.
2. To enable the students to read and write the language more efficiently.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By selecting this course, the students will be able to read and write the language more efficiently.

SYLLABUS OF DSC- 2

UNIT – I (12 Hours)

- Lesson no 1 to 5 from the book (Farsi Barai Gher Farsi Zabanani written by Samineh Baghchiban).

UNIT – II (12 Hours)

- Lesson no 6 to 10 from the book (Farsi Barai Gher Farsi Zabanani written by Samineh Baghchiban).

UNIT – III (12 Hours)

- Lesson no 11 to 15 from the book (Farsi Barai Gher Farsi Zabanani written by Samineh Baghchiban).

UNIT – IV (12 Hours)

- Lesson no 16 to 20 from the book (Farsi Barai Gher Farsi Zabanani written by Samineh Baghchiban).

UNIT – V (12 Hours)

- Lesson no 21 to 25 from the book (Farsi Barai Gher Farsi Zabanani written by Samineh Baghchiban).

Essential/recommended readings:

1. Baghchiban, Samineh, Farsi Barai Gher Farsi Zabanani, Idareh Adabiyat-i-Dilli

BA (Prog) with Persian as Minor

Category-III

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Applied Persian Grammar and Script writing (C-PRN-P1)

This course is common in BA (Programme) in Persian as major 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		
Applied Persian Grammar and Script writing (C-PRN-P1)	4	3	1	NIL	Class XII pass	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Applied Persian Grammar & Translation
2. To enable the students to form daily usage sentences in Persian language
3. To equip the students to speak, read and write in Persian language

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted with applied Persian Grammar
- By learning this course, the students will be acquainted with Perso-Arabic script
- By learning this course, the students will develop fluency in reading and writing in Persian language

SYLLABUS OF DSC-1

UNIT – I (12 Hours)

- Elementary Grammar: Infinitives Present, Past and Future Tenses, Conjugation, Definite and Indefinite Noun, Singular and Plural, Adjective, Prepositions, Degrees Infinitives, Imperatives.

UNIT – II (12 Hours)

- Use of Simple, Negative, Interrogative sentences, Personal Pronoun and Possessive Pronoun, Objectives Compound, Verb Relative Clause Present Participle, Active and Passive Voice Conditional Sentences

UNIT – III (12 Hours)

- *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I

UNIT – IV (12 Hours)

- *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. II

UNIT – V (12 Hours)

- Name of the Iranian months, Mode of Transportation, Cardinal and ordinal numbers, Time & Days, Colors, Birds and animals

Essential/recommended readings:

1. Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I,II & III
2. Let's learn Persian, NCPUL, Ministry of HRD, New Delhi.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.

Suggestive readings:

1. Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
2. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
3. Elementary Persian Grammar by Kumar, Dr. Rajinder. Harjeet Publication, Delhi-110034, 2009.
4. An Introduction to Persian by Thackston, Wheler. Ibex Publication, Maryland, U.S.A., 2009.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Offered by Department of Persian

Category-IV

Credit 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			
Introduction to Elementary Persian Language (GE-PRN-1)	4	3	1	NIL	CLASS XII PASS	NIL	Department of Persian

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with an introduction to elementary Persian Language
2. To provide the students with holistic approach of all facets of Persian language classical as well as modern Persian.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By leaning this course, the students will get familiar with the basics of Persian Language.
- By leaning this course, the students will come to know all facets of Persian language, classical as well as Modern Persian.

SYLLABUS OF GE-1

UNIT – I (12 Hours)

- Iranian culture
- Iranian food
- Name of Persian Days of the week
- Name of Persian Months, Time and date
- Name of colors in Persian
- Name of Animals, Birds, flowers in Persian
- Cardinal and Ordinal numbers
- Mode of Transportation

UNIT – II (12 Hours)

- Elementary Persian Grammar
- Persian Script
- Infinitives
- Present, Past and Future Tenses
- Forms of the Verb
- Conjugation
- Singular and Plural

UNIT – III (8 Hours)

- Opposite words
- Adjectives
- Use of simple and negative sentences

UNIT – IV (8 Hours)

- Interrogative sentences
- Exclamatory sentences
- Imperative sentences
- Comparative sentences

UNIT – V (12 Hours)

Chapters of the Book:

- Chapter 01 to 15 of Kitab-e-Farsi by: Samina Baghcheban.
- Translation of chapters into English or Urdu or Hindi Exercises of the chapter.

UNIT – VI (8 Hours)

- Translation from Persian to English of the simple sentences.
- Translation from English to Persian of the simple sentences.
- Reading of Persian by the prescribed book.

Essential/recommended readings:

1. Samina Baghcheban; Kitab-e-Farsi, Published by Idara-e-Adabyat, Jayyad Press, Ballimaran, Delhi 110 006.

Suggestive readings:

1. Mehdi Zarghamian; Dars-e-Farsi, Intesherat-e-Dabirkhaneh-e-Shuara-e-Gustarish-e-Zaban-oAdabiyat-e-Farsi, Tehran, Iran, 1377/1998.

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

GENERIC ELECTIVES (GE-2): History of Persian Literature (India) (GE-PRN-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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
History of Persian Literature (India) (GE-PRN-2)	4	3	1	NIL	CLASS XII PASS	NIL	Department of Persian

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To understand the relevance of Indo-Persian literature, role of Sufis to create social harmony in the society and reflection of composite culture in medieval India.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be aware of the History of Persian literature produced in India that is called “Indo-Persian Literature”.
- By learning this course, students will come to know about some of the prominent Indo-Persian poets and writers and literary importance of their works.

SYLLABUS OF GE-2

UNIT – I (20 Hours)

The following poets:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Amir Khusrau • Shaikh Bu Ali Shah Qalandar • Ghazali Mashhaadi • Naziri Nishapuri • Bedil Dehlavi • Allama Iqbal | <ul style="list-style-type: none"> • Hasan Sijzi Dehlavi • Shaikh Jamali Dehlavi • Urfi Shirazi • Chander Bhan Barhaman • Ghalib Dehlavi • 'Isami |
|---|---|

UNIT – II (20 Hours)

The following writers:

- Tajuddin Hasan Nizami
- Shams Siraj Afif
- Ziauddin Barni
- Shaikh Naseeruddin Chiragh Dehli
- Abdul Hamid Lahori
- Abul Faiz Faizi
- Sadeeduddin Mohammad Aufi
- Minhajus Siraj Juzjani
- Hazrat Nizamuddin Aulia
- Abdul Qadir Badayuni
- Abul Fazal Allami
- DaraShikoh

UNIT – III (20 Hours)

The introduction of the following Indo-Persian literary works:

- Taj-ul-Maasir
- Qiran-us-Saadain
- Khazainul Futuh
- Futuhus Salateen
- Fawaidul Fuwad
- Siyarul Aulia
- Farhang-e-Qawwas
- Tuzk-e-Babari
- Tabaqat-e-Nasiri
- Nuh Sipher
- Tughlaq Nama
- Lubabul Albab
- Khairul Majalis
- Tarikh-e-Firuzshahi
- Akhbarul Akhyar Fi Asrarul Abrar
- Humayun Nama

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. Sabahuddin, Abdur Rahman: Bazm-e-Mamlukia, Shibli Academy Azamgarh (U.P.).
5. Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
6. Sabahuddin, Abdur Rahman: Sufi Amir Khusrau, Shibli Academy, Azamgarh (U.P.).
7. Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
8. Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
9. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
10. Naemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.
11. SEir ul Aulia, Mir Khurd Kirmani, Lahore 1978
12. Jahan, Dr Nargis, Saadi-e-Hind (Hasan Dehlavi), University of Delhi.1989
13. Kulliyate Amir Hasan Sijzi Dehlavi, edited by Prof. Nargis Jahan, Delhi

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-3): History of Persian Literature (India) (GE-PRN-3)

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
An outline history of language & literature of Iran. (Pre-Islamic Period) (GE-PRN-3)	4	3	1	NIL	CLASS XII PASS	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

1. To know the form of the Persian Language of Pre-Islamic Persian
2. The any other Old Iranian Language

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will be aware of an outline history of language & literature of Iran during pre-Islamic period.
- By learning this course, students will come to know about ancient Iranian literature like Gathas and Avesta, the holy book of Zoroastrianism.

SYLLABUS OF GE-3

UNIT – I (12 Hours)

Old Persian: Language and Literature from Unani, Yehuda, Islamic and Iranian sources

UNIT – II (12 Hours)

Development and Promotion of Persian language step by step changes in languages and writing

UNIT – III (12 Hours)

History of Cuneiform Script, Avestan Script, Pahlavi Script, Books and Inscription in said languages

UNIT – IV (12 Hours)

History of Middle Persian/Pahlavi

UNIT – V (12 Hours)

Impact of Arabic language on Persian language

Essential/recommended readings:

1. Shafaq, Raza Zadeh: Tareekh-e-Adabiyat-e-Iran, tr. by Syed Mubarizuddin Raf'at , NadvatulMusannafin , Urdu Bazar, Jama Masjid, Delhi- 110006. 1993.
2. Iran SadiyonkeAine Main by Ishrat, Amrit Lal, Idara-e-Musannefin, Hyderabad.
3. A History of Persian Language by Ansari, Dr.Noorul Hasan. Idara-e-Adabiyat-e-Delhi, 110006. Vol. 1, 1982.

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

DEPARTMENT OF PSYCHOLOGY

BA (Hons.) Psychology

Category-I

**DISCIPLINE SPECIFIC CORE COURSE – 1
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		
Introduction to Psychology	4	3	0	1	Class XII Passed	Nil

Credit: 4 (3 Lecture + 1 Practical) Course Learning Outcomes:

- To introduce the key concepts of the field of psychology with an emphasis on applications of psychology in everyday life.
- To Develop an understanding and ability to interweave basic concepts of learning, memory, motivation and emotion in Psychology.
- To develop an understanding of the key figures, diverse theoretical perspectives and research findings that have shaped some of the major areas of contemporary psychology.

Unit 1: Introduction: Nature of Psychology- Indian and Western ;Scope of Psychology ,Perspectives in Psychology, Subfields of Psychology, Psychology Today
(15 Hours)

Unit 2: Learning and Memory: Learning, Nature of learning, Principles and applications of Classical Conditioning, Operant Learning, Observational Learning, and Cognitive Learning in brief Memory: Definition, Models of memory, Forgetting, Improving memory
(15 Hours)

Unit 3: Motivation and Emotion Motivation: Nature, Perspectives, Types- biogenic, sociogenic, intrinsic and extrinsic motivation, relationship between motivation and emotion. Emotions: Nature, Functions of Emotion, Theories of emotion , Culture and Emotion - Indian perspective.
(15 Hours)

PRACTICAL : (30 Hours)

Any one Practicum based on Unit 2 or Unit 3. Each practical group will consist of 10-12 students.

References:

- Baron, R., & Misra, G. (2016). *Psychology* (5th ed.). New Delhi: Pearson.
- Feldman, R.S. (2011). *Understanding Psychology* (10th ed.). New York: McGraw Hill.
- Galotti, K.M. (2014). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). New Delhi: Sage.
- Passer, M.W., & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

Additional References:

- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Sariya Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

**DISCIPLINE SPECIFIC CORE COURSE – 2
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		
Cognitive Psychology	4	3	0	1	Class XII Passed	Nil

Credit: 4 (3 Lecture + 1 Practical)

Course Learning Outcomes:

- To gain an understanding of basic theoretical, empirical, and applied knowledge that have shaped cognitive psychology.
- To understand the fundamentals of cognitive processes and cognitive psychology.

Unit 1: Introduction to Cognitive Psychology: Brief history, Nature & Research methods in Cognitive Psychology, Paradigms- Information processing, Connectionist, Evolutionary Ecological

(15 Hours)

Unit 2: Sensing and Perceiving: Sensation to representation, approaches to perception, perception of object and forms, perception of constancies and deficits of perception, Attention: nature & theories, when attention fails us, Automatic and Controlled Processes in Attention

(15 Hours)

Unit 3: Thinking, Problem Solving and Decision Making:

Components of thoughts, imagery and cognitive maps, strategies and barriers of effective problem solving; judging and making decisions: biases and methods

(15 Hours)

PRACTICAL : (30 Hours)

Any one practicum based on Unit 2 or Unit 3. Each practical group will consist of 10-12 students.

References:

- Braisby, N., & Gellatly, A. (2005). *Cognitive Psychology*. Oxford University Press.
- Galotti, K. (2013). *Cognitive Psychology In and Out of the Laboratory* (5th ed.). Sage Publications.
- Sternberg, K., & Sternberg, R. (2011). *Cognitive Psychology*. Cengage Learning.
- Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). *Psychology: Core concepts*. (7th ed.). U.S.A.: Pearson.

Additional References:

- Singh, K. (2022). There isn't only cultural blindness in psychology; psychology is culture blind. In Robert W. Hood, Jr. & Sariya Cheruvallil-Contractor (Eds.), *Research in the social scientific study of religion, volume 32* (pp. 399-426). Boston: Brill.

DISCIPLINE SPECIFIC CORE COURSE – 3

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		
Bio Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes:

- To understand into the nature and scope of bio psychology and its applications in psychology
- To learning the structure and function of Neuron and the importance of action potential and synaptic activity
- To become aware of the methods to study the brain and its role in behavior
- To learn how endocrine glands mediate behavior.

Unit 1: Introduction to Biopsychology & Nerve Impulse: Nature & scope of bio psychology(briefly explain what is bio psychology, and its application in psychology).

(9 Hours)

Unit 2: Neuron: structure and function of Neurons, action potential/nerve impulse, synaptic transmission

(12 Hours)

Unit 3: Brain and Behavior: Methods (EEG, CT, fMRI), CNS and behavior(Spinal cord and Brain functions.)

(12 Hours)

Unit 4: Endocrine System: Endocrine basis of behavior, Structure, function and abnormalities(Pituitary, Adrenal, Thyroid, Gonads)

(12 Hours)

References:

- Carlson, N. R.(2009). *Foundations of Physiological Psychology* (6th ed.). New Delhi: Pearson Education. (Latest ed., pp. 26-59; pp. 62-92).
- Khosla, M. (2017). *Physiological Psychology: An Introduction*. Delhi: Sage Texts.
- Leukel, F. (1976). *Introduction to Physiological Psychology*. Pearson: New Delhi. (pp 35-55).
- Levinthal, C. F. (1983). *Introduction to Physiological psychology*. New Delhi. PHI. (pp 116-151).
- Pinel, J. P. J. (2016). *Biopsychology* (9th ed.). New Delhi: Pearson Education. (Pp 25-39, pp75-120).

References for Additional Readings:

- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of Human Neuropsychology*, 6th Edition. Worth Publishers: New York. Pg 51-81, 110-131
- Rains, G. D. (2002). *Principles of Human Neuropsychology*. McGraw Hill: New York. Pg 45-71.

BA (Hons.) Applied Psychology
Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1
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		
Basic processes in Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of the foundational concepts of the human mind and behaviour
- To identify various approaches, fields and sub-fields of Psychology
- To develop skills that enable students to apply the knowledge gained through this course in everyday life

Unit 1: Introduction to Psychology: Nature and scope of Psychology. Difference between Psychology and Applied Psychology. Historical Development and Current Status. Methods of Psychological Research (experiments, psychological tests and observation). Ethics in Psychological Research. Biological Basis of Behavior (Structure of Neurons, Brain Structure and functions, Lateralization)

(15 Hours)

Unit 2: Attention and Perception: Nature, Difference between selective and divided attention, Theories of Selective Attention (Broadbent's Filter Model, Triesman's Attenuation Model, Limited Capacity Model, Kahneman Attention Theory), Perceptual processes: laws of perceptual organizations, depth perception, constancy (Size), Top-down theory (Gregory's Theory) and Bottom-up Theory (Gibson's Ecological Theory), Illusions and factors affecting perception. Application of attention and perception in Indian Context

(15 Hours)

Unit 3: Learning and Memory: Nature (memory), Memory as Information Processing, Models of Memory (Levels of Processing Model, Parallel Distributed Processing Model), Improving Memory, Forgetting, Nature (Learning), Conditioning, Cognitive Learning, Observation learning; applications of learning. Application of learning and memory in Indian Context

(15 Hours)

PRACTICAL: (30 Hours)

Total of TWO Experiments- One each from Unit 2 and 3 based on course DSC01: Basic Processes in Psychology. Each practical group will consist of 10-12 students.

References:

- Abhedananda, S. (2008). True Psychology. Ram Krishna Vedanta Math. Kolkata
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. A., & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E., & Misra, G. (2013). Psychology: South Asian Edition. NewDelhi: Pearson Education.
- ICSSR Research Surveys and Explorations: Psychology, Vols 1–5
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to Psychology. Andover: Cengage Learning.
- Paranjpe, C. A. (2002). Self and Identity in Modern Psychology and Indian Thought. KluwerAcademic Publishers
- Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. NewDelhi: Tata McGraw- Hill
- Sinha, D., Misra, G., & Dalal, K. A. (2015). Psychology for India. Sage Publications.
- Zimbardo, G. P. (2013). Psychology and Life. Pearson

DISCIPLINE SPECIFIC CORE COURSE – 2 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		
Applied Social Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- Describe the key concepts and methods relevant to the study of social psychology.
- Understand and improve the relationship between self and society.
- Understand the significance of indigenous social psychology and apply social psychological processes in promoting change in Indian society.

Unit 1: Introduction: Social Psychology & Applied Social Psychology: Structure of Indian

Society (with reference to unity and diversity), Definitions, historical development of the field and current status, Levels of analysis, theoretical approaches (Symbolic Interactionism, Social Constructionism), Methodological approaches in social psychology: experimental and non-experimental; Action research.

(15 Hours)

Unit 2: Social Cognition: Nature of social cognition, social schema, heuristic, new directions of social cognition; Attribution theory (Heider, Kelley, Jones and Davis, Weiner); attribution biases; Person perception: impression formation and management (definition, process and factors).

(15 Hours)

Unit 3: Attitude & Attitude Change: Structure, functions, formation of attitudes, attitude-behavior relationship, Attitude Change: Process of persuasion, related factors, Theories of attitude change. Strategies of promoting attitude and behavior change in India-illustrative case studies in Indian context.

(15 Hours)

PRACTICAL: (30 Hours)

Any 2 lab/field practicums based on course DSC02: Applied Social Psychology. Each practical group will consist of 10-12 students.

References:

- Aronson, E., Wilson, T. D., Albert, R. M., Sommers, S. R., & Tucker, V. (2020). Social Psychology (10th ed.). Pearson India Education Services Pvt. Ltd.
- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology (12th ed.). Delhi, Pearson.
- Baumeister, R. F., & Bushman, B. J. (2013). Social Psychology & Human Nature. Wadsworth.
- Hogg, M., & Vaughan, G. M. (2008). Social Psychology. Prentice Hall.
- Myers, D. G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw-Hill Pub. Co. Ltd
- Tucker, V. (2020). Research Methods in Social Sciences. Pearson India Education services Pvt. Ltd.

DISCIPLINE SPECIFIC CORE COURSE – 3
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		
Psychology of Health and Well-Being	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To understand the concept of health and well-being from the standpoint of biological, psychological, social and cultural factors in interaction with each other.
- To learn about the role of health beliefs, attitudes and behaviours affecting individuals' decisions relating to health.
- To understand the importance of modifying the problematic health behaviours.

Unit 1: Introduction: Definition of health psychology, goals of health psychology, illness-wellness continuum, Mind-body relationship, Bio-psychosocial model of Health; Indian perspective to health (concept of health in Ayurveda and Yoga); Subjective Well-being (Diener); Emotional, Social and Psychological well-being (Ryff). **(15 Hours)**

Unit 2: Behaviour and Health: Characteristics of health behaviours (health behaviour, illness behaviour and sick-role behaviour); Barriers to health behaviour (individual, interpersonal and community). Theories of health behaviour (Protective motivation theory, theory of reasoned action, Transtheoretical model). **(15 Hours)**

Unit 3: Health enhancing behaviors and health compromising behaviours: Health enhancing behaviours: Exercise, Nutrition; Health compromising behaviours: Alcoholism and Smoking; **(15 Hours)**

PRACTICAL: - 30 Hours

Any two practicums (one in lab and one in field) on any of the two topics from the DSC03: Psychology of Health and Well-Being using scales on general health behaviours, sleep, well-being etc. Each practical group will consist of 10-12 students.

References:

- Allen, F. (2011). Health Psychology and Behaviour. Tata McGraw-Hill Education. (Unit 1: Chapters 6,7,8 and 9; Unit 2: Chapter 4; Unit 3: Chapter -8).

- Dalal, A., & Misra, G. (2006). *Psychology of Health and Well-being*. Psychological Studies.
- Dalal, A., & Misra, G. (2012). *New Directions in Health Psychology*. India: Sage Publications.
- Dalal, A. K. (2016). *Cultural Psychology of Health in India: Well-being, Medicine and traditional Health Care*. India: Sage Publications.
- Dimatteo, M. R., & Martin, L. R. (2011). *Health Psychology*. Indian adaptation by Tucker, V. & Tucker O. P. (2018). New Delhi: Pearson India Educational Services Pvt. Ltd. (Unit 1: Chapter 1; Unit 2: Chapter 6).
- Hariharan, M. (2020). *Health Psychology: Theory, Practice and Research*. Sage Publications.
- Ravishankar, B., & Shukla, V. J. (2007). Indian Systems of Medicine: A Brief Profile. *African Journal of Traditional, Complementary, and Alternative Medicines: AJTCAM*, 4(3), 319–337.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage. (Unit 4: Chapter 5).
- Taylor, S. E. (2006). *Health Psychology* (6th ed.). New Delhi: Tata McGraw-Hill. (Unit 2: Chapter 3; Unit 3: Chapters 4 and 10).

BA (Prog.) with Psychology as Major
Category-II

DISCIPLINE SPECIFIC CORE COURSE – 1
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		
Fundamentals of Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

Objective: To introduce learners to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

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

- Understand the basic psychological processes
- Apply principles of psychology in everyday life

Unit 1: Introduction (9 Hours)

Psychology: Nature, goals and scope; **Perspectives in psychology:** Structuralism, Functionalism, Evolutionary, Psychodynamic, Behaviourism, Cognitive, Humanistic-Existential, Indian perspective.

Unit 2: Learning and Memory (12 Hours)

Nature of Learning and applications: Classical conditioning, operant conditioning, observational learning.

Memory: Nature and models of memory- Information processing, levels of processing, parallel distributed processing; techniques for improving memory.

Unit 3: Personality and Intelligence (12 Hours)

Personality: Nature of personality; theories of personality: Trait theory (Big Five Theory), Psychoanalytic and Humanistic

Intelligence: Nature of intelligence; theories of intelligence: Spearman's two factor, Gardner's multiple intelligence, Sternberg triarchic theory; PASS model

Unit 4: Practicum (4 weeks)

Any one experiment based on Unit-2.

References:

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson.

Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Feldman R.S. (2011). Understanding Psychology, 10th edition. Delhi : Tata- McGraw Hill.

Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Hussain, Akbar (2014). Experiments in Psychology. Publishers: PHI learning Pvt. Ltd.

Mohanty. G. (2010). Experiments in Psychology. New Delhi: Kalyani Publishers.

Dandekar. W.N (1999). Experimental Psychology. Pune: Proficient publishing house.

DISCIPLINE SPECIFIC CORE COURSE – 2

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		
Fundamentals of Cognitive Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

Objective: Understanding the fundamental concepts of human cognition and how cognitive

functioning operates in everyday life.

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

- Appreciate important concepts related to cognition such as attention, perception, problem-solving and creativity
- Develop an insight into the applications of cognitive psychology concepts in everyday life.
- Design studies/research on cognitive concepts.

Unit 1: Introduction (9 Hours)

Cognitive Psychology: Cognitive revolution, nature, methods and scope; fundamental ideas and key themes; culture and cognition

Unit 2: Attention and Perception (12 Hours)

Attention: Nature, determinants, theories, and applications

Perception: Nature of perception, laws of perception, perceptual illusions

Unit 3: Problem solving and Creativity (12 Hours)

Problem Solving: Nature, processes and methods (Algorithms and Heuristics), barriers of problem solving, convergent and divergent thinking, creativity in problem-solving

Unit 4: Practicum (8 Hours)

Any one laboratory or field practicum based on the above three units.

References

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson

Ciccarelli, S.K., & White, J.N. (2012). *Psychology*. Pearson Education, Inc.

Eysenck, M.W. & Keane, M.T. (2002). *Cognitive Psychology: A Student's Handbook*. Psychology Press.

Feldman, R. (2017). *Essentials of Understanding Psychology*. McGraw-Hill Education.

Galotti, K.M. (2015). [*Cognitive Psychology: In And Out Of The Laboratory*](#). Sage.

Mishra, G. (2009). *Psychology In India, Volume I: Basic Psychological Processes And Human Development*. Pearson Education

Mangal, S.K. (2002). *Advanced Educational Psychology*. PHI Learning Pvt. Ltd.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). *Introduction to Psychology*.

Tata-McGraw

Passer, M.W., & Smith, R.E. (2011). *Psychology: The Science of Mind and Behaviour*. McGraw-Hill.

Sternberg, R. Sternberg, K., & Mio, J. (2012). *Cognitive Psychology*. Cengage Learning.
[Varnum, M., Grossman, I., Kitayama, S., & Nisbett, R. \(2010\). *The Origin of Cultural Differences in Cognition: Evidence for the Social Orientation Hypothesis*. *Curr Dir Psychol Sci*. 2010; 19\(1\): 9–13.doi: \[10.1177/0963721409359301\]\(https://doi.org/10.1177/0963721409359301\). Available from](#)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2838233/>

BA (Prog.) with Psychology as Minor
Category-III

DISCIPLINE SPECIFIC CORE COURSE – 1
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		
Fundamentals of Psychology	4	3	0	1	Class XII Passed	Nil

3 classes for theory + 2 classes for Practical (10-12 students per week per group)

Objective: To introduce learners to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

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

- Understand the basic psychological processes
- Apply principles of psychology in everyday life

Unit 1: Introduction (9 Hours)

Psychology: Nature, goals and scope; **Perspectives in psychology:** Structuralism, Functionalism, Evolutionary, Psychodynamic, Behaviourism, Cognitive, Humanistic-Existential, Indian perspective.

Unit 2: Learning and Memory (12 Hours)

Nature of Learning and applications: Classical conditioning, operant conditioning, observational learning.

Memory: Nature and models of memory- Information processing, levels of processing, parallel distributed processing; techniques for improving memory.

Unit 3: Personality and Intelligence (12 Hours)

Personality: Nature of personality; theories of personality: Trait theory (Big Five Theory), Psychoanalytic and Humanistic

Intelligence: Nature of intelligence; theories of intelligence: Spearman's two factor, Gardner's multiple intelligence, Sternberg triarchic theory; PASS model

Unit 4: Practicum (8 Hours)

Any one experiment based on Unit-2.

References:

Baron, R. A. & Mishra, G. (2016). Psychology. Pearson.

Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Feldman R.S. (2011). Understanding Psychology, 10th edition. Delhi : Tata- McGraw Hill.
Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.

Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Hussain, Akbar (2014). Experiments in Psychology. Publishers: PHI learning Pvt. Ltd.

Mohanty. G. (2010). Experiments in Psychology. New Delhi: Kalyani Publishers.

Dandekar. W.N (1999). Experimental Psychology. Pune: Proficient publishing house.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE- 1
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		
Foundations of Psychology	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To introduce the core concepts of psychology with an emphasis on applications of psychology in everyday life.
- To help students develop an insight into their own and others' behavior and underlying mental processes.
- To understand and be able to interweave the fundamental psychological concepts of learning, memory, motivation, and emotion.
- To understand the theoretical perspectives and research findings that have shaped some of the most important areas of contemporary psychology.

Unit 1: What is Psychology : Psychology as a science; Major schools of Psychology; Evolution of Psychology in India; Subfields and Applications of Psychology **(12 Hours)**

Unit 2: Mind as Information Processer: Bottom-up and Top-down processing, Perceptual organizational processes, Acquiring Information: Learning by Association, Social Cognitive Learning, Encoding and Retrieval in Memory: Information Processing model; Why we forget? Mnemonics **(16 Hours)**

Unit 3: Self and Personality: Nature and Perspectives (Trait and Type, Jungian Theory of Psychoanalysis, Roger's Self Theory), Measures of Personality: Inventories and Projective techniques, Culture and Personality **(16 Hours)**

Unit 4: Intelligence and Creativity: Nature and Perspectives: Psychometric approach (Spearman's 'g' factor theory), Cognitive perspective (Fluid and Crystallized Intelligence; Triarchic Theory of Intelligence), Multiple Intelligences, Managing emotions intelligently, Nature of Creativity **(16 Hours)**

References:

- Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- Feldman. S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
- Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. UK
- Zimbardo, P.C. & Weber, A.L. (1997). Psychology, New York: Harper Collins College Publishers.
- Robinson-Riegler, G., & Robinson-Riegler, B. (2008). *Cognitive psychology: Applying the science of the mind (2nd ed.)*. Boston: Pearson/Allyn and Bacon.
- Singh A.K (2017) संज्ञानात्मक मनोविज्ञान: Cognitive Psychology. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh A.K (2017) उच्चतर सामान्य मनोविज्ञान: Advanced General Psychology. Motilal Banarsidass Publishers Pvt.Ltd.

GENERIC ELECTIVE- 2

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		
Understanding Psychology	4	3	0	1	Class XII Passed	Nil

Course Learning Outcomes

- To develop an understanding of self and others' by using the knowledge gained through the course about the different approaches in understanding behavior
- Demonstrate comprehension of the theoretical concepts of psychology and the related empirical findings in areas such as perception, memory, motivation, emotions, learning, Intelligence, personality, cognition etc.

Unit 1: Introduction to Psychology: Nature and Scope, Historical Development (structuralism, functionalism, psychoanalytic, cognitive, behavioural, humanistic- existential, gestalt), Psychology in India (15 Hours)

Unit 2: Intelligence and Personality: Nature (Intelligence and Personality) Theories of

personality: Psychoanalytic and Socio Cognitive Theory; Theories of intelligence: Sternberg's Triarchic Theory and Gardner's theory of Multiple Intelligence; Emotional intelligence; Assessment of intelligence and personality. Intelligence and personality in Indian Context
(15 Hours)

Unit 3: Learning and Memory : Nature (Learning and Memory), Conditioning (Classical and Instrumental), Observation learning. Memory- Models (Information Processing Model, Levels of Processing Model, Improving memory. Memory in Indian Context
(15 Hours)

PRACTICAL: Total of TWO Experiments- One each from Unit 2 and 3 based on course GE02: Understanding Psychology. Each practical group will consist of 10-12 students.

