

**Choice Based Credit System (CBCS)**

# **UNIVERSITY OF DELHI**

**DEPARTMENT OF PERSIAN**

**UNDERGRADUATE PROGRAMME**  
**(Courses effective from Academic Year 2015-16)**



## **SYLLABUS OF COURSES TO BE OFFERED**

**Core Courses, Elective Courses & Ability Enhancement Courses**

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**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

**Details of courses under B.A (Honors), B.Com (Honors) & B.Sc. (Honors)**

Course	*Credits	
	Theory+ Practical	Theory + Tutorial
=====		
<b><u>I. Core Course</u></b>		
(14 Papers)	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b>		
(14 Papers)	14X2=28	14X1=14
<b><u>II. Elective Course</u></b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective	4X4=16	4X5=20
<b>(4 Papers)</b>		
A.2. Discipline Specific Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
B.1. Generic Elective/		
Interdisciplinary	4X4=16	4X5=20
<b>(4 Papers)</b>		
B.2. Generic Elective		
Practical/ Tutorial*	4 X 2=8	4X1=4
<b>(4 Papers)</b>		
<ul style="list-style-type: none"> <li>• <b>Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b>		
(2 Papers of 2 credit each)	2 X 2=4	2 X 2=4
Environmental Science		
English/MIL Communication		
<b>2. Ability Enhancement Elective (Skill Based)</b>		
(Minimum 2)	2 X 2=4	2 X 2=4
<b>(2 Papers of 2 credit each)</b>		
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<b>Total credit</b>	<b>140</b>	<b>140</b>
<b>Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.</b>		

\* wherever there is a practical there will be no tutorial and vice-versa



**Scheme for Choice Based Credit System (CBCS)  
in B.A. (Honours) Persian**

<b>Semester</b>	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Ability Enhancement Elective Course (AEEC) (2)</b>	<b>Discipline Specific Elective (DSE) (4)</b>	<b>Generic Elective (GE) (4)</b>
<b>Sem-I</b>	<b>C-PRN - I</b> Applied Persian Grammar & Translation	Environmental Science			GE-01
	<b>C-PRN - II</b> An outline of the History of Persian speaking regions (upto Ghaznavids period)				
<b>Sem-II</b>	<b>C-PRN - III</b> Introduction to Persian Prose & Poetry	English Communication/ /MIL Persian A/B*			GE-02
	<b>C-PRN - IV</b> History of Indo- Persian Literature, Prose, Poetry and Rhetoric				
<b>Sem-III</b>	<b>C-PRN - V</b> Modern Persian Prose		AEEC-01		GE-03
	<b>C-PRN - VI</b> Modern Persian Poetry				
	<b>C-PRN - VII</b> Classical Persian Prose				
<b>Sem-IV</b>	<b>C-PRN - VIII</b> Classical Persian Poetry		AEEC-02		GE-04
	<b>C-PRN - IX</b> Indo-Persian Prose				
	<b>C-PRN - X</b> Indo-Persian Poetry				
<b>Sem-V</b>	<b>C-PRN - XI</b> Sufistic Persian Literature			DSE-01	
	<b>C-PRN - XII</b> Ethical Persian Literature			DSE-02	
<b>Sem-VI</b>	<b>C-PRN - XIII</b> Essay and Translation			DSE-03	
	<b>C-PRN - XIV</b> Spoken Persian& Interpretation: Viva-voce			DSE-04	

- \* Note: 1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.  
2) Those students who have not studied Persian at any level they can take admission in Course B.

**Elective: Discipline Specific DSE (Any 4 Papers) (2 Papers in Semester – V and 2 Papers in Semester - VI):**

- DSE-01 - History of Persian Literature during Safavid Period (1501-1736)  
DSE-02 - History of Persian Literature during Mughal Period (1526-1707)  
DSE-03 - History of Persian Literature during Qajar Period (1757-1921)  
DSE-04 - History of Persian Literature during Pahlavi Period & Post Islamic Revolution in Iran (1925 – till date)  
DSE-05 - Persian Translation of Indian writings during Mughal Period  
DSE-06 - Short Story writing in Modern Persian: A Survey  
DSE-07 - A Survey of Persian Newspapers in India (18<sup>th</sup> & 19<sup>th</sup> Century)  
DSE-08 - A History of Dari & Tajik Literature  
DSE-09 - Development of Persian Literature in Awadh  
DSE-10 - Development of Persian Literature in Deccan

**Elective: Generic (GE) Any 4 Papers, 1 Paper each in Semester I, II, III and IV):**

- GE-PRN - 01 Introduction to Elementary Persian Language – I  
GE-PRN - 02 Introduction to Intermediary level Persian  
GE-PRN - 03 Functional Persian Grammar  
GE-PRN - 04 Spoken Persian – Elementary level  
GE-PRN - 05 Spoken Persian Advanced level  
GE-PRN - 06 Persian Newspaper and Journal Reading

**Ability Enhancement Elective Course (AEEC) (Skill Based) (Any 2 Papers: 1 Paper in Semester III & 1 Paper in Semester IV):**

- AEEC-PRN-01 Indo-Persian Literature: A brief History (13<sup>th</sup> - 16<sup>th</sup> Century)  
AEEC-PRN-02 Indo-Persian Literature: A brief History (16<sup>th</sup> - 19<sup>th</sup> Century)  
AEEC-PRN-03 Modern Persian Literature  
AEEC-PRN-04 Introduction to Persian Rhetoric

**Ability Enhancement Compulsory Course**  
**Modern Indian Language (MIL) – Persian - A:**

MIL-PRN-A

**Ability Enhancement Compulsory Course**  
**Modern Indian Language (MIL) – Persian - B:**

MIL-PRN-B

# **B.A. (Hons.) Persian**

## **Semester – I**

### **Paper –I**

#### **Applied Persian Grammar & Translation**

##### **Prescribed Books:** **کتابهای مراجع**

1. Namdariyan, Taqipur: *Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999.  
نامداریان، تقی‌پور برسر: فارسی، انتشارات پژوهشگاه علوم انسانی و مطالعات فرهنگی، تهران، ۱۳۷۸/۱۹۹۹
2. Saffarzadeh, Tahera: *Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran  
صفارزاده، طاهره فن ترجمه، انتشارات امیرکبیر، تهران، ایران.
3. 'Kiya' Khanlari, Dr. Zehra: *Farsi Dastur*, Idarah-e-Adabiyat, Jayyed Press, Delhi 110 006  
«کیا» خانلری، دکتر زهره: فارسی دستور، اداره ادبیات، جی‌دی پریس، دهلی-۱۱۰۰۰۶.
4. Kumar, Dr. Rajinder: *Elementary Persian Grammar*, Harjeet Publication, Delhi-110 034, 2009.  
کمار دکتر راجندرسیتور: مقدماتی فارسی، انتشارات هرچیت، دهلی‌نو، ۲۰۰۹.
5. Sufi Abdul Aziz: *Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.
6. Thackston, Wheeler: *An Introduction to Persian*, Bethesba, Ibex Publication, Maryland, U.S.A., 2009.

## **Semester – I**

### **Paper-II**

#### **An Outline of the History of Persian-Speaking Regions (upto Ghaznavid Period)**

##### **Prescribed Books:** **کتابهای مراجع**

1. Sharaf-e-Alam, Prof.; Patna University, Bihar: *Iran: Ahad-e-Qadeem Ki Siyasi, Saqafati wa Lisani Tarikh*, Printology Ink, Kucha Chelan, Darya Gunj, Delhi-110 002, 1981  
پروفسور شرف عالم، پتنه یونیورسیتی، بهار: ایران: عہد قدیم کی سیاسی، ثقافتی و لسانی تاریخ، پرنٹولوجی اینک، کوچہ چیلان، دهلی‌نو-۱۱۰۰۰۲، ۱۹۸۱
2. Ishrat, Dr. Amrit Lal: *Iran Sadyun ke Aaine Mein*, Idarah-e-Musannefeen, Hyderabad.  
عشرت، دکتر امرت لال: ایران صدیوں کی آئینہ میں، اداره مصنفین، حیدرآباد.
3. Shafaq, Rezazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated by Sayyed Mubarizuddin Rif'at, Kutabkhana-e-Khurshidia, Urdu Bazar, Lahore, 2014.  
شفہ، رضازادہ تاریخ ادبیات ایران؛ ترجمہ سید مبارز الدین رفعت، کتابخانہ خورشیدیہ، اردو بازار، لاہور، ۲۰۱۴.
4. Ansari, Dr. Noorul Hasan: *A History of Persian Language*, Idarah-e-Adabiyat-e-Dehli, Delhi-110 006, Vol. I, 1982.
5. Chopra, Ravindra Mohan: *The Rise, Growth and Decline of Indo-Persian Literature*, Iran Society, Calcutta, 2012.

## Semester – II

### Paper –III

#### Introduction to Persian Prose and Poetry

##### Prose:

خش نثر

##### The following Lessons:

- |   |                                |
|---|--------------------------------|
| 1. <i>Benam-e-Khuda</i>                       | بنام خدا                       |
| 2. <i>Murghabi-o-Lakpusht</i>                 | مرغابی و لاک پشت.              |
| 3. <i>Gurg-o-Gao</i>                          | گرگ و گاؤ                      |
| 4. <i>Faryad Baraye Azadi</i>                 | فریاد برای آزادی               |
| 5. <i>Ba Hivanat Mehrban Basheem</i>          | با حیوانات مهربان باشیم        |
| 6. <i>Firdausi</i>                            | فردوسی                         |
| 7. <i>Dehqan-e-Fidakar</i>                    | دهقان. فداکار                  |
| 8. <i>Rubah-o-Khurus</i>                      | روباه و خروس                   |
| 9. <i>Sa 'di Shirazi</i>                      | سعدی شیرازی                    |
| 10. <i>Dehqan-o-Gunjishk</i>                  | دهقان و گنجشک                  |
| 11. <i>Umar Khayyam</i>                       | عمر خیام                       |
| 12. <i>Sangpusht-o-Gavazn</i>                 | سنگ پشت و گوزن                 |
| 13. <i>Luqman Hakeem</i>                      | لقمان حکیم                     |
| 14. <i>Neki-o-Badi</i>                        | نیکی و بدی                     |
| 15. <i>Abu Ali Sina</i>                       | ابوعلی سینا                    |
| 16. <i>Mādar Ra Dil Misuzad Daye Ra Daman</i> | مادر را دل میسوزد دایه را دامن |

##### Poetry:

خش نظم

##### The following Poems:

- |   |                                  |
|---|----------------------------------|
| 1. <i>Benam-e-Khuda</i>                 | بنام خدا (نظامی)                 |
| 2. <i>Kitab-e-Khub</i>                  | کتاب خوب (عباس یمنی شریف)        |
| 3. <i>Qudrat-e-Khuda</i>                | قدرت خدا (محمد حسین بهجتی)       |
| 4. <i>Mihan-e-Kheesh ra Kuneem Abad</i> | میهن خویش را کنیم آباد           |
| 5. <i>Rubah-o-Zagh</i>                  | روباه و زاغ (حبیب یغمائی)        |
| 6. <i>Subh</i>                          | صبح (یحیی دولت آبادی)            |
| 7. <i>Mādar</i>                         | مادر (ابوالقاسم حالت)            |
| 8. <i>Darakhtkari</i>                   | درختکاری (عباس یمنی شریف)        |
| 9. <i>Khāna-e-Ma</i>                    | خانه ما (مصطفی رحماندوست)        |
| 10. <i>Khursheed-e-Mehrban</i>          | خورشید مهربان (مصطفی رحماندوست)  |
| 11. <i>Az Khudam Ranjeedam</i>          | از خودم رنجیدم (مصطفی رحماندوست) |
| 12. <i>Maiazar Muri ke Danekash ast</i> | میازار موری که دانهکش است (سعدی) |
| 13. <i>Gurg-o-Sag</i>                   | گرگ و سگ (پروین اعتصامی)         |
| 14. <i>Ranj-o-Ganj</i>                  | رنج و گنج (محمد تقی بهار)        |

### Prescribed Books

### کتابهای مراجع

- (1) *Farsi Diwum Dabistan* فارسی دوم دبستان (وزارت آموزش و پرورش ج.ا.ایران)
- (2) *Farsi Siwum Dabistan* فارسی سوم دبستان (وزارت آموزش و پرورش ج.ا.ایران)
- (3) *Farsi Chaharum Dabistan* فارسی چهارم دبستان (وزارت آموزش و پرورش ج.ا.ایران)
- (4) *Farsi Panjum Dabistan* فارسی پنجم دبستان (وزارت آموزش و پرورش ج.ا.ایران)
- (5) *Kitab-e-Farsi Baraye Class-hae Diplom* کتاب فارسی برای کلاسهای دیپلم
- (6) Rehmandoost, Mostafa: *Bagh-e-Mehrbaniha*, Madraseh Publication, Tehran, Iran, 1374/1995.  
رحماندوست، مصطفی‌یاغ. مهربانی‌ها، انتشارات مدرسه، تهران، ایران، ۱۳۷۴ ش.

## Semester – II

### Paper IV

#### **History of Indo-Persian Literature (Prose, Poetry and Rhetoric)**

##### **The Life and Work of the following Indo-Persian Poets:**

- |                        |                 |
|------------------------|-----------------|
| 1. Masud Sa'ad Salman  | مسعود سعد سلمان |
| 2. Amir Khusrau        | امیر خسرو       |
| 3. Hasan Sijzi Dehlavi | حسن سجزی دهلوی  |
| 4. Faizi               | فیضی            |
| 5. Mirza Ghalib        | میرزا غالب      |

##### **The Life and Work of the following Indo-Persian Prose-writers:**

- |                         |                   |
|-------------------------|-------------------|
| 1. Ziauddin Barni       | ضیاء الدین برنی   |
| 2. Abul Fazl            | ابوالفضل          |
| 3. Abdul Qadir Badayuni | عبدالقادر بدایونی |
| 4. Chandra Bhan Brahman | چندربهان برهمن    |
| 5. Mir Taqi Mir         | میر تقی میر       |

### Prescribed Books:

### کتابهای مراجع

1. Shafaq, Razazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.  
شفق، رضا زادقاریخ ادبیات ایران، ترجمه سید مبارز الدین رفعت، کتبخانه خورشیدی، اردو بازار، لاہور، ۲۰۱۴.
2. Shibli Nomani: *Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).  
شبلی نعمانی: شعر العجم، شبلی آکادمی، اعظم گڑھ (یو.پی.).
3. Sabahuddin, Abdur Rahman: *Bazm-e-Taimuriah*, Shibli Academy, Azamgarh, (U.P.).  
صباح الدین، عبدالرحمان یزیم تیموریہ، شبلی آکادمی، اعظم گڑھ (یو.پی.).
4. Sabahuddin, Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).  
صباح الدین، عبدالرحمان یزیم مملوکیہ، شبلی آکادمی، اعظم گڑھ (یو.پی.).
5. Sabahuddin, Abdur Rahman: *Bazm-e-Sufiyah*, Shibli Academy, Azamgarh (U.P.).  
صباح الدین، عبدالرحمان یزیم صوفیہ، شبلی آکادمی، اعظم گڑھ (یو.پی.).
6. Sabahuddin, Abdur Rahman: *Sufi Amir Khusrau*, Shibli Academy, Azamgarh (U.P.).  
صباح الدین، عبدالرحمان: صوفی امیر خسرو، شبلی آکادمی، اعظم گڑھ (یو.پی.).

7. Sabahuddin, Abdur Rahman: *Hindustan Amir Khusrau ki Nazar Mein*, Shibli Academy, Azamgarh (U.P.).  
صباح‌الدین، عبدالرحمان: *هندوستان امیر خسرو کی نظر میں*، شبلی آکادمی، اعظم‌گرہ (یو.پی.).
8. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.  
ظہور الدین احمد: *ایرانی ادب*، مرکز تحقیقات فارسی ایران و پاکستان، اسلام‌آباد، ۱۳۷۵ ش.
9. Abidi, Amir Hasan: *Hindustan Mein Farsi Adab*, Indo-Persian Society, Delhi, 1984.  
عابدی، امیر حسن: *هندوستان میں فارسی ادب*، اندو پرشین سوسائٹی، دہلی، ۱۹۸۴.
10. Naeemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.  
نعیم‌الدین: *هندوستان میں فارسی ادب*، انتشارات ام.اس. لال کوان، دہلی، ۱۹۸۵.
11. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.  
انصاری، نور الحسن: *فارسی ادب بعہد اورنگزیب*، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶.
12. Akhtar, Abul-Hasan: *Farsi Adab Be Ahd-e-Bahadur Shah Zafar*, Azmi Book Depot, Mau, (U.P.), 1998.  
اختر، ابوالحسن: *فارسی ادب بعہد بہادر شاہ ظفر*، اعظمی بُک ڈپو، مٹو (یو.پی.)، ۱۹۹۸.
13. Badakhshani, Maqbool Beig: *Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.  
بدخشان، مقبول بیگ: *تاریخ ایران* (دو مجلد) مجلس ترقی ادب، لاہور، ۱۹۷۱.
14. Edward, Brown: *Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.  
ایڈوارد، براؤن: *ادبیات ایران*، ترجمہ سجاد حسین، جامعہ عثمانیہ، حیدرآباد، ۱۹۳۲.
15. Safa, Zabihullah : *Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.  
صفا، ذبیح‌اللہ: *فارسی ادب کی مختصر تاریخ*، ترجمہ عندلیب زہرہ، فرید بُک ڈپو، دہلی.
16. Ikram, Mohammad: *Ab-e-Kausar*, Fareed Book Depot. Delhi, 1999.  
اکرام، محمد: *آب کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹.
17. Ikram, Mohammad: *Rud-e-Kausar*, Fareed Book Depot, Delhi, 1999.  
اکرام، محمد: *رود کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹.
18. Ikram, Mohammad: *Mauj-e-Kausar*, Fareed Book Depot, Delhi, 1999.  
اکرام، محمد: *موج کوثر*، فرید بُک ڈپو، دہلی، ۱۹۹۹.
19. Hali, Altaf Husain: *Hayat-e-Sa'di*, N.C.P.U.L., New Delhi, 2004.  
حالی، الطاف حسین: *حیات سعدی*، ان.سی.پی.یو.ال، دہلی نو، ۲۰۰۴.
20. Aatif, Khan Mohammad: *Tarikh-e-Zaban-o-Adabiyat-e-Farsi*, Lucknow, 1990.  
عاطف، خان محمد: *تاریخ زبان و ادبیات فارسی*، لکھنؤ، ۱۹۹۰.
21. Ghani, M.A.: *A History of Persian Language & Literature at the Mughal Court* (Part I & II), Allahabad (U.P.), 1929-30.
22. Qasemi, S.H.: *A History of Indo-Persian Literature (1806-1857)*, Department of Persian, University of Delhi, Delhi-110 007, 2008.
23. Qasemi, Z.H.: *A History of Indo-Persian Literature (1627-59)*, Department of Persian, University of Delhi, Delhi-110 007, 2015.

## Persian Rhetoric

### The following topics:

آشنائی با: بیت، مصراع، ردیف، قافیہ، تخلص، قالب، قصیدہ، غزل، قطعہ، ترجیع‌بند، ترکیب‌بند، مسمط، مستزاد، وزن، مثنوی، رباعی، دوبیتی، چہار پارہ، مطلع، مقطع

### Prescribed Books:

### کتابهای مراجع

1. Khanlari, Dr. Zohra: *Farhang-e-Dari*, Intesharat-e-Farhang Adabiyat-e-Iran,  
خانلری، دکتر زہرا: *فرہنگ دری*، انتشارات فرہنگ ادبیات ایران.

2. Sirus Shamisa: *Anwa'-e-Adabi*, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.  
سیروس شمیسا: انواع ادبی، انتشارات فردوس، تهران، ایران، ۱۳۸۳.
3. Khanlari, Dr. Zahra: *Dastur-e-Zaban-e-Farsi*, Idarah-e-Adabiyat-e-Delhi, Jayyad Press, Delhi-110 006.  
خانلری، زهرا: دستور زبان فارسی، اداره ادبیات دهلی، جید پریس، دهلی-۱۱۰۰۰۶.
4. Roohullah Hadi: *Arayeh-hae-Adabi (Kinayeh, Talmih)*; Sal-e Diwum Dabaristan, Rishtah-e Adabiyat-e-o-Uloom-e-Insani.  
روح الله هادی: آرایه‌های ادبی (کنایه، تلمیح) سال سوم دبیرستان، رشته ادبیات و علوم انسانی
5. Jalil Tajlil: *Ma'ani-o-Bayan*, Markaz-e Danishgahi, Tehran, 1362/1983.  
جلیل تاجیل: معانی و بیان؛ مرکز دانشگاه تهران، ۱۳۶۲.

## Semester – III

### Paper V

#### Modern Persian Prose

##### The following Lessons:

- |   |                                   |
|---|-----------------------------------|
| 1. Mahatma Gandhi (Dr. Mehmood Sana'i)        | مهاتما گاندھی (دکتر محمود صناعی)  |
| 2. Khana-e-Pidari (Saeed Nafisi)              | خانه پدری (سعید نفیسی)            |
| 3. Eidi (Mohammad Hijazi)                     | عیدی (محمد حجازی)                 |
| 4. Pizishk-e-Chashm (Mohammad Hijazi)         | پزشک چشم (محمد حجازی)             |
| 5. Adham Pina Duz (Shin Partu)                | ادهم پینه دوز (ش. پرتو)           |
| 6. Chahar Gul (Yusuf E'tesamulmulk)           | چهار گل (یوسف اعتصام‌الملک)       |
| 7. Kabutar-o-Kulagh (Yusuf E'tesamulmulk)     | کبوتر و کلاغ (یوسف اعتصام‌الملک)  |
| 8. Mahi Kochulu (Samad Behrangi)              | ماهی کوچولو (صمد بهرنگی)          |
| 9. Zuban-i-Farsi Dar Hind (Ali Asghar Hikmat) | زبان فارسی در هند (علی اصغر حکمت) |

##### Prescribed Books:

##### کتابهای مراجع

1. Khan, Dr. M.A. and Dr S.H. Qasemi: *Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.  
خان، دکتر محمد اسلم و دکتر شریف حسین قاسمی: انتخاب نثر معاصر فارسی، بخش فارسی دانشگاه دهلی، دهلی، ۱۹۹۱.
2. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد: نصاب جدید فارسی، جید پریس، بلایماران، دهلی-۱۱۰۰۰۶.
3. Hameedi, Mehdi: *Darya-e-Gauhar* (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964  
حمیدی، مهدی: دریای گوهر (جلد اول)؛ انتشارات امیرکبیر، تهران، ایران، ۱۳۴۳.
4. Kamshad, Hasan: *Modern Persian Prose*, Cambridge University Press, 1966.
5. Hakemi, Isma'il: *Adabiyat-e-Mu'asir-e-Farsi*, Tehran, 1988.  
حاکمی، اسماعیل: ادبیات معاصر فارسی، تهران، ۱۳۶۷/۱۹۸۸.
6. Abedini, Mir Hasan: *Sad Sāl Dastān-Navisi dar Iran*; 3 Vols., Iran, 1377/1998.  
عابدینی، حسن میر: صد سال داستان‌نویسی در ایران، سه مجلد، ایران، ۱۳۷۷/۱۹۹۸.

## Semester – III

### Paper VI

#### Modern Persian Poetry

##### The following Poets and Poems:

**(1) Malik-ush Shuara Bahar**

- i. Shair-o-Nazm
- ii. Chashma-o-Sang
- iii. Mādar
- iv. Dar Rah-e Ishq
- v. Az Badi Parhez Kun

ملک‌الشعراء بهار

شعر و نظم  
چشمه و سنگ  
مادر

در راه عشق  
از بدی پرهیز کن

**(2) Parwin E'tesami**

- i. Ai Murghak
- ii. Kutah Nazar
- iii. Mast-o-Hushiyar
- iv. Ashk-i-Yateem

پروین اعتصامی

ای مرغک  
کوتاه نظر  
مست و هشیار  
اشک یتیم

**(3) Parvez Natel Khanlari**

- i. Mah Dar Murdab
- ii. Janan Mi-Rawad

پرویز نائل خانلری

ماه در مُرداب  
جانان می‌رود

**(4) Rahi Muayyari**

- i. Na-Ashna
- ii. Sangreezeh
- iii. Aghosh-e-Ou

رهی معیری

ناآشنا  
سنگریزه  
آغوش او

**(5) Shahryar**

- i. Hala Chera
- ii. Parwana Dar Aatish
- iii. Nalah-e-Bulbul

شهریار

حالا چرا  
پروانه در آتش  
ناله بلبل

**(6) Simin Behbahani**

- i. Sang-e-Goor
- ii. Paiman Shikan
- iii. Nilufar-e-Aabi

سیمین بهبهانی

سنگ گور  
پیمان شکن  
نیلوفر آبی

**(7) Nima Yushij**

- i. Ai Shab
- ii. Chashma-e-Kuchak
- iii. Khāna-e-Man Abreest

نیما یوشیج

ای شب  
چشمه کوچک  
خانه من ابریست

**(8) Iraj Mirza**

- i. Qalb-e-Mādar

ایرج میرزا

قلب مادر

##### Prescribed Books:

##### کتابهای مراجع

1. Khalkhali, Syed Abdul Hameed: *Tazkirah-e-Shoara-e-Ma'asir-e-Iran*, Kitabkhana-e-Tahoori, Iran.  
خلخال، سید عبدالحمید: تذکره شعرای معاصر ایران؛ کتابخانه طهوری، ایران.



2. Faridunkar: *Shāhkārha-e-Shair-e-Ma'asir-e-Iran*, Intesharat-e Amir Kabir, Tehran, Iran, 1337/1958  
فریدون کارشاهکارهای شعر معاصر ایران؛ انتشارات امیرکبیر، تهران، ایران، ۱۳۳۷.
3. Aryanpur, Yahya: *Az Saba Ta Nima* (Vol. I & II), Tehran, Iran.  
آریانپور، یحیی: از صبا تا نیرما (جلد اول و دوم)، تهران، ایران.
4. Muneeb-ur Rehman: *Jadeed Farsi Shaeri*, Aligarh Muslim University, Aligarh, 1959.  
منیب‌الرَحمان، جدید فارسی شاعری، دانشگاه اسلامی علیگره، علیگره، ۱۹۵۹.
5. Qasemi, S.H.: *Jadeed Fārsi Shaeri*, Indo-Persian Society, Delhi-110 006, 1977.  
قاسمی، شریف حسین: جدید فارسی شاعری، اندو پرشین سوسائتی، دهلی-۱۱۰۰۰۶، ۱۹۷۷.
6. Qasemi, Zakira Sharif: *Farsi Shaeri Ek Mutale'a*, Indo-Persian Society, Delhi-110 006, 1987.  
قاسمی، ذاکره شریف: فارسی شاعری ایک مطالعه، اندو پرشین سوسائتی، دهلی-۱۱۰۰۰۶، ۱۹۸۷.

## Semester – III

### Paper VII

#### Classical Persian Prose:

1. **SafarNameh** سفرنامه  
Hakim Nasir Khusrau Alavi Qubadiani حکیم ناصر خسرو علوی قبادیانی  
(*Nasr-e-Kohan*; pp.351-65) (نثر کهن؛ ص ۳۵۱ تا ۳۶۵)
2. **Marzban Nameh** مرزبان‌نامه  
Amir Unsar-ul Ma'ali bin Iskander Kaikaoos (*Nasr-e-Kohan* pp. 499-513)  
امیر عنصرالمعالی بن اسکندر کیکاووس (نثر کهن؛ ص ۴۹۹ تا ۵۱۳)  
**The following stories:** حکایات:
  - i. *Dāstan-e-Aahu-o-Mush-o-Uqqab* داستان آهو و موش و عقاب
  - ii. *Dāstan-e-Barzigar Ba Mar* داستان برزیگر با مار
  - iii. *Dāstan-e-Shighal-e-Khar-Sawar* داستان شغال خرسوار
  - iv. *Dāstan-e-Shahryar-e Babul Ba Shahryarzadeh* داستان شهریار بابل با شهریارزاده
3. **Chahar Maqaleh** چهار مقاله  
Nizami Aruzi Samarqandi نظامی عروضی سمرقندی، نظام‌الدین احمد بن عمر نظامی  
**The following stories:** حکایات  
**Maqala – I:** مقاله اول:  
Dar Mahiyat-e-Dabiri wa Kaifiyat... در ماهیت دبیری و کیفیت...  
Iskafi Dabiri: Chun Iskafi ra Kar... اسکافی دبیری: چون اسکافی را کار...  
Lamghan Shehri ast لمغان شهری است  
**Maqala – II:** مقاله دوم:  
Dar Mahiyat-e-Ilm-e-Shair... در ماهیت علم شعر و...  
Ahmad bin Abdullah Al-Khujistani احمد بن عبدالله الخجستانی.  
Nasr bin Ahmad Samani نصر بن احمد سامانی  
Abul-Qasim Firdausi ابوالقاسم فردوسی

1. *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.  
نشر کهن از انتشارات وزارت فرهنگ و هنر، اداره کل نگارش، تهران، ایران.
2. Nizami Aruzi Samarqandi: *Chahar Maqaleh*; edited Mohammad Qazvini, Tehran University Publication, Tehran, Iran, 1334/1955.  
نظامی عروضی سمرقندی: چهار مقاله، تصحیح محمد قزوینی، انتشارات دانشگاه تهران، تهران، ایران، ۱۳۳۴.

## **Semester – IV**

### **Paper VIII**

#### **Classical Persian Poetry**

##### **The following Poems and Poets**

1. **Rubiyat** رباعیات  
Umar Khayyam bin Ibrahim Khayyami Nishaburi عمر خیّام بن ابراهیم خیامی نیشابوری  
30 Rubais; *Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan (pp.140-43)  
۳۰ رباعی، نصاب جدید فارسی؛ حکیم ذکی احمد خان (ص ۱۴۰ تا ۱۴۳)
2. **Ghazaliyat** غزلیات  
Hafiz Shirazi, Khwaja Shamsuddin Mohammad حافظ شیرازی، خواجه شمسالدین محمد  
20 Ghazals; *Intekhab-e-Ghazaliyat-e-Hafiz*; Mugheesuddin Faridi (pp.16-55)  
۲۰ غزل؛ انتخاب غزلیات حافظ؛ مغیثالدین فریدی؛ (ص ۱۶ تا ۵۵)
3. **Qasaid** انوری ابیوردی  
Anwari Abivardi Hakim Auhaduddin Ali bin Ishaq انوری ابیوردی، حکیم اوحدالدین علی بن اسحاق  
3 Qasideh; *Diwan-e Anwari*; Mohammad Taqi Mudarris Rezavi (pp.6-9 & 25-29)  
۳ قصیده؛ دیوان انوری؛ محمد تقی مدرّس رضوی (ص ۶ تا ۹ و ۲۵ تا ۲۹)  
  - i. Ai Qaida-e-Taze ze Dast-e-Tu Karam ra ای قاعده تازه ز دست تو کرم را
  - ii. Zān Pas ke Qaza Shaki-e-Digar Kard Jahan Ra زان پس که قضا شکر دیگر کرد جهان را
  - iii. Inke Mibinam be Beedarist ya Rab ya Be Khab اینکه می بینم بیدار هست یارب یا بخواب

1. Rezavi, Mohammad Taqi Mudarris: *Diwan-e-Anwari*, Bangah-e-Tarjuma wa Nashr-e Kitab, Tehran, 1st edition, 1337/1958.  
رضوی، محمد تقی مدرّس: دیوان انوری، به اهتمام بنگاه ترجمه و نشر کتاب، تهران، چاپ نخست ۱۳۳۷ ه.ش.
2. Faridi, Mugheesuddin: *Intekhab-e-Ghazaliyat-e-Hafiz*, Maktaba Shahrah, Urdu Bazar, Delhi-110 006, 1975.  
فریدی، مغیثالدین: انتخاب غزلیات حافظ، مکتبه شاهراه، اردو بازار، دهلی-۱۱۰۰۰۶، ۱۹۷۵.
3. Khan, Hakim Zaki Ahmed: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد: نصاب جدید فارسی، جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

## Semester – IV

### Paper IX

#### Indo-Persian Prose

The following Selections:

- 1) **Jahangir Nameh:** جهانگیرنامه  
Mutamad Khan, Abul-Hasan; *Nisab-e-Jadeed-e-Farsi*, (pp.118-28).  
معتمد خان، ابوالحسن نصاب جدید فارسی؛ ص ۱۱۸ تا ۱۲۸
- 2) **Jawame-ul Hikayat** جوامع الحکایات  
Aufi, Mohammad Sadiduddin; *Nasr-e-Kohan* (pp.514-31).  
عوفی، محمد سدیدالدین نثر کهن (ص ۵۱۴ تا ۵۳۱)
- 3) **Khutoot-e-Ghalib** خطوط غالب  
Ghalib Dehlavi, Mirza Asadullah Khan; *Nasr-e-Kohan* (pp.615-20).  
غالب دهلوی، میرزا اسدالله خان نثر کهن (ص ۶۱۵ تا ۶۲۰)

#### Prescribed Books:

#### کتابهای مراجع

- 1) Khan, Hakim Zaki Ahmed: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد: نصاب جدید فارسی، جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.
- 2) *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.  
نثر کهن از انتشارات وزارت فرهنگ و هنر، اداره کل نگارش، تهران، ایران.

## Semester – IV

### Paper X

#### Indo-Persian Poetry

The following Poets and Selections:

- (1) **Ghazaliyat** غزلیات  
i. Amir Khusrau امیر خسرو  
10 Ghazals; *Nisāb-e-Jadeed-e-Farsi* (pp.18-25) ۱۰ غزل؛ نصاب جدید فارسی (ص ۱۸ تا ۲۵)
- (2) **Qasaid** قصاید  
Urfi Shirazi, Syed Jamaluddin عرفی شیرازی، سید جمال الدین  
i. *Ae Mata' Dard dar Bazar Jan Andakhteh* ای متاع درد در بازار جان انداخته  
ii. *Har Sookhteh Jani ke be Kashmir dar Ayed* هر سوخته جانی که به کشمیر در آید  
*Nisāb-e-Jadeed-e-Farsi* (pp.113-16) نصاب جدید فارسی (ص ۱۱۳ تا ۱۱۶)
- (3) **Ghazaliyat** غزلیات  
i. Ghalib Dehlavi, Mirza Asadullah Khan غالب دهلوی، میرزا اسدالله خان  
10 Ghazals; *Naqsh-hae-Rang Rang*; Aat Kakavi (pp.7-23) ۱۰ غزل؛ نقشهای رنگ رنگ؛ عطاء کاکوی (ص ۷ تا ۲۳)

#### Prescribed Books:

#### کتابهای مراجع

7. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد: نصاب جدید فارسی، جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

1. Ata Kakvi: *Ghalib: Naqsh-hae-Rang Rang*, Azimushshan Book Depot, Sultan Ganj, Patna.  
عطا کاکوی: غالب: نقشهای رنگ رنگ؛ عظیمششان بک دپو، سلطان گنج، پتنه.

## Semester – V

### Paper XI

#### Sufistic Persian Literature (Prose & Poetry)

##### Prose:

- 1) **Kashf-ul Mahjub** کشف‌المحجوب  
Jalali Hujveri, Shaikh Abul-Hasan Ali bin Usman; *Nsr-e-Kohan* (pp.213-21)  
جلالی هجویری، شیخ ابوالحسن علی بن عثمان فشر. کهن (ص ۲۱۳ تا ۲۲۱)
- 2) **Fawaid-ul Fowad** فوائدالغواد  
Hasan Sijzi, Amir Hasan; *Nasr-e-Kohan*; (pp.302-14)  
حسن سجزی، امیر حسن فشر. کهن (ص ۳۰۲ تا ۳۱۴)

##### Poetry:

- 1) **Mathnavi** مثنوی  
Maulana Jalaluddin Rumi; *Nisāb-e-Jadeed-e-Farsi*; (pp.118-38)  
مولانا جلال‌الدین رومی، تصاب جدید فارسی (ص ۱۱۸ تا ۱۳۸)

#### Prescribed Books: کتابهای مراجع

1. *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.  
نشر کهن از انتشارات وزارت فرهنگ و هنر، اداره کل نگارش، تهران، ایران.
8. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد، تصاب جدید فارسی، جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

## Semester – V

### Paper XII

#### Ethical Persian Literature (Prose & Poetry)

##### Prose:

1. **Gulistan** گلستان  
Sa'di Shirazi, Shaikh Mushrafuddin Musleh; *Nasr-e-Kohan* (pp.429-43)  
شیخ مشرف‌الدین مصلح سعدی شیرازی فشر. کهن (ص ۴۲۹ تا ۴۴۳)
2. **Qabus Nameh** قابوس‌نامه  
Kaikaos, Amir Unsarul Ma'ali bin Iskander; *Nasr-e-Kohan* (pp.366-83)  
کیکاوس، امیر عنصر‌المعالی بن اسکندر فشر. کهن (ص ۳۶۶ تا ۳۸۳)

##### Poetry:

1. **Bustan** بوستان  
Sa'di Shirazi, Shaikh Mushrafuddin Musleh; *Hikayat from Kulliyat-e-Sa'di*  
شیخ مشرف‌الدین مصلح سعدی شیرازی، حکایات از کلیات سعدی  
i. *Darvesh Haqugo* (pp.231-32) درویش حقگو (ص ۲۳۱-۲)

- ii. *Jawan Mard wa Sag-e Tishneh*; (pp.248-49) جوان مرد و سگ تشنه (ص ۹-۲۴۸)  
 iii. *Darvesh wa Rubah-e Bi-Dast-o-Pai* (p.252) درویش و روباه بی‌دست و پای (ص ۲۵۲)  
 iv. *Piri ke Kharash dar Gil Uftadeh Bud* (pp.257-58) پیری که خارش در گیل افتاده بود (ص ۸-۲۵۷)

### 2. Rubaiyat

رباعیات

Abu-Saeed Abul-Khair (6 Rubais from *Safina-e-Marvareed*, p.49)

ابوسعید ابوالخیر (۶ رباعی از سفینه مروارید؛ ص ۴۹)

### 3. Rubaiyat

رباعیات

Baba Tahir Uryan (First 5 Rubais from *Safina-e-Marvareed*, p.53)

بابا طاهر عریان (اول ۵ رباعی از سفینه مروارید؛ ص ۵۳)

### Prescribed Books:

### کتابهای مراجع

- 1) *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.  
نشر کهن از انتشارات وزارت فرهنگ و هنر، اداره کل نگارش، تهران، ایران.
- 2) Sa'di Shirazi, *Kuliyat-e-Sa'di*; Mohammad Ali Furooghi, Intesharat-e-Mu'iniyan, Tehran, 1375/1996.  
سعدی شیرازی، کلیات سعدی، محمد علی فروغی، انتشارات معینیان، تهران، ۱۳۷۵.
- 3) Sa'di Shirazi, *Boostan-e-Sa'di*; Mohammad Ali Farughi, Tehran, 1316/1937.  
سعدی شیرازی بوستان سعدی، محمد علی فروغی، طهران، ۱۳۱۶.
- 4) Manochehr Danish Pazooch: *Safina-e-Marvareed*, Intesharat-e-Allama Tabatabai, Tehran, Iran, 1383/2004.  
منوچهر دانش‌پژوه، سفینه مروارید انتشارات علامه طباطبائی، تهران، ۱۳۸۳.

## Semester – VI

### Paper XIII

#### Essay and Translation

### Prescribed Book:

### کتابهای مراجع

- 1) Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدم، دکتر احمد زبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.

## Semester – VI

### Paper XIV

#### Spoken Persian & Interpretation: Viva-Voce

### Prescribed Books:

### کتابهای مراجع

1. Gargesh, R. Goswami.: *Translation and Interpretation*, University of Delhi, Delhi-110 007.
2. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.

## **Elective : Discipline Specific (D S E)**

### **Elective: Discipline Specific DSE (Any 4 Papers) (2 Papers in Semester – V and 2 Papers in Semester - VI)**

DSE-01 - History of Persian Literature during Safavid Period

DSE-02 - History of Persian Literature during Mughal Period

DSE-03 - History of Persian Literature during Qajar Period

DSE-04 - History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran

DSE-05 - Persian Translation of Indian writings during Mughal Period

DSE-06 - Short Story writing in Modern Persian: A Survey

DSE-07 - A Survey of Persian Newspapers in India (18<sup>th</sup> & 19<sup>th</sup> Century)

DSE-08 - A History of Dari & Tajik Literature

DSE-09 - Development of Persian Literature in Awadh

DSE-10 - Development of Persian Literature in Deccan

#### **The following Books are prescribed for the above mentioned course:**

1. Shafaq, Razazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.  
شفق، رضا زاد تباریخ ادبیات ایران، ترجمہ سید مبارز الدین رفعت، کتب خانہ خورشیدیہ، اردو بازار، لاہور، ۲۰۱۴ء.
2. Shibli Nomani: *Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).  
شبلی نعمانی: شعر العجم، شبلی اکادمی، اعظم گڑھ (یو.پی.).
3. Sabahuddin, Abdur Rahman: *Bazm-e-Taimuriah*, Shibli Academy, Azamgarh, (U.P.).  
صباح الدین عبدالرحمان یزیم تیموریہ، شبلی اکادمی، اعظم گڑھ (یو.پی.).
4. Sabahuddin, Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).  
صباح الدین عبدالرحمان یزیم مملوکیہ، شبلی اکادمی، اعظم گڑھ (یو.پی.).
5. Sabahuddin, Abdur Rahman: *Bazm-e-Sufiyah*, Shibli Academy, Azamgarh (U.P.).  
صباح الدین عبدالرحمان یزیم صوفیہ، شبلی اکادمی، اعظم گڑھ (یو.پی.).
6. Sabahuddin, Abdur Rahman: *Sufi Amir Khusrau*, Shibli Academy, Azamgarh (U.P.).  
صباح الدین عبدالرحمان: صوفی امیر خسرو، شبلی اکادمی، اعظم گڑھ (یو.پی.).
7. Sabahuddin, Abdur Rahman: *Hindustan Amir Khusrau ki Nazar Mein*, Shibli Academy, Azamgarh (U.P.).  
صباح الدین عبدالرحمان: ہندوستان امیر خسرو کی نظر میں، شبلی اکادمی، اعظم گڑھ (یو.پی.).
8. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.  
ظہور الدین احمد: ایرانی ادب، مرکز تحقیقات فارسی ایران و پاکستان، اسلام آباد، ۱۳۷۵ ش.
9. Abidi, Amir Hasan: *Hindustan Mein Farsi Adab*, Indo-Persian Society, Delhi, 1984.  
عابدی، امیر حسن: ہندوستان میں فارسی ادب، ایندو پرشین سوسائٹی، دہلی، ۱۹۸۴ء.
10. Naeemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.  
نسیم الدین: ہندوستان میں فارسی ادب، انتشارات ام.اس. لال کوان، دہلی، ۱۹۸۵ء.
11. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.  
انصاری، نور الحسن: فارسی ادب بعہد اورنگزیب، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶ء.

12. Akhtar, Abul-Hasan: *Farsi Adab Be Ahd-e-Bahadur Shah Zafar*, Azmi Book Depot, Mau, (U.P.), 1998.  
اختر، ابوالحسن: فارسی ادب بعہد بہادر شاہ ظفر، اعظمی بُک ڈپو، مٹو (یو.پی.)، ۱۹۹۸.
13. Badakhshani, Maqbool Beig: *Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.  
بدخشان، مقبول بیگ: تاریخ ایران (دو مجلد) مجلس ترقی ادب، لاہور، ۱۹۷۱.
14. Edward, Brown: *Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.  
ایڈوارد، براؤن: تاریخ ادبیات ایران، ترجمہ سجاد حسین، جامعہ عثمانیہ، حیدرآباد، ۱۹۳۲.
15. Safa, Zabihullah : *Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.  
صفا، ذبیح اللہ: فارسی ادب کی مختصر تاریخ، ترجمہ عندلیب زہرہ، فرید بُک ڈپو، دہلی.
16. Ikram, Mohammad: *Ab-e-Kausar*, Fareed Book Depot. Delhi, 1999.  
اکرام، محمد: آب کوثر، فرید بُک ڈپو، دہلی، ۱۹۹۹.
17. Ikram, Mohammad: *Rud-e-Kausar*, Fareed Book Depot, Delhi, 1999.  
اکرام، محمد: رود کوثر، فرید بُک ڈپو، دہلی، ۱۹۹۹.
18. Ikram, Mohammad: *Mauj-e-Kausar*, Fareed Book Depot, Delhi, 1999.  
اکرام، محمد: موج کوثر، فرید بُک ڈپو، دہلی، ۱۹۹۹.
19. Hali, Altaf Husain: *Hayat-e-Sa 'di*, N.C.P.U.L., New Delhi, 2004.  
حالی، الطاف حسین: حیات سعدی، ان.سی.پی.یو.ال، دہلی، نو، ۲۰۰۴.
20. Aatif, Khan Mohammad: *Tarikh-e-Zaban-o-Adabiyat-e-Farsi*, Lucknow, 1990.  
عاطف، خان محمد: تاریخ زبان و ادبیات فارسی، لکھنؤ، ۱۹۹۰.
21. Ghani, M.A.: *A History of Persian Language & Literature at the Mughal Court* (Part I & II), Allahabad (U.P.), 1929-30.
22. Qasemi, S.H.: *A History of Indo-Persian Literature (1806-1857)*, Department of Persian, University of Delhi, Delhi-110 007, 2008.
23. Qasemi, Z.S.: *A History of Indo-Persian Literature (1627-59)*, Department of Persian, University of Delhi, Delhi-110 007, 2015.
24. Qasemi, S.H.: *A Descriptive Catalogue of Persian Translations of Indian Works*, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014. (pp.1-23).
25. Siddiqui, Mohammad Atiq: *Hindustani Akhar-Navisi* (Company ke Ahd Mein), Anjuman Taraqqi Urdu, Aligarh, 1975.
26. Ahan, Akhlaq Ahmad: *Hindustan Mein Farsi Sahafat ki Tarikh*, Educational Publishing House, Delhi, 2008.
27. Abu-Talib: *Tajikan Dar Maseer-e-Tarikh*.
28. Natarajan, J.: *History of Journalism*, Publication Division, Ministry of Information and Broadcasting, Govt. of India, New Delhi, July 2000.
29. Khan, Syed Ghulam Ali: *Imad-us Sa 'adat*.
30. Mehr, Durga Prasad: *Bustan-e-Awadh*.
31. Faizbukhsh, Munshi: *Tarikh-e-Farahbakhsh*.
32. Anis, Mohan Lal: *Anis-ul-Ahibba*, Tartib-o-Taqdeem-e-Anwar Ahmad, Khudabakhsh Oriental Public Library, Patna, 1996.
33. Hindi, Bhagwan Dass: *Safina-e-Hindi*.
34. Hindushah, Abul Qasim: *Tarikh-e-Firishta*.
35. Siddiqua, Najma: *Persian Literature at Deccan*.
36. Gribble, J.B.D.: *A History of Deccan*, Luzac & Co., London, 1896,
37. Haig, Major T.W.: *Historic Landmarks of the Deccan*, Pioneer Press, Allahabad, 1956.

38. Siddiqui, Abdul Majeed: *History of Golkunda*, Literary Publications, Hyderabad, 1956.
39. Sherwani, H.K.: *History of Medieval Deccan*, Government of Andhra Pradesh, 1974.
40. Sherwani, H.K.: *History of Qubtshahi Dynasty*, Munshi Ram Manohar Lal Publishers, 1974.
41. Azad Bilgrami, Mir Ghulam Ali: *Ma'asir-ul-Kiram*, Mufeed Aam Press, Agra, 1910; Urdu Translation by Yunus Raza Munis, Jamia-tul Raza, Bareilly, 2008.
42. Faruqui, Zohra: *Awadh ke Farsigo Shuara*.



## B.A. (Hons) Generic Elective (GE) (4)

### GE-PRN-01 : Introduction to Elementary Persian Language

#### Prescribed Books

1. Samina Baghcheban: *Kitab-e-Farsi*, Idarah-e-Adabiyat, Jayyed Press, Delhi 110 006, (1<sup>st</sup> half of the book upto 11 lessons)  
ثمینه باغچهبان: کتاب فارسی، اداره ادبیات، جید پریس، دهلی-۱۱۰۰۰۶ (صف اول کتاب تا ۱۱ درس)
2. Mehdi Zarghamain: *Dars-e-Farsi*, Intesharat-e-Dabir-khaneh-e-Shuara-e-Gustarish-e-Zaban-o-Adabiyat-e-Farsi, Tehran, Iran, 1377/1998.  
مهدی زرگامیان: درس فارسی انتشارات دبیرخانه شعرای گسترش زبان و ادبیات فارسی، تهران، ایران، ۱۳۷۷.

### GE-PRN-02 : Introduction to Intermediary Level Persian

#### Prescribed Book

1. Samina Baghcheban: *Kitab-e-Farsi*, Idarah-e-Adabiyat, Jayyed Press, Delhi 110 006, (1<sup>st</sup> half of the book upto 11 lessons)  
ثمینه باغچهبان: کتاب فارسی، اداره ادبیات، جید پریس، دهلی-۱۱۰۰۰۶ (نصف آخر کتاب از درس ۱۲)

### GE-PRN-03 : Functional Grammar

#### Prescribed Book

1. Sufi Abdul Aziz: *Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.

### GE-PRN-04 : Spoken Persian

#### Prescribed Books

1. *Let's Learn Persian* (1st half of the book; pp.1-103), N.C.P.U.L., Ministry of HRD, New Delhi.
2. Gargesh, R. Goswami.: *Translation and Interpretation*, University of Delhi, Delhi-110 007.

### GE-PRN-05 Spoken Persian Advance Level

#### Prescribed Books

1. *Let's Learn Persian* (2nd half of the book; pp.104-211), N.C.P.U.L., Ministry of HRD, New Delhi.
2. Saffarzadeh, Tahera: *Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran  
صفارزاده، طاهره فین ترجمه، انتشارات امیرکبیر، تهران، ایران.

### GE-PRN-06 Persian Newspaper and Journal

#### Prescribed Books

1. Any Newspaper & Journal
2. Current Magazine/Journal

## **B.A. (Hons)**

### **Ability Enhancement Elective Course (Skill based)**

#### **AEEC-PRN-01 Indo-Persian Literature (13<sup>th</sup> - 16<sup>th</sup> Century)**

##### **Prescribed Books**

1. Sabahuddin, Abdur Rahman: *Bazm-e-Mamlukia*, Shibli Academy Azamgarh (U.P.).  
صباح الدین، عبدالرحمان یزیم، مملوکیہ، شبلی اکادمی، اعظمگرہ (یو.پی.)
2. Naeemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.  
نسیم الدین: ہندوستان میں فارسی ادب، انتشارات ام.اس. لال کوان، دہلی، ۱۹۸۵.

#### **AEEC-PRN-02 Indo-Persian Literature (16<sup>th</sup> - 19<sup>th</sup> Century)**

##### **Prescribed Books**

1. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.  
انصاری، نورالحسن: فارسی ادب بعہد اورنگزیب، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶.
2. Akhtar, Abul-Hasan: *Farsi Adab Be Ahd-e-Bahadur Shah Zafar*, Azmi Book Depot, Mau, (U.P.), 1998.  
اختر، ابوالحسن: فارسی ادب بعہد بہادر شاہ ظفر، اعظمی بک دپو، مٹو (یو.پی.)، ۱۹۹۸.
3. Qasemi, S.H.: *Hisdustani Farsi Adab*, Indo-Persian Society, Delhi, 1985.  
قاسمی، شریف حسین: ہندوستانی فارسی ادب، اندو پرشین سوسائٹیف دہلی، ۱۹۸۵.

#### **AEEC-PRN-03 Modern Persian Literature**

##### **Prescribed Book**

1. Kamshad, Hasan: *Modern Persian Prose*, Cambridge University Press, 1966.

#### **AEEC-PRN-04 Introduction to Persian Rhetoric)**

##### **Prescribed Books**

1. Sirus Shamisa: *Anwa'-e-Adabi*, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.  
سیروس شمیسہ: انواع ادبی، انتشارات فردوس، تہران، ایران، ۱۳۸۳.

# B.A. (Honours) Persian Ability Enhancement Compulsory Course

## MODERN INDIAN LANGUAGE (M.I.L.) Persian – A

### Semester-I, PAPER – I : Elementary Persian:

#### 1. Intermediary Persian Grammar & Translation

#### Prescribed Books

- 2) Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفّار مقدّم، دکتر احمدزبان فارسی، شورای گسترش زبان و ادبیّات فارسی، تهران، ایران، جلد اوّل و دوم، ۲۰۰۷.
- 3) Lambton, S.: *Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
- 4) *Farsi be Amozeem*, Vol. IV, 1382, Iran.

فارسی بآموزیم، جلد چهارم، ۱۳۸۲، ایران

### Semester-II, PAPER – II : Introduction to Persian Literature

معرفی از ادبیّات فارسی

#### 1. Persian Prose: Selection

- i. *Eidi* عیدی
- ii. *Khana-e-Pidari* خانه پدری
- iii. *Kudaki* کودکی

#### 2. Persian Poetry: Selection

- i. **Ghazaliyat**  
Hafiz Shirazi, Khwaja Shamsuddin Mohammad  
*Ghazalyat-e-Hafiz* (1st 5 Ghazals);  
*Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan  
غزلیّات  
حافظ شیرازی، خواجه شمسالدین محمد  
غزلیّات حافظ (از آغاز ۵ غزل)؛  
نصاب جدید فارسی؛ حکیم ذکی احمد خان
- ii. **Rubiyat**  
Umar Khayyam bin Ibrahim Khayyami Nishaburi  
First 10 Rubais;  
*Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan  
رباعیات  
عمر خیّام بن ابراهیم خیّامی نیشابوری  
از آغاز ۱۰ رباعی؛  
نصاب جدید فارسی؛ حکیم ذکی احمد خان
- iii. **Ghazaliyat**  
Shaharyar Tabrizi: Mohammad Hussain  
*Maktab-e Hafiz, Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan  
غزلیّات  
شهریار تبریزی، محمد حسین  
مکتبّات حافظ، نصاب جدید فارسی؛ حکیم ذکی احمد خان

#### Prescribed Book

1. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد نصاب جدید فارسی، جیّد پریس، بلاّیماران، دهلی-۱۱۰۰۰۶.

#### Note:

Those students who have studied Persian upto X/XII standard are eligible for opting Persian course A of M.I.L.

**B.A. (Honours) Persian**  
**Ability Enhancement Compulsory Course**

**MODERN INDIAN LANGUAGE (M.I.L.) Persian – B**

**Semester-I, PAPER – I : Introduction to Persian Language – I**

**Prescribed Books**

1. *Introduction to Persian Language* (Foundation Course), Published by Ratna Sagar, Ansari Road, Darya Ganj, New Delhi-110 002.
2. Hasan Anwari: *Dastoor-e-Zuban-e-Farsi*, Intesharat-e-Fatmi, Tehran, Iran, 1375/1996.  
حسن انوری: دستور زبان فارسی، انتشارات فاطمی، تهران، ایران، ۱۳۷۵.
3. Kinari, Shaban Azadi: *Farsi Amokhtegaan*, Tehran, Iran, 1377/1998.  
کناری، شعبان آزادی: فارسی آموختگان، تهران، ایران، ۱۳۷۷.

**Semester-II, PAPER – II Persian Language – II**

**Prescribed Books**

1. *Kitab-e-Farsi*: Baraye Class-hae Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.  
کتاب فارسی؛ برای کلاسهای مقدماتی، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
2. *Zaban-e-Farsi*: Vizarat-e-Amozish-o-Parvarish, Tehran, Iran, 1376/1997.  
زبان فارسی؛ وزارت آموزش و پرورش، تهران، ایران، ۱۳۷۶.

**Note: Those students who have not studied Persian at any level they can take admission in course B of M.I.L.**

**Choice Based Credit System (CBCS)**

# UNIVERSITY OF DELHI

**DEPARTMENT OF PERSIAN**

**UNDERGRADUATE PROGRAMME**  
**(Courses effective from Academic Year 2015-16)**



## **SYLLABUS OF COURSES TO BE OFFERED**

**Core Courses, Elective Courses & Ability Enhancement Courses**

**Disclaimer:** The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

**Undergraduate Programme Secretariat**

## **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **CHOICE BASED CREDIT SYSTEM (CBCS):**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
  - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

## Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

Course	*Credits	
	Paper+ Practical	Paper + Tutorial
<b><u>I. Core Course</u></b>	12X4= 48	12X5=60
<b>(12 Papers)</b>		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
<b>Core Course Practical / Tutorial*</b>	12X2=24	12X1=12
<b>(12 Practicals)</b>		
<b><u>II. Elective Course</u></b>	6x4=24	6X5=30
<b>(6 Papers)</b>		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Inter disciplinary		
Two papers from each discipline of choice and two papers of interdisciplinary nature.		
<b>Elective Course Practical / Tutorials*</b>	6 X 2=12	6X1=6
<b>(6 Practical/ Tutorials*)</b>		
Two papers- Discipline 1 specific		
Two papers- Discipline 2 specific		
Two papers- Generic (Inter disciplinary)		
Two papers from each discipline of choice including papers of interdisciplinary nature.		
<ul style="list-style-type: none"> <li><b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6<sup>th</sup> Semester</b></li> </ul>		
<b><u>III. Ability Enhancement Courses</u></b>		
<b>1. Ability Enhancement Compulsory</b>	2 X 2=4	2 X 2=4
<b>(2 Papers of 2 credits each)</b>		
<b>Environmental Science</b>		
<b>English Communication/MIL</b>		
<b>2. Ability Enhancement Elective</b>	4 X 2=8	4 X 2=8
<b>(Skill Based)</b>		
<b>(4 Papers of 2 credits each)</b>		
	Total credit= 120	Total = 120
<b>Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.</b>		

\*wherever there is a practical there will be no tutorial and vice-versa.



## Scheme for Choice Based Credit System in B.A. (Prog.) Persian

Semester	Core Course(12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (4)
<b>Sem-I</b>	Applied Persian Grammar	Environmental Science			
<b>Sem-II</b>	Persian Prose: Some Selections	MIL – Persian*			
<b>Sem-III</b>	Persian Poetry: Introduction to Genres & Some Selections		SEC-01		
<b>Sem-IV</b>	Essay & Translation		SEC-02		
<b>Sem-V</b>			SEC-03	DSE-01	GE-01
				DSE-02	GE-02
<b>Sem-VI</b>			SEC-04	DSE-03	GE-03
				DSE-04	GE-04

- \* Note: 1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.  
2) Those students who have not studied Persian at any level they can take admission in Course B.

**Discipline Specific Elective (DSE) (4) (Any two of the following Courses)**

DSE-PRN-01	Modern Persian Short-Story Writing
DSE-PRN-02	Spoken Persian and Interpretation
DSE-PRN-03	History of Persian Literature during Safavid Period
DSE-PRN-04	History of Persian Literature during Mughal Period

**Generic Elective (GE) (4) (Any two of the following Courses)**

GE-PRN-01	Introduction to Elementary Persian
GE-PRN-02	Elementary Persian Grammar
GE-PRN-03	Spoken Persian
GE-PRN-04	Persian Language

**Skill Enhancement Course (SEC) (4) (Any two of the following Courses)**

SEC-PRN-01	Indo-Persian Literature: A brief History (13 <sup>th</sup> - 16 <sup>th</sup> Century)
SEC-PRN-02	Indo-Persian Literature: A brief History (16 <sup>th</sup> -19 <sup>th</sup> Century)
SEC-PRN-03	Modern Persian Literature
SEC-PRN-04	Ghazal-writing in Persian

**Ability Enhancement Compulsory Course**

Modern Indian Language (MIL) – Persian - A:  
MIL-PERSIAN-A

**Ability Enhancement Compulsory Course**

Modern Indian Language (MIL) – Persian - B:  
MIL-PERSIAN-B

**B.A. (PROGRAMME) PART – I**  
**DISCIPLINE COURSE (PERSIAN)**  
**SEMESTER – I**

**PAPER – I : Applied Persian Grammar**

**GRAMMAR**

- UNIT – I      Tenses (Present, Past, Future) Vowels, Cardinal and Ordinal numbers, Definite and Indefinite Noun, Singular & Plurals, Noun and Adjectives, Prepositions, Degrees, Infinitives, Tenses, Definite Marker (*Harf-i-Nishane*), Imperatives.
- UNIT – II      Use of Simple, Negative, Interrogative sentences.
- UNIT – III      Time, Days, Names of the Iranian Months, Personal Pronouns, Possessive Pronoun and Objectives, Compound Verb Relative Clause, Present Participle, Active Voice, Passive Voice, Conditional Sentences.

**Prescribed Books:**

**کتابهای مراجع**

1. Namdariyan, Taqipur: *Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999.  
نامداریان، تقی‌پور: *درس فارسی*؛ انتشارات مؤسسه علوم انسانی و مطالعات فرهنگی، تهران، ایران، ۱۳۷۸.
2. Muqaddam, Dr. Ahmad Saffar: *Zaban-e-Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
مقدم، دکتر احمد صفّار: *زبان فارسی*، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.
3. Sufi Abdul Aziz, *Essentials of Persian Translation*, Published by the Indo-Persian Society, Lal Kuan, Delhi-110 006.
4. Elementary Persian Grammar by Dr. Rajinder Kumar, Harjeet Publication, Delhi 110 034, 2009.

**B.A. (PROGRAMME) PART – I**  
**DISCIPLINE COURSE (PERSIAN)**  
**SEMESTER – II**

**PAPER – II**

**Persian Prose: Some Selections**

The following lessons only:

- |                               |                  |
|-------------------------------|------------------|
| 1. <i>Fasl-Hae-Saal</i>       | فصل‌های سال      |
| 2. <i>Zamistan-o-Tabistan</i> | زمستان و تابستان |
| 3. <i>Bahar</i>               | بهار             |
| 4. <i>Mazandaran</i>          | مازندران         |
| 5. <i>Ruznameh</i>            | روزنامه          |
| 6. <i>Jashn-e-Nuruz</i>       | جشن نوروز        |
| 7. <i>Jashn-e-Mehregaan</i>   | جشن مهرگان       |

8. <i>Jashn-e-Sadeh</i>	جشن سده
9. <i>Firdausi</i>	فردوسی
10. <i>Sa'di Shirazi</i>	سعدی شیرازی
11. <i>Umar Khayyam (two parts)</i>	عمر خیّام (دو قسمت)
12. <i>Chaupan-e-Durughgo</i>	چوپان دروغگو
13. <i>Dehqaan-e-Fidakaar</i>	دهقان فداکار
14. <i>Shaban-o-Gusfand</i>	شبان و گوسفند
15. <i>Kudak-e-Hushyaar</i>	کودک هشیار
16. <i>Gawahi-e-Derakht</i>	گواهی درخت
17. <i>SehDuzd-e-Harees</i>	سه دزد حریص
18. <i>Eidi</i>	عیدی

### **Prescribed Books:**

### **کتابهای مراجع**

1. *Kitab-e-Farsi: Baraye Class-hae Muqaddemati*, Department of Persian, University of Delhi, Delhi-110 007.  
کتاب فارسی؛ برای کلاسهای مقدماتی، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
2. *Kitab-e-Farsi: Baraye Class-hae Diplom*, Department of Persian, University of Delhi, Delhi-110 007.  
کتاب فارسی؛ برای کلاسهای دیپلم، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
3. *Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III*, Department of Persian, University of Delhi, Delhi-110 007  
کتاب فارسی؛ برای کلاسهای بی.آ؛ پارت اول، دوم و سوم، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
4. *Nisab-e-Jadeed Farsi*, Jayyad Press, Ballimaran, Delhi-110 006.  
نصاب جدید فارسی؛ جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

## **B.A. (PROGRAMME) PART – II**

### **DISCIPLINE COURSE (PERSIAN)**

### **SEMESTER – III**

### **PAPER – III Persian Poetry: Introduction to Genres & Some Selections**

The following lessons only:

1. <i>Be Naam-e-Khuda</i>	بنام خدا
2. <i>Kitab-e-Khoob</i>	کتاب خوب
3. <i>Khana-e-Ma</i>	خانه ما
4. <i>Khursheed-e-Mehrebaan</i>	خورشید مهربان
5. <i>Derakhtkari</i>	درختکاری
6. <i>Subh</i>	صبح
7. <i>Iran</i>	ایران
8. <i>Mihan-e-Kheeshra Kunim Abaad</i>	میهن خویش را کنیم آباد
9. <i>Maadar</i>	مادر
10. <i>Ashk-e-Yateem</i>	اشک یتیم
11. <i>Gurg-o-Sag</i>	گرگ و سگ
12. <i>Ranj-o-Ganj</i>	رنج و گنج
13. <i>Dar Rahe Ishq</i>	در راه عشق
14. <i>Chashma-o- Sang</i>	چشمه و سنگ
15. <i>Mohavra-e-Mabain-e-Khuda-o-Insan</i>	محاوره مابین خدا و انسان

- |  |                       |
|--|-----------------------|
| 16. <i>Sarood-e-Anjum</i>                | سرود انجم             |
| 17. <i>Rubaiyyat Umar Khayyam – (15)</i> | رباعیات عمر خیام (۱۵) |
| 18. <i>Ghazalyat-e-Khusrau - (5)</i>     | غزلیات خسرو (۵)       |
| i. <i>Jaana-e-Man Az Aram Raft</i>       | جان من از آرام رفت    |
| ii. <i>Raseed Bad-e-Saba</i>             | رسید باد صبا          |
| iii. <i>Zahi Wasf-e-Rukht</i>            | زهی وصف رخت           |
| iv. <i>Saqiya Bada Deh Imruz</i>         | ساقیا باده ده امروز   |
| v. <i>Jan Ze Tan Burdi</i>               | جان ز تن بردی         |

**Prescribed Books:**

**کتابهای مراجع**

1. *Kitab-e-Farsi: Baraye Class-hae Diplom, Department of Persian, University of Delhi, Delhi-110 007.*  
کتاب فارسی؛ برای کلاسهای دیپلم، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
2. *Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III, Department of Persian, University of Delhi, Delhi-110 007*  
کتاب فارسی؛ برای کلاسهای بی.ا.؛ پارت اول، دوم و سوم، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
3. *Nisab-e-Jadeed Farsi, Jayyad Press, Ballimaran, Delhi-110 006.*  
نصاب جدید فارسی؛ جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

**B.A. (PROGRAMME) PART – II  
DISCIPLINE COURSE (PERSIAN)**

**SEMESTER - IV**

**PAPER - IV Essay & Translation**

Translation from Persian into English/Urdu/Hindi and Vice-Versa.

**Prescribed Books:**

**کتابهای مراجع**

1. Namdariyan, Taqipur: *Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999.  
نامداریان، تقی پور برس. فارسی، انتشارات پژوهشگاه علوم انسانی و مطالعات فرهنگی، تهران، ۱۳۷۸/۱۹۹۹.
2. Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدم، دکتر احمد زبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.
2. Essentials of Persian Translation by Sufi Abdul Aziz, published by the Indo-Persian Society, Lal Kuan, Delhi-110 006.
4. Elementary Persian Grammar by Dr. Rajinder Kumar, Harjeet Publication, Delhi 110 034, 2009.

## B.A. (Programme)

### Discipline Specific Elective (DSE) (4)

#### 1) DSE-PRN-01 Modern Persian Short Story Writing

##### Prescribed Book:

##### کتابهای مراجع

1. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.  
ظهورالدین احمد: ایرانی ادب، مرکز تحقیقات فارسی ایران و پاکستان، اسلام آباد، ۱۳۷۵ ش.

#### 2) DSE-PRN-02 Spoken Persian and Interpretation

##### Prescribed Books:

##### کتابهای مراجع

1. Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدم، دکتر احمد زبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.
2. Namdariyan, Taqipur: *Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999,  
نامداریان، تقی پور درس فارسی، انتشارات پژوهشگاه علوم انسانی و مطالعات فرهنگی، تهران، ۱۳۷۸/۱۹۹۹.
3. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.

#### 3) DSE-PRN-03 History of Persian Literature during Safavid Period

##### Prescribed Books:

##### کتابهای مراجع

1. Shafaq, Razazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.  
شفق، رضا ادقباریخ، ادبیات ایران، ترجمه سید مبارزالدین رفعت، کتبخانه خورشیدی، اردو بازار، لاہور، ۲۰۱۴.
2. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.  
ظهورالدین احمد: ایرانی ادب، مرکز تحقیقات فارسی ایران و پاکستان، اسلام آباد، ۱۳۷۵ ش.
3. Badakhshani, Maqbool Beig: *Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.  
بدخشانی، مقبول بیگ تاریخ ایران (دو مجلد) مجلس ترقی ادب، لاہور، ۱۹۷۱.

#### 4) DSE-PRN-04 History of Persian Literature during Mughal Period

##### Prescribed Books:

##### کتابهای مراجع

1. Shafaq, Razazadeh: *Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.  
شفق، رضا ادقباریخ، ادبیات ایران، ترجمه سید مبارزالدین رفعت، کتبخانه خورشیدی، اردو بازار، لاہور، ۲۰۱۴.
2. Zahuruddin Ahmad: *Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.  
ظهورالدین احمد: ایرانی ادب، مرکز تحقیقات فارسی ایران و پاکستان، اسلام آباد، ۱۳۷۵ ش.
3. Ghani, M.A.: *A History of Persian Language & Literature at the Mughal Court* (Part I & II), Allahabad (U.P.), 1929-30.
4. Safa, Zabihullah : *Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.  
صفا، ذبیح اللہ: فارسی ادب کی مختصر تاریخ، ترجمہ عندلیب زہرہ، فرید بک دپو، دہلی.
5. Edward, Brown: *Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.  
ایدوارد، براؤن تاریخ ادبیات ایران، ترجمه سجّاد حسین، جامعہ عثمانیہ، حیدرآباد، ۱۹۳۲.

## **B.A. (PROGRAMME)**

### **Generic Elective (GE) (4)**

#### **Paper – I Introduction to Elementary Persian**

##### **Prescribed Books:**

##### **کتابهای مراجع**

1. *Let's Learn Persian* (1st half of the book; pp.1-103), N.C.P.U.L., Ministry of HRD, New Delhi.
2. Lambton, S.: *Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.

#### **Paper – II Elementary Persian Grammar**

##### **Prescribed Books:**

##### **کتابهای مراجع**

1. Kumar, Dr. Rajinder: *Elementary Persian Grammar*, Harjeet Publication, Delhi-110 034, 2009.  
کمار دکتر راجندر: *مقدماتی در فارسی*، انتشارات هرچیت، دهلی نو، ۲۰۰۹.
2. Zaban-e-Farsi: Dr. Ahmed Saffar Muqaddam, Council for the Promotion of Persian Language Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدم، دکتر احمد زبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.

#### **Paper – III Spoken Persian**

##### **Prescribed Books:**

##### **کتابهای مراجع**

1. Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدم، دکتر احمد زبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.
2. Namdariyan, Taqipur: *Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999.  
نامداریان، تقی پور برس. فارسی، انتشارات پژوهشگاه علوم انسانی و مطالعات فرهنگی، تهران، ۱۳۷۸/۱۹۹۹.

#### **Paper – IV Persian Language**

##### **Prescribed Books:**

##### **کتابهای مراجع**

1. *Let's Learn Persian* (2nd half of the book; pp.104-211), N.C.P.U.L., Ministry of HRD, New Delhi.
2. Persian Lessons: Ahmed Saeed, New Delhi.

## B.A. (Programme)

### Skill Enhancement Course (SEC) (4)

#### 2) SEC -PRN-01 Indo-Persian Literature: A Brief History (13<sup>th</sup> - 16<sup>th</sup> Century)

##### Prescribed Book:

##### کتابهای مراجع

1. Naeemuddin: *Hindustan Mein Farsi Adab*, M.S. Publications, Lal Kuan, Delhi, 1985.  
نعیم الدین: هندوستان میں فارسی ادب، انتشارات ام.اس. لال کوان، دہلی، ۱۹۸۵.

#### 3) SEC-PRN-02 Indo-Persian Literature: A brief History (16<sup>th</sup> -19<sup>th</sup> Century)

##### Prescribed Books:

##### کتابهای مراجع

1. Qasemi, S.H.: *A History of Indo-Persian Literature (1806-1857)*, Department of Persian, University of Delhi, Delhi-110 007, 2008.
2. Ansari, Nurul Hasan: *Farsi Adab-be-Ahd-e-Aurangzeb*, Department of Persian, University of Delhi, Delhi, 2006.  
انصاری، نورالحسن: فارسی ادب بعہد اورنگزیب، بخش فارسی دانشگاه دہلی، دہلی، ۲۰۰۶.
3. Ghani, M.A.: *A History of Persian Language & Literature at the Mughal Court* (Part I & II), Allahabad (U.P.), 1929-30.

#### 4) SEC-PRN-03 Modern Persian Literature

##### Prescribed Book:

##### کتابهای مراجع

1. Kamshad, Hasan: *Modern Persian Prose*, Cambridge University Press, 1966.

#### 5) SEC-PRN-04 Ghazal-writing in Persian

##### Prescribed Book:

##### کتابهای مراجع

1. Shibli Nomani: *Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).  
شبلی ن. مانی: شعر العجم، شبلی آکادمی، اعظم گڑھ (یو.پی.).



# B.A. (Prog.) Persian

## Ability Enhancement Compulsory Course

### MODERN INDIAN LANGUAGE (M.I.L.) – A

#### Semester-I, PAPER – I : Elementary Persian:

##### 1. Intermediary Persian Grammar & Translation

#### Prescribed Books:

#### کتابهای مراجع

- 1) Saffar Muqaddam, Dr. Ahmad: *Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.  
صفار مقدّم، دکتر احمدزبان فارسی، شورای گسترش زبان و ادبیات فارسی، تهران، ایران، جلد اول و دوم، ۲۰۰۷.
- 2) Lambton, S.: *Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
- 3) *Farsi be Amozeem*, Vol. IV, 1382, Iran.

فارسی بآموزیم، جلد چهارم، ۱۳۸۲، ایران

#### Semester-II, PAPER – II : Introduction to Persian Literature

#### معرفی از ادبیات فارسی

##### 1. Persian Prose: Selection

- i. *Eidi* عیدی
- ii. *Khana-e-Pidari* خانه پدری
- iii. *Kudaki* کودکی

##### 2. Persian Poetry: Selection

- i. **Ghazaliyat** غزلیات  
Hafiz Shirazi, Khwaja Shamsuddin Mohammad  
*Ghazalyat-e-Hafiz* (1st 5 Ghazals);  
*Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan حافظ شیرازی، خواجه شمسالدین محمد  
غزلیات حافظ (از آغاز ۵ غزل)؛  
نصاب جدید فارسی؛ حکیم ذکی احمد خان
- ii. **Rubiyat** رباعیات  
Umar Khayyam bin Ibrahim Khayyami Nishaburi  
First 10 Rubais;  
*Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan عمر خیّام بن ابراهیم خیامی نیشابوری  
از آغاز ۱۰ رباعی؛  
نصاب جدید فارسی؛ حکیم ذکی احمد خان
- iii. **Ghazaliyat** غزلیات  
Shaharyar Tabrizi: Mohammad Hussain  
*Maktab-e Hafiz, Nisāb-e-Jadeed-e-Farsi*; Hakim Zaki Ahmad Khan شهریار تبریزی، محمد حسین  
مکتب حافظ، نصاب جدید فارسی؛ حکیم ذکی احمد خان

#### Prescribed Book:

#### کتابهای مراجع

1. Khan, Hakim Zaki Ahmad: *Nisāb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.  
خان، حکیم ذکی احمد: نصاب جدید فارسی، جید پریس، بلیماران، دهلی-۱۱۰۰۰۶.

#### Semester-III, PAPER – III : Persian Language – III

##### 1. Modern Persian Prose: Selection

- i. *Bacha-e-Mardum* بچه مردم
- ii. *Madar-e-Zan* مادر زن
- iii. *Pazishk-e-Chashm* پزشد چشم

##### 2. Translation & Interpretation: Theory & Practical

**Prescribed Books:**

**کتابهای مراجع**

1. Khan, Dr. M.A. and Dr S.H. Qasemi: *Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.  
خان، دکتر محمد اسلم و دکتر شریف حسین قاسمی: انتخاب‌نثر معاصر فارسی، بخش فارسی دانشگاه دهلی، دهلی، ۱۹۹۱.
2. Sufi Abdul Aziz: *Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.

**Semester-IV, PAPER – IV : Persian Language – IV**

1. Modern Persian Poetry: Selection

- i. Bahar
- ii. Parveen-Etesami
- iii. Simin Behbahani

بهار  
پروین اعتصامی  
سیمین بهبهانی

2. Interpretation & viva-voce

**Prescribed Book:**

**کتابهای مراجع**

1. Khalkhali, Syed Abdul Hameed: *Tazkirah-e-Shoara-e-Ma'asir-e-Iran*, Kitabkhana-e-Tahoori, Iran.  
خلخال، سید عبدالحمید: تذکرة شعراء معاصر ایران؛ کتابخانه طهوری، ایران.

**Note:**

Those students who have studied Persian upto X/XII standard are eligible for opting Persian course A of M.I.L.

**B.A. (Prog.) Persian**  
**Ability Enhancement Compulsory Course**  
**MODERN INDIAN LANGUAGE (M.I.L.) Persian – B**

**Semester-I, PAPER – I : Introduction to Persian Language – I**

**Prescribed Books:** **کتابهای مراجع**

1. *Introduction to Persian Language* (Foundation Course), Published by Ratna Sagar, Ansari Road, Darya Ganj, New Delhi-110 002.
2. Hasan Anwari: *Dastoor-e-Zuban-e-Farsi*, Intesharat-e-Fatmi, Tehran, Iran, 1375/1996.  
حسن انوری: دستور زبان فارسی، انتشارات فاطمی، تهران، ایران، ۱۳۷۵.
3. Kinari, Shaban Azadi: *Farsi Amokhtegaan*, Tehran, Iran, 1377/1998.  
کناری، شعبان آزادی: فارسی آموختگان، تهران، ایران، ۱۳۷۷.

**Semester-II, PAPER – II Persian Language – II**

**Prescribed Books:** **کتابهای مراجع**

1. *Kitab-e-Farsi*: Baraye Class-hae Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.  
کتاب فارسی؛ برای کلاسهای مقدماتی، بخش فارسی دانشگاه دهلی، دهلی-۱۱۰۰۰۷.
2. *Zaban-e-Farsi*: Vizarat-e-Amozish-o-Parvarish, Tehran, Iran, 1376/1997.  
زبان فارسی؛ وزارت آموزش و پرورش، تهران، ایران، ۱۳۷۶.

**Semester-III, PAPER – III : Persian Language – III**

**Prescribed Book:** **کتابهای مراجع**

1. *Let's Learn Persian* (1st half of the book; pp.1-103), N.C.P.U.L., Ministry of HRD, New Delhi.

**Semester-IV, PAPER – IV : Persian Language – IV**

**Prescribed Books:** **کتابهای مراجع**

1. *Let's Learn Persian* (2nd half of the book; pp.104-211), N.C.P.U.L., Ministry of HRD, New Delhi.
2. Saffarzadeh, Tahera: *Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran  
صفارزاده، طاهره: فن ترجمه، انتشارات امیرکبیر، تهران، ایران.

**Note: Those students who have not studied Persian at any level they can take admission in course B of M.I.L.**

# दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

**Bachelor of Arts (Hons) Persian**

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate  
Women's Education Board and School of Open Learning**

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## **Preamble**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Persian offer three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers. The vast use of Persian words in Indian languages makes it necessary to learn it and study its literature.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) Persian will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

## Introduction

In order to foster quality higher education in India, the syllabus of B.A. (Hons.) in Persian is designed with the aim of improving the quality of higher education. The syllabus of B.A. (Hons.) in Persian is designed with the aim of improving the quality of higher education. The syllabus of B.A. (Hons.) in Persian enables effective participation of young people in knowledge production and participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Persian is not merely a language but the life line of inter-disciplinary studies in the present global scenario as it is a fast growing subject being studied and offered as a major subject in the higher ranking educational institutions at world level. In view of it the proposed course is developed with the aims to equip the students with the linguistic, language and literary skills for meeting the growing demand of this discipline and promoting skill based education. The proposed course will facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of society. The course is prepared with the objectives to enable students in developing skills and competencies needed for meeting the challenges being faced by our present society and requisite essential demand of harmony among human society as well and for his/her self-growth effectively. Therefore, this syllabus which can be opted by other Persian Departments of all Universities where teaching of Persian is being imparted is compatible and prepared keeping in mind the changing nature of the society, demand of the language skills to be carried with in the form of competencies by the students to understand and respond to the same efficiently and effectively. The programme B.A.(Hons) Persian is a unique one as it consists range of courses which help one understand human values through one of the oldest and rich language the world has and that is Persian. A language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Likewise Persian is a language also known by Farsi is one of the Western Iranian languages within the Indo-Iranian branch of the Indo-European language family. It is primarily spoken in Iran, Afghanistan and Tajikistan (officially known as Tajik since the Soviet era), Uzbekistan and some other regions which historically were Persianate societies and considered part of Greater Iran. It is written right to left in the Persian alphabet, a modified variant of the Arabic script. In all over the world and especially in India it bears a lot of importance because it enjoyed official status for about six centuries in medieval Indian era. Most of the medieval Indian records are recorded in this language only. In today's scenario prevalent Persian vocabulary is present in almost all Indian languages.

## Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Persian

### *Nature and Extent of the Programme in B.A. (Hons) Persian*

B.A. (Hons.) Persian is designed to equip the students with the skills related to Persian language and literature. This course is designed for those students who are opting it as one of

the two major courses. In view of the development and changes in Persian language at all levels and the need to equip the students with requisite information on literature up to the latest development, this course is prepared. DSE course in Persian is designed to enrich the students with requisite information on language and literature as well as the usual demands in the employment sector.

### ***Aims of Bachelor's Degree Programme in B.A. (Hons) Persian***

This proposed programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghanistan, Tajikistan and a large Diaspora of the Persian speakers.

### ***Graduate Attributes in B.A. (Hons) Persian:***

#### **Disciplinary knowledge**

The graduates demonstrate discipline-specific knowledge and skills and it has the ability to apply current knowledge of the discipline to professional situations and also analyses and critically evaluates multiple perspectives.

#### **Communication Skills**

This programme has courses specially designed to strengthen the communication skills of a graduate. Being a language programme it provides a chance to equip a graduate with all aspects of communication skill.

#### **Critical thinking**

The courses are designed in a way to accommodate a graduate with critical thinking by making him learn to critically evaluate arguments, assumptions, abstract concepts to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem

#### **Problem solving**

For effective problem solving efficiency graduates are taught to manage learning tasks independently, professionally and ethically.



## **Analytical reasoning**

Analytical reasoning attribute is developed in the graduates through teaching different units of a course contents like prose and poetry.

## **Research-related skills**

The graduates get to know research related skills through the assignments and term papers on completion of each course.

## **Cooperation/Team work**

Knowing the language as a team is an essential part of learning a language and its literature. Graduates are encouraged to discuss different aspects of a language as a team.

## **Scientific reasoning**

Language learning is supplement to scientific reasoning as it is difficult to learn language without scientific reasoning. All the languages are classified and categorized according to scientific findings. Graduates are made to learn linguistic approach to a language.

## **Reflective thinking**

Reflective thinking helps to determine a graduate's strengths and weaknesses by allowing them to question values and beliefs, challenge assumptions, recognize biases, acknowledge fears, and find areas of improvement.

## **Information/digital literacy**

ICT enabled teaching methods enables a graduate towards information/digital literacy. Language learning using information technology proved very beneficial for students.

## **Self-directed learning**

To encourage a graduate to self-directing learning, it is suggested to develop various skills and attitudes towards learning for successful independent study and set learning goals of a particular course. Students need to understand themselves as learners in order to understand their needs as self-directed learning students

## **Multicultural competence**

To maintain cultural diversity students are encouraged to create an environment of multicultural competence because learning a new language builds cultural competence and tolerance. Language is considered a bridge to cross cultural understanding.

## **Moral and ethical awareness/reasoning**

Moral and ethical awareness is generally spread by two traditions one is oral and other is written. Persian language in particular is full of materials related to moral and ethical awareness.

## **Leadership readiness/qualities**

The concept of Globalization created the need to learn a second or third language. Being multi lingual enhances a student's leadership qualities. Persian often called "zaban-e-shirin/a sweet language" and its rich vocabulary in Indian languages provides an opportunity to enhance one's leadership readiness/quality.

## **Lifelong learning**

The term "life-long learners", created by Leslie Watkins recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. Language learning is a lifelong process and the same is with Persian language and its literature. When a graduate learns a language, naturally he/she go through its literature also.

## ***Qualification Descriptors:***

There are following qualification descriptors in B.A. (Hons) Persian:

- To demonstrate all the values learnt during the programme of study
- To enable the student to see the world on human ground irrespective of religious bias

## ***Programme Learning Outcome of B.A. (Hons) Persian:***

This proposed programme is designed to inculcate and equip the students with three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers.

### ***Teaching-Learning Process:***

Teaching through ICT Audio-Visual Literary Magazines Recitation of Prescribed Text  
Organisation of Seminars/Workshop/ Academic Tours Providing Resource Materials to Students

### ***Assessment Methods:***

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, class test, one to one classroom teaching, conversation sessions etc.

### ***Programme Duration:***

B.A. (Hons.) Persian programme will be of three years duration. Each year will be called an academic year and will be divided into two semesters. Thus there will be a total of six semesters. Each semester will consist of sixteen weeks.

### ***Programme Structure:***

The programme will consist of six-credit courses, four-credit courses and two credit courses. All six credit courses will comprise of theory classes. Four credit courses will comprise of theory classes. Two credit courses will comprise of theory classes only (two credits). For theory classes, one credit indicates a one hour lecture per week

The programme includes Core Courses (CC) and elective courses. The core courses are all compulsory courses. There are three kinds of elective courses: Discipline-Specific Elective (DSE), Generic Elective (GE) and Skill Enhancement Course (SEC). In addition there are two compulsory Ability Enhancement Courses (AEC).

To acquire a degree in Persian a student must study fourteen Core Courses, four Discipline-Specific Electives, four Generic Electives, two Skill Enhancement Courses and two compulsory Ability Enhancement Courses. The Core Courses, Discipline-Specific Electives and Generic Electives are six-credit courses. The Skill Enhancement Courses are four-credit courses while the Ability Enhancement Courses are two credit-courses. A student has to earn a minimum of 144 credits to get a degree in B.A. (Hons.) Persian.

There will be fourteen Core Courses which are to be compulsorily studied to complete the requirements for an Honours degree in B.A. Persian. The students will study two Core Courses each in Semesters I and II, three Core Courses each in Semesters III and IV, and two Core Courses each in Semesters V and VI. The Core Courses will be of six credits each.

The programme offers six Discipline-Specific Electives (DSEs), of which the student must choose any two in each of the Semesters V and VI. The DSEs will be of six credits each.

Different Generic Elective (GE) courses will be offered to the students of the B.A. (Hons.) Persian programme by other departments of the college and the student will have the option to choose one GE course each in Semesters I, II, III, and IV. The GEs will be of six credits each. The Department of Persian will offer six GE courses for students of other departments. The students will undertake two Skill Enhancement (SE) courses of four credits each in Semesters III and IV. which they can choose from the list of SE courses offered by their college. The SE courses will be of four credits each. The Department of Persian is offering seven such courses.

The two compulsory Ability Enhancement Courses (AECs): AE1 (Environmental Sciences) and AE2 (English communication) will be of two credits each (theory only). The student will take one each in Semesters I and II.

***Credit Distribution of B.A. (Hons.) Persian programme***

<b>Courses</b>	<b>Credits (Theory + Tutorial)</b>	
	<b>Theory</b>	<b>Tutorial</b>
Core Courses (6 Credits) (14 Papers)	14X5 = 70	14X1 = 14
Discipline Specific Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Generic Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Skill Enhancement Course (4 Credits) (2 Papers)	2X4 = 8	
Ability Enhancement Compulsory Course (4 Credits) (2 Papers)	2X4 = 8	
<b><u>Total</u></b>		<b><u>148</u></b>

### Structure of B.A (Hons) Persian:

<b>Semester</b>	<b>Core Course (14)</b>	<b>Ability Enhancement Compulsory Course (AECC) (2)</b>	<b>Skill Enhancement Course (SEC) (2)</b>	<b>Discipline Specific Elective (DSE) (4)</b>	<b>Generic Elective (GE) (4)</b>
<b>SEM-I</b>	<b>C-PRN – I</b> Applied Persian Grammar & Translation	<b>Environmental Science</b>			<b>GE-01</b>
	<b>C-PRN – II</b> An outline of the History of Persian speaking regions (upto Ghaznavids period)				
<b>SEM-II</b>	<b>C-PRN – III</b> Introduction to Persian Prose & Poetry	<b>English Communication/ MIL Persian A/B*</b>			<b>GE-02</b>
	<b>C-PRN – IV</b> History of Indo- Persian Literature, Prose, Poetry and Rhetoric				
<b>SEM-III</b>	<b>C-PRN – V</b> Modern Persian Prose		<b>SEC-01</b>		<b>GE-03</b>
	<b>C-PRN – VI</b> Modern Persian Poetry				
	<b>C-PRN – VII</b> Classical Persian Prose				
<b>SEM-IV</b>	<b>C-PRN – VIII</b> Classical Persian Poetry		<b>SEC-02</b>		<b>GE-04</b>
	<b>C-PRN – IX</b> Indo-Persian Prose				
	<b>C-PRN – X</b> Indo-Persian Poetry				
<b>SEM-V</b>	<b>C-PRN – XI</b> Sufistic Persian Literature			<b>DSE-01</b>	
	<b>C-PRN – XII</b> Ethical Persian Literature			<b>DSE-02</b>	
<b>SEM-VI</b>	<b>C-PRN – XIII</b> Essay and Translation			<b>DSE-03</b>	
	<b>C-PRN – XIV</b> Spoken Persian& Interpretation: Viva-voce			<b>DSE-04</b>	

- \* Note:
- (1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.
  - (2) Those students who have not studied Persian at any level they can take admission in Course B.

## **Details of courses under B.A. (Hons) Persian**

### **Course Content**

#### **B.A. (Hons.) Persian**

#### **Semester – I**

#### *Paper- 1*

### **Applied Persian Grammar & Translation (C-PRN-I)**

#### **Course Objectives:**

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

#### **Course Learning Outcome:**

Grammar lays the ground work for effective communication. It makes written content more readable and in turn more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. Grammar whose can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. It improves the development of fluency. As a result, students will be able to speak, read and write the language more fluently. A student with poor grammar skill can form a negative impression on others. First impression can be lasting, and may hide the true judgement of character. Writing and speaking correctly gives students the appearance of credibility, if students are attempting to build a reputation as an expert in their institution, correct use of grammar is extremely important. Thus, this course is essential for first year students.

#### **Unit 1**

Name of the Iranian months, Mode of Transportation, Cardinal and ordinal numbers, Time & Days, Colors, Birds and animals

#### **Unit 2**

Persianate Culture

### **Unit 3**

Elementary Grammar: Infinitives Present, Past and Future Tenses, Conjugation, Definite and Indefinite Noun, Singular and Plural, Adjective, Prepositions, Degrees Infinitives, Imperatives.

### **Unit 4**

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 5**

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 6**

Sentences Translate from English to Persian or unseen English passage translate from English to Persian Practical, Comprehension from the prescribed book.

### **References:**

1. *Dars-eFarsi by Namdaryan, Taqipur*. Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378 A.H./1999 A.D.

### **Additional Resources:**

1. *Fann-eTarjuma 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.

### **Teaching Learning Process**

Class Lecture through Projector, one to one classroom teaching

### **Assessment Methods**

Assignments, Class test/Project work Quiz

### **Keywords**

Grammar, Tenses, Translation, Comprehension

## *Paper- 2*

### **An outline of the History of Persian speaking regions (upto Ghaznavid period) (C-PRN-II)**

#### **Course Objectives:**

1. Socio-cultural and religious changes began to emerge from the time of Tahirids to Ghaznavids.
2. Major Genre was taking up by the poets and writers in various areas of Persianate culture.

#### **Course Learning Outcome**

With the expansion of Islamic rule in various regions, languages and literature of various regions also were undergone mass changes as well as the literature. Iran, Afghanistan, Tajikistan and Uzbekistan which have been the major power in the whole Persian Speaking regions and beyond that saw major changes. The first change occur in the process of transition was the script from Pahlavi script to Semitic script with the inclusion of local phonetics in Iran. The literature also took a new tide and Persian literature with the new subjects, especially the religious and socio-cultural changes began to emerge from the time of Tahirds (9th-10th C) and Samanids (10th-11th C). Ghaznavids (11th-12th C) became the major source and patronage for the creation of Persian literature. It was this period when Firdausi composed his Shahnama. With this beginning, major genre were taken up by the poets and writers in various areas of Persianate culture. This paper will be an introduction to the above said issues so that the student be well aware about the various literary movements upto Ghaznavid period.

#### **Unit 1**

Old Persian: Language and Literature from Unani, Yehudi, Islamic and Iranian sources

#### **Unit 2**

Development and Promotion of Persian language Step by step changes in languages and writing

#### **Unit 3**

Cuneiform Script, Avestan Script, Pahlavi Script, Books and Inscriptions in said languages

#### **Unit 4**

Impact of Arabic language on Iran



## **Unit 5**

*Foremost poets of Persian in Iran:* Bahram Goor Sasani, Hakim Abu Hafs Sughadi, Abbas Marvazi,

*Tahiri Period:* Hanzala Baadghisi , *Saffari Period:* Dabeer Mohammad Bin Wasif, Firoz Mashriqi, *Samani Period :* Rudaki Samarqandi, Abu Shakoor Balkhi, Abul Hasan Shaheed Balkhi, Amara-e-Marvazi, Hakim Kasai Marvazi. Daqiqi Toosi Other scholars: Hamza Isfehni, Abu Bakr Zakariya Raazi, Abu Ma'shar Balkhi

## **Unit 6**

*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

### **Practical:**

Find out the cities of Iran by the map of Iran and World.

### **References:**

1. *Shafaq, Raza Zadeh : Tareekh-e-Adabiyat-e-Iran*, tr. by Syed Mubarizuddin Raf'at, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.
2. *Iran Sadiyon Ke Aine Main by Ishrat, Amrit Lal*, Idara-e-Musannefin, Hyderabad.

### **Additional Resources:**

1. *A History of Persian Language by Ansari, Dr. Noorul Hasan*. Idara-e-Adabiyat-e-Delhi, Delhi110 006.Vol. I, 1982.
2. *The Rise, Growth and Decline of Indo-Persian Literature by Chopra, Raavindra Mohan*. Iran Society, Calcutta, 2012.

### **Teaching Learning Process**

Class lecture Through Projector

### **Assessment Methods**

Assignments, Class test/Project work, Quiz

### **Keywords**

History of Iran, Culture of Iran, Poets, Prose writers, Scholars, Sufis, Historical books

## Semester – II

### *Paper -3*

### **Introduction to Persian Prose & Poetry (C-PRN-III)**

#### **Course Objectives**

1. To introduce some prominent poets and prose writers with their specimen.
2. A comprehensive understanding of new style.

#### **Course Learning Outcomes**

This paper deals with the prose and poetry of Persian language. We find lots of changes in its themes, forms and perspectives after the great upheaval ushered Iran into a different landscape. An attempt has been made in this section to introduce some prominent poets and prose writers their specimen, which will give student a comprehensive understanding of new style. Persian poetry and prose writing by Iranian diaspora is also worth reading.

### **Unit 1**

#### **Introduction to Persian Prose:**

- Benam-e-Khoda
- Murghabi-e-Laakposht
- Gurg-o-Gao
- Faryad Baraye Azadi
- Ba Haivanaat Mehrebaan Basheem
- Ferdousi
- Dehqan-e-Fidakaaar
- Rubah-o-Khuroos
- Sa'adi Shiraaazi
- Dehqan-o-Gunjishk
- Umar Khayyam
- Sangpush-oGavazn
- Luqman Hakeem
- Neki-o-Badi
- Abu Ali Sina
- Madar Ra Dil Misuzad Daye Ra Daman

### **Unit 2**

#### **Introduction to Persian Poetry:**

- Benam-e-Khoda
- Kitab-e-Khoob

- Qudrat-e-Khoda
- Mihan-e-Khish ra kuneem Abaad
- Rubah-o-Zaagh
- Subh
- Madar
- Darakhtkaari
- Khana-e-Maa
- Khursheed-e-Mehrebaan
- Az Khudam Ranjeedam
- Maiazaar Moori ki Daanekash Ast
- Gurg-o-Sag
- Ranj-o-Ganj

### **Unit 3**

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

### **Unit 4**

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

### **Unit 5**

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

### **Unit 6**

Translation of passages from Persian into English, Hindi or Urdu languages.

### **References:**

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

### **Additional Resources:**

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

## **Teaching Learning Process**

Class lecture Through Projector

## **Assessment Methods**

Assignments, Class test/Project work, Quiz

## **Keywords**

Persian Poetry, Prose, Saadi, Firdausi

### *Paper- IV*

## **History of Indo- Persian Literature, Prose, Poetry and Rhetoric (C-PRN-IV)**

### **Course Objectives**

1. To make students acquainted with Indo-Persian Literature.
2. To introduce briefly to prominent and distinguished poets and prose writers of Indo-Persian literature.

### **Course Learning Outcomes**

With the establishment of Islamic rule in India in late 12th C, Persian not only became the language of administration but also a part of the court culture. The prose and poetry samples from the said corpus of Indo-Persian literature introduced in the semester-II were just the indicators. From the time of Slave dynasty of 11th-12th C till early 20th C, Persian literature produced in India reflects various trends in literary styles, subjects of variegated shades and court culture and social movements. The Indo-Persian literature is the major source of the study of composite culture, geomorphology of the various cities, their gardens, mosques, Sufi hospices, poets and Historians.