30 Hours

References:

- Abhedananda, S. (2008). True Psychology. Ram Krishna Vedanta Math. Kolkata
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Hilgard, E. R. (2013). Introduction to Psychology. New York: H. B. J. Inc.
- Baron, R. A., & Misra, G. (2014). Psychology. New Delhi: Pearson Education.
- Ciccarelli, S. K., Meyer, G. E. & Misra, G. (2013). Psychology: South Asian Edition. NewDelhi: Pearson Education.
- ICSSR Research Surveys and Explorations: Psychology, Vols 1–5
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G. R., & Lutz, C. (2014). Atkinson & Hilgards: Introduction to Psychology. Andover: Cengage Learning.
- Paranjpe, C. A. (2002). Self and Identity in Modern Psychology and Indian Thought. Kluwer Academic Publishers
- Passer, M. W., & Smith, R. E. (2013). Psychology: The Science of Mind and Behavior. NewDelhi: Tata McGraw- Hill
- Sinha, D., Misra, G., & Dalal, K. A. (2015). Psychology for India. Sage Publications.
- Zimbardo, G. P. (2013). Psychology and Life. Pearson

GENERIC ELECTIVE– 3
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		
Psychology for Healthy Living	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes

- To build an in-depth understanding of topics like stress, health, well-being and positive human behaviour
- To develop skills and competencies by application of these principles for promoting health, well-being and positive functioning in self and others.

Unit 1: Stress and coping: Understanding causes of stress; Effects of stress on physical and mental health; coping strategies (emotion focused, problem focused, avoidant coping), coping techniques **(12 Hours)**

Unit 2: Understanding subjective wellbeing and health: Meaning of subjective and psychological/hedonistic and eudaimonic well-being); comparing Medical and Bio-psychosocial approaches to health. **(16 Hours)**

Unit 3: Health-enhancing behaviours: Introduction to health enhancing behaviours: Exercise, Nutrition and Sleep **(16 Hours)**

Unit 4: Promoting Positive human functioning: Introduction to Positive Psychology, Hope (definitions, Snyder model, applications), Optimism (Optimism as an explanatory style, benefits) and Self-efficacy (Bandura’s concept, sources of self-efficacy, applications in different arenas) **(16 Hours)**

References:

- Arora, M.K. and Sran, S.K (2017) Psychology of health and well-being , Book Age Publications: New Delhi, ISBN: 978-93-83281-71-8.
- Carr, A. (2011). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Dalal, A.K., & Misra, G. (2011). New Directions in Health Psychology. Sage
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. Indian adaptation by Tucker, V and Tucker O.P. (2018). New Delhi: Pearson India Educational Services Pvt. Ltd. (Unit 1: Chapter 1; Unit 2: Chapter 6).
- Khosla, M. (Ed.) (2022). Understanding the Psychology of Health and Well-being. Sage

Texts, Delhi.ISBN 9789354794391

- Lazarus, J. (2008). *Stress Relief and Relaxation Techniques*. Los Angeles: KeatsPublishing.
- Luthans, F, Brett C. Luthans, Kyle W. (2015). *Organizational behaviour: An evidence based approach*,13th Edition. McGraw Hill(Chapter: Positive organizational behavior and Psychological Capital).
- Sarafino, P, E (1998). *Health Psychology: Biopsychosocial Interactions* (third edition). John Wiley & Sons, Inc. (Unit 1: Chapter 3, Chapter 4; Unit 2: Chapter 5).
- Seaward, B.L. (2018). *Managing Stress: Principles and Strategies for Health and Well-Being* (9th Edition). Burlington, MA: Jones & Bartlett Learning.
- Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage. (Unit 4: Chapter 5).
- Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.(Unit 2: chapter 3; Unit 3: Chapters 4 and 10
- Weiten, W. & Lloyd, M.A (2007). *Psychology Applied to Modern life*. Thomson Detmar earning.(Unit 1: Chapter 3; Unit 2: Chapter 4)

GENERIC ELECTIVE– 4

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		
Understanding Human Mind	4	3	1	0	Class XII Passed	Nil

Course Learning Outcomes:

- To introduce students to the various perspectives of studying the mind with special emphasis on sensitizing with the Indian models.
- To acquaint the students with the discipline of Psychology which involves studying important social-cognitive skills
- To discuss the scope and methodological challenges involved in studying the human mind
- To introduce students to the practical aspects of cognitive psychology in understanding human behavior.

Unit 1: Introduction: Perspectives of studying the mind: Eastern- Advait Vedanta, Sāmkhya Yoga, Buddhism, Sri Aurobindo’s theory of mind. Western-Wilhelm Wundt Structuralism, William James functionalism, Freudian three levels of mind, cognitive- information processing model.
(12 Hours)

Unit 2: Methods and Scope of studying mind: Methods-Experimental, Case study, Introspection, Observation, Phenomenology Scope-Cognitive neuroscience, Artificial Intelligence, Psychotherapy and preventive measures. (16 Hours)

Unit 3: Perception and Attention: Nature, factors and automatic and controlled processes, Perception: Perceptual processes, perceptual organization, role of attention in perception. Indian Perspective on attention and perception- Advait Vedanta- *chitta, vritti*; Sāṃkhya Yoga- *buddhi, ahankara, manas*. (16 Hours)

Unit 4: Thinking and Problem Solving: Mental images, concepts and prototypes; Problem solving approaches – Algorithm; heuristics, means-end analysis, insight. Concept of Thinking in Indian perspective. (16 Hours)

References:

- Vivekananda, S. (2003). *Raja Yoga*. Advaita Ashrama.
- Galotti, K. M. (2018). *Cognitive Psychology In and out of the laboratory*(4th ed.). Thomson Wadsworth.
- Rao, K.R., &Paranjpe, A.C. (2016). *Scope, Substance, and Methods of Study*. In: *Psychology in the Indian Tradition* (pp-1-35).Springer: New Delhi.
- Rao, K.R.,&Paranjpe, A.C. (2016). *Mind–Body Complex*. In: *Psychology in the Indian Tradition* (pp- 95-128) (102-105 Advait Vedanta, Sāṃkhya Yoga-102). Springer: New Delhi.
- Sen, I. (1952). *Sri Aurobindo's Theory of Mind*. Philosophy East and West. 1(4), (pp 45-53).
- Singh, A.K. (2017).संयाना० कमनोवियान *Cognitive Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Singh, A.K. (2017).उडँरसामा० मनोवियान *Advanced General Psychology*. Motilal Banarsidass Publishers Pvt.Ltd.
- Stenberg & Stenberg (2012). *Cognitive Psychology*. (6th ed.).
- Watson, J.L. (2020). *Ayurvedic and Bionian Theories of Thinking: Mental Digestion and the Truth Instinct*.

DEPARTMENT OF MIL&LS

BA (Hons.) Bengali

Category-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Barnanatmak Bhasabigyan: Bangla Bhasha	4	3	1	NIL	Class 12 th pass in any subject	Studied Bengali Up to 10 th & Above

Learning Objectives:

Language is the basis of any existing literature. To study literature, one must know the language well beforehand and then delve into its literature. Thus, our first paper will be the descriptive linguistics of Bengali.

Learning outcomes:

To study the linguistics of any particular language is not limited to knowing the language to be able to communicate but to have vivid knowledge of its construction, its fundamental properties, its Phonology, Morphology etc. Students will be taught the science of Bengali language which is a branch of the discipline, i.e. Linguistics.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

- ভাষার সংজ্ঞা ও বৈশিষ্ট্য

ধ্বনিতত্ত্ব

- ধ্বনি ও বর্ণ স্বরধ্বনি ও ব্যঞ্জনধ্বনি ; বৈশিষ্ট্য ও শ্রেণিবিভাগ উচ্চারণ বৈচিত্র্য ও স্বনিম
- ধ্বনি পরিবর্তন : কারণধারা ও সূত্র ,
- ধ্বনির আগম : স্বরাগম — অপিনিহিত্তি, স্বরভক্তি, ব্যঞ্জনাগম — শ্রুতিধ্বনি

- ধ্বনির নির্গমন বা ধ্বনিলোপ — স্বরলোপ সমাঙ্করলোপ, ব্যঞ্জনলোপ,
- ধ্বনির রূপান্তর — অভিশ্রুতিনাসিক্যভবন, সমীভবন, স্বরসঙ্গতি,
- ধ্বনির স্থানান্তর — ধ্বনির বিপর্যাস

UNIT – II (20 Hours)

- আন্তর্জাতিক ধ্বনিমূলক বর্ণমালা সংজ্ঞা ও রূপান্তর :

UNIT – III (20 Hours)

- রূপিম— বদ্ধ রূপিম ও মুক্ত রূপিম
- শব্দ— সংজ্ঞা ও শ্রেণিবিভাগ (জাতি ও গঠন, অর্থ)

Practical component (if any) - NIL

Essential/recommended readings

রামেশ্বর শ, '১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষাকলকাতা, পুস্তক বিপণি,

Suggestive readings

পবিত্র সরকার, ১৯৯৮, পকেট বাংলা ব্যাকরণ, আজকাল, কলকাতা
 পবিত্র সরকার, ২০১৪, বাংলা ব্যাকরণ প্রসঙ্গ, দে'জ পাবলিশিং' কলকাতা
 পরেশচন্দ্র মজুমদার, ১৯৯২, বাঙলা ভাষা পরিক্রমা, প্রথম খণ্ড, দে'জ পাবলিশিং কলকাতা,
 পরেশচন্দ্র মজুমদার, ২০১২, বাঙলা ভাষা পরিক্রমা, দ্বিতীয় খণ্ড, দে'জ পাবলিশিং কলকাতা,
 মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্তাকা, মাওলা ব্রাদার্স,
 শিশিরকুমার দাশ, ১৯৯৯, ভাষাজিজ্ঞাসা, প্যাপিরাস কলকাতা,
 সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স কলকাতা,
 সুনীতিকুমার চট্টোপাধ্যায়, ১৯৯৬, বাঙ্গালা ভাষাতত্ত্বের ভূমিকা, কলিকাতা বিশ্ববিদ্যালয় কলকাতা,
 সুনীতিকুমার চট্টোপাধ্যায়, ২০০৩, ভাষা-প্রকাশ বাঙ্গালা ব্যাকরণ, রূপানতুন দিল্লী,

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-2): Bangla Upanyas

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 Upanyas	4	3	1	NIL	Class 12 th pass in any subject	Studied Bengali Up to 10 th & 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 Upanyas dates back to the later part of nineteenth century. This paper will focus the development of this genre through reading of some Bengali Novels.

Learning outcomes:

Students who have just passed the 12th 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 novels 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- 2

UNIT – I (15 Hours)

উপন্যাসের সংজ্ঞা ও বৈশিষ্ট্য

UNIT – II (45 Hours)

- বঙ্কিমচন্দ্র চট্টোপাধ্যায় — কৃষ্ণকান্তের উইল
- মানিক বন্দ্যোপাধ্যায় — পদ্মানদীর মাঝি

Practical component (if any) - NIL

Essential/recommended readings

বঙ্কিমচন্দ্র চট্টোপাধ্যায়, ২০০৭-২০০৬, *কৃষ্ণকান্তের উইল*, শশাঙ্কশেখর বাগচী সম্পাদিত, (মডার্ন বুক এজেন্সী, কলকাতা)
মানিক বন্দ্যোপাধ্যায়, ২০০৮, *পদ্মানদীর মান্নি*, বেঙ্গল পাবলিশার্স কলকাতা,

Suggestive readings (if any)

অরুণকুমার মুখোপাধ্যায়, ২০০২, *মধ্যাহ্ন থেকে সায়াহ্নে: বিংশ শতাব্দীর বাংলা উপন্যাস*, দে'জ পাবলিশিং কলকাতা,

অরুণকুমার মুখোপাধ্যায়, ২০১০, *কালের প্রতিমা: বাংলা উপন্যাসের পঁচাত্তর বছর: ১৯২৩জ 'দে', ১৯৯৭* কলকাতা, পাবলিশিং

অলোক রায় সম্পাদিত, ২০০৪, *গিরিজাপ্রসন্ন রায়চৌধুরীর বঙ্কিমচন্দ্র* কলকাতা, পুস্তক বিপণি,

অশ্রু কুমার সিকদার, ১৯৮৮, *আধুনিকতা ও বাংলা উপন্যাস* কলকাতা, অরুণা প্রকাশনী,

আবদুল মানান সৈয়দ, ২০১৩, মানিক বন্দ্যোপাধ্যায় : অন্তর্বাস্তবতা বহির্বাস্তবতা, প্রথমা প্রকাশন, ঢাকা

প্রমথনাথ বিশী, বঙ্গাব্দ ১৪০৮, *বঙ্কিম* কলকাতা, মিত্র ও ঘোষ পাবলিশার্স, *সরগী*

মোহিতলাল মজুমদার, ২০০৫, *বঙ্কিমচন্দ্রের উপন্যাস ও বঙ্কিমবরণ* কলকাতা, করুণা প্রকাশনী,

দেবীপদ ভট্টাচার্য, ১৯৬১, *উপন্যাসের কথা* কলকাতা, সুপ্রকাশ,

শিশির চট্টোপাধ্যায়, ১৯৬২, *উপন্যাস-পাঠের ভূমিকা*, বুকল্যান্ড, কলকাতা

শ্রীকুমার বন্দ্যোপাধ্যায়, ২০১১-২০১০, *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,

সুবোধচন্দ্র সেনগুপ্ত, ১৯৭৫, *বঙ্কিমচন্দ্র*, এ মুখার্জী কলকাতা,

Foster, E M. 1990, *Aspects of Novel*, Penguin press, London

Helperin, John. (ed.), 1974, *Theory of the Novel*, OUP, New York

DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Bangla Sahityer Itihas : Prachin O Madhyajug -1

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Sahityer Itihas : Prachin O Madhyajug - 1	4	3	1	NIL	Class 12 th pass in any subject	Studied Bengali Up to 10 th & Above

Learning Objectives:

The whole range of literary creations in Bangla cannot be searched and studied in detail by any student of Bengali Literature of UG course. A history of Literature, thus, is a holistic approach towards the development of the literature. This paper will discuss the old (ancient) and 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-3

UNIT – I (10 Hours)

বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ, প্রাচীন ও মধ্যযুগের যুগলক্ষণ

UNIT – II (20 Hours)

চর্যাপদ, শ্রীকৃষ্ণকীর্তন

UNIT – III (30 Hours)

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি:

অনুবাদ সাহিত্য)মালাধর বসু, কৃত্তিবাস ওঝা, কাশীরাম(, বৈষ্ণব পদাবলী ,জ্ঞানদাস ,চণ্ডীদাস ,বিদ্যাপতি)
(গোবিন্দদাস

Practical component (if any) - NIL

Essential/recommended readings

অসিতকুমার বন্দ্যোপাধ্যায় ,২০০৪-২০০৫ ,বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী ,
কলকাতা

ক্ষেত্র গুপ্ত ,২০০২ ,বাংলা সাহিত্যের সমগ্র ইতিহাসগ্রন্থ ,নিলয়কলক ,াতা

Suggestive readings

সুকুমার সেন২০ ,০৯ ,বাঙ্গালা সাহিত্যের ইতিহাস,প্রথম খণ্ড ,আনন্দকলকাতা ,

অসিতকুমার বন্দ্যোপাধ্যায় ,০৭-২০০৬ ,বাংলা সাহিত্যের ইতিবৃত্ত ,দ্বিতীয় খণ্ড, মডার্ন বুক এজেন্সী ,
কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়,২০০৮ , বাংলা সাহিত্যের ইতিবৃত্ত,প্রথম খণ্ড, মডার্ন বুক এজেন্সীকলকাতা ,

গোপাল হালদার, বঙ্গাব্দ ১৪০৪, *বাংলা সাহিত্যের রূপ* কলকাতা, অরুণা প্রকাশনী, প্রথম খণ্ড, রেখা
দীনেশচন্দ্র সেন, ২০১৭, *প্রাচীন বাঙ্গালা সাহিত্যে মুসলমানের অবদান*, বাতিঘরচট্টগ্রাম,
দেবেশ কুমার আচার্য্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, ইউনাইটেড বুক এজেন্সি, আদি ও মধ্য যুগ,
কোলকাতা
মুহম্মদ শহীদুল্লাহ, ২০০৬, *বাংলা সাহিত্যের কথাঢাকা*, মওলা ব্রাদার্স, প্রাচীন যুগ, প্রথম খণ্ড,
আহমদ শরীফ, ২০১৪, *বাঙালী ও বাংলা সাহিত্য*, প্রথম খণ্ড, নয়া উদ্যোগ, কলকাতা
গোপাল হালদার, বঙ্গাব্দ ১৪০৪, *বাংলা সাহিত্যের রূপ* কলকাতা, অরুণা প্রকাশনী, প্রথম খণ্ড, রেখা

BA (Prog) with Bengali as Major

Category II

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Prak-Uponibesher Bangla Sahitya – I (10th to 18th Shatak)

CREDIT 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		
Prak-Uponibesher Bangla Sahitya – I (10 th to 18 th Shatak)	4	3	1	NIL	Class 12 th pass in any subject	Studied Bengali Up to 10 th standard Or working knowledge of Bengali Language

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-1

UNIT – I (15 Hours)

বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ

UNIT – II (15 Hours)

চর্যাপদ, শ্রীকৃষ্ণকীর্তন

UNIT – III (30 Hours)

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি:

অনুবাদ সাহিত্য(মালাধর বসু, কৃতিবাস, কাশীরাম), জীবনীকাব্য (বন্দাবন দাস, কৃষ্ণদাস কবিরাজ, সৈয়দ সুলতান) , মঙ্গল কাব্য(বিজয়গুপ্ত, মুকুন্দরাম, ঘনরাম চক্রবর্তী, ভারতচন্দ্র) , আরাকান রাজসভাপ্রিত কাব্য(আলাওল, দৌলত কাজী)

Practical component (if any) - NIL

Essential/recommended readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা

Suggestive readings:

জহর সেনমজুমদার, ২০০৯, মধ্যযুগের কাব্য : স্বর ও সংকট, বঙ্গীয় সাহিত্য সংসদ, কলকাতা

দেবেশ কুমার আচার্য্য, ২০১৩, বাংলা সাহিত্যের ইতিহাস(আদি ও মধ্য যুগ), ইউনাইটেড বুক এজেন্সী, কলকাতা

রশীদ আল ফারুকী, ১৯৮৪, বাংলা উপন্যাসে মুসলমান লেখকদের অবদান, রঞ্জা প্রকাশন, কলিকাতা

সুকুমার সেন, ২০০৭, বাংলার সাহিত্য-ইতিহাস, সাহিত্য অকাদেমি, নতুন দিল্লি

সুকুমার সেন, ২০০৯, বাঙ্গালা সাহিত্যের ইতিহাস, প্রথম খণ্ড, আনন্দ, 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 – 2 (DSC-2): Prak-Uponibesher Bangla Sahitya – II (10th to 18th Shatak)

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		
Prak-Uponibesher Bangla Sahitya – II (10 th to 18 th Shatak)	4	3	1	NIL	Class 12 th pass in any subject	Studied Bengali Up to 10 th standard Or working knowledge of Bengali Language

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- 2

UNIT – I (20 Hours)

বৈষ্ণব পদাবলী(বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস), শাক্ত পদাবলী(রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)

UNIT – II (20 Hours)

ময়মনসিংহ গীতিকা, জঙ্গনামা, নাথ সাহিত্য, রায়মঙ্গল ও শীতলা মঙ্গল, পীর সাহিত্য

UNIT - III (20 Hours)

বাউল ও ফকিরী গান, কবিওয়ালা ও কবিগান

Practical component (if any) - NIL

Essential/recommended readings

অমরেন্দ্রনাথ রায় (সম্পা.), ২০০২, শাক্ত পদাবলী চয়ন, কলিকাতা বিশ্ববিদ্যালয়, কলকাতা
অমিত্রসুদন ভট্টাচার্য (সম্পা.) ২০০৪, বড়ু চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র, দে'জ পাবলিশিং, কলকাতা
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,
কলকাতা
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, কলকাতা
জহর সেনমজুমদার, ২০০৯, মধ্যযুগের কাব্য : স্বর ও সংকট, বঙ্গীয় সাহিত্য সংসদ, কলকাতা
তারাপদ মুখোপাধ্যায়, ১৯৭১, শ্রীকৃষ্ণকীর্তন, মিত্র ও ঘোষ, কলকাতা

BA (Prog.) with Bengali as Minor

Category III

B.A Prog. Courses for Undergraduate Programme of study with discipline as one of the Core Disciplines
(For e.g. courses for B.A. Programmes with Bengali as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Bangla Bhasha, Sahitya O Itihas Parichay -1

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasha, Sahitya O Itihas Parichay - 1	4	3	1	NIL	Class 12 th pass in any subject Studied Bengali Up to 10 th 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-3

UNIT – I (10 Hours)

বাংলা ভাষার উদ্ভব ও বিকাশ

UNIT – II (20 Hours)

বাঙালি জাতি সন্ধান ইতিহাস (প্রাচীন যুগ)

শশাঙ্ক, পাল যুগ, সেন যুগ

UNIT – III (30 Hours)

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্য

চর্যাপদ, শ্রীকৃষ্ণকীর্তন, চল্লীমঙ্গল, মনসামঙ্গল, লোরচন্দ্রাণী ও সতী ময়না

Practical component (if any) - NIL

Essential/recommended readings

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

Suggestive readings

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

BA (Prog.) with Tamil Discipline as Major

Category-II

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of Tamil 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Tamil Language -I	04	03	01	-	Students who have studied the Tamil language up to Class XII	NIL

Learning Objectives:

This course aims at introducing the history of Tamil language beginning from the origin of the Tamil script available from the cave inscriptions and archeological excavations to the modern developments of 20th century. The earliest available literature of Tamil, the *Sangam* Anthology and *Tolkāppiyam* are taken as the source to discuss the structure of ancient Tamil. The latter texts of grammatical treatises, epics, commentaries etc., stand as the resource for the study of evolution of Tamil during the medieval period. It discusses phonological, morphological, semantic, and syntactic changes taken place in the language.

Learning Outcomes:

This course would enlighten the students the place of Tamil in Dravidian family of languages, various dialects of Tamil and the impact of Sanskrit and other languages in Tamil.

SYLLABUS OF DSC-1

Unit -I (15 Hours)

- Dravidian Languages and Tamil

Unit -II (15 Hours)

- History of Tamil Script

Unit -III (15 Hours)

- Sources of Tamil Language History

Unit -IV (15 Hours)

- Phonological, Morphological, and syntactic changes

Essential/recommended Readings:

1. Varadarajan.M. 2017. *Mozhi Varalaru*, Chennai: Pari Nilayam.
2. Suyambu, P., 2005, *Moḷi Varalārriḷ Tamil*, Chennai: Visalakshi Nilaiyam.
3. Meenakshisundaram, T.P., (Trans. S. Jeyaprakasam), 1982, *Tamiḷ Moḷi Varalāru*, Madurai: Sarvodaya Ilakkiyappannai.

Suggestive Readings:

1. Sastri, Suriya Narayana, 2003, *Tamiḷmoḷiyiṅ Varalāru*, Chennai: International Institute of Tamil Studies.
2. Saktivel, S., 1991 (2nd Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Manivasagar Nulagam.
3. Rajendran. M., (Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Directorate of Tamil Development.

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-2): History of Tamil

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		
History of Tamil Language -II	04	03	01	-	For students who have studied the Tamil language up to Class X	NIL

Learning Objectives:

This course tries to introduce the origin and history of Tamil language. It discusses phonological, morphological, semantic, and syntactic changes taken place in the language.

Learning Outcomes:

This course would enlighten the students the place of Tamil in Dravidian family of languages, various dialects of Tamil.

SYLLABUS OF DSC- 2

Unit -I (15 Hours)

- Origin & History of Tamil Language

Unit -II (15 Hours)

- Units and Verities of Tamil Language

Unit -III (15 Hours)

- Sources of Tamil Language History

Unit -IV (15 Hours)

- Semantic changes & Dialects of Tamil

Essential/recommended Readings:

1. Varadarajan.M. 2017. Mozhi Varalaru, Chennai: Pari Nilayam.
2. Suyambu, P., 2005, *Moḷi Varalārriḷ Tamil*, Chennai: Visalakshi Nilaiyam.
3. Meenakshisundaram, T.P., (Trans. S. Jeyaprakasam), 1982, *Tamiḷ Moḷi Varalāru*, Madurai: Sarvodaya Ilakkiyappannai.

Suggestive Readings (if any):

1. Sastri, Suriya Narayana, 2003, *Tamiḷmoḷiyiṅ Varalāru*, Chennai: International Institute of Tamil Studies.
2. Saktivel, S., 1991 (2nd Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Manivasagar Nulagam.
3. Rajendran. M., (Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Directorate of Tamil Development.

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

BA (Prog.) with Tamil Discipline as Minor

Category-III

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		
An Introduction of Tamil Language	04	03	01	-	For students who have studied the Tamil language up to Class VIII	NIL

Learning Objectives:

This course aims at introducing the history of Tamil language beginning from the origin of the Tamil script. It discusses the origin and Development of the Tamil Language, Indian & Dravidian Languages.

Learning Outcomes:

This course would enlighten the students the place of Tamil in Dravidian family of languages, various dialects of Tamil and the impact of Sanskrit and other languages in Tamil.

SYLLABUS OF DSC- 3

Unit -I (15 Hours)

- Introduction to Indian Languages

Unit -II (15 Hours)

- Introduction to Dravidian Languages

Unit -III (15 Hours)

- History of Tamil Script

Unit -IV (15 Hours)

- Origin and Development of Tamil Language

Essential/recommended Readings:

1. Varadarajan.M. 2017. *Mozhi Varalaru*, Chennai: Pari Nilayam.
2. Suyambu, P., 2005, *Moḷi Varalārril Tamil*, Chennai: Visalakshi Nilaiyam.
3. Meenakshisundaram, T.P., (Trans. S. Jeyaprakasam), 1982, *Tamiḷ Moḷi Varalāru*, Madurai: Sarvodaya Ilakkiyappannai.

Suggestive Readings (if any):

1. Sastri, Suriya Narayana, 2003, *Tamiḷmoḷiyiṅ Varalāru*, Chennai: International Institute of Tamil Studies.
2. Saktivel, S., 1991 (2nd Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Manivasagar Nulagam.
3. Rajendran. M., (Ed.), *Tamiḷmoḷi Varalāru*, Chennai: Directorate of Tamil Development.

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

BA (Prog.) with Telugu Discipline as Major
Category II

(Provide the details of the Discipline Specific Courses offered by your department for the UG Programme with your discipline as the Single Core Discipline)

[UG Programme for Bachelor in B.A. (Programme) degree in three years]

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
A Progressive grammar of the Telugu Language	4	03	01	--	Students who have studied Telugu up to Class X and above	NIL

Learning Objectives

The primary objective of this paper is to provide essential principles of Telugu grammar with prescriptive rules and exercises to bring the learner as quickly as possible to the point where he/she can understand the imperative features of forms and structure of words (morphology) with their customary arrangement in phrases and sentences; and, to serve as a reference for consolidating the grasp of the language.

Learning outcomes

It is expected that the Students will be able to develop a basic understanding of the imperative features of forms and structure of words with their customary arrangement in Phrases and Sentences.

SYLLABUS OF DSC-1

Unit-I

(20 Hours)

- Prakriti and Pratyayamu; Dhatuvu and Pratipadikamu.
- Tatsamamu, Tadbhavamu, Desyamamu, Anyadesyamamu and Gramyamamu.

Unit-II Vibhakti, Viseshyamamu and Viseshanamamu.

(20 Hours)

- Vachanamu, Lingamu and Avyayamu.

Unit-III Vakyamu, Uddesyamu and Vidheyamu.

(20 Hours)

Essential/recommended readings

Chinnaya Suri, Paravastu., 1958, *Bala Vyakaranamu*, Chennai: Vavilla Ramaswamy Sastrulu & Sons.

Kasyapa, 1993, *Vidyarthi Vyakaranamu*, Vijayawada: Deluxe Publications.

Nagabhushanam, A., 1993, *Bala-Praudha Vyakarana Digdarsini*, Guntur: _____

Simmanna, V., 1998, *Telugu Bhasha Chandrika*, Visakhapatnam: Dalita Sahitya peetham.

Simmanna, V., 2001, *Telugu bhasha Kaumudi*, Visakhapatnam: Dalita Sahitya Peetham.

Simmanna, V., 2006, *Telugu Bhasha Deepika*, Visakhapatnam: Dalita Sahitya Peetham.

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-2): TELUGU LITERATURE AND OTHER ARTS

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		
TELUGU LITERATURE AND OTHER ARTS	04	03	01		Students who have studied Telugu up to Class XII and above	NIL

Learning Objectives

This course looks closely at the relationship between art, Architecture, Music, Dance and literature, focusing most specifically upon the complementary nature of the forms from a historical perspective, i.e., how this relationship has changed the art forms since their inception. The course discusses how different arts were depicted in medieval and modern Telugu literature

and the place of music and metre in literature. It will focus on the origin and development of Andhra traditional dance, its importance in the qualitative life of human beings, and how the different dance forms are reflected in the region's art, architecture and literature.

Learning outcomes

This course will outline the interaction between literature and other arts, and Students will be able to understand the multidisciplinary approach method in the literature.

SYLLABUS OF DSC- 2

Units of the Course:

- Unit-I** Introduction to the relationship between literature and arts. (12 Hours)
Unit-II Telugu literature and Architecture. (12 Hours)
Unit-III Telugu literature and Art. (12 Hours)
Unit-IV Telugu literature and Music. (12 Hours)
Unit-V Telugu literature and Dance. (12 Hours)

Essential/recommended readings

Somasekhara Sharma, Mallampalli; Venkata Rangaiah, Mamidipudi; Venkata Ramanaiah, Nelaturi; Satyanarayana, Moturi (Ed.). 1959, *Andhra Shilpa Kala Parinamamu* (pp. 660-672). Andhra Chitra Kala (pp. 673-682), Sangeetamu (pp. 683-693) and Natya Kala (pp. 694-700) in Telugu Vijnana Sarvasvamu (Moodava Bhagam), , Madras: Telugu Bhasha Samiti.