In this section an attempt has been made to introduce briefly some prominent and distinguished poets and prose writers, so that the students will have the basic understandings of the IndoPersian work. It is undeniable that although Persian originated in Iran, but when it came to India it became an ingrained part of it due course certain doyens like Amir Khusrau, Bedil, Ghalib, Faizi, Abul Fazl, Ziauddin Barni and certain other distinguished personalities has emerged on the scene and contributed so magnificently which could be termed unparalleled in Persian history.

## **Unit 1**

The Life and Works of the following Indo-Persian Poets:

1. Masud Sa'ad Salman
2. Amir Khusrau Dehlavi
3. Amir Hasan Sijzi Dehlavi
4. Abul Faiz Faizi Fayyazi
5. Mirza Ghalib Dehlavi
6. Mir Taqi Mir
7. Khwaja Mir Dard

## **Unit 2**

The Life and Works of the following Indo-Persian Prose Writers:

1. Abul Fazl Allami
2. Chandra Bhaan Brahman
3. Anand Ram Mukhlis
4. Nemat Khan-e-Aali

## **Unit 3**

The Life and Works of the following Indo-Persian Historian:

1. Ziauddin Barni
2. Abdul Qadir Badauni

## **Unit 4**

*Asnafe Sukhan:*

Nazm, Sher, Ghazal, Matla, Maqta, Radeef, Qafia, Takhallus, Qitaa, Rubai, Qasida, Ajzai Qasida, etc.

## **Unit 5**

Masnavi, Hamd, Naat, Manqabat, Marsia, Hajv

## **Unit 6**

*Sanaye-e-Maanvi:*

Tazad, Iyham, Mira- un- Nazeer, Mushaklat, Laf-o-Nashr, Jam-o-Taqseem, Mubalgha, Tazmeen, etc.

*Sanai Lafzi:*

Tajnees, Tashbih, Isteara, Kinayah, etc.

## References:

1. *Bazm-e-Timurya* by Sabahuddin Abdur Rahman, Vol. I, II and III, Shibli Academy, Azamgarh.
2. *Bazm-e-Mamlukia* by Sabahuddin Abdur Rahman, Shibli Academy, Azamgarh.
3. *Shairul Ajam*, by Shibli Nomani, Vol. I-V, Shibli Academy, Azamgarh.
4. *A History of Persian Language and Literature at the Mughal Court* (Part I and II) Allahabad, 1929-30.
5. *Aaina e Balaghat* by Mohd Askari, Lucknow, 1937
6. *Dars e Balaghat*, NCPUL New Delhi 1997

## Additional Resources:

1. *Hindustan Amir Khusrau Ki Nazar Main* by Sabahuddin Abdur Rahman, Shibli Academy, Azamgarh.
2. *Tarikh-e-Adabyat-e-Iran* by Shafaq, Raza Zadah, Tr. in Urdu by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Jama Masjid, Delhi, 1993.
3. *History of Indo-Persian Literature (1627-59)*, by Qasemi, Z.H. , Dept. of Persian, University of Delhi, Delhi-7.

## Semester – III

### Paper- V

### Modern Persian Prose (C-PRN-V)

## Course Learning Outcomes

1. To develop the ability in the students to apply critical and theoretical approaches to reading and analysis of modern Persian texts.
2. To make students able to know the socio-cultural aspects of the Iranian society and contemporary world.

### Unit 1

1. Mahatma Gandhi (Dr. Mehmood Sana'i)
2. Khana-e-Pidari (Saeed Nafisi)
3. Eidi (Mohammad Hijazi)
4. Life and works of respective authors

### Unit 2

1. Pizishk-e-Chashm (Mohammad Hijazi)
2. Adham Pina Duz (Shin Partu)
3. Chahar Gul (Yusuf E'tesamulmuluk)
4. Life & works of respective authors

### **Unit 3**

1. Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
2. Mahi-e-Kochulu (Samad Behrangi)
3. Zaban-i-Farsi Dar Hind (Ali Asghar Hikmat)
4. Life & works of respective authors

### **Unit 4**

History of Modern Persian Literature.

### **References :**

1. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
3. *Hameedi, Mehdi: Darya-e-Gauhar (Vol. I)*, Intesharate-Amir Kabir, Tehran, Iran, 1343/1964

### **Additional Resources:**

1. *Kamshad, Hasan: Modern Persian Prose*, Cambridge University Press, 1966.
2. *Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi*, Tehran, 1988.
2. *Abedini, Mir Hasan: Sad Sal Dastn-Navisi dar Iran*; 3 Vols., Iran, 1377/1998.

### **Teaching Learning Process:**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations, , Assignments, projects and organizing and making available learning resources.

### **Assessment Methods:**

Assignments, projects, class performance and monthly tests.

### **Keywords:**

Modern Persian Literature, Prose, Iranian society and contemporary Persian literature.

*Paper No -VI*

**Modern Persian Poetry (C-PRN-VI)**

**Course Learning Outcomes**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian Poetry Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

**Unit 1**

**Malik-ush Shuara Bahar (the following poems)**

Shair-o-Nazm	Chashma-o-Sang	Mdar
Dar Rah-e Ishq	Az Badi Parhez Kun	

**Unit 2**

**Parwin E‘tesami (the following poems)**

Ai Murghak	Kutah Nazar	Mast-o-Hushiyar	Ashk-i-Yateem
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**Parvez Natel Khanlari (the following poems)**

Mah Dar Murdab	Janan Mi-Rawad
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**Rahi Muayyari (the following poems)**

NaAshna	Sangreezeh	Aghosh-e-Ou
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**Unit 3**

**Shahryar (the following poems)**

Hala Chera	Parwana Dar Aatish	Nalah-e-Bulbul
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**Unit 4**

**Simin Behbahani (the following poems)**

Sang-e-Goor	Paiman Shikan	Nilufar-e-Aabi
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**Unit 5**

**Nima Yushij (the following poems)**

Ai Shab	Chashma-e-Kuchak	Khana-e-Man Abreest
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## **Unit 6**

### **Iraj Mirza (the following poems)**

Qalb-e-Madar

History of Modern Persian Poetry, Life & works of Poets

### **References:**

1. *Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-Ma'asir-e-Iran*, Kitabkhana-e-Tahoori, Iran.
2. *Faridunkar: Shhkrha-e-Shair-e-Ma'asir-e-Iran*, Intesharat-e Amir Kabir, Tehran, Iran, 1337/1958
3. *Aryanpur, Yahya: Az Saba Ta Nima* (Vol. I & II), Tehran, Iran. 4. *Muneeb-ur Rehman: Jadeed Farsi Shaeri*, Aligarh Muslim University, Aligarh, 1959.

### **Additional Resources:**

1. *Qasemi, S.H.: Jadeed Frsi Shaeri*, Indo-Persian Society, Delhi-110 006, 1977.
2. *Qasemi, Zakira Sharif: Farsi Shaeri Ek Mutale'a*, Indo-Persian Society, Delhi-110 006, 1987.

### **Teaching Learning Process:**

Lecture, Discussions, Writing and reading text etc.

### **Assessment Methods:**

Class performance, Assignments, Projects, Presentation and attendance

### **Keywords:**

Modern Persian Poetry, Sabk-i-Nau, Nima

*Paper No- VII*

## **Classical Persian Prose (C-PRN-VII)**

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Classical Persian texts.

## **Unit 1**

SafarNameh, Hakim Nasir Khusrau Alavi Qubadiani, (Nasr-e-Kohan; pp.351-65)

## **Unit 2**

Marzban Nameh, Amir Unsar-ul Ma'ali bin Iskander Kaikaoos (Nasr-e-Kohan (pp. 499-513)

The following stories;

1. *Dstan-e-Aahu-o-Mush-o-Uqqab*
2. *Dstan-e-Barzigar Ba Mar*
3. *Dstane-Shighal-e-Khar-Sawar*
4. *Dstan-e-Shahryar-e Babul Ba Shahryarzadeh*

## **Unit 3**

*Chahar Maqaleh* by *Nizami Aruzi Samarqandi* The following stories from Maqala – I: *Dar Mahiyat-e-Dabiri wa Kaifiyat*, Iskafi Dabiri: Chun Iskafi ra Kar, Lamghan Shehri ast

Maqala – II: *Dar Mahiyat-e-Ilm-e-Shair*, *Ahmad bin Abdullah Al-Khujistani*, *Nasr bin Ahmad Samani*, *Abul-Qasim Firdausi*

## **Unit 4**

History of Classical Persian Literature.

## **Unit 5**

Life and works of respective authors.

## **Unit 6**

Importance of Classical Persian Prose

### **References:**

1. *Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran.
2. *Nizami Aruzi Samarqandi: Chahar Maqaleh; edited Mohammad Qazvini*, Tehran University Publication, Tehran, Iran, 1334/1955.

### **Additional Resources:**

1. *Intekhabe Nasre Classic-e-Farsi, Compiled by Khursheed Ahmad*, Great Book Contractor, 1741, Rod Giran, Lal Kuan, Delhi- 110006. 2018

### **Teaching Learning Process:**

Lectures, Discussions, Reading and writing of Texts

## Assessment Methods:

Class performance, Attendance, Assignments, projects and presentations

## Keywords:

Classical Persian Prose, Safarnama, Nasir Khusro, Marzaban Namah, Chahar Maqala.

## Semester – IV

### *Paper- VIII*

## Classical Persian Poetry (C-PRN-VIII)

### Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Classical Persian Poetry.

### Unit 1

*Rubaiyat Umar Khayyam bin Ibrahim Khayyami Nishaburi* 30 Rubais; Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan (pp.140-43)

### Unit 2

*Ghazaliyat Hafiz Shirazi, Khwaja Shamsuddin Mohammad* 20 Ghazals; Intekhab-e-Ghazaliyat-e-Hafiz; Mugheesuddin Faridi (pp.16-55)

### Unit 3

*Qasaid Anwari Abivardi Hakim Auhaduddin Ali bin Ishaq* 3 Qasideh; Diwan-e Anwari; Mohammad Taqi Mudarris Rezavi (pp.6-9 & 25-29)

1. *Ai Qaida-e-Taze ze Dast-e-Tu Karam ra*
2. *Zan Pas ke Qaza Shaki-e-Digar Kard Jahan Ra*
3. *Inke Mibinam be Beedarist ya Rab ya Be Khab*

### Unit 4

History of Classical Persian poetry

### Unit 5

Characterization of Persian Ghazal, Qasidah and Rubaee

## **Unit 6**

Life and works of Umar Khayyam, Hafiz Shirazi and Anwari

### **References:**

1. *Rezavi, Mohammad Taqi Mudarris: Diwan-e-Anwari, Bangah-e-Tarjuma wa Nashr-e Kitab*, Tehran, 1st edition, 1337/1958.
2. *Faridi, Mugheesuddin: Intekhab-e-Ghazaliyat-e-Hafiz*, Maktaba Shahrah, Urdu Bazar, Delhi-110 006, 1975.
3. *Khan, Hakim Zaki Ahmed: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.

### **Teaching Learning Process:**

Reading, writing, lecture, discussions

### **Assessment Methods:**

Class Performance, attendance, assignments, projects etc.

### **Keywords:**

Classical Poetry, Ghazal, Qasidah, Rubaee, Umar Khayyam, Hafiz Shirazi, Anwari

## *Paper - IX*

### **Indo-Persian Prose (C-PRN-IX)**

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian texts.

## **Unit 1**

*Jahangir Nameh: Mutamad Khan, Abul-Hasan; Nisab-e-Jadeed-e-Farsi, (pp.118-28).*

## **Unit 2**

*Jawame-ul-hikayat by Aufi, Mohammad Sadiduddin; Nasr-e-Kohan (pp.514-31).*

## **Unit 3**

History of Indo-Persian Literature.

## **Unit 4**

*Khutoot-e-Ghalib Ghalib Dehlavi, Mirza Asadullah Khan; Nasr-e-Kohan (pp.615-20)*

## **Unit 5**

Importance of Sabk-e-Hindi.

## **Unit 6**

Life and works of respective authors.

## **References :**

1. *Khan, Hakim Zaki Ahmed: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
2. *Nasr-e-Kohan; Intersharat-e-Vizarat-e-Farhang-o-Hunar*, Idareh Kull-e Nigarish, Tehran, Iran.

## **Additional Resources:**

*Intekhabe Nasre Classice Farsi, Compiled by Khursheed Ahmad, Delhi, 2018*

## **Teaching Learning Process:**

Lecture, discussion, reading writing and translation

## **Assessment Methods:**

Class performance, assignments & class tests etc.

## **Keywords:**

Indo-Persian literature, Jahngir Nama, Khatoote Ghalib , Jawameul Hikayat

*Paper -X*

## **Indo-Persian Poetry (C-PRN-X)**

## **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian poetry.

## **Unit 1**

*Ghazaliyat Amir Khusrau 10 Ghazals; Nisb-e-Jadeed-e-Farsi (pp.18-25)*

## **Unit 2**

*Qasaid Urfi Shirazi, Syed Jamaluddin*

1. *Ae Mata 'Dard dar Bazar Jan Andakhteh*
2. *Har Sookhteh Jani ke be Kashmir dar Ayed* (Nisb-e-Jadeed-e-Farsi (pp.113-16)

## **Unit 3**

*Ghazaliyat Ghalib Dehlavi, Mirza Asadullah Khan 10 Ghazals; Naqsh-hae-Rang Rang; Aat Kakavi* (pp.7-23)

## **Unit 4**

Specialties of Indo-Persian poetry, Sabke Hindi

## **Unit 5**

History of Indo-Persian Poetry.

## **Unit 6**

Life and works of respective poets.

### **References:**

1. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006
2. *Ata Kakvi: Ghalib: Naqsh-hae-Rang Rang*, Azimushshan Book Depot, Sultan Ganj, Patna.

### **Teaching Learning Process:**

Lecture, discussions, reading writing and translations.

### **Assessment Methods:**

Attendance, class performance, assignments and class tests.

### **Keywords :**

Indo-Persian poetry, Ghalib, Urfi and Amir Khusro.

## Semester – V

### *Paper-XI*

## Sufistic Persian Literature (C-PRN-XI)

### Course Objectives

1. To gain and develop knowledge, conceptual understanding and research skills in the students
2. To develop analytical thinking of the students.

### Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Sufistic Persian Literature.

### Unit 1

*Kashf-ul-Mahjoob, Hujveri, Shaikh Abul-Hasan Ali bin Usman; Nasr-e-Kohan (pp.213-221)*

### Unit 2

*Fawaid-ul Fowad ,Hasan Sijzi, Amir Hasan; Nasr-e-Kohan; (pp.302-14)*

### Unit 3

*Mathnavi-e-Maulana Jalaluddin Rumi; Nisab-e-Jadeed-e-Farsi; (pp.118-38)*

### Unit 4

History of Sufism.

### Unit 5

Impact of sufism on society.

### Unit 6

Sufism in Persian literature.

### References:

1. *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.

### Teaching Learning Process:

Reading, Writing and translation of Text.

### **Assessment Methods:**

Class performance, attendance and assignments.

### **Keywords:**

Persian, Iran, Sufism, Maulan Rumi, Kashful Mahjoob, Fawaidul Fawad,

## *Paper - XII*

### **Ethical Persian Literature (C-PRN-XII)**

#### **Course Objectives**

1. To provide ethical values through some master pieces of Persian literature.
2. To enrich one's ethical understanding

#### **Course Learning Outcome:**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian Texts.

#### **Unit 1**

*Gulistan Sa'di Shirazi, Shaikh Mushraffuddin Musleh; Nasr-e-Kohan (pp.429-43)*

#### **Unit 2**

*Qabus Nameh Kaikaoos, Amir Unsarul Ma'ali bin Iskander; Nasr-e-Kohan (pp.366-83)*

#### **Unit 3**

*Bustan Sa'di Shirazi, Shaikh Mushraffuddin Musleh;*

*Hikayat from Kuliyat-e-Sa'di*

1. *Darvesh Haqugo* (pp.231-32)
2. *Jawan Mard wa Sag-e Tishneh;* (pp.248-49)
3. *Darvesh wa Rubah-e BiDast-o-Pai* (p.252)
4. *Piri ke Kharash dar Gil Uftadeh Bud* (pp.257-58)

#### **Unit 4**

*Rubaiyat Abu-Saeed Abul-Khair* (6 Rubais from Safina-e-Marvareed, p.49)



## **Unit 5**

*Rubaiyat-e-Baba Tahir Uryan* (First 5 Rubais from *Safina-e-Marvareed*, p.53)

## **Unit 6**

Life and works of respective authors and Poets.

### **References:**

1. *Nasr-e-Kohan*; Intersharat-e-Vizarat-e-Farhang-o-Hunar, Idareh Kull-e Nigarish, Tehran, Iran.
2. *Sa'di Shirazi, Kulliyat-e-Sa'di; Mohammad Ali Furooghi*, Intesharat-e-Mu'iniyan, Tehran, 1375/1996.
3. *Sa'di Shirazi, Boostan-e-Sa'di; Mohammad Ali Farughi*, Tehran, 1316/1937.
4. *Manochehr Danish Pazooch: Safina-e-Marvareed*, Intesharat-e-Allama Tabatabai, Tehran, Iran, 1383/2004.

### **Teaching Learning Process:**

Lecture, Discussion, reading, writing and translations

### **Assessment Methods:**

Attendance, class Performance, assignment, and class tests.

### **Keywords**

Ethical Persian Literature, Qabus nama, Bustan saadi

## **Semester – VI**

### *Paper- XIII*

### **Essay and Translation (C-PRN-XIII)**

### **Course Objectives**

1. To know the advanced version of Persian Translation.
2. To update with the basic and fundamental levels of Translation.
3. To help the students in having their own creativeness and presentation on the language during discussion.

### **Course Learning Outcome**

In this course, students are expected to be taught the advanced version of Persian Translation and Essays. As student has already been initiated into this course in the Bachelors degree, it is

expected that they are already updated with the basic and fundamental levels of this course, so an attempt is made they are introduced the advanced version of this course which will help them to take up assignments in the outside World.

### **Unit 1**

Essay in Persian language on various topics:

Famous poets, Places, Festivals and others literary and cultural subjects.

### **Unit 2**

Translation Persian into English

### **Unit 3**

Translation English into Persian

### **Unit 4**

Reading of Persian Text and Translation.

### **Unit 5**

Reading of English Text and Translation.

### **Unit 6**

Creative writing.

Technical Terms of Persian and English languages.

### **Practical**

Reading of text and translations.

### **References:**

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.

### **Teaching Learning Process:**

Lecture, discussion and practices

### **Assessment Methods:**

Attendance, class performance, assignments and class tests.

**Keywords:**

Translation, Persian, English.

*Paper-XIV***Spoken Persian& Interpretation (C-PRN-XIV)****Course Objectives**

1. To develop proficiency in reading, writing and talking and should be able to handle the language in different situations.
2. To help the students in having their own creativeness and presentation on the language during discussion.
3. To express their ideas and observations regarding the issues highlighted in the text.

**Course Learning Outcome**

In this course, students are expected to be taught the advanced version of Interpretation course. As student has already been initiated into this course in the Bachelors' degree, it is expected that they are already updated with the basic and fundamental levels of this course, so it will help the students in having their own creativeness and presentation on the language during discussion.

The course will help the students to develop proficiency in reading, writing and talking and should be able to handle the language in different situations.

**Unit 1**

Translation of Persian text into English.

**Unit 2**

Translation of English text into Persian.

**Unit 3**

Conversation in colloquial Persian.

**Unit 4**

Interpretation into Persian from Urdu, Hindi and English.

**Unit 5**

Viva-voce

## References:

1. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.

## Additional Resources:

1. *Gargesh, R. Goswami.: Translation and Interpretation*, University of Delhi, Delhi-110 007.

## Teaching Learning Process:

Lecture discussion and practices.

## Assessment Methods:

Class performance, attendance and class tests.

## Keywords:

Persian, Iran, Afghanistan.

## **Elective: Discipline Specific DSE (Any 4 Papers) (2 Papers in Semester – V and 2 Papers in Semester - VI):**

DSE-01 - History of Persian Literature during Safavid Period (1501-1736)

DSE-02 - History of Persian Literature during Mughal Period (1526-1707)

DSE-03 - History of Persian Literature during Qajar Period (1757-1921)

DSE-04 - History of Persian Literature during Pahlavi Period & Post Islamic Revolution in Iran (1925 – till date)

DSE-05 - Persian Translation of Indian writings during Mughal Period

DSE-06 - Short Story writing in Modern Persian: A Survey

## **History of Persian Literature during Safavid Period (1501-1736) (DSE-01)**

## Course Objectives

1. To understand the History of Iran during Safavi period.
2. Life and works of the poets and prose writers of this period.
3. Architecture, Painting and some cultural activities of this period.

## Course Learning Outcome

In this course, an effort is made to introduce few famous poets and prose writers with their works in the Safavid period. The concerned teacher will provide all the relevant and necessary inputs like ups and downs in Persian literature during this period and about some architectural monuments and painting.

### **Unit 1**

*Mohtashim Kashani, Urfi Shirazi, Saib Tabrezi*

### **Unit 2**

*Faizi, Hatif Isfaahani, Qaani, Visal Shirazi*

### **Unit 3**

*Haft band Mohhtashim Kashani*

### **Unit 4**

Life and works of above mentioned writers and poets.

### **Unit 5**

Arts and architectures during Safavids.

### **Unit 6**

Promotion of Marsiah Nigari

Writing, Reading and Presentations.

### **References:**

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. *Badakhshani, Maqbool Beig: Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
3. *Edward, Brown: Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
4. *Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.

### **Teaching Learning Process**

Lecture, discussion and presentations.

### **Assessment Methods**

Class performance, attendance and class test.

## Keywords

History ,Safavi Period, Marsiah

## History of Persian Literature during Mughal Period (1526-1707)(DSE-02)

### Course Learning Outcome

In this course, an effort is made to introduce few famous poets and prose writers with their works in the Mughal period. The concerned teacher will provide all the relevant and necessary inputs like up and downs in Persian literature during this period. Some architectural monuments, painting etc.

### Unit 1

Persian language and literature in Mughal Court.

Eminent Persian poets of Mughal Period:

- Ghazali Mashahdi
- Faizi Fayyazi
- Urfi Shirazi
- Naziri Nishapur
- Kalim Kashani
- Abu Talib Kaleem

### Unit 2

- Mohtashim Kashani
- Nemat Khan Aali
- Chander Bham Birhaman
- Bedil Dehlavi
- Mir Taqi Mir
- Ghalib Dehlavi
- Ghani Kashmiri
- Zafar Khan Ahsan

### Unit 3

*Eminent Persian prose writer of Mughal Period:*

Babur	Gulbadan Begum	Abdul Qadir Badayuni
Abul Fazal	Shaikh Abdul Haq Muhaddis Dehlavi	Shaikh Ahmad Thatavi

## **Unit 4**

Abdul Hamid Lahori

Mohd Saleh Kamboh

Zahoori Tershezi

Nemat Khan Ali

Aqil Khan Razi

Sujan Rai Bhandari

Ghulam Husain Tabatabai

Dara Shikoh

Abdul Rahim Khane Khanan

## **Unit 5**

Arts & craft

## **Unit 6**

Mughal Architectures

## **References**

1. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). . 3.
2. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
4. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999.
5. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999.
6. Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999
7. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II),  
Allahabad (U.P.), 1929-30. . Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857),  
Department of Persian, University of Delhi, Delhi-110 007, 2008
10. Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015

## **Teaching Learning Process**

Lectures, discussions and Presentations.

## **Assessment Methods**

Class Performance, Attendance and Assignments.

## **Keywords**

Persian literature, Mughals.

## **History of Persian Literature during Qajar Period (1757-1921) (DSE-03)**

## Course Objectives

1. To acquaint the students with the Literature produced during the Qajar period of Iran
2. To introduce to the literary styles of Qajar period

## Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian literature of Qajar Period.

### Unit 1

Social and cultural history

### Unit 2

*Brief history of Qajar Period:*

- Aagha Mohd Khan Qajar
- Fateh Ali Shah Qajar
- Mohd. Shah
- Nasiruddin Shah
- Muzaffar Shah

### Unit 3

*Poets:*

- |                   |   |
|-------------------|---|
| • Fateh Ali Saba  | • Mirza Abdul Wahab Nishat              |
| • Sarosh Isfahani | • Mirza Habibullah Qaani                |
| • Muzmir Isfahani | • Mirza Shafi Visal Qayam Muqam frahani |
| • Yaghma          | • Mehmood Khan Malik us shuara          |
| • Visali Shirazi  | • Farooghi Bustami                      |

### Unit 4

*Prose:*

- |                      |                                       |
|----------------------|---------------------------------------|
| • Nasikhut Tawareekh | • Maasir i Khaqani wa Hadaiq ul Jinan |
| • Jam i Jam          | • Aatish kada i Aazar                 |
| • Aaine i Sikandri   | • Majma ul Fusaha                     |
| • Ganj e Danish      |                                       |



## **Unit 5**

Life and works of respective writers and poets.

### **References**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Badakhshani, Maqbool Beig: Tarikh-e-Iran (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
3. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
4. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.

### **Teaching Learning Process**

Lecture, discussions, reading, writing and translations

### **Assessment Methods**

Class Performance, Attendance and Assignments.

### **Keywords**

Persian literature, Qajars

## **History of Persian Literature during Pahalavi Period & Post Islamic Revolution in Iran (1925 (DSE-04)**

### **Course Objectives**

1. To acquaint the students with the Literature produced during the Pahlavi period of Iran
2. To introduce to the literary styles of Pahlavi period

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian texts. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

## **Unit 1**

Socio-cultural condition of Pahlavi Period, Inquilab-i-Safeed, Status of women in Iranian society, religion, land reform and education.

## **Unit 2**

Impact of modernisation on the literature of Iran.

## **Unit 3**

Islamic revolution, Ayatullah Khumaini, Religions in Persia

## **Unit 4**

Adabiyate difa-e-Muqaddas, Social life of Iran

## **Unit 5**

Role of oil in the development of culture, Means of amusements (Traditional and Modern)  
Book, T.V., Theatres, Cinema etc.

### **References:**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Zahuruddin Ahmad: Irani Adab, Markaz-eTahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996
3. Badakhshani, Maqbool Beig: Tarikh-eIran (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971
4. Edward, Brown: Tarikh-eAdabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932
5. Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh, translated Andalib Zahra, Fareed Book Depot, Delhi.
6. Ishrat, Dr. Amrit Lal: Iran Sadyun ke Aaine Mein, Idarah-e-Musannefeen, Hyderabad.
7. Abedini, Mir Hasan: Sad Sl Dastn-Navisi dar Iran; 3 Vols., Iran, 1377/1998.

### **Teaching Learning Process**

Class performance, assignments, projects and class tests.

### **Assessment Methods**

Class performance, assignments, projects and class tests.

### **Keywords**

Persian literature, Iran, Paharvi, Islamic revolution

## Persian Translation of Indian writings during Mughal Period (DSE-05)

### Course Objectives

1. To acquaint the students with the Literature produced during the Mughal period of India
2. To introduce to the development translation bureau of Akbar

### Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian translations of Indian works.

### Unit 1

Literary and historical importance of Persian translations of Indian works.

### Unit 2

Social and cultural history of Mughal Period.

### Unit 3

*An Introduction to the following Translated works:*

- |                                      |                    |
|--------------------------------------|--------------------|
| • Singhasan Battisi                  | • Injeel           |
| • Mahabharata                        | • Ramayana         |
| • Lilawati                           | • Kalila wa Dimneh |
| • Tarikh-i-Kashmir                   | • Tuzuk-i-Baburi   |
| • Moajam-ul-buldan                   | • Jamae Rashidi    |
| • Bahr-ul-Asmar                      | • Tajik            |
| • Nuzhat ul Arwah wa Nuzhat ul Afrah | • Zeech Mirzai     |
| • Athar ban                          | • Har bans         |

### Unit 4

Translators:

1. Mulla Abdul Qadir Badayuni
2. Shaikh Mubarak
3. Abul Fazal Allami
4. Abul Faiz Faizi
5. Mulla Husain Waiz
6. Abdul Rahim Khan i Khanan
7. Mir Fatehullah Shirazi

### References :

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.). .
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).

4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006.
5. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30.
6. Qasemi, S.H.: A Descriptive Catalogue of Persian Translations of Indian Works, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014

## **Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations , and organizing and making available learning resources.

## **Assessment Methods**

Class Performance, Assignments, Term Paper and class tests.

## **Keywords :**

Persian, Sanskrit, Translation, Indian Writings.

## **Short Story writing in Modern Persian: A Survey (DSE-06)**

### **Course Objective**

1. To develop conceptual understanding of Short Story writing in Modern Persian
2. To enrich analytical and story writing skills

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Modern Persian short stories.

### **Unit 1**

Persian Prose in the Second Half of the 19th Century and in the First Half of the 20th Century

### **Unit 2**

Introduction to Life & works Modern Persian Short Story Writers:

- Buzurg Alavi
- Jalal Al-e-Ahmad
- Samad Behrangi
- Sadiq Choobak

### **Unit 3**

Introduction to Life & works Modern Persian Short Story Writers:

- Simin Danishwar
- Mahmood Daulatabadi
- Haushang Gulsheri
- Sadiq Hidayat
- Mohd Hijazi

### **Unit 4**

Introduction to Life & works Modern Persian Short Story Writers:

- Mohd. Ali Jamalzadeh
- Hoshang Morad Kirmani
- Ghulam Hosain Saadi

### **Unit 5**

Selection of Stories: Shireen Kalan (Mohd Hijazi) Name Qazi Sangdil (Mohd Hijazi) Daash Aakul (Sadiq Hidayat)

### **Unit 6**

Madre Zan (Sadiq Hidayat) Dahan Kaji (Jalal Ale Ahmad) bachche Mardum (Jalal Ale Ahmad)

### **References:**

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964
4. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.
5. Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi, Tehran, 1988.
6. Abedini, Mir Hasan: Sad Sl DastnNavisi dar Iran; 3 Vols., Iran, 1377/1998.

### **Teaching Learning Process**

Lecture, Discussions, Reading, writing and Translation

## Assessment Methods

Class Performance, assignments, term paper and class tests

## Keywords

Modern Persian, Short story, Sadiq Hidayat, jalal Ale ahmad,

### **Elective: Generic (GE) Any 4 Papers, 1 Paper each in Semester I, II, III and IV):**

GE-PRN - 01 Introduction to Elementary Persian Language – I

GE-PRN - 02 Introduction to Intermediary level Persian

GE-PRN - 03 Functional Persian Grammar

GE-PRN - 04 Spoken Persian - Elementary level

GE-PRN - 05 Spoken Persian - Advanced level

GE-PRN - 06 Persian Newspapers and Journal Reading

### **Introduction to Elementary Persian Language (GE-PRN - 01)**

#### **Course Objectives:**

1. Holistic purview of all facets of Persian language classical as well as modern Persian.
2. Those who may not be having prior Persian knowledge, this has been designed for their interest and utility in the life.

#### **Course Learning Outcome**

This course is designed keeping in view the divergent interests and requirements of students of all streams. As this course would be open to every student pursuing other Honour courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian language, classical as well as Modern Persian. Thus keeping in view its range, vitality and wider utility of this course and the interests of the students, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. It has been ensured that such students, after completion of their course, may utilize their knowledge after joining the pool of knowledge in this span. Those students who have studied four papers in honour course may be eligible for M.A. Persian course.

## **Unit 1**

- 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 2**

- Elementary Persian Grammar
- Infinitives
- Present, Past and Future Tenses
- Forms of the Verb
- Conjugation
- Singular and Plural

## **Unit 3**

- Opposite words
- Adjectives
- Use of simple and negative sentences

## **Unit 4**

- Interrogative sentences
- Exclamatory sentences
- Imperative sentences
- Comparative sentences

## **Unit 5**

*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 6**

- 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.

## References:

1. *Samina Baghcheban : Kitab-e-Farsi*, Published by Idara-e-Adabyat, Jayyad Press, Ballimaran, Delhi 110 006.

## Additional Resources:

1. *Mehdi Zarghamian : Dars-e-Farsi*, Intesherat-e-Dabirkhaneh-e-Shuara-e-Gustarish-e-Zaban-oAdabiyat-e-Farsi, Tehran, Iran, 1377/1998.

## Teaching Learning Process

- Class Lecture
- Using I.T. resources for teaching through projector

## Assessment Methods

By the Test/assignments

## Keywords

Persian Grammar, Persian Culture, Persian Reading and Writing, Translation

## Introduction to Intermediary level Persian (GE-PRN - 02)

### Course Objectives

1. Become more accurate and efficient when using a language.
2. Improves the development of fluency of Persian language.
3. Able to speak, read and write the Persian language more fluently.

### Course Learning Outcome

Grammar lays the ground work for effective communication. It makes written content more readable and in turns more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a language. Without good grammar, clear communication is impossible. It improves the development of fluency. As a result, students will be able to speak, read and write the language more fluently. A student with poor grammar skill can form a negative impression on others. First impression can be lasting and may hide the true judgement of character. Writing and speaking correctly gives students the appearance of credibility, if students are attempting to build a reputation as an expert in their institution, correct use of grammar is extremely important. Thus, this course is essential for first year students.



## **Unit 1**

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

## **Unit 2**

Intermediary Persian Grammar:

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

## **Unit 3**

Conjugation:

- In Present, Past and Future Tenses

## **Unit 4**

Opposite Words:

- Use of Technical Words in sentences

## **Unit 5**

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

## **Unit 6**

Text Comprehension:

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

### **References:**

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

### **Additional Resources:**

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

### **Teaching Learning Process**

- By the lecture
- By I.T. resources through projector

### **Assessment Methods**

Assignment or Project work, Class Test of Project Work

### **Keywords**

Grammar, Persian, Iran

## **Functional Persian Grammar (GE-PRN - 03)**

### **Course Objectives**

1. To develop knowledge of Functional Persian Grammar
2. To enable a student to converse in Persian Language

### **Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian texts.

## **Unit 1**

Persian Grammar

**Unit 2**

Translation English to Persian

**Unit 3**

Translation, Persian to English

**Unit 4**

Translation of Persian stories

**Unit 5**

Translation of Persian News

**References:**

1. *Sufi Abdul Aziz: Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.

**Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills, Translations, projects and organizing and making available learning resources.

**Assessment Methods**

Class performance, assignments, projects and class tests.

**Keywords**

Persian, Grammar, Translation, Iran

**Spoken Persian – Elementary Level (GE-PRN - 04)****Course Objectives**

1. This course has been designed to impart basics of Persian grammar to our students who opts generic course.
2. This course enables the students to be able to read, write and speak fluently Persian language and interpret from English to Persian and vice versa.

**Course Learning Outcome**

After the completion of this course students will be able to converse in Persian language and will be able to make Persian tenses and they will become aware of basics of Persian syntax.

**Unit 1**

Applied Grammar

**Unit 2**

Spoken Persian

**Unit 3**

Translation and Interpretation

**References:**

1. Let's Learn Persian (first half of the book; pp. 1-103) NCPUL, MHRD, New Delhi.
2. Gargesh, R. Goswami, Translation and Interpretation, University of Delhi, Delhi.
3. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.
4. English Farsi Phrasebook with useful wordlist, US Department of State, Washington DC.
5. Sufi, Abdul Aziz, Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.

**Teaching Learning Process:**

Assignment, Translation from journals and newspapers of national and international importance, Audio-visual, Persian movies

**Assessment Methods:**

Assignments, Class Tests, providing an environment in the class to speak in Persian only.

**Keywords**

Spoken Persian, Translation, Grammar.

**Spoken Persian – Advanced level (GE-PRN - 05)****Course Objectives**

1. To gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills
2. To enrich communication skills of Persian Language

## Course Learning Outcome

Students will have the ability to speak Persian language and Interpret from Hindi, Urdu and English to Persian.

### Unit 1

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I

### Unit 2

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. II

### Unit 3

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. III

## References:

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.

## Teaching Learning Process

Lecture, Discussion and Audio Visual.

## Assessment Methods

Class Performance, Assignments, Term Paper & Class Tests.

## Keywords

Spoken Persian, Interpretation, Iran

## Persian Newspaper and Journal Reading (GE-PRN - 06)

### Course Objectives

1. To provide the first hand information on Persian Newspaper and Journal
2. To acquaint a student with the tradition of Persian Newspaper and Journal Reading

## **Course Learning Outcomes**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian Newspapers and journals. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

### **Unit 1**

History of Printing press in Iran.

### **Unit 2**

History of Persian newspaper in Iran and world.

### **Unit 3**

Famous Persian journal Qande Parsi, Danish, Persian Research Journal, Maarif etc.

## **References:**

1. Ahan, Akhlaq Ahmad: Hindustan Mein Farsi Sahafat ki Tarikh, Educational Publishing House, Delhi, 2008.
2. Natarajan, J.: History of Journalism, Publication Division, Ministry of Information and Broadcasting, Govt. of India, New Delhi, July 2000.
3. Siddiqui, Mohammad Atiq: Hindustani Akhar-Navisi (Company ke Ahd Mein), Anjuman Taraqqi Urdu, Aligarh, 1975.
4. Edward, Brown: Tarikh-e-Adabiyat-e-Iran, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.

## **Teaching Learning Process**

Lectures, Discussions, Reading of Texts, Writing Skills

## **Assessment Methods**

Class performance, assignments, projects and class tests.

## **Keywords**

Persian Newspaper, Journals, Iran, Printing Press

**Skill Enhancement Course (SEC) (Any 2 Papers: 1 Paper in Semester III & 1 Paper in Semester IV):**

SEC-PRN-01 Indo-Persian Literature: A brief History (13th - 16th Century)

SEC-PRN-02 Indo-Persian Literature: A brief History (16th - 19th Century)

SEC-PRN-03 Modern Persian Literature

SEC-PRN-04 Introduction to Persian Rhetoric

**Indo-Persian Literature: A brief History  
(13th - 16th Century) (SEC-PRN-01)**

**Course Objectives**

1. To equip a student with a brief history of Indo-Persian Literature of 13<sup>th</sup> and 16<sup>th</sup> century AD
2. To provide a student first-hand information on Tasawwuf, Historiography, Tazkirah Nigari and Farhang Nawisi in India of the said period.

**Course Learning Outcome**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian literature.

**Unit 1**

History of Persian literature during sultanate Period.

**Unit 2**

History of Indo-Persian Literature produced during 13th - 16th Century.

**Unit 3**

Historiography, Tazkirah Nigari and Farhang nawisi

**Unit 4**

*Tasawwuf:*

*Kashful Mehjoob, Fawaidul Fawad, Kharul majalis etc.*

**Unit 5**

Selection of Prose ( *Seir ul Aulia* by Mir Khurd Kirmani)

*Dar bayan Bazi malfoozat o Maktoobat Hazrat Sultanul Mashaeekh* (P.No. 544 to 549)

**Unit 6**

Selection of Poetry (Ghazals of Amir Hasan Sijzi)

*Bar ha be khaham guft wasfe aan jamal* (P.no0 223-224)

*Yak hafte guzasht dar judaee* (P.No. 392)

## References:

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, 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. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.
11. Seir-ul-Aulia, Mir Khurd Kirmani, Lahore 1978
12. Sadie Hind (Hasn Dehlavi): Dr Nargis Jahan, University of Delhi. 1989
13. Kulliyate Amir Hasan Sijzi Dehlavi, edited by Prof. Nargis Jahan, Delhi

## Teaching Learning Process

One to one interactive classroom teaching

## Assessment Methods

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## Keywords

History, Persian, Slave, Sultanate, Indo-Persian Literature

## Indo-Persian Literature: A brief History (16th - 19th Century) (SEC-PRN-02)

## Course Objectives:

1. To equip a student with a brief history of Indo-Persian Literature of 13th and 16th century AD
2. To provide a student first-hand information on Tasawwuf, Historiography, Tazkirah Nigari and Farhang Nawisi in India of the said period.



## Course Learning Outcome

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Indo-Persian literature.

### Unit 1

History of Persian literature during 16th - 19th Century.

### Unit 2

History of Indo-Persian Literature produced during Mughal Empire.

### Unit 3

Selection of Poetry (Two Ghazalof Bedil Dehlavi):

- *Sitam ast gar hawasat kashad ke be sair e sarv o chaman dar aa*
- *Hame umar bat u qadah zadeem wa naraft ranje khumare ma*

### Unit 4

Selection of Prose: (Tareekh-e Akbari by Arif Qandhari)

*Guftar dr byane jloose Hazrat padshah rafiul Makan....* (page no 23 to 30)

### Unit5

Mughal Architectures

### Unit 6

Mughal Arts

## References:

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. Kulliyat e bedil, Raza lob. Rampur.

7. Tareekh Akbari Maroof be Tareekh e Qandhari, Haji Mohd Arif Qandhari, Rampur 1662
8. Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
9. Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
10. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
11. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.

## **Teaching Learning Process**

One to one interactive classroom teaching

## **Assessment Methods**

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## **Keywords**

History, Persian, Slave, Sultanate, Indo-Persian Literature, Mughal

## **Modern Persian Literature (SEC-PRN-03)**

### **Course Objectives:**

1. To equip a student with a Modern Persian Literature
2. To provide a student first-hand information on tradition of Modern Persian writings

### **Course Learning Outcome:**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of modern Persian texts. Being able to know the socio-cultural aspects of the Iranian society and contemporary world.

### **Unit 1**

Persian Prose in the Second Half of the 19th Century and in the First Half of the 20th Century

### **Unit 2**

Prose & poetry

### **Unit 3**

Short story writing, Novels, Drama, Theatre, Film etc .

## **Unit 4**

Selections of following poems:

- *Lutf-e-Haq of Parveen eitesami*
- *Payame Azadi of Arif Qazvaini*
- *Nalae Mrgh-i-Aseer of Arif Qazvaini*
- *Lalae-i-Madar of Abu Qasim Lahooti*

## **Unit 5**

Selection of Short stories:

- *Seh Qater Khoon of Sadiq Hidayat*
- *Chamadan of Buzurg Alvi*
- *Chashme Sheeshe ie, az Rooze awwale qabar of Sadiq Chubak*

## **Unit 6**

Contemporary Writers & poets of Iran. Afghanistan & Tajikistan

### **References:**

1. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.
2. Imam, Manzar: Adabyate Jadid Iran, Kitabistan, Muzaffarpur, Bihar, 1996
3. Chubak, Sadiq: Rooze awwale Qabr, Sazman Intesharat Javedan, Iran 1351

### **Teaching Learning Process**

Lecture, Discussions, Reading ,writing and Translation

### **Assessment Methods**

Class Performance, assignments, term paper and class tests

### **Keywords**

Modern Persian literature, Iran, Contemporary literature

## **Introduction to Persian Rhetoric (SEC-PRN-04)**

### **Course Objectives:**

1. To equip a student with a Persian Rhetoric
2. To provide a student first-hand information on traditions of Persian Rhetoric writing

### **Course Learning Outcome:**

Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian rhetoric.

### **Unit 1**

*Isnafe Sukhan: Nazm, Sher, Ghazal, Matla, Maqta, Radeef,*

### **Unit 2**

*Qafia, Takhallus, Qitaa, Rubai, Qasida o Ajzai Qasida, etc.*

### **Unit 3**

*Masnavi, Hamd, Naat, Manqabat, marsia, Hajv*

### **Unit 4**

*Sanai Maanvi: Tazad, iyham, mirat un nazeer, mushaklat, laf o nashr, jam o taqseem, mubalgha, tazmeen, etc.*

### **Unit 5**

*Sanai Lafzi: Tajnees, Tashbih, isteara, kinayah, etc.*

### **Unit 6**

*Study of arooz with Examples of Shahnama-i-Firdausi and Masnavi Manvi*

### **References:**

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

### **Teaching Learning Process**

Lectures, Discussions, Reading, writing

### **Assessment Methods**

Class performance, assignments, projects and class tests.

### **Keywords**

Persian, Farsi, Rhetoric

**Ability Enhancement Compulsory Course Modern Indian Language (MIL) – Persian - A:**  
**MIL-PRN-A**

**Ability Enhancement Compulsory Course Modern Indian Language (MIL) – Persian - B:**  
**MIL-PRN-B**

Note:

- 1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.
- 2) Those students who have not studied Persian at any level they can take admission in Course B.

**Modern Indian Language (MIL) (MIL-PRN-A)**

**Course Objectives:**

1. Holistic purview of all facets of Persian classical and modern language.
2. Those who may not be having prior Persian knowledge, this has been designed for interest and utility in the life.

**Course Learning Outcome:**

This course is designed keeping in view the divergent interests and requirements of students cutting all streams. As this course would open to every student pursuing other Discipline courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian language, classical as well as Modern Persian. Persian belongs to the family of IndoAryan languages to provide a wide window for the trans-mult, a lingua-france, has i-comparative linguistic and literary studies. Thus, keeping in view its extensive range, vitality and wider utility of this course and the interests of the student, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. It has been ensured that such students, after completion of their course, may utilize their knowledge after joining the pool of knowledge in this span. This course is designed those students who have studied Persian upto X/XII standard are eligible for opting Persian course A of M.I.L.

**Unit 1**

*Intermediary Persian Grammar:*

- Use of Tenses in Present, Past and Future sentences.
- Definite and Indefinite noun
- Singular and Plural words
- Noun and Adjectives

**Unit 2**

Prepositions, Degrees

### **Unit 3**

- Opposite Words
- Use of Technical words in sentences

### **Unit 4**

- Translation from Persian to English
- Translation from English to Persian

### **Unit 5**

- Comprehension of the prescribed book
- Reading Exercise

### **Unit 6**

- Reading and Writing of Persian by the different Persian books

### **References:**

1. *Saffar Muqaddam, Dr. Ahmad : Zaban-e-Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol.I and II, 2007.

### **Additional Resources:**

1. *Lambton, S. : Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi-110 001.
2. *Farsi be Amozeem*, Vol.IV, Iran, 1382,

### **Teaching Learning Process**

Class Lecture, Through Projector

### **Assessment Methods**

Assignments, Class Test Project, Quiz

### **Keywords**

Intermediary Grammar, Translation

## **Modern Indian Language (MIL) (MIL-PRN-B)**

### **Course Objectives**

1. To provide ground work for effective communication.
2. To develop the habit of thinking logically and clearly and more accurate.
3. It gives the appearance of credibility.

## **Course Learning Outcomes**

This course is designed keeping in view the divergent interests and requirements of students cutting across all streams. As this course would be open to every student pursuing other courses, so an attempt is made in this section that the students are given a holistic purview of all facets of Persian languages. Thus, keeping in view its extensive range, vitality and wider utility of this course and the interests of the students, an attempt is made that they are exposed to every facets of this language. As this course may even be opted by those who may not be having prior Persian knowledge, this has been designed keeping in mind their interest and utility in their life. This course specially designed those students who have not studied Persian at any level they can take admission course B of M.I.L.

### **Unit 1**

- Introduction of History of Iran.
- Introduction to famous Iranian poets and writers.

### **Unit 2**

- Iranian Culture.
- Iranian Food
- Name of the months
- Days of the week
- Colours, animals, flowers.

### **Unit 3**

- Cardinal and Ordinal numbers
- Mode of Transport
- Infinitives (Verbs)

### **Unit 4**

Present, Past and Future tenses.

### **Unit 5**

Simple sentences for translation from Persian to English and vice versa.

### **Unit 6**

- Singular and Plurals
- Technical and opposite words

- Practical
- Reading of Persian language.
- Writing in Persian language
- Conversation in Persian language

### **References:**

1. *Introduction to Persian Language* (Foundation Course) published by Ratna Sagar, Ansari Road, New Delhi-110 001.

### **Additional Resources:**

1. *Hasan Anwari : Dastoor-e-Zaban-e-Farsi*, Intesharat-e-Fatemi, Tehran, Iran, 1375/1996.
2. *Kumar, Rajinder : Elementary Persian Grammar*, Harjeet Publications, Delhi-110 034, 2009.

### **Teaching Learning Process**

Class lecture, Through Projector

### **Assessment Methods**

Assignment, Class test or Project Quiz

### **Keywords**

Grammar, Numerals, vocabulary tenses Translation



## Acknowledgements

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# दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

**Bachelor of Arts (Prog.) Persian**

(Effective from Academic Year 2019-20)



**Revised Syllabus as approved by**

**Academic Council**

Date:

No:

**Executive Council**

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate  
Women's Education Board and School of Open Learning**

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## **Preamble**

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Prog.) Persian offer three major components of Persian Language and Literature and Persianate culture which include the Indo-Persianate culture, the vital portion of our secular heritage. With these, a student not only becomes a responsible civilian but also well equipped to meet the growing demand of this language in south Asian studies which is becoming a fast growing discipline in many major universities at the world level. For imparting language skills especially, there are units for imparting education in functional language through language teaching modes, like practical classes in language labs and holding spoken language symposiums and interpretation sessions. Persian literature which is spread over more than a thousand years and in a vast region of minor Central Asia commonly known as Khurasan-e-Buzurg (Greater Khurasan), South Asia of which India is a major area and present Afghan-Tajikistan and a large Diaspora of the Persian speakers. The vast use of Persian words in Indian languages makes it necessary to learn it and study its literature.