Suggestive readings (if any)

Jagannadharao, Manchala., _____, *Andhrula Sangeeta Kala*, Hyderabad: Andhra Pradesh Sangeeta nataka Academi.

Lakshmikantamma, Utukuri., 1982, *Andhrula Kertana vangmaya kalaseva*. Guntur:_____.

Ramakrishna, Nataraja. 1975, *Andhrulanatyakala*. Hyderabad: Andhra Pradesh Sangeeta nataka Academi.

Subrahmanyareddi, D. 1992, *Bharatadesha Kalalu- Shilpa Kalalu*, Hyderabad: Telugu Academi,

BA (Prog.) with Telugu Discipline as Minor
Category III

**DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): STUDY OF LITERARY
TEXTS: TELUGU SHORT STORIES**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of literary texts: Telugu Short Stories	04	03	01	NIL	Students who have studied Telugu up to Up to Class VIII	NIL

Course Objective:

Short stories became one of the popular literary genres in Telugu literature. The main aim of the course is to introduce the influence of European thoughts on Telugu literature. This course will also discuss the Telugu literary heritage of storytelling - socio-political issues in Telugu short stories, and contemporary trends and approaches in Telugu short story writing.

Course Learning Outcomes:

Students will be able to understand the history of Telugu short stories and their unique features.

Students will get knowledge of important short story writers in Telugu.

Students will be able to analyse the texts critically

SHORT STORIES:

Unit -1 origin and Development of Telugu short story	(20 Hours)
Unit -2 Features of Telugu short story	(20 Hours)
Unit -3 Select short stories	(20 Hours)

- i. *Mee Peremiti* by Gurajada Appa Rao

- ii. *Bharya* by Gudipati Venkata Chalam
- iii. *Galivana* by Palagummi Padma Raju
- iv. *Vendi Kancham* by Munimanikyam Narasimha Rao
- v. *Moksham* by Ravi Sastry
- vi. *Sampenga Puvvu* by Gopichand
- vii. *Uri Chivara Illu* by Devarakonda Balagangadhara Tilak
- viii. *Arti* by Olga
- ix. *Supermom Syndrome* by P. Satyavati
- x. *Kappadalu* by Toleti Jaganmohan rao

Prescribed Texts:

Jampala Chaudari & A.K. Prabhakar., 2010, *Rendu Dashabdalu Telugu Katha 1990-2009*, Secunderabad: Katha Sahiti.

Pandu Rangarao, Vakati, & Vedagiri Rambabu, 2001, *Bangaru Kathalu*, New Delhi: Sahitya Akademi.

Reference:

Dakshinamurti, Poranki., 1977, *Kathanika Swarupa Swabhavalu*, Hyderabad:_____.

Venkata Subbaiah, Vallampati., 1995, *Katha Shilpam*, Hyderabad: Visalandhra Publishing House.

Teaching Learning Process: Lectures-50 Hrs. Discussions-5Hrs. Assignments/Presentations-5Hrs.

Assessment Methods: Monthly Test, Internal Exam., Semester Exam.

Key Words: Telugu, Short story, Fiction

BA (PROG.) with Sindhi as minor

Category-III

ORIGIN AND DEVELOPMENT OF SINDHI LANGUAGE AND SCRIPTS.

Credit- 4

60 hours

The course provides a brief introduction to the history of Sindhi language and scripts. The beginning of writing system in Sindhi within the emergence of writing culture in India is addressed to start with. This followed by a discussion on the language families of the Indian sub-continent and the Indo- Aryan family of languages to which Sindhi belongs to. The subsequent three parts deal with old Sindhi, Middle Sindhi and Modern Sindhi phases of the language. The last phase deals with the regional varieties of Sindhi.

Reading list :-

- Adwani Bherumal Mahirchand, *Sindhi Boli ji tarikh*, Department of Modern Indian Languages, University of Delhi, 1963
- Jetley Murlidhar, *Bolia jo Sirishto ain Likhavat*, National Council for Promotion of Sindhi Language, 2018.
- Rohira Satish, *Sindhi Bolia ji Atamkatha*, Sindhi Times Publication, Ulhas Nagar, 2007
- Hiranandani Popati, *Boli Muhiniji Mau*, Published by writer, Kolaba, Mumbai, 1977

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of MI&LLS
Category-IV

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			
Introductory Bengali	4	3	1	Nil	Class 12 th 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 (15 Hours)

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

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

UNIT – II (15 Hours)

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & Case Markers

UNIT – III (15 Hours)

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

UNIT – IV (15 Hours)

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

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

Mahapatra, Tushar Kanti. (1999), Bengali for Non-Bengalis, Shishu Sahitya Samsad, Kolkata.

Mahapatra, Tushar Kanti. (1999), Bengali for Beginners, Shishu Sahitya Samsad, Kolkata.

Suggestive readings:

Study Materials will be provided by the respective department.

GENERIC ELECTIVES (GE-2: 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	4	3	1	Nil	Class 12 th pass in any	Studied Bengali Up to

Sankhipta Parichay					subject	10 th standard Or working knowledge of Bengali Language
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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 (20 Hours)

বাংলা সাহিত্যের সংক্ষিপ্ত পরিচয়: বাংলাসাহিত্যের যুগবিভাগ ও যুগবৈশিষ্ট্য

UNIT – II (20 Hours)

প্রাচীন ও মধ্যযুগ : চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য(কৃত্তিবাস ওঝা), মঙ্গলকাব্যমুকুন্দরাম), ভারতচন্দ্র(, বৈষ্ণব পদাবলীবিদ্যাপতি), চণ্ডীদাস(, শাক্ত পদাবলী(রামপ্রসাদ সেন), প্রণয় কাব্য(সৈয়দ) (আলাওল

UNIT – III (20 Hours)

আধুনিক যুগ :বাংলা গদ্যের বিকাশফোর্ট উইলিয়াম কলেজ), রামমোহন রায়, বিদ্যাসাগর (বঙ্কিমচন্দ্র চট্টোপাধ্যায়)কথাসাহিত্য, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়(, নাটক ও প্রহসনমধুসূদন) দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ,(কাব্য ও কবিতা মহাকাব্য -দত্ত মধুসূদন), বিহারীলাল চক্রবর্তী - গীতিকাব্য, রবীন্দ্রনাথ ঠাকুর)

Practical component (if any): NIL

Essential/recommended readings:

অসিতকুমার বন্দ্যোপাধ্যায় ,২০০৫-২০০৮ ,বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্তকলকাতা ,মডার্ন বুক এজেন্সী ,
ক্ষেত্র গুপ্ত ,২০০২ ,বাংলা সাহিত্যের সমগ্র ইতিহাসকলকাতা ,গ্রন্থনিলয় ,

Suggestive readings:

আহমদ শরীফ ,২০১১ ,বাঙালী ও বাঙলা সাহিত্যকলকাতা ,নয়া উদ্যোগ ,দ্বিতীয় খণ্ড ,
আহমদ শরীফ ,২০১৪ ,বাঙালী ও বাঙলা সাহিত্যকলকাতা ,নয়া উদ্যোগ ,প্রথম খণ্ড ,

গোপাল হালদার, বঙ্গাব্দ ১৪০৪, *বাঙলা সাহিত্যের রূপকলকাতা*, অরুণা প্রকাশনী, প্রথম খণ্ড, *লেখা*
 গোপাল হালদার, বঙ্গাব্দ ১৪১২, *বাঙলা সাহিত্যের রূপকলকাতা*, অরুণা প্রকাশনী, দ্বিতীয় খণ্ড, *লেখা*
 দেবেশ কুমার আচার্য, ২০০৪, *বাঙলা সাহিত্যের ইতিহাস*, ইউনাইটেড বুক এজেন্সি, আদি ও মধ্য যুগ,
 কোলকাতা
 দেবেশ কুমার আচার্য, ২০০৭, *বাঙলা সাহিত্যের ইতিহাস*, ইউনাইটেড বুক এজেন্সি, আধুনিক যুগ,
 কোলকাতা
 সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, ভরদ্বাজ এণ্ড কোং,
 কলকাতা

GENERIC ELECTIVES (GE-3): 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		
Bingsha Shatabdir Bangla Kathasahitya	4	3	1	Nil	Class 12 th pass in any subject	Studied Bengali Up to 10 th 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 (20 Hours)

উপন্যাস ও ছোটগল্পের সংজ্ঞা ও শ্রেণিবিভাগ

UNIT – II (20 Hours)

বিভূতিভূষণ বন্দ্যোপাধ্যায় – পথের পাঁচালী

UNIT – III (20 Hours)

পরশুরাম — চিকিৎসা সংকট

মানিক বন্দ্যোপাধ্যায় – হারানের নাতজামাই

বনফুল — নিমগাছ

প্রেমেন্দ্র মিত্র – শৃঙ্খল

লীলা মজুমদার – নটে মামা

Practical component (if any): NIL

Essential/recommended readings:

বিভূতিভূষণ বন্দ্যোপাধ্যায়, ১৪১১, পথের পাঁচালী, মিত্র ও ঘোষ পাবলিশার্স প্রা:লি., কলকাতা
দীপংকর বসুসম্পা)., (২০০৩, পরশুরাম গল্পসমগ্র, এম. সি. সরকার এন্ড সন্সকলকাতা,
বনফুল, ২০০৬, বনফুলের শ্রেষ্ঠ গল্প, বাণীশিল্পকলকাতা,
যুগান্তর চক্রবর্তী(.সম্পা), ২০০৮, মানিক বন্দ্যোপাধ্যায়ের শ্রেষ্ঠ গল্প, বেঙ্গল পাবলিশার্স লিমিটেড (:প্রা),
কলকাতা

সোমা গঙ্গোপাধ্যায়(.সম্পা), ২০০৮, লীলা মজুমদার রচনাসমগ্র প্রথম খণ্ড :, লালমাটি, কলকাতা
সৌরীন ভট্টাচার্যসম্পা).), ২০১৫, প্রেমেন্দ্র মিত্রের শ্রেষ্ঠ গল্প, দে'জ পাবলিশিং, কলকাতা

Suggestive readings:

অরুণকুমার মুখোপাধ্যায়, ২০০২, মধ্যাহ্ন থেকে সায়াহ্নে: বিংশ শতাব্দীর বাংলা উপন্যাস, দে'জ
পাবলিশিং কলকাতা,

অরুণকুমার মুখোপাধ্যায়, ২০০৪, কালের পুতলিকা : বাংলা ছোটগল্পের একশ দশ বছর: ১৮৯১, ২০০০-
জ পাবলিশিং কলকাতা'দে

অরুণকুমার মুখোপাধ্যায়, ২০১০, কালের প্রতিমা: বাংলা উপন্যাসের পঁচাত্তর বছর: ১৯২৩জ 'দে, ১৯৯৭
কলকাতা, পাবলিশিং

অশ্রু কুমার সিকদার, ১৯৮৮, আধুনিকতা ও বাংলা উপন্যাসকলকাতা, অরুণা প্রকাশনী,

উজ্জ্বলকুমার মজুমদার সম্পা).), ২০০৮, গল্পচর্চাকলকাতা, বঙ্গীয় সাহিত্য সংসদ,

জগদীশ ভট্টাচার্য, ১৯৯৪, আমার কালের কয়েকজন কথাশিল্পী, ভারবিকলকাতা,

তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী সম্পা)., (২০০০, প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য,
কলকাতা, সাহিত্যলোক

দেবীপদ ভট্টাচার্য, ১৯৬১, উপন্যাসের কথা, সুপ্রকাশকলকাতা,

নারায়ণ গঙ্গোপাধ্যায় ১৪০৫, বঙ্গবন্দ, সাহিত্যে ছোটগল্প, মিত্র ও ঘোষ পাবলিশার্স কলকাতা,

রথীন্দ্রনাথ রায়, ১৯৯৬, ছোটগল্পের কথা, পুস্তক বিপণিকলকাতা,

রফিকউল্লাহ খান, ২০০২, কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতন্ত্রটাকা, অনন্যা,

শিশির চট্টোপাধ্যায়, ১৯৬২, উপন্যাস-পাঠের ভূমিকা, বুকল্যান্ড, কলকাতা

শিশিরকুমার দাশ, ২০০৭, বাংলা ছোটগল্প : ১৮৭৩, ১৯২৩- দে'জ পাবলিশিং কলকাতা,

শ্রীকুমার বন্দ্যোপাধ্যায়, ২০১১-২০১০, বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সীকলকাতা,

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-4): Byabharik 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		
Byabharik Bangla Bhasha O Byakaran	4	3	1	Nil	Class 12 th pass in any subject	Studied Bengali Up to 10 th 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 (15 Hours)

সমোচ্চারিত ভিন্নার্থক শব্দ, বিপরীতার্থক শব্দ, সমার্থক শব্দ

UNIT – II (15 Hours)

বাক্য সংশোধন

UNIT – III (15 Hours)

পত্ররচনা

UNIT – IV (15 Hours)

বোধ পরীক্ষণ

Practical component (if any): NIL

Essential/recommended readings:

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

Suggestive readings:

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-5): 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		
Bangla Byakaran Parichay – I	4	3	1	Nil	Class 12 th pass in any subject	Studied Bengali Up to 10 th 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 (20 Hours)

ধ্বনি ও বর্ণ (সংজ্ঞা, পার্থক্য, শ্রেণিবিভাগ - স্বরধ্বনির শ্রেণিবিভাগ এবং উচ্চারণস্থান অনুযায়ী ব্যঞ্জনধ্বনির শ্রেণিবিভাগ)

UNIT – II (20 Hours)

ধ্বনি পরিবর্তনের কারণ, ধারা ও নির্বাচিত সূত্র (অপিনিহিত্তি, অভিশ্রুতি, স্বরসঙ্গতি, সমীভবন)

UNIT – III (20 Hours)

পদ (সংজ্ঞা ও শ্রেণিবিভাগ), কারক (সংজ্ঞা ও শ্রেণিবিভাগ), ক্রিয়ার কাল (মৌলিক কাল)

Practical component (if any): NIL

Essential/recommended readings:

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 বাংলা ব্যাকরণ, প্রকাশ ভবন, কলকাতা

Suggestive readings:

পরেশচন্দ্র মজুমদার, ২০০৮, বাংলা 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-6): Introduction to Indian Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Introduction to Indian Literature	04	03	01	NIL	Class 12 th passed in any subject	None	Modern Indian Languages and Literary Studies

Learning Objectives

The course aims at introducing the diversity of Indian languages and literary traditions in India. It aims at familiarizing the students with the philological characteristics and distribution of the languages in India and the nature of literary culture of the country. The course also aims at taking a survey of literatures produce in different Indian languages.

Learning outcomes

The course is expected to acquaint the students with the vast Indian literary cultures produced in different Indian languages.

It will orient the students towards identifying the commonalities and establishing connections among the languages and literatures of India.

SYLLABUS OF GE-1

UNIT – I (15 Hours)

Indian Languages: Distribution and Philological Characteristics

UNIT – II (15 Hours)

Understanding the Concept of Indian Literature

UNIT – III (15 Hours)

Indian Literary Tradition: Written and Oral

UNIT – IV (15 Hours)

Brief Survey of Literatures in Indian Languages

Essential/recommended readings

Aizaz, Ahmad. "Indian Literature." *Theory: Classes, Nations, Literatures*. Verso. 1992. 243-285.

Chatterji, Suniti Kumar. *Languages and Literatures of Modern India*. Bengal Publishers Pvt. Ltd., 1963.

Emeneau, M. B. "India as a Linguistic Area" *Language*, Vol. 32, No. 1, Jan. - Mar., 1956, pp. 3-16.

Nagendra. *Indian Literature: Short Critical Surveys of 12 Major Indian Languages and Literatures*. Lakshmi Narain Agarwal, 1959. (Selections)

Suggestive readings:

Das, Sisir Kumar. *A History of Indian Literature*, 3 Volumes. Sahitya Akademi, 1991, 2005.

Gokak, Vinayak Krishna. *The Concept of Indian Literature*. Munshiram Manoharlal, 1979.

GENERIC ELECTIVES (GE-7: Introducing Comparative Indian 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		
Introducing Comparative Indian Literature	04	03	01	NIL	Class 12 th passed in any subject	None

Learning Objectives

The course aims at introducing the basic concepts and premises underlying the discipline of Comparative Indian Literature.

The course also touches upon the history of its development along with the basic methods and models it follows

Learning outcomes

The course is expected to orient the students towards a departure from the mono-literary investigation and the need for a new methodology for the literary analysis in a multi-lingual and multi-cultural situation that India provides.

SYLLABUS OF GE-2

UNIT – I (15 Hours)

World Literature, Comparative Literature and Indian Literature

UNIT – II (15 Hours)

What is Comparative Indian Literature?

Evolution of Comparative Indian Literature as a Discipline

UNIT – III (15 Hours)

Nature and Perspective of Comparative Indian Literature

Indian Literature as Comparative Literature

UNIT – IV (15 Hours)

Introduction to Tools and Methods of Comparison

Essential/recommended readings:

Dasgupta, Subha Chakraborty. "Comparative Literature in India: An Overview of its History." 2016.

Dev, Amiya and Sisir Kumar Das. eds. *The Idea of Comparative Literature: Theory and Practice*. Allied Publishers, 1989 (Selections)

Dev, Amiya. "Comparative Literature in India". *Comparative Literature and Culture*. Vol 2 Issue 4. Purdue University. 2000

Tiwari, Bhavya, "Rabindranath Tagore's Comparative World Literature" in Theo D'hen and et.al edited *The Routledge Companion to World Literature*. Routledge, 2012

Suggestive readings –

Bandhyopadhyay, S. (Ed.) *Thematology: Literary Studies in India*. Jadavpur University. 2004 (Selections)

Chanda, Ipshita (ed.) *Literary Studies in India: Literary Historiography*. Jadavpur University, 2004. (Selections)

Dasgupta, Subha Chakraborty. *Literary Studies in India: Genology*. Jadavpur University, 2004. (Selections)

George, K.M. ed. *Comparative Indian Literature* (Vol. I and II). Kerala Sahitya Akademi, 1984. (Selections)

Majumdar, Swapan. *Comparative Literature: Indian Dimensions*. Papyrus, 1987.

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

GENERIC ELECTIVES (GE-8): BASIC 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Basic Telugu	4	3	1		Students who have not studied Telugu up to 8 th Standard	NIL	MIL&LS

Learning Objectives:

The course aims 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 generally explored by a beginners' syllabus, i.e. learning Telugu syllables, making simple sentence construction and using 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. Regarding grammar structures, the exercises are at the primary level only.

Course Learning Outcome:

The course will enable the students to obtain the basic skills of reading, writing and speaking in Telugu, along with building a primary vocabulary. After completing the course, they can read and construct simple Telugu sentences, figure out words with conjunct characters, and learn functional, everyday conversation in different language situations. Students interact with classmates by using simple sentences about their daily routine matters on official and informal occasions.

Allotted classes: 30 hours

Credits: 02

Unit -I (20 Hours)

Introduction to Telugu Vowel & Consonant sounds & along with the sound-image

Script introduction

Introduction of Numerals (up to 70+30)

Unit -II (24 Hours)

Introduction to Telugu Noun & Pronoun, its Subjunctives

Telugu qualifiers/adjectives

Telugu prepositions

Conjunctions and their usage

Introduction to Verb & Time/Tense

Conjugation of different verbs

Unit –III (16 Hours)

Making simple sentences in Telugu (basic syntactical rules)

Making Negative sentences in Telugu

Making Interrogative sentences in Telugu

Teaching Learning Process: Lecture-30 Hrs. Discussions 4Hrs.

Assignments / Presentation-4 Hrs

Assessment Methods: Monthly Test., Internal Exam, Semester Examinations.

Keywords: Telugu, Alphabets, Simple Sentence, Elementary Vocabulary.

Reading list:

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

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

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

Ramanarasimham, Parimi. 1985, *An Intensive Course in Telugu*. 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,.

GENERIC ELECTIVES (GE-9: TELUGU LITERATURE AND HISTORY: AN INTRODUCTION)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Telugu Literature and History: An Introduction	4	3	1	0	Students who have not studied Telugu up to 10 th Standard	NIL

Learning Objectives

The course provides students with a substantive understanding of literature and the history of Telugu. This course gives an outline of Telugu literature cultural development of Telugu people as seen through the lens of literature. It will discuss the role of literature in the reconstruction of history from an ancient period to present times and the importance of literature in reflecting the social, political and cultural histories. It mainly focuses on the study of Andhra history through literary works, especially the historical writings by various authors.

The objective of the course:

The main objective of the course is to introduce the Telugu language, literature and culture to non-Telugu students. The first half of the course focuses on the history of Telugu literature from the ancient period and the second half focuses on the History of Telugu through English translations

Course Units

Unit-1. *Kavitravam* (Nannaya, Tikkana, Errana): An Introduction **(15 Hours)**

Unit-2. Ramayana Poets (Ranganatha, Bhaskara, Molla): An Introduction **(15 Hours)**

Unit-3. Prabandha poets or Asta Diggaja poets and their: An Introduction **(15 Hours)**

Unit-4 History of Telugu people: An Introduction **(15 Hours)**

Reading list:

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

Hanumanta Rao, B.S.L., 1995. *Socio-Cultural History of ancient and Medieval Andhra*. Hyderabad: Telugu University.

Krishnamurthi, Salva. 1994. *History of Telugu Literature from Early Times to 1100 A.D.* (2 Vols.). Madras: Institute of Asian Studies.

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

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

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

GENERIC ELECTIVES (GE-10): Basic 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
		Lecture	Tutorial	Practical/ Practice		
Basic Tamil	04	03	01	-	Students who have studied the Tamil language up to Class VIII	-

Learning Objectives:

This course is aimed to teach the basic language skills in Tamil. It will introduce basic skills of the Tamil Language: its alphabets, essential words and simple sentence construction methods. The course intends to facilitate students acquiring primary skills of reading, writing and speaking Tamil 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 Tamil along with building up a primary vocabulary. After the course they can read and write simple Tamil sentences, can figure out words having conjunct character, and can have basic everyday conversation.

SYLLABUS OF GE-10

Unit I (15 Hours)

- Introduction to Tamil Vowel & Consonant
- Introduction to Tamil Consonant Conjunct

Unit II(15 Hours)

- Introduction to Tamil Pronoun & its Subjunctives
Tamil Noun, Numbers & its Subjunctives
- Tamil adjectives & prepositions

- Conjunctions and its usage

Unit III (15 Hours)

- Introduction to Verb & Time/Tense
- Conjugation of different verbs

Unit IV (15 Hours)

- Making simple sentences in Tamil
- Making Negative sentences in Tamil

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*

Suggestive readings: NIL

GENERIC ELECTIVES (GE-11): Introduction to Tamil Folk 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		
Introduction to Tamil Folk Literature	04	03	01	-	Students who have not studied the Tamil language up to Class VIII	NIL

Learning Objectives:

The aim of the course is to teach the students to read literature as the source to understand and explain the Folklore. It will train the students to write on the specialized subject of Folklore 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 Folklore 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 Folklore and Culture and the need of these disciplines in understanding and production of literary texts.

SYLLABUS OF GE -11

Unit I (15 Hours)

- Introduction to Tamil Folklore Studies

Unit II(15 Hours)

- Oral Traditions

Unit III (15 Hours)

- Folklore and Culture of Tamils

Unit IV (15 Hours)

- Analysis and Interpretations Folk Creations

Essential/recommended Readings:

1. *N.Vanamamalai.1969. Studies in Tamil Folk Literature, Madras: NCBH.*

Suggestive Readings:

1. *Arunachalam.M. 1976. Ballad Poetry, Thiruchitrambalam: Gandhi Vidhyalayam.*
2. *Dorson, Richard. (Ed.) 1972, Folklore and Folklife: An Introduction, Chicago: The University of Chicago Press.*
3. *Hundoo, Jawaharlal, (Ed.) 1977. A Bibliography of Indian Folk Literature, Mysore : CILL*
4. *Dundes, Alen, (Ed.) 1965. The Study of Folklore, Englwood Cliffs, N.J: Prientice Hall, Inc.*
5. *Blackburn, Stuart Hart, 1983.Performance As Paradigm: The Tamil Bow Song Tradition, Michigan: University Microfilms International.*
6. *N.Vanamamalai.1981. Interpretation of Tamil Folk Creations, Trivandrum: Dravidian Linguistics Association.*

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

DEPARTMENT OF LINGUISTICS

BA (Prog.) with Linguistics as 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
		Lecture	Tutorial	Practical/ Practice	
Introduction to Language	4	3	1	0	Class XII with

Learning Objectives. This course provides an introduction to the nature of language and its structure. It discusses the nature of human language and its properties with reference to both nature and nurture perspectives on language.

Course learning outcomes. The learning outcomes include basic knowledge of the structure of human language, nature and properties of human language, and essential skills in analysing language structure.

Unit 1: Introduction to Language **Hours: 12**

- Nature of language: Language evolution, properties of human language, cognitive, social, and biological perspectives on language, spoken and signed languages.
- Language as a Scientific Phenomenon: Knowledge of language and how it is revealed
- Language and other areas of knowledge

Unit 2: Phonetics: Study of speech Sounds and their properties **Hours: 16**

- The relationship between words and sounds and sounds and spelling
- Sounds in languages of the world, a finite set; Speech versus non-speech sounds; why study speech sounds? Anatomy of human speech
- Sounds and symbols, Speech production and description

Unit 3: Phonology **Hours: 12**

- Organization of speech sounds
- Phonemes, allophones, possible sequences of speech sounds in a specific language
- Phonological processes

Unit 4: Morphology and Syntactic structure **Hours: 20**

- Structure of words: Morphemes and allomorphs, Morphological Processes
- Phrase structure: Words versus Phrases; relationship among words
- Phrase structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases
- Syntactic structure: Basic typology of syntactic structures

Readings

1. Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., & Harnish, Robert M. (2010). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts: MIT Press. (Chapters: 1, 2, 3, 4, 5).
2. Ashby, Michael and Maidment, John. 2005. *Introducing Phonetic Science*. Cambridge University Press. (Chapter 9 deals with phonology)
3. Ladefoged, Peter. 2001 (4th edn.). *A course in phonetics*. New York: Harcourt Brace.
4. Ladefoged, Peter and Johnson, Keith. 2011. *A course in phonetics*. Wadsworth. Part II.

DSC-2: INTRODUCTION TO INDIAN LANGUAGES

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria/ Pre-requisite of the course
		Lecture	Tutorial	Practical	
Introduction to Indian Language	4	3	1	0	Class XII with

Objectives. Simultaneous with DSC-1, this additional paper introduces students to the specifics being learnt to Indian languages as a case study, as such, it provides a clear knowledge and expertise in the concepts learnt in DSC-1. This course provides a brief survey and the characteristics of Indian languages and Indian language families.

Course learning outcomes. The learning outcomes include the classification of the Indian languages and the essential properties of Indian languages.

Unit 1: India as a ‘Linguistic Area’

Hours: 12

- A brief survey of Indian Languages.
- Description of Indian Languages.
- Classification of Indian Languages

Unit 2: Classification and features of Indo-Aryan Language family Hours: 16

- geographical distribution of the Modern Indo-Aryan languages
- Classification of Indo-Aryan Language family
- Characteristics/features of Indo-Aryan Language family
- A note of any two Indo-Aryan Languages or dialects.

Unit 3: Classification and features of Dravidian language family and Tibeto-Burman language family Hours : 16

- geographical distribution of the Modern Dravidian languages
- Classification and features of Dravidian Language family
- geographical distribution of Tibeto-Burman languages
- Classification and features of Tibeto-Burman language family

Unit 4: Classification and features of Austro-Asiatic language family and Languages of Andaman and Nicobar Hours : 16

- geographical distribution of the Austro-Asiatic languages
- Classification and features of Austro-Asiatic Language family
- geographical distribution of languages of Andaman and Nicobar Islands
- Classification and features of languages of Andaman and Nicobar Islands

Readings

1. Benedict, Paul A. 1972. *Sino-Tibetan: A Conspectus*. Berkeley: STEDT.
2. Cardona, George & Dhanesh Jain (eds). 2003. *The Indo-Aryan Languages*. London/ New York: Routledge.
3. Gregory, D. S. Anderson (ed.). 2008. *The Munda Languages*. London: Routledge.
4. Grierson, G.A. 1927. *Linguistic Survey of India*. Vol. I Part I. Ed. by Siddheswar Verma. Delhi: Motilal Banarsidass.
5. Krishnamurti, Bhadriraju. 2003. *The Dravidian Languages*. Cambridge: Cambridge University Press.
6. Masica, Collin. P. 1991. *The Indo-Aryan Languages*. Cambridge: Cambridge University Press.

BA (Prog.) with Linguistics 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
		Lecture	Tutorial	Practical/ Practice	
Introduction to Language	4	3	1	0	Class XII with

Learning Objectives. This course provides an introduction to the nature of language and its structure. It discusses the nature of human language and its properties with reference to both nature and nurture perspectives on language.

Course learning outcomes. The learning outcomes include basic knowledge of the structure of human language, nature and properties of human language, and essential skills in analysing language structure.