The University of Delhi hopes the LOCF approach of the programme B.A. (Prog.) Persian will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

***Credit Distribution of B.A. (Prog.) Persian programme:***

<b>Courses</b>	<b>Credits (Theory + Tutorial)</b>	
	<b>Theory</b>	<b>Tutorial</b>
Core Courses (6 Credits) (12 Papers)	12X5 = 60	12X1 = 12
Discipline Specific Elective (6 Credits) (4 Papers)	4X5 = 20	4X1 = 4
Generic Elective (6 Credits) (2 Papers)	2X5 = 10	2X1 = 2
Skill Enhancement Course (4 Credits) (2 Papers)	2X4 = 8	
Ability Enhancement Compulsory Course (4 Credits) (2 Papers)	2X2 = 4	
<b><u>Total</u></b>		<b><u>120</u></b>

### Structure of B.A (Prog) Persian:

Semester	Core Course (12)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective (DSE) (4)	Generic Elective (GE) (4)
<b>SEM-I</b>	Applied Persian Grammar	<b>Environmental Science</b>			
<b>SEM-II</b>	Persian Prose: Some Selections	<b>MIL – Persian*</b>			
<b>SEM-III</b>	Persian Poetry: Introduction to Genres & Some Selections		<b>SEC-01</b>		
<b>SEM-IV</b>	Essay & Translation		<b>SEC-02</b>		
<b>SEM-V</b>			<b>SEC-03</b>	<b>DSE-01</b>	<b>GE-01</b>
				<b>DSE-02</b>	
<b>SEM-VI</b>			<b>SEC-04</b>	<b>DSE-03</b>	<b>GE-02</b>
				<b>DSE-04</b>	

\* Note: 1) Those students who have studied Persian up to X/XII standard are eligible for opting Persian Course A.

2) Those students who have not studied Persian at any level they can take admission in Course B.

## **Details of courses under B.A. (Prog.) Persian**

### **Discipline Specific Elective (DSE) (4) (Any two of the following Courses)**

- DSE-PRN-P1 Modern Persian Short-Story Writing
- DSE-PRN-P2 Spoken Persian and Interpretation
- DSE-PRN-P3 History of Persian Literature during Safavid Period
- DSE-PRN-P4 History of Persian Literature during Mughal Period

### **Generic Elective (GE) (4) (Any two of the following Courses)**

- GE-PRN-P1 Introduction to Elementary Persian
- GE-PRN-P2 Elementary Persian Grammar
- GE-PRN-P3 Spoken Persian
- GE-PRN-P4 Persian Language

### **Skill Enhancement Course (SEC) (4) (Any two of the following Courses)**

- SEC-PRN-P1 Indo-Persian Literature: A brief History (13<sup>th</sup> - 16<sup>th</sup> Century)
- SEC-PRN-P2 Indo-Persian Literature: A brief History (16<sup>th</sup> -19<sup>th</sup> Century)
- SEC-PRN-P3 Modern Persian Literature
- SEC-PRN-P4 Ghazal-writing in Persian

### **Ability Enhancement Compulsory Course**

Modern Indian Language (MIL) – Persian - A: MIL-PERSIAN-A

### **Ability Enhancement Compulsory Course**

Modern Indian Language (MIL) – Persian - B: MIL-PERSIAN-B

**Applied Persian Grammar**  
**(C-PRN-P1)**  
**Core Course - (CC) Credit: 5+1**

**Course Objectives:**

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

**Course Learning Outcomes**

Students will have the ability to read & write Persian language.

**Unit 1**

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I

**Unit 2**

*Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. II

**References:**

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.

**Teaching Learning Process**

Lecture, Discussion, reading & writing.

**Assessment Methods**

Class Performance, Assignments, Term Paper & Class Tests.

**Keywords**

Spoken Persian, Interpretation, Iran



**Persian Prose: Some Selections**  
**(C-PRN-P2)**  
**Core Course - (CC) Credit: 6**

**Course Objectives:**

1. Introduction to Simple Persian Prose Introduction to Iranian Seasons
2. Introduction to Iranian Culture Understanding Modern Persian Prose
3. Knowing Iranian Culture through Festivals

**Course Learning Outcome:**

The course is designed to introduce the students to Iranian seasons, its culture, some of its important cities and also introduces to some of Iran's great Persian Poets with their poetry. The course contains Persian prose selections from modern writers. It also highlights the life and works of some of the prominent Persian poets. The selection on festivals helps a learner to know Iranian Culture and traditions.

**Unit 1**

*Persian Prose: Some Selections*

The following lessons only:

- Fasl-Hae-Saal
- Zamistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nuruz

**Unit 2**

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

**Unit 3**

- *Dehqaan-e-Fidakaar*
- *Shaban-o-Gusfand*
- *Kudak-e-Hushyaar*

- *Gawahi-e-Derakht*
- *SehDuzd-e-Harees*
- *Eidi*

## **Unit 4**

Comprehension and Translation from Persian to English, Hindi or Urdu

## **Unit 5**

Explanation of a chapter in English, Hindi, or Urdu

## **References**

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

## **Teaching Learning Process**

Recitation of Prescribed Text Organisation of Seminars/Workshop/Academic Tours Literary Magazines One to one interactive classroom teaching.

## **Assessment Methods**

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## **Keywords**

Mazandaran, Jashn-e-Sadeh, Roozname, Bahar, Zimistan, Bahar, Chaupan, Gawahi, Kudak

## **Persian Poetry: Introduction to Genres & Some Selections (C-PRN-P3)** **Core Course - (CC) Credit:6**

### **Course Objectives:**

1. To learn Persian Poetry Genres
2. To study Persian Poetry Selections on Different Subjects

### **Course Learning Outcome:**

Persian poetry selections based on different subjects in this course would familiarise a student with modern as well as classical styles of Persian poetry. The students can also learn about the different poetic genres like Ghazal, Qasida, Masnavi, Rubaei, Tarjihband, Tarkibband, Misrah, Qafiya, Takhallus, Matla, Maqta, Tashbih, Istisara etc.

### **Unit 1**

The following lessons:

- *Be Naam-e-Khuda*
- *Kitab-e-Khub*
- *Khana-e-Ma*
- *Khursheed-e-Meherban*
- *Derakhtkari*
- *Subh*
- *Iran*
- *Maihan-e-Khish Ra Kuneem Abad*
- *Madar*
- *Ashk-e-Yateem*
- *Gurg-o-Sag*
- *Ranj-o-Ganj*
- *Dar Rahe Ishq*
- *Chashma-o-Sang*

### **Unit 2**

- *Muhawra Mabain-e-Khuda wa Insan*
- *Surud-e-Anjum*
- *Rubaiyyat-e-Umar Khaiyyam (15)*
- *Ghazalyat-e-Amir Khusrau (5).*

### **Unit 3**

Explanation and translation of Persian poetry in English, Hindi, Urdu.

## **Unit 4**

Summary of the poems in English, Hindi, Urdu

### **References:**

1. *Kitab-e-Farsi*: B.A.(P), Part 1/2/3, Department of Persian, University of Delhi, Delhi 110007.
2. *Nisab-e-Jadeed-e-Farsi*: Jaideed Press, Ballimaran, Delhi.
3. *Shamisa, Sirus: Anwa-e-Adabi*, Intesharat-e Firdos, Tehran, Iran, 2004.
4. *Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi*, Idarah-e-Adabiyat-e-Dehli, Jaideed press, Ballimaran, Delhi. 6.

### **Teaching Learning Process**

Recitation of Prescribed Text Literary Magazines

### **Assessment Methods**

Assignments/Class Test

### **Keywords**

Ghazali Qasida Masnavi Rubaei

## **Essay & Translation (C-PRN-P4) Core Course - (CC) Credit: 6**

### **Course Objectives:**

- To strengthen Persian Grammar of students
- To get command over Persian Translation, writing essays and letters in Persian

### **Course Learning Outcomes**

The course is specifically designed to enable students to translate and interpret from Persian language into English and vice versa. After completion of this course students will be able to translate and interpret from Persian language into English and vice versa and it will help in creating a niche in the field of translation and interpretation.

## **Unit 1**

Applied Persian Grammar

## **Unit 2**

Translation and Interpretation

## **Unit 3**

Essay and Letter Writing in Persian

## **References**

1. *Muqaddam, Dr.Ahmed Saffar,Zaban-e-Farsi*, Council for Promotion of Persian Language and Literature,Tehran,Iran.2007,Vol.3.
2. *Gargesh,R.Goswami:Translation and Interpretation*, University of Delhi,Delhi.07
3. *Kumar.Dr.Rajinder:Elementary Persian*, Grammar,Harjeet Publication,Delhi34,2009.
4. *English Farsi Phrasebook with useful word list*, US Department of State, Washington DC.

## **Teaching Learning Process**

Assignments, Audio visual, organising essay writing competitions, workshops, seminars.

## **Assessment Methods**

Assignments.Tests

## **Keywords**

Grammar, Translation Essay and Letter Writing Persian

## **Discipline Specific Elective (DSE) (4) (Any two of the following Courses)**

DSE-PRN-P1 Modern Persian Short-Story Writing

DSE-PRN-P2 Spoken Persian and Interpretation

DSE-PRN-P3 History of Persian Literature during Safavid Period

DSE-PRN-P4 History of Persian Literature during Mughal Period

## **Modern Persian Short-Story Writing (DSE-PRN-01) Credit: 6**

### **Course Objectives:**

1. To introduce to Persian Short Story Writing
2. To introduce to Persian Short story writers Understanding Modern Persian literature.
3. To familiarize with famous Persian literary works under this period.
4. To familiarize with the modern Iranian society through these short stories.

### **Course Learning Outcome:**

This course is designed to enable students to get acquainted with Persian Short Story Writing and its writers. It also introduces to the trends of Persian Short Story Writing.

### **Unit 1**

Selection of Short Stories:

- *Khana-i-Pidari*
- *Khud Kushi*
- *Safar be shahar-i-Suleman*

### **Unit 2**

Life and works of Persian Short Story Writers

### **Unit 3**

History of Persian Short Story Writing

### **Unit 4**

Life & works Modern Persian Short Story Writers:

- *Buzurg Alavi*
- *Jalal Ale Ahmad*
- *Samad Behrangi*
- *Sadiq Choobak*
- *Simin Danishwar*
- *Mahmood Daulatabadi*
- *Haushang Gulsheri*
- *Sadiq Hidayat*
- *Mohd Hijazi*
- *Mohd Ali Jamal Zadeh*
- *Hoshang Morad Kirmani*
- *Ghulam Hosain Saadi*

## References

1. *Zahuruddin Ahmad: Irani Adab*, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
2. *Safa, Zabihullah, Nasr-e-Farsi*, Intasharat-e-Kitabfaroshi-e-Ibn-i-Sina, Tehran, 1347
3. *Akbar, Dr. Razia, Iran me Jadeed Farsi Adab ke Pachas Saal (1900-1950)*, Ajaz Press, Hyderabad, Andhra Pradesh, 1991
4. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991.
5. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006.
6. *Hameedi, Mehdi: Darya-e-Gauhar (Vol. I)*, Intesharat-e-Amir Kabir, Tehran, Iran, 1343/1964.
7. *Kamshad, Hasan: Modern Persian Prose*, Cambridge University Press, 1966.
8. *Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi*, Tehran, 1988. 9. *Abedini, Mir Hasan: Sad Si Dastn-Navisi dar Iran; 3 Vols.*, Iran, 1377/1998.

## Teaching Learning Process

Lecture, Discussions, Reading, writing and Translation

## Assessment Methods

Class Performance, assignments, term paper and class tests

## Keywords

Modern Persian, Short story, Sadiq Hidayat, jalal Ale ahmad

## Spoken Persian and Interpretation (DSE-PRN-02) Credit: 6

### Course Objectives:

1. To familiarize students with common Persian sentences
2. To enable students to speak in Persian Language to familiarize students with common Persian sentences
3. To make learners able to become more accurate and efficient when using Farsi language.

### Course Learning Outcomes

This course would enable to students to learn Persian through use of modern technology and latest publication from Iran as well India and will help students to command over Persian grammar, translation and interpretation of Persian language. This course is designed to make students familiarize with common usage Persian sentences and its syntax.

## **Unit 1**

Sentence formation and Syntax

## **Unit 2**

Sentences of daily usage

## **Unit 3**

Numbers Iranian Months Day's name Dictation

### **References:**

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007
2. *Namdariyan, Taqipur: Dars-e-Farsi*, Published by Institute for Humanities & Cultural Studies, Tehran, Iran, 1378/1999
3. Let's Learn Persian, N.C.P.U.L., Ministry of HRD, New Delhi.

### **Teaching Learning Process**

One to one interactive classroom teaching

### **Assessment Methods**

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

### **Keywords**

Spoken Persian, Day's name, Iranian Months

## **History of Persian Literature during Safavid Period (DSE-PRN-03)**

**Credit: 6**

### **Course Objectives:**

1. An outline of socio-cultural history of Safavid period.
2. Some prominent distinguished poets and prose writers of this period will be introduced.
3. To study the art and architecture of this period.



## Course Learning Outcome:

To equip with the socio-cultural history of Safavid Period. To make familiar with the Safavid order of Sufism. Students will have the ability to apply critical and theoretical approaches to the reading and analysis of Persian literature of Safavid Period.

### Unit 1

Socio-Cultural history of Safavi Period.

### Unit 2

Literary tendencies of Safavi Period. Contribution of Safavid to Persian literature.

### Unit 3

Development of Marsia Nigari. Selection of Masria of Mohtashim Kashani "Haft Band" as example:

### Unit 4

Art and architecture, history writing tazkirah Writing

## References

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarezuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bazar, Lahore, 2014.
2. *Shibli Nomani: Shair-ul Ajam*, Shibli Academy, Azamgarh (U.P.).
3. *Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan*, Islamabad, 1375/1996.
4. *Badakhshani, Maqbool Beig: Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
5. *Edward, Brown: Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
6. *Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.

## Teaching Learning Process

Lecture, discussion, reading, writing

## Assessment Methods

Class performance, assignments, Projects and class tests.

## Keywords

Persian literature, Safavid, Iran, Culture

## History of Persian Literature during Mughal Period (DSE-PRN-04) Credit: 6

### Course Objectives:

1. An outline of socio cultural history of Mughal period.
2. Persian centres of this period will be introduced briefly.
3. Distinguished poets and writers and historian will be discussed in this period.

### Course Learning Outcome:

The Mughal Empire was the empire in the Indian subcontinent founded in 1526. It was established and ruled by the Timur dynasty. The dynasty was Indo Persian in culture with local Indian cultural influence visible in this court and culture and administrative customs.

## Unit 1

*Persian language and literature in Mughal Court.*

Following Persian poets of Mughal Period:

- Ghazali Mashahdi
- Faizi Fayyazi
- Urfi Shirazi
- Naziri Nishapur
- Kalim Kashani
- Abu Talib Kaleem
- Mohtashim Kashani
- Nemat Khan Aali
- Chander Bham Birhaman
- Bedil Dehlavi.
- Mir Taqi Mir
- Ghalib Dehlavi
- Ghani Kashmiri
- Zafar Khan Ahsan
- Mohsin Fani

## Unit 2

Eminent Persian prose writer of Mughal Period:

- Babur
- Gulbadan Begum

- Abul Fazal
- Abdul Qadir Badayuni
- Shaikh Abdul Haq Muhaddis Dehlavi
- Shaikh Ahmad Thatavi
- Abdul Hamid Lahori
- Mohd Saleh Kamboh
- Zahoori Tershezi
- Nemat Khan Ali
- Aqil Khan Razi
- Sujan Rai Bhandari
- Ghulam Husain Tabatabai
- Dara Shikoh
- Abdul Baqi Nihawandi

### **Unit 3**

First Five Ghazal of the Diwan of Naziri Nishapuri (Radif Alif)

### **Unit 4**

Selection of Text from Akhbarul Akhiyar fi Asrarul abrar, Page No 103 to 113

### **Unit 5**

Socio- political conditions of Mughal era.  
Art and architecture of Mughal India.

### **Unit 6**

Persian Historiography, Tazkirah writing, Farhang Navisi, Music, Painting and calligraphy during Mughal Period in India.

### **References**

1. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
2. Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
3. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985
4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006
5. Akhtar, Abul-Hasan: Farsi Adab Be Ahd-e-Bahadur Shah Zafar, Azmi Book Depot, Mau, (U.P.), 1998.
6. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999
7. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999
8. Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999

9. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30. 22.
10. Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857), Department of Persian, University of Delhi, Delhi-110 007, 2008.
11. Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015.
12. Qasemi, S.H.: A Descriptive Catalogue of Persian Translations of Indian Works, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014.
13. Akhbarul Akhiyar Fi Asrarul Abrar, Dehlavi, Shaikh Abdul Haq Muhaddis, Edited by Khan Alim Ashraf, Society for the appreciation of cultural works and dignitaries, Tehran Iran 2005
14. Diwan Naziri Nishapuri, matbae nami Karimi, Lahore 1928.

## **Teaching Learning Process**

Lecture, discussion, reading and writing of Text.

## **Assessment Methods**

Class performance, assignments, projects and class tests.

## **Keywords**

Persian literature, Mughals, India

## **Skill Enhancement Course (SEC) (4) (Any two of the following Courses)**

SEC-PRN-01 Indo-Persian Literature: A brief History (13th - 16th Century)  
 SEC-PRN-02 Indo-Persian Literature: A brief History (16th -19th Century)  
 SEC-PRN-03 Modern Persian Literature  
 SEC-PRN-04 Ghazal-writing in Persian

## **Indo-Persian Literature: A brief History (13th - 16th Century) (SEC-PRN-P1) Credit: 4**

## **Course Objectives:**

1. Understanding relevance of Indo-Persian literature
2. Role of Sufis to create social harmony in the society
3. Reflection of composite culture in medieval India.

## **Course Learning Outcome:**

Indo-Persian literature is a beautiful mirror to look through medieval Indian history and culture. Indo-Persian poets and writers have produced enormous amount of literature that not only reflects their poetical genius but also provides valuable and rare information about different aspects of social, political, cultural and economic life of India in medieval times. Sufis played a vital role in bringing peace and harmony in the society. Their teachings spread the message of love, care, help, justice and humanity. The course introduces some of the prominent Indo-Persian poets and writers and literary importance of their works.

### **Unit 1**

- The following poets and writers:
- Amir Khusrau
- Hasan Sijzi
- Shaikh Bu Ali Shah Qalandar
- Shaikh Jamali Dehlavi
- Minhajus Siraj Juzjani
- Ziauddin Barni
- Hazrat Nizamuddin Aulia
- Shaikh Naseeruddin Chiragh Dehli
- Ghazali Mashhaadi
- Urfi Shirazi
- Naziri Nishapuri

### **Unit 2**

The following writers:

- Tajuddin Hasan Nizami
- Sadeeduddin Mohammad Afi
- Isami
- Shams Siraj Afif

### **Unit 3**

The Knowledge of the following Indo-Persian literary works:

- Tajul Masir
- Tabaqat-e-Nasiri
- Qiranus Sadain
- Nuh Sipher
- Khazainul Futuh
- Tughlaq Nama
- Futuhus Salateen
- Lubabul Albab
- Fawaidul Fuwad

- Khairul Majalis
- Siyarul Aulia
- Tarikh-e-Firuzshahi
- Farhang-e-Qawwas
- Akhbarul Akhyar Fi Asrarul Abrar
- Tuzk-e-Babari
- Gulbadan Begam

### **References:**

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. Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.
11. Seir ul Aulia, Mir Khurd Kirmani, Lahore 1978
12. Sadie Hind (Hasn Dehlavi): Dr Nargis Jahan, University of Delhi.1989
13. Kulliyate Amir Hasan Sijzi Dehlavi, edited by Prof. Nargis Jahan, Delhi

### **Teaching Learning Process**

Literary Magazines Seminar Proceedings

### **Assessment Methods**

Assignments/Class Test

### **Keywords**

Sufi, Malfuzat, Khanqah, Monuments, Composite Culture

## **Indo-Persian Literature: A brief History (16th -19th Century)** **(SEC-PRN-02) Credit: 4**

### **Course Objectives:**

1. To understand relevance of Indo-Persian literature
2. To assess role of Sufis to create social harmony in the society
3. To feel reflection of composite culture in medieval India

### **Course Learning Outcomes**

Indo-Persian literature is a beautiful mirror to look through medieval Indian history and culture. IndoPersian poets and writers have produced enormous amount of literature that not only reflects their poetical genius but also provides valuable and rare information about the different aspects of social, political, cultural and economic life of India in medieval times. Sufis played a vital role in bringing peace and harmony in the society. Their teachings spread the message of love care, care, help, justice and humanity. The course introduces some of prominent Indo-Persian poets and writers and literary importance of their works.

### **Unit 1**

The following Indo-Persian Poets and Writers:

- Talib Amuli
- Abu Talib Kalim Kashani
- Bedil
- Ghani Kashmiri
- Saib Tabrezi
- Ghalib Dehlavi
- Mir Taqi Mir
- Mirza Mazhar Jan-e-Janan
- Chandra Bhan Brahman
- Anand Ram Mukhlis
- Shaikh Ali Hazin
- Sirajuddin Ali Khan-e-Arzu
- Khawja Mir Dard
- Shaikh Imam Bakhsh Sehbai

### **Unit 2**

Knowledge of the following Indo-Persian literary works:

- Muntakhabut Tawarikh
- Masir-e-Rahimi
- Tuzk-e-Jahangiri
- Majalis-e-Jahangiri
- Tarikh-e-Farishta

- Padshanama Sairu
- Amal-e-Saleh
- Safinatul Aulia
- Khulasatut Tawarikh
- Muraqqa-e-Dehli
- Sairul Manazil
- Miftahut Tawarikh

### **Unit 3**

Knowledge of the following Indo Persian literary works:

- Safina-e-Khushgo
- Riyazush Shora
- Khazana-e-Amera
- Baharistan-e-Sukhan
- Tazkira-e-Husaini
- Iqd-e-Suraiyya
- Gul-e-Rana
- Tazkira-e-Hindi
- Chiragh-e-Hidayat
- Bahar-e-Ajam

### **References**

- Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
- Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Mamlukia, Shibli Academy Azamgarh (U.P.).
- Sabahuddin, Abdur Rahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
- Kulliyat e bedil, Raza lib. Rampur.
- Tareekh Akbari Maroof be Tareekh e Qandhari, Haji Mohd Arif Qandhari, Rampur 1662
- Sabahuddin, Abdur Rahman: Hindustan Amir Khusrau ki Nazar Mein, Shibli Academy, Azamgarh (U.P.).
- Zahuruddin Ahmad: Irani Adab, Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan, Islamabad, 1375/1996.
- Abidi, Amir Hasan: Hindustan Mein Farsi Adab, Indo-Persian Society, Delhi, 1984.
- Naeemuddin: Hindustan Mein Farsi Adab, M.S. Publications, Lal Kuan, Delhi, 1985.

### **Teaching Learning Process**

Academic Tours Organisation of Seminars/Lectures/ Workshops Literary Magazines



## Assessment Methods

Assignments/Class Test

## Keywords

Sufism, Peace, Love, Humanity, Brotherhood

## Modern Persian Literature (SEC-PRN-03) Credit: 4

### Course Objectives:

1. To understand Modern Iranian Society through Persian literature
2. To acquaint with the influence of French literature on Persian literature
3. To acquaint with constitutional Revolution and Islamic revolution of Iran

### Course Learning Outcome:

Modern Persian literature consisting prose and poetry is an important source to understand modern Iran. The different literary genres both in prose and poetry like short stories, novels, dramas, *Ghazal*, *Nazm*, *Rubai*, *Qasida* etc. will help a learner to know modern Persian literature in a better way. The course focusses on the chief characteristics of the writings of some of the prominent modern Persian poets and prose writers and attempts to see Iranian Society through their works.

### Unit 1

The following poets:

- Nima Yushij
- Bahar
- Iraj Mirza
- Sharyaar
- Praveen Ehtesami
- Simin Behbahani
- Khanlari
- Sohrab Sipehri

### Unit 2

The following Prose Writers:

- Jamalzada
- Sadiq Hidayat
- Hijazi
- Jalal Aal Ahmed

- Buzurg Alavi
- Saeed Nafisi
- Samad Behrangi
- Akbar Radi

### **Unit 3**

Life and works of the respective modern Persian poets and prose writers.

### **References**

1. Kamshad, Hasan, Jadeed Farsi Nasri Adab, translated in Urdu by Masudi, Dr. M. M., Indian Printing press, Dal gate, Sri Nagar, 1996.
2. Istelami, Dr. Mohammad, Barrasi-e-Adabiyat -e-Imruz-e-Iran, translated in Urdu by Nomani, Dr. Rais Ahmed, International printing press, Abdul Qadeer Market, Jail Road Aligarh, 2012.
3. Ahmed, Dr. Zahuruddin: Naya Irani Adab: Markaz-e-Tahqiqat-e-Farsi-e-Iran wa Pakistan Islamabad. 1975.
4. Roozbe, Mohammed Raza, Adabiyat-e- Moasir-e-Iran, Sher, Nashr-e-Ruzgar, Tehran 1392.

### **Teaching Learning Process**

Audio visual Literary Magazines Seminars/Lectures/Workshop

### **Assessment Methods**

Assignments/Class Test

### **Keywords**

Poem Ghazal Short story Novel Drama

## **Ghazal-writing in Persian (SEC-PRN-04) Credit: 4**

### **Course Objectives:**

1. To acquaint with development of Ghazal through the centuries
2. To feel the essence of Persian poetry by Ghazal
3. To know about the eminent Persian poets of Ghazal.

### **Course Learning Outcome:**

Ghazal is an important and interesting genre of Persian poetry. The genre has flourished and enriched Persian poetry since the olden times and many renowned poets like Sadi, Hafez, Rumi, Khusrau, Bedil, Ghalib and others have presented greatest examples of this genre.

The course would enable students to learn about some of the prominent Persian poets of Iran as well as India.

### **Unit 1**

The following poets:

- Saadi
- Hafez
- Rumi
- Abdur Rahman Jami
- Nizami Ganjavi
- Saib Tabrezi
- Khwaju Kirmani
- Salman Saoji

### **Unit 2**

The following poets:

- Amir Khusrau
- Hasan Sijziji
- Talib Amuli
- Abu Talib Kalim Kashani
- Urfi Shirazii
- Naziri Nishapuri
- Ghazali Mashhadi
- Ghani Kashmiri
- Ghalib Dehlavi
- Mir Taqi Mir
- Chandra Bhan Brahman
- Bedil
- Ghalib

### **Unit 3**

The life and works of the respective poets.

### **Unit 4**

Different style of Persian Poetry (Sabk)

## **Unit 5**

Selection of Ghazals (Saadi Shirazi):

- Aie Nafse Khuram Bade saba
- Az bar yar aamde ae Mahaba
- Rue tu Khoush mi Numayad Aaine ma
- Ke aaine pakizeh ast wa rue tu ziba

## **References:**

1. *Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran*, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. *Badakhshani, Maqbool Beig: Tarikh-e-Iran* (2 Vol.), Majlis-e-Taraqqi-e-Adab, Lahore, 1971.
3. *Edward, Brown: Tarikh-e-Adabiyat-e-Iran*, translated Sajjad Husain, Jamia Usmania, Hyderabad, 1932.
4. *Safa, Zabihullah : Farsi Adab ki Mukhtasar Tarikh*, translated Andalib Zahra, Fareed Book Depot, Delhi.

## **Teaching Learning Process**

Recitation of Ghazal Literary Magazines Audio visual  
Seminars/Lectures/Workshop

## **Assessment Methods**

Assignments/Class Test

## **Keywords**

Ghazal Rheme Misra Matla Takhallus

## **Generic Elective (GE) (4) (Any two of the following Courses)**

GE-PRN-01 Introduction to Elementary Persian  
GE-PRN-02 Elementary Persian Grammar  
GE-PRN-03 Spoken Persian  
GE-PRN-04 Persian Language

## **Introduction to Elementary Persian (GE-PRN-P1) Credit: 6**

## Course Objective:

- To Introduce to Elementary Persian to impart importance of Persian Language
- To acquaint with common Persian sentences

## Course Learning Outcome:

After the completion of this course the students will be able to get familiar with importance of Persian language also will be able to learn Persian alphabet and its all forms and making words adding different forms of alphabet.

### Unit 1

Persian alphabet with its initial, medial and final forms.

### Unit 2

Word and common sentence formation

### Unit 3

Day's month's and season's name

### Unit 4

Numbers

## References

1. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi
2. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & ,II

## Teaching Learning Process

Lecture, Discussion and Audio Visual One to one classroom teaching

## Assessment Methods

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## Keywords

Elementary Persian, Introduction, Season, Day, Week

## **Elementary Persian Grammar (GE-PRN-P2) Credit: 6**

### **Course Objectives:**

1. To equip with Elementary Persian grammar
2. To understand simple Persian text and to translate simple Persian text
3. To learn making simple Persian sentences

### **Course Learning Outcome:**

The course would enable students to learn Elementary Persian Grammar. The use of modern technology and latest publications from Iran as well as India will help students to be able to learn Persian grammar enabling them to read, write, understand and speak in Persian language, keeping in view the growing demand for Persian translators.

### **Unit 1**

Tenses, noun, adjective, vowels, personal pronouns, cardinal and ordinal numbers

### **Unit 2**

Singular and plurals, simple verb, compound verb, possessive pronouns, suffixed pronouns, prepositions,

### **Unit 3**

Object marker, cases, prefix, suffix, present participle

Kinds of sentences: affirmative, negative, interrogative, imperative, explanatory, conditional sentences

### **Unit 4**

Time, days, names of Iranian months, fruits, vegetables, birds, flowers, colors, animals

### **References:**

1. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.
2. *Lambton, S.: Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
3. *Kumar, Dr. Rajinder: Elementary Persian Grammar*, Harjeet Publication, Delhi-110 034, 2009.
4. *Zaban-e-Farsi: Dr. Ahmed SaffarMuqaddam*, Council for the Promotion of Persian Language Saffar
5. *Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.

## Teaching Learning Process

Lectures, Discussions, Reading of Texts, Writing Skills, Translations, Assignments, projects and organizing and making available learning resources.

## Assessment Methods

Assignments, projects, class performance and monthly tests.

## Keywords

Pronouns, Conjugational endings, Verbs, Sentences, Persian grammar

## Spoken Persian (GE-PRN-P3) Credit: 6

### Course Objective:

This course has been designed to impart basics of Persian grammar to our students who opt generic course. This course enables the students to be able to read, write and speak fluently Persian language and interpret from English to Persian and vice versa.

### Course Learning Outcomes

After the completion of this course students will be able to converse in Persian language and will be able to make Persian tenses and they will become aware of basics of Persian syntax

### Unit 1

Applied Grammar

### Unit 2

Spoken Persian

### Unit 3

Translation and Interpretation

### References:

1. *Let's Learn Persian*, NCPUL, MHRD, New Delhi.
2. *Gargesh, R. Goswami, Translation and Interpretation*, University of Delhi, Delhi.
3. *Kumar, Rajinder, Elementary Persian Grammar*, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.

4. *English Farsi Phrasebook with useful wordlist*, US Department of State, Washington DC.
5. *Sufi, Abdul Aziz, Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.

## **Teaching Learning Process**

Assignment, Translation from journals and newspapers of national and international importance, Audio-visual, Persian movies

## **Assessment Methods**

Assignments, Class Tests, providing an environment in the class to speak in Persian only.

## **Keywords**

Spoken Persian, Translation, Grammar.

## **Persian Language (GE-PRN-P4) Credit: 6**

### **Course Objective**

This course has been designed in order to impart advance level of Persian grammar to our students who opt generic course. This course enables the students to be able to read, write and speak fluently Persian language and interpret from English to Persian and vice versa.

### **Course Learning Outcomes**

After the completion of this course the students will be able to converse in Persian language fluently and can speak and comprehend many Persian local dialects.

### **Unit 1**

Basics of Persian language and Script

### **Unit 2**

Elementary Persian Grammar

### **Unit 3**

Translation and Interpretation from English to Persian and vice versa



## References

1. Let's Learn Persian , NCPUL, MHRD, New Delhi.
2. Gargesh, R. Goswami, Translation and Interpretation, University of Delhi, Delhi.
3. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.
4. English Farsi Phrasebook with useful wordlist, US Department of State, Washington DC.

## Teaching Learning Process

Assignment, Translation from journals and newspapers of national and international importance, Audio-visual, Persian movies

## Assessment Methods

Assignments, Class Tests, providing an environment in the class to speak in Persian only.

## Keywords

Spoken Persian, Translation, Grammar.

**Ability Enhancement Compulsory Course: Modern Indian Language  
(MIL) – Persian - A: MIL-PERSIAN-A**

**Ability Enhancement Compulsory Course: Modern Indian Language  
(MIL) – Persian - B: MIL-PERSIAN-B**

**Modern Indian Language (MIL) (MIL-PERSIAN-A) Ability-Enhancement  
Compulsory Course (Only meant for Language Department/ EVS for  
Department of Environmental Studies) - (AECC) Credit:4**

## Course Objectives:

1. To equip with Elementary Grammar
2. To equip with Intermediary Persian Grammar & Translation Introduction to Persian Literature

## Course Learning Outcome:

This course will equip the graduate with Elementary Persian Grammar and it provides an introduction to Persian Literature.

## **Unit 1**

Semester-I, PAPER – I: Elementary Persian:

- Intermediary Persian Grammar & Translation

## **Unit 2**

Semester-II, PAPER – II

*Introduction to Persian Literature:*

1. Persian Prose: Selection

- Eidi
- Khana-e-Pidari
- Kudaki

2. Persian Poetry: Selection

i. *Ghazaliyat*

- Hafiz Shirazi, Khwaja Shamsuddin Mohammad
- Ghazalyat-e-Hafiz (1st 5 Ghazals);
- Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

ii. *Rubiyat*

- Umar Khayyam bin Ibrahim Khayyami Nishaburi
- First 10 Rubais;
- Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

iii. *Ghazaliyat*

- Shaharyar Tabrizi: Mohammad Hussain
- Maktab-e Hafiz, Nisb-e-Jadeed-e-Farsi; Hakim Zaki Ahmad Khan

## **Unit 3**

Semester-III, PAPER – III

Persian Language – III

1. Modern Persian Prose: Selection

- Bacha-e-Mardum
- Madar-e-Zan
- Pazishk-e-Chashm

2. Translation & Interpretation: Theory & Practical

## **Unit 4**

Semester-IV, PAPER – IV

Persian Language – IV

1. Modern Persian Poetry: Selection

- Bahar
- Parveen-Etesami
- Simin Behbahani

## 2. Interpretation & viva-voce

### References

1. *Saffar Muqaddam, Dr. Ahmad: Zaban-e Farsi*, Council for the Promotion of Persian Language and Literature, Tehran, Iran, Vol. I & II, 2007.
2. *Lambton, S.: Elementary Persian Grammar*, Nesahe Book Service, Ansari Road, New Delhi.
3. *Farsi be Amozeem*, Vol. IV, 1382, Iran.
4. *Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi*, Jayyed Press, Ballimaran, Delhi-110 006
5. *Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-Mu'asir-e-Farsi*, Department of Persian, University of Delhi, Delhi-110 007, 1991
6. *Sufi Abdul Aziz: Essentials of Persian Translation*, Indo-Iran Society, Lal Kuan, Delhi 110 006, 1999.
7. *Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-Ma'asir-e-Iran*, Kitabkhana-e-Tahoori, Iran. :

### Teaching Learning Process

One to one interactive classroom teaching.

### Assessment Methods

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

### Keywords

Introduction, Persian, Grammar, Elementary, Eidi, Umar Khayyam, Parveen, Bahar

### **Modern Indian Language (MIL) (MIL- PERSIAN-B) Ability-Enhancement Compulsory Course(Only meant for Language Department/ EVS for Department of Environmental Studies) - (AECC) Credit:4**

### Course Objective:

This course is designed to those students who have not studied Persian at any level. This is an elementary course meant for beginners.

### Course Learning Outcomes

This course will enable a student to have a preliminary knowledge of Persian language with its elementary grammar.

## Unit 1

Semester-I, PAPER – I

Introduction to Persian Language – I

Persian Alphabet Iranian Calendar Day's Name

## Unit 2

Semester-II, PAPER – II: Persian Language – II

Word meanings, Common sentences, Numbers

## Unit 3

Semester-III, PAPER – III: Persian Language – III

Common Persian Sentences, Masadirs, Present Root Imperatives

## Unit 4

Semester-IV, PAPER – IV:

Persian Language – IV

Small Persian passages Persian Language

## References

1. *Introduction to Persian Language (Foundation Course)*, Published by Ratna Sagar, Ansari Road, Darya Ganj, New Delhi-110 002.
2. *Hasan Anwari: Dastoor-e-Zuban-e-Farsi*, Intesharat-e-Fatmi, Tehran, Iran, 1375/1996. :
3. *Kinari, Shaban Azadi: Farsi Amokhtegaan*, Tehran, Iran, 1377/1998. :
4. *Kitab-e-Farsi: Baraye Class-hae Muqaddemati*, Department of Persian, University of Delhi, Delhi-110 007. –
5. *Zaban-e-Farsi: Vizarat-e-Amozish-o-Parvarish*, Tehran, Iran, 1376/1997.
6. *Let's Learn Persian*, N.C.P.U.L., Ministry of HRD, New Delhi.
7. *Saffarzadeh, Tahera: Fann-e-Tarjuma*, Intesharat-e Amir Kabir, Tehran, Iran

## Teaching Learning Process

One to one interactive classroom teaching.

## Assessment Methods

Student Learning: Observing and Assessing Students are asked to demonstrate their learning through tests, essays, and assignments

## Keywords

Elementary Persian, Grammar, Dastoor

## Acknowledgements

Name	Affiliation
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Prof. Rajinder Kumar	Department of Persian
Prof. Aleem Ashraf Khan	Department of Persian
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Dr. Jamil-ur-Rehman	Zakir Husain Delhi College
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Dr. Fauzia	Zakir Husain Delhi College Evening
Dr. Mehtab Jahan	Department of Persian
Dr. Ali Akbar Shah	Department of Persian
Dr. Jamshed Khan	Zakir Husain Delhi College
Dr. Farha Adeeba	Zakir Husain Delhi College
Dr. Zayaur Rahman	Department of Persian
Dr. Mukhtar Ahmed	Department of Persian
Dr. Shahnaz Ara Begum	Zakir Husain Delhi College
Dr. Nazneen	Zakir Husain Delhi College Evening
Dr. Khursheed Ahmad	Zakir Husain Delhi College Evening

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 امرتسري: 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 (10-1)	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-1<sup>1</sup>

### 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.

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<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**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<sup>e</sup> 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 (DELFI) : « *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		
<b>Language in Context: Developing Listening and Speaking Skills (1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>NIL</b>

**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- 2<sup>2</sup>

### 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.

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<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

**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:** Markers 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<sup>e</sup> 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 (DELF) : « *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 <sup>th</sup> 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 texts<sup>3</sup> ( 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* »

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

## **Unit 2: Texts on culture and civilisation<sup>4</sup> ( 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<sup>e</sup> édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle : « *Civilisation Progressive du français, A1, niveau débutant* » (3<sup>e</sup> édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français* ” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

Additional material may be provided by the Department.

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

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<sup>4</sup> 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		
<b>French in Context: Basic Level-1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Passed Class XII</b>	<b>None</b>

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

In Semester 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-1<sup>5</sup>

### 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).

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<sup>5</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

**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<sup>e</sup> 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 Fatima, 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., Fleer, 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 Schöler
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 country'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 <sup>th</sup> 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  
*¡Buen Viaje!* 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 imperioromanoen 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**

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

#### **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)	
<b>Learning Objectives:</b> At the end of Semester 1, a student will <ul style="list-style-type: none"> <li>• be able to read and understand simple texts and answer questions on them;</li> <li>• be able to write short texts, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to partially attain A1 Level of reading and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to write about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Reading:</b> Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc. <b>Writing:</b> 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. <b>Morphosyntax and Vocabulary:</b> 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. <b>Intercultural and cocultural:</b> Introduction to Italophone regions/countries, celebrities from Italy fashion, cinema, comic strips etc. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>12 Hours</b>
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"> <li>• Wh-questions</li> <li>• Personal pronouns (I)</li> <li>• Some basic verbs</li> </ul> <p>Read short biographical texts and do written exercises based on that.</p> <ul style="list-style-type: none"> <li>• Spellings of numbers 1 to 20.</li> <li>• Introduction to Indefinite and definite articles</li> </ul>	
<b>UNIT II</b>	<b>12 Hours</b>
<p>Read job advertisements and note down the relevant information.</p> <ul style="list-style-type: none"> <li>• Vocabulary for the days of the week</li> <li>• Plural forms</li> </ul> <p>Interrogative questions Learn how to fill a form for job interviews.</p> <ul style="list-style-type: none"> <li>• Counting 20 onwards</li> <li>• Personal pronouns (II)</li> </ul> <p>Conjugation of 'essere' and 'avere' Read brochures about cities and write about your favourite city.</p> <ul style="list-style-type: none"> <li>• Learn to name places and buildings</li> <li>• Vocabulary pertaining to means of transport</li> <li>• Indefinite articles 'un / una / uno etc.'</li> </ul>	
<b>UNIT III</b>	<b>3 Weeks</b>
<p>Read maps and use the given information to guide someone.</p> <ul style="list-style-type: none"> <li>• Definite articles 'il / la / lo etc.'</li> </ul> <p>Irregular verbs Read texts about food habits in Italy.</p> <ul style="list-style-type: none"> <li>• Introduce the accusative case.</li> </ul> <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"> <li>• Express likes and dislikes.</li> </ul> <p>Modal verb in a sentence.</p>	
<b>UNIT IV</b>	<b>12 Hours</b>
<p>Read texts related to day-to-day activities and write about one's own daily routine.</p> <ul style="list-style-type: none"> <li>• Prepositions</li> </ul> <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"> <li>• Ordinal numbers</li> </ul> <p>Introduction to regular / irregular verbs.</p>	
<b>UNIT V</b>	<b>12 Hours</b>
Read a statistic about most preferred leisure activities and express your	

<p>opinion about them.</p> <ul style="list-style-type: none"> <li>Learn how to tell the date using the preposition 'il'.</li> </ul> <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"> <li>Accusative personal pronouns</li> <li>More irregular verbs</li> </ul> <p>Write down a short text describing one's city in the past and at present.</p> <ul style="list-style-type: none"> <li>Imperfetto / Passato Prossimo form of various verbs.</li> </ul>	
<p><b>Learning / Teaching Material:</b> 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><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**DISCIPLINE SPECIFIC CORE COURSE – 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

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

<ul style="list-style-type: none"> <li>• be able to talk on subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.</li> <li>• Listening and understanding simple audio texts and answering questions on them.</li> <li>• Equip students to talk about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Listening:</b> Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. <b>Speaking:</b> which includes <b>Monologue:</b> Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... <b>Dialogue:</b> participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. <b>Morphosyntax, Vocabulary, Pronunciation:</b> Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. <b>Intercultural and Co-cultural:</b> Knowledge and practice of structures relevant to formal and informal situations. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>12 Hours</b>
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.	
<b>UNIT II</b>	<b>12 Hours</b>
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.	
<b>UNIT III</b>	<b>12 Hours</b>
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.	
<b>UNIT IV</b>	<b>12 Hours</b>
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.	
<b>UNIT V</b>	<b>12 Hours</b>
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.	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma edizioni, Firenze.</li> <li>Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Guerra Edizioni, Perugia.</li> <li>Frattegnani, M.Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia. Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Guerra Edizioni, Perugia.</li> <li>Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia.</li> <li>Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>Ziglio, Luciana. Rizzo, Giovanna. (2012). <i>Espresso 1</i>. Alma Edizioni, Firenze : and Goyal Saab Publishers and Distributors Pvt. Ltd., Delhi.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

### DISCIPLINE SPECIFIC CORE COURSE– 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
<b>DSC-3</b>						
<b>Language Through Texts (1)</b>						
<b>Learning Objectives:</b> At the end of Semester 1, a student will <ul style="list-style-type: none"> <li>be able to read and understand simple texts (literary/semi-literary/audio-</li> </ul>						

visual/advertisements etc.) adapted for the students of level A1, and answer questions on them; <ul style="list-style-type: none"> <li>• be able to analyse, express their underlying meaning and answer questions based on them;</li> <li>• attain Level A 1.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to partially attain A1 Level of reading, understanding, analysing and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to analyse, express their underlying meaning and answer questions based on them;</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 Hours</b>
<b>Literary Texts (Prose)</b>	
<b>A selection will be made from the following list:</b>	
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	
<b>UNIT II</b>	<b>12 Hours</b>
<b>Literary Texts (Poetry)</b>	
<b>A selection will be made from the following list:</b>	
La casa di Mara – Aldo Palazzeschi Sereno – Giuseppe Ungaretti La fontana malata – Aldo Palazzeschi Il male di vivere – Eugenio Montale	
<b>UNIT III</b>	<b>12 Hours</b>
<b>Semi-literary / Journalistic Texts</b>	
<b>A selection will be made from the following list:</b>	
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	
<b>UNIT IV</b>	<b>12 Hours</b>
<b>Audio / Visual Texts – Songs / Music Videos</b>	
<b>A selection will be made from the following list:</b>	
Non è Francesca La gatta Alla fiera dell'est Sapore di sale La vasca	
<b>UNIT V</b>	<b>12 Hours</b>

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

## **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			
<b>Basic Communicative French (1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>	<b>Germanic and Romance Studies</b>

#### **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)<sup>6</sup>**

### **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*).

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<sup>6</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.



**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 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 ( 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 a 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.

- 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.
- 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.
- Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activites* », Hachette Français langue etrangere, 2017 Dossiers 0-4
- Alcaez Marion, Escoufier Dorothee, Gomy Camille, Landier Mathilde, Quémener 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 country'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		
<b>Basic Communicative Italian (1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Nil</b>

<b>GE-3</b> <b>Basic Communicative Italian (1)</b>	
<b>Learning Objectives:</b> <b>Reading and Writing Objectives:</b> At the end of Semester 1, a student will be able to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• write short texts, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A1.1 of the Common European Framework (CEF).</li> </ul> <b>Listening and Speaking Objectives:</b> At the end of Semester 1, a student will be able to <ul style="list-style-type: none"> <li>• listen to and understand simple texts so as to answer questions on them;</li> <li>• talk on subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <b>Reading and Writing:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to partially attain A1 Level of reading and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to write about subjects pertaining to his/her immediate environment.</li> </ul> <b>Listening and Speaking:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to partially attain A1 Level of listening and speaking skills in the concerned language.</li> <li>• Listening and understanding simple audio texts and answering questions on them.</li> <li>• Equip students to talk about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Reading and Writing:</b> <b>Reading:</b> 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. <b>Writing:</b> 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>invitations, messages, greeting cards for a birthday, a festival etc.</p> <p><b>Morphosyntax and Vocabulary:</b> Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.</p> <p><b>Intercultural and Co-cultural:</b> Introduction to Italophone countries, celebrities from Italophone countries, fashion, cinema, comic strips etc.</p> <p><b>Listening and Speaking:</b></p> <p><b>Listening:</b> Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.</p> <p><b>Speaking</b> which includes</p> <p><b>Monologue:</b> Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.</p> <p><b>Dialogue:</b> Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.</p> <p><b>Morphosyntax, Vocabulary, Pronunciation:</b> Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.</p> <p>Basic rules of pronunciation.</p> <p><b>Intercultural and Co-cultural:</b> Knowledge and practice of structures relevant to formal and informal situations.</p> <p><b>Practical component (if any) - NIL</b></p>	
<b>UNIT I</b>	<b>12 Hours</b>
<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>	
<b>UNIT II</b>	<b>12 Hours</b>
<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>	
<b>UNIT III</b>	<b>12 Hours</b>
Read maps and use the given information to guide someone.	

<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>	
<b>UNIT IV</b>	<b>12 Hours</b>
<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>	
<b>UNIT V</b>	<b>12 Hours</b>
<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><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ol style="list-style-type: none"> <li>6. Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010).</li> <li>7. Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.</li> <li>8. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009.</li> <li>9. Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze.</li> </ol>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

## **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  
Kauṭilya. (2003). *Arthaśāstra*, Book 1, section 1-3, *The Kauṭilya Arthaśāstra*-, 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 (catvariyaśatyani), Doctrine of Dependent Origination (Pratityasamutpada) and Doctrine of Momentariness (Kṣāṇabhanga-vāda) in Buddhism. Prakṛti, Puruṣa and Parinamavāda 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		
<b>DSC 1 Philosophical Issues</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Nil</b>

**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		
<b>Logic DSC 2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Nil</b>

### **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		
<b>DSC 1 Philosophical Issues</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed Class XII</b>	<b>Nil</b>

**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**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course</b>	<b>Department offering the course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>			
<b>Ethics in Public Domain GE 1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed XII class</b>	<b>Nil</b>	<b>Philosophy</b>

##### **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](http://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			
<b>Constitutional Morality GE 3</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed XII class</b>	<b>Nil</b>	<b>Philosophy</b>

### 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](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			
<b>Media Ethics GE 4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Passed XII class</b>	<b>Nil</b>	<b>Philosophy</b>

#### 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* (7<sup>th</sup> Edition), New York: Mc Graw-Hill Co

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

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

Christains, Clfford, M. Fackler, K. Rotzoll and B.McKee(1998) *Media Ethics: Cases and Moral Reasoning*(5<sup>th</sup> 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 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> 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 Samooch 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 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> 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, Chhappar 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**, Sapatrisi 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.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.)

**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)

#### 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 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> 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  
Punjabiya 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-ਸ਼ਿੰਗਾਰ  
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, Punjabiyyat**, 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://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.)

**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 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 <sup>th</sup> pass in any subject	<b>NIL</b>

**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 Likhhan Abhiyas
- ਅੱਕੜ, ਦੁਲੈਂਕੜ, ਹੇੜਾ, ਕਨੇੜਾ, ਲਾਵਾਂ ਅਤੇ ਦੁਲਾਵਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ  
Aunkar, Dulenkar, Horha, Kanaura, Lavan ate Dulavan Vale Shabdan Da Ucharan ate Likhhan Abhiyas
- ਸਿਹਾਰੀ ਅਤੇ ਬਿਹਾਰੀ ਦੀ ਵਰਤੋਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਅਭਿਆਸ  
Sihari ate Bihari di Varton Vale Shabdan da Ucharan ate Likhhan 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 Likhhan 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 thaani 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, ਦਫਤਰੀ ਕੰਮ-ਕਾਜ, ਖਰੀਦੋ-ਫਰੋਖਤ 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 <sup>th</sup> pass in any subject	<b>NIL</b>

**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
- ਸੰਗਤੀ 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 <sup>th</sup> pass in any subject	<b>NIL</b>

**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-Matravan 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 thaana 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 <sup>th</sup> 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-ਐਗੁਣ, 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.)

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

### 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 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>
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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, Prakar ate 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.)**

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

**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 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P=3/1/0**

**LEARNING OBJECTIVES:**

- To 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 additionall 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 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard</b> <b>or</b> <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.)

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## **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 Tarkeebe
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. Umrao Jaan 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. Insan 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 <sup>th</sup> 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 Muflis (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 Irtifa – 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 <sup>th</sup> 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 <sup>th</sup> 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 salient 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. Shikast-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 tarkeebe
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 20<sup>th</sup> 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 Ibteda 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	<b>Class XII Passed</b>	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-Buddhist 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 Baudha Nikāyon kā Itihāsa*, Kishor Vidya Niketan, Varanasi, 1981.
- Strong, J.S. *The Buddha: A Short Biography*, Oxford: Oneworld, 2001.
- Thomas, E.J. *The Life of Buddha as Legend and History*, reprint, New Delhi: Asian Educational Services, 1927.
- Winternitz, M., *A History of Indian Literature*, 2 volumes, New Delhi; 1968.



**DISCIPLINE SPECIFIC CORE COURSE -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	<b>Class XII Passed</b>	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-Buddhist 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 (Sangha)
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.
- 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 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		
<b>Basic Persian: Reading &amp; Writing (C-PRN-I)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Class XII pass</b>	<b>NIL</b>

#### **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:

- Kitab-e-Farsi Awwal Dabistan, Published by Sazmane Pazohishi wa Barname rizi-e-Amuzishi, Tehran, Iran, 1399
- Kitabe Farsi Divuum Dabistan. Published by Sazmane Pazohishi wa Barname rizi-e-Amuzishi, Tehran, Iran, 1399

#### Suggestive readings

- Fann-e-Tarjuma by Saffarzadeh, Tahera, Intesharat-e-Amir Kabir, Tehran, Iran.
- Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-e-Adabiyat, Jayyed Press, Ballimaran, Delhi 110 006.
- Elementary Persian Grammar by Kumar, Dr. Rajinder, Harjeet Publication, Delhi-110034, 2009.
- 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			
<b>History of Persian Literature (India) (GE-PRN-2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>CLASS XII PASS</b>	<b>NIL</b>	<b>Department of Persian</b>

### 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"> <li>• Amir Khusrau</li> <li>• Shaikh Bu Ali Shah Qalandar</li> <li>• Ghazali Mashhaadi</li> <li>• Naziri Nishapuri</li> <li>• Bedil Dehlavi</li> <li>• Allama Iqbal</li> </ul> | <ul style="list-style-type: none"> <li>• Hasan Sijzi Dehlavi</li> <li>• Shaikh Jamali Dehlavi</li> <li>• Urfi Shirazi</li> <li>• Chander Bhan Barhaman</li> <li>• Ghalib Dehlavi</li> <li>• 'Isami</li> </ul> |
|---|---|

### 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 Mubarezuddin 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. Naeemuddin: 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**

<b>Course Title &amp; Code</b>	<b>Total Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility Criteria/ Prerequisite</b>	<b>Pre-requisite of the course, if any</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>		
<b>Introduction to Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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*. (7<sup>th</sup> 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. & Saria 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		
<b>Cognitive Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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. & Saria 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* (9<sup>th</sup> ed.). New Delhi: Pearson Education. (Pp 25-39, pp 75-120).

#### **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		
<b>Basic processes in Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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. New Delhi: 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. New Delhi: 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		
<b>Psychology of Health and Well-Being</b>	4	3	0	1	<b>Class XII Passed</b>	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		
<b>Fundamentals of Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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, Gardener'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**

<b>Course Title &amp; Code</b>	<b>Total Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility Criteria/ Prerequisite</b>	<b>Pre-requisite of the course, if any</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>		
<b>Fundamentals of Cognitive Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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		
<b>Fundamentals of Psychology</b>	4	3	0	1	<b>Class XII Passed</b>	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, Gardener'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	<b>Class XII Passed</b>	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 (2<sup>nd</sup> ed.)*. Boston: Pearson/Allyn and Bacon.
- Singh A.K (2017) संज्ञात्मक 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	<b>Class XII Passed</b>	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. New Delhi: 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. New Delhi: 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	<b>Class XII Passed</b>	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-psycho-social 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* (9<sup>th</sup> 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	<b>Class XII Passed</b>	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, Sāṃkhya 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; Problemsolving 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*(4<sup>th</sup> 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).उडरसामा० 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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & 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 — অপিনিহিতি, স্বরভক্তি, ব্যঞ্জনাগম — শ্রুতিধ্বনি

- ধ্বনির নির্গমন বা ধ্বনিলোপ — স্বরলোপ সমাষ্করলোপ, 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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

The world of Bengali Fiction is growing day by day with authors experimenting the genre with various subjects and narrative styles. Bangla 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 12<sup>th</sup> standard examination will be introduced to the abundance of their literature and they will be expected to know after going through this paper that studying literature is not only to read some 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 মাঝি*, 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, ২০০৮, *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  
Helen, 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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

The whole range of literary creations in Bangla cannot be searched and studied in detail by any student of Bengali Literature 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 কথাচাকা*, 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 (10<sup>th</sup> to 18<sup>th</sup> Shatak)**

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

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
Prak- Uponibesher Bangla Sahitya – I (10 <sup>th</sup> to 18 <sup>th</sup> Shatak)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### **Learning Objectives:**

To give the students a 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, রত্না 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-Uponibeshar  
Bangla Sahitya – II (10<sup>th</sup> to 18<sup>th</sup> 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-Uponibeshar Bangla Sahitya – II (10 <sup>th</sup> to 18 <sup>th</sup> Shatak)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### **Learning Objectives:**

To give the students a 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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### **Learning Objectives:**

To give the students a brief idea about Bengali Language, Literature & History.

#### **Learning outcomes:**

The course will enlighten the students about rise and development of Bengali Language, History of early Bengal and selected literature of ancient and mediaeval Bengal.

### **SYLLABUS OF DSC-3**

#### **UNIT – I (10 Hours)**

বাংলা ভাষার উদ্ভব ও বিকাশ

#### **UNIT – II (20 Hours)**

বাঙালি জাতি সত্ত্বার ইতিহাস (প্রাচীন যুগ)

শশাঙ্ক, পাল যুগ, সেন যুগ

### **UNIT – III (30 Hours)**

প্রাচীন ও মধ্যযুগের বাংলা সাহিত্য

চর্যাপদ, গ্রীকৃষ্ণকীর্তন, 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 20<sup>th</sup> 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 Varalārril Tamīl*, Chennai: Visalakshi Nilaiyam.
3. Meenakshisundaram, T.P., (Trans. S. Jeyaprakasam), 1982, *Tamiḷ Moḷi Varalāru*, Madurai: Sarvodaya Ilakkiyappannai.

### Suggestive Readings:

1. Sastri, Suriya Narayana, 2003, *Tamiḷmoḷiyiṇ 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 Varalārril Tamīl*, 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, *Tamiḷmoḷiyiṇ 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		
<b>An Introduction of Tamil Language</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>-</b>	<b>For students who have studied the Tamil language up to Class VIII</b>	<b>NIL</b>

#### **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 Tamiḷ*, 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, *Tamiḷmoḷiyiṇ 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; Dhatusu and Pratipadikamu.
- Tatsamamu, Tadbhavamamu, Desyamamu, Anyadesyamamu and Gramyamamu.

##### Unit-II Vibhakti, Viseshyamamu and Viseshanamamu.

(20 Hours)

- Vachanam, Lingamu and Avyayamu.

**Unit-III** Vakyaamu, 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		
<b>TELUGU LITERATURE AND OTHER ARTS</b>	04	<b>03</b>	01		Students who have studied Telugu up to Class XII and above	<b>NIL</b>

### 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 Bhagamu), , 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)**

- 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 Dashabdalalu 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 <sup>th</sup> pass in any subject except Bengali	None	Bengali

**Learning Objectives:**

The Learning Objectives of this course are as follows:

- This course is aimed to teach the basic language skills in Bengali.
- It will introduce basic skills of the Bengali Language: its alphabets, essential words and simple sentence construction methods.
- The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary.
- After the course they can read and write simple Bengali sentences, can figure out words having conjunct character.
- Students will learn basic everyday conversation.

**SYLLABUS OF GE-1**

**UNIT – I (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 &amp; Case Markers

**UNIT – III (15 Hours)**

Introduction to Verb &amp; 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 Benginnners, 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 <sup>th</sup> pass in any	Studied Bengali Up to

Sankhipta Parichay					subject	10 <sup>th</sup> 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(কৃতিবাস ওঝা), মঙ্গলকাব্যমুকুন্দরাম), ভারতচন্দ্র(, বৈষ্ণব পদাবলীবিদ্যাপতি), চণ্ডীদাস(, শাক্ত পদাবলী(রামপ্রসাদ সেন), প্রণয় কাব্যসৈয়দ ) (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 ইতিবৃত্ত* কলকাতা, মডার্ন বুক এজেন্সী, ফ্রেজ গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস* কলকাতা, গ্রন্থনিলয়,

### Suggestive readings:

আহমদ শরীফ, ২০১১, *বাঙালী ও বাঙলা সাহিত্য* কলকাতা, নয়া উদ্যোগ, দ্বিতীয় খণ্ড, আহমদ শরীফ, ২০১৪, *বাঙালী ও বাঙলা সাহিত্য* কলকাতা, নয়া উদ্যোগ, প্রথম খণ্ড,

গোপাল হালদার, বঙ্গাব্দ ১৪০৪, *বাংলা সাহিত্যের রূপকলকাতা*, অরুণা প্রকাশনী, প্রথম খণ্ড, *রেখা*  
 গোপাল হালদার, বঙ্গাব্দ ১৪১২, *বাংলা সাহিত্যের রূপকলকাতা*, অরুণা প্রকাশনী, দ্বিতীয় খণ্ড, *রেখা*  
 দেবেশ কুমার আচার্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, ইউনাইটেড বুক এজেন্সি, আদি ও মধ্য যুগ,  
 কোলকাতা  
 দেবেশ কুমার আচার্য, ২০০৭, *বাংলা সাহিত্যের ইতিহাস*, ইউনাইটেড বুক এজেন্সি, আধুনিক যুগ,  
 কোলকাতা  
 সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রমজি*, 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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### Learning Objectives:

To introduce the generic features of novel and short story, and important texts of Bengali novel and short story.

#### Learning outcomes:

This course will enable students to understand the generic features of novel and short story and the artistic achievement of Bengali writers in these genres.

### SYLLABUS OF GE-3

#### UNIT – I (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 বসুসম্পাদিত), (২০০৩, পরশুরাম গল্পসমগ্র, এম. সি. সরকার এন্ড সন্স কলকাতা,  
বনফুল, ২০০৬, বনফুলের শ্রেষ্ঠ গল্প, বাণীশিল্পকলকাতা,  
যুগান্তর চক্রবর্তী(সম্পাদিত), ২০০৮, মানিক বন্দ্যোপাধ্যায়ের শ্রেষ্ঠ গল্প, বেঙ্গল পাবলিশার্স লিমিটেড (:প্রা),  
কলকাতা

সোমা গঙ্গোপাধ্যায়(সম্পাদিত), ২০০৮, লীলা মজুমদার রচনাসমগ্র প্রথম খণ্ড:, লালমাটি, কলকাতা  
সৌরীন ভট্টাচার্য(সম্পাদিত), 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 সম্পাদিত), ২০০৮, গল্পচর্চাকলকাতা, বঙ্গীয় সাহিত্য সংসদ,

জগদীশ ভট্টাচার্য, ১৯৯৪, আমার কালের কয়েকজন কথাশিল্পী, ভারবিকলকাতা,

তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী সম্পাদিত), (২০০০, প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য,  
কলকাতা, সাহিত্যলোক

দেবীপদ ভট্টাচার্য, ১৯৬১, উপন্যাসের কথা, সুপ্রকাশকলকাতা,

নারায়ণ গঙ্গোপাধ্যায় ১৪০৫, বঙ্গবন্ধু, সাহিত্যে ছোটগল্প, মিত্র ও ঘোষ পাবলিশার্স কলকাতা,

রথীন্দ্রনাথ রায়, ১৯৯৬, ছোটগল্পের কথা, পুস্তক বিপণিকলকাতা,

রফিকউল্লাহ খান, ২০০২, কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতত্ত্বঢাকা, 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): Byabaharik Bangla Bhasha O Byakaran

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Byabaharik Bangla Bhasha O Byakaran	4	3	1	Nil	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### Learning Objectives:

To give the students an idea of introductory grammar of Bengali language. It also offers a general idea of writing skills, such as letter writing, paragraph writing etc. to the students.

#### Learning outcomes:

The course will enlighten the students with basic level of Bengali Grammar and language.

#### SYLLABUS OF GE-3

##### UNIT – I (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 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

- To make the students aware about basic grammar of Bengali language.
- To make students familiar with various forms of Bengali modern grammar.

### Learning outcomes:

- The course would enlighten the students on the topic such as Dhawani, Barna, Pada etc.
- The students could be able to understand and analyse the basic knowledge of Bengali language.

## SYLLABUS OF GE-3

### UNIT – I (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 (অপিনিহিতি, 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 <sup>th</sup> 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		
<b>Introducing Comparative Indian Literature</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>NIL</b>	<b>Class 12<sup>th</sup> passed in any subject</b>	<b>None</b>

### 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 <sup>th</sup> 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*. 2<sup>nd</sup> ed. Madras: Society for promoting Christian knowledge.

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

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

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

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_.

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

## 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 <sup>th</sup> 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		
<b>Introduction to Tamil Folk Literature</b>	<b>04</b>	<b>03</b>	<b>01</b>	-	<b>Students who have not studied the Tamil language up to Class VIII</b>	<b>NIL</b>

**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 (4<sup>th</sup> 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 (4<sup>th</sup> 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			
<b>Language and Crime</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>		<b>Linguistics</b>

**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) ज्ञा, 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 पुं, स्त्री० व नपुं० 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 क्तवतु 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 तिङन्त 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 Mahākāvyas (Sanskrit Epics), General Introduction to Sanskrit Mahākāvyas (Sanskrit Epics) with special focus on Aśvaghoṣa, Kālidāsa, Bhāravi, Māgha, Śrīharṣa. Origin and Development of Gītikāvyas (lyric poetry), General Introduction to Gītikāvyas (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 *Samśkāras*.

##### 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* (*Bhagvadgītā*, 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: 'sampādayatyasampannaḥ' 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 Kautilya - (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-Dharmasāstra*), 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*, Motilal Banarsidass, 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		
<b>Sanskrit Grammar</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

**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, 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)****Śiśupālavadhān - 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 अंग्रेजीव्याख्यानवादसहित, 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, guṇa, dīrgha, ayādi, vṛddhi and pūrvarūpa.

hal sandhi: ścutva, ṣtutva, anunāsikatva, chhatva and jaśtva  
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	
<b>Basic Sanskrit</b>	<b>GE-01</b>	4	3	1	0	<b>Class XII Pass</b>

**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:**

yaṇ, 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	
<b>Indian Aesthetics</b>	<b>GE-02</b>	4	3	1	0	<b>Class XII Pass</b>

## 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 (Saundaryāśāstra), 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, Sādharaṇīkaraṇa (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 (ānandamayatā, 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, Rājasekhara, Abhinavagupta, Maṃmaṭa, Viśvanātha, Rūpaśwamī 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 Viśvanātha, 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	
<b>Basic Principles of Ayurveda</b>	<b>GE-03</b>	4	3	1	0	<b>Class XII Pass</b>

### 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 Saṁhitā and Caraka Saṁhitā) 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), Māṁsa, Meda (fat), Asthi, Majjā and Śukra.

5. **Trayodasāgni:** Jatharāgni (gastric fire), Saptadhātvāgni and Pācabhātāgni.
6. **Trimalas:** Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).

### Unit: III

#### Aṣṭāṅga Āyurveda:

1. Kāy cikitsā (General Medicine)
2. Kaumārabhr̥tya (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, Ghṛta Kumārī, Guggulu, Brāhmī, āmalā, Aśwagandhā, Arjun, Haldi, Neema Plant, Jamun, Pudina

#### [D] References:

1. Acharya, Srinivas, Panchakarma Illustrated, Chaukhamba Sanskrit Pratishthana, Delhi, 2006.
2. V.B. Athavale, Basic Principles of Āyurveda, Chaukhamba Sanskrit Pratishthan 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. Bhishagratna, 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](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. Priya Vrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, Motilal Banarsidass Publishers, 1999
13. Ravi Datta Tripathi, Vāgbhāṭa's Aṣṭāṅg-saṅgraha, Chowkhamba Sanskrit Pratishthanam, 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	
<b>Sanskrit Narratology</b>	<b>GE-04</b>	4	3	1	0	<b>Class XII Pass</b>

**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 Nārāsaṁsī, 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, Vetālapaṇcaviṁśikā, Siṁhāsanadvātriṁśikā, Puruṣaparīkṣā, Śukasaptati

**Unit: II Distinctive Features and Functions of Sanskrit Narratology**

**(i) Distinctive Features of Sanskrit Narratology**

1. Interiorization 2. Serialisation 3. Fantatisation 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**

Kathāsātra (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

- Jane Austen: *Pride and Prejudice*
- 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**

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 –(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 Coengage 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		
<b>DSC-3 History of the Media</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII with English	<b>NIL</b>

### 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](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, Taberezh 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. Rodriques, 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](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'

UNHCRorgUNHCR

<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		
<b>GE-1 Basics of Journalism</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the 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		
<b>GE-3 Basics of Photography</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To 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		
<b>GE-4 Advertising and Corporate Communication</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To 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, (1<sup>st</sup> edition), New Delhi: Sage Publications, 2001.

**Suggestive readings-**

1. Rajagopal, Arvind, Politics after Television, (1<sup>st</sup> Edition), Cambridge UK: Cambridge University Press, 2001.
2. Saksena, Gopal, Television in India, (1<sup>st</sup> Edition), New Delhi: Vikas Publication House, 1996.
3. Starkey, Guy, and Andrew Crisell, Radio Journalism, (1st edition), Los Angeles: Sage, 2009.
4. Thussu, Daya Kishan, News as Entertainment, (1<sup>st</sup> 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. (1<sup>st</sup> Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India, 1983.
7. Bhatt, S.C., Satellite Invasion of India, (1<sup>st</sup> 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		
<b>GE-8 Media Management</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the 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		
<b>GE-9 Documentary Production</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To 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, Documentary.
- 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 मुक्किक 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॥

श्रृगार 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 अहोनिमि 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 सूफीकाव्य की भूमिका – रामपूजन तिवारी
- सूफी 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

आदिकाल

(15 घंटे)



- 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

घुसपैठिए – ओमप्रकाश वाल्मीकि

## References

कहानी : नयी कहानी – नामवर सिंह  
नयी कहानी की भूमिका – कमलेश्वर  
एक दुनिया समानान्तर – राजेंद्र यादव  
हिंदी कहानी : अंतरंग पहचान – रामदरश 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	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी का वैश्विक परिदृश्य	<b>GE/ Language</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>..</b>	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, रूसी, 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	<b>GE/ Language</b>	<b>4</b>	<b>3</b>	<b>1</b>	..	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, प्रसार कैमरे 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 दृश्य, 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 विमर्श

- 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	<b>GE/ Language</b>	<b>4</b>	<b>3</b>	<b>1</b>	..	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 आधारारणा  
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 विषेषांक, 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, Juliane  
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 – Raghubir  
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 कार्यो द्वारा रोजगारपरक संभावनाएँ बढेंगी।
- 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, महत्व, 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 महत्व
- 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 कराना।
- हिंदी पत्रकारिता के विभिन्न कालखंडों के मूल्यों से परिचित कराना।
- भारतीय बोध के विकास में हिंदी पत्रकारिता के महत्त्व की जानकारी देना।
- भारतीय स्वतंत्रता सेनानी पत्रकारों, साहित्यकारों और संपादकों के अवदान से परिचित कराना।

### 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	Cr edi ts	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 महत्व 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, रिपोर्टाज और डॉक्यूमेंट्री में फ़ोटोग्राफी का महत्व

### **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 : ब्रजेष्वर 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।

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।

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) : परशुराम 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।

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

(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 : विष्णुनाथ त्रिपाठी
4. बिहारी की वाग्विभूति : विष्णुनाथ 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 कोठी से जान सकेंगे। छात्र कविता के माध्यम से उसमें निहित मानवतावादी दृष्टिकोण को बेहतर तरीके से जान सकेंगे। हिंदी भाषा आज तेजी से वैश्वीकृत 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)

— जयशंकर 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 करूँ .....
- 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

— जयपंकर 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. हिंदी साहित्य का इतिहास : रामचंद्र शुक्ल
2. कबीर : हजारीप्रसाद द्विवेदी
3. बिहारी रत्नाकर : जगन्नाथदास रत्नाकर
4. हिंदी साहित्य के इतिहास पर कुछ नोट्स : डॉ. रसाल सिंह
5. त्रिवेणी : रामचंद्र शुक्ल
6. भक्ति आंदोलन और सूरदास का काव्य : मैनेजर पाण्डेय
7. समकालीन बोध और धूमिल का काव्य : डॉ. हुकुमचंद राजपाल
8. समकालीन साहित्य : एक दृष्टि : इन्द्रनाथ मदान

## 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

विकास रूपा  
REGISTRAR

## UNIVERSITY OF DELHI

CNC-II/093/1(25)/2023-24/71

Dated: 02.06.2023

**NOTIFICATION**Sub: Amendment to Ordinance V[E.C Resolution No. 60-1/(60-1-1) dated 03.02.2023]

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-III of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.**

**FACULTY OF ARTS****DEPARTMENT OF ARABIC****BA (Hons.) Arabic**

**DISCIPLINE SPECIFIC CORE COURSE – 7**  
**INTERMEDIATE ARABIC: MODERN ARABIC PROSE & POETRY-1**

**SEMESTER-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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Intermediate Arabic: MODERN ARABIC PROSE & POETRY-1	4	3	1	0	Class XII Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students aware of Modern Arabic Prose & Poetry.
2. To introduce briefly to prominent & distinguished Poets and Prose Writers of Arabic.

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Use day-to-day vocabulary.
2. Learn sentence formation.
3. Learn a few couplets in order to begin comprehending Arabic Poetry.

### SYLLABUS OF DSC-7

#### Unit 1 (15 hours)

The following lessons from the prescribed book:

- كيف أقضي يومي (1)
- في السوق (4)
- النملة (4)

#### Unit 2 (15 hours)

The following lessons from the prescribed book:

- الأمانة (13)
- فضيلة الشغل (17)
- الطائر (6)

#### Unit 3 (15 hours)

The following lessons from the prescribed book:

- قريتي (20)
- يوم مطير (26)
- ترنيمة الولد في الصباح (19)
- شر وخير (26)



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

**Prescribed Book:**

- Al Shaikh Abul Hasan Ali Al Hasani Al Nadwi: Al Qira'at Al Rashida (Part-1), 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 – 8 INTERMEDIATE ARABIC GRAMMAR

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Easily derive perfect, imperfect, imperative, prohibitive verbs and active/passive participles from any infinitive of the following irregular patterns.

2. Conjugate 14 or 6 moods of the following verbs and adverbs and use them as per their requirement.
3. Use them in their writings and speaking as per the need.
4. Learn advanced grammar of the Arabic syntax.

## SYLLABUS OF DSC-8

### Unit 1 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

وقى/يقي	وجد/يجد	وضع/يضع	باع/يبيع	قال/يقول
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<ul style="list-style-type: none"> <li>• Relative Pronoun</li> <li>• Intransitive &amp; Transitive Verbs</li> <li>• Active &amp; Passive Verbs</li> <li>• Declinable (Mu'rab) &amp; Indclinable (Mabni)</li> </ul>	<ul style="list-style-type: none"> <li>• الاسم الموصول (الذي، من، ما، أي، أية)</li> <li>• الفعل اللازم والفعل المتعدي</li> <li>• الفعل المعلوم و الفعل المجهول</li> <li>• المعرب والمبني</li> </ul>
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### Unit 2 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

رمى/يرمي	لقى/يلقى	أخذ/يأخذ	رأى/يرى	شاء/يشاء
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<ul style="list-style-type: none"> <li>• Particles of Nasab: An, Lan, Kai, Likai, Izan, Hatta, Lian, Li.</li> <li>• Particles of Jazm: Lam, Lamma, Laamul Amr, Laa'un Nahyi, Particles of Conditions that give Jazm</li> <li>• Substitute</li> </ul>	<ul style="list-style-type: none"> <li>• نواصب المضارع: أن، لن، كي، لكي، إذن، حتى، لأن، لـ</li> <li>• جوازم المضارع: لم، لما، لام الأمر، لاء النهي، أدوات الشرط الجازمة</li> <li>• بدل ومبدل منه</li> </ul>
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### Unit 3 (15 hours)

#### Morphology & Syntax

Conjugation of the following irregular verb patterns in detail i.e. 14-mood conjugations of Perfect, Imperfect (active & passive), 6-mood conjugation of Imperative, Prohibitive, Active Participle and Passive Participle each:

دعا/يدعو	مدّ/يمدّ	فرّ/يفرّ	مسّ/يمسّ
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<ul style="list-style-type: none"> <li>• Adverb of Time &amp; Place</li> <li>• Reasoning Object</li> <li>• Absolute Object</li> </ul>	<ul style="list-style-type: none"> <li>• ظرف الزمان و ظرف المكان</li> <li>• المفعول له</li> <li>• المفعول المطلق</li> </ul>
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#### Practical component (if any) - NIL

#### Essential/recommended readings

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.1 & 2, New Delhi.
2. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
3. S.A. Rahman: Teach Yourself Arabic, New Delhi.
4. Maulana Abdur rahman Amritsari, Kitab Al Sarf, Panipat.
5. Maulana Abdur rahman Amritsari, Kitab Al Nahw, Panipat.
6. Abdus Sattar Khan: Arabi Ka Muallim, Delhi
7. Ali Jarim Wa Mustafa Amin, Al Nahw Al Wazih Fi Qawaid Al Lugha Al Arabiyya, Delhi.
8. Antuwan Dahdah, Mu'jam Tasrif Al Af'aal Al Arabiyya, Delhi.

### Suggestive readings

1. J. A. Haywood & H. M. : A New Arabic Grammar, New Delhi.
2. Maulana Sajid: Tayseer Al-Insha, Delhi
3. Muhammad Rabi Al Hasani Al Nadwi, Muallim Al Insha, Lucknow.

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

## DISCIPLINE SPECIFIC CORE COURSE – 9 INTERMEDIATE ARABIC TRANSLATION & CONVERSATION

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable students to translate simple sentences from English-Arabic-Hindi and vice versa.
2. To develop conversation abilities among students.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Acquire skills in simple sentences translation from English into Arabic & Hindi.
2. Acquire skills in simple sentences translation from Arabic into English & Hindi.
3. Acquire skills in conversation and short speeches on simple topics.

## **SYLLABUS OF DSC-9**

### **Unit 1 (15 hours)**

Translation from English into Arabic & Hindi:

- Simple Sentences

### **Unit 2 (15 hours)**

Translation from Arabic into English & Hindi:

- Simple Sentences

### **Unit 3 (15 hours)**

Conversation:

- Short Speech in Arabic on simple topics
- Conversational Sentences

### **Practical component (if any) – Yes ( 30 hours)**

The practical will be based upon the following:

- Simultaneous Translation
- Interpretation
- Viva-Voce (Examination)

### **Essential/recommended readings**

1. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language Vol.2, New Delhi.
2. J. A. Haywood & H. M. Nahmad : A New Arabic Grammar ,New Delhi.
3. Abdur Sattar Khan: Arabi Ka Muallim 1-4, Delhi.
4. Dr. Manzoor Khan: Nahwal Insha Wa Al Tarjama, Srinagar, Kashmir.

### **Suggestive readings**

1. Dr. Sayed Muhammad Ijtiba Nadwi: Al Tabeer Wal Muhadatha, Delhi.
2. S.A Rahman: Let Us Speak Arabic, New Delhi.
3. A Group of Scholars, Allugha Al Wazifiyya, NCPUL, New Delhi.
4. Md. Quamruddin: Translation Made Easy, U.P.

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

## Category II

B.A. Programmes with Arabic as Major discipline

### SEMESTER-3 DISCIPLINE SPECIFIC CORE COURSE – 5 MODERN ARABIC-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		
Modern Arabic-I	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 Modern Arabic Text.
2. To enable them to read and write Arabic with grammatical rules with the help of text.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

## SYLLABUS OF DSC-5 (CATOGORY-II)

### Unit 1 (15 hours)

#### Arabic Text-1

Lessons: 1,2,3,4,5,6,7,8,9,10

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Unit 2 (15 hours)

#### Arabic Text-2

Lessons: 11,12,13,14,15,16,18,19,21,22

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Unit 3 (15 hours)

#### Comprehension & Applied Grammar

Lessons: 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,18,19,21,22

#### Prescribed Book:

القراءة الواضحة (الجزء الثاني)

مولانا وحيد الزمان قاسمي كير انوي

### Practical component (if any) - NIL

### Essential/recommended readings

1. Dr. W. A.Nadwi: A Practical Approach to the Arabic Language Vol.1, New Delhi.
2. Dr. Amir Jamal: Arabic Learn the Easy Way, New Delhi.
3. Ali Jarim Wa Mustafa Amin: Al Nahw Al Wazih, Delhi.
4. Mualana Abdur Rahman Amritsari, Kitab Al Nahw, Panipat.

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

**SEMESTER-3**  
**DISCIPLINE SPECIFIC CORE COURSE – 6**  
**ARABIC: TEXT, GRAMMAR & TRANSLATION -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		
Arabic: Text, Grammar & Translation- III	4	3	1	0	Class XII Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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



## SYLLABUS OF DSC-6 (CATEGORY-II)

### Unit 1 (15 hours)

#### Arabic Text

Lessons: 1-6

#### Prescribed Book:

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English) Vol.-2

Dr. V. Abdur Rahim

### Unit 2 (15 hours)

#### Grammar:

- Active & Passive Verb
- Active Participle
- Passive Participle
- *Inna* & Its Sisters
- *Kaana* & Its Sisters
- Adverbial Accusative of the State/Condition
- Exception by *Il-la*
- Sound and Weak Verb
- Ordinal Number (1 to 10)

### Unit 3 (15 hours)

#### Translation:

Translation English-Arabic-Hindi based upon the grammar topics learnt.

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

#### Essential/recommended readings

1. R.I. Faynan: Essential Arabic, New Delhi.
2. S.A. Rahman: Teach Yourself Arabic, New Delhi.
3. Dr. W. A. Nadwi: A Practical Approach to the Arabic Language, New Delhi.

#### Suggestive readings

1. J.A. Haywood & H.M. Nahmad: A New Arabic Grammar
2. Syed Ali: Arabic For Beginners
3. 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.

### Category III (Semester-3)

B.A. Programmes with Arabic as Non-Major or Minor discipline

## **COURSES OFFERED BY DEPARTMENT OF ARABIC**

**SEMESTER-3**  
**DISCIPLINE SPECIFIC CORE COURSE – 6**  
**ARABIC: TEXT, GRAMMAR & TRANSLATION -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		
Arabic: Text, Grammar & Translation-III	4	3	1	0	Class XII Pass	NIL

### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

### **SYLLABUS OF DSC-6 (CATEGORY-III)**

#### **Unit 1 (15 hours)**

#### **Arabic Text**

Lessons: 1-6

**Prescribed Book:**

Duroosul Lugha Al-Arabiyya Li Ghairin Naatiqeen Biha (English) Vol.-2

**Dr. V. Abdur Rahim**

**Unit 2 (15 hours)**

**Grammar:**

- Active & Passive Verb
- Active Participle
- Passive Participle
- *Inna* & Its Sisters
- *Kaana* & Its Sisters
- Adverbial Accusative of the State/Condition
- Exception by *Illa*
- Sound and Weak Verb
- Ordinal Number (1 to 10)

**Unit 3 (15 hours)**

**Translation:**

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

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

**Essential/recommended readings**

1. R.I. Faynan: Essential Arabic, New Delhi.
2. S.A. Rahman: Teach Yourself Arabic, New Delhi.
3. Dr. Wali Akhtar Nadwi: A Practical Approach to the Arabic Language, New Delhi.

**Suggestive readings**

1. J.A. Haywood & H.M. Nahmad: A New Arabic Grammar
2. Syed Ali: Arabic For Beginners
3. 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.

**POOL OF DISCIPLINE SPECIFIC ELECTIVES (DSEs)**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 1**  
**Introduction to Arabic Short Story**

**CREDIT 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 Arabic Short Story	4	3	1	0	Class XII Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students acquainted with the Arabic Short Story.
2. To make familiar to pioneers of Arabic Short Story.

**Learning Outcomes**

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. The meaning of the story, origin of the Arabic story, history of the stories of the pre-Islamic era and about the stories of the Holy Qur'an.
2. The definition of the short story, its salient features and the constituent elements.
3. The history of the origin and development of the short story in the modern period.
4. Basic features of and dissimilarities between the Arabic short stories and the European short stories in terms of themes.
5. About the pioneer of the Arabic short story, about the first artistic short story and also about some prominent short story writers.

## SYLLABUS OF DSE-1

### Unit 1 (15 hours)

▪ Al-Qissah (Lughatan wa Istilaahan) wa Nash'atuha fi al-Lughah al-Arabiyyah	● القصة (لغة واصطلاحاً) ونشأتها في اللغة العربية
▪ Al-Qissatul-Arabiyyah fi al-Asr al-Jaahili	● القصة العربية في العصر الجاهلي
▪ Al-Qissah fi al-Qur'an al-Kareem	● القصة في القرآن الكريم

### Unit 2 (15 hours)

▪ Al-Qissah al-Qasirah: Ta'rif wa Khasais wa' Anasir	● القصة القصيرة: تعريف وخصائص وعناصر
▪ Nash'atul Qissah al-Qasirah wa Tatawwuruha fi al-'Asr Al-Hadith	● نشأة القصة القصيرة وتطورها في العصر الحديث
▪ Al-Qissah al-Qasirah al-Arabiyyah wal Qisas al-Urubiyyah (Mumayyizah wa Furuq)	● القصة القصيرة العربية والقصص الأوروبية (مميزات وفروق)

### Unit 3 (15 hours)

▪ Ra'idul Qissah al-Qasirah: Mahmud Taymur	● رائد القصة القصيرة: محمود تيمور
▪ Al Qissah al Qasirah al-Fanniyyah al Uola: (fi al-Qitar) Ta'rif	● القصة القصيرة الفنية الأولى: (في القطار) تعريف
▪ Ba'adh 'Aalam al Qissah al Qasirah al Arabiyyah: - Mustafa Lutfi al-Manfaluti - Jubran Khalil Jubran	● بعض أعلام القصة القصيرة العربية: (1) مصطفى لطفى المنفلوطي (2) جبران خليل جبران

### Practical component (if any) - Nil

### Essential/recommended readings:

- 1) Duktur Muhammad Shaukat: Al-Nass al-Qasasi Min al-Adab al-Arabi al-Hadith
- 2) Abbas Khidhar: Al-Qissah al-Qasirah fi Misr
- 3) Duktur Ahmad Haykal: Al-Adab al-Qasasiwa al-Masrahi fi Misr
- 4) Duktur Yusuf Najm: Al-Qissah fi al-Adab al-Arabi al-Hadith
- 5) Muhammad Yusuf: Fann al-Qissah

### Suggestive readings:

- 1) Ahmad Abu Sa'eed: Fann al-Qissah
- 2) Muhammad Taymur: Fann al-Qissah
- 3) Duktur Muhammad Yunus Abdul 'Aal: Fi al Nasr al-ArabiQadhayawaFununwaNusus, Al Sharikah al-Misriyyah al-Aalamiyyah Li al-Nashr, Longman
- 4) M. M. Badawi : Modern Arabic Literature, Cambridge University Press.

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

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 Arabic Text Comprehension-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 Text Comprehension	4	3	1	0	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students acquainted with Arabic text.
2. To enable them to comprehend the Arabic text.

### Learning Outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

1. Read and comprehend the Arabic text.
2. Translate the given text into English or Hindi or Urdu.

3. Make sentences on the patterns of sentences given in the text.

## **SYLLABUS OF DSE-2**

### **Unit 1 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 1-5

### **Unit 2 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 6-10

### **Unit 3 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 11-15

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

**Prescribed Book:**

- Al Jadid Fil Lugha Al Arabiyya, S.A. Rahman, New Delhi

**Suggestive readings:**

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

**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

### SEMESTER-3

#### GENERIC ELECTIVES (GE-7): SPOKEN ARABIC-2

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

1. To teach learners how to speak, read and write the language efficiently.
2. To polish the language of learners.
3. To help them improve fluency in Arabic speaking.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Learn the day-to-day vocabulary useful in conversation.
2. Learn the formal and informal greetings and expressions.
3. Learn the language to speak on different occasions.

#### SYLLABUS OF G.E.-7

##### Unit 1 (15 hours)

Lessons on Speaking from the Prescribed Book:



Lesson: 1-5

## **Unit 2 (15 hours)**

Lessons on Speaking from the Prescribed Book:

Lesson: 6 to 10

## **Unit 3 (15 hours)**

Conversational Sentences of following occasions:

- At the Airport
- In the Hotel
- In the Restaurant

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

**Prescribed Book:**

- Prof. S.A. Rahman: Let Us Speak Arabic, New Delhi.

## **Suggestive readings**

1. Makhdoom Sabri: English Urdu And Arabic Guide, Delhi
2. Rapidex (Arabic Version), New Delhi
3. Mohd. Haroon Rashid & Khalid Parwez: Arabic Conversation Book, New Delhi.
4. Badruz Zaman Qasmi Kairanwi: Learn to Speak Arabic & English, Delhi

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

## GENERIC ELECTIVES (GE-8): SIMPLE ARABIC TEXT-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		
Simple Arabic Text-1	4	3	1	0	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable them to comprehend the Arabic text.
2. To teach elementary Arabic grammar.
3. To make them familiar with Arabic structures based upon elementary grammar.
4. To enable them to translate simple sentences.

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

1. Read simple sentences correctly.
2. Learn to translate simple sentences based on the prescribed grammatical rules.
3. Read and comprehend the Arabic text.
4. Translate the given text into English or Hindi or Urdu.
5. Make sentences on the patterns of sentences given in the text.

### SYLLABUS OF G.E.-8

#### Unit 1 (15 hours)

- The following lessons from the prescribed book:  
Lessons 1-7

#### Unit 2 (15 hours)

- The following lessons from the prescribed book:

Lessons 8-15

### **Unit 3 (15 hours)**

- The following lessons from the prescribed book:  
Lessons 16-23

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

#### **Prescribed Book:**

- Minhajul Arabiyya Vol. I, Syed Nabi Hydrabadi, New Delhi.

#### **Suggestive readings**

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

**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- DSC**

#### **DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3A)**

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

<b>Distribution of Total Hours of Teaching</b>							
<b>MAJOR COURSE DSC-3 – 3A : INTRODUCTION TO TIBETAN BUDDHISM</b>							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

#### **Learning Objectives**

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in Tibet along with Tibetan Buddhist literature.

#### **Learning Outcomes**

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in Tibet. It would also make the students acquainted with the Buddhist sects, and literature that developed in Tibet.

#### **Course content [DSC-3 - 3A]**

<b>Unit</b>	<b>Content</b>	<b>Duration in hours</b>	
		<b>Lecture</b>	<b>Tutorial</b>
<b>I</b>	1. Introduction of Buddhism in Tibet	06	02
<b>II</b>	2. History of Buddhism in Tibet. 3. Role of Tibetan Dharma-rajahs in propagation of Buddhism in Tibet	12	04
<b>III</b>	4. Indian Scholars visited Tibet – Padmasambhav, Shantarakshit and Atish Dipankar	09	03
<b>IV</b>	5. Tibetan Buddhist sects 6. Origin and Growth of the Institution of Dalai Lama.	12	04
<b>V</b>	7. Buddhist Literature developed in Tibet 8. Pilgrimage in Tibet	06	02
<b>Total</b>		<b>45</b>	<b>15</b>

#### **Essential Readings:**

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- McKay, Alex (ed). *History of Tibet*, Richmond Surrey: Curzon Press. 2003.
- Tulku Dondub, bod skad slob deb (Tibbati Piṭaka), Sarnath: CIHTS, 1976.
- Sarao, K..T.S., *Pilgrimage to Kailash: The Indian Route*, Delhi, 2009.

## Suggested Readings

- Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
- Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
- Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S.Chand, 1972.
- Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
- Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
- Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow Lion Publication, 1996.
- Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
- Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
- Yeshe, Lama Thubten (2001). *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.
- John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
- Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985
- Sherburne, Richard, *A Lamp of the Path and Commentary by Atisha*, London: 1983.

### DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3B)

Distribution of Total Hours of Teaching							
MAJOR COURSE DSC - 3 – 3B : INTRODUCTION TO CHINESE BUDDHISM							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

#### Learning Objectives

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in China.

#### Learning Outcomes

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in China. It would also make the students acquainted with the Buddhist societies, centers, festivals, and etc. that developed in China.

#### Course content [DSC-3 - 3B]

Unit	Content	Duration in Hours	
		Lecture	Tutorial
I	1. Introduction of Buddhism in China- Pre-Buddhist Religions (Confucianism and Taoism) and social condition	09	03
II	2. Role of Ancient Land and Sea Routes to China in the propagation of Buddhism in China. 3. Introduction and State of Buddhism during the Han Dynasty.	12	04
III	4. Influence of Indian Buddhism on Chinese Buddhist Sects.	03	01
IV	5. Buddhist Social interaction in China religious preaching, Buddhist Societies, Buddhist festivals, and social welfare activities of the Buddhist Saṅgha. 6. Important Chinese Buddhist sites.	15	05
V	7. Eminent Chinese monks and their contribution.	06	03
<b>Total :</b>		<b>45</b>	<b>15</b>

#### Essential Readings:

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- Buckley Patricia and Gregory Peter N. (ed.), *Religion and Society in Tang and Sung China*, University of Hawaii Press, Honolulu 1993.
- Ch'en Kenneth, K.S., *Buddhism In China: A Historical Survey*. Princeton University Press, Princeton, 1964.
- Ch'en Kenneth, K.S., *The Chinese transformation of Buddhism*, Princeton University Press, New Jersey, 1973.

- Daisaku Ikeda, Burton Watson (Tr.) *Flower of Chinese Buddhism*, Weather Hill, New York, Tokyo, 1986.
- Edkins Joseph, *Chinese Buddhism*. Kegan Paul Paragon Book Reprint Corp. 1958.
- Gernet Jacques, *Buddhism in Chinese Society*. Columbia University Press, New York, 1955.
- Reichely, Kaul Ludvig, *Truth and Tradition in Chinese Buddhism*. The Commercial Press Ltd., Shanghai, China, 1928.
- Samuel Beal, trans. *The Life of Hiuen-Tsiang* Trans. from the Chinese of Shaman Hwui li. London, 1911. 2<sup>nd</sup> ed. Delhi. Munishiram Manoharlal, 1973.
- Wright A.F., *Buddhism in Chinese History*, Stanford University Press, Stanford California, 1959.
- Yoshinori Takeuchi (ed.), *Buddhist Spirituality*, vol. I, Motilal Banarsidass Publishers Pvt. Limited, Delhi 1990.

### **Suggested Readings:**

- Bradley Smith and Wang-go Weng *China, A History of Art*, New York, Doubleday. n.d.
- Cunningham, A. *The Ancient Geography of India*. Delhi: Indological Book House, 1871.
- Kieschnick, J. *The Eminent Monk: Buddhist Ideals in Medieval Chinese Hagiography*. Honolulu: University of Hawai'i Press, 1997.
- Lusthaus, D. *Buddhist Phenomenology: A Philosophical Investigation of Yogacara Buddhism and the Ch'eng Wei-shi lun*. London: Routledge, Curzon Press, 2002.
- Li Yongshi, trans. *The Life of Hsuan-Tsang* by Huili. Peking: Chinese Buddhist Assoc. 1959.
- Pal, P. *Light of Asia: Buddha Sakyamuni in Asian Art*. Los Angeles: Los Angeles Country Museum: University of Washington Press, 1984.
- Samuel Beal, trans. *Si-yu-ki Records of the Western World by Hiuen Tsiang*. 2 vols. London. 1884: rpt. Delhi: Oriental Books Reprint Corp., 1969.
- Sally Hovey Wriggins *Xuanzang: A Buddhist Pilgrim on the Silk Road*, Boulder, Westview Press/Harper Collins 1996.
- T. Akiyama and S. Matsubara, *Arts of China: Buddhist Cave Temples*, New Researches, Trans. A Soper. 1969; Tokyo, Kodansha International, 1972.
- Thomas Watters, trans. *On Yuan Chwang's Travels in India* ,2 vols. London. 1904-5; rpt. Delhi: Munshiram Manoharlal, 1961.

## **BA (PROG.) WITH BUDDHIST STUDIES AS NON-MAJOR- DSC**

### **DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3A)**

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

<b>Distribution of Total Hours of Teaching</b>							
<b>NON-MAJOR COURSE -3 (DSC-3) : INTRODUCTION TO TIBETAN BUDDHISM</b>							
Total Credits	Lectures (Credits)	Tutorial (Credits)	Practical( Credits)	No. of Hours of Lecture	No. of Hours of Tutorial	No. of Hours of Practical	Total hours of teaching
4	3	1	-	45	15	0	60

### **Learning Objectives**

The primary objective of this course is to make students aware of the history of the introduction and development of Buddhism in Tibet along with Tibetan Buddhist literature.

### **Learning Outcomes**

By studying this course, students would be able to have a clear understanding of the Buddhism that flourished and developed in Tibet. It would also make the students acquainted with the Buddhist sects, and literature that developed in Tibet.

### **Course content [DSC-3 ]**

<b>Unit</b>	<b>Content</b>	<b>Duration in hours</b>	
		<b>Lecture</b>	<b>Tutorial</b>
<b>I</b>	1. Introduction of Buddhism in Tibet	06	02
<b>II</b>	2. History of Buddhism in Tibet. 3. Role of Tibetan Dharma-rajās in propagation of Buddhism in Tibet	12	04
<b>III</b>	4. Indian Scholars visited Tibet – Padmasambhav, Shantarakshit and Atish Dipankar	09	03
<b>IV</b>	5. Tibetan Buddhist sects 6. Origin and Growth of the Institution of Dalai Lama.	12	04
<b>V</b>	7. Buddhist Literature developed in Tibet 8. Pilgrimage in Tibet	06	02
<b>Total</b>		<b>45</b>	<b>15</b>

### **Essential Readings:**

- Bapat, P.V. (ed.), *2500 Years of Buddhism*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi: 1964.
- McKay, Alex (ed). *History of Tibet*, Richmond Surrey: Curzon Press. 2003.
- Tulku Dondub, bod skad slob deb (Tibbati Piṭaka), Sarnath: CIHTS, 1976.
- Sarao, K..T.S., *Pilgrimage to Kailash: The Indian Route*, Delhi, 2009.