Unit 1: Introduction to Language

Hours: 12

- Nature of language: Language evolution, properties of human language, cognitive, social, and biological perspectives on language, spoken and signed languages.
- Language as a Scientific Phenomenon: Knowledge of language and how it is revealed
- Language and other areas of knowledge

Unit 2: Phonetics: Study of speech Sounds and their properties

Hours: 16

- The relationship between words and sounds and sounds and spelling
- Sounds in languages of the world, a finite set; Speech versus non-speech sounds; why study speech sounds? Anatomy of human speech
- Sounds and symbols, Speech production and description

Unit 3: Phonology

Hours: 12

- Organization of speech sounds
- Phonemes, allophones, possible sequences of speech sounds in a specific language
- Phonological processes

Unit 4: Morphology and Syntactic structure

Hours: 20

- Structure of words: Morphemes and allomorphs, Morphological Processes
- Phrase structure: Words versus Phrases; relationship among words
- Phrase structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases
- Syntactic structure: Basic typology of syntactic structures

Readings

5. Akmajian, Adrian, Demers, Richard A., Farmer, Ann K., & Harnish, Robert M. (2010). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts: MIT Press. (Chapters: 1, 2, 3, 4, 5).
6. Ashby, Michael and Maidment, John. 2005. *Introducing Phonetic Science*. Cambridge University Press. (Chapter 9 deals with phonology)
7. Ladefoged, Peter. 2001 (4th edn.). *A course in phonetics*. New York: Harcourt Brace.
8. Ladefoged, Peter and Johnson, Keith. 2011. *A course in phonetics*. Wadsworth. Part II.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Credit 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			
Language and Crime	4	3	1	0	Class XII		Linguistics

Learning Objectives

The Learning Objectives of this course are as follows:

- To make learners appreciate the interface between language and law

- To make learner understand the use of language in the legal process
- To teach the fundamentals of text analysis using linguistic tools
- To teach students to analyse linguistic data in a forensic context by understanding social contexts of language

Learning outcomes

By participating in this course, the student will develop:

- an appreciation of theory behind analysis of speech involved in criminal contexts;
- skills to analyse spoken and written language using linguistic tools, in the contexts of criminal courtroom statements, interactions and documents
- 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-1 (SEMESTER-I)

UNIT – I (12 Hours)

Language-Crime Interface

- legal language and grammar
- legal language and meaning
- Courtroom discourse

UNIT – II (16 Hours)

Forensic Speech Science

- Indian language speech sounds
- Transcription of speech data
- Acoustic data analysis

UNIT – III (16 Hours)

Sociophonetics

- phonological variation
- dialects and speech varieties
- language change

UNIT – IV (16 Hours)

Linguistic analysis and Identification

- linguistic fingerprinting
- discourse analysis
- analysis of social media texts and images

Essential/recommended readings

Jessen, M. (2008) Forensic phonetics. *Language and Linguistics Compass* 2: 671-711.

Solan, Lawrence M. and Tiersma, Peter M. (eds.) (2012) *The Oxford Handbook of Language and Law*. Oxford: OUP.

Foulkes, P., Scobbie, J.M., & Watt, D. (2010). Sociophonetics. In Hardcastle, W.J., Laver, J. & Gibbon, F.E. (eds.) *The Handbook of Phonetic Sciences*, 2nd edn. Oxford: Blackwell. pp. 703-754.

Suggestive readings

Fromkin, V., Rodman, R. and Hyams, N. (eds.). (2012). *Introduction to language*. Thomson-Wadsworth.

Mesthrie, R., Swann, J., Deumert, A., & Leap, W. (2009) (2nd edition). *Introducing sociolinguistics*. Edinburgh University Press.

DEPARTMENT OF SANSKRIT
BA (Hons.) Sanskrit

Category-I

Credit distribution, Eligibility and Pre-requisites of the Course

DSC 1: Applied Sanskrit

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

Learning Objectives

- To generate interest in Sanskrit language among the students.
- To impart knowledge of the structure of Sanskrit language.
- To impart general skills of communication and writing in Sanskrit.

Learning outcomes

- The students will be able to understand the general structure of Sanskrit language.
- The students will be able to write and communicate in Sanskrit.
- Students will become more interested in Sanskrit language.
- Students will be better equipped to comprehend the Hons. syllabus.

SYLLABUS OF DSC-1

Unit 1: विभक्ति एवं लट् व लृट् लकार

(15 Hrs)

- विभक्तियाँ व उनके सामान्य अर्थ- छात्र, कवि, शिशु, पितृ, कर्तृ, आत्मन्, भवत्, लता, मति, नदी, वाक्, मनस् (तृतीया द्विवचन भ्याम् से सप्तमी बहुवचन सु)
- अकारान्त पुल्लिङ्ग व नपुंसक लिङ्ग- प्रथमा व द्वितीया विभक्ति व भ्वादि, तुदादि, दिवादि एवं चुरादि लट् लकार प्रथमपुरुष में वाक्य रचना
- अकारान्त पुल्लिङ्ग व नपुंसकलिङ्ग शब्दों की सारी विभक्तियों में एकवचन के रूप व वाक्य रचना

- iv. प्रतिनिधि धातुओं के आधार पर गण एवं विकरण परिचय – (अदादिगण) अस्, (जुहोत्यादिगण) दा, (स्वादि) श्रु, (क्र्यादि) जा, ग्रह, (तनादि) कृ धातुओं के प्रथमपुरुष के प्रयोग एवं वाक्य रचना
- v. सर्वनाम पुल्लिङ्ग शब्द- तत्, एतत्, किम्, यत् के शब्दों के साथ तुमुन्, क्त्वा व ल्यप् से वाक्य रचना
- vi. अस्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के उत्तम पुरुष के प्रयोग
- vii. युष्मद् के प्रथमा एवं द्वितीया के प्रयोग- विविध धातुओं के मध्यम पुरुष के प्रयोग
- viii. अस्मद् एवं युष्मद् के तृतीयादि विभक्तियों के प्रयोग एवं वाक्य रचना (केवल सह के साथ तृतीया)
- ix. हलन्त पु०, स्त्री० व नपु० लिंगों में सब विभक्तियों के एक वचन शब्दों से वाक्य रचना, लृट् लकार
- x. इकारान्त व उकारान्त पुल्लिङ्ग के प्रथमा व द्वितीया के पदों के साथ वाक्य रचना, अन्य विभक्तियों के एक वचन के प्रयोग एवं वाक्य रचना, पूर्वपठित तृतीयादि विभक्तियों के वाक्य
- xi. आकारान्त, उकारान्त व ईकारान्त स्त्रीलिङ्ग के प्रयोग तथा वाक्य रचना, लृट् लकार के प्रयोग

Unit 2 – कृदन्त व अन्य लकार

(15 Hrs)

- i. उपर्युक्त सभी पदों के साथ शतृ प्रत्यय के पुल्लिङ्ग व स्त्रीलिङ्ग में प्रयोगाधारित वाक्य रचना
- ii. ऋकारान्त पुल्लिङ्ग व स्त्रीलिङ्ग शब्दों के साथ उपर्युक्त प्रत्ययों के प्रयोग एवं वाक्य रचना
- iii. क्त एवं क्तवत् प्रत्यय- कर्मवाच्य एवं भाववाच्य में वाक्य रचना
- iv. सब गणों की प्रतिनिधि धातुओं के प्रयोग लङ् लकार का पूर्वपठित सब शब्दों के साथ प्रयोग एवं वाक्य रचना
- v. सब गणों की प्रतिनिधि धातुओं के लोट् लकार प्रयोग एवं वाक्य रचना
- vi. सब गणों की प्रतिनिधि धातुओं के विधिलिङ् प्रयोग एवं वाक्य रचना

Unit 3: सन्धि एवं तिङ्न्त कर्मवाच्य

(15 Hrs)

- i. अच् सन्धि – दीर्घ, गुण, वृद्धि, यण्, अयादि, पूर्वरूप
- ii. विसर्ग सन्धि
- iii. व्यंजन सन्धि
- iv. आत्मनेपद – पाँच लकार
- v. यक् प्रत्यय – कर्मवाच्य एवं भाववाच्य में विविध लकारों में प्रयोग

तव्यत् अनीयर् क्त (कर्मणि प्रयोग)

vi. इकाई तीन पर आधारित परीक्षा

Unit 4: समास – विविध समासों की संरचना

(15 Hrs)

i. विभक्ति तत्पुरुष

ii. द्वन्द्व

iii. कर्मधारय – विशेषण – विशेष्य, उपमामूलक, रूपकमूलक

iv. उपपद तत्पुरुष

v. बहुव्रीहि

vi. अव्ययीभाव

vii. इकाई चार पर आधारित परीक्षा

Essential/recommended readings

- द्विवेदी, कपिलदेव: प्रारम्भिक रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी, उत्तर प्रदेश, संस्करण २०१९
- रूपचन्द्रिका, डॉ० ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी

Suggested readings

- पाण्डेय, राधामोहन: संस्कृत सहचर, स्टूडेंट्स फ्रेंड्स पटना, बिहार
- नौटियाल, चक्रधर: बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली

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

DSC 2: Classical Sanskrit 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
		Lecture	Tutorial	Practical/ Practice		
Classical Sanskrit Poetry	04	3	1	0	Class XII Pass	Nil

Learning Objectives

- This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.
- The course also seeks to help students to creatively and critically engage with texts.

Learning outcomes

- This course will help the students develop a fair idea of the works of great Sanskrit poets.
- They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
- This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

SYLLABUS OF DSC-2

Unit: I (15 Hrs)

Nitishatakam Verses 1 to 15

Unit: II (15 Hrs)
Kumarasambhavam Canto V Verses 1 to 29 (Parvati's Penance)

Unit: III (15 Hrs)
Kiratarjuniyam, Canto I Verses 1 to 25

Unit IV (15 Hrs)
Origin and Development of Mahākāvya (Sanskrit Epics), General Introduction to Sanskrit Mahākāvya (Sanskrit Epics) with special focus on Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvya (lyric poetry), General Introduction to Gītikāvya (lyric poetry) with special focus on Kālidāsa, Jayadeva, Amaruka, Bhartṛhari and Bilhaṇa.

Essential/recommended readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. जनार्दन शास्त्री, भारविकृत किरातार्जनीयम्, मोतीलाल बनारसीदास, दिल्ली
3. नेमिचन्द्र शास्त्री, कुमारसम्भवम्, मोतीलाल बनारसीदास, दिल्ली
4. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरि कृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६
5. पाण्डेय, ओमप्रकाश (व्या.), मनोरमा हिन्दी-व्याख्या सहित, भर्तृहरि कृत नीतिशतकम्,

- चौखम्बा अमरभारती प्रकाशन, वाराणसी, १९८२
6. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरि कृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी- व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
 7. शर्मा, समीर, मल्लिनाथकृत घंटापथ टीका, भारवि कृत किरातार्जनीयम्, चौखम्बा विद्याभवन, वाराणसी
 8. C. R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
 9. Gopal Raghunatha Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
 10. M.R. Kale (Ed.), Kirātārjunīyam of Bhāravi, MLBD, Delhi.
 11. M.R. Kale (Ed.), Kumārasambhavam, MLBD, Delhi.
 12. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
 13. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

Suggested readings:

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.

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

DSC 3: Indian Social Institutions and Polity

Credit 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		
Indian Social Institutions and Polity	04	3	1	0	Class XII Pass	Nil

Learning Objectives

- To generate interest in Ancient Sociological and Political Structure of the Society. students.

- To impart knowledge of the ancient Political Thinkers.
- To impart general skills to argue on the related topics.
- To establish the relevance of Ancient Indian Social and Political Institutions.

Learning outcomes

- Social institutions and Indian Polity have been highlighted in *Dharma and Artha śāstra* literature.
- The aim of this course is to make students acquainted with various aspects of social institutions and Indian polity as propounded in the ancient Sanskrit texts such as *Mahābhārata*, Kauṭilya's *Arthaśāstra* and other works known as *Nītiśāstra*.
- After learning this, students will be able to know the ancient Indian Political system and its universal theory.

SYLLABUS OF DSC-3

Unit 1 - Foundations of Indian Society

(15 Hrs)

i. Dharma

Sources of Dharma (*Manusmṛti*, 2,12; *Yājñavalkyasmṛti*,1.7)

Fourteen-Dharmasthānas (*Yājñavalkyasmṛti*,1.3)

Dharma as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti*,1.1).
(*Manusmṛti*,6.92);

ii. Dharma as an evolving institution – Directions of and reasons for changes in Dharma Śāstra

iii. Sociological Significance of Sixteen *Samskāras*.

iv. Balanced Life - Four aims of life '*Puruṣārtha Catuṣṭaya*' - 1. *Dharma*, 2. *Artha*, 3. *Kāma*, 4. *Mokṣa*.

Unit II - Structure of Society

(15 Hrs)

i. Varṇa-System and Caste System:

Four-fold division of *Varṇa* System, (*R̥gveda*, 10.90.12),

Mahābhārata, *Śāntiparva*,72.3.8

Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).

Caste-System and Inter-caste Marriages (*Mahābhārata*, *Anuśāsanaparva*, 48.3-11);

Assimilation of foreign tribes in *Varṇa*-System (*Mahābhārata*, *Śāntiparva*, 65.13-22).

Up-gradation and down-gradation of Caste (*Āpastambadharmasūtra*, 2.5.11.10-11,

Baudhāyanadharmasūtra, 1.8.16.13-14, *Manusmṛti*, 10,64, *Yājñavalkyasmṛti*, 1.96)

ii. Position of Women in the Society:

Brief survey of position of women in different stages of Indian Society;

Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13.

Praise of women in The *Bṛhatsamhitā* of Varāhamihira

(*Strīprasamsā*, chapter-74.1-10)

Unit III - State and Kingship**(15 Hrs)**

- i. Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: 'matsyanyāyābhibhutah' to 'yo' *asmāngopāyatīti*)
- ii. Essential Qualities of King (*Arthaśāstra*, 6.1.16-18: 'sampādayatyasampannah' to 'jayatyeva na hīyate')
- iii. Conduct of the state (Manu Smṛiti 7 Verses 1 to 15)

Unit IV - State and International Relations**(15 Hrs)**

- i. 'Saptāṅga' Theory of State: 1. *Svāmi*, 2. *Amātya*, 3. *Janapada* 4. *Pura*, 5. *Kośa*, 6. *Daṇḍa* and 7. *Mitra* (*Arthaśāstra*, 6.1. Mahābhārata, *Śāntiparva*, 56.5, *Śukranīti*, 1.61-62).
- ii. 'Maṇḍala' Theory of Inter-State Relations: 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. *Ari-mitramitra*;
- iii. *Śāḍgunya* Policy of War and Peace: 1. *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Samśraya* 6. *Dvaidhibhāva*.

Essential/recommended readings

1. *Arthaśāstra* of Kauṭilya - (Ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
2. Mahābhārata (7 Vols) - (Eng. Tr.) H.P. Shastri, London, 1952-59.
3. Manu's Code of Law - (Ed. & Trans.): Olivelle, P. (A Critical Edition and Translation of the Manava- Dharamaśāstra), OUP, New Delhi, 2006.
4. Yājñavalkyasmṛiti with Mitākṣarā commentary - Chowkhamba Sanskrit Series Office, Varanasi, 1967
5. कौटिलीय अर्थशास्त्र – उदयवीर शास्त्री मेहर चन्द लछमन दास, दिल्ली
6. बृहत्संहिता – वराहमिहिर, हिन्दी अनुवाद बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुंबई
7. महाभारत (भाग १ – ६), हिन्दी अनुवाद सहित, गीता प्रेस गोरखपुर
8. मनुस्मृति- चौखंबा प्रकाशन, दिल्ली

Suggested readings

1. काणे, पी. वी. धर्मशास्त्र का इतिहास (1-4 भाग), अनु० अर्जुन चौबे काश्यप, (उत्तर प्रदेश हिन्दी संस्थान, लखनऊ, 1966-73
2. जायसवाल सुवीरा, वर्ण तथा जाति व्यवस्था उद्भव तथा विकास, 2004
3. विद्यालङ्कार सत्यकेतु- प्राचीनभारतीय शासन व्यवस्था और राजशास्त्र, सरस्वतीसदन, मैसूर, 1968
4. Altekar, A.S, State and Government in Ancient India, MotilalBanarsidass, Delhi, 2001.

5. Altekar, A.S, The Position of Women in Hindu Civilization, Delhi, 1965.
6. Bhandarkar, D.R., Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University
7. Ghosal, U.N., A History of Indian Political Ideas, Bombay,1959.
8. Jayaswal, K.P. Hindu Polity, Bangalore, 1967.
9. Jha, M.N. -Modern Indian Political Thought, Meenakshi Parkashan, Meerut, UP.
10. Law, N. S., Aspect of Ancient Indian Polity, Calcutta, 1960.
11. Lingat Robert, Classical Hindu Law,
12. Mathur A.D. Medieval Hindu Law, Oxford University Press, New Delhi, 2006
13. Mehta, V.R., Foundations of Indian Political Thought, Manohar Publisher, Delhi, 1999.
14. Pandey, G.C. Jaina Political Thought, Jaipur Prakrit Bharti, 1984.
15. Prabhu, P.H. Hindu Social Organisation, Popular Prakashan, Mumbai, 1998
16. Prasad, Beni, Theory of Government in Ancient India, Allahabad, 1968.
17. Saletore, B.A. Ancient Indian Political Thought and Institutions, Bombay, 1963.
18. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, MLBD, Delhi, 1996.

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

BA (Prog.) With Sanskrit as Major
Category-II

DSC 1: Sanskrit 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
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Grammar	04	3	1	0	Class XII Pass	Nil

Learning Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the Laghusiddhantakaumudi, the premier text of Sanskrit grammar by Varadaraj.

Learning outcomes:

After completion of this course

- Students will understand the basic structural nuances of Panini's grammar.
- They will become familiar with fundamental sandhi and compounding patterns.
- They will also understand some most important primary and secondary suffixes of Sanskrit.
- The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

SYLLABUS OF DSC-1

Unit I (15 Hrs)

Laghusiddhantakaumudī : Sañjñā Prakaraṇa

Mahesvar Sutra, Pratyahara, Uchcharana Sthan, Different types of Sound.

Unit II (15 Hrs)

Laghusiddhantakaumudī: Sandhi Prakaraṇa

ac sandhi: yaṅ, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.
hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva
visarga sandhi: utva, lopa, satva and rutva

Unit III (15 Hrs)
Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa
Vibhaktyartha Prakaraṇa

Unit IV (15 Hrs)
General introduction to Samasa based on Laghusiddhāntakaumudī.

Essential/recommended readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

Suggested readings:

1. चक्रधर नौतियाल हंस, बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

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

DSC 2: Sanskrit 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
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Poetry	04	3	1	0	Class XII Pass	Nil

Learning Objectives:

This course aims at getting the students acquainted with the general outlines of Classical Sanskrit Literature (Poetry) through classical texts.

Learning outcomes :

- This course will help the students develop a fair idea of the works of great Sanskrit poets.
- They will be able to appreciate the styles and thoughts of individual poets focusing on the poetical, artistic, cultural and historical aspects of their works.
- This course will enhance competence in chaste classical Sanskrit and give them skills in translation and interpretation of poetic works.

SYLLABUS OF DSC- 2**Unit I****(15 Hrs)****Raghuvamśam: Canto-I (Verses 1-25):**

Introduction (Author and Text), Meaning/translation, Explanation, Story, Characteristics of Raghu Clan, Characteristics of Dilīpa, Role of Dilīpa for the welfare of the subjects. Appropriateness of title, Background of given contents.

Unit II**(15 Hrs)****Śīsupālavadhā - Canto II, (Verses 26-56):**

Introduction (Author and Text), Appropriateness of title, Background of given contents, Grammar, Translation, Explanation, Poetic excellence, thematic analysis. **माघे सन्ति त्रयो गुणाः, मेघे माघे गतं वयः, तावद् भा भारवेर्भाति यावन्माघस्य नोदयः ।**

Unit III**(15 Hrs)****Nītiśatakam - (Verses 1-20):**

Translation, explanation, social experiences of Bhartṛhari, Types of Fool.

Unit IV**(15 Hrs)****History of Sanskrit Poetry:**

Aśvaghōṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa, Jayadeva, Bhartṛhari and their works. Origin and Development of Different types of Mahākāvya and Gītikāvya with special reference to the following Poets and their works.

Essential/recommended readings:

1. त्रिपाठी, कृष्णमणि, रघुवंशम् (मल्लिनाथकृत सञ्जीवनीटीका), चौखम्बा सुरभारती प्रकाशन, वाराणसी
2. झा, तारिणीश (व्या.), भर्तृहरिकृत नीतिशतकम् ,संस्कृत टीका, हिन्दी व अंग्रेजीव्याख्याननुवादसहित, रामनारायणलाल बेनीमाधव , इलाहाबाद, १९७६.
3. त्रिपाठी, बाबूराम (सम्पा.), भर्तृहरिकृत नीतिशतकम् महालक्ष्मी प्रकाशन, आगरा, १९८६

4. विष्णुदत्त शर्मा शास्त्री (व्या.), भर्तृहरिकृत नीतिशतकम्, विमलचन्द्रिकासंस्कृतटीका व हिन्दी-व्याख्यासहित, ज्ञानप्रकाशन, मेरठ, संवत् २०३४.
5. शिशुपालवध – माघ, चौखम्बा विद्याभवन, वाराणसी
6. C.R. Devadhar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
7. Gopal Raghunath Nandargikar (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.
8. M.R. Kale (Ed.), Nītiśatakam of Bhartṛhari, MLBD., Delhi.
9. M.R. Kale (Ed.), Raghuvamśam of Kālidāsa, MLBD, Delhi.

Suggested readings:

1. Keith, A.B., History of Sanskrit Literature, MLBD, Delhi.
2. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi.
3. Gaurinath Shastri, A Concise History of Sanskrit Literature, MLBD, Delhi.
4. Winternitz, Maurice: Indian Literature (Vol. I-III), also Hindi Translation, MLBD, Delhi.

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

BA (Prog.) with SANSKRIT as MINOR

Category-III

DSC 1: Sanskrit Grammar

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives:

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the Laghusiddhantakaumudi, the premier text of Sanskrit grammar by Varadaraj.

Learning outcomes:

After completion of this course

- Students will understand the basic structural nuances of Panini's grammar.
- They will become familiar with fundamental sandhi and compounding patterns.
- They will also understand some most important primary and secondary suffixes of Sanskrit.
- The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

SYLLABUS OF DSC-1

Unit I

(15 Hrs)

Laghusiddhantakaumudī : Sañjñā Prakaraṇa

Mahesvar Sutra, Pratyahara, Uchcharana Sthan, Different types of Sound.

Unit II

(15 Hrs)

Laghusiddhantakaumudī: Sandhi Prakaraṇa

ac sandhi: yaṇ, gaṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.

hal sandhi: ścutva, ṣṭutva, anunāsikatva, chhatva and jaṣṭva
visarga sandhi: utva, lopa, satva and rutva

Unit III (15 Hrs)

Laghusiddhāntakaumudī: Vibhaktyartha Prakaraṇa
Vibhaktyartha Prakaraṇa

Unit IV (15 Hrs)

General introduction to Samasa based on Laghusiddhāntakaumudī.

Essential/recommended readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या (भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय (भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह, लघुसिद्धान्तकौमुदी: प्रकाशिका नाम्नी हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).
6. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

Suggested readings:

1. चक्रधर नौतियाल हंस, बृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली
2. कपिलदेव द्विवेदी – रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी

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

**Common Pool of Generic Electives (GE) Courses
Offered by Department of Sanskrit**

Category-IV

GE-1: Basic Sanskrit

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite
			Lecture	Tutorial	Practical	
Basic Sanskrit	GE-01	4	3	1	0	Class XII Pass

Basic Sanskrit

[A] Course Objectives:

This is an elementary course in Sanskrit language designed for students who wish to learn Sanskrit from the very beginning. Essential Sanskrit grammar will be introduced (without reference to Panini's sutras) through the multiple example method with emphasis on students constructing themselves the simple Sanskrit sentences.

[B] Course Learning Outcomes:

- Students will acquire the basic and working knowledge of the Sanskrit language.
- Students will be able to communicate in simple Sanskrit.
- Students will develop an interest in Sanskrit.
- Students will be motivated to study further.

[C] Course Contents

Unit: I Grammar and Composition, Part I:

- Nominative forms of 'a' ending masculine and neuter gender nouns with paṭh, khād, likh, bhū, and other similar simple verbs in present, past and future tenses. Accusative forms of nouns in singular number with the usage of more simple verbs.
- 'ā' and 'ī' ending feminine words in nominative and accusative cases with loṭ lakāra (imperative).
- Masculine and Feminine nouns ending in 'i' and masculine nouns ending in 'u' in various cases in singular number.
- Nominative forms of pronouns- asmad, yuṣmad, tat, etat, yat, kim in masculine, feminine and neutral genders.
- Masculine nouns ending in consonants – bhavat, guṇin, ātman and Feminine nouns ending in consonants – vāk.
- Neuter nouns ending in consonants – jagat, manas.

Unit: II Grammar and Composition, Part II

Special Verb forms – in parasmaipada –past, present, future and imperative - kr, śrū

Special Verb forms – in parasmaipada –past, present, future and imperative - jñā

Special Verb forms – in parasmaipada –past, present, future and imperative – dā, dhā

Special Verb forms – in ātmanepada – past, present, future and imperative – edh, sev

Unit: III Sandhis and Pratyayas

Ac Sandhis:

yaṅ, guṇa, dirgha, ayadi, vrddhi and pūrvarūpa

Hal sandhis:

scutva, stutva, anunāsikatva, chhatva and jaštva

Visarga sandhis:

satva and rutva

Unit: IV Pratyayas–

śatṛ, śānac, ktavatu, kta

ktvā, lyap, tumun

Active – passive structures only in laṭ lakāra

[D] References:

Compulsory Readings:

1. Mishra, Dr. Yadunandan, Anuvada Chandrika, Chaukhambha Orientaliya, Delhi, 2021.
2. Apte, Vaman Shivram, Students Guide to Sanskrit Composition, The Standard Publishing Company, Girgaon, Bombay, 1925.
3. Tripathi, Dr. Brahmananda, Rupa Chandrika, Chaukhamba Surbharati Prakashan, Varanasi, 2008.
4. Kridanta Rupa Mala – Srijan Jha – App. available on Google Play Store

[E] Teaching Learning Process:

1. Teachers will introduce the prescribed components of grammar with several examples.
2. Teachers will make students produce and practise with more examples.
3. Teachers will put words in phrases and sentences and repeat them in several variations.
4. Students will construct Sanskrit sentences in the class singly and collectively and exhibit them in spoken as well as written forms.
5. Teachers will provide practice sheets to the students for each section, which they will solve either in class or at home.
6. Teachers will from the very beginning, encourage students to make short and simple Sanskrit sentences and speak in Sanskrit.

GE -2: INDIAN AESTHETICS

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite
			Lecture	Tutorial	Practical	
Indian Aesthetics	GE-02	4	3	1	0	Class XII Pass

Course Objectives:

Aesthetics is a potent and important field of literary criticism. It has acquired the status and recognition of an independent academic discipline today, Aesthetics deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of all fine art forms. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Art forms. The principal objective of this course is to give the students an overview of the major trends of Indian Aesthetics.

Course Learning Outcomes:

This course will enable students to identify the real essence behind all ideas of Beauty as propounded by Indian rhetoricians. After the completion of the course, the learner will be able to understand the Indian deliberations on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic modes of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

Course Contents:

Unit: I

Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature, importance and components: vāya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty (Saundarya): ramaṇīyatā, lāvaṇya, cārutā, kānti, madhuratā, manohāritā, suṣmā, abhirāmtā

Unit: II

The process of Aesthetic experience (Rasa)

- Constituents of rasa: Bhāva (human feelings and emotions) Vibhāva (causes or determinants), Anubhāva (voluntary gestures), Sāttvika bhāva (Involuntary gestures), Vyabhicāri bhava (transitory states) and Sthāyibhāva(basic mental states), Sahṛdaya/Sāmājika (Connoisseur/Spectator). Anukārya, Anukartā, Sādhāraṇīkaraṇa (Generalization), four mental stages of rasa realization: Vikāsa (cheerfulness), Vistāra(exaltation), Kṣobha (agitation), Vikṣepa (perturbation).
- Number of rasas according to Bharat.
- Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayātā, alaukikatā)

Unit: III

Aesthetic elements (saundarya - tattva)

- Art as the mode of expression of Saundarya –Architecture, Sculpture and Painting

and Music.

- Main aesthetic elements of literary arts (Poetry and Drama): Alaṅkāra, rīti, Dhvani, Vakrokti & Aucitya.

Unit: IV

Prominent thinkers of Indian Aesthetics and Perception of beauty in Abhijñānaśākuntalam

- Bharata, Bhāmaha, Vāmana, Ānandavardhana, Rajśekhara, Abhinavagupta, Mammaṭa, Vishvanātha, Rūpagoswamī and Paṇḍitarāja Jagannātha
- Perception of beauty in Drama from cultural, social and aesthetical point of view in the context of Abhijñānaśākuntalam.

References:

Compulsory Reading:

1. Singh, Satyavrata, Sāhityadarpaṇa of Vishvanātha, Chaukhamba Vidyabhavan, Varanasi, 1957.
2. Kane P.V., *History of Sanskrit Poetics* pp.352-391, Motilal Banarasidas Publishers Private Limited, Delhi, 2002.
3. Pandey, Dr. Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 1972.
4. चतुर्वेदी ब्रजमोहन , भारतीय सौन्दर्यदर्शन , मध्यप्रदेश हिन्दी ग्रन्थ अकादमी. पृ. 5-12, 22-34.
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 42-60
6. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625
7. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 37-42
8. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593-625, चौखम्बा प्रकाशन, 1978
9. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, पृ. 61-76

Additional Resources:

1. Gnoli, R.: *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi, 1956
2. उपाध्याय बलदेव , संस्कृत- आलोचना , हिन्दी समिति, सूचना विभाग , उ. प्र., 1963
3. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार, अलंकारशास्त्र का इतिहास , साहित्य भण्डार, मेरठ, 1998
6. पाण्डेय, कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्बा संस्कृत सीरीज,

वाराणसी 1967, 1978

Teaching Learning Process:

The teaching-learning process for this paper will be theoretical as well as practical wherein all relevant elements will be analyzed. The students will know the salient features of Aesthetic based on Sanskrit literature on the Subject.

GE -3: BASIC PRINCIPLES OF AYURVEDA

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite
			Lecture	Tutorial	Practical	
Basic Principles of Ayurveda	GE-03	4	3	1	0	Class XII Pass

Basic Principles of Āyurveda

Course Objectives:

The primary objective of this course is to offer the students an opportunity of learning about Ancient Indian Medical practices. Students will be familiar with the basic principles of the Science of Ayurveda.