## Suggested Readings

- Alex McKay, *History of Tibet*, 3 vols, London: Routledge, 1996.
- Chattopadhyaya Alaka, *Atisa and Tibet: Life and Works of Dipamkara Srijnana in relation to the History and Religion of Tibet*, Delhi: Motilal Banarasi Das, 1981.
- Francke, A.H., *Antiquities of Indian Tibet*, 2 vols., New Delhi: S.Chand, 1972.
- Khosla Sarla, *History of Buddhism in Kashmir*, New Delhi: Sagar, 1972.
- Norbu Namkhai, *The Necklace of gzi: A Cultural History of Tibet*, Dharamsala: Information Office of H.H., The Dalai Lama, 1984.
- Bruce Newman, *A Beginner's Guide to Tibetan Buddhism*, Snow Lion Publication, 1996.
- Thubten Chodron, *Buddhism for Beginners*, Snow Lion Publication, 1972.
- Wallace, B. Alan (October 25, 1993). *Tibetan Buddhism from the Ground up: A Practical Approach for Modern Life*. Wisdom Publications.
- Yeshe, Lama Thubten (2001). *The Essence of Tibetan Buddhism*, Lama Yeshe Wisdom Archive.
- John Power (2007), *Introduction to Tibetan Buddhism*, Snow Lion Publication.
- Waddell, D. *The Buddhism of Tibet*, W. Heffer & Sons Ltd. Cambridge, 1985
- Sherburne, Richard, *A Lamp of the Path and Commentary by Atisha*, London: 1983.

# Department of English

## Category I

### BA(Hons.) English

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 7: Romantic 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 the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-7

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper' (Songs of Innocence) (iv) 'Chimney Sweeper' (Songs of Experience)

2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

#### **UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

#### **UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

#### **Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Victorian Literature****No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)****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 8-Victorian 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 fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

**SYLLABUS OF DSC- 8****UNIT – I (15 weeks-1 hour/week)**

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

**UNIT – II (15 weeks-1 hour/week)**

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

**UNIT – III (15 weeks-1 hour/week)**

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

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

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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

## DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): Literary Criticism

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

### 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 9: Literary Criticism	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 tenets of literary appreciation with specific reference to aesthetic evolution, genre and cultural production.
- To open up a cross-disciplinary sense of the field with specific reference to philosophy, aesthetics and historicism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be communicated a basic sense of the evolution of literary criticism.
- Students will be encouraged towards comprehending how literary criticism enriches our understanding of how philosophical and material contexts shape literature.

## SYLLABUS OF DSC-9

### **UNIT – I (15 weeks-1 hour/week)**

1. David Hume, 'Of the Standard of Taste', from 'Four Dissertations', *The Norton Anthology of Theory and Criticism*, ed. Vincent Leitch, New York: W. W. Norton & Co., 2001. pp 486-99
2. Edmund Burke, Part 1: Section VII, Section XVIII; Part 2- Sections I- VIII; Part 3- Section XXVII, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and the Beautiful*. ed. James T. Boulton, Oxford: Blackwell, 1987. pp 39-40, 51-52, 57-74, 124-25

### **UNIT – II (15 weeks-1 hour/week)**

1. Virginia Woolf: 'Modern Fiction' (1919)

2. T.S. Eliot: 'Tradition and the Individual Talent' (1919)

**UNIT – III (15 weeks-1 hour/week)**

1. I.A. Richards: *Principles of Literary Criticism* (1926) Chapters 1 & 2.
2. Cleanth Brooks: *The Well-Wrought Urn: Studies in the Structure of Poetry* (1947) (i) 'The Heresy of Paraphrase' (ii) 'The Language of Paradox'

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

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

**Suggestive readings:**

1. Kant, Immanuel Kant. 'Analytic of the Beautiful', trans. Paul Guyer, *The Critique of Judgment*. Cambridge: Cambridge University Press, 2000. pp 89-127
2. Schiller, Friedrich. 'Letter 2'; 'Letter 6', and 'Letter 9', trans. Reginald Snell, *Letters on the Aesthetic Education of Man*. UK: Dover Publications, 2004. pp 46-50, 69-83, 93-100
3. Hegel, G. W. F. (i) 'Work of Art as Product of Human Activity'; (ii) 'The Kantian Philosophy'; (iii) 'Imagination Genius and Inspiration', trans. T. M. Knox, in *Aesthetics: Lectures on Fine Art Vol. 1* (Oxford: Clarendon Press, 1988) pp 25-32, 56-61, 281-88.
4. Nietzsche, Friedrich. 'What is the Meaning of Ascetic Ideals', Book III, Sections 1–6, *On the Genealogy of Morals*. trans. Walter Kaufmann and John Hollingdale, New York: Vintage Books 1967. pp 1-6
5. Bakhtin, Mikhail. 'Forms of Time and of the Chronotope in the Novel', *The Dialogic Imagination: Four Essays*. trans. Caryl Emerson Michael Holquist, Texas:University of Texas Press, 1981. pp 84-110, 243-58

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

## Category II

(Discipline Specific Courses for Undergraduate Programme of study with  
ENGLISH(Major) as one of the Core Disciplines)

### DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5: Romantic 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 the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

### SYLLABUS OF DSC-5

#### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'



**UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

**UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

**Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

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

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 6: Victorian 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 fundamental understanding of how nineteenth-century developments in England around industrialization, colonization and gender-relations foreshadow later thinking on the subject.
- To offer students a basic sense of the deep-rooted nature of contemporary social and cultural challenges as having their origins in earlier times.

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be kindled to the way in which a range of genres speak to the spirit of an era.

## SYLLABUS OF DSC- 6

### UNIT – I (15 weeks-1 hour/week)

1. Charlotte Bronte: *Jane Eyre*
2. Alfred Tennyson: 'The Lady of Shalott'

### UNIT – II (15 weeks-1 hour/week)

1. Charles Dickens: *Great Expectations*
2. Robert Browning: 'My Last Duchess'

### UNIT – III (15 weeks-1 hour/week)

1. George Eliot: *The Mill on the Floss*
2. Elizabeth Barrett Browning: 'How Do I Love Thee? Let me Count the Ways'

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

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

**Suggestive readings** (if any):

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*. ed. Howard Selsam and Harry Martel, New York: International Publishers, 1963. pp 186–8, 190–1, 199–201
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*. 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Northon, 2006. pp 1545–9
3. John Stuart Mill, 'The Subjection of Women', *The Norton Anthology of English Literature*, 8th edn., vol. 2, ed. Stephen Greenblatt, New York: Norton, 2006. pp 1061–9

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

### Category III

#### Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

#### DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3) – : Romantic Literature

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3: Romantic 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 the way in which Romantic thought and literature continue to sensitise us in terms of cultural and social change.
- To open up a sense of how dominant movements in the field of political and social representation, education and imagination emerge powerfully at this time.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students' imagination will be stimulated by an understanding of the ways in which Romantic theory and praxis influence many movements of change in the contemporary world.
- This course will map an exciting phase in the development of thought, gender-mobility and social change.

#### SYLLABUS OF DSC-3

##### UNIT – I (15 weeks-1 hour/week)

1. William Blake: *Songs of Innocence and Experience*: (i) 'Lamb' (ii) 'Tiger' (iii) 'Chimney Sweeper'(Songs of Innocence) (iv) 'Chimney Sweeper'(Songs of Experience)
2. William Wordsworth: (i) 'Tintern Abbey' (ii) 'London'
3. Samuel Taylor Coleridge: (i) 'Kubla Khan' (ii) 'Dejection: An Ode'

**UNIT – II (15 weeks-1 hour/week)**

1. Percy Bysshe Shelley: (i) 'Ozymandias' (ii) 'Ode to the West Wind'
2. John Keats: (i) 'Ode to a Nightingale' (ii) 'Ode on a Grecian Urn' (iii) 'Ode to Autumn'

**UNIT – III (15 weeks-1 hour/week)**

1. Mary Shelley: *Frankenstein*

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

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

**Suggestive readings:**

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 594–611
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*. ed. Harold Bloom and Lionel Trilling, New York: OUP, 1973. pp 766–768, 777–778
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*. tr. Allan Bloom. Harmondsworth: Penguin, 1991.
4. Samuel Taylor Coleridge, 'Chap. XIII', *Biographia Literaria*. ed. George Watson, London: Everyman, 1993. pp 161–66
5. J.J. Rousseau, 'Discourse on the Origin of Inequality': Part One, *Jean-Jacques Rousseau: Basic Political Writings*. Hackett Publishing Company, 1987. pp 37-60
6. Gilpin, William. 'On Picturesque Travel', *Three Essays: On Picturesque Beauty; On Picturesque Travel; and On Sketching Landscape: to which is Added a Poem, On Landscape Painting*. UK: R. Blamire, 1794.

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

## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

### DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Literature and Cinema

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-1 Literature and Cinema	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 aspects of cinema studies.
- To consider the relationship between literature and cinema.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF DSE-1

##### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Language of Cinema

- Mise en scène
- film vocabulary

- signs and syntax
- Origin of Cinema as a New Form of Art
- questioning the traditional functions of art
- analysing new art forms in the 20th century
- film as a new form of art
- silent cinema

1. Monaco, James. 'The Language of Film: Signs and Syntax', *How to Read a Film: The World of Movies Media and Multimedia*. New York: OUP 2009. pp 170-249

2. Walter Benjamin: *The Work of Art in the Age of Mechanical Reproduction* (1935)

3. *Modern Times*, dir. Charlie Chaplin, 1936.

#### **FOR VISUALLY IMPAIRED STUDENTS:**

3. Film script of *Modern Times*:

[http://chaplin.bfi.org.uk/resources/bfi/filmog/film\\_thumb.php?fid=59441&resource=Script](http://chaplin.bfi.org.uk/resources/bfi/filmog/film_thumb.php?fid=59441&resource=Script)

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Cinematic adaptations of literary texts**

- theory of adaptation
- the relationship between literature and films
- film as an adapted text

4. William Shakespeare: *Macbeth* (1623)

5. *Maqbool*, dir. Vishal Bhardwaj, 2003.

6. *Throne of Blood*, dir. Akira Kurosawa, 1957.

#### **FOR VISUALLY IMPAIRED STUDENTS:**

5. Film Script of *Maqbool*:

<https://www.filmcompanion.in/download-the-script-ofmaqbool/amp/>

6. Film script of *Throne of Blood*:

<https://transcripts.thedealr.net/script.php/throne-of-blood-1957-DAL>

## UNIT – III (15 weeks-1 hour/week)

### UNIT III: Gender and sexuality

- connection with literature
- the difference between sexuality in films and literary texts
- the gaze
- the body
- cinematography

7. Mulvey, Laura. 'Visual Pleasure and Narrative Cinema', *Film Theory and Criticism: Introductory Readings*. eds. Leo Braudy and Marshall Cohen, New York: Oxford UP 1999. pp 833-44

8. *Thelma and Louise*, dir. Ridley Scott, 1991.

9. *Margarita with a Straw*, dir. Shonali Bose, 2014.

#### FOR VISUALLY IMPAIRED STUDENTS:

8. Film Script for *Thelma and Louise*:

<https://www.imsdb.com/scripts/Thelma-&-Louise.html>

9. Film Script for *Margarita with a Straw*:

[https://www.scripts.com/script/margarita%2C\\_with\\_a\\_straw\\_13368](https://www.scripts.com/script/margarita%2C_with_a_straw_13368)

**NOTE:** For visually impaired students to be able to take this paper, a number of supplementary readings are offered for Units 2 and 3. The cinematic texts in these units are to be supplemented by close reading of the respective film scripts.

For purposes of assessment/evaluation, a general advisory may be made to assist visually impaired students filter out areas they may not be able to address due to the nature of their disability and to focus on using supplementary texts to instead create other perspectives/forms of knowledge on the same texts.

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

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

#### **Suggestive readings:**

1. Berger, John, et al. Chaps. 2 & 3, *Ways of Seeing*. United Kingdom: British Broadcasting Corporation and Penguin Books, 1972. pp 35-64



2. Bordwell, David. *Film Art: An Introduction*. New York: McGraw Hill, 1998.
3. Cartmell, Deborah(ed). *A Companion to Literature, Film and Adaptation*. Oxford: Wiley-Blackwell, 2012.
4. Costello, Tom. *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
5. Nichols, Bill(ed). *Movies and Methods: Vol. I: An Anthology*. Calcutta: Seagull Books, 1985.
6. Nichols, Bill(ed). *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985.
7. Prasad, Madhava. 'The Absolutist Gaze: The Political Structure and the Cultural Form', in *Ideology of the Hindi Film: A Historical Construction* pp 48-82.
8. Roberge, Gaston. *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
9. Ross, Harris. *Film as Literature, Literature as Film: An Introduction and Bibliography of Film's relationship to Literature*. New York: Greenwood, 1987.
10. Stam Robert and Alessandra Raengo(ed). *A Companion to Literature and Film*, London: Blackwell, 2004. Print.

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Literary Theory

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-2 Literary Theory	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 aspects of canonical literary theory
- To create a base for theoretical knowledge

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to discern relations between text, theory, and the world.
- This course will provide an understanding of complexities of theoretical positions.

### SYLLABUS OF DSE-2

#### UNIT – I (15 weeks-1 hour/week)

1. Antonio Gramsci: (i) 'Formation of the Intellectuals' (ii) 'Hegemony and the Separation of Powers'

#### UNIT – II (15 weeks-1 hour/week)

1. Jacques Derrida: 'Structure, Sign and Play in the Discourse of Human Sciences'
2. Michel Foucault: 'Truth and Power'

#### UNIT – III (15 weeks-1 hour/week)

1. Luce Irigaray: (i) 'This Sex Which Is Not One' (ii) 'Commodities Amongst Themselves'
2. Judith Butler: 'Women as the Subject of Feminism'

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

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

**Suggestive readings:**

1. Ahmad, Aijaz. 'Introduction'; Chapter 7: 'Indian Literature: Notes Towards the Definition of a Category'; Chapter 8: 'Three Worlds Theory: End of a Debate', *In Theory: Classes, Nations, Literatures*. London, New York: Verso, 2000.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 4<sup>th</sup> Edition, 2017.
3. Eagleton, Terry. 'Introduction'; Chapter 1; 'Conclusion', *Literary Theory: An Introduction*. Minneapolis: University of Minneapolis Press, 2008.

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 3 (DSE-3): Nineteenth Century European Realism

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
DSE-3 Nineteenth Century European Realism	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 classic writings of European realism in the Nineteenth Century.
- To enable an understanding of specifics of realism among students.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend different registers of European realism.
- This course will provide critical insights into ideas of the novel and its development.

### SYLLABUS OF DSE-3

#### UNIT – I (15 weeks-1 hour/week)

1. Balzac, Honoré de. *Old Man Goriot* (1835). trans. Olivia Mc Cannon, UK: Penguin Classics, 2011.

#### UNIT – II (15 weeks-1 hour/week)

1. Flaubert, Gustave. *Madame Bovary* (1856). trans. Geoffrey Wall, UK: Penguin Classics, 2003.

#### UNIT – III (15 weeks-1 hour/week)

1. Dostoyevsky, Fyodor. *Crime and Punishment* (1866). trans. Oliver Ready, UK: Penguin Classics Deluxe, edition, 2014.

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

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

**Suggestive readings:**

1. Balzac, Honoré de. 'Society as Historical Organism', from Preface to, 'The Human Comedy', *The Modern Tradition*, ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 265-267

2. Belinsky, V. G. 'Letter to Gogol (1847)', *Selected Philosophical Works*. Moscow: Moscow Foreign Languages Publishing House, 1948. pp 506-07

3. Flaubert, Gustave. 'Heroic Honesty', *The Modern Tradition*. ed. Richard Ellmann et al, Oxford: OUP, 1965. pp 242-43.

4. Frank, Joseph. *Dostoevsky: A Writer in His Time*. United Kingdom: Princeton University Press, 2012. pp 472-508

5. Frank, Joseph. *Lectures on Dostoevsky*. United States: Princeton University Press, 2022.

**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 (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Language and Culture)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
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 (15 weeks-1 hour/week)

##### 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. Rodriques, M V. Chapters 2 and 6, *Perspectives of Communication and Communicative Competence*. India: Concept Pub, 2000.

## **UNIT – II (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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)

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-2 Genre Fiction	4	3	1	0	Passed Class XII	Nil

### 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 (15 weeks-1 hour/week)

1. Arthur Conan Doyle: *The Sign of Four*

#### UNIT – II (15 weeks-1 hour/week)

1. Kashigo Ishiguro: *Never Let Me Go*

#### UNIT – III (15 weeks-1 hour/week)

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

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

1. Mary Shelley: *The Last Man*

##### UNIT – II (15 weeks-1 hour/week)

1. H.G. Wells: *The Time Machine*

##### UNIT – III (15 weeks-1 hour/week)

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

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

1. George Orwell: *1984*(1949)

#### UNIT – II (15 weeks-1 hour/week)

1. Harper Lee: *To Kill a Mockingbird* (1960)

#### UNIT – III (15 weeks-1 hour/week)

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](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**

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)**

1. Overview
2. Linguistic Plurality within Sufi and Bhatia Tradition

**UNIT – II (15 weeks-1 hour/week)**

1. Language Politics: Hindi and Urdu
2. Tribal Verse
3. Dalit Voices

**UNIT – III (15 weeks-1 hour/week)**

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

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

1. Vikram Seth: *A Suitable Boy*

#### UNIT – II (15 weeks-1 hour/week)

1. Shashi Deshpande: 'The Intrusion'
2. Salman Rushdie: 'The Courter'
3. Rohinton Mistry: 'Swimming Lessons'
4. Vikram Chandra: 'Dharma'

#### UNIT – III (15 weeks-1 hour/week)

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.

**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 (GE) LANGUAGE COURSES

### GENERIC ELECTIVES LANGUAGE-5 (GE Language 5) English Language through Literature-II

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE Language 5- English Language Through Literature-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To 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 5-

### UNIT – I (15 weeks-1 hour/week)

#### UNIT 1: Understanding Fiction

1. Kumar E., Santhosh. 'Three Blind Men describe an Elephant', *Indian Review*.

<http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/> Accessed 1st June 2022

2. Mistry, Rohinton. 'The Ghost of Firozsha Baag', *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

3. Joshi, Umashankar. 'The Last Dung Cake', *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

### UNIT – II (15 weeks-1 hour/week)

#### UNIT 2: Creating Your Own Voice

4. Powell, Tori B. 'Young people discuss how phones and social media create connection — and self-doubt: "Compared to them, I am a nobody"' *CBS News*. Posted 24th May 2022.

<https://www.cbsnews.com/news/mental-health-impacts-phones-social-media/>

5. Khanna, Twinkle. 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs. Funnybones' *The Times of India*. 16th September 2018.

<https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-over-broken-spine/> Accessed 13th June 2022

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT 3: Writing your own academic paper**

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

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

7. Latest editions of the MLA and APA style sheets

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

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

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-6 (GE Language 6) Digital Communication-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 6-Digital Communication-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE LANGUAGE 6-

#### UNIT – I (15 weeks-1 hour/week)

##### UNIT I: Curating Persona

1. Maintaining profiles (continuity: coherence, cohesion)
2. Innovating content (introducing new ideas, opinions, and facts: style and correctness)

3. Content writing (briefs, press releases, podcast scripts: concise, cohesion, coherence, clarity)

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Making Institutional Profiles and networks**

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

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT III: Online Interactions and Diversity**

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

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

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

**Suggestive readings- NIL**

## GENERIC ELECTIVES LANGUAGE-7 (GE Language 7) English Fluency-II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE Language 7- English Fluency-II	4	3	1	0	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE LANGUAGE 7-

### UNIT – I (15 weeks-1 hour/week)

#### Unit 1: In the State



- Research -- Filing an FIR, making an RTI request, submitting a consumer complaint
- Active & Passive voice; idioms

A. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood.

B. Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

### **Readings:**

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

## **UNIT – II (15 weeks-1 hour/week)**

### **Unit 2: Interface with Technology**

- Book/film reviews
- Punctuation

A. Write a review of a text you have read in class.

B. Record a collaborative spoken-word review of the latest film your group have all seen

### **Readings:**

5. Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." *ThoughtCo*. Posted 3rd July, 2019.

<https://www.thoughtco.com/where-the-wild-things-are-maurice-sendak-626391>

Accessed 1st June, 2022

6. Brown, Dan. *Angels & Demons*. UK: Pocket Books, 2000.

7. *Angels & Demons*. dir. Ron Howard, 2009.

## **UNIT – III (15 weeks-1 hour/week)**

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

- Introducing oneself, giving and seeking information.
- Introduce characters from the texts you are reading.
- Creating a profile for social media.
- Creating a professional profile of oneself.
- Dialogue writing, Paragraph writing – Brainstorming, planning/outline rough drafts, editing.
- Intercultural Communication

### **Readings:**

8. "To Jyotiba, From Savitribai Phule: These Aren't Love Letters, But Tell You What Love Is All About", *Scroll.In*. Posted 14th February, 2016.

<https://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about> Accessed on 1st June 2022

9. Sharma, Natasha. *Squiggle Takes a Walk: All About Punctuation*. Penguin/Young Zubaan and Puffin, 2014.

10. Lorde, Audre. 'The Transformation of Silence into Language and Action', *Sister Outsider*. NY: Random House, 1984. pp 40-44

11. *Haroun and the Sea of Stories: Salman Rushdie*. New Delhi: Penguin Books, 1991. pp 15-23

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

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

**Suggestive readings: NIL**

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

**GENERIC ELECTIVES LANGUAGE-8 (GE Language 8) Developing English  
Language Skills-II**

**No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE Language 8- Developing English Language Skills-II</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To 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 8-

### UNIT – I (15 weeks-1 hour/week)

#### UNIT 1: Reading & Vocabulary–II

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

#### Readings:

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

### UNIT – II (15 weeks-1 hour/week)

#### UNIT 2: Writing & Grammar–II

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

#### Readings:

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

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT 3: Speaking & Listening–II**

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

#### **Readings:**

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

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

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

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

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

**Suggestive readings-** NIL

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

## BA(Hons.) Journalism

### Bachelor in Journalism (Honours) degree

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

#### DISCIPLINE SPECIFIC CORE COURSE-7 (DSC-7): Media and Cultural 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-7 Media and Cultural Studies	4	3	0	1	Passed Class XII with English	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To engage with contemporary media forms actively and critically in its diversity of music, films, graffiti, new media and folk 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 attain familiarity with the historical evolution of the media.

#### SYLLABUS OF DSC-7

#### UNIT – I (15 weeks-1 hour/week)

## **UNIT I: Understanding Culture**

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

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Representation**

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

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Audiences**

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

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

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

1. AS Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V), 2019
2. John Fiske, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III signs and codes), 1982
3. Dennis McQuail, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies), 2000
4. Baran and Davis, Mass Communication Theory (covers Unit II, III and IV), 1994
5. John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. (Covers Unit 1 and II and IV), 2009
6. Kevin Williams, Understanding Media Theory (Covers Unit II, III and IV), 2003

### **Suggestive readings-**

1. Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE.
2. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, McLuhan
3. Parmar S. Traditional Folk Media in India, 1975, New Delhi, Geka Books
4. Chatterji, Roma. "Folklore and the construction of national tradition." *Indian Folklife* 19 (2005).
5. Rege, Sharmila. "Conceptualising Popular Culture:'Lavani' and 'Powada' in Maharashtra." *Economic and political weekly* (2002): 1038-1047.
6. Uberoi, Patricia. "Feminine identity and national ethos in Indian calendar art." *Economic and Political Weekly* (1990): WS41-WS48.
7. Punathambekar, Aswin. "Reality television and the making of mobile publics: The case of Indian Idol." in *The Politics of Reality Television*, pp. 154-174. Routledge, 2010.
8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." In Rodrigues, Usha M., and Maya Ranganathan. *Indian news media: From observer to participant*. SAGE Publications India, 2014.



## DISCIPLINE SPECIFIC CORE COURSE-8 (DSC-8): Introduction to New Media

**No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Introduction to New Media	4	3	0	1	Passed Class XII with English from List A in CUET	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To study new media theories from a critical lens.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to critically assess and synthesize new media theories, analytical approaches, and practices, connect disparate theories and understand their development and contribution to the field of new media studies; critique and contribute to debates about digital media ownership, economics, intellectual property, regulation, privacy, identity, sociality, infrastructure, and equity; understand user behaviour and participatory cultures online, audience analysis for production of content for websites and blogs, integration of social media and journalism and get employment as new media professional.

## SYLLABUS OF DSC- 8

### UNIT – I (15 weeks-1 hour/week)

## **UNIT I: Key Concepts**

- Defining new media and digital media,
- terminologies and their meaning,
- advocacy journalism,
- multiplier effect,
- technological determinism,
- mobile-mediated-communication (MMC),
- networked society,
- Participatory culture- Blogs, Vlogs, Social Media Trends

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Digitization of Content: Debates & Concerns**

- Piracy, copyright, copy-left and open source
- Digital archives
- How are new media monetized?
- New media and ethics

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: Web Writing and Website Design**

- Online reporting, linking, multimedia, building narratives with multimedia
- Website planning and visual design
- Content strategy and audience analysis

**Practical component (if any)-** Create a news website to understand the use of digital media for activism and journalism. Teacher and students will function as an Editor and Reporters, gathering multi-media content for the class website. The website will reflect unique multimedia productions from each student produced during the course of the semester. These productions will include shooting and editing videos, audios and pictures for the web, packaging text and content for an online audience.

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

1. Vincent Miller. *Understanding Digital culture*. Sage Publications, 2011
2. Lev Manovich. "What is New Media?" in *The Language of New Media*. Cambridge: MIT Press. pp. 19-48, 2001
3. Siapera, Eugenia., *Understanding New Media*. Sage, 2011
4. *Digital Disconnect: How capitalism is turning the internet against democracy*, Robert McChesney, 2013
5. Jenkins, Henry. *Convergence Culture: Where Old and New Media Collide*. New York, NY: NYU Press, 2006
6. *New Media: A critical introduction* by Lister, Dovey, Giddings, Grant and Kelly, 2003

### **Suggestive readings-**

1. Baym, Nancy K., *Personal Connections in the Digital Age*. Polity, 2010. (Chapter 3)
2. Goldsmith, Jack, and Tim Wu. 2006. *Who Controls the Internet? Illusions of Borderless World*. Oxford University Press US.
3. O'Reilly, Tim. (2005). What is web 2.0: Design patterns and business models for the next generations software. Oreilly.com, retrieved from <http://oreilly.com/web2/archive/whatis-web-20.html>
4. Grossman, "Iran Protests: Twitter, the Medium of the Movement" Lemann, Nicholas. 2006.
5. Amateur Hour: Journalism without Journalists. The New Yorker, August 7, 2006. Available at [http://www.newyorker.com/archive/2006/08/07/060807fa\\_fact1](http://www.newyorker.com/archive/2006/08/07/060807fa_fact1)
6. Xiang, Biao. 2005. "Gender, Dowry and the Migration System of Indian Information Technology Professionals" *Indian Journal of Gender Studies* 12: 357-380.
7. *Spreadable Media: Creating value and meaning in a networked culture*, Jenkins, Ford, & Green. *The Culture of Connectivity: A critical history of social media*, Jose Van Dijck, 2013
8. *Mobile Interfaces in Public Spaces: Locational privacy, control, and urban sociability*, de Souza e Silva and Frith, 2012

## DISCIPLINE SPECIFIC CORE COURSE-9 (DSC-9): Introduction to Photography

**No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)**

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To 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.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as a photojournalist, professional photographer with any organization/political party and capture pictures for any event in the personal or professional capacities of customers.

### SYLLABUS OF DSC-

#### **UNIT – I (15 weeks-1 hour/week)**

## **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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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)-** Students will make a photo feature on selected topics. Other methods will include lectures, class exercises of following photographs used by various social media and new paper and class discussions on mobile photography trends, as well as other significant debates on topical issues.

### **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.0

4. *Practical photography* by O.P. SHARMA HPB/FC (14 March 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.

## COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER III

### DISCIPLINE SPECIFIC ELECTIVE-1 (DSE-1): Print Journalism and Production

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the skills required for designing, printing and reporting for news organisations as journalists.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to understand the print culture.

## **SYLLABUS OF DSE-1**

### **UNIT – I (15 weeks-1 hour/week)**

#### **UNIT I: Specialized Reporting**

- Parliament
- Elections
- Business
- Political
- Agriculture
- Development
- Science and Technology

### **UNIT – II (15 weeks-1 hour/week)**

#### **UNIT II: Components of newspapers and magazines**

- Headlines, features, editorials, caricatures, cartoons, columns, articles,
- Selection and positioning of news stories and news pictures, photographs
- Broadsheets and Tabloids, Changing trends in print journalism
- Boom in niche Newspapers and Magazines
- Magazine Journalism: Differences between magazines and newspapers, types of magazines, basics of magazine writing, magazines writing styles.
- Impact of technology on print journalism
- Digital newspapers
- Citizen Journalism
- Investigative journalism/ Sting operations
- Ethical debates in print Journalism

### **UNIT – III (15 weeks-1 hour/week)**

#### **UNIT III: Understanding Principles of Art and Production**

- Principles of Layout and Design
- Layout and format, Copy preparation
- Newspaper Make-up,
- Design process (size, anatomy, grid, design)
- Handling text matter (headlines, pictures, advertisements)
- Page make-up (Print and Electronic copy) (Front page, Editorial page and Supplements)



- Identity design
- Picture Editing and Caption Writing
- Designing Magazines
- Use of software- In-design, Adobe, Photoshop

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

**Essential/recommended readings- NIL**

**Suggestive readings-**

1. Editing: A Handbook for Journalists – by T. J. S. George, IIMC, New Delhi, 1989
2. News Reporting and Editing by Shrivastava, K. M. (1991) Sterling Publishers, New Delhi
3. Professional Journalism, by M.V. Kamath, Vikas Publications, 1980
4. Groping for ethics in Journalism, by Eugene H. Goodwin, Iowa State Press, 1987
5. Modern Newspapers practice, by Hodgson F. W. Heinemann London, 1984.
6. Principles of Art and Production, by N.N. Sarkar, Oxford University Press, 2008
7. Allan Stuart, Journalism: Critical Issues, New Delhi: Open University Press, 2005
8. Media Laws and Ethics, by Nanda, V, Kanishka Publishers, 2018

## DISCIPLINE SPECIFIC ELECTIVE- (DSE-2): Integrated Marketing Communication

**No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Integrated Marketing Communication	4	3	0	1	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To strategize integrated marketing communication programme of a business organisation and how various tools help in achieving business objectives.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to work as marketing professionals in advertising and related fields.

### SYLLABUS OF DSE-2

#### **UNIT – I (15 weeks-1 hour/week)**

##### **Unit I: Understanding Integrated marketing Communication (IMC)-**

- Key features, Objectives and components of IMC
- Theoretical Underpinnings and Models of IMC

- Benefits and Barriers
- Understanding Promotional mix

(i) Personal selling (ii) Advertising (iii) Public Relations (iv) Direct and Database Marketing

(v) Sales Promotion (vi) Online communication/Interactive marketing

## **UNIT – II (15 weeks-1 hour/week)**

### **UNIT II: Marketing Communication, Strategic Management and Branding**

- Segmentation, Targeting and positioning
- Strategic Management
- Developing Marketing Strategy- SWOT analysis, Strategic planning process
- Consumer Behaviour
- Branding- An overview

## **UNIT – III (15 weeks-1 hour/week)**

### **UNIT III: IMC Plan and campaigns**

- Developing IMC Plan / Campaign planning
- Situation analysis, Market research and formulating objectives
- Campaign creation and Production
- Media Planning, selection, budgeting and scheduling
- Evaluation, Feedback and Analysis

**Practical component (if any)-** Students will create an effective, well-integrated IMC plan, blending offline and online tools to maximize customer value. They will develop an effective content strategy to ensure delivery of coordinated and synergistic messages across all touch points and channels. Make an effective crisis management campaign. Students will submit written assignments on the emerging paradigm of IMC. They will study the changing Models and do a comparative study. Students will evaluate the contribution of each element—including advertising, direct marketing, Facebook, Twitter and blogs—to maximize communication impact. They will strategically link and leverage all elements in the communication mix across channels. They will understand and apply the Social Media Buyer Behavior Model to create engaging content to reach, impact and engage customers. Students will do case studies of different brands, their SWOT analysis, strategic planning and positioning and Identify new ways to differentiate a brand

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

1. Philip Kotler and Lane Keller, Marketing Management, Pearson Prentice Hall, 2009
2. Ramaswami V.S and Namakumari S, Marketing Management, Planning, implementation and control, 3<sup>rd</sup> edition, Macmillan (pg- 3-26, 107-206, 219-250), 2002

3. Fill C, Marketing Communication: Interactivity, Communities and Content. FT Prentice Hall, 2009
4. Pickton D & Broderick A, Integrated Marketing Communications Pearsons, 2009
5. Egan J., Marketing Communications, Thomson, 2007

**Suggestive readings- NIL**

### DISCIPLINE SPECIFIC ELECTIVE-3 (DSE-3): Film Appreciation

**No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)**

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To grasp the visual language of cinema and will be able to understand cinema beyond its entertainment value.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSE-3

#### **UNIT – I (15 weeks-1 hour/week)**

##### **UNIT I: Language of Cinema**

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

## UNIT – II (15 weeks-1 hour/week)

### UNIT II: History of Cinema

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

## UNIT – III (15 weeks-1 hour/week)

### UNIT III: Alternative Visions

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

**Practical component (if any)-** Students can be encouraged to work on projects that correspond to various film movements in the world, analyze film clips, and undertake visits to film archives and produce journals / blogs as a collective project on films.

### Essential/recommended readings-

1. Villarejo, Amy. *Film studies: The Basics*. Routledge, (For Unit I) P 1-54, 2006
2. A Nowell –Smith.G.*The Oxford History of World Cinema*. Oxford: Oxford University Press, (Unit II, III, IV), 1996
3. Duggal, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications, New Delhi, (for Unit I, II, IV and V), 2019
4. Mishra, Vijay. *Bollywood cinema: Temples of desire*. Routledge. (Chapter 3 chapter 4, Chapter 5) , 2013

### Recommended Screenings or clips

#### Unit I

- Rear Window (1954) Alfred Hitchcock (Language of Cinema)
- Battleship Potemkin (1925) Sergei Eisenstein (Language of Cinema)
- Man with a Movie Camera (1929) Dziga Vertov

#### Unit II

- Rome Open City (1945) by Roberto Rossellini (Italian Neo Realism)
- Metropolis (1927) Fritz Lang/ German Expressionism

- Double Indemnity (1944) Billy Wilder (Film Noir)
- Breathless (1960) Jean Luc Godard (French New Wave)

### Unit III

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

### Suggestive readings-

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

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

## COMMON POOL OF GENERIC ELECTIVE (GE) COURSES FOR ODD SEMESTERS

**NOTE:** The Generic Electives for the ODD SEMESTERS already approved, will also run for Semester III students. These are:

### GENERIC ELECTIVES (GE-1: Basics of Journalism)

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)**

#### **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 (15 weeks-1 hour/week)**

#### **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 (15 weeks-1 hour/week)**

#### **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, Paranjy 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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

#### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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, (1<sup>st</sup> edition), New Delhi: Sage Publications, 2001.

### **Suggestive readings-**

1. Rajagopal, Arvind, Politics after Television, (1<sup>st</sup> Edition), Cambridge UK:

Cambridge University Press,2001.

2. Saksena, Gopal, Television in India, (1<sup>st</sup> Edition), New Delhi: Vikas Publication House, 1996.

3. Starkey, Guy, and Andrew Crisell, Radio Journalism, (1st edition), Los Angeles: Sage, 2009.

4. Thussu, Daya Kishan, News as Entertainment, (1<sup>st</sup> 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. (1<sup>st</sup> Edition), New Delhi: Publication Division, Ministry of Information and Broadcasting, Govt. of India,1983.

7. Bhatt, S.C., Satellite Invasion of India, (1<sup>st</sup> 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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 engage in the cyberspace creatively and meaningfully as web journalists.

### SYLLABUS OF GE-6

#### UNIT – I (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

#### **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 (15 weeks-1 hour/week)**

#### **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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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

**No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-8 Media Management</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the 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 (15 weeks-1 hour/week)

##### 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 (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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

No. of hours- 60(Theory- 45 hrs.+Tutorials/Practicals-15 hrs.)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		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 (15 weeks-1 hour/week)

## **UNIT I: Understanding the Documentary**

- Introduction to the debate on realism
- Modes of Documentaries
- Camcorder Cults, Documentary.
- Ethical Debates in the Documentary Encounter

## **UNIT – II (15 weeks-1 hour/week)**

### **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 (15 weeks-1 hour/week)**

### **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 GERMANIC & ROMANCE STUDIES – FRENCH

### B.A. (HONOURS) FRENCH

#### DISCIPLINE SPECIFIC CORE COURSE – 7:

#### CREDIT 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 (3)	4	3	1	0	12 <sup>th</sup> Pass	

#### Learning Objectives

In semester 3, students will learn to

- Prepare for a meeting
- Accept or refuse an appointment, invitation
- Write and reply to an invitation
- React to a problem situation
- Describe habits
- Write about daily schedules
- Describe a past event
- Describe a place
- Describe a physical state
- Describe a person's character
- Write a biography
- Write a dialogue for a specific situation or a *roman-photo*.
- Describe their projects
- Describe their family

#### Course Learning Outcomes

At the end of Semester 3, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete partially Level A 2 of reading and writing skills as prescribed in the Common European Framework

#### SYLLABUS OF DSC-7<sup>1</sup>

Unité 1: ( Lessons 1-4 + Project): 6 hours

**Reading Comprehension:** Reading and understanding simple texts, and answering questions on them.

**Writing :** Write an invitation accept or refuse an invitation, description of a cultural event or activity, propose a meeting, accept or refuse a meeting proposal, fill in a lost property form.

**Grammar:** Negatives with *ne...plus, ne ...rien, ne personne*, structure *être en train de+ infinitif* (le present progressif), *être à l'heure, être en retard*.

**Vocabulary:** Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

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

## **Unité 2: ( Lessons 1-4 + Project): 6 hours**

**Reading Comprehension:** Read short texts on daily routine (personal and professional) people, places and events and answer simple questions on them.

**Writing:** Write about means of transport in your city, your daily routine, a well known.locality/area of your city.

**Grammar:** Present tense of reflexive verbs, passe compose with *avoir* and *être*, adverbs of frequency ( *souvent, jamais, rarement, parfois*)

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport.

## **Unité 3: ( Lessons 1-4 + Project): 6 hours**

**Reading Comprehension:** Read short journalistic texts, comic book adaptation of extracts from well known novelsshort descriptive texts on well known writers, historical events, objects, artists, an accident or a natural catastrophe and answer questions on them.

**Writing:** An email to a freined describing your visit to a city of historical importance, a short text on past events, people.

**Grammar:** the present continuous (*l'imparfait*), use of *passé composé* and *l'imparfait*, indicators of chrnology *d'abord, puis, ensuite, après, afin*, direct object pronouns.

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

## **Unité 4: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read and answer a personality quiz, read and associate a photo and a text, read the physical description of a person and find the correct photo,read and understand

an email announcing the results of an interview, read simple advertisements looking for someone to share an appartement with and answer questions on the same.

**Writing:** describe a classmate, write down reasons for why the police is looking for a certain person, describe a work of art ( painting, sculpture, novel) of your choice, write the biography of a well known personality of your choice, note down things you should talk about or not in an interview, skills or aptitudes necessary for a good job in your domain, write a short advertisement looking for a person to share an appartement with.

**Grammar:** relative pronouns *qui, que/qu'* place and agreement of adjectives, comparative.

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

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

#### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read a short text on fabrics and fashion, clothes buying on line, different modes of payment and answer questions on them.

**Writing:** Your preferred dressing style, a message to an online seller.

**Grammar:** Markers of time ( *à partir de, dès*) superlative, adverbs of quantity (*assez, peu, beaucoup*),

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles, online/offline purchases.

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

#### **Unité 6: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Read short texts ( about an app proposing outdoor activities, sportspersons' their future plans, visit to a wine growing region and a wine cellar) a message, a publicity slogan and answer questions on them.

**Writing:** Propose an activity for an application, write an SMS inviting a friend to a play, a family activity, write a slogan for a product.

**Grammar:** structure *verbs pouvoir, vouloir, devoir+infinitif*, the simple future tense, pronouns for indirect objects.

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

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

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. Rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.
2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi – 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
9. « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
10. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités* », Éditions Maison des Langues, 2018, Unités 1-4
11. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

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.

## DISCIPLINE SPECIFIC CORE COURSE – 8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Language in Context: Developing Listening and Speaking Skills (3)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

### Learning Objectives

In Semester 3, students will learn to

- Compliment someone.
- Congratulate someone
- Ask about and give information about an event
- Accept or refuse an invitation.
- Speak about his likes and dislikes
- Ask for and give information about his habits.
- Describe his daily routine.
- Describe different modes of transport in his city and explain how to use them
- Describe an object, present its characteristics.
- Speak about past events ( personal and historical)
- Ask for and propose to help.
- Describe a person's character
- Compare people, events, places and objects
- Carry out simple purchases and transactions
- Talk about his family
- Present his projects
- Ask for and give his opinion on a variety of subjects ( different ways of meeting other people, importance of history and historical figures, stereotypes, etc)

### Learning outcomes

At the end of Semester 3, 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 partially Level A2 of listening and speaking skills as described in the Common European Framework.

### SYLLABUS OF DSC- 8<sup>2</sup>

<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

### **Unité 1: ( Lessons 1-4 + Project): (6 hours)**

**Listening Comprehension:** Listen to a short text on different ways to meet people, an inflight announcement and answer simple questions on them.

**Speaking:** Compliment someone, congratulate someone, express opinion on the different ways of meeting others, propose a meeting, accept/refuse an invitation

**Phonetics:** semi vowels

**Vocabulary:** Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

**Intercultural:** Speed dating, park Asterix, Belgian national day.

### **Unité 2: ( Lessons 1-4 + Project): (6 hours)**

**Listening comprehension:** Listen to a short text on a personal/professional routine and answer questions on them, to a short dialogue or a public announcement and answer questions on them, associate an image with a text..

**Speaking:** your daily personal/professional routine, give advice or opinion about another's routine, pros and cons of public transport, give instructions on how to find one's way, present a well known person to the class, speak about his work, express your views on stereotypes between men and women. A favorite area/locality in your city

**Phonetics:** sibilant sounds *s, z et ch*

**Vocabulary:** daily activities, personal objects, means of transport

**Intercultural:** Public means of transport in Morocco, paying a fine in Montreal, Dakar airport

### **Unité 3: ( Lessons 1-4 + Project): (6 hours)**

**Listening Comprehension:** listen to short texts and dialogues ( between an emergency service and a reporter, a patient and the doctor) and answer questions on them

**Speaking:** carry out a small police enquiry, present your region, present well known french and or francophone personalities related to science, arts, a historical event, describe a painting by a well known french/francophone painter, a dialogue between a doctor and a patient.

**Phonetics:** oral and nasal sounds

**Vocabulary :** short journalistic texts, description, careers and professions, parts of the body, health.

**Intercultural :** emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

### **Unité 4: ( Lessons 1-4 + Project): (9 hours)**



**Listening Comprehension:** Listen to a text and circle the qualities described, listen to a short text ( interview with a journalist a discussion between a mother and a daughter, a description of a well known person, a job interview) and answer questions on them.

**Speaking:** describe a class mate, a well known personality( writer, singer, musician, painter, actor...) give your opinion on cliches,a job interview, dialogue between you and the person who is going to share your appartement.

**Phonetics:** Nasal vowels

**Vocabulaire :** Physical description, descriptions of personality, biography.

**Intercultural:** sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

### **Unité 5: ( Lessons 1-4 + Project): (9 hours)**

**Listening Comprehension:** Listen to a short text, watch a video on clothes accessories and shoppin and answer questions on them.

**Speaking:** speak about your preferred styles of dressing, your favorite clothes and accessories,your opinion for or against clothes made of animal fur,advantages and disadvantages of online shopping, a dialogue between you and the vendo to return an article purchased online.

**Phonetics:** e muet

**Vocabulaire :** Clothes and accessories, different types of fabrics, purchases, sentiments.

**Intercultural:** different types of payments, different types of fabrics, different dressing styles,online/offline purchases.

### **Unité 6: ( Lessons 1-4 + Project): (9 hours)**

**Listening Comprehension:** a telephone conversation, a voice message, short description of a game, and answer questions on them

**Speaking:** explain the functioning of an app to a friend, propose an outing to a freined, explain a game traditionally played in your country to a freind, present a region to your friend, your weekend projects, leave a voive message/reply to a voice message.

**Phonetics:** Graphie and phonie [o]

**Vocabulaire :** sports, hobbies, family.

**Intercultural:** Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

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

Any of the textbooks given below may be prescribed.

1. A Bredelet, M.Bufferne, B Megre, W.M. rodrigues:“*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.

2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L'Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi – 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Airelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : « *Odysée A 2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d'activités* », CLÉ International, 2018, Unités 1-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
9. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 1-4
10. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, cahier d'activités* », DIDIER FLE, 2022 Unités 1-5.

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.

## DISCIPLINE SPECIFIC CORE COURSE – 9:

### Credit 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		
Engaging with Literary texts	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

- Introduce students to literary texts with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to identify and analyse various genres such as poetry, shorter narrative texts, autobiography, intermedial narratives written by French and Francophone authors.
- Introduction to major XX and XXI century writers and the themes/questions they engage with.

#### Learning Outcomes

At the end of semester 3, a student will

- become familiar with literary criticism and understand the various ways of engaging with XX and XXI century literary texts written in French
- demonstrate their analytical skills by identifying key literary devices and themes present in poetry, shorter narrative texts, autobiography, intermedial narratives written in the XX and XXI century by French and Francophone authors
- be able to differentiate between various literary genres and understand the conventions, styles and specificities of such genres.

#### SYLLABUS OF DSC-9

##### Unit 1: (12 hours)

Short narrative texts written by XX and XXI century writers: Study of narrative devices and specificity of the shorter narrative forms, Study of various components of narrative texts such as plot, event, character, setting, narrator, narrative style etc., study of the socio-cultural context that has shaped such texts.

##### Unit 2: (12 hours)

Poetic texts written by XX and XXI century writers: Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc, study of the socio-cultural context that has shaped such texts.

##### Unit 3: (12 hours)

Life writing by the XX and XXI century writers: Study of the features and genres of autobiographical texts, understanding the autobiographical pact in relation to factuality, objectivity, and subjectivity of autobiographical and autofictional texts, study of the socio-cultural context that has shaped such texts.

##### Unit 3: (9 hours)

Intermedial narratives of the XX and XXI century: Study of the features and generic specificities of comic strips and graphic novels. Study of various components of such intermedial texts and strategies to analyse and interpret them.

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

**Essential/recommended readings**

1. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016.
  2. Jean-Louis Joubert, *Litterature Francophone Anthologie*, Cideb, 1997.
  3. Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014
- 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 (GE-3)**  
**Basic Communicative French (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 French (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives: Reading and Writing:**

In Semester 3, the student will learn to

- To compare courses offered by different language schools
- To carry out simple administrative procedures
- To organise a trip
- To get information on lodging and boarding
- To describe a place (region town, city, country)
- To describe and understand safety measures
- To organise a weekend around a theme
- To describe a trip to an unusual place
- To describe his itinerary
- To read and understand a job offer
- To look for a job
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 3, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.
- Complete partially Level A2 of reading and writing skills as described in the Common European Framework.

## Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To describe a place ( region, city, country)
- To narrate an experience
- To speak about his feelings and emotions
- To describe a trip to an unusual place
- To describe his itinerary
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

## Course Learning Outcomes ( Listening and Speaking)

At the end of Semester 3, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain partially Level A2 of listening and speaking skills as described in the Common European framework.

## SYLLABUS OF GE 3 (FRENCH)<sup>3</sup>

### Dossier 1: Lessons 1-6 + Project (9 hours)

**Reading Comprehension:** to read and understand short texts, messages, websites of language schools and lodging and boarding for students, a brochure describing various types of lodgings in France, unusual types of lodging facilities, to read proposals on how to visit a city and propose one's services as a tourist guide.

**Writing:** To create a text advising students how to prepare for a study trip to France , to prepare a brochure on different types of lodging about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

<sup>3</sup> A text book contains 6-8 modules/units called *dossier* Each dossier 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.

**Grammar:** Comparative, pronouns *y* and *en*, pronouns for direct and indirect objects, imperative with *devoir* + *infinitive*, *il faut* + *infinitive*, *il est impératif de*. Negative structures *ne...plus*, *rien*, *personne*, *jamais*, adverbs, relative pronouns *qui*, *que/qu' a qui*

**Listening Comprehension:** to listen to and understand short conversations, interviews, radio journal, a telephone conversation, and radio programs on various subjects and answer questions on them

**Speaking:** to talk about different apps for language learning, information relevant to students coming to France describe different modes of public transport, describe an itinerary, a lodging, tourist places and activities in your city.

**Phonetics:** Pronunciation of *plus* in different contexts, nasal vowels, intonation for imperative sentences.

**Vocabulary:** Words related to description of language school programs, administrative formalities, modes of transport, lodging and boarding, an unusual site, important places in a town and tourist activities

**Intercultural:** Linguistic stays and tourist visits

## **Dossier 2: Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read short texts/forums on unusual tourist sites and itineraries, campus memories, brochures on various sport activities and answer questions on them

**Writing:** Describe an unusual tourist site, rules and advice to learn French, precautions to take while participating in a tourist activity, a memory, prepare a flyer for sporting activities, describe an unusual tourist visit.