Course Learning Outcomes:

This course will enable the students to get a fair understanding of the Science of Ayurveda (Medical Science). The course will make the learner capable of analyzing the classification and elements of Indian herbs. The course is supposed to create among the students an awareness of ancient medical practices.

Course Contents:

Unit: I

Introduction to Āyurveda

Definition of Āyurveda, Aim of Āyurveda, Subject Matter of Āyurveda, Salient Features of Āyurveda, Concept of Health according to Āyurveda, Unique features of Āyurveda.

History of Āyurveda

Introduction to Major Texts (Suśrut Samhitā and Caraka Samhitā) and Authors (Suśruta and Caraka) and Aṣṭāṅga Hṛdayam, Aṣṭāṅga Saṅgraha of Vāgbhaṭa.

Unit: II

Basic Principles of Āyurveda

1. **Triguṇas:** Sattva, Rajas and Tamas.
2. **Pañcamahābhūtas:** Ākāśa (Space), Vāyu (Air), Teja or Agni (Fire), Jala (Water) and Pṛthvī (Earth).
3. **Tridoṣas:** Vāta, Pitta and Kapha.
4. **Saptadhātus:** Rasa (fluid), Rakta (blood), Māmsa, Meda (fat), Asthi, Majjā and Śukra.

5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātuvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

Unit: III

Aṣṭāṅga Āyurveda:

1. Kāyçikitsā (General Medicine)
2. Kaumārabhṛtya (Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vajīkaraṇa (Aphrodisiac).

Unit: IV

Important Medicinal Plants and their bases on Āyurveda

Medicinal Plants in Suśruta Saṁhitā: Tulsī, Haridrā, Sarpagandhā, Ghr̥ta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

[D] References:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishtana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishtan New Delhi, 2005.
3. Āyurveda Kā Saṅkṣipta Itihāsa, Hindi Sahitya Sammelan, Allahabad.
4. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi, 1987.
5. Bhisagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.
6. Charak Samhita E-text: <http://www.charakasamhita.com/>
7. <http://www.speakingtree.in/blog/medicinal-plants-from-ancient-india>
8. http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1
9. K. R. Srikantha Murthy, Illustrated Susruta Samhita, Chaukhamba Orientalia, 2012
10. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
11. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
12. PriyaVrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vāgbhāṭa's Aṣṭāṅg-saṅgraha, Chowkhamba Sanskrit Pratishtanam, Delhi., 2011.
14. Shantha Godagama, The Handbook of Āyurveda, North Atlantic Books, 2004
15. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba Sanskrit Series.
16. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). Charaka Samhita Vols. 1 – 6. Varanasi, India. Chaukhamba Sanskrit Series.
17. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, Astanga Hridayam Vols. 1 and 2. Varanasi, India: Krishnadas Academy.

18. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
19. SusrutaSusruta (Author), Kunja Lal Bhishagratna, An English Translation of the Sushruta Samhita, Based on Original Sanskrit Text. Edited and Published by KavirajKunja Lal Bhishagratna. with a Full ... Notes, Comperative Views, Index, Glossary, Nabu Press, 2012

[E] Teaching Learning Process:

1. Teachers will explain the relevant texts in lecture method.
2. Teachers will make the students visit to and experience themselves the medicinal plants.
3. Teachers will instruct the students to prepare reports on their understanding of the plants.

GE -4: SANSKRIT NARRATOLOGY

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite
			Lecture	Tutorial	Practical	
Sanskrit Narratology	GE-04	4	3	1	0	Class XII Pass

Course Objectives:

This course aims at acquainting the students with various aspects of Sanskrit Narratology. These aspects cover origin and development of Sanskrit narratives, its distinctive features, functions, forms and cross-cultural reception.

Course Learning Outcomes:

Students will acquire the basic understanding of Sanskrit Narratives. They will be able to appreciate the essence of Sanskrit Narratology. They will develop an interest in Sanskrit Narratives and will be motivated to study the subject further.

Course Contents:

Unit: I Origin and Development of Sanskrit Narratives

- A. Vedic Origin- Ṛgvedic Saṁvāda Sūktas, Gāthā Nārāśamsī, Upniṣadic ākhyāna
- B. Itihāsa-purāna tradition
- C. Bṛhatkathā and its Sanskrit recensions – Bṛhatkathā ślokaṁgrha, Kathāśartitsāgara, Bṛhatkathāmañjarī
- D. Origin and Development of Sanskrit Fables – Pañcatantra, Hitopadeśa, Vetālapañcaviṁśikā, Simhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

Unit: II Distinctive Features and Functions of Sanskrit Narratology

(i) Distinctive Features of Sanskrit Narratology

1. Interiorization
2. Serialisation
3. Fantasisation
4. Cyclicalisation
5. Allegorisation
6. Anonymisation
7. Elasticisation of Time
8. Spatilisation
9. Stylisation
10. Improvisation

(ii) **Institution and Function of Story-telling**

1. Ritualistic, spiritualistic, recreational and pedagogical thrust
2. Narrator as a social-class- Kuśīlava, Cāraṇa, Sūta

Unit: III Art-forms as Medium of Sanskrit Narrative

Kathāsatra (Symposium of Story-telling), Drama, Dance-forms, Cave-paintings, Miniature Paintings and Sculpture.

Unit: IV Cultural Reception of Pañcatantra

Adaptation, Re-casting and Re-telling of Pañcatantra across cultures and nations.

[D] References:

1. Sadhale, Nalini, *Katha in Sanskrit Poetics*, Sanskrit Academy, Osmania University, Hyderabad, 1986
2. Paniker, K. Ayyapaa, *Indian Narratology*, IGNCA, Delhi, 2003
3. Dev, Amiya (Ed.), *Narrative, A Seminar*, Sahitya Academy, Delhi, 2017
4. Daya, Krishna, *India's Intellectual Tradition*, Delhi, ICPR, 1987
5. Mahulikar, Gauri, *Effect of Ramayana on Various Cultures and Civilizations*, Ramayana Institute.
6. Video of London 2009 ICR Illustrated Lecture on the Westward Migration of Panchatantra from India.
7. V. Raghavan Ed. *The Rāmāyana Tradition in Asia*,
8. Dr. Edgerton, Franklin (1924), *The Pañcatantra Reconstructed* (Vol.1: Text and Critical Apparatus, Vol.2: Introduction and Translation), New Haven, Connecticut: American Oriental Series. Volumes 2-3 Hertel, Johannes (1908-15), *The Pañcatantra : a collection of ancient Hindu tales, in the recension called Pañcākhyānaka, and dated 1199 A.D., of the Jaina monk*
9. Anand Krishna, *A Reassessment of the Tuti-Nama Illustrations in the Cleveland Museum of Art*, *Artibus Asiae*, Vol. 35, No.3, pp. 241-268 (28 pages). Artibus Asiae Publishers, 1973.
10. Winternitz, M. *Some Problems of Indian Literature* –Munshiram Manoharlal, Delhi, 1978.

[E] Teaching Learning Process:

1. Teachers will introduce the elements of Sanskrit Narratology.
2. Teachers will explain and clarify the fundamental concepts and issues of Narratology in the class.
3. Teachers will suggest the students to visit the blogs, articles and other digital and non – digital sources in the subjects.
4. Teachers will make the students understand the preventive approach of Sanskrit Narratology.

Department of English

BA (Hons.) English

Category I

[UG Programme for Bachelor in English (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Literary Studies

CREDIT 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 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105

3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II (20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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-2): European 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		
DSC 2- European Classical Literature	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To offer students a basic understanding of the mode of thought and understanding in classical Europe and contextualize the western classical texts within literary studies in a scholarly manner.

Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to gain an understanding of the classical, that is valuable in itself and as a frame of reference for subsequent periods of literary studies

SYLLABUS OF DSC- 2

UNIT – I (20 Hours)

1. Homer: *The Odyssey*

UNIT – II (20 Hours)

1. Aristotle: *Poetics*
2. Sophocles: *Antigone*

UNIT – III (20 Hours)

1. Aristophanes: *Lysistrata*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings (if any):

1. Plato, 'Book X', *The Republic*. tr. Desmond Lee, London: Penguin, 2007.
2. Horace, 'Ars Poetica', *Horace: Satires, Epistles and Ars Poetica*. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): 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		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	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 DSC-3

UNIT – I (20 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 (20 Hours)

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

UNIT – III (20 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.

BA (PROG) WITH ENGLISH AS MAJOR

Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

CREDIT 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 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

- Jane Austen: *Pride and Prejudice*
- Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
- Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II (20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

DISCIPLINE SPECIFIC CORE COURSE –(DSC-2): 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		
Indian Classical Literature	4	3	1	0	Passed Class XII with English	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 DSC-3

UNIT – I (20 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 ((20 Hours)

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

UNIT – III (20 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.

BA (PROG.) WITH ENGLISH AS NON-MAJOR

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH (minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Introduction to Literary Studies

CREDIT 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 1: Introduction to Literary Studies	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the domain of literature, its genres, methods of critique and its distinctive ability to influence and project social and cultural change.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp a basic sense of literature as a discipline of thought and application.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Reading the Novel

1. Jane Austen: *Pride and Prejudice*
2. Prince, Gerald J. *Narratology: Form and Function of Narrative*. NY: Mouton Publishers, 1982. pp 7 – 16 & pp 103 – 105
3. Kaul, A.N. 'A New Province of Writing,' *The Domain of the Novel: Reflections on Some Historical Definitions*. Routledge, 2021. pp 20-36

UNIT – II ((20 Hours)

UNIT II: Reading Poetry

1. John Milton: 'On His Blindness'
2. William Wordsworth: 'Composed Upon Westminster Bridge'
3. Emily Dickinson: '341 After Great Pain'
4. Rabindranath Tagore: 'Where the Mind is Without Fear'
5. Ferguson, Margaret, Mary Jo Salter and Jon Stallworthy, 'Versification and Poetic Syntax', *The Norton Anthology of Poetry, 5th edition*. NY and London: W.W. Norton & Company, 2005. pp 2021 – 2065

UNIT – III (20 Hours)

UNIT III: Reading Drama

1. Mahesh Dattani: *Tara*
2. Watson, G.J. 'The Nature of Drama', *Drama: An Introduction* (London: Macmillan, 1983)
3. Tanvir, Habib. *It Must Flow: A Life in Theatre*
<http://www.seagullindia.com/stq/pdf/STQ%20Issue%2010.pdf>
4. Day, Gary. 'Introduction', *Class*. UK: Routledge, 2001. pp 1 – 18

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic Publishers and distributors 1998, 2006.
2. Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983.
3. King, Bruce. 'Introduction', *Modern Indian Poetry in English*. New Delhi: OUP, 2nd edn. 2005.
4. Dharwadker, A.B. *Theatres of Independence: Drama, theory and urban performance in India since 1947*. University of Iowa Press, 2009

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

[UG Programme for Bachelor in Journalism(Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – :

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand what it takes to be a competent reporter and the problems that journalists face in the media industry.
- To equip students to work as a cub-reporter in any news media organisation.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the nature of news and the process of news transmission to the readers.
- Students will be able to write news stories and comprehend the role of the press in a democratic society.

SYLLABUS OF DSC-1

UNIT – I (20 Hours)

UNIT I: Understanding News

- Meaning and definition of Journalism
- Ingredients of news
- News: meaning, definition, nature
- The news process: from the event to the reader (how news is carried from event to reader)
- Hard news vs. Soft news
- Basic components of a news story
- Attribution, on-record, off-the record, embargo,
- Verification, balance, fairness, brevity, dateline, credit line and byline.
- Criteria for news worthiness, principles of news selection

UNIT – II ((20 Hours)

UNIT II: Historical Perspective and News Writing Skills

- Yellow journalism
- Penny press, tabloid press
- Language of news- Robert Gunning: Principles of clear writing
- Rudolf Flesch formula- skills to write news
- Organizing a news story, 5W's and 1H, Inverted pyramid
- Use of archives, sources of news, use of internet

UNIT – III (20 Hours)

Unit III: Different mediums-a comparison

- Language and principles of writing on different media platforms
- Basic differences between print, electronic and online journalism
- Citizen Journalism

Practical component (if any) - Writing stories in the inverted pyramid format, identifying the news values in news stories of different newspapers, identifying the 5W's and 1 H in news stories, writing soft-news stories.

Essential/recommended readings-

1. Bruce D. Itule and Douglas A. Anderson. *News writing and reporting for today's media*. McGraw Hill Publication, 2000.

2. George Rodmann. *Mass Media in a Changing World*. McGraw Hill Publication, 2007.
3. Carole Flemming and Emma Hemmingway. *An Introduction to Journalism*. Vistaar Publications, 2006.
4. Richard Keeble. *The Newspaper's Handbook*. Routledge Publication, 2006.

Suggestive readings-

1. M.L. Stein, Susan Paterno & R. Christopher Burnett. *News writer's Handbook: An Introduction to Journalism*. Blackwell Publishing, 2006.
2. Michael Ryan and James W. Tankard. *Writing For Print And Digital Media*. Mcgraw-Hill College, 2004.
3. Helmut Kipphan. *Handbook of Print Media*. Springer, 2001.
4. Paranjoy Guha Thakurta. *Media Ethics: Truth, Fairness and Objectivity*. Oxford University Press, 2011.
5. Vincent F. Filak. *Dynamics of News Reporting and Writing Foundational Skills for a Digital Age*. Sage Publications, Inc, 2021.
6. Robert Gunning. *Techniques of Clear Writing*. McGraw Hill Higher Education, 1968.
7. W. Richard Whitaker & Janet E. Ramsey & Ronald D. Smith. *Media Writing: Print, Broadcast, and Public Relations*. Routledge, 2019.
8. Wynford Hicks, Adams Sally, Harriett Gilbert, Tim Holmes, Jane Bentley. *Writing for Journalists*. Routledge, London, 2016.
9. John Hohenberg. *The professional journalist: a guide to the practices and principles of the news media*. Holt, Rinehart and Winston, New York, 1973.
10. M. V. Kamath. *The Journalists Handbook*. Vikas Publishing, New Delhi, 2009.

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-2): Introduction to Media and Communication

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-2 Introduction to Media and Communication	4	3	1	0	Passed Class XII with English	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 hone the communication skills.
- To help identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the important aspects of communication to help them get their messages across to public, essential in all sectors of media.
- Students will be enabled to work in any sector/media organisation as a content writer/communication consultant.

SYLLABUS OF DSC- 2

UNIT – I ((20 Hours)

UNIT I: Communication and Mass Communication

- Media and Everyday life

- Forms of Communication, Levels of Communication
- Mass Communication and its Process
- Normative Theories of the Press
- Media and the Public Sphere
- Four Models of Communication: transmission models, ritual or expressive models, publicity model, reception model

UNIT – II ((20 Hours)

UNIT II: Mass Communication and Effects Paradigm

- Direct Effects; Mass Society Theory, Propaganda
- Limited Effects; Individual Difference Theory, Personal Influence Theory
- Digital influencers in the contemporary world

UNIT – III (20 Hours)

UNIT III: Cultural Effects and the Emergence of an Alternative Paradigm

- Cultural Effects: Agenda Setting
- Spiral of Silence, Cultivation Analysis
- Critique of the effects paradigm and emergence of alternative paradigm

Practical component (if any) - NIL

Essential/recommended readings-

1. Michael Ruffner and Michael Burgoon. *Interpersonal Communication*. New York, Holt, Rinehart and Winston, 1981. 21-34; 59-72
2. John Fiske. *Introduction to Communication Studies*. Routledge 1982. pp 138
3. Dennis Mc Quail. *Mass Communication Theory*. London, Sage, 2000. pp 111; 41-54; 121-133(fourth Edition)
4. Baran and Davis. *Mass Communication Theory*. Indian Edition, South West Coengate Learning, 2006. pp 42-64; 7184; 148-153; 236-298
5. Kevin Williams. *Understanding Media Theory*. 2003. pp 168-188

Suggestive readings (if any)-

1. Robin Jeffrey. *Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India*. New Delhi: Hachette, 2013.
2. Ravi Sundaram. 'The Art of Rumour in the Age of Digital Reproduction', *The Hindu*. Posted 19 August, 2012, Updated 16 November 2021
<https://www.thehindu.com/news/national//article60457070.ece>

3. Maya Ranganathan. 'Commercial FM radio takes over Indian cities', *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010.
4. Sreya Mitra (2012) 'The show of the millennium': screening the big-money quiz show and the Bollywood superstar, *South Asian History and Culture*, 3:4. 20 Sep 2012. pp 566-582
DOI: 10.1080/19472498.2012.720071
5. Little John, Stephen, W and Foss, Karen, A. *Encyclopedia of Communication Theory*. Sage Publications, Inc. 2009.
6. Narula, Uma. *Communication Models*. Atlantic Publishers and Distributors (P) Ltd., New Delhi. 2022.
7. Neumann, Elisabeth Noelle. *Spiral of Silence: Public Opinion--Our Social Skin*. University of Chicago Press; 2nd edition. 1993.
8. Perse, Elizabeth M. and Lambe, Jennifer. *Media Effects and Society*. Routledge. 2016.
9. Watson, James. *Media Communication: An Introduction to Theory and Process*. Palgrave Macmillan. 2003.
10. Endo, Kaoru, Kurihara, Santoshi and Kamihigashi, Takashi (eds.) *Reconstruction of the Public Sphere in the Socially Mediated Age*. Springer, Singapore. 2017.
11. Shohini Ghosh, "Inner and Outer Worlds of Emergent Television Cultures," in *No Limits: Media Studies from India*, Ed. Ravi Sundaram. New Delhi: Oxford (2013).

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

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3): History of the 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-3 History of the Media	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students attain familiarity with the historical evolution of the media.
- To contextualize the developments of the media and its role through political and economic changes across the world.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to assist any organisation in writing historical aspects in an efficient manner.
- students will also get an opportunity to work as a researcher and place key developments in media technologies across history.

SYLLABUS OF DSC-3

UNIT – I (20 Hours)

UNIT I: History of Print Media

- Print revolution and telegraph
- Yellow Journalism, Evolution of Press in United States and Great Britain
- History of the Press in India: Colonial Period, National Freedom Movement
- Gandhi and Ambedkar as Journalists and Communicators
- Emergency and Post Emergency Era

UNIT – II (20 Hours)

UNIT II: Beginnings of Sound Media

- The coming of Gramophone
- Early history of Radio in India
- Evolution of AIR Programming
- Patterns of State Control; the Demand for Autonomy
- FM: Radio Privatization

UNIT – III (20 Hours)

UNIT III: Visual Media

- The early years of Photography and Cinema
- The coming of Television and the State's Development Agenda
- Commercialization of Programming (1980s)
- Invasion from the Skies: The coming of transnational television (1990s)
- Formation of Prasar Bharati

Practical component (if any) –

A comparative study of a Community Radio project and any of AIR's Local Radio stations. Projects such as case studies of radio programmes, tracing the transformation of certain traditional musical genres like devotional music, ghazals and folk songs with the advent of cassette technology, presentations on the importance of archiving and archives of films, newspapers, music and photographs as well as projects on digital archives of sound and visual media.

Essential/recommended readings-

1. Briggs, A and Burke, P. *Social History of Media: From Gutenberg to the Internet*. Polity Press, 2010. Chapter 2 and Chapter 5
 2. Jeffrey, Robin. *India's News Paper Revolution: Capitalism, Politics and the Indian Language Press*. New Delhi: Oxford, 2003.
 3. David Page and William Crawley. *Satellites Over South Asia*. Sage, 2001. Chapter 2, chapter 8 and Chapter 9
 4. Erik Barnouw and Krishnaswamy. "Beginnings," & "Three Get Started", *Indian Film*. New York: Oxford University press, 192nd Edition, 1980
- [Early communication system in India \(part - I\) - YouTube](https://www.youtube.com/watch?v:9WocwNyyo8g)
<https://www.youtube.com/watch?v:9WocwNyyo8g>

Suggestive readings-

1. Jeffrey, Robin. "Communications and capitalism in India, 1750–2010." *South Asia: Journal of South Asian Studies* 25, no. 2 (2002): 61-75.

2. V. Ratnamala, *Ambedkar and media*, 2012
http://roundtableindia.co.in/index.php?option=com_content&view:article&id:4992:ambedkar-and-media&catid:119:feature&Itemid:132
3. Manuel, Peter. *Cassette Culture*. Chicago: University of Chicago Press, 1993, Pages 1- 32
4. *Satellite Television: An Impact on Social Participation*, Sabharwal, Tarjeet, ISBN 978-81-8457-064-9, Kanishka Publishers, 2008
5. Chatterjee, P.C, *Broadcasting in India page* (New Delhi, Sage, 1991) pp 39-57
6. Neurath P. "Radio Farm Forum as a Tool of Change in Indian Villages," *Economic Development of Cultural Change*, vol 10, No. 3 (pp 275-283), 1962
7. Das, Biswajit, "Mediating Modernity: Colonial Discourse and Radio Broadcasting in India", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.) (Sage 2005)
8. Parthasarathi, Vibhodh, "Constructing a New Media Market: Merchandising the Talking Machine", *Communication Processes Vol 1: Media and Mediation*, B. Bel, B. Das, J. Brower, Vibhodh Parthasarathi, G. Poitevin (Ed.), Sage 2005
9. Thirumal, P., and C. Lalrozami. *Modern Mizoram: History, Culture, Poetics*. Taylor & Francis, 2018. Chapter 1
10. Francis Robinson. "Technology and Religious change: Islam and the impact of Print", *Modern Asian Studies*. Vol 27, No. 1 (Feb 1993) pp. 229-251.
11. *Seminar* Issue October 1997, Indian Language Press
12. Neyazi, Taberez Ahmed, and Akio Tanabe. "Introduction: democratic transformation and the vernacular public arena in India", *Democratic Transformation and the Vernacular Public Arena in India*, pp. 17-40. Routledge, 2014.
13. Maya Ranganathan, "The Pan Tamil rhetoric in regional media", *Indian Media In A Globalised World*. ed. Ranganathan, Maya, and Usha M. Rodrigues, SAGE Publications India, 2010. pp 83-105
14. G.N.S Raghavan, *Early years of PTI, PTI story: Origin and Growth of Indian Press* (Bombay, Press Trust of India, 1987. pp 92-119
15. Melissa Butcher. *Transnational Television, Cultural Identity and Change*. New Delhi, Sage, 2003. 49-77
16. Cappon, Rene, J. *The Associated Press Guide to News Writing*, 4th Edition. Peterson's; 4th edition, 2019.
17. Sheridan, Lynette Burns. *Understanding Journalism*. SAGE Publications Ltd; Second edition, 2012.
18. Rudin, Richard and Ibbotson, Trevor. *Introduction to Journalism: Essential techniques and background knowledge*. Routledge, 1st Edition, 2002.

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 Department of English

Credit 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			
GE-1 Language and Culture	4	3	1	0	Passed Class XII	NIL	English

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the basic approaches to the study of language.
- To impart a socio-cultural perspective to the study of English in the Indian context.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyze both the socio-cultural and formal aspects of language in general and English in particular.
- Students will be able to understand the shifting and evolving dynamics of the link between language and culture in India.

SYLLABUS OF GE-1

UNIT – I (20 Hours)

UNIT I-Language

1. Connor-Linton, Jeffrey, and Fasold, Ralph. 'Introduction', *An Introduction to Language and Linguistics*. United States: Cambridge University Press, 2006.
2. Fromkin, Victoria, Robert Rodman, and Nina Hyams. 'Part 1', *An Introduction to the Study of Language*. Boston, MA: Cengage, 2017.
3. Wardaugh, Ronald. Chapters 2 and 3, *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.

4. Rodrigues, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

UNIT – II (20 Hours)

UNIT II- English Language in India and Multilingualism

1. Jayendran, Nishevita, et al. Chapters 3, 5 and 6, *Language Education: Teaching English in India*. India: Taylor & Francis, 2021.
2. Mukherjee, Joybrato. 'The development of the English language in India', *The Routledge Handbook of World Englishes*. ed. A. Kirkpatrick, London and New York: Routledge, Taylor & Francis Group, 2000. pp 167-180
3. Bhatia, Tej K. 'The Multilingual Mind, Optimization Theory and Hinglish', *Chutnefying English: The Phenomenon of Hinglish. India*. ed. Rita Kothari & Rupert Snell, Penguin Books, 2011.

UNIT – III (20 Hours)

UNIT III: Language and Society

1. Wardaugh, Ronald. 'Gender', *An Introduction to Sociolinguistics*. Malden, MA: Blackwell, 2006.
2. Soden, Satori, et al. Chapter 5, 6, 8, 9, *Language, Society and Power: An Introduction*. Taylor & Francis, 2010.
3. Wilson, James C. and Cynthia Lewiecki-Wilson. 'Disability, Rhetoric, and the Body': *Embodied Rhetorics: Disability in Language and Culture*. United States: Southern Illinois University Press, 2001.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Fowler, Roger. *The Linguistics of Literature*. London: Routledge and Kegan Paul Ltd, 1971.
2. Bailey, R. W. and J. L. Robinson, ed. *Varieties of present-day English*. New York: Macmillan, 1973.
3. Fishman, J.A. *Sociolinguistics: A Brief Introduction*. Mass: Newbury House Rowley, 1971.
4. Gupta R. S. and K. S. Agarwal, *Studies in Indian Sociolinguistics*. New Delhi: Creative Books, 1996.
5. 'Notes on the History of the Study of the Indian Society and Culture', *Structure and Change in Indian Society*, ed. Milton Singer and Bernard S Cohn. Chicago: Aldine Press, 1968.
6. 'Towards a Definition of Culture', *India and World Culture*. New Delhi: Sahitya Academy, 1986.

7. 'Culture and Ideology', *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. London and New York: Longman, 1995.
8. Crystal, David. *The Stories of English*. UK: Penguin Books Limited, 2005.
9. Krishnaswamy, N., and Krishnaswamy, Lalitha. *The Story of English in India*. India: Foundation Books, 2006.
10. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
11. Mesthrie, Rajend, and Bhatt, Rakesh M. *World Englishes: The Study of New Linguistic Varieties*. United Kingdom: Cambridge University Press, 2008.
12. Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." *PMLA*, vol. 78, no. 2, 1963, pp 25–28.
13. Kramschin, Claire. *The Routledge Handbook of Language and Culture*. United Kingdom, Taylor & Francis, 2014.

GENERIC ELECTIVES (GE-2: Genre Fiction)

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand how the evolving genre of fiction engages with contemporary social and cultural realities.
- To understand the strategies of narrative and themes this specific genre of fiction uses.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to efficiently undertake textual analysis within the specific rubric of genre fiction.
- Students will gain knowledge of the aspects of fictionality while engaging with popular culture.

SYLLABUS OF GE-2

UNIT – I (20 Hours)

1. Arthur Conan Doyle: *The Sign of Four*

UNIT – II (20 Hours)

1. Kashigo Ishiguro: *Never Let Me Go*

UNIT – III (20 Hours)

1. Ibn-e-Safi: *House of Fear*

2. Madulika Liddle: *Crimson City*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. H. Thomas Milhorn: *Writing Genre Fiction: A Guide to the Craft* (2006)

2. Beth Driscoll, Kim Wilkins, Lisa Fletcher: *Genre Worlds: Popular Fiction and Twenty-First-Century* (2022)

3. Joyce G. Saricks: *The Readers' Advisory Guide to Genre Fiction* (2009)

4. Jeremy Rosen: 'Literary Fiction and the Genres of Genre Fiction' Posted 8th July, 2018.

<https://post45.org/2018/08/literary-fiction-and-the-genres-of-genre-fiction/>

GENERIC ELECTIVES (GE-3): Dystopian 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-3: Dystopian Writings	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with the evolution of the literary trends/movements under Dystopian writings.
- To analyse texts and identify the distinctions across prominent milieus and regions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand what constitutes the genre of Dystopian Writings.
- students will be able to discern the shifting dynamics of reality and representation.

SYLLABUS OF GE-3

UNIT – I (20 Hours)

1. Mary Shelley: *The Last Man*

UNIT – II (20 Hours)

1. H.G. Wells: *The Time Machine*

UNIT – III (20 Hours)

1. Malcolm Bradbury: *Fahrenheit 451*

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Stock, Adam. *Modern Dystopian Fiction and Political Thought: Narratives of World Politics*. United Kingdom: Taylor & Francis, 2018.
2. Gottlieb, Erika. *Dystopian Fiction East and West: Universe of Terror and Trial*. Maldives: McGill-Queen's University Press, 2001.
3. Basu, Balaka, et al. (ed.) *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers*. United States: Taylor & Francis, 2013.
4. Isomaa, Saija, et al. (ed.) *New Perspectives on Dystopian Fiction in Literature and Other Media*. United Kingdom: Cambridge Scholars Publishing, 2020.
5. Anthony, Ashley G., et al. (ed.) *Worlds Gone Awry: Essays on Dystopian Fiction*. United States: Incorporated Publishers, 2018.

GENERIC ELECTIVES (GE-4) Literature & Human Rights

Credit 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-4 Literature & Human Rights	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To consider the relationship between literature and human rights.
- To indicate investments in human rights within literary texts.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the relevance of human rights in everyday contexts.
- Students will be able to appreciate the importance of human rights in literary and theoretical terms.

SYLLABUS OF GE-4

UNIT – I (20 Hours)

1. George Orwell: *1984*(1949)

UNIT – II (20 Hours)

1. Harper Lee: *To Kill a Mockingbird* (1960)

UNIT – III (20 Hours)

1. *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
 - (i) 'In the Prison of Repose'—Paulo Coelho
 - (ii) 'Amnesty'—Nadine Gordimer
 - (iii) 'ABC Antidote'—Ishmael Beah
2. Maya Angelou: 'I Know Why the Caged Bird Sings' [poem]
3. June Millicent Jordan: 'Poem About My Rights'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. The Universal Declaration of Human Rights
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

2. Barzilay, Vered Cohen. 'Foreword: The Tremendous Power of Literature', *Freedom: Short Stories Celebrating the Universal Declaration of Human Rights*. Amnesty International, 2009.
3. Hunt, Lynn. *Inventing Human Rights: A History*. W.W. Norton, 2008.
4. Nickel, James W. *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*. United Kingdom: University of California Press, 1987.
5. Tierney, Brian. *The Idea of Natural Rights: Studies on Natural Rights, Natural Law, and Church Law, 1150-1625*. United Kingdom: Eerdmans Publishing Company, 2001.
6. Rawls, John. *The Law of Peoples: with "The Idea of Public Reason Revisited"*. United Kingdom: Harvard University Press, 1999.
7. Griffin, James. *On Human Rights*. United Kingdom: OUP, 2009.