**Grammar:** Agreement of the Past participle with *être*, present subjunctive, use of *passé composé* and *imparfait*, structures *c'est qui...* and *c'est que....* Gender of nouns, markers of time (*il y a*, *depuis*, *pendant*, *dans*)

**Listening Comprehension:** to listen to and understand conversations, radio programs, interviews on unusual tourist sites and itineraries, campus memories, sport activities and to answer questions on them.

**Speaking:** Describe an unusual tourist site, campus memories, sporting activities, personal and professional career path,.

**Phonetics:** nasal vowels, liaison

**Vocabulary:** Terms related to tourist activities, express rules and recommendations, sentiments and emotions, sporting activities and personal and career paths.

**Intercultural:** tourist visits and unusual experiences and meetings, *café de langue*

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

**Reading comprehension:** read and understand a job advertisement, different types of CV, an advertisement proposing a service, a forum describing ones studies and career progression, an interview and answer questions on them.

**Writing:** an advertisement for a post in a language school, a CV, a proposal for a service, a short report on your career progression

**Grammar:** articulators, adverbs, hypothesis with *si*, *plus que-parfait*, formal questions and indefinite adjectives to express a quantity (*tout*, *quelques*, *plusieurs*)

**Listening comprehension:** Listen to extracts of job descriptions, telephone conversations, a radio program extract of an interview and answer questions on them.

**Speaking:** Discuss and describe various professions related to a language school, different ways to look for jobs and propose one's services, speak about your career progression, a job interview.

**Phonetics:** sounds *s et z*, non nasal sounds, pronunciation *tout*, *tous*

**Vocabulary :** Terms to describe professional skills, related to interviews, CV , studies

**Intercultural:** Erasmus program, bilingual studies.

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

**Reading Comprehension:** to read and understand short texts on television serials, music, the circus and comic books, forums on cultural events, and answer questions on them. Read and interpret tables and statistics on cultural preferences,

**Writing:** describe your preferred TV serial, a cultural event, carry out a survey of cultural practices in your country, famous French artists, French comic books and their authors

**Grammar:** Place of the adverb, structures *ce qui/ce que... c'est/ ce sont*, interrogative pronouns (*lequel, laquelle, lesquels, lesquelles*) superlative, the conditional present, different ways of asking a question.

**Listening Comprehension:** Listen to interviews, reports on cultural events, radio programs on cultural practices and comic books, circus and answer questions on them

**Speaking:** talk about your favorite TV serial, a cultural event, cultural practices in your country, famous French artists and French comic books

**Phonetics:** sound r, semi vowels

**Vocabulary:** terms related to TV series, cultural events, surveys, comic books, films and circus.

**Intercultural:** French cinema and film festivals

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

1. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo ('exercer), Nelly Mous (DELFF) : « *Cosmopolite, Méthode de français A2*, » Hachette- TV 5 Monde, 2017, France Dossiers1-4.

2. Anouchka de Oliveira, Anneline Dintilhac, Dorothée Duplex (DELFF), Delphine Ripaud (Phonétique): « *Saison Méthode de Français A2+* » Les Editions DIDIER, 2014, France, Unité 0 et Module 1

3. Luca Giachino, Carla Baracco : « Nouvelle Generation Methode de francais (Livre+Cahier) » Les Editions DIDIER, France, 2022 Unités 1-3.

4. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite, Cahier d'activités A2*, » Hachette TV 5 Monde, 2017 France dossiers 1-4

5. Isabelle Cartier, Camille Dereeper, Camille Gomy, Anne Valenza, Delphine Ripaud : « *Saison Méthode de Français A2+* », Les Editions DIDIER, 2014, France, Unité 0 et Module 1



## DISCIPLINE SPECIFIC ELECTIVES (DSE 1)

### Option 1: Studying Different Text Types

#### Learning Objectives:

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
  - Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.
- Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

#### Learning Outcomes:

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### Syllabus for DSE 1: Option 1: Studying Different Text types

#### Unit 1 (1-5 weeks)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Eg. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.).

#### Unit 2 (6-10 Weeks)

**Poetry :** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc, written in a simple and accessible language.

#### Unit 3 (10-15 Weeks)

**Intermedial and semi-literary texts:** Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

#### Essential/recommended Readings

A selection of texts can be made from the following reference materials.

1. *Civilisation progressive du français - Niveau Intermédiaire*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016
2. *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Jackson Noutchié-Njiké, Clé International, Paris, 2016
3. *Littérature progressive du Français - Niveau Intermédiaire*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016
4. *Littérature progressive de la francophonie - Niveau Intermédiaire*, F. Allouache, N. Blondeau, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in *La Linguistique textuelle*, Jean-Michel Adam, Armand Colin, Paris, 2015
6. *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris.

Additional material may be made available by the Department.

## **DSE 1: Option 2: Introduction to the History of France and the Francophone World**

### **Learning Objectives:**

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

### **Learning Outcomes:**

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

## **Syllabus for DSE -1 Option 2: Introduction to the History of France and the Francophone World**

### **Unit 1 (1-4 Weeks)**

1.1 The Gauls and the Franks.

1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.

1.3. Renaissance and Guerre de Religions

1.4. Beginning of colonialism

### **Unit 2 (5-8 Weeks)**

2.1 French Revolution and the Napoleonic era.

2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.

2.3 France and its colonies.

### **Unit 3 (9-12 Weeks)**

3.1 The Belle époque

3.2 The First World War

3.3 France between the Wars

3.4 The second World War and Decolonisation

3.5 Major developments of the Vth Republic

### **Unit 4 (13-15 Weeks)**

4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.

4.2 European Union

### **Essential/recommended Readings**

1. Jean Thoraval et al, Les Grandes Etapes De La Civilisation Française, Bordas (1967).
2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Additional material may be provided by the Department.

## **DSE -1: Option 3 Life in French Speaking Countries**

### **Learning Objectives**

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students

### **Learning Outcomes:**

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

## **SYLLABUS DSE 1: Option 3: Life in French Speaking Countries**

### **Unit 1 (1-5 Weeks)**

Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

### **Unit 2 (6-10 Weeks)**

Great thinkers of France and other Francophone countries.

### **Unit 3 (11-15 Weeks)**

Introduction to literature, cinema, art of France and other Francophone countries

### **Essential/recommended Readings**

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly , *La France De Toujours – Civilisation*, CLE International, Paris, 2014.

3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
4. Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Pontis 5 : Enfances. Le français à l'université, 2007.

Additional material will be made available by the Department.

### **DSE 1: Option 4: Debating and Presentation Techniques**

#### **Learning Objectives**

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

#### **Learning Outcomes**

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

#### **Unit 1 (1-4 weeks)**

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, The distinction between speaking and demonstrating

#### **Unit 2 (5-8 weeks)**

Exercises on coherence and cohesion with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

#### **Unit 3 (9-12 Weeks)**

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

#### **Unit 4 (13-15 Weeks)**

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

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

1. Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
2. Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

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

## B.A.(Programme) with French as Non-Major

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): French in Context: Intermediate Level – 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		
French in Context: Intermediate Level – 1	4	3	1	Nil	Passed Class XII	None

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

In Semester 3, the student will learn to

- understand and extract the essential information from short, clear, simple messages, announcements and short recorded passages.
- understand simple directions.
- dealing with predictable everyday matters.
- reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.
- describe using simple language different aspects of his or her background, relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- communicate in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend, making and responding to suggestions, agreeing and disagreeing with others, etc.
- describe past, present and future events.

- write short, simple notes and messages relating to matters in areas of immediate need.

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

At the end of Semester 3, a student will be able to

- read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
- understand the main points of simple audio messages or recorded material and read and understand simple texts about familiar subjects delivered relatively slowly and clearly.
- describe experiences, feelings and events in some detail.
- attain partially A2 Level of the Common European Framework (CEF).

## **SYLLABUS OF DSC-3<sup>4</sup>**

### **Dossier 1 Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read content of an article on internet, a travel column, a brochure observe images and answer questions based on them.

**Writing:** Compare your maternal language with french , prepare program of a linguistic stay in France, write a guide book and propose a visit for francophone tourists, create a brochure for types of accomodation for francophone students visiting your city for a linguistic stay, write description of an unfamiliar place in your city, prepare a list of touristic activities available in your city(cultural, sportive, etc.).

**Grammar:** Expressions of comparison, indirect pronoun *y* and *en* to replace a thing, a place or an idea, pronoun *COD* and *COI* to avoid repetition, structures to express rules and give recommendations : imperatif, verb *devoir* + infinitif form of the verb, *il faut* + infinitf form of the verb, *il est impératif de* , negation ( *ne... plus* , *rien*, *personne*, *jamais* ...), adverbs and adverbial phrase for describing a place, relative pronouns (*qui*, *que* (or *qu*), *à qui* , *avec qui* for giving precisions.

**Listening comprehension:** Listen to a conversation on a mobile application, on an internet website, radio show, telephonic conversation and answer questions based on them.

<sup>4</sup> A text book contains 6-8 modules/units called *dossier* Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 3, initial 4 units of the text book will be covered i.e from Unit 1-4.

**Speaking:** Compare linguistic stays, follow an administrative procedure, organise a trip, enquire about an accommodation, describe a place, give clarifications.

**Phonetics:** Pronunciation of the word *plus*, the nasal vowels [ã] [ē], intonation for expressing obligation.

**Vocabulary:** Words related to description of a linguistic stay, administrative formalities, means of travel: car pool, describe an accommodation, words to describe an unfamiliar place, places in the city, touristic activities in your city.

**Cultural:** Visiting Paris, France, complete your cultural report card.

## **Dossier 2 Lessons 1-6 + Project (12 hours)**

**Reading Comprehension:** Read and understand contents of an article , brochure, testimonials, flyer, travel testimonial and answer questions based on them.

**Writing:** Write about your trip to an unfamiliar place in your city that you may propose to francophone tourists, read the programme of a travel agency, present a touristic activity of your city for francophone tourists, give advices, make a guide book, write a testimonial: choose the theme of your testimonial(travel memory, public speaking etc.) and express your emotions and sentiments related to this testimonial, prepare a flyer for a sports activity , present travel to an unfamiliar place.

**Grammar:** Accord of past participle with the verb *être* in *passé composé*, express an obligation, prohibition and give advices, use of present subjunctive to express an obligation, *passé composé* and *imparfait* to narrate past events , memories, *c'est ... qui, c'est... que* in order to highlight, gender of nouns, expressions of time: *il y a, pendant, depuis, dans*.

**Listening comprehension:** Listen to a musical piece on an internet website , a conversation on a travel plan in a café of languages, radio chat show.

**Speaking:** Narrate an experience, understand the advices and safety instructions, talk about your emotions and sentiments, plan a weekend, describe a travel to an unfamiliar place, describe one's journey.

**Phonetics:** Nasal vowels [ã] [ɜ], the pronunciation of *passé composé* and *imparfait*, *liaison* with sounds [z], [t] and [n].

**Vocabulary:** Words to describe a touristic activity, verbs and structures for expressing rules and giving recommendations, expressing sentiments and

emotions, words to describe an unusual sports activity, the characteristics of informal french, words related to professional and personal journey.

**Cultural:** Intercultural meeting , a cultural exchange.

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

**Reading Comprehension:** Read and understand contents of a job offer, a message for job search, website offering services near you, testimonials, different sections of a CV, read an article in a magazine meant for francophone readers and answer questions based on them.

**Writing:** Create a job offer for your center of languages , write your speculative CV, write an advertisement offering your services, give advices to a francophone who is looking for a job in your country/ city, present a CV(classic or unique) and a motivation letter, write a short testimonial about your professional or educational journey.

**Grammar:** Logical connectors for structuring a speech, adverbs: regular and irregular to give precision, hypothesis with *si* for giving advices and indicating consequences, *plus que parfait* for describing past events, asking questions in a formal situation, indefinite adjectives for expressing quantities ex- *quelques, plusieurs* .

**Listening comprehension:** Listen to a job interview, conversation on an internet website, radio chat show, radio interview on testimonials.

**Speaking:** Understanding a job offer, searching for a job, offering services, giving advices, talking about one's professional journey, replying to formal questions and preparing for a professional interview.

**Phonetics:** Sounds [s] and [z], denasalisation, pronunciation of *tous* and *tout*.

**Vocabulary:** Words to describe professional competencies and qualities, words related to a professional interview, professional application ( speculative/ telephonic interview), words related to exchange of services, studies, professional experience(CV), words related to a professional interview (description of an internship, professional qualities).

**Cultural:** Fren speaking community on television: TV5 monde, television shows such as: Destination francophony, ERASMUS program, importance of bilingual education.



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

**Reading Comprehension:** Read and understand contents of an article on a forum about a television series, read the account of an event , article in a newspaper about an author of a comic script and answer questions based on them.

**Writing:** Present your favourite series, describe a cultural event, prepare a survey about different cultural practices in your country, write an article to present an art form (painting,theatre, circus etc.) and famous artists related to each art form, present an author of a francophone comic script and write questions to ask from this author, give advices and suggestions to be given to the creative guide of the show *Cirque du Soleil* to plan a similar event in your country.

**Grammar:** Place of adverbs( simple and complex tenses), *ce que/ce qui... c'est/ce sont...* for highlighting, interrogative pronouns (*lequel , laquelle, lesquels, lesquelles*) for asking an information or a precision, the superlative for expressing superiority or inferiority, interrogation for asking question in oral and written form (inverted question ), conditional present to express a wish and give an advice.

**Listening comprehension:** Listen to an interview, radio show on cultural forum, radio chat show on infographic survey.

**Speaking:** Present, modify and explain facts, give account of an event, reply to a survey, give appreciation, ask for explanations, express desires and give advices.

**Phonetics:** Sounds [r],[y], [o] and [u] , pronunciation in imparfait and conditional present.

**Vocabulary:** Words related to television series, words and expressions that describe professional success, festive (musical festival) and cultural events, present the results of a survey, describe an age group, words related to cultural life, to the world of showbiz, words related to comic strip, live performances, words and expressions for giving advices and expressing wishes.

**Cultural:** A new king at Versailles, French cinema abroad.

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

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Airelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.

**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 – GERMAN**

**Category I**

**BA (HONOURS) GERMAN**

**DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)  
Language in Context: Intermediate 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: Intermediate Reading and Writing Skills (1)	4	3	1	0	12 <sup>th</sup> pass	NIL

**Learning Objectives**

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

**Learning outcomes**

- Enable students to fully attain A2.1 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-7**

**Unit I**

**9 hours**

Understand information about people

Understand and narrate a story

Justify something

Make guesses about something

Answer questions about a text

- Possessive article with dative
- Model particle “doch”

- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

## **Unit II**

**9 hours**

Read about others school experiences

Write comments on others school experiences

Get to know a city through brochures

Read about schools in German speaking countries

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

## **Unit III**

**9 hours**

Read texts about media

Write about one’s opinion about different media

Engage with a film review

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

## **Unit IV**

**9 hours**

Read different texts about festivals

Write about any Indian festival

Describe a city

Read and write a blog entry

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles

## **Unit V**

**9 hours**

Read texts about different professions

Read newspaper articles

Write about a trip

- Prepositions “ohne” and “mit”
- Indirect questions
- Prepositions related to location

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

## **Essential/recommended readings**

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: 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 A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A2: 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 A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)**  
**Language in Context: Intermediate 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: Intermediate Listening and Speaking Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

## Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment

## SYLLABUS OF DSC-8

### Unit I 9 hours

Talk about food  
Introduce oneself and others  
Talk about emotions

### Unit II 9 hours

Talk about one's school experiences  
Talk about one's habits  
Talk about the Indian school system

### Unit III 9 hours

Discuss the pros and cons of different media  
Watch a short film  
Talk about films

### Unit IV 9 hours

Express gratitude and good wishes  
Listen to a song  
Recite a poem

### Unit V 9 hours

Simulate buying a ticket from the ticket counter  
Talk about one's dream job  
Listen to travel related announcements

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

## Essential/recommended readings

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: 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 A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
6. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
7. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

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### DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9) Engaging with Literary 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		
Engaging with Literary Texts (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

Enable students to read, understand and analyse short literary texts (prose, poetry, films, songs etc.) adapted for students of level A2 and to answer questions on the same.

#### Learning outcomes

#### SYLLABUS OF DSC-9

##### UNIT – I (9 hours)

The students will read short stories of level A2, and learn to summarise the content as well as answer basic comprehension questions on it.

##### UNIT – II (9 hours)

The students will get familiar with various components of literary analysis like narrator, character, tone etc. as well as with various forms of short prose. The students will learn to answer more analytical questions.

##### UNIT – III (9 hours)

The students will learn to read and analyse poetry while gaining knowledge about various poetic devices.

#### **UNIT – IV (9 hours)**

The students will learn to listen to and analyse various German songs and try to apply knowledge of poetic devices on the song texts, while also learning more about intonation, melody, rhythm etc.

#### **UNIT – V (9 hours)**

The students will learn to comprehend and do a basic analysis of short visual texts like shorts films, advertisements, skits etc.

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

#### **Suggestive readings**

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

1. Rosmarie Thee Morewedge. (2008). Mitlesen - Mitteilen Literarische Texte zum Lesen, Sprechen, Schreiben und Hören. Boston: Thomson Heinle. 4th Edition
2. Habersack, Charlotte. (2010). Der Tote im See. Hueber
3. Schwenninger, Marion. (2016). Träume beißen nicht. Hueber
4. Baier, Gabi. (2015). Verschollen in Berlin. Hueber
5. List of Films  
<https://www.goethe.de/ins/pl/de/spr/unt/kum/dfj/fil.html>
6. List of Songs  
<https://www.goethe.de/prj/stg/de/mat/mmu.html>

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.



## Pool of Discipline Specific Electives (DSEs)

### DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1): Introduction to the History of Germany and the German-speaking World.(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		
Introduction to the History of Germany and the German Speaking World	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to major social, political and cultural events in Germany and German-speaking countries.
- To study the impact of these social, political and cultural events in the German-speaking world and in Europe.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- To familiarise students with the major social, political and cultural events from the medieval to contemporary period.
- To provide a good understanding of contemporary Germany and German-speaking countries and their standing in the world.

#### SYLLABUS OF DSE-1

##### UNIT – I (9 hours)

Reformation and Counter-Reformation.

Thirty Years' War

Enlightenment

##### UNIT – II (9 hours)

1848 Revolution

Unification of Germany under Bismarck.

Weimar Republic

**UNIT – III (9 hours)**

Habsburg Empire

World War I.

Division of Germany

**UNIT – IV (9 hours)**

Basic Law, Economic Miracle

1968 student revolt

**UNIT – V (9 hours)**

Fall of the Berlin Wall in 1989, Reunification

Germany in the European Union

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

**Essential/recommended readings**

1. Herbert, Ulrich. (2014). *Geschichte Deutschlands im 20. Jahrhundert*. München: C.H. Beck Verlag.
2. Hein, Dieter (2016). *Deutsche Geschichte im 19. Jahrhundert*. München: C. H. Beck Verlag.
3. Stollberg-Rilinger, Barbara. (2013). *Das Heilige Römische Reich Deutscher Nation: Vom Ende des Mittelalters bis 1806*. München: C. H. Beck.
4. Brechtken, Magnus. (2012). *Die nationalsozialistische Herrschaft 1933-1939*. Darmstadt: Wissenschaftliche Buchgesellschaft.
5. Stern, C., Winkler, H.A. (Hrsg.). (1994). *Wendepunkte deutscher Geschichte 1848-1990*. Frankfurt am Main: Fischer-Verlag.

Additional material will be provided by the Department.

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1):**

Life in German speaking Countries.

**Credit 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		
Life in German-Speaking Countries	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students.

**SYLLABUS OF DSE-1****UNIT – I (9 hours)**

Detailed contents

Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking countries, such as daily lives and routines of an average person, home, family, leisure activities, festivals etc.

**UNIT – II (9 hours)**

Basic knowledge of education systems, politics etc.

**UNIT – III (9 hours)**

Basic knowledge of tourism, physical geography etc.

## UNIT – IV (9 hours)

Great thinkers of Germany and other German speaking countries.

## UNIT – V (9 hours)

Introduction to literature, cinema, art of Germany and other German speaking countries.

## Practical component (if any) - NIL

### Essential/recommended readings

1. Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
2. Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
3. Kolb, E., Schumann, D. (2012). *Die Weimarer Republik. 8. erw. Aufl.* München/Wien: Oldenbourg.
4. Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
5. Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
6. Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das “Denkmal für die ermordeten Juden Europas”*. Berlin/Wien: Philo.
7. Rumpler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
8. Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
9. Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
10. Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.

Additional material will be provided by the Department.

## DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 (DSE-1): Different Text Types

### Credit 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		
Different Text Types	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce and familiarise the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyse the form and content of literary and non-literary texts.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Develops skills to study different text types in order to familiarise oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### SYLLABUS OF DSE-1

#### UNIT – I (9 hours)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple shorter narrative genres, (Ex. short story, fable, chronicle, myth, tales, anecdote etc.)

#### UNIT – II (9 hours)

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple longer narrative genres, (Ex. novella, autobiography, biography, novel, play etc.)

#### UNIT – III (9 hours)

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

#### UNIT – IV (9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels etc.

#### UNIT – V (9 hours)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

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

**Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

- Thoma L. (2009). *Das Idealpaar Jugendbuch / Kurzgeschichten / Leichte Lesetexte (A1)*. München: Hueber Vlg.
- Specht, F. (2010). *Rumpelstilzchen Jugendbuch; Leichte Lesetexte (A1)*. München Hueber.
- Thomas, S. (2008). *Vera, Heidelberg Jugendbuch Leichte Lesetexte (A2)*. München Hueber.
- Urs, L. (2010). *Fräulein Else Jugendbuch/Leichte Lesetexte (A2)*. München Hueber.

Additional texts will 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 ELECTIVE COURSE – 1 (DSE-1):**  
Debating and Presentation Techniques

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	12 <sup>th</sup> Pass	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) COURSES OFFERED BY THE DEPARTMENTS

### GENERIC ELECTIVES (GE-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 German (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

Enable student to

- read texts and answer questions on them;
- be able to write texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

#### Learning outcomes

- Enable students to fully attain A2.1 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.
- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment

#### SYLLABUS OF GE-3

##### Unit I

**9 hours**

Understand information about people  
Understand and narrate a story  
Justify something

Make guesses about something  
Answer questions about a text  
Talk about food  
Introduce oneself and others  
Talk about emotions

- Possessive article with dative
- Model particle “doch”
- Conjunction “weil”
- Vocabulary related to cuisines and eating habits

## **Unit II**

**9 hours**

Read about others school experiences  
Write comments on others school experiences  
Get to know a city through brochures  
Read about schools in German speaking countries  
Talk about one’s school experiences  
Talk about one’s habits  
Talk about the Indian school system

- Past tense of model verbs
- Two-way prepositions
- Verbs related to position and action

## **Unit III**

**9 hours**

Read texts about media  
Write about one’s opinion about different media  
Engage with a film review  
Discuss the pros and cons of different media  
Watch a short film  
Talk about films

- Comparison with “als” and “wie”
- Conjunction “dass”
- Superlative degree of comparison

## **Unit IV**

**9 hours**

Read different texts about festivals  
Write about any Indian festival  
Describe a city  
Read and write a blog entry  
Express gratitude and good wishes  
Listen to a song  
Recite a poem

- Conjunction “wenn”
- Adjective endings after definite articles
- Adjective endings after indefinite articles



## Unit V

9 hours

Read texts about different professions  
Read newspaper articles  
Write about a trip  
Simulate buying a ticket from the ticket counter  
Talk about one's dream job  
Listen to travel related announcements

- Prepositions “ohne” and “mit”
- Indirect questions
- Prepositions related to location

### Essential/recommended readings

#### Essential/recommended readings/Suggestive readings

##### Learning/Teaching Material:

- Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A2.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
- Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
- Evans, S., Pude, A., Specht, F. (2021). *Momente A2: Kurs- und Arbeitsbuch*. Hueber Verlag.
- Evans, S., Pude, A., Specht, F. (2020). *Menschen A2: Kurs- und Arbeitsbuch*. Max Hueber Verlag
- Höldrich, B. (2010). – *Lesen & Schreiben A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
- Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
- Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A2: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
- Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

## **BA (PROG.) WITH GERMAN AS NON-MAJOR**

### **DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Intermediate Level – 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		
German in Context: Intermediate Level – 1	4	3	1	Nil	12 <sup>th</sup> Pass	German Basic Level- 2

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of semester 3, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### **SYLLABUS OF DSC-3**

##### **Content**

**Listening:** Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.

##### **Speaking:**

Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.

**Reading:** Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.

**Writing:** Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film

**Morphosyntax and Vocabulary:** Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

## **UNIT I** **9 hours**

To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.

## **UNIT II** **9 hours**

To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.

## **UNIT III** **9 hours**

To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system

## **UNIT IV** **9 hours**

describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions,

## **UNIT V** **9 hours**

Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.

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

### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

9. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk A 2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio-CDs*. Klett Verlag.

10. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
11. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
12. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
13. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
14. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
15. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
16. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**DEPARTMENT OF SPANISHIC & ROMANCE STUDIES – SPANISH**

**Category I**

**B.A.(Hons) Spanish**

**DISCIPLINE SPECIFIC CORE COURSE – 7:**

**CREDIT 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: Intermediate Reading and Writing Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	Nil

**Learning Objectives**

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

**Writing:** Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

**Morphosyntax and Vocabulary:** standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related

to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

**Intercultural and cocultural:** Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

## **SYLLABUS OF DSC-7**

### **UNIT – I (9 hours)**

#### **Spanish language and you**

Read a text related to the topic.

Write about habits and difficulties.

Write suggestions for improving your Spanish.

Read a text on how to learn Spanish better.

Write a questionnaire to know how your classmates learn and what their difficulties are.

### **UNIT – II (9 hours)**

#### **A life in pictures**

Read a text related to the topic.

Write a biography of an actor/director.

Write about your activities in the last weekend.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a biography of your favourite person.

### **UNIT – III (9 hours)**

#### **Home, sweet home**

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

### **UNIT – IV (9 hours)**

#### **How are things?**

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present

## **UNIT –V (9 hours)**

### **Leisure time**

Read a text related to the topic.

Write about how to spend free time.

Préterito perfecto, todavía, ya, marcadores temporales: hoy, este año, esta mañana ir a +infinitivo etc.

Write on a series of pictures.

Read a text related to the topic.

Write a plan of a weekend for a particular group, students, retired persons, a couple etc.

## **UNIT VI (9 hours)**

### **I am vegetarian**

Read a text related to a topic.

Write the food items in the breakfast, in the lunch and at dinner.

Read a text on vegans and recipes

Write a recipe of your favorite food.

Read a text related to the topic.

Write a diet chart to lose some weight.

Se+tercera persona

Write on a dinner plan.

## **Essential/recommended readings**

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

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 2 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 – 8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

#### Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC- 8

##### UNIT – I (9 hours)

##### Spanish language and you

Listen to an audio activity related to the topic.

Talk about habits and difficulties.

Interact to know suggestions for improving your Spanish.

Listen to an audio related to the topic.

##### UNIT – II (9 hours)



### **A life in pictures**

Listen to an audio related to the topic.

Speak about a biography of an actor/director.

Exchange biography of your family member and learn to express your opinion.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

#### **Home, sweet home**

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

### **UNIT – IV (9 hours)**

#### **How are things?**

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present

.

### **UNIT –V (6 hours)**

#### **Leisure time**

Listen to a text related to a topic.

Talk about your leisure time and activities you do.

Interview a person in the class about his/her activities in his/her leisure time and record the audio.

Exchange about how to spend free time.

Speak about a plan of a weekend for a particular group, students, retired persons, a couple etc.

### **UNIT VI (3hours)**

#### **I am vegetarian**

Listen to an audio related to the topic.

Speak about the food items in the breakfast, in the lunch and at dinner.

Listen to an audio related to the topic.

Exchange a recipe of your favorite food.

Invite at lunch and do role play.

### **Essential/recommended readings**

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

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 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 – 9:

##### Credit 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		
Engaging with literary texts (1)	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.1 and to answer questions on the same.

##### Learning Outcomes

- Enable students to fully attain A2.1 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

## SYLLABUS OF DSC-9

### UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below)

Miguel de Cervantes, *Rinconete y Cortadillo*, European Language Institute.

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión: Ajendro Amenábar

El Che Guevara

Las nuevas caras del cine español

Casas únicas

Vida en las plazas

Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Rinconete y Cortadillo*, Miguel de Cervantes, adaptado por Raquel García Prieto

*Todas las voces*. Curso de cultura y civilización de N. Murillo

### UNIT II Journalistic Texts

(9 hours)

(A selection will be made from the list below)

*Hoy en clase* de Campus Difusión

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Con Frida en el altiplano -- Bolivia* de Dolores Soler-Espiauba

*Guantanameras -- Cuba* de Dolores Soler-Espiauba

*Ojalá que te vaya bonito -- México* de Dolores Soler-Espiauba

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Dos semanas con los ticos -- Costa Rica* de Dolores Soler-Espiauba

### UNIT III Simple poems

(9 hours)

Poemas de Alfonsina Storni

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Francisco de Quevedo

Poemas de José Agustín Goytoso

Poemas de Rafael Alberti

Poemas de Antonio Machado

Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

### UNIT IV Simple Audio / Visual Texts/Songs

(9 hours)

**(A selection will be made from the list below)**

**Songs (A2)**

*Guantanamera*

*No me doy por vencido*

*Canciones de Audry Funk*

*Vida de Rubén Blades*

*Casas de Cartón de Marco Antonio Solís*

*Mi país de Ruben Rada*

*De donde vengo yo de ChocQuibTown*

**Documentaries**

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

**UNIT V Advertisement**

**(9 hours)**

**Suggestive readings**

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). 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. Aldea Latinoamericana – Por la Geografía de América Latina  
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,  
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

## DISCIPLINE SPECIFIC ELECTIVE - DSE 1

### Introduction to the History of Spain and the Spanish speaking World (1)

#### Learning Objectives:

To familiarize students with the major social, political and cultural events from the medieval to contemporary period

#### Learning Outcomes:

To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

#### Unit 1

Arab contributions to Spanish culture (711-1492).

#### Unit 2

The Catholic kings, discovery of America and the Spanish empire.

#### Unit 3

XIX century Spanish American Independence movements

#### Unit 4

XX century: Spanish Civil War, Latin American dictatorships

#### Unit 5

Contemporary Spain and Latin America

#### References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

#### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

#### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

#### Keywords

*Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History*

## Life in Spanish speaking Countries

### Learning Objectives:

To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

### Learning Outcomes:

- To initiate learners to the culture and civilization of Spain and Latin American countries
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Spain and Latin American countries.
- To introduce the students to the great thinkers of Spain and Latin America in the areas of literature, cinema, art, etc.
- To Enable students to understand and analyse cultural aspects of Spain and Latin American Countries and develop an intercultural competence among students

### Unit 1

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

### Unit 2

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

### Unit 3

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

### Unit 4

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy.

Operation Condor. Spain: Multiculturalism and Immigration.

### Unit 5

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

### References

#### Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

## Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

## Keywords

*Culture, civilisation, Intercultural Competence, Spain, Latin America*

## Different text types

### Learning Objectives

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts.

### Learning Outcomes

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

### Unit 1

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

### Unit 2

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

### Unit 3

**Intermedial and semi-literary texts:** Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

## References

Any of the following textbooks may be prescribed and will be partially completed.

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

### Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

### Keywords

Text types, Prose, poetry, intermedial and semi-literary texts, analytical study

### Debating and Presentation Techniques

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

### GENERIC ELECTIVES (GE-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 French (3)	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.

### Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language



- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

#### Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

#### Unit 2: Reading

Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.

#### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.

#### Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

#### References

Any of the following textbooks may be prescribed and will be partially completed.

- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*.Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.

Additional material will be provided by the Department.

#### Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bítacora 2 Libro de alumno*. Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 2 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.

#### Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learner; are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

#### Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

## B.A. PROGRAMME WITH SPANISH AS NON-MAJOR

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Spanish in Context: Intermediate Level – 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		
Spanish in Context: Intermediate Level – 1	4	3	1	nil	Pass in B.A. (Prog.) Sem. II	none

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 3, a student will be able to:

- Read texts on various social topics and answer questions on them.
- Write short texts on subjects pertaining to his/her environment.
- Attain Level A2.1 of the Common European Framework (CEF)

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her environment.

#### SYLLABUS OF DSC – 3

##### Content

**Listening:** Listen to and understand texts on various topics like fashion, professions, health, means of communication, environment, etc.

**Speaking,** which includes:

**Monologue:** Present orally one's views on various topics like health, professions, fashion, social media, etc.

**Dialogue:** Engage in conversations on various topics like clothes, health, professions, social media, etc.

**Reading:** Read and understand texts, emails, blogs on various topics like fashion, social media, professions, etc.

**Writing:** Guided writing activities. Writing a short text, an email, a formal and an informal letter, one's curriculum, etc.

**Morphosyntax and Vocabulary:** Grammatical structures and vocabulary used to talk and write on various topics like social media, fashion, health, professions, etc.

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

### **Unit 1**

**3 weeks**

Talking about fashion, clothes and related issues. Reading, comprehending and discussing blogs on fashion. Vocabulary related to purchase of clothes – “rebajas, gastar mucho/poco dinero, probarse/ponerse/llevar una prenda.” Clothes, shoes and accessories for different occasions. Reacting to different opinions using “de acuerdo”, “yo también”, “yo tampoco” “yo sí”, “yo no”, etc. Material and style of clothes, measurements, prices, places where one can buy clothes, shoes, etc. Use of “qué, cuál, cuáles” while selecting and purchasing clothes, shoes and accessories. Discussing what we can do with clothes we don’t need. Learning and using the “pronombres de objeto indirecto” and combining them with “pronombres objeto directo”. Using “pronombres posesivos – mío, mía, etc.”.

### **Unit 2**

**3 weeks**

Different professions and the work involved in them. Expressing positive and negative aspects at work. Vocabulary involved when talking about the workplace and work. The verb “soler”. Learning and using “el pretérito indefinido” of regular and irregular verbs. Learning time markers when speaking of the past like “ayer, el año pasado, hace tres años, etc.”. Talking of past actions and of special moments of life in the past. Forming a curriculum. Discussing the importance of work in one’s life and other aspects like salary, free time, motivation, etc. Reading and discussing the process of selection for a job. Talking of skills and capabilities. Discussing the preferred profession of the students.

### **Unit 3**

**3 weeks**

Talking of health. Knowing the human body. Discussing about the daily habits which lead to a healthy life. Talking about health problems using “doler, tener + fiebre, estar + enfermo/cansado, etc.”. Giving advice in order to maintain good health using “es necesario/importante, etc.”. Relating to others in a formal and informal way using “tú” and “usted”. Discussing one’s food habits and exercise routine. Talking about the different states of mind. Discussing remedies if in bad health. Interview with a nutritionist. Discussion on naturopathic medicine. Connectors which connect parts of a sentence – “...y es que”, “ya que”, “porque”, “en primer lugar”, etc. Expressing actions one should or should not do using “hay que/no hay que + infinitivo, deber + infinitivo, tengo que + infinitivo”.

### **Unit**

**3 weeks**

Talking about the different means of communication – the newspaper, the radio, the television, the social network. Pointing out the differences in paper press and digital press. Talking about the various sections of a newspaper – sports, culture, etc. Forming News Headlines. Discussing the structure of a news item – the headline, the introduction and the body with all the details. The contrast between the “Pretérito Perfecto” and “Pretérito Indefinido”. Use of “ya”, “todavía no”. Reacting to news using “qué + adjetivo”, “qué + adverbio”, “qué + sustantivo”, “qué + sustantivo + tan/más + adjetivo”. Discussing the different social networking sites. Writing a formal letter and email and an informal letter and email.

Talking about environment and ecology. Discussing various issues related to environment like global warming, climatic change, natural resources, animals in danger of extinction. Expressing the cause of something using “porque”, “a causa de (que)”. Expressing the purpose for which something is done using “para + infinitivo”. Expressing opposition using “pero”, “sino (que)”, “sin embargo”. Expressing consequence using “por eso”. Using some nouns which are derived from verbs like “elevar...la elevación, cambiar...el cambio, etc.”. Expressing agreement/disagreement using “estar de acuerdo/en desacuerdo, etc.”. Expressing certainty using “estar seguro, etc.”. Structure of a conference. Expressions used in a debate.

**References:**

Any of the following textbooks may be prescribed and will be partially completed.

- Alonso Encina, et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
  - Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
  - Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
  - Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
  - Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Additional material can be also used.

**DEPARTMENT OF SPANISHIC & ROMANCE STUDIES – ITALIAN**

**B.A. (HONOURS) ITALIAN**

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

**DISCIPLINE SPECIFIC CORE COURSE - 7 (DSC-7)**  
**Language in Context: Intermediate Reading and Writing Skills (1)**

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: Intermediate Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-7 Language in Context: Intermediate Reading and Writing Skills (1)	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"><li>• read and understand texts related to the learner's field of interest.</li><li>• answer questions on the text.</li><li>• write texts describing and relating events, expressing one's feelings and opinion.</li><li>• attain Level A 2.1 of the Common European Framework (CEF).</li></ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Enable learners to attain A2.1 Level of reading and writing skills in the concerned language</li><li>• Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li><li>• Equip the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li><li>• Develops skills to read and understand journalistic texts</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Reading</b> <ul style="list-style-type: none"><li>• Reading and understanding relevant information in everyday material such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognize significant points and line of argument in the treatment of the issue presented</li></ul>	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Writing</b> <ul style="list-style-type: none"><li>• Writing personal letters describing experiences, feelings and events in some detail.</li></ul>	

<ul style="list-style-type: none"> <li>Writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</li> </ul>	
<b>UNIT III</b>	<b>(9 hours)</b>
<b>Writing</b> <ul style="list-style-type: none"> <li>Comparing headlines and presentation of news in different newspapers.</li> <li>Analysing an editorial.</li> <li>Writing a short story/anecdote.</li> <li>Writing about feelings/impressions.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<b>Lexical, Morphosyntactic and Phonological Competences</b> <ul style="list-style-type: none"> <li>Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu.</li> <li>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</li> <li>Developing sufficient understanding of phonological specificity of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.</li> </ul>	
<b>UNIT V</b>	<b>(9 hours)</b>
<b>Co-cultural and Inter-Cultural Competence</b> <ul style="list-style-type: none"> <li>Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.</li> </ul>	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Balboni, Paolo E.. (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.</li> <li>Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>Frattegniani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>Frattegniani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>, Firenze: Alma Edizioni.</li> <li>Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)**  
**Language in Context: Intermediate Listening and Speaking 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: Intermediate Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-8 Language in Context: Intermediate Listening and Speaking Skills (1)	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>listen to and understand texts related to the learner's field of interest.</li> <li>answer questions on the text.</li> <li>describe and relate events, to express one's feelings and opinion.</li> <li>ask and answer questions related to one's field of interest.</li> <li>attain Level A 2.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Enable learners to attain A2.1 Level of listening and speaking skills in the concerned language</li> <li>Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li> <li>Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li> <li>Prepare to cope with less routine situations in public spaces while obtaining goods and availing services.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Listening</b> <ul style="list-style-type: none"> <li>Understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear</li> </ul>	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Speaking</b> <ul style="list-style-type: none"> <li>Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence</li> </ul>	

<p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> <li>• discussing film/book/advertisement, TV radio programmes,</li> <li>• current issues</li> <li>• preparing and conducting an opinion poll</li> </ul> <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> <li>• returning an unsatisfactory purchase</li> </ul>	
<b>UNIT III</b>	<b>(9 hours)</b>
<p><b>Speaking</b></p> <p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> <li>• conducting an interview</li> <li>• working with songs, etc.</li> </ul> <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> <li>• making a complaint</li> <li>• dealing with most situations likely to arise when making travel arrangements or when actually travelling.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<p><b>Lexical, Morphosyntactic and Phonological Competences</b></p> <ul style="list-style-type: none"> <li>• Developing a repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events.</li> <li>• Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</li> <li>• Developing sufficient understanding of phonological specificities of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.</li> </ul>	
<b>UNIT V</b>	<b>(9 hours)</b>
<p><b>Co-cultural and Intercultural Competences</b></p> <ul style="list-style-type: none"> <li>• Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world.</li> </ul>	
<p><b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	



**DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9)**  
**Engaging with Literary 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		
Engaging with Literary Texts (1)	4	3	1	0	Passed XII Class	Nil

DSC-9 Engaging with Literary Texts (1)	
<b>Learning Objectives:</b> At the end of Semester 3, a student will <ul style="list-style-type: none"> <li>• be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A2.1, and answer questions on them;</li> <li>• be able to analyse, express their underlying meaning and answer questions based on them;</li> <li>• attain Level A 2.1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to attain A2.1 Level of reading, understanding, analysing and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to analyse, express their underlying meaning and answer questions based on them;</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Literary Texts (Prose)</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT II</b>	<b>(9 hours)</b>
<b>Literary Texts (Poetry)</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT III</b>	<b>(6 hours)</b>
<b>Semi-literary / Journalistic Texts</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT IV</b>	<b>(6 hours)</b>
<b>Audio / Visual Texts – Songs / Music Videos</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	

<b>UNIT V</b>	<b>(9 hours)</b>
<b>Audio / Visual Texts – Films / Video Clips</b>	
<b>A selection will be made from the following list:</b>	
4-5 texts will be introduced and analysed in the class.	
<b>UNIT VI</b>	<b>(6 hours)</b>
<b>Advertisements – Print / Electronic</b>	
<b>A selection will be made from the following list:</b>	
Various ads from newspapers, social media, YouTube etc.	
<b>Practical component (if any) - NIL</b>	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore.</li> <li>• Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

### COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES OFFERED BY THE DEPARTMENTS

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

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

Introduction to the History of Italy (1)	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce students to major social, political and cultural events in Italy and Italophone countries.</li> <li>To study the impact of these social, political and cultural events in the Italophone world and in Europe.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Familiarize students with the major social, political and cultural events from the medieval to contemporary period.</li> <li>Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>The Gauls and the Franks.</li> <li>The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy.</li> </ul>	
<b>UNIT II</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>Italian Revolution and the Napoleonic era.</li> <li>Rise of Republican thought in the 19<sup>th</sup> century and the Third Republic with special emphasis on its policy towards education.</li> <li>Italy and its colonies.</li> </ul>	
<b>UNIT III</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration.</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola.</li> </ul>	

- Del Boca, Angelo. (1992). *L'Africa nella coscienza degli Italiani*. Roma-Bari: Laterza.
- Pallotti, Gabriele. Cavadi, Giorgio. (2014). *Che Storia: la storia italiana raccontata in modo semplice*. Roma: Bonacci.
- Prosperi, Adriano. Viola, Paolo. (2004). 1. *Dalla peste del Trecento al Concilio di Trento*. 2. *Dalle guerre di religione alla guerra dei Trent'anni*. 3. *Dall'assolutismo alla rivoluzione francese*. 4. *Dal Congresso di Vienna al trionfo del capitalismo*. 5. *Dal 1870 alla seconda guerra mondiale*. Milano: Einaudi scuola.

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.

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

Life in Italy	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Initiate learners to the culture and civilization of Italy and Italian speaking countries.</li> <li>• Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries.</li> <li>• Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc.</li> <li>• Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.</li> </ul>	
<b>UNIT II</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Great thinkers of Italy and other Italophone countries</li> </ul>	
<b>UNIT III</b>	<b>(15 hours)</b>
<ul style="list-style-type: none"> <li>• Introduction to literature, cinema, art of Italy and other Italophone countries</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori.</li> </ul>	

- Caprara, Mario. Semprini, Gianluca. (2007). *Destra estrema e criminale*. Rome: Newton Compton Editori.
- De Lutiis, Giuseppe. (1984). *Storia dei servizi segreti in Italia*. Roma: Editori Riuniti.
- De Rosa, Gabriele. et al. (2003). *L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni*. Soveria Mannelli: Rubbettino Editore.
- Ferraresi, Franco. (1995). *Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra*. Milano: Feltrinelli.
- <http://www.istat.it/it/archivio/129854>
- ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT.
- Rao, Nicola. (2009). *Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato*. Milano: Sperling & Kupfer.
- Viale, Guido. (1978). *Il Sessantotto: tra rivoluzione e restaurazione*. Rimini: Nda Press.
- Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Björge, Tore. (1995). *Terror from the Extreme Right*. London: Routledge.

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.

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Different Text Types	4	3	1	0	Passed Class XII	Nil

Different Text Types	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce and familiarize the learner to different types of literary and non-literary texts.</li> <li>• To identify the linguistic, discursive and formal specificity of literary and non-literary texts</li> <li>• To analyze the form and content of literary and non-literary texts</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non literary texts.</li> <li>• Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts.</li> <li>• Help learners to identify different language registers, rhetoric and other compositional specificities of the texts.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(15 hours)</b>
<b>Prose</b>	
Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres:	

short story fable chronicle myth novella tales anecdote autobiography biography novel play	
<b>UNIT II</b>	<b>(15 hours)</b>
<b>Poetry</b>	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
<b>UNIT III</b>	<b>(15 hours)</b>
<b>Intermediate and Semi-Literary Texts</b>	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni.</li> <li>• Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore.</li> <li>• Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Debating and Presentation Techniques	4	3	1	0	Passed Class XII	Nil

Debating and Presentation Techniques	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language</li> <li>Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language</li> <li>Equip students to read and write about opinions, plans, instructions related to one's immediate environment.</li> <li>Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>(9 hours)</b>
<b>Listening</b>	
Identifying the main points in short, clear, simple messages and announcements.	
<b>UNIT II</b>	<b>(12 hours)</b>
<b>Reading</b>	
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
<b>UNIT III</b>	<b>(15 hours)</b>
<b>Speaking</b>	
<ul style="list-style-type: none"> <li>Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.</li> <li>Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc.</li> </ul>	
<b>UNIT IV</b>	<b>(9 hours)</b>
<b>Writing</b>	

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010).</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.</li> <li>• Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009.</li> <li>• Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	
Additional material may be provided by the Department.	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	



## **DEPARTMENT OF LINGUISTICS**

### **B.A. (PROG.) WITH LINGUISTICS AS MAJOR**

#### **DSC - 5: MORPHOSYNTACTIC PROCESSES**

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

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

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To make learners aware about the structure word as a unit
- To make learner understand the word formation processes in languages
- To teach the fundamentals of syntactic structures of languages

#### **Learning Outcomes**

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences;
- skills to analyse structure of words and sentences from a linguistic perspective;
- experience of handling of language data at the word and sentence levels.

#### **Unit 1: Structure of words**

**(9 hours)**

Segmenting and Labeling constituents of words

- Morpho-phonological processes in languages
- Productivity

#### **Unit II: Processes of word formation**

**(12 hours)**

- Inflectional processes
- derivational processes
- Morphological Typology
- Morphological typology of languages

**Unit III: Structure of simple sentences**

**(12 hours)**

- Major parts of speech of languages.
- Structure, Constituency, & Word order.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase.
- Structure of simple sentences in languages.

**Unit IV: Structure of Complex sentences**

**(12 hours)**

- Structure of embedded clauses, complex sentences.
- Types of embeddings.
- Embedding and the role of complementizers.
- Finiteness/ Non-finiteness.

**Readings**

1. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
3. Haegeman, Liliane. 1991. *Introduction to GB Theory* (2<sup>nd</sup> Edition). Blackwell.
4. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

## **DSC - 6: MORPHOSYNTACTIC PROCESSES IN INDIAN LANGUAGES**

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Morphosyntactic Processes in Indian languages (DSC-6)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL	Linguistics

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To make learners aware about word as a unit in Indian languages
- To make learner understand the word formation processes of Indian language
- To teach the fundamentals of syntactic structures of Indian languages

### **Learning Outcomes**

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences in the context of Indian languages;
- skills to analyse structure of words and sentences in Indian languages from a linguistic perspective;
- experience of handling of Indian language data at the word and sentence levels;

#### **Unit 1: Structure of words of Indian languages**

**(9 hours)**

- Word segmentation of Indian languages.
- Labeling of word-level constituents of any Indian language.
- Word formation processes and Indian languages.

#### **Unit II: Processes of word formation and Indian languages**

**(12 hours)**

- Inflectional processes of any Indian language.

- Derivational processes of any Indian language.
- Language Typology and Indian languages.

**Unit III: Structure of simple sentences in Indian languages (12 hours)**

- Parts of speech of any Indian language.
- Word order and the major language families of India.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase and Indian languages.
- Structure of simple sentences in any one Indian language.

**Unit IV: Structure of Complex sentences in Indian languages (12 hours)**

- Sentence structure of embedded clauses in Indian languages.
- Types of embeddings and Indian languages.
- India as a linguistic area on the basis of complex sentence structures.
- The role of finiteness and complementizers.