GENERIC ELECTIVES (GE-5) Readings on Indian Diversities and Literary Movements

Credit 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 Readings on Indian Diversities and Literary Movements	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the social and cultural history of India which were conducive to the development of art and literature
- To inculcate new ways to interpret, understand and read representations of diversity.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to read non-verbal social and cultural history.
- Students will be encouraged to be open to the diverse modes of thought.

SYLLABUS OF GE-5

UNIT – I (20 Hours)

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

UNIT – II (20 Hours)

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

UNIT – III (20 Hours)

1. Writing in English
2. Woman Speak: Examples from Kannada and Bangla
3. Literary Cultures: Gujarati and Sindhi

Practical component (if any) - NIL

Essential/recommended readings:

1. Kumar, Sukrita Paul et al. (eds.). *Cultural Diversity, Linguistic Plurality, and Literary Traditions in India*. New Delhi: Macmillan, 2005.

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 (GE-6) Indian English Literatures

Credit 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-6 Indian English Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce literary texts from a range of regional, cultural, social, and political locations within India.
- To inculcate an in-depth understanding of some of the major issues shaping this literary production.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend regional differences in the issues discussed and in socio-cultural contexts.
- Students will be able to analyze the use of the English language by non-native speakers and writers.

SYLLABUS OF GE-6

UNIT – I (20 Hours)

1. Vikram Seth: *A Suitable Boy*

UNIT – II (20 Hours)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

UNIT – III (20 Hours)

1. Kamala Das: (i) 'An Introduction' (ii) 'My Grandmother's House'
2. Nissim Ezekiel: (i) 'Night of the Scorpion' (ii) 'Goodbye Party for Miss Pushpa TS'
3. Arun Kolatkar: (i) 'The Bus'
4. Mamang Dai, 'The Sorrow of Women'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Burton, Antoinette. *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*. Oxford UP, 2003.
2. Zecchini, Laetitia. *Arun Kolatkar & Literary Modernism in India: Moving Lines*. USA: Bloomsbury Academic, 2014.
3. Nerlekar, Anjali. *Bombay Modern: Arun Kolatkar and Bilingual Literary Culture*. Speaking Tiger, 2017.

4. Anjaria, Ulka. *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge UP, 2012.
5. Parashkevova, Vassilena. *Salman Rushdie's Cities: Reconfigurational Politics and the Contemporary Urban Imagination*. Bloomsbury, 2012.

**Generic Electives Language Courses offered by the Department of English
(GE Language 1) English Language through Literature-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		
English Language Through Literature-I	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 (20 Hours)

UNIT 1: Understanding Everyday Texts.

1. Edwards, Adrian 'Forced displacement worldwide at its highest in decades' *UNHCRorg* UNHCR

<http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#> Accessed 1st June, 2022

2. Jadhav, Radheshyam 'Groom wanted: Trader peon...anyone but a farmer' *Times News Network*. 1st Jan, 2018

<https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1st June, 2022

3. Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph*. 15th December 2017

<https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1st June 2022

4. '13 letters every parent every child should read on Children's Day' *The Indian Express*. 10th November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1st June 2022

UNIT – II (20 Hours)

UNIT 2: Understanding Drama

5. Lakshmi, CS. (i) 'Ambai' (ii) 'Crossing the River', *Staging Resistance: Plays by Women in Translation*. Ed. Tutun Mukherjee, Oxford: Oxford University Press, 2005.

UNIT – III (20 Hours)

UNIT 3: Understanding Poetry

6. Angelou, Maya. 'Caged Bird', *The Complete Collected Poems of Maya Angelou*. New York: Random House Inc, 1994.

7. Ezekiel, Nissim. 'Goodbye Party for Miss Pushpa TS', *Collected Poems*. New Delhi: Oxford University Press, 2005.

8. Okara, Gabriel. 'Once Upon a Time', *Gabriel Okara: Collected Poems*. Nebraska: University of Nebraska, 2016.

9. Lawrence, DH. 'Last Lesson of the Afternoon', *The Complete Poems of DH Lawrence*. Hertfordshire: Wordsworth Editions, 1994.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE COURSES (GE Language 2) Digital Communication-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		
Digital Communication-I	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 (20 Hours)

UNIT I: Constructing a Self

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Social Media etiquette

UNIT – II (20 Hours)

UNIT II: Expressing the Self

1. Blogs, Facebook posts (expressing likes and dislikes)
2. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information)

3. Acknowledging and negotiating opinions

UNIT – III (20 Hours)

UNIT III: Expressing Visually

1. Introducing oneself in a vlog (how to create a narrative: biography, autobiography)
2. Striking a rapport/connecting with viewers/audience (colloquial language, discourse markers)
3. Moderating content (integrating narrative with visuals/images)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings- NIL

GENERIC ELECTIVES LANGUAGE COURSES (GE Language 3) English Fluency-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		
English Fluency-I	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 (20 Hours)

UNIT I: In the domestic sphere

1. Diary

2. Modifiers, Prepositions, Conjunctions
3. Write a diary entry and convert it into a blog post
4. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Readings:

1. Morgan, Esther. 'The Lost Word', *New Writing*. ed. Penelope Lively and George Szirtes, Picador India, 2001.
2. Sharma, Natasha. *Squiggle Gets Stuck: All About Muddled Sentences*. India: Penguin Books Limited, 2016.

UNIT – II (20 Hours)

UNIT II: In the University

1. Introducing oneself -- Note-making
 2. Pronunciation Intonation – Nouns, Verbs, Articles
 3. Blog writing
- A. Introduce yourselves as individuals and as groups -- group discussion exercise Take notes on your fellow students' introductions.
- B. Introduce characters from the text you are reading via posters

Readings:

1. Ghose, Premola. *Tales of Historic Delhi*. Zubaan, 2011.

UNIT – III (20 Hours)

UNIT III: In public places

1. CV Job applications
 2. Tenses and concord
- A. Write the CV of a fictional character
- B. Write the perfect job application for your dream job

Readings:

1. Chakrabarti, Narendranath. 'Amalkanti', *The Oxford Anthology of Modern Indian Poetry*. ed. Vinay Dharwadkar and A.K. Ramanujan, India: Oxford University Press, 1994.
2. Anand, S., et al. *Bhimayana: Incidents in the Life of Bhimrao Ramji Ambedkar*. India: Navayana Pub, 2011. pp 60-71

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-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		
Developing English Language Skills-I	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 (20 Hours)

UNIT 1: Reading & Vocabulary–I

1. Strategies for language learning;
2. various ways of reading;
3. understanding different text types like newspaper articles, poems, stories, etc. through a variety of textual tasks such as reading aloud, sentence completion, true/false activities, re-ordering jumbled sentences, supplying alternative titles, short comprehension questions, etc.

Readings:

1. A Foundation English Course for Undergraduates: Book II. Delhi: University of Delhi, 1992. pp 8–10, 47–49
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 61–69
3. English at the Workplace. Delhi: Macmillan, 2006. pp 1–3, 16–20
4. Everyday English. Delhi: Pearson, 2005. pp 21–31
5. Everyday English 2. Delhi: Foundation Books, 2006. pp 95 – 100

UNIT – II (20 Hours)

UNIT 2: Writing & Grammar–I

1. Understanding the structure of written texts by identifying topic sentences and supporting details.
2. summarizing passages.
3. expanding ideas, subjects and topics.
4. the steps involved in the process of good writing.
5. Revising key topics in grammar: subject - verb agreement, tenses, articles, prepositions.

Readings:

1. A Foundation English Course for Undergraduates: Book III. Delhi: University of Delhi, 1993. pp 119–125
2. Developing Language Skills I. Delhi: Manohar, 1997. pp 186–195, 209–216
3. Developing Language Skills 2, Delhi: Doaba House, 1995. pp 76–88
4. English at the Workplace. Delhi: Macmillan, 2006. pp 38–42
5. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 29–30

UNIT – III (20 Hours)

UNIT 3: Speaking & Listening–I

1. Learning to use language according to situation: the difference between formal and informal;
2. ways of socializing and showing politeness;
3. expressions used for greetings and asking after, introducing oneself and others, thanking, wishing well, apologizing and excusing, asking for and giving information, making offers and requests and giving orders.

Readings:

1. Developing Language Skills I. Delhi: Manohar, 1997. pp 1–26
2. English at the Workplace. Delhi: Macmillan, 2006. pp 10–13
3. English at the Workplace II. Delhi: Oxford University Press, 2007. pp 5–8, 14–18.

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.

Common Pool of Generic Electives (GE) Journalism Courses offered by the Department of English

CREDIT 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-1 Basics of Journalism	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.

SYLLABUS OF GE-1

UNIT – I (20 Hours)

UNIT I: Understanding News

- Meaning and definition of Journalism; news and reportage
- News: meaning, definition, nature
- Hard news versus. Soft news, basic components of a news story- dateline, credit line and byline.
- Attribution, embargo, verification, balance and fairness, brevity
- Different forms of print-A historical perspective (Yellow journalism, Penny press, tabloid press)

UNIT – II (20 Hours)

UNIT II: Understanding the structure and construction of news

- Organizing a news story- 5W's and 1H, Inverted pyramid
- Criteria for news worthiness
- Principles of clear writing
- Basic differences between the print, electronic and online journalism

UNIT – III (20 Hours)

UNIT III: Role of media in a democracy

- Citizen Journalism
- Responsibility to Society
- Contemporary debates and issues relating to media
- Ethics in Journalism

Practical component (if any) - Prepare a presentation on difference between Soft news and Hard news from the newspapers.

Essential/recommended readings-

1. Bruce D. Itule and Douglas A. Anderson. News writing and reporting for today's media; McGraw Hill Publication, 2000.
2. M.L. Stein, Susan Paterno & R. Christopher Burnett. News writer's Handbook: An Introduction to Journalism; Blackwell Publishing, 2006.
3. George Rodmann. Mass Media in a Changing World; McGraw Hill Publication, 2007.
4. Carole Flemming and Emma Hemmingway. An Introduction to Journalism; Vistaar Publications, 2006.

Suggestive readings-

1. Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.
2. The Golden Age of the Newspaper. George H. Douglas. Greenwood Publishing Group, 1999 - Language Arts & Disciplines - 300 pages.
3. Media Ethics: Truth, Fairness, and Objectively 2nd Edition (English, Paperback, Paranjay Guha Thakurta), Oxford, 2015.
4. Media, the State and Marginalisation: Tackling Challenges: Rachna Sharma: UK, Cambridge Scholars Publishing, (2018) (ed.)

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

GENERIC ELECTIVES (GE-2: Introduction to Media Studies)

CREDIT 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-2 Introduction to Media Studies	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use.
- To think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to identify communication practices, their formative role in society, understand the relationship between media and democracy.
- This course will help students in reporting on political issues and democratic concerns as journalists.

SYLLABUS OF GE-2

UNIT – I (20 Hours)

UNIT I: Communication, Mass Communication and Models

- Levels of Communication
- Mass Communication and its Process
- Forms of Communication
- Transmission models

- Ritual or Expressive models
- Publicity Model, Reception Model

UNIT – II (20 Hours)

UNIT II: Mass Communication and Effects Paradigm

- Direct Effects: Mass Society Theory, Propaganda
- Limited Effects: Individual Difference Theory, Personal Influence Theory
- Public Opinion
- Cultural Effects and the Emergence of an Alternative Paradigm
- Critique of the effects Paradigm and emergence of alternative paradigm
- Cultural Effects: Agenda Setting, Spiral of Silence
- Cultivation Analysis

UNIT – III (20 Hours)

UNIT III: Media and the Everyday

- Media technologies and the everyday
- Media and Modernity
- Normative Theories of the Press
- Media and the Public Sphere

Practical component (if any) - NIL

Essential/recommended readings-

1. Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 2134; 5972
2. John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 138

3. Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 111; 4154; 121133 (fourth Edition)

4. Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning, 2006) pages 4264; 7184; 148153; 298236

5. Kevin Williams, Understanding Media Theory, (2003), pp.168188

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 (GE-3) Basics of Photography

CREDIT 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-3 Basics of Photography	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To use technological tools of photography in journalism.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to utilize the technology and the tools of the photography in the production of photographic images, to include the operation of the camera, exposure, lenses etc required to work as a photojournalists and photographers.

SYLLABUS OF GE-3

UNIT – I (20 Hours)

UNIT I: Beginning & Types of Photography

- The birth of Camera and its evolution
- Invention of Digital Photography
- Photojournalism- News Photography, Sports Photography, Nature Photography, Portrait Photography, Travel Photography, Fashion Photography and Advertisement Photography

UNIT – II (20 Hours)

UNIT II: Camera Equipment & Lighting

- Camera Lenses, Aperture, Shutter
- Digital Storage
- Different types of Lighting-Natural lighting and Artificial Lighting
- Three-Point Lighting

UNIT – III (20 Hours)

UNIT III: Photo Editing Software

- Microsoft Office Picture manager, CorelDraw, Adobe Photoshop Elements, Photoshop CC (Creative Cloud)
- Correcting imperfect images: Picture orientation, Cropping, Levels, Altering brightness and contrast, Red eye

Practical component (if any) - NIL

Essential/recommended readings-

1. The Photography Book by Editors of Phaidon Press, 30 April 2000.
2. Communication Technology for Development, Pannu. P, Tomar A Yuki, IK international publishing House, 2011
3. All about Photography by Ashok Dilwali, National Book Trust, Year of Publication:2010 New Delhi.
4. Practical photography by O.P. SHARMA Hindi Pocket Books,2003.

5. The Photographer's Guide to Light by Freeman John Collins & Brown, 2005.

6. Lonely Planet's Best Ever Photography Tips by Richard I'Anson published by Lonely Planet, 2013.

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 (GE-4) Advertising and Corporate Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of corporate communications and the tools available to build the corporate identity for organizations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to plan, execute and evaluate advertising and public relations campaigns for brands, advertising agencies and other related organisations.

SYLLABUS OF GE-4

UNIT – I (20 Hours)

Unit I: Advertising: Concepts, Functions and Process

- Meaning, Evolution and Functions of Advertising
 Concept of Marketing Mix, Promotional Mix: Advertising, Publicity, Events, Sales Promotion, Personal Selling and PR, Role of Advertising in the Marketing Mix
- Advertising Objectives, Segmentation, Positioning, Targeting and Branding
- Media Selection, Planning, Scheduling

- Advertising Department vs. Agency - Structure, and Functions
- Creativity and Copy Writing
- Campaign Planning, Creation and Production
- Ethical & Regulatory Aspects of Advertising - Apex Bodies in Advertising - AAAI, ASCI and their codes

UNIT – II (20 Hours)

Unit II: Corporate Communication

- Corporate Communication - Concept and Meaning
- Facets of Corporate Communication - Organizational Communication, Marketing Communication, Management Communication
- Functions of Corporate Communication - Employee Relations (ER) Investor Relations (IR), Media Relations (MR), Government Relations (GR), Customer Relations (CR) and
- Public Relations (PR)
- Principles and Tools of communication in ER, IR, MR, GR, CR and PR
- Role of Communication in building Corporate Reputation: Corporate Identity, Corporate Image and Corporate Brands
- Corporate Social Responsibility, Case Studies in CSR

UNIT – III (20 Hours)

Unit III: Public Relations: Concept, Principles and Practice

- Public Relations: Concept and Practice

- Importance, Role and Functions of PR
- Publics in PR
- Principles and Tools of Public Relations
- PR Strategies for social media
- Organization of Public relations: In House Department versus Consultancy
- PR Campaign - Planning, Execution, Evaluation
- Role of PR in Crisis Management
- Ethical issues in PR, Apex bodies in PR - IPRA and PRSI Code

Practical component (if any) - NIL

Essential/recommended readings-

1. Jethwaney and Jain, Advertising Management, Oxford University Press Jethwaney Jaishri, Advertising, Phoenix Publishing House, 2012.
 2. Philip Kotler and Lane Keller, Marketing Management (Designing and Managing Integrated Marketing Communication), Upper Saddle River, N.J. : Pearson Prentice Hall, 2009.
 3. Pickton D& Broderick A, Integrated marketing communications 2ND ED., Pearsons, 2009
- Heath Robert L, Handbook of Public Relations, Sage Publications.

Suggestive readings-

1. Dennis L. Wilcoxe & Glen T, Public Relations, Pearson, 2014.
2. Cutlip S.M and Center A.H., Effective Public Relations, Prentice Hall Kaul J.M., Noya Prakash, Public Relation in India, Calcutta, 2006.
3. Social Media Marketing: Strategies for engaging on Facebook, Twitter and other social media, Liana Evans, Que Publishing, 2010.
4. Social Media Marketing: Tracy L. Tuten, Michael R. Solomon, Sage, 2017.

5. The power of corporate communication; Argenti, Paul A.& Forman, Janis, McGraw Hill, 2002.

6. Van Riel, C. B., & Fombrun, C. J. (2007). Essentials of Corporate Communication: Implementing practices for effective reputation Management, Routledge.

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

GENERIC ELECTIVES (GE-5) Television 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-5 Television Journalism	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To train students for television Journalism.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to create TV News bulletins, documentaries and other programs as Television journalists.

SYLLABUS OF GE-5

UNIT – I (20 Hours)

Unit I: Understanding TV Journalism

- Organizational structure of TV news channels
- TV Reporters Tools and techniques
- Structuring a TV news report, V/O's, packages & story formats.
- PTC: Opening, Bridge and closing.
- Introduction to the equipment: Shooting, recording and editing.
- Understanding the pitfalls of broadcast punctuation and presentation

UNIT – II (20 Hours)

Unit II: TV News Production

- The production team and the process: Line producers, field producers and their role
- The production process, Gate keeping and the run downs
- Back timing and going on air,
- News analysis and experts
- Commercials and promo breaks,
- Headlines
- Discussion and talk shows & organizing studio for TV news programs

UNIT – III (20 Hours)

Unit III: The Changing Newsroom

- Live reporting: organizing thoughts and adlibbing, DSNG, Multiple OB locations and Split screen, V/O from field and technical challenges.
- Satellite link for News reporting: Satellite bookings & co-ordination with local TV channels, booking local editing facilities
- Planning news stories of cultural and social interest on the sidelines
- Satellite phones, broadband, optical fiber and internet & 4G based solutions

Practical component (if any) - NIL

Essential/recommended readings-

1. Bignell, Jonathan, Jeremy, Orlebar, and Patrica Holland, The Television Handbook, London: Routledge, 2005.
2. Chatterji, P.C., Broadcasting in India. New Delhi: Sage,1987.

3. Fleming, Carole, and Pete Wilby, *The Radio Handbook*, London: Routledge, 2002.
4. Orlebar, Jeremy, *The Practical Media Dictionary*, London: Arnold, 2003.
5. Page, David, and William Crawley, *Satellites over South Asia*, (1st edition), New Delhi: Sage Publications, 2001.

Suggestive readings-

1. Rajagopal, Arvind, *Politics after Television*, (1st Edition), Cambridge UK: Cambridge University Press, 2001.
2. Saksena, Gopal, *Television in India*, (1st Edition), New Delhi: Vikas Publication House, 1996.
3. Starkey, Guy, and Andrew Crisell, *Radio Journalism*, (1st edition), Los Angeles: Sage, 2009.
4. Thusu, Daya Kishan, *News as Entertainment*, (1st edition), Thousand Oaks California: Sage, 2007.
5. Verma, and Adarsh Kumar, *Advanced Journalism*, (1st edition), New Delhi: Har-Anand Publications, 1993.
6. Baruah, U.L., *This is All India Radio*. (1st Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.
7. Bhatt, S.C., *Satellite Invasion of India*, (1st Edition), New Delhi: Gyan Publication House, 1994.
8. Sabharwal, Tarjeet, *Satellite Television: An Impact on Social Participation*, Kanishka Publishers, 2008

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

GENERIC ELECTIVES (GE-6) Web 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-6 Web Journalism	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To acquire web journalism skills.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to creatively and meaningfully engage in the cyberspace as web journalists.

SYLLABUS OF GE-6

UNIT – I (20 Hours)

Unit I: Basics of Web Journalism

- The origin and development of web journalism – historicizing web journalism
- Web journalism - Redefining journalism concepts and practices
- Convergence: Impact & new forms, Changes due to convergence
- Web journalism and its distinct characteristics, Functions of Web Journalism
- The structure and formation of new media industry, the distinct structure and workflow of news room for web journalism

- New media Economics

UNIT – II (20 Hours)

Unit II: Forms and Formats of Web Journalism

- Writing for web journalism Photo, audio and video for web – their different narrative forms and techniques
- Info-graphics and data visualization, multimedia package and multi-media documentary
- New forms of journalism and latest narrative devices – blogs, social media and beyond
- News website and its different production stages
- Researching online, online news sources, news gathering process, verification and fact check Editing for web
- Packaging and distribution of online news, online advertising and marketing

UNIT – III (20 Hours)

Unit III: Ethical and Legal Issues in Journalism

- Cyber laws and regulatory Framework, IT Act
- Cyber Crime, Cyber Terrorism, Cyber Security, Cyber defense, Cyber-attack,
- Surveillance
- Community Informatics, Open-Source Approaches, Activism in Cyberspace

Practical component (if any) - NIL

Essential/recommended readings-

1. Blaine, M., The Digital Reporter's Notebook. London: Routledge, 2013.
2. Bradshaw, P., and L. Rohumaa, Online Journalism Handbook. New York: Pearson, 2011.
3. Brigg, M., Entrepreneurial Journalism- How to build what is next for news. Washington DC: CQ Press, 2011.
4. Brigg, M. Journalism Next. Washington DC: CQ Press, 2016.
5. Curran et.al. Misunderstanding the Internet. New York: Routledge, 2012.
6. Doctor, Ken, Newsonomics, USA: Martin's Press, 2010.
7. Friend and Singer. Online Journalism ethics, New York: ME Sharpe, 2007.

Suggestive readings-

1. Hill, S., and P. Lashmar, Online Journalism -The Essential Guide, 2013.
2. Jim, H., Online Journalism: A critical Primer. London: Pluto Press, 2001.
3. Jones, and Lee, Digital Journalism. London: Sage, 2011.
4. Ray, T. Online Journalism: A basic text. Cambridge: Cambridge University press, 2006.

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

GENERIC ELECTIVES (GE-7) Print 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-7 Print Journalism	4	3	0	1	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To equip students with the skills required for working as a print journalist.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to increase their understanding of print media.

SYLLABUS OF GE-7

UNIT – I (20 Hours)

UNIT I: Introduction to Print Journalism

- News-Definition; types of news
- Brief on various types of publications- Newspapers, Magazines
- Types of newspapers-Based on size, periodicity & content, tabloid, broadsheet etc.
- Departments/Sections of a Newspaper Organization Functions and responsibilities of the Editor Functions, duties and responsibilities of News Editor, Chief Sub-Editor, Sub- Editors and Reporters
- Types of magazines – based on format, periodicity and content

UNIT – II (20 Hours)

UNIT II: Genesis of the Press and Basics of Journalistic Writing

- Press in India–Before and after Independence
- Emergency Era and the contemporary issues
- Inverted pyramid style
- Leads- significance and types; Headlines- functions and types Sources of news, elements of news
- Editorial page-structure and content
- Features and article writing, Column Writing
- Writing for niche magazines and audiences
- Book reviews and Film reviews

UNIT – III (20 Hours)

UNIT III: Contemporary Issues in Print Media

- Editorial Freedom, Media Trial, Sting Operations
- Ethics of Journalism; Regulatory Body –PCI
- Objectivity, agenda setting, fake news

Practical component (if any) - Students will undertake assignments based on writing variety of stories for print media. They will also be required to create their own newsletter comprising of all the crucial elements of print journalism.

Essential/recommended readings

1. Editing: A Handbook for Journalists, T.J.S. George, IIMC, New Delhi, 1989
2. Professional Journalism: M.V. Kamath, Vikas Publications, 1980.
3. Groping for Ethics in Journalism: Eugene H. Goodwin, Iowa State Press, 1983.

4. Journalism: Critical Issues: Stuart Allan, Open University Press, 2005.

5. Modern Newspapers Practice: Hodgson F.W.Heinemann London, 1984.

Suggestive readings-

1. News Writing and Reporting: Bruce D.Itule and Douglas A.Anderson, McGraw Hill Publication, 2000.

2. News Writer's Handbook: An Introduction to Journalism: M.L.Stein, Susan Paterno & R. Christopher Burnett. Blackwell Publishing, 2006.

3. An Introduction to Journalism: Carole Flemming and Emma Hemmingway.Vistaar Publications, 2006.

4. The Newspaper's Handbook: Richard Keeble, Routledge Publication, 2006

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

GENERIC ELECTIVES (GE-8) Media Management

CREDIT 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 Media Management	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the Media Economics, problems of finance, personnel, land, machinery etc. as business managers working in media organisations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to various wings of media organization and role and responsibilities of people heading different sections.

SYLLABUS OF GE-8

UNIT – I (20 Hours)

Unit I: Media Management Concepts and Issues

- Concept, origin and growth of media management, fundamentals of management, management school of thought
- Changing phases of media management
- Challenges and issues: finance, personnel, land, machinery etc.
- Media industry as manufacturers- Manufacturing Consent, news and content management.
- Market Forces, performance evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns

UNIT – II (20 Hours)

Unit II: Media Economics

- Media Economics, Strategic Management and Marketing, Government-Media Interface Policies and regulations, FDI (policies & Practices)
- Issues of Paid news, lobbying, pressure group influence,
- Corporatization and Politicization of Media Capital inflow, Budgeting, Financial management, and personnel Management, Market forces

UNIT – III (20 Hours)

UNIT III: Media Market: Contemporary Scenario

- Ethico–legal perspectives in Media management
- Regional media industry
- Alternative media forums and their management
- Case Studies -Indian and International Media Giants

Practical component (if any) - NIL

Essential/recommended readings-

1. Vinita Kohli Khandekar, *Indian Media Business*, Sage, 2010.
2. Pradip Ninan Thomas, *Political Economy of Communications in India*, Sage, 2010.
3. Lucy Kung, *Strategic management in media*, SAGE, 2008.
4. Dennis F. Herrick, *Media Management in the age of Giants*, Surjeet Publications, 2012.

5. Jennifer Holt and Alisa Perren, (Edited) *Media Industries-History, Theory and Method*, Wiley- Blackwel, 2009.

Suggestive readings-

1. John M. lavine and Daniel B. Wackman, *Managing Media Organisations*, Longman Pub Group, 1988.

2. Robin Jeffrey, *India's Newspaper Revolution*, Oxford University Press, New Delhi, 2000

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

GENERIC ELECTIVES (GE-9) Documentary Production

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-9 Documentary Production	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop skills in documentary form; improve knowledge about language of documentary film, including shots composition and editing.
- To gain a better understanding of storytelling in documentary production.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as filmmakers/ documentary filmmakers.
- Students would be able to conceptualize and ideate through workshops and peer-review and use sound and visuals in film.

SYLLABUS OF GE-9

UNIT – I (20 Hours)

UNIT I: Understanding the Documentary

- Introduction to the debate on realism

- Modes of Documentaries
- Camcorder Cults, Mocumentary.
- Ethical Debates in the Documentary Encounter

UNIT – II (20 Hours)

UNIT II: Documentary Production

- Research for the Documentary
- Writing a Treatment, Proposal and Budgeting
- Structure and scripting the documentary
- Documentary Sound
- Documentary Cinematography
- Grammar of editing
- Use of editing in Transitions: Scenic Realism & Sound Effects and Visual Effects

UNIT – III (20 Hours)

UNIT III: Historical Context

- Documentary Movement of India: History, Evolution, Growth.
- Distribution and Exhibition Spaces (Traditional and Online)
- Funding of a documentary- Sponsors, Public service funding, Crowd funding

Practical component (if any) - NIL

Essential/recommended readings-

1. Charles Musser “Documentary” in Geoffrey Nowell Smith ed The Oxford History of World Cinema Oxford University Press: 1996, 322-333
2. Michael Renov “The Truth about Non-Fiction” and “Towards a Poetics of Documentary” in Michael Renov ed. Theorizing Documentary AFI Film Readers, New York and London: Routledge: 1993, 1-36
3. Trisha Das, How to Write a Documentary, Public Service Broadcasting Trust, 2007
4. A History of the Indian Documentary Film, [Sanjit Narwekar](#), 1996.
5. Double Take by PSBT
6. DOX: Documentary Film Magazine
7. Nichols, Bill (2001) Introduction to Documentary, Indiana University Press: Bloomington.
8. Lancaster, Kurt (2010) DSLR Cinema Crafting the Film Look with Video, Focal Press
9. Hampe, Barry (2007) Making Documentary Films and Videos, Holt Paperbacks
10. Fitzgerald, Jon (2017) Film making for Change, Michael Wiese Productions

Suggestive readings(screenings)-

1. Nanook of the North by Robert J Flaherty
2. Michael Moore: Roger and Me
3. Standard Operating Procedure by Errol Morris
4. I am 20 by SNS Sastry
5. Ram Ke Naam by Anand Patwardhan
6. Season Outside by Amar Kanwar
7. In The Forest Hangs A Bridge by Sanjay Kak
8. Q2P by Paromita Vohra
9. Gulabi Gang by Nishtha Jain
10. Pinch Of Skin by Priya Goswami
11. We Have Not Come Here to Die by Deepa Dhanraj
12. Films by PSBT
13. Human Flow by Ai Weiwei
14. Born Into Brothels by Zana Briski
15. Fire In the Blood by MSF
16. Dying laughing by Gravitas Ventures
17. The Out List by HBO

18. Celluloid Man by PK Nair

19. One representative film of each documentary mode as an example.

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

Department of Hindi

BA (Hons.) Hindi

Category-I

हिंदी कविता (आदिकाल एवं निर्गुणभक्ति काव्य)

Core Course - (DSC)-1

कोर कोर्स 1

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता : आदिकाल एवं निर्गुण भक्तिकाव्य	कोर कोर्स (DSC) 1	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

1. हिंदी साहित्य के आदिकालीन और भक्तिकालीन साहित्य से अवगत कराना।
2. आदिकाल के दो प्रमुख कवियों – चंदबरदाई और विद्यापति की विषिष्ट भूमिका रही है। इससे विद्यार्थियों को अवगत कराना।
3. निर्गुणभक्ति काव्य के अंतर्गत – संतकाव्य एवं प्रेमाख्यानक काव्य के प्रमुख कवियों – कबीर, जायसी आदि का अध्ययन करना और हिंदी साहित्य में उनके योगदान की चर्चा करना।

Course learning outcomes

1. आदिकाल के परिवेश – राजनीतिक, सामाजिक सांस्कृतिक, धार्मिक परिस्थितियों से भली-भांति परिचित हो सकेंगे।
2. आदिकाल में चंदबरदाई के साहित्यिक और संगीत के क्षेत्र में योगदान से परिचित हो सकेंगे।
3. भक्तिकाल हिंदी साहित्य का स्वर्ण युग है। इसके अध्ययन से मानवीय और नैतिक मूल्यों का विकास होगा।
4. भक्तिकाल के साहित्य में सामंती व्यवस्था का विरोध हुआ, यह इस काव्य की विषिष्ट उपलब्धि है।

Unit 1

(15 घंटे)

चंदबरदाई – पृथ्वीराज रासो, सं. हजारी प्रसाद द्विवेदी, नामवर सिंह
(साहित्य भवन प्रा. लि. इलाहाबाद)

बानबेध समय
कवित्त (10–11)

- प्रथम मुक्क दरबार। लज्ज संर सुरतानी।।

.....
किहि थान लोइ संभरि घनी। कहौ सुबत्त लज्जौ न लजि।।

बानबेध समय
दूहा (20–33, 49)

- हम अबुद्धि सुरतान इह। भट्ट भाष सुष काज।।

.....

प्रथम राज पासहु गयौ। जब रुक्कयौ दह हथ्य।।

- चवै चंद बरदाइ इम। सुति मीरन सुनतान।।
दे कमान चौहान कौं। साहि दियै कछु दान।।

बानबेध समय

पद्धरी (50-53)

- संगहें पान कम्मान राज। उम्भरे अंग अंतर विराज।।

.....
निसुरति आनि दिय साहि हथ्य। तरकस्स तीर गोरी गुरथ्य।।

बानबेध समय

कवित्त (54,55,56)

- ग्रहिय तीर गोरिस्स। कीन बिन इच्छ अप्प कर।।

.....
श्रृगांर वीर करुना विभछ। भय अद्भुत इसंत सम।।

Unit 2

विद्यापति – सं. डॉ. शिवप्रसाद सिंह, (लोकभारती प्रकाशन, इलाहाबाद)

(15 घंटे)

वंशी माधुरी

- नन्दक नन्दन कदम्बेरि तरुतरे

.....
वन्दह नन्दकिसोरा।।

रूप वर्णन

- देख-देख राधा-रूप अपार

.....
करु अभिलाख मनहि पद-पंकज अहोनिंसि कोर अगोरि।

पद-14

- चाँद-सार लए मुख घटना करु लोचन चकित चकोरे।

.....
रूप नरायन ई रस जानथि सिबसिंघ मिथिला भूपे।

पद-24

- बदन चाँद तोर नयन चकोर मोर

.....
रूपनरायन जाने।।

Unit 3

कबीर – कबीर – ग्रंथावली, संपादक – डॉ. श्यामसुंदर दास
(नागरी प्रचारिणी सभा वाराणसी)

साखी : गुरुदेव कौ अंग – 1 से 16 तक
विरह कौ अंग – 1 से 8, 21,22,23,44,45
पद संख्या – 378,400

(15 घंटे)

Unit 4

(15 घंटे)

जायसी – जायसी ग्रंथावली – (सं.) रामचंद्र शुक्ल
मानसरोदक खण्ड

References

- त्रिवेणी – रामचंद्र शुक्ल
- कबीर – हजारीप्रसाद द्विवेदी
- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
- हिंदी सूफ़ीकाव्य की भूमिका – रामपूजन तिवारी
- सूफ़ी कविता की पहचान – यष गुलाटी
- निर्गुण काव्य में नारी – अनिल राय

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

हिंदी साहित्य का इतिहास (आदिकाल एवं मध्यकाल)
Core Course - (DSC)-2
कोर कोर्स 2

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी साहित्य का इतिहास (आदिकाल एवं मध्यकाल)	कोर कोर्स (DSC) 2	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

- हिंदी साहित्य के इतिहास की जानकारी
- प्रमुख इतिहास ग्रन्थों की जानकारी
- आदिकाल, मध्यकाल के इतिहास की जानकारी

Course learning outcomes

- हिंदी साहित्य के इतिहास का ज्ञान
- इतिहास ग्रन्थों का विप्लेषण
- इतिहास निर्माण की पद्धति

Unit 1

(15 घंटे)

हिंदी साहित्य : इतिहास-लेखन

- हिंदी साहित्य के इतिहास-लेखन की परंपरा का परिचय
- हिंदी साहित्य : काल-विभाजन एवं नामकरण

Unit 2

(15 घंटे)

आदिकाल

- आदिकाल का राजनीतिक, सामाजिक, सांस्कृतिक परिवेश और साहित्यिक पृष्ठभूमि
- सिद्ध साहित्य, नाथ साहित्य, जैन साहित्य
- रासो काव्य
- लौकिक साहित्य

Unit 3

(15 घंटे)

भक्तिकाल (पूर्वमध्यकाल)

- भक्ति – आंदोलन और उसका अखिल भारतीय स्वरूप
- भक्ति साहित्य की दार्शनिक पृष्ठभूमि
- भक्तिकाल की धाराएँ :
 1. निर्गुण धारा (ज्ञानाश्रयी शाखा, प्रेममार्गी सूफी शाखा)
 2. सगुण धारा (रामभक्ति शाखा, कृष्णभक्ति शाखा)

Unit 4

(15 घंटे)

रीतिकाल (उत्तरमध्यकाल)

- युगीन पृष्ठभूमि (राजनीतिक, सामाजिक–सांस्कृतिक–आर्थिक परिवेश, साहित्य एवं संगीत आदि कलाओं की स्थिति)
- काव्य – प्रवृत्तियाँ
 1. रीतिबद्ध और रीतिसिद्ध
 2. रीतिमुक्त काव्य
 3. वीरकाव्य, भक्तिकाव्य, नीतिकाव्य

References

- हिंदी साहित्य का इतिहास – आचार्य रामचंद्र शुक्ल
- हिंदी साहित्य की भूमिका – आचार्य हजारीप्रसाद द्विवेदी
- आदिकालीन हिंदी साहित्य : अध्ययन की दिशाएँ : संपा, अनिल राय
- हिंदी साहित्य के इतिहास पर कुछ नोट्स – रसाल सिंह

Additional Resources:

- मध्यकालीन साहित्य और सौंदर्यबोध – मुकेश गर्ग
- भक्ति आंदोलन के सामाजिक आधार – संपा, गोपेश्वर सिंह
- हिंदी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी
- हिंदी साहित्य : उद्भव और विकास – आचार्य हजारीप्रसाद द्विवेदी
- हिंदी साहित्य का इतिहास – संपा, डा. नगेन्द्र
- हिंदी साहित्य का आदिकाल – आचार्य हजारीप्रसाद द्विवेदी
- साहित्य का इतिहास दर्शन – नलिन विलोचन शर्मा
- साहित्य और इतिहास दृष्टि – मैनेजर पांडेय

Teaching learning process

कक्षा व्याख्यान सामूहिक चर्चा

- 1 से 3 सप्ताह – इकाई – 1
- 4 से 6 सप्ताह – इकाई – 2
- 7 से 9 सप्ताह – इकाई – 3

10 से 12 सप्ताह – इकाई – 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

असाइनमेंट

इतिहास लेखन से जुड़े शब्द

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

हिंदी कहानी
Core Course - (DSC)-3
कोर कोर्स 2

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कहानी	कोर कोर्स (DSC) 3	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

हिंदी कहानी के उद्भव और विकास की जानकारी

कहानी विप्लेषण की समझ

कथा साहित्य में कहानी की स्थिति का विप्लेषण

प्रमुख कहानियाँ और कहानीकार

Course learning outcomes

हिंदी कथा साहित्य का परिचय

कहानी लेखन और प्रभाव का विप्लेषण

प्रमुख कहानीकार और उनकी कहानी के माध्यम से कहानी की उपयोगिता और विप्लेषण की समझ

Unit 1

(15 घंटे)

उसने कहा था – गुलेरी

पंच परमेश्वर – प्रेमचंद

Unit 2

(15 घंटे)

तीसरी कसम – रेणु

चीफ की दावत – भीष्म साहनी

Unit 3

(15 घंटे)

वारिस – मोहन राकेश

वापसी – उषा प्रियंवदा

Unit 4

(15 घंटे)

दोपहर का भोजन – अमरकान्त

घुसपैटिए – ओमप्रकाश वाल्मीकि

References

कहानी : नयी कहानी – नामवर सिंह
नयी कहानी की भूमिका – कमलेश्वर
एक दुनिया समानान्तर – राजेंद्र यादव
हिंदी कहानी : अंतरंग पहचान – रामदरष मिश्र
हिंदी कहानी का इतिहास – गोपल राय
नई कहानी : संदर्भ और प्रकृति – देवीषंकर अवस्थी
हिंदी कहानी का विकास – मधुरेश
हिंदी कहानी : प्रक्रिया और पाठ – सुरेन्द्र चौधरी

Additional Resources:

साहित्य अकादेमी द्वारा प्रकाशित मोनोग्राफ – गुलेरी, प्रेमचंद, प्रसाद, जैनेन्द्र, रेणु, भीष्म साहनी, निर्मल वर्मा, अमरकान्त
कहानी का लोकतन्त्र – पल्लव
पत्रिकाएँ – पहल, हंस, नया ज्ञानोदय, समकालीन भारतीय साहित्य
ई पत्रिका – हिंदी समय, गद्य कोष

Teaching learning process

कक्षा व्याख्यान सामूहिक चर्चा, कहानी वाचन

- 1 से 3 सप्ताह – इकाई – 1
- 4 से 6 सप्ताह – इकाई – 2
- 7 से 9 सप्ताह – इकाई – 3
- 10 से 12 सप्ताह – इकाई – 4
- 13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

कहानी

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

**Common Pool of Generic Elective (Courses) offered by
Department of Hindi
Category-IV**

हिंदी का वैश्विक परिदृश्य

Generic Elective – (GE) /Language

Core Course - (GE) Credits : 4

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी का वैश्विक परिदृश्य	GE/ Language	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

- विद्यार्थी की भाषाई दक्षता और भाषाकौशल को बढ़ावा देना
- भाषा प्रयोगशाला के माध्यम से प्रायोगिक कार्य को प्रोत्साहन
- विश्व की प्रमुख भाषाओं से विद्यार्थी का परिचय कराना
- वैश्विक स्तर पर हिन्दी भाषा की स्थिति और स्वरूप से विद्यार्थी का परिचय कराना
- हिन्दी प्रयोग से जुड़े फील्ड वर्क आधारित विश्लेषण
- विद्यार्थी के लेखन कौशल को बढ़ावा देना

Course learning outcomes

भाषा के शुद्ध उच्चारण, रचनात्मक लेखन, औपचारिक लेखन तथा तकनीकी शब्दों से विद्यार्थी अवगत हो सकेगा

- स्नातक स्तर के विद्यार्थी को भाषायी सम्प्रेषण की समझ और संभाषण से सम्बन्धित विभिन्न पक्षों से अवगत हो सकेगा
- वार्तालाप भाषण संवाद समूह चर्चा, अनुवाद के माध्यम से विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा
- समूह चर्चा, परियोजना के द्वारा विद्यार्थी में आलोचनात्मक क्षमता का विकास हो सकेगा

Unit 1

(15 घंटे)

- विश्व में बोली जाने वाली किन्हीं दो भाषाओं का संक्षिप्त परिचय ;मंदारिन, अंग्रेज़ी, हिन्दी, स्पेनिश, रूसीए जापानी

- वैश्विक स्तर पर हिन्दी का स्थान (संक्षिप्त परिचय)
- हिन्दी का अंतरराष्ट्रीय स्वरूप (मॉरीशस, सूरीनाम, फीजी में हिन्दी)

Unit 2 (15 घंटे)

- संयुक्त राष्ट्र संघ में हिन्दी का प्रयोग
- हिन्दी के विकास में विश्व हिन्दी सम्मलेन की भूमिका
- विश्व हिन्दी दिवस (संक्षिप्त परिचय)

Unit 3 (15 घंटे)

- किसी एक विश्व हिन्दी सम्मलेन की रिपोर्ट.प्रस्तुति
- संयुक्त राष्ट्र संघ में हिन्दी के प्रयोग पर अनुच्छेद लेखन
- विश्व हिन्दी दिवस के मौके पर विज्ञापन के प्रारूप का निर्माण

Unit 4 (15 घंटे)

- विदेशों में हिन्दी भाषा की प्रमुख लोकप्रिय पुस्तकों की सूची बनाना
- विदेशों में हिन्दी की प्रमुख लोकप्रिय फ़िल्में, गीत, संकलन
- वैश्विक स्तर पर हिन्दी की संभावनाएँ, समूह चर्चा पर रिपोर्ट प्रस्तुति

References

- हिन्दी भाषा की पहचान से प्रतिष्ठा तक (डॉ. हनुमानप्रसाद शुक्ल) लोकभारती प्रकाशन संस्करण 1994
 - हिन्दी भाषा (हरदेव बाहरी) अभिव्यक्ति प्रकाशन, दिल्ली
 - प्रयोजनमूलक हिन्दी (सिद्धांत और प्रयोग) दंगल झालटे, वाणी प्रकाशन, दिल्ली संस्करण 2010
 - मानक हिन्दी का स्वरूप (भोलानाथ तिवारी) प्रभात प्रकाशन, दिल्ली संस्करण 2008
 - रचनात्मक लेखन (सं रमेश गौतम) भारतीय ज्ञानपीठ, दिल्ली संस्करण 2016
- भारतीय भाषा चिंतन की पीठिका (विद्यानिवास मिश्र)बिहार राष्ट्रभाषा परिषद् संस्करण 1978

Teaching learning process

कक्षा व्याख्यान

1 से 3 सप्ताह – इकाई – 1

- 4 से 6 सप्ताह – इकाई – 2
 7 से 9 सप्ताह – इकाई – 3
 10 से 12 सप्ताह – इकाई – 4
 13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

पारिभाषित शब्दावली

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

हिंदी सिनेमा और उसका अध्ययन

Generic Elective – (GE) /Language

Core Course - (GE) Credits : 4

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी सिनेमा और उसका अध्ययन	GE/ Language	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

हिंदी सिनेमा जगत की जानकारी

सिनेमा के निर्माण, प्रसारण और उपभोग से संबंधित आलोचनात्मक चिंतन की समझ

Course learning outcomes

हिंदी सिनेमा, समाज और संस्कृति की समझ

सिनेमा निर्माण, प्रसारण के माध्यम से समाज की भूमिका आदि की व्यावहारिक समझ

Unit 1

(15 घंटे)

सिनेमा : सामान्य परिचय

1. जनमाध्यम के रूप में सिनेमा,
2. सिनेमा की इतिहास यात्रा
3. सिनेमा के प्रकार – व्यावसायिक सिनेमा, समानान्तर सिनेमा, क्षेत्रीय सिनेमा।

Unit 2

(15 घंटे)

सिनेमा अध्ययन

1. सिनेमा अध्ययन की दृष्टियाँ
2. हिंदी सिनेमा का राष्ट्रीय बाज़ार
3. हिंदी सिनेमा का अंतरराष्ट्रीय बाज़ार

Unit 3

(15 घंटे)

सिनेमा अंतर्वस्तु और तकनीक

1. पटकथा, अभिनय, संवाद, संगीत और नृत्य
2. कैमरा, लाइट, साउंड
3. सिनेमा और सेंसरबोर्ड

Unit 4

(15 घंटे)

सिनेमा अध्ययन की दिशाएँ

1. सिनेमा समीक्षा के विविध पहलू
2. हिंदी की महत्वपूर्ण फिल्मों की समीक्षा का व्यावहारिक ज्ञान (अछूत कन्या, मदर इंडिया, काबुलीवाला, शोले, सद्गति, अमर अकबर एंथनी, पीकू, मधुमती)
3. सिनेमा के दृष्य, तकनीक, कहानी, स्पेशल इफेक्ट, आइटम गीत, गीत, संगीत आदि की समीक्षा

References

1. फिल्म निर्देशन – कुलदीप सिन्हा
2. हिंदी सिनेमा का इतिहास – मनमोहन चड्ढा
3. नया सिनेमा – ब्रजेश्वर मदान
4. भारतीय सिने सिद्धांत – अनुपम ओझा
5. सिनेमा : कल, आज, कल – विनोद भारद्वाज
6. हिंदी सिनेमा के सौ वर्ष – प्रकाशन विभाग
7. हिंदी सिनेमा का समाजशास्त्र, जवरीमल पारख

Additional Resources:

विश्व सिनेमा में स्त्री विजय शर्मा

Teaching learning process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विप्लेषण

- 1 से 3 सप्ताह – इकाई – 1
- 4 से 6 सप्ताह – इकाई – 2
- 7 से 9 सप्ताह – इकाई – 3
- 10 से 12 सप्ताह – इकाई – 4
- 13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

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.

हिंदी में व्यावहारिक अनुवाद

Generic Elective – (GE) /Language

Core Course - (GE) Credits : 4

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी में व्यावहारिक अनुवाद	GE/ Language	4	3	1	..	दिल्ली विश्वविद्यालय के नियम के अनुसार

Course Objective (2-3)

अनुवाद की समझ विकसित करना
व्यावहारिक और क्षेत्र विशेष में अनुवाद गतिविधियों का परिचय देना

Course learning outcomes

अनुवाद की रोजगारपरक क्षमता विकसित होगी
क्षेत्र विशेष की माँग से परिचित होंगे

Unit 1

(15 घंटे)

भारत का भाषायी परिदृश्य और अनुवाद का महत्व
अनुवाद का स्वरूप
अनुवाद प्रक्रिया

Unit 2

(15 घंटे)

प्रयुक्ति की आधारणा
अनुवाद और विविध प्रयुक्ति क्षेत्र
अनुवाद की व्यावसायिक संभावनाएँ

Unit 3

(15 घंटे)

अनुवाद व्यवहार –1 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)
सर्जनात्मक साहित्य
ज्ञान-विज्ञान और तकनीकी साहित्य

Unit 4

(15 घंटे)

अनुवाद व्यवहार 2 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)
जनसंचार
प्रशासनिक अनुवाद और बैंकिंग अनुवाद

References

अनुवाद विज्ञान : सिद्धांत और अनुप्रयोग – डॉ. नगेंद्र
अनुवाद के सिद्धांत – रामालु रेड्डी
अनुवाद (व्यवहार से सिद्धांत की ओर) – हेमचन्द्र पाण्डेय
कार्यालय प्रदीपिका – हरि बाबू कंसल

Additional Resources:

कम्प्यूटर के भाषिक अनुप्रयोग – विजय कुमार मल्होत्रा
सृजनात्मक साहित्य का अनुवाद – सुरेश सिंहल
काव्यानुवाद : सिद्धांत और समस्याएँ – नवीन चंद्र सहगल
कोष विशेषांक, भारतीय अनुवाद परिषद, नई दिल्ली – सं विमलेश कांति वर्मा
अनुवाद और तत्काल भाषांतरण – विमलेश कांति वर्मा
The theory and practice of Translation – Nida E.
Language, Structure & Translation – Nida E.
Routledge Encyclopedia of Translation – Baker, Mona
Translation Evaluation – House, Juliance
Machine Translation: Its Scope and Limits – Wilks, Vorick
Translation and Interpreting – Baker H.
Revising and Editing for Translators – Mossop B.
Introducing Translation Studies: Theories and applications – Munday J.
The Routledge Companion to Translation Studies – Munday J.
Comprehensive English – Hindi Dictionary – Raghbir
Oxford Hindi – English Dictionary – R.S. Mc Gregor
English- Hindi Dictionary – Hardeo Bahari

Teaching learning process

1 से 3 सप्ताह – इकाई – 1
4 से 6 सप्ताह – इकाई – 2
7 से 9 सप्ताह – इकाई – 3
10 से 12 सप्ताह – इकाई – 4
13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

पारिभाषिक शब्दावली

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

बी.ए. आनर्स हिन्दी पत्रकारिता एवं जनसंचार
(B.A. Honours in Hindi Journalism & Mass Communication)

Category I

DISCIPLINE SPECIFIC CORE COURSE – 1: (जनसंचार माध्यम)

CREDIT 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		
जनसंचार माध्यम	4	3		1		

Learning Objectives

The Learning Objectives of this course are as follows:

- जनमाध्यमों की वृहद जानकारी प्रदान करना।
- जनमाध्यमों के द्वारा भारतीय ज्ञान-परम्परा का प्रसार करना।
- समाज पर प्रिंट- इलेक्ट्रॉनिक माध्यमों के प्रभाव का अध्ययन।
- जनमाध्यमों की कार्यशैली का परिचय कराना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- जनमाध्यमों की तकनीक एवं प्रक्रिया संबंधी समझ विकसित होगी।
- छात्रों के संचार कौशल में वृद्धि होगी।
- सैद्धांतिक एवं प्रायोगिक कार्यों द्वारा रोजगारपरक संभावनाएँ बढ़ेंगी।
- भारतीय ज्ञान परम्परा की समझ से छात्रों के व्यक्तित्व का सर्वांगीण विकास होगा।

SYLLABUS OF DSC-1

UNIT – I संचार और जनसंचार

(12.5 hours)

- संचार- अर्थ परिभाषा, महत्त्व, संचार के प्रकार

- जनसंचार - अर्थ, स्वरूप, विशेषताएँ, संचार और जनसंचार का अंतर
- संचार की प्रक्रिया एवं प्रतिपुष्टि

UNIT – II जनमाध्यम

(12.5 hours)

- जनमाध्यम- अर्थ, परिभाषा और महत्त्व
- जनमाध्यमों के कार्य, प्रभाव और अपेक्षाएँ
- सामाजिक परिवर्तन और जनमाध्यम

UNIT – III मुद्रित माध्यम

(12.5 hours)

- मुद्रित माध्यम - सामान्य परिचय, समाचार पत्र और पत्रिकाओं का स्वरूप
- समाचार संकलन, प्रस्तुति एवं रिपोर्ट-लेखन
- मुद्रित माध्यमों का संगठन एवं स्वामित्व

UNIT – IV इलेक्ट्रॉनिक माध्यम

(12.5 hours)

- इलेक्ट्रॉनिक माध्यमों के विविध रूप - रेडियो, टेलीविजन, सिनेमा, इन्टरनेट आधारित मीडिया
- इलेक्ट्रॉनिक माध्यमों में प्रयुक्त पारिभाषिक शब्दावली - रेडियो, टेलीविजन, सिनेमा, इन्टरनेट आधारित मीडिया
- समाज और संस्कृति के विकास में इलेक्ट्रॉनिक माध्यमों की भूमिका

Practical component (25 hours)

- किसी विषय/ क्षेत्र से जुड़ी पत्रिका की सामग्री का अध्ययन।
- रेडियो के किसी कार्यक्रम के प्रभाव का अध्ययन।
- टेलीविजन के किसी एक कार्यक्रम का समीक्षात्मक विश्लेषण।
- ई-पत्र-पत्रिका अथवा न्यूज़ पोर्टल की सामग्री का अध्ययन।
- टेलीविजन के किसी एक कार्यक्रम का सामाजिक - सांस्कृतिक प्रभाव की दृष्टि से अध्ययन।

Essential/recommended readings

1. इंटरनेट पत्रकारिता, सुरेश कुमार, तक्षशिला प्रकाशन

2. पत्रकारिता का इतिहास एवं जनसंचार माध्यम, डॉ. संजीव भानावत, यूनिवर्सिटी पब्लिकेशन जयपुर
3. संचार सिद्धांत की रूपरेखा, डॉ. प्रेमचंद पातंजलि, के. एल. पचौरी प्रकाशन
4. पत्रकारिता के विविध रूप, रामचंद्र तिवारी, आलेख प्रकाशन
5. समाचार अवधारणा और लेखन प्रक्रिया, सुभाष धूलिया, आनंद प्रधान, भारतीय जनसंचार संस्थान प्रकाशन
6. दूरसंचार और सूचना प्रौद्योगिकी, डी. डी. ओझा, ज्ञानगंगा प्रकाशन
7. संचार माध्यमों का वर्ग चरित्र, रेमंड विलियम्स, ग्रंथ शिल्पी प्रकाशन
8. टेलीविजन की कहानी, श्याम कश्यप और मुकेश कुमार, वाणी प्रकाशन

DISCIPLINE SPECIFIC CORE COURSE – 2: हिंदी पत्रकारिता का इतिहास

Credit 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		
हिंदी पत्रकारिता का इतिहास	4	3		1		

Learning Objectives

The Learning Objectives of this course are as follows:

- हिंदी पत्रकारिता की ऐतिहासिक भूमिका के प्रति समझ विकसित करना।
- स्वतंत्रता संग्राम में हिंदी पत्र-पत्रिकाओं के योगदान से अवगत करना।
- हिंदी पत्रकारिता के विभिन्न कालखंडों के मूल्यों से परिचित करना।
- भारतीय बोध के विकास में हिंदी पत्रकारिता के महत्त्व की जानकारी देना।
- भारतीय स्वतंत्रता सेनानी पत्रकारों, साहित्यकारों और संपादकों के अवदान से परिचित करना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- हिंदी पत्रकारिता के इतिहास एवं विकास के प्रति समझ विकसित होगी।
- आज़ादी की लड़ाई में हिंदी पत्रकारिता के महत्त्व से परिचित होंगे।
- स्वतंत्रता पूर्व एवं पश्चात की पत्रकारिता में आए मूल्य परिवर्तन से अवगत होंगे।
- हिंदी पत्र-पत्रिकाओं के माध्यम से भारतीय बोध का ज्ञान होगा।

SYLLABUS OF DSC- 2

UNIT – I स्वतंत्रता पूर्व हिंदी पत्रकारिता (12.5 hours)

- स्वतंत्रता पूर्व की भारतीय पत्रकारिता का सामान्य परिचय
- स्वतंत्रता संग्राम और हिंदी पत्र-पत्रिकाओं की भूमिका एवं सामाजिक प्रभाव
- स्वतंत्रता पूर्व हिंदी पत्रकारिता की चुनौतियां

UNIT – II स्वतंत्रता पश्चात हिंदी पत्रकारिता (12.5 hours)

- स्वतंत्रता पश्चात हिंदी पत्रकारिता का विकास एवं स्वामित्व
- आजादी के बाद जनतंत्र व विकास की चुनौतियां
- आपातकाल : प्रेस और अभिव्यक्ति की स्वतंत्रता के सवाल

UNIT – III आपातकाल के बाद की हिंदी पत्रकारिता। (12.5 hours)

- राजनैतिक, सामाजिक एवं सांस्कृतिक परिवर्तन और हिंदी पत्र-पत्रिकाएं
- इलेक्ट्रॉनिक माध्यमों की हिंदी पत्रकारिता
- हिंदी पत्रकारिता की समाचार सामग्री

UNIT – IV भूमंडलीकरण के बाद की हिंदी पत्रकारिता (12.5 hours)

- भूमंडलीकरण और हिंदी पत्रकारिता - हिंदी पत्रकारिता के समक्ष चुनौतियां एवं ज्वलंत मुद्दे
- हिंदी पत्रकारिता का व्यवसायीकरण - विज्ञापन और पत्रकारिता का संबंध, पेड न्यूज़, ब्रेकिंग न्यूज़, इन्फोटेनमेंट
- डिजिटलीकरण, ऑनलाइन हिंदी पत्रकारिता का स्वरूप

Practical component (25 hours)

- स्वतंत्रता आंदोलन में हिंदी पत्रकारिता की भूमिका पर रिपोर्ट, फीचर, लेख तैयार करना।

- पत्रकारों, स्वतंत्रता सेनानियों और संपादकों पर रिपोर्ट, लेख, फीचर लेखन।
- स्वतंत्रता सेनानी पत्रकार, संपादकों पर ब्लॉग लेखन, यूट्यूब वीडियो, पॉडकास्ट, वृत्तचित्र तैयार करना।
- प्रेस के संदर्भ में अभिव्यक्ति की स्वतंत्रता और आपातकाल पर परियोजना कार्य।

Essential/recommended readings

1. हिंदी पत्रकारिता : विविध आयाम, डॉक्टर वेद प्रताप वैदिक, हिंदी बुक सेंटर
2. हिंदी पत्रिका का इतिहास, जगदीश प्रसाद चतुर्वेदी, प्रभात प्रकाशन
3. भारत में प्रेस, जी. एस. भार्गव, नेशनल बुक ट्रस्ट
4. भारत की समाचारपत्र क्रांति, रॉबिन जेफरी, भारतीय जनसंचार संस्थान
5. मीडिया और बाजारवाद, रामशरण जोशी, राधाकृष्ण प्रकाशन
6. अम्बेडकर, गांधी और हिंदी दलित पत्रिका, अनामिका प्रकाशन, श्यौराज सिंह बेचैन
7. हिंदी पत्रकारिता और भूमंडलीकरण, विजेंद्र कुमार, नटराज प्रकाशन
8. पत्रकारिता के नए परिप्रेक्ष्य, राजकिशोर, वाणी प्रकाशन
9. भारतीय पत्रकारिता का इतिहास, जे. नटराजन, प्रकाशन विभाग
10. भारत में जनसंचार, केवल जे. कुमार, जैको पब्लिकेशन हाउस
11. भारत में प्रेस, जी. सी. भार्गव, नेशनल बुक ट्रस्ट, दिल्ली

DISCIPLINE SPECIFIC CORE COURSE – 3: भारतीय समाज और संचार

Credit 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		
भारतीय समाज और संचार	4	3		1		

Learning Objectives

The Learning Objectives of this course are as follows:

- भारतीय समाज एवं संस्कृति की समझ विकसित करना।
- भारत की दर्शन, धर्म की विरासत से परिचित कराना
- भारतीय साहित्य एवं कला से अवगत कराना।
- भारतीय भाषाओं और भारतीय जनमानस के अंतरसंबंधों की पड़ताल करना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- भारत की सामाजिक आर्थिक सांस्कृतिक पृष्ठभूमि की समझ विकसित होगी।
- छात्रों में भारतीय समाज की संरचना और मूल्य व्यवस्था के प्रति सकारात्मक दृष्टिकोण निर्मित होगा।
- भारतीय धर्म, दर्शन और कलाओं की विरासत से परिचित होंगे।
- विद्यार्थी भारत के भाषिक वैविध्य के ज्ञान एवं सौंदर्य से अभिभूत होंगे।

SYLLABUS OF DSC-3

UNIT – I भारतीय समाज (12.5 hours)

- भारतीय समाज का स्वरूप
- भारतीय समाज की मूल्य-व्यवस्था- पारिवारिक, सामाजिक, राष्ट्रीय और मानवीय
- भारतीय समाज की चुनौतियां और संभावनाएं

UNIT – II भारतीय धर्म, दर्शन और संस्कृति (12.5 hours)

- भारतीय संस्कृति की प्रमुख विशेषताएं
- प्रमुख धर्म : सामान्य परिचय
- प्रमुख भारतीय दर्शन

UNIT – III भाषा, साहित्य और कलाएँ (12.5 hours)

- प्रमुख भारतीय भाषाओं का संक्षिप्त परिचय
- महाभारत और रामचरित मानस का सामान्य परिचय
- प्रमुख कलाएँ : वास्तुकला, मूर्तिकला, चित्रकला, संगीत

UNIT – IV संचार की भारतीय परंपरा (12.5 hours)

- लोकगीत, लोककथा

- लोकनृत्य, लोकनाट्य
- पारंपरिक भारतीय जनसंचार (पर्व, मेले, नुक्कड़ नाटक, कठपुतली आदि)

Practical component (25 hours)

भारतीय धर्म और दर्शन से सम्बंधित महत्वपूर्ण ग्रंथों पर रिपोर्ट लेखन

1. किसी सांस्कृतिक कार्यक्रम की रिपोर्टिंग
2. किसी लोकनाट्य को देखना और उसका समीक्षात्मक लेखन
3. भारतीय समाज की किसी समस्या पर समाधानपरक मौलिक लेख लिखना
4. चयनित विषयों पर समूह चर्चा और परियोजना कार्य
5. प्रमुख कालजयी रचनाओं की प्रासंगिकता पर लेखन/समूह चर्चा
6. लोकनाट्य के रूप में रामलीला और रासलीला का जनसमाज पर पड़ने वाले प्रभाव का सर्वेक्षण एवं लेखन

Essential/recommended readings

1. संस्कृति के चार अध्याय, रामधारी सिंह दिनकर, साहित्य अकादमी
2. भारतबोध का नया समय, प्रो. संजय द्विवेदी, यश प्रकाशन, दिल्ली
3. भारतीय कला एवं संस्कृति, वासुदेव शरण अग्रवाल, प्रभात प्रकाशन
4. लोक साहित्य की भूमिका, कृष्णदेव उपाध्याय, साहित्य भवन प्राइवेट लिमिटेड, इलाहाबाद
5. मानवमूल्य और साहित्य, धर्मवीर भारती, भारतीय ज्ञानपीठ
6. संचार और विकास, श्यामाचरण दुबे, प्रकाशन विभाग, सूचना व प्रसारण मंत्रालय भारत सरकार
7. बुद्धिस्ट कम्युनिकेशन थ्योरी - एनसाइक्लोपीडिया ऑफ कम्युनिकेशन थ्योरी, सेज पब्लिकेशन
8. को-कल्चरल थ्योरी - एनसाइक्लोपीडिया ऑफ कम्युनिकेशन थ्योरी, सेज पब्लिकेशन

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE
DEPARTMENT for HJMC Course**

Category - IV

GENERIC ELECTIVES (GE-1) संस्कृति, साहित्य और 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
संस्कृति, साहित्य और मीडिया	4	3		1			

Learning Objectives

The Learning Objectives of this course are as follows:

- भारतीय संस्कृति, साहित्य और मीडिया की आपसी समझ विकसित करना।
- भूमंडलीकरण के पश्चात मीडिया में आए बदलावों की समीक्षा करना।
- राष्ट्रीय एवं अंतरराष्ट्रीय मुद्दों संबंधी मीडिया कवरेज का अध्ययन करना।
- विभिन्न भारतीय परिवेश, कल्चर, सत्ता एवं राजनीति की समझ पैदा करना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- भारतीय पत्रकारिता के परिवेश की समझ विकसित होगी।
- समाज के विभिन्न पहलुओं से अवगत होंगे।
- राष्ट्रीय एवं अंतरराष्ट्रीय विचारों के प्रति समझ विकसित होगी।
- भारतीय संस्कृति, साहित्य और मीडिया के अंतरसंबंधों की समझ विकसित होगी।

SYLLABUS OF GE-1

UNIT – I संस्कृति अर्थ व अवधारणा (12.5 hours)

- संस्कृति की अवधारणा, सभ्यता और संस्कृति
- लोक संस्कृति, पॉपुलर कल्चर, संस्कृति और सत्ता, संस्कृति और राजनीति
- संस्कृति और हाशिये का समाज, इन्टरनेट और सूचना संस्कृति

UNIT – II प्रिंट मीडिया और साहित्य (12.5 hours)

- हिन्दी साहित्य और पत्रकारिता का अन्तर्संबंध
- हिंदी पत्र-पत्रिकाओं में साहित्य की स्थिति
- हिन्दी के प्रमुख साहित्यिक पत्रकारों का परिचय

UNIT – III हिन्दी मीडिया और संस्कृति (12.5 hours)

- मीडिया और संस्कृति के अन्तर्संबंध
- मीडिया का बाजार और संस्कृति
- विज्ञापन का सांस्कृतिक वर्चस्व और भाषायी संकट

UNIT – IV इलेक्ट्रॉनिक मीडिया और साहित्य (12.5 hours)

- रेडियो और टेलीविजन के साहित्य आधारित कार्यक्रम
- साहित्यिक कृतियों का सिनेमाई रूपान्तरण
- साहित्यिक ई-पत्रिकाएँ एवं साहित्यिक वेबसाइट्स

Practical component (25 hours)

- लोक संस्कृति की जानकारी के लिए किसी एक गाँव का सर्वे के आधार पर रिपोर्ट प्रस्तुत करना
- साहित्य आधारित किन्हीं दो फिल्मों का अध्ययन व उनकी समीक्षा
- साहित्य आधारित किसी टेलीविजन धारावाहिक की समीक्षा
- हिन्दी के प्रमुख साहित्यिक पत्रकारों की सूची व उनके अवदान पर एक परियोजना कार्य
- फिल्म पूरब-पश्चिम, मदर इंडिया, परदेश, मशाल, पेज-श्री, फिर भी दिल है हिन्दुस्तानी आदि का समीक्षात्मक विश्लेषण

Essential/recommended readings

1. संस्कृति के चार अध्याय, रामधारी सिंह दिनकर, लोक भारती प्रकाशन
2. मानव और संस्कृति, श्यामाचरण दुबे, राजकमल प्रकाशन
3. हिंदी सिनेमा आदि से अनंत, प्रहलाद अग्रवाल, साहित्य भंडारी
4. हिंदी साहित्य और सिनेमा, विवेक दुबे, संजय प्रकाशन
5. सिनेमा और संस्कृति, राही मासूम रजा, वाणी प्रकाशन
6. मीडिया में सामाजिक लोकतंत्र की तलाश, श्यौराज सिंह बेचैन, अनामिका प्रकाशन
7. संस्कृति, जनसंचार और बाज़ार, नन्द भारद्वाज, सामयिक प्रकाशन

GENERIC ELECTIVES (GE-2) फोटो पत्रकारिता

Credit 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			
फोटो पत्रकारिता	4	3		1			

Learning Objectives

The Learning Objectives of this course are as follows:

- फोटो पत्रकारिता की समझ विकसित करना।
- व्यावहारिक एवं सैद्धांतिक ज्ञान देना।
- फोटोग्राफी के रचनात्मक पहलुओं का ज्ञान कराना।
- विभिन्न जनसंचार माध्यमों में फोटो के उपयोग एवं महत्त्व से अवगत कराना।

Learning outcomes

The Learning Outcomes of this course are as follows:

- फ़ोटो पत्रकारिता का व्यावहारिक ज्ञान विकसित होगा।
- छात्रों में रोज़गार उन्मुख कौशल विकसित होगा।
- छात्र विषय, माध्यम एवं प्रकृति के अनुरूप फ़ोटोग्राफी सम्बन्धी तकनीकी कौशल विकसित होगा।
- छात्र 'प्रिंट और इलेक्ट्रॉनिक माध्यमों में फ़ोटो शूट प्रविधि में प्रशिक्षित होंगे।

SYLLABUS OF GE-2

UNIT – I फ़ोटो पत्रकारिता: परिचय (12.5 hours)

- फ़ोटो पत्रकारिता का स्वरूप एवं फ़ोटो पत्रकार के गुण
- फ़ोटोग्राफी के मूलभूत सिद्धांत
- फ़ोटो पत्रकारिता के क्षेत्र एवं संभावनाएँ

UNIT – II फ़ोटोग्राफी का तकनीकी पक्ष (12.5 hours)

- फ़ोटो शूट प्रविधि - प्रकाश - व्यवस्था स्टूडियो के अंदर और बाहर
- फ़ोटोग्राफी : कैमरा, सम्पादन, स्पैशल इफेक्ट्स
- शॉट्स के प्रकार - रोल कैमरा, फ्रेम, शॉट, कैमरा एंगल, वाइड शॉट, लॉन्ग शॉट, मिड शॉट, क्लोज शॉट, डिजीटल कैम क्लोज अप शॉट, एक्सट्रीम क्लोजअप शॉट, टू, शॉट, ओवर द शोल्डर शॉट, मूविंग शॉट, रिवर्स शॉट, ट्रैकिंग शॉट, जूम शॉट पेन शॉट, टिल्ट शॉट, टिल्ट एंड पैन शॉट, लो एंड हाई एंगल शॉट स्टॉक शॉट प्वाइंट ऑफ व्यू फेरिंग

UNIT – III फ़ोटोग्राफी का रचनात्मक पक्ष (12.5 hours)

- फ़ोटोग्राफी का कलात्मक रूप
- फ़ोटोग्राफी रिसर्च एवं समीक्षा
- फीचर, समाचार, रिपोर्ताज और डॉक्यूमेंट्री में फ़ोटोग्राफी का महत्त्व

UNIT – IV फ़ोटोग्राफी का क्षेत्र और संपादन (12.5 hours)

- विभिन्न माध्यमों के लिए फ़ोटोग्राफी
- फ़ोटोग्राफी के प्रकार
- फ़ोटोग्राफी और वीडियो सम्पादन

Practical component (13- 14 Week)

- खेल या पर्यटन से सम्बंधित 10 फ़ोटो का निर्माण।

- प्रिंट मीडिया के लिए फोटोशूट और कैप्शन तैयार करना।
- आउटडोर शूटिंग और पर्यटन डॉक्यूमेंट्री तैयार करना।
- किसी एक फोटो प्रदर्शनी का भ्रमण और साक्षात्कार के आधार पर एक परियोजना कार्य तैयार करना।
- किसी एक सामाजिक विषय पर फोटो डॉक्यूमेंट्री तैयार करना।

Essential/recommended readings

1. प्रसारण और फोटो पत्रकारिता, ओम गुप्ता, कनिष्क प्रकाशन
2. संचार और फोटो पत्रकारिता, रमेश मेहरा, तक्षशिला प्रकाशन
3. फोटो पत्रकारिता, नवल जायसवाल, सामयिक प्रकाशन
4. प्रकाश लेखन और फोटो पत्रकारिता, गुलाब कोठारी, पत्रिका प्रकाशन
5. फोटो जर्नलिज्म, बी. के. देशपांडे, सोनाली पब्लिकेशन
6. फोटो जर्नलिज्म एंड कम्युनिकेशन टेक्नोलॉजी, पंकज सेठी, नवयुग पब्लिशर्स एंड डिस्ट्रीब्यूटर

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

BA (Prog.) Hindi

DSC-I

हिंदी भाषा और साहित्य का इतिहास

Course Objective (2-3)

हिंदी भाषा और साहित्य के इतिहास का परिचय प्राप्त होगा।

साहित्य इतिहास के विभिन्न कालों की प्रमुख प्रवृत्तियों की आलोचनात्मक समझ विकसित होगी।

Course Learning Outcomes

इतिहास के प्रति आलोचनात्मक-विश्लेषणात्मक ज्ञान के द्वारा हिंदी भाषा और साहित्य इतिहास को संतुलित रूप से प्रस्तुत किया जा सकेगा।

इकाई-1

(क) हिंदी भाषा का विकास : सामान्य परिचय

1. हिंदी भाषा का उद्भव
2. हिंदी भाषा की बोलियाँ
3. हिंदी भाषा का विकास : आदिकालीन हिंदी, मध्यकालीन हिंदी, आधुनिक हिंदी

(ख) हिंदी साहित्य का इतिहास : आदिकाल

1. आदिकाल : काल-विभाजन एवं नामकरण
2. आदिकाल की प्रमुख प्रवृत्तियाँ (रासो साहित्य, धार्मिक साहित्य, लौकिक साहित्य)

इकाई-2

हिंदी साहित्य का इतिहास : भक्तिकाल

1. भक्ति आंदोलन : उद्भव और विकास
2. भक्तिकाल की प्रमुख प्रवृत्तियाँ (संत काव्य, सूफी काव्य, राम काव्य, कृष्ण काव्य)

इकाई-3

हिंदी साहित्य का इतिहास : रीतिकाल

1. रीतिकाल : नामकरण विषयक विभिन्न मतों की समीक्षा
2. रीतिकाल की प्रमुख प्रवृत्तियाँ (रीतिबद्ध काव्य, रीतिसिद्ध काव्य, रीतिमुक्त काव्य)

इकाई-4

हिंदी साहित्य का इतिहास : आधुनिक काल

1. मध्यकालीन बोध तथा आधुनिक बोध (संक्रमण की परिस्थितियाँ)
2. आधुनिक हिंदी कविता की प्रमुख प्रवृत्तियाँ (भारतेंदु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता)
3. गद्य विधाओं का उद्भव एवं विकास : उपन्यास, कहानी, नाटक, निबंध

References

1. हिंदी भाषा : धीरेंद्र वर्मा
2. हिंदी भाषा की संरचना : भोलानाथ तिवारी
3. हिंदी साहित्य का इतिहास : आ. रामचंद्र शुक्ल
4. हिंदी साहित्य का इतिहास : सं. डॉ. नगेंद्र
5. हिंदी साहित्य के इतिहास पर कुछ नोट्स : डॉ. रसाल सिंह
6. हिंदी साहित्य का अतीत : विष्णुनाथ प्रसाद मिश्र
7. हिंदी का गद्य साहित्य : रामचंद्र तिवारी
8. हिंदी गद्य : विन्यास और विकास : रामस्वरूप चतुर्वेदी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

इतिहास, भाषा और आलोचना से जुड़ी शब्दावली

Discipline Specific Core-2 हिंदी सिनेमा और उसका अध्ययन

Course Objective (2-3)

सिनेमा के निर्माण और उपभोग या आलोचना की व्यावहारिक समझ विकसित करना

हिंदी सिनेमा के विकास अध्ययन

कुछ प्रमुख फिल्मों के माध्यम से सिनेमा में आ रहे बदलाव को समझना

Course Learning Outcomes

सिनेमा की व्यावहारिक और आलोचनात्मक समझ विकसित होगी।

सिनेमा के विकास के माध्यम से भारत के मनोरंजन जगत में आ रहे बदलाव को समझ सकेंगे।

इकाई-1

कला विधा के रूप में सिनेमा और उसकी सैद्धांतिकी

इकाई-2

हिंदी सिनेमा : उद्भव और विकास

इकाई-3

सिनेमा में कैमरे की भूमिका

इकाई-4

नयी तकनीक और सिनेमा : संभावनाएं और चुनौतियां
(संदर्भ : मुगलेआजम, मदर इंडिया, पीके)

References

1. हिंदी सिनेमा का इतिहास : मनमोहन चड्ढा
2. सिनेमा, नया सिनेमा : ब्रजेश्वर मदान
3. सिनेमा : कल, आज और कल : विनोद भारद्वाज
4. हिंदी का मौखिक परिदृश्य : करुणा षंकर उपाध्याय
5. हिंदी का मौखिक परिदृश्य : कौषल कुमार गोस्वामी

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, वीडियो क्लिप का अध्ययन और उसे बनाना, कैमरे का कक्षा के बाहर अध्ययन

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सिनेमाई शब्दावली

COMMON POOL OF GENERIC ELECTIVES (GE)

OFFERED BY DEPARTMENT OF HINDI

‘हिंदी-क’ (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना।

विषिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता-संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

आधुनिक आवश्यकताओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्क भाषा की जानकारी प्राप्त होगी।

इकाई-1

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) राष्ट्रभाषा, राजभाषा और संपर्क-भाषा के रूप में हिंदी

इकाई-2

हिंदी साहित्य का इतिहास

(क) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) सामान्य परिचय

(ख) हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

इकाई-3

(क) संत-काव्य (संग्रह) : परषुराम चतुर्वेदी; किताब महल, इलाहाबाद; 1952

संत रैदासजी

पद : 1, 4, और 19

(ख) भूषण – भूषण ग्रंथावली, सं. आचार्य विष्णुनाथ प्रसादमिश्र, वाणी प्रकाशन, दिल्ली, 1998;

कवित्त संख्या 409, 411, 412

(ग) बिहारी – बिहारी रत्नाकर, सं. जगन्नाथदास रत्नाकर बी.ए., प्रकाशन संस्थान, नई दिल्ली, सं. 2006, दोहा 1, 10, 13, 32

इकाई-4

- आधुनिक हिंदी कविता
- माखनलाल चतुर्वेदी : बेटी की विदाई
- जयशंकर प्रसाद : हिमाद्रि तुंग शृंग से
- नागार्जुन : बादल को घिरते देखा है

References

9. रामचंद्र शुक्ल : हिंदी साहित्य का इतिहास
10. हजारीप्रसाद द्विवेदी : हिंदी साहित्य की भूमिका
11. सं. डॉ. नगेंद्र : हिंदी साहित्य का इतिहास
12. रामस्वरूप चतुर्वेदी : हिंदी साहित्य और संवेदना का विकास
13. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, वीडियो आदि

- 1 से 3 सप्ताह : इकाई-1
- 4 से 6 सप्ताह : इकाई-2
- 7 से 9 सप्ताह : इकाई-3
- 10 से 12 सप्ताह : इकाई-4
- 13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-‘ख’ (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।
विषिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य

हिंदी भाषा का उद्भव और विकास

हिंदी की प्रमुख बोलियों का परिचय

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

इकाई-2

भक्तिकालीन कविता :

(क) कबीर – कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरीप्रचारिणी सभा, वाराणसी 17वां संस्करण, सं. 2049 वि.

साखी : गुरुदेव कौ अंग – 24, 25, 26, 27, 28, 33, 34

(ख) तुलसी : 'रामचरितमानस' गीताप्रेस, गोरखपुर से 'केवटप्रसंग'

इकाई-3

– मैथिलीषरण गुप्त : नर हो न निराष करो

– सूर्यकांत त्रिपाठी 'निराला' – तोड़ती पत्थर

– केदारनाथ अग्रवाल : धूप

इकाई-4

आधुनिक कविता

– सुभद्रा कुमार चौहान : बालिका का परिचय

– निराला : तोड़ती पत्थर

References

1. रामचंद्र शुक्ल : हिंदी साहित्य का इतिहास
2. हजारीप्रसाद द्विवेदी : हिंदी साहित्य की भूमिका
3. सं. डॉ. नगेंद्र : हिंदी साहित्य का इतिहास
4. रामस्वरूप चतुर्वेदी : हिंदी साहित्य और संवेदना का विकास
5. आ. विष्णुनाथ प्रसाद मिश्र : भूषण ग्रंथावली
6. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-‘ग’ (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी : भाषा और साहित्य

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

विषिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

विषिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) हिंदी का भौगोलिक विस्तार

(ग) हिंदी कविता का विकास (आदिकाल, मध्यकाल) : सामान्य विशेषताएँ

(घ) हिंदी कविता का विकास (आधुनिक काल) : सामान्य विशेषताएँ

इकाई-2

भक्तिकालीन हिंदी कविता :

कबीर : कबीर ग्रंथावली, सं. श्यामसुंदर दास, नागरीप्रचारिणी सभा, वाराणसी 17वां संस्करण,
सं. 2049 वि.

साखी : गुरुदेव कौ अंग – 19, 20, 21, 22, 23

सूरदास :

- मैया मैं नहिं माखन खायौ
- उधोमन न भए दस-बीस

इकाई-3

रीतिकालीन हिंदी कविता

(क) बिहारी :

- मेरी भव बाधा हरौ
- कनक कनक ते सौंगुनी
- कहत नटत रीझत खिजत

(ख) घनानंद :

- अति सूधो सनेह को मारग
- रावरे रूप की रीति अनूप

इकाई-4

आधुनिक हिंदी कविता

- सुमित्रा नंदन पंत : आह! धरती कितना देती है
- सर्वेष्पर दयाल सक्सेना : लीक पर वे चलें

References

1. कबीर : हजारीप्रसाद द्विवेदी
2. तुलसीकाव्य – मीमांसा : उदयभानु सिंह
3. हिंदी साहित्य का सरल इतिहास : विष्वनाथ त्रिपाठी
4. बिहारी की वाग्बिभूति : विष्वनाथ प्रसाद मिश्र
5. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
6. डॉ. रसाल सिंह : हिंदी साहित्य के इतिहास पर कुछ नोट्स

Teaching Learning Process

सीखने की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता को मजबूती प्रदान करना है। कालक्रम के विद्यार्थी युग बोध कोटी से जान सकेंगे। छात्र कविता के माध्यम से उसमें निहित मानवतावादी दृष्टिकोण को बेहतर तरीके से जान सकेंगे। हिंदी भाषा आज तेजी से वैष्ठीकृत हो रही है। ऐसे में कविता की भूमिका और भी अधिक महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता ने समय और समाज को प्रभावित किया है और मानवीय आचरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता छात्रों

के दृष्टिकोण को और भी अधिक परिपक्व करेगी। प्रस्तुत पाठ्यक्रम को निम्नांकित सप्ताहों में विभाजित किया जा सकता है :

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Assessment Methods

टेस्ट और असाइनमेंट

Pool of Generic Elective Courses

Offered by Department of Hindi

बी.कॉम. (प्रोग्राम) पाठ्यक्रम

CATEGORY-IV

‘हिंदी-क’ (उन विद्यार्थियों के लिए जिन्होंने 12वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

हिंदी में रुचि विकसित करना

हिंदी साहित्य एवं प्रमुख साहित्यकारों का परिचय

हिंदी भाषा को समझना और उसके आधुनिक प्रयोग को जानना

Course Learning Outcomes

हिंदी भाषा और साहित्य का परिचय

प्रमुख साहित्यकारों का अध्ययन

इकाई-1

हिंदी भाषा

(क) हिंदी भाषा का उद्भव एवं विकास

(ख) हिंदी की उपभाषाएँ

इकाई-2

हिंदी साहित्य का इतिहास

(क) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) सामान्य परिचय

(ख) हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

इकाई-3

(क) कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, नागरी प्रचारिणी सभा, वाराणसी, 17वाँ संस्करण, सं. 2049 वि.

साखी : गुरुदेव कौ अंग – 11, 12, 13, 14, 15, 16, 17

(ख) मीराबाई की पदावली, संपा. आ. परशुराम चतुर्वेदी; हिंदी साहित्य सम्मेलन, प्रयाग; 14वाँ संस्करण, 1892. सन् 1970 ई.; पद 1, 4, 5, 6

(ग) बिहारी : बिहारी रत्नाकर; संपा. जगन्नाथ दास रत्नाकर बी.ए.; प्रकाशन संस्थान, नई दिल्ली; सं. 2006; दोहा 381, 435, 438, 439, 491

इकाई-4

आधुनिक हिंदी कविता

– मैथिलीषरण गुप्त : भारत भारती (हमारे पूर्वज अंश)

– जयषंकर प्रसाद : हिंमाद्रि तुंग शृंग से

– नागार्जुन : अकाल और उसके बाद

References

1. हिंदी भाषा : धीरेंद्र वर्मा
2. हिंदी भाषा की संरचना : भोलानाथ तिवारी
3. हिंदी साहित्य का इतिहास : आ. रामचंद्र शुक्ल
4. हिंदी साहित्य का इतिहास : सं. डॉ. नगेंद्र

5. हिंदी साहित्य के इतिहास पर कुछ नोट्स : डॉ. रसाल सिंह
6. हिंदी साहित्य का अतीत : विष्णुनाथ प्रसाद मिश्र
7. हिंदी साहित्य : उद्भव और विकास : हजारीप्रसाद द्विवेदी
8. कबीर : हजारीप्रसाद द्विवेदी
9. मीरा का काव्य : विष्णुनाथ त्रिपाठी
10. प्रसाद का काव्य : प्रेमचंद

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-ख’ (उन विद्यार्थियों के लिए जिन्होंने 10वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

हिंदी भाषा और साहित्य के इतिहास की समझ विकसित होगी।

प्रमुख कविताओं की आलोचनात्मक समझ विकसित होगी।

Course Learning Outcomes

हिंदी भाषा के विकास और साहित्य के इतिहास की स्पष्ट समझ विकसित होगी।

इकाई-1

हिंदी का उद्भव और विकास

हिंदी की प्रमुख बोलियों का परिचय

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आदिकाल, मध्यकाल)

हिंदी साहित्य का इतिहास : संक्षिप्त परिचय (आधुनिक काल)

इकाई-2

(क) कबीर : कबीर ग्रंथावली, संपा. श्यामसुंदरदास, नागरी प्रचारिणी सभा, वाराणसी, 17वां संस्करण; सं. 2049 वि.

- पोथी पढ़ि पढ़ि जग मुआ.....
- कस्तूरी कुंडलि बसै
- यह तन विष की बेलरी, गुरु अमृत की खान
- सात समुन्दर की मसि करुँ
- साधू ऐसा चाहिए
- सतगुरु हमसुँ रीझकर

(ख) तुलसी : रामचरितमानस – केवट प्रसंग

इकाई-3

(क) बिहारी

- बतरस लालच लाल की
- या अनुरागी चित्त की

(ख) भूषण

– इंद्र जिमि जंभ पर

– साजि चतरंग सैन

इकाई-4

आधुनिक कविता

– जयषंकर प्रसाद : अरुण यह मधुमय देश हमारा

– हरिवंश राय 'बच्चन' : अग्निपथ

References

1. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
2. कबीर : हजारीप्रसाद द्विवेदी
3. तुलसी काव्य-मीमांसा : उदयभानु सिंह
4. बिहारी की वाग्विभूति : विष्णुनाथ प्रसाद त्रिपाठी
5. निराला की साहित्य साधना : रामविलास शर्मा
6. हिंदी साहित्य का सरल इतिहास : विष्णुनाथ त्रिपाठी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह : इकाई-1

4 से 6 सप्ताह : इकाई-2

7 से 9 सप्ताह : इकाई-3

10 से 12 सप्ताह : इकाई-4

13 से 14 सप्ताह : सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

‘हिंदी-ग’ (उन विद्यार्थियों के लिए जिन्होंने 8वीं कक्षा तक हिंदी पढ़ी है।)

हिंदी भाषा और साहित्य का उद्भव और विकास

Course Objective (2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना।

राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना।

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता-संबंधी समझ विकसित करना।

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी।

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी।

इकाई-1

हिंदी भाषा और साहित्य

हिंदी भाषा का सामान्य परिचय

हिंदी की प्रमुख बोलियों का सामान्य परिचय

हिंदी साहित्य का इतिहास : आदिकाल और मध्यकाल की सामान्य विशेषताएँ

हिंदी साहित्य का इतिहास : आधुनिककाल की सामान्य विशेषताएँ

इकाई-2

भक्तिकालीन कविता

कबीर

- गुरु गोविन्द दोउ खड़े
- निन्दक नियरे राखिए
- कबीर संगति साधु की
- माला फेरत जुग भया
- पाहन पूजै हरि मिले
- वृच्छ कबहूँ न फल भखें

सूरदास

- मैया मैं नहिं माखन खायो
- उधो मन न भए दस-बीस

इकाई-3

बिहारी

- मेरी भव बाधा हरौं
- कनक कनक ते सौं गुनी
- थोड़े ही गुन रीझते
- कहत नटत रीझत खिझत

घनानंद

- अति सूधो सनेह को मारग
- रावरे रूप की रीति अनूप

इकाई-4

- माखनलाल चतुर्वेदी : पुष्प की अभिलाषा
- धूमिल : रोटी और संसद

References

1. **श्री श्री सत्यमेव जयते - अखिल भवन**
2. **श्री श्री - सत्यमेव जयते**
3. **श्री श्री सत्यमेव - अखिल भवन**
4. **श्री श्री सत्यमेव जयते - अखिल भवन**
5. **श्री श्री - सत्यमेव जयते**
6. **श्री श्री सत्यमेव जयते - अखिल भवन**
7. **श्री श्री सत्यमेव जयते - अखिल भवन**
8. **श्री श्री सत्यमेव जयते - अखिल भवन**

Teaching Learning Process

सत्यमेव जयते - अखिल भवन

1. श्री श्री सत्यमेव - अखिल भवन

2. श्री श्री सत्यमेव - अखिल भवन

3. श्री श्री सत्यमेव - अखिल भवन

4. श्री श्री सत्यमेव - अखिल भवन

5. श्री श्री सत्यमेव - अखिल भवन - अखिल भवन - अखिल भवन - अखिल भवन - अखिल भवन

Assessment Methods

सत्यमेव जयते - अखिल भवन