**Readings**

1. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
2. But, Miriam (2017). Hindi/Urdu and Related Languages. In Jessica Coon, Diane Massam, & Lisa Demena Travis (Eds.), *The Oxford handbook of ergativity*. Oxford: Oxford University Press.
3. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
4. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

## B.A. (PROG.) WITH LINGUISTICS AS NON-MAJOR

### DSC - 5: MORPHOSYNTACTIC PROCESSES

**Total Credits: 04 (Credits: Theory-03, Tutorial-1)**

**Total Lectures: Theory-45, Tutorial-15, Practical-Nil**

**Duration: 15 weeks**

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Morphosyntactic Processes (DSC-5)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make learners aware about the structure word as a unit
- To make learner understand the word formation processes in languages
- To teach the fundamentals of syntactic structures of languages

### Learning Outcomes

By participating in this course, the student will develop:

- an appreciation of the difference between sounds, words and sentences;
- skills to analyse structure of words and sentences from a linguistic perspective;
- experience of handling of language data at the word and sentence levels.

#### **Unit 1: Structure of words (9 hours)**

- Segmenting and Labeling constituents of words
- Morpho-phonological processes in languages
- Productivity

#### **Unit II: Processes of word formation (12 hours)**

- Inflectional processes
- derivational processes

- Morphological Typology
- Morphological typology of languages

**Unit III: Structure of simple sentences (12 hours)**

- Major parts of speech of languages.
- Structure, Constituency, & Word order.
- Structure of Noun phrase, Verb phrase, Adjectival phrase, Prepositional phrase.
- Structure of simple sentences in languages.

**Unit IV: Structure of Complex sentences (12 hours)**

- Structure of embedded clauses, complex sentences.
- Types of embeddings.
- Embedding and the role of complementizers.
- Finiteness/ Non-finiteness.

**Readings**

5. Bauer Laurie (1988). *Introducing Linguistic Morphology*. Edinburgh: Edinburgh University Press.
6. Carnie, Andrew. 1999. *Sentence Structure: A Generative Introduction*. OUP
7. Haegeman, Liliane. 1991. *Introduction to GB Theory* (2<sup>nd</sup> Edition). Blackwell.
8. Yule, George (2010). *The study of language*. Cambridge: Cambridge University Press.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-3): LANGUAGE AND MIND

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

Course title & Code	Credits (Hours)	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language and Mind (GE-3)	4 (60 hours)	3 (45 hours)	1 (15 hours)	0	Class XII	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop students' understanding of the connection between linguistic and cognitive concepts
- To develop students' understanding of how individuals produce and comprehend language
- To teach the fundamental characteristics of language acquisition as well as language disorders
- To make students appreciate the complexity of the processes underlying language use

#### Learning outcomes

By participating in this course, the student will develop:

- an appreciation of linguistic structures and mental architectures underlying language use;
- skills to analyse spoken and written language using linguistic tools in the contexts of language acquisition, language production, language comprehension and language disorders
- experience of handling complex data from different populations of language users and an understanding of the issues involved in collecting or analysing such data;

### SYLLABUS OF GE-3

#### UNIT – I (9 hours) : Language in the mind

- Behaviourism
- Cognitive Revolution
- Competence and Performance

## **UNIT – II (12hours) : Language Acquisition**

- Critical Period
- Phonetic & Phonological features
- Morphological features
- Syntactic features

## **UNIT – III (12 hours): Language Use**

- Nature of Linguistic Structures
- Production
- Comprehension

## **UNIT – IV (12 hours): Language disorders**

- Development language disorder
- Aphasia
- Dyslexia

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

### **Essential/recommended readings**

Carroll, D. W. (2008). Psychology of Language. 5<sup>th</sup> Edition. Thomson & Wadsworth.  
Aitchison, J. (2007). The articulate mammal: An introduction to psycholinguistics.  
Routledge.  
Pinker, S. (2003). The language instinct: How the mind creates language. Penguin UK.

### **Suggestive readings**

Chomsky, N. (1959). "A review of BF Skinner's Verbal Behavior". Language, 35(1), 26-58.  
Friederici, A. D. (2017). Language in Our Brain: The Origins of a Uniquely Human Capacity.  
United States: MIT Press.  
O'grady, W. (2005). How children learn language. Cambridge University Press.  
Sedivy, J. (2019). Language in Mind: An Introduction to Psycholinguistics. United Kingdom:  
Oxford University Press.  
Rescorla, M. (2020). "The Computational Theory of Mind" in Edward N. Zalta (ed.), The  
Stanford Encyclopedia of Philosophy.  
<https://plato.stanford.edu/archives/fall2020/entries/computational-mind/>  
Skinner, B. F. (1957). Verbal behavior. New York: Appleton-Century-Crofts.  
Traxler, M. (2012). Introduction to psycholinguistics: Understanding language science.  
Malden, MA: Wiley-Blackwell.



## DEPARTMENT OF PHILOSOPHY

### BA (HONS.) PHILOSOPHY

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – Western Philosophy: Descartes to Kant

#### CREDIT 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		
Western Philosophy: Descartes to Kant DSC 7	4	3	1	0	12 <sup>th</sup> Pass	Sem 1 and II, UG, BA Hons, Philosophy

#### Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas of the western philosophers from the time of Descartes (1592-1650) onwards till David Hume (1711-1776)
- The readings will enhance the study of six philosophers grouped under two traditions of thought: Rationalism and Empiricism
- The course will aim at analysing the main arguments surrounding the reasons for accepting rationalism vs empiricism
- The course will increase an understanding of the genesis of modern debates in philosophy and allied disciplines like cognitive science, artificial intelligence.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to understand the debates between rationalism and empiricism through the reading of original texts
- Students will be able to critically analyse the arguments on each side of the rationalist-empiricist debate
- Students will be able to evaluate the modern significance of the historical debates that are still reverberating in contemporary research

## **UNIT 1: Introduction**

**(9 hours)**

1. Rationalism
2. Empiricism
3. The main aspects of the debate

### **Essential Readings**

Rationalism vs. Empiricism- Markie, Peter, *The Stanford Encyclopaedia of Philosophy*, 2017 ed. Zalta.N. Edward.

## **UNIT 2: Rationalism**

**(12 hours)**

1. Descartes: Method of Doubt
2. Spinoza : Concept of God
3. Leibniz : The concept of Monads

### **Essential Readings**

**Rene Descartes-** Meditations on First Philosophy, London: Penguin Classics, 1998.( Ch. 1 and 2)

**Spinoza-** Ethics, London, Penguin Classics, 2005 ( Book-1)

**G W Leibniz-** Refer to any secondary source for the concept of Monads.

## **UNIT 3: Empiricism**

**(12 hours)**

1. Locke: Critique of Innate Ideas
2. Berkeley: Immaterialism( denial of matter)
3. Hume : Ideas and Impressions ( brief description) and Causation

### **Essential Readings-**

**Locke, John:** An Essay Concerning Human Understanding, London, Penguin Classics, 1997 ( **Book-1**)

**Berkeley, George-** Three Dialogues between Hylas and Philonous, London, Penguin Classics, 1988. ( **First Dialogue only**)

**Hume, David :** An Enquiry Concerning Human Understanding, Oxford : Clarendon Press, 1975 ( **Part 1- section 2 &3 and Part 2- section 7**)

## **UNIT 4: Critical Philosophy**

**(12 hours)**

1. Classification of Propositions
2. Analytic, Synthetic,
3. Synthetic a priori

### **Essential Reading**

**Kant, Immanuel**, Critique of Pure Reason, Cambridge Ed. of the works of Immanuel Kant, Guyer, Paul and Wood, Allen, 1999, (Introduction- pp-127-152)

### Suggestive Readings

1. Copleston, F.J. History of Philosophy, USA, Image Books, 1993
2. Falkenberg, R. History of Modern Philosophy, USA, Jefferson Publications, 2015
3. Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill, 2011
4. O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964
5. Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969
6. Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

## DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8) – Social and Political 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		
Social and Political Philosophy DSC-8	4	3	1	Nil	12 <sup>th</sup> Pass	Sem I and Sem II UG Philosophy Hons

### Course Objective

- This course aims at introducing the students to fundamental issues, and concepts in modern social and political philosophy.
- This course will enhance the understanding of social and political structures that govern our world, and understand the underlying theoretical frameworks.
- This course will discuss concept like liberty, justice, democracy, dignity, civilisation, and nationalism, inter alia.

## Course Learning Outcomes

- The student will learn to analyze political concepts and understand their critical role in our intellectual and practical lives
- The course will enable to the student to reflect on the theoretical presuppositions of our social and political structures
- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.

## UNIT-I: INTRODUCTION

(9 hours)

1. Understanding Political Philosophy.
2. Basic Concepts

Essential/Recommended Readings:

Strauss, L. (1957). What is Political Philosophy? *The Journal of Politics*, 19(3), 343–368.  
<https://doi.org/10.2307/2126765>

## UNIT-II: MODERN LIBERAL THOUGHT

(12 hours)

1. Fundamentals of Modern Western Liberal Thought.
2. Enlightenment, State of Nature, Slavery
3. The Beginning of Political Societies

**Essential/Recommended Readings:**

Kant, I. (2006). An Answer to the Question: What is Enlightenment? In Kleingeld, P., & Colclasure, D. L. *Toward Perpetual Peace and Other Writings on Politics, Peace, and History (Rethinking the Western Tradition)*. (pp. 17–23). Yale University Press.

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of Slavery. In Laslett, P. *Two Treatises of Government*. (sections 22- 24) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Rawls, J (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

### **UNIT- III: LIMITS OF MODERN WESTERN POLITICAL THOUGHT (12 hours)**

- 1) Social structures
- 2) The Possibility of a classless society

Essential/Recommended Readings:

Arendt, H. (1976). A Classless Society. In *The Origins of Totalitarianism*. (pp. 305-340). Harvest Book.

### **UNIT-IV: INDIAN POLITICAL THOUGHT (12 hours)**

- 1) Critique of Nationalism.
- 2) Critique of Modern Western Civilisation.
- 3) Democracy and Annihilation of Caste.
- 4) Radical Humanism.

Tagore, R. (2005). Nationalism in the West. In *Nationalism*. (Chapter 1) Rupa & Co. Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press. Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

### Suggestive Readings

Lof Der Zotheid Psychologenpraktijk. (2016). The Milgram Experiment 1962 Full Documentary [Video]. You Tube. <https://www.youtube.com/watch?v=rdrKCilEhC0I>

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Raphael, D D. *Problems of Political Philosophy*, New York : Palgrave, 2009.

Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .

## DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC-9): Applied Ethics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Applied Ethics DSC 9	4	3	1	Nil	12 <sup>th</sup> Pass	Sem I and II UG Philosophy Hons

## **Learning Objectives**

- This course is about an evolving interdisciplinary domain dealing with ethical issues in diverse areas
- This incorporates social, political, normative, business, computer, medical, bioethics, and environmental ethics.
- The course will inculcate a sense of inquiry into new areas that students feel interested in but don't know how to inquire into systematically.

## **Course Learning Outcomes**

- This course will develop skills of comprehension of real life ethical situations
- This course will equip students with the intellectual ability to deal with dilemmas and problems faced in actual situations of ethical import
- This course will enhance the student's capacity to handle complex situations involving many variables of decision making in an ethical manner
- This course will create a better understanding of the complex world of decision making faced in professional life

### **Unit 1 An Introduction to Applied Ethics**

**(9 hours)**

1. Introduction
2. Basic concepts
3. Dilemmas and problems

### **Essential/Recommended Readings**

Singer Peter, Applied Ethics, Oxford University Press, 1986

### **Unit 2 Value of Human Life**

**(12 hours)**

1. Human Rights
2. Punishment

**Essential/Recommended Readings:**

Benn, S. I. (1958). An Approach to the Problems of Punishment. *Philosophy* 33 (127):325 - 341.

Ewing, Alfred C. (1929). *The Morality of Punishment : With Some Suggestions for a General Theory of Ethics*. Routledge.

Flew, Antony (1954). The Justification of Punishment. *Philosophy* 29 (111):291 - 307.

**Unit 3 Environmental Ethics****(12 hours)**

1. Nature as Means or End.
2. Respect for animals and ecology.

**Essential/Recommended Readings:**

Singer, Peter (2009). *Animal Liberation: The Definitive Classic of the Animal Movement*. Ecco Book/Harper Perennial.

Vibha Chaturvedi, Pragati Sahni (2019, Understanding ethics, Motilal Banarsidass Publishers, Private Limited, Delhi.

**Unit 4 Professional Ethics and Public Policy****(12 hours)**

1. Medical Ethics - Surrogacy, Euthanasia and Doctor-Patient Relationship
2. Privacy: The Public Interest and a Prurient Public in Media Ethics.

**Essential/Recommended readings**

Campbell, Alastair V. (2013). Clinical Ethics. In *Bioethics: The Basics*. New York: Routledge, pp. 79-114

Tong, R. (2005). Surrogate Motherhood. In *A Companion to Applied Ethics* (eds R.G. Frey and C. Heath Wellman). <https://doi.org/10.1002/9780470996621.ch27>

Archard, David (1998), Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, pp. 82-94

**Suggestive Readings**

Singer Peter, *Applied Ethics*, Oxford University Press, 1986

Pojman Louis, Pojman Paul, McShane Katie, *Environmental Ethics: Readings in Theory and Application*, Cengage Learning, 2017

Motilal Shashi (ed)(2010), *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*. London, Anthem Press



Cohen I. Cohen and Wellman Christopher Heath, Contemporary Debates in Applied Ethics, Wiley Blackwell, 2014  
Patterson and Lee Wilkins, Media Ethics:Issues and Cases, Rowman and Littlefield Publishers, 2018  
Rachel James, The Elements of Moral Philosophy, Oxford University Press, 2011

**BA (HONS.) PHILOSOPHY - DISCIPLINE SPECIFIC ELECTIVE**

**DISCIPLINE SPECIFIC ELECTIVE -1 (DSE-1) – Jainism**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Jainism	4	3	1	Nil	12 <sup>th</sup> Pass	

**Learning Objectives.**

- This course aims at providing students with a comprehensive understanding of Jain Philosophy.
- This course will bring out the various aspects of Jainism such as the origin of Jainism, their metaphysics, Epistemology and ethics. It will also discuss the doctrine of Ahimsa and aspects of Karma theory.
- This course will also have contain some glimpses into ecology as influenced by Jain thinking

**Course Learning Outcomes**

1. Students will learn a basic set of concepts and ideas relating to Jainism both from the perspectives of a lay man and monastic.
2. At the end of the course, a student should be able to demonstrate a clear understanding of the Jain philosophy.

3. Students will develop a sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and shall be able to go for further research in the subject.

### **Unit1 Jainism: An overview**

**(9 hours)**

1. Introduction to Jainism & Jain Studies (Film: Frontiers of Peace)
2. Symbols in Jainism and their implications

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

- Jain, J.P. (2005), *Fundamentals of Jainism*, Radiant Publishers, New Delhi, Chapter-1, pp, 1-19.
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta, Calcutta, Chapter-3, pp, 68-70.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 169-175

### **Unit 2: Jain Epistemology**

**(12 hours)**

1. Pramana and Naya
2. Syādvāda

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

- Jain, Veersagar, (2013). *Bharatiye Chintane Syadavada (Syadavada in Indian Thought)*, [SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA](#), New Delhi.
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta, Calcutta, Chapter-3, pp, 70-77.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 175-186.

### **Unit 3 Jain Metaphysics**

**(12 hours)**

1. Ahimsa and Anekāntavāda
2. Concept of Substance
3. Karma and rebirth

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

- Jaini, Padmanabh (2000). *Collected Papers on Jain Studies*. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#).
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University

of Calcutta, Calcutta, Chapter-3, pp,81-93.

- Dasgupta,S.N.(2004),A History of Indian Philosophy, vol.1,Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain,J.P.(2005),Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

#### Unit 4 Jain Ethics

(12 hours)

1. Tiratna and Panchamahavrata
2. Ecology
3. Fear of Food: Jaina Attitudes on Eating

#### Essential/Recommended Readings:

- ChappleChristopher key. (2006). (ed) , Jainism and Ecology (Non-violence in the Web of Life), "The living earth of Jainism and the new story: rediscovering and reclaiming a functional cosmology", Motilal Banarasidass Pvt Ltd. pp.119 to 140.
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jaini, Padmanabh S. 2000. *Collected Papers on Jaina Studies*. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#). Ch. 16.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi,Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

#### Suggestive Readings

- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta.
- Dasgupta,S.N.(2004),AHistory of Indian Philosophy, Vol.1,Motilal Banarasi Dass Publishers, Delhi.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan.

## DISCIPLINE SPECIFIC ELECTIVE -2 (DSE-2) – Information Ethics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 2 Information Ethics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	12th Pass	

#### Learning Objectives

- The course aims to give students a thorough understanding of the primary philosophical concepts and arguments of information ethics.
- Information Ethics deals with the ethical, legal, and social aspects of the use of information and information and communication technology.
- Students will learn the key ethical theories and frameworks that have shaped the field of information ethics. In addition to learning about a variety of ethical theories, students will have the opportunity to explore significant information ethics concerns linked to social justice, surveillance, the digital divide, privacy, and access to information.

#### Course Learning Outcomes

- This course will enable the students to have a comprehensive understanding of major ethical theories and frameworks that have shaped the field of information ethics.
- Students will get to explore ethical issues related to the design and use of information technology, thereby enabling them to acquire the requisite knowledge, skill, and attitude required for making informed ethical decisions about information production, management, and use.
- Students will also be able to explore and apply a wide range of ethical theories to examine critical ethical issues raised by recent information and communication technology advances.

## **UNIT 1: Introduction to Information Ethics**

**(9 hours)**

1. Historical root of Information Ethics
2. What is Information Ethics?
3. Nature and scope of information ethics
4. Ethical issues of Information Age

### Essential/Recommended Readings

Bynum, T. W. (2010). The Historical Roots of Information and Computer Ethics. In *Cambridge Handbook of Information and Computer Ethics* edited by Luciano Floridi, pp. 20 – 38. New York: Cambridge University Press.

Froehlich, T. (2005). A Brief History of Information Ethics. *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 11 – 13.

Floridi, L. (2006). Information ethics, its nature and scope. *Acm Sigcas Computers and Society*, 36(3), 21-36.

Mason, R. O. (2017). Four ethical issues of the information age. In *Computer ethics* (pp. 41-48). Routledge.

## **UNIT 2: Privacy, Accountability, and Surveillance Capitalism**

**(12 hours)**

1. Privacy, Security and Information Ethics
2. Transparency and Information Ethics
3. Surveillance Capitalism

### Essential/Recommended Readings

Brey, P. (2007). Ethical Aspects of Information Security and Privacy. *Security, Privacy, and Trust in Modern Data Management*, 21-36

Turilli, M., & Floridi, L. (2009). The Ethics of Information Transparency. *Ethics and Information Technology*, 11(2), 105-112.

Fuchs, Christian. (2016). Information Ethics in the Age of Digital Labour and the Surveillance-Industrial Complex. In *Information Cultures in the Digital Age: A Festschrift in Honor of Rafael Capurro* edited by Matthew Kelly & Jared Bielby, pp. 173 - 190. Springer

## **UNIT 3: Data, Digital Divide, and Information Ethics**

**(12 hours)**

1. Access to Information
2. Social justice
3. Digital divide

### Essential/Recommended Readings

Hongladarom, S. (2005). The digital divide, epistemology and global justice. In *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 5-6.

Johnson, J. A. (2014). From open data to information justice. *Ethics and Information Technology*, 16(4), 263-274.

Tavani, H. T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*. MCB UP Ltd, pg 99-108

Floridi, L. (2002). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-45.

Webster, F. (2007). Information and democracy: Jürgen Habermas. In *Theories of the Information Society* (pp. 169-210). Routledge.

#### Unit 4 Plurality in Information Ethics

(12 hours)

1. Global Information Ethics
2. Inter-cultural Information ethics
3. Future of Information Ethics

#### Essential/Recommended Readings

Ess, C. (2006). Ethical pluralism and global information ethics. *Ethics and Information Technology*, 8(4), 215-226.

Hongladarom, S. (2016). Intercultural information ethics: a pragmatic consideration. In *Information cultures in the digital age* (pp. 191-206). Springer VS, Wiesbaden.

Ess, Charles. (2010). Brave New Worlds? The Once and Future Information Ethics. *International Review of Information Ethics*, Vol 12, 37 - 44.

### DISCIPLINE SPECIFIC ELECTIVE (DSC-3): Indian Materialism

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 3 Indian Materialism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	12th Pass	

### **Learning Objectives**

- The primary objective of this course is to familiarize the students with the nature, significance and import of Materialism as a strong philosophical motif present in the Indian philosophical knowledge systems
- This course will also critically evaluate the theoretical framework in the activity of philosophizing in Indian materialism
- This course will bring out the contemporary relevance of Indian materialism and throw fresh light on its historical role in Indian Philosophy and knowledge systems.

### **Course Learning Outcomes**

- The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of Materialism as a philosophical theory in the Indian context.
- The students will have understood a vital element in the Indian knowledge systems
- The student will be able to appreciate the plurality and diversity of Indian knowledge systems.

### **Unit 1: Introduction**

**(9 hours)**

1. Ancient Indian Materialism and Its sources.
2. Characteristic features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics

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

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

Bhattacharya, R. (2013), Development of Materialism in India”, *Esercizi Filosofici* 8, pp. 1-12.

Madhava Acarya (1904), “Sarvadarsana-samgraha: Section on ‘Carvaka’”, trans. E.B. Cowell & A.E. Gough, London, Kegan Paul, Trubner & co. Ltd, pp. 2-11.



## **Unit 2: Shades of Materialism**

**(12 hours)**

1. The Materialistic view: Rational, Realistic
2. Naturalistic, Anti-dogmatic and Anti-ritualistic.

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

1. Franco, Eli (2011), “Lokayata” in Brill’s Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen, Lieden/Boston, Brill, pp. 629-642.
2. Dale, M Reipe (1961), “Naturalistic Traditions in Indian Thought.
3. Mills, Ethan (2015), “Jayarasi’s Delightful destruction of Epistemology”, Philosophy East & West, Vol. 65, pp. 498-54.

## **Unit 3: Influence on Contemporary Times**

**(12 hours)**

1. Indian Materialism and Its Influence in Contemporary Social Movements:
2. Marxist, Atheist, Rationalist

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

Quack, Jihannes (2012), “Disenchanted India- Organized Rationalism and Criticism of Religion in India, Oxford University Press, Delhi, pp. 3-21.

## **Unit 4: Contemporary Indian Materialists**

**(12 hours)**

1. Contemporary Thinkers of Indian Materialism: M.N.Roy, Periyar,  
a. D.P. Chattopadhyaya.

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

Roy, M.N. (1987), “Materialism”, Ajanta Publications, Delhi.

Chattopadhyaya, Debiprasad (2008), “Lokayata- Study in Ancient Materialism”, Peoples Publishing house, Bombay.

### **Suggestive Readings**

Chattopadhyaya, D.P., (1964), Indian Philosophy: A Popular Introduction, People’s Publishing House, New Delhi.

Ewing, A.C. (1951), Fundamental Questions of Philosophy, Routledge & Kegan Paul Ltd., London.

Raju, P.T. (1985), Structural Depths of Indian Thought, Asian Publishers, New Delhi.

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

Gokhale, P.P. (1993), “Carvaka’s Theory of Pramanas: A Restatement”, Philosophy East & West, Vol. 43, pp. 675-682.

**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**

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

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Ethics**

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

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

#### **Learning Objectives**

- The course is designed to grasp the traditional ethical (Western and Indian) theories
- This course will also ensure that students will be able to apply ethics on the practical front.
- It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

#### **Course Learning Outcomes**

- The student will be able to understand and analyse ethical theories
- The student will appreciate the role of reasoning in ethics
- The student will be able to evaluate different theories of ethics
- The student will be able to apply ethical theories in practical situations

#### **UNIT 1: Introduction to Ethics**

**(9 hours)**

1. Domain of Ethics
2. Conventional and Reflective Morality

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

- 1) Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp.1-14.
- 2) Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-1, pp.1-13,

## **UNIT 2: Theories of Ethics**

**(12 hours)**

1. Virtue Ethics with especial reference to Aristotle's Eudemonia
2. Teleological Ethics with especial reference to Mill's Utilitarianism
3. Deontological Ethics with especial reference to Kant's Categorical Imperatives

### **Essential/Recommended Readings**

1. Aristotle, (1926) Nicomachean Ethics, Harvard University Press.
2. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed.1962.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London

## **UNIT 3 : Ethical Issues**

**(12 hours)**

1. I) Nature of Free-will and Responsibility
2. II) Deterrent and Retributive Punishment

### **Essential/Recommended Readings**

1. Thiroux, J. ETHICS: Theory and Practice, Chapter 6 pp.131-142
2. Thiroux, J. ETHICS: Theory and Practice, Chapter 5, pp.101-114

## **UNIT 4 : INDIAN ETHICS**

**(12 hours)**

1. Ethics of Gita
2. Buddhist Ethics

### **Recommended Readings**

1. Sharma, I.C. (1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII, and Chapter VII'
2. Keown, D. (2005). Buddhist Ethics: A very short introduction, OUP, Chapter 1 (Buddhist Morality)

### **Suggestive Readings**

3. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press.
4. Lillie, W. [1948], An Introduction to Ethics, Methuen & Co. Ltd. London.
5. Nuttall Jon, Moral Questions: An Introduction to Ethics, Polity Press, 1993
6. Sharma, Bhanu (2019) The Conceptual Analysis of Karma, Kohenoor Publications, Chapter 7, pp.223-248.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Social and Political Philosophy DSC 6</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	<b>NIL</b>

#### Learning Objective

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

#### Course Learning Outcomes

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

### UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT

**(15 hours)**

1. Social Contract
2. Liberty
3. Justice

#### Essential/Recommended Readings

- Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.
- Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.
- Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.
- Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A*

*Restatement*. (pp. 1-38). Harvard University Press.

## UNIT-II: INDIAN POLITICAL THOUGHT

(15 hours)

1. Critique of Nationalism.
2. Critique of Modern Western Civilisation.
3. Democracy and Annihilation of Caste.
4. Radical Humanism.

### Essential/Recommended Readings

Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.

Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES

(15 hours)

1. Communitarianism
2. Feminism

### Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

### Suggestive Readings

- Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .
- Ghoshal, U.N. A History of Indian Political Ideas, Oxford University Press, 1950.
- Benn, S. I., Peters, R. S. *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

**Ba (Prog) with Philosophy as Non-Major**  
**Category III**

**Courses for Undergraduate Programme of study with discipline of  
Philosophy as one of the Core Disciplines (Non-Major/Minor)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Social and Political 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		
Social and Political Philosophy DSC 3	4	3	1	0	Class XII	NIL

**Learning Objective**

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

**Course Learning Outcomes**

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

## **UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT**

**(15 hours)**

4. Social Contract
5. Liberty
6. Justice

### **Essential/Recommended Readings**

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

## **UNIT-II: INDIAN POLITICAL THOUGHT**

**(15 hours)**

5. Critique of Nationalism.
6. Critique of Modern Western Civilisation.
7. Democracy and Annihilation of Caste.
8. Radical Humanism.

### **Essential/Recommended Readings**

Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.

Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## **UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES**

**(15 hours)**

1. Communitarianism
2. Feminism



Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

**Suggestive Readings**

- a. Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- b. Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi :Oxford University Press, 2006 .
- c. Ghoshal, U.N. A History of Indian Political Ideas, Oxford University Press,1950.
- d. Benn, S. I.,Peters, R. S. *Social Principles and The Democratic State*, London:George Allen and Unwin LTD.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-9): Formal 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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Formal Logic GE 9	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

#### Learning Objectives

- This course is designed as an introductory course in logic which will bring out the standard forms of Formal reasoning.
- It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning.
- It equips students with the logical skills and techniques for formal testing of syllogistic arguments.

#### Course Learning Outcomes

- The student's reasoning skill will be enhanced. The student will learn ways for testing and recognizing strong arguments.
- After this course, the student will be able to construct good arguments and helps them develop skills with which they can discern the distinction between the valid and the invalid argumentation through several different methods.

#### UNIT I: BASIC LOGICAL CONCEPTS

(9 hours)

1. Sentence and Proposition
2. Classification of Categorical Propositions
3. Quality, Quantity and Distribution of Terms
4. Truth and Validity

### **Essential/Recommended Readings**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 2-5.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 170-173.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 174-177.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 27-31.

### **UNIT II: - ARISTOTELIAN LOGIC**

**(12 hours)**

1. Translating ordinary sentences into Standard Form Categorical Propositions
2. Traditional Square of Opposition
3. Immediate Inference (Conversion, Obversion and Contraposition)
4. Mediate Inference: Standard Form Categorical Syllogism -Mood and Figure
5. Testing Validity/Invalidity of Syllogism by Syllogistic Rules

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 7, pp 259-268.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 180-184.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 184-192.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 211-216.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 230-240.

### **UNIT III: BOOLEAN LOGIC AND VENN DIAGRAM (12 hours)**

1. Existential Import and the Boolean Interpretation of Categorical Propositions
2. Boolean Square of Opposition
3. Symbolic Representation of Categorical Propositions
4. Testing Validity/Invalidity of Categorical Syllogism by Venn Diagram

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp. 193-199.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 201-202.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 203-206.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 219-230.

### **UNIT IV: PROPOSITIONAL LOGIC (12 hours)**

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence))
3. Symbolization of statements
4. Logical Status of Statements: Tautologous, Contingent, Contradictory
5. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

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

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 305-306.

Topics 2 and 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 306-327; pp. 344-345.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 343-344.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 332-334.

## Suggestive Readings

1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014.
2. Cavendish, A. P., and O'Connor, D. J., Introduction to symbolic logic. London: University Tutorial Press, 1959. Additional Resources: Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

### GENERIC ELECTIVES (GE-10):

#### Credit 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			
Readings in Western Philosophy GE 10	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

#### Learning Objectives

- This course will critically examine the basic text of some philosophers.
- This course will introduce students to selected themes in philosophy like existentialism, the value of philosophy, love, self, etc.
- The course will develop the student's curiosity to explore philosophy further in a more fruitful manner

#### Course Learning Outcomes

- After completing this course, the student will understand the central themes on which great philosophers have written
- The student will appreciate the genesis of the enlightenment and its reliance on reason
- The student will be able to connect ancient themes in philosophy with contemporary themes in a seamless way

#### Unit 1: Greek Philosophy

(9 hours)

1. Love
2. Madness

### **Essential/Recommended Reading**

“On Love and madness: *Phaedrus*” 227a-258 (in Plato’s *Phaedrus* translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)

### **Unit 2: Modern Philosophy**

**(9 hours)**

1. The Enlightenment
2. Private and Public Reason

### **Essential/Recommended Reading**

“On Enlightenment” (in Immanuel Kant, *Perpetual Peace and Other Essays*, Hackett, 1983)

### **Unit 3: Post Kantian Theme**

**(9 hours)**

1. Thinking
2. Self and world

### **Recommended Reading:**

“On Thinking for Oneself” (in Schopenhauer, *Parerga and Paralipomena: Short Philosophical Essays*, Vol.2, trans. E.F.J. Payne, Oxford: Clarendon Press, 1974)

### **Unit 4: Contemporary Philosophy**

**(18 hours)**

1. Jean-Paul Sartre
2. Bertrand Russell

### **Essential/Recommended Readings**

1. “Existentialism is a Humanism” (in Walter Kaufmann, *Existentialism from Dostoevsky to Sartre*, Penguin USA, 1975)
2. “The Value of Philosophy” (in Russell, *The Problems of Philosophy*, 2<sup>nd</sup> edition, Oxford University Press, 1997)

## GENERIC ELECTIVES (GE-11): Philosophical Debates: Western

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Philosophical Debates: Western GE 11</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>12<sup>th</sup> Pass</b>	<b>None</b>	<b>Philosophy</b>

### Learning Objectives

#### Course Objective

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the Greek world, as well as modern western and contemporary philosophy.
- It allows students to learn the main issues, arguments and counter-arguments in the entire spectrum of western philosophical debates.
- The syllabus comprises of philosophers grouped under several traditions of thought. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

### Course Learning Outcomes

- It will develop skills of critical evaluation of key arguments of philosophers
- It will enable students to have a better understanding of how a philosopher develops and defends a theme
- It will create an understanding of philosophical themes and debates

### Unit 1 Epistemology

**(9 hours)**

- 1) Knowledge and opinion/belief
- 2) Episteme and doxa

### Essential/recommended readings

Plato, *Republic*, Translated by Lee (Penguin), Book VI & VII, pp. 502-521.

### Unit 2 Metaphysics

**(12 hours)**

- 1) Descartes' Mind-Body dualism.
- 2) Gilbert Ryle on Descartes Myth.

### Essential/Recommended Readings

Rene Descartes, *Meditations Concerning First Philosophy*, Meditation II, in J J Blom (Ed), *Descartes; Essential Writings* (Harper Torch Books, 1977).

Gilbert Ryle, *The Concept of Mind* (Hutchinson, 1949), Chapter I.

### Unit 3 Empiricism about substance

(3 weeks)

- 1) John Locke's theory of material substance.
- 2) Berkeley's critique of Locke's material substance.

Essential/Recommended readings

John Locke, *An Essay Concerning Human Understanding* (London, 1706), Chapter XXIII.

George Berkeley, *The Principles of Human Knowledge* in G J Warnock (Ed), (Fontana Press, 1985), Part I, Section 1-24.

### Unit 4 Humanism; Emotion & God

(4 weeks)

- 1) Jean Paul Sartre's theory of emotion.
- 2) Russell and Copleston debate on the existence of God.

### Essential/Recommended readings

- Jean Paul Sartre, *Sketch for a Theory of the Emotions* (London: Routledge).
- Bertrand Russell, *Why I am not a Christian?* (London: George Allen and Unwin), including the BBC debate between Russell and Copleston Broadcast in 1948.

### Suggestive readings

- T Z Lavine, *From Socrates to Sartre: The Philosophic Quest* (New York: Bantam Books, 1984).
- F C Copleston, *History of Philosophy* (Image Books, 1993).
- R Falkenberg, *History of Modern Philosophy* (Jefferson Publications, 2015).
- Bruder Moore, *Philosophy: The Power of Ideas* (New Delhi: Tata McGraw Hill, 2011).
- D J O'Connor, *A Critical History of Western Philosophy* (Macmillan, 1964).
- W Stegmüller, *Main Currents in Contemporary German, British and American Philosophy* (Riedel Publishing, 1959).
- Thomson Garrett, *An Introduction to Modern Philosophy* (California: Wadsworth Publishing, 1993).
- Y Masih, *A Critical History of Western Philosophy* (New Delhi: Motilal Banarsidas, 2016)

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



## DEPARTMENT OF PSYCHOLOGY

### Category I

## B.A. (HONS.) PSYCHOLOGY

(B.A. Honours in Psychology in three years)

### DISCIPLINE SPECIFIC CORE (DSC) COURSES

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Development of Psychological Thought	4	3	1	0	Class XII Pass	Nil

#### Learning Objectives

The Learning Objectives of this course are:

- To understand and evaluate the historical events and key philosophical, pre-scientific and scientific developmental milestones that has shaped the discipline of contemporary psychology.
- To appreciate the polycentric history and diversity of interests and foci within psychology.
- To describe the perspectives and significant contributions of luminaries in the history of psychology.
- To understand the development of psychological thought from both the Indian and Western perspectives.

#### Learning outcomes

By studying the course students will be able to:

- Understand the historical events and key philosophical, pre- scientific and scientific developmental milestones that have shaped the discipline of contemporary psychology.
- Identify and appreciate the perspectives and significant contributions of luminaries in the history of psychology.
- Recognize the relevance of diversity of contexts and the pluralistic origin of significant ideas, concepts and theories which shaped the history of psychology.
- Compare and contrast the development of psychological thought from both the Indian and Western perspectives.

- Use critical thinking to question, debate and evaluate the guiding assumptions of psychological theories, concepts and principles and to apply these effectively, both at an individual level and in diverse settings.

## **SYLLABUS OF DSC-7**

### **UNIT – I: (11 Hours)**

Polycentric History of Psychology- Psychology of Consciousness: Eastern (Yoga and Vedant); and Western views (Wundt, James, Phenomenology) on Consciousness; applications of Yoga & Vedant.

### **UNIT – II: (11 Hours)**

Psychology of Behaviour and Mind: Rise of Behaviourism (Watson), Shift from Behaviourism to neo-behaviourism (Tolman, Skinner); Transition from Behaviourism to Cognitive Psychology (Paradigms and Themes); Applications of Behaviourism and Cognitive psychology.

### **UNIT – III: (14 Hours)**

Psychology of the Unconscious: Classical Psychoanalysis (Freud), Sociological Shift in Psychoanalysis (Horney, Erikson), Object Relations Perspective (Key Concepts); Existentialist & Humanist Perspective (Tenets and Concepts).

### **UNIT – IV: (9 Hours)**

Psychology of Subjective Experience: Humanist Psychology (Tenets), Rogerian Self Psychology; Existential Psychology (Tenets), Transpersonal Psychology (Themes & Contributions).

**Tutorial Component – 15 Hrs.**

#### **Suggestive Tutorial Activities:**

- Literature Review to trace polycentric history of Psychology
- Class debates to develop critical thinking e.g. Skinner-Chomsky debate
- Working timeline on the History of Psychology including History of Psychology in India
- Mapping a timeline of Psychology with popular culture movements to see convergences between the two.
- Role plays to demonstrate concepts e.g. operation of defense mechanisms.
- Discussions on topics of contemporary relevance e.g. artificial intelligence.
- Essays on philosophical debates
- Movie screenings and discussions e.g. Wild Strawberries

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

**Practical Component – NIL**

#### **Essential readings**

Brock, A. C. (2014). What is a polycentric history of psychology? *Estudosem Psicologia* 14 (2), 646-659.

- Cornilissen, R.M. Misra, G. & Varma, S. (Eds.), (2013). *Foundations and applications of Indian psychology*. New Delhi: Pearson
- Davis, J. (2003). An overview of transpersonal psychology. *The Humanist Psychologist* 31 (2-3), 6-21.
- Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London : Wadsworth, Cengage Learning.
- Kakar, S. (1997). Culture in Psychoanalysis. In S. Kakar (Ed.) *Culture and psyche: Selected essays* ( pp. 1-19). New Delhi: OUP.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.
- Leahey, T.H. (2005). *A history of psychology: Main currents in psychological thought*. Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
- Pickren, W.E. (2009). Indigenization and the history of psychology. *Psychological Studies* 54, 87-95.
- Sternberg, R.J. & Sternberg, K. (2012). *Cognitive psychology*. Wadsworth: Cengage Learning.

### **Suggestive readings**

- Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.
- Cunningham, P. F. (2021). *Introduction to transpersonal psychology: Bridging spirit and science*. NY: Routledge.
- Danzinger, K. (2013). Psychology and its history. *Theory & Psychology* 23(6), 829-83.
- Marsh, T. (2020). Neo Freudians. In V. Zeigler-Hill & T.K. Shackelford (Eds.), *Encyclopedia of personality and individual differences*.
- Paranjpe, A. (2006). From tradition through colonialism to globalization: Reflections on the history of psychology in India (pp.56-74). In A.C. Brock (Ed.), *Internationalizing the history of psychology*. NY: New York University Press.
- Rao, K. R. & Paranjpe, A.C. (Eds.), (2017). *Psychology in the Indian tradition*. New Delhi: Springer.
- Rao, K.R. (2011). Trisula: Trident Model of Indian Psychology (pp.1-20). In G. Misra (Eds.), *Oxford handbook of psychology in India*. New Delhi: Oxford University Press.
- Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.
- St. Clair, M. (1999). *Object relations and self-psychology: An introduction*. Belmont, California: Wadsworth Publishing.
- Thomas, T. (2005). *The critique of psychology: From Kant to post colonial theory*. NY: Springer-Verlag.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Paradigmatic Foundations of Psychological Inquiry	4	3	0	1	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint students with the concept of paradigms as a basis for psychological inquiry
- To introduce the basic assumptions of the key paradigms that inform knowledge generation in psychology
- To give an overview of the quantitative and qualitative traditions of inquiry
- To acquaint students with the different methods of data collection for psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Appreciate and critically analyse the paradigmatic foundations and assumptions of different theories in Psychology
- Appreciate and use the different traditions of psychological inquiry
- Identify and use the suitable methods of data generation for different psychological inquiries

## SYLLABUS

### UNIT – I Paradigmatic Assumptions of Psychological Inquiry (12 hours)

- Paradigms of Inquiry: Positivist, Post-positivist, Critical, Constructivist and Participatory

### UNIT – II Traditions of Inquiry (18 hours)

- Quantitative and qualitative approaches- overview, differences and convergences in mixed methods
- Issues and techniques of sampling in quantitative and qualitative approaches
- Issues of quality and ethics in quantitative and qualitative approaches
- Role of reflexivity in knowledge generation

### **UNIT – III Techniques of data generation (15 hours)**

- Survey
- Interview
- Observation
- Focus Group Discussion
- Case study
- Use of secondary data sources

### **Suggestive Practicals– (30 hours)**

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with suitable method/s.

### **Essential/recommended readings**

- Bansal, P. (2019). *Psychology: Debates and controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. The Sage handbook of qualitative research. 4(2), 97-128.
- Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

### Suggestive readings

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research methods in psychology: A handbook*. Illinois. Waveland Press, Inc.

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Social Psychology in Applied Contexts	4	3	0	1	Class XII Pass	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the importance of applied social psychology in various domains.
- To appreciate the applications of the field in various contexts of life.

### Learning outcomes

The student at the end of this course should be able to:

- Understand the key issues and concepts related to social inequalities and environmental concerns, especially in the Indian context.
- Understand the importance of interventions in dealing with social problems.
- Design and execute a study based on any relevant intervention/participatory method.

### UNIT – I (15 Hours)

#### Introduction

Nature of Applied Social Psychology, Overview of Participatory Research Methods, Process of Intervention, Applying Social Psychological Principles in the Indian Context - Case Studies.

### UNIT – II (15 Hours)

#### Social Diversity and its Challenges

Economic, Religious, Gender, Linguistic, Caste based Diversity

Challenges (discrimination, stereotypes and prejudice)

### **UNIT – III (15 Hours)**

#### **Applying Social Psychology to the Environment**

Resource dilemmas, Natural Disasters, Culture and Environment, Pro-environmental Behaviour and Dealing with Natural Disasters

#### **Practical component- (30 Hours)**

- Case Studies in the Indian context related to the topics in unit 2 and 3.
- Focus Group discussions based on relevant social issues (diversity, discrimination, environment etc.)
- Analysis of Designing interventions for relevant social issues (diversity, discrimination, environment etc.)
- Analysis of films, other media and other secondary data sources (e.g relevant social policies)
- Interview based /observational inquiry in relevant social settings (e.g NGOs, rural settings etc.)
- Questionnaire based surveys on relevant topics in unit 2 and 3

#### **Recommended readings**

Aronson, E., Wilson, T.D., Akert, R.M., & Sommers, S.R. (2017). *Social Psychology, 9th edition*, Delhi: Pearson.

Jain, S. & Bhardwaj, G. (2014). Understanding diversity issues vis-à-vis caste based quota system: A solution or a source of discrimination. *Vision, 18(4)*, 317-325.

Jaspal, R. (2011). Caste, social stigma and identity processes. *Psychology and Developing Societies, 23(1)*, 27-62.

Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies, 59(4)*, 427-435. (ISSN: 0033-2968)

Kool, V. K., & Agrawal, R. (2020). *Gandhi and the Psychology of Nonviolence, Volume 2*. Springer International Publishing.

Mangal, S.K. & Mangal, S. (2022) *Essentials of Social Psychology: An Indian Perspective*. Routledge

Mohanty, A. K., (2010). Languages, Inequality and Marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language, 205*, 131-154

- Mikkelsen, B. (1995). *Methods for Development Work and Research: A Guide for Practitioners*. New Delhi: Sage.
- Misra, G., & Tripathi, K. N. (2004). Psychological dimensions of poverty and deprivation. In J. Pandey (Ed.), *Psychology in India revisited – Developments in the discipline* (Applied social and organizational psychology, Vol. 3, pp. 118–215). New Delhi: Sage.
- Pandey, J., & Singh, P. (2005). Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.
- Priya, K. R. (2002). Suffering and healing among the survivors of Bhuj earthquake. *Psychological Studies*, 47(1-3), 106–112.
- Schneider, F.W., Gruman, A., Coult, L. M. (Eds.). (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. New Delhi: Sage Publications.
- Schultz, P. W. (2014). Strategies for promoting pro-environmental behaviour. *European Psychologist*, 19(2), 107–117
- Vindhya, U. (2007). Quality of women's lives in India: Some findings from two decades of psychological research on gender. *Feminism & Psychology*, 17(3), 337-356.

### **Additional Readings (if any)**

- Ahuja, K. K., Dhillon, M., Juneja, A., Deepak, S. & Srivastava, G. (2019). Subverting Heteronormativity: An Intervention to Foster Positive Attitudes toward Homosexuality Among Indian College Students. *Journal of Homosexuality*, 66(6), 746-768. DOI: 10.1080/00918369.2018.1484230
- Apollo, M., Wengel, Y., Schänzel, H., & Musa, G. (2020). Hinduism, ecological conservation, and public health: What are the health hazards for religious tourists at Hindu temples?. *Religions*, 11(8), 416.
- Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J. (2012). *Community Psychology: Linking Individuals and Communities*. Boston, MA: Cengage Learning.
- Nandy, A. (2002). The beautiful, expanding future of poverty: popular economics as a psychological defense. *International Studies Review*, 4(2), 107-121.
- Preston, J. L., & Baimel, A. (2021). Towards a psychology of religion and the environment. *Current Opinion in Psychology*, 40, 145-149.
- Renugadevi, R. (2012). Environmental ethics in the Hindu Vedas and Puranas in India. *African Journal of History and Culture*, 4(1), 1-3.
- Steg, L., Keizer, K., Buunk, A. P., & Rothengatter, T. (Eds.). (2017). *Applied social psychology*. Cambridge University Press.



- Tripathi, R. C., Kumar, R., & Tripathi, V. N. (2019). When the advantaged feel victimised: The case of Hindus in India. *Psychology and Developing Societies*, 31(1), 31-55.
- Vindhya, U., Swain, S., Kapse, P., & Sule, N. (2022). Farmers' Suicides and Psychosocial Intervention. *Psychology and Developing Societies*, 34(1), 104-124

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-1 Social Behaviour and Group Interactions</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding of verbal and nonverbal communication in the social context and appreciate the role of culture in social behavior.
- To develop conceptual knowledge of interpersonal relationships and prejudiced attitudes.
- To understand how social influences affect the behavior of individuals,
- To introduce the concept of group behavior and group decision making.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

- Understand the importance of verbal and nonverbal communication.
- Develop an awareness about underlying factors for interpersonal attraction and targets and effects of prejudice.
- Understand the effect of social influences on individuals' behaviour.
- Locate social thought and behaviour in the cultural context.
- Acquire knowledge about the concept of group, as well as interaction and decision making in groups.

## SYLLABUS OF DSE-1

### UNIT – I (4 Weeks)

Communication: language and nonverbal communication; Culture: locating culture in social psychology, culture and history, culture, thought, and behavior, contact between cultures.

### UNIT – II (5 Weeks)

Interpersonal Relationship: evolution and attraction, what increases liking, attraction, and rewards; Prejudice: Nature and dimensions, prejudiced attitudes, targets of prejudice, effects of prejudice.

### UNIT – III (3 Weeks)

Social Influence Processes: obedience, compliance, and conformity

### UNIT – IV (3 Weeks)

Group Processes and Decision Making: basic features of groups (status, norms, roles, cohesiveness), group interaction (facilitation, loafing); group decision making: rules governing group decisions, brainstorming, group memory, groupthink, group polarization.

**Tutorial Component – 15 Hrs.**

### **Suggestive Tutorial Activities**

- Group Discussions
- Presentations of latest research reviews related to the topics covered in the syllabus.
- Role play
- Study of social behaviour and group interactions through observation, interviews, surveys etc.
- Examination of social phenomena in real life through case study analyses
- Understanding of social behaviour and group processes through media analyses, such as, movies, advertisements, cartoons, serials, songs, etc.
- Problem solving exercises for the existing social issues.
- Quizzes and creative writing.

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

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

### **Essential/recommended readings**

Branscombe, N.R., & Baron, R.A., (2023). *Social Psychology*, 15th Ed. New Delhi: Pearson.  
Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.  
Hogg, M. & Vaughan, G.M. (2022). *Social Psychology*, 9<sup>th</sup> Ed. Pearson  
Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

### **Suggestive readings**

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.  
Forsyth, D. R. (2019). *Group Dynamics*, 7<sup>th</sup> Edition, Boston, Cengage.  
Mishra, A.K., Akoijam, A.B. & Misra, G. (2009). Social psychological perspectives on self and identity. In G. Misra (ed.) *Psychology in India*, Vth ICSSR Survey of Psychology. New Delhi: Pearson.  
Smith, P. B., & Bond, M. H. (1999). *Social psychology: Across cultures* (2nd Ed.). Allyn & Bacon.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-2 Development of Indian Psychological Thought</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSE-2

### UNIT – I (12 Hours)

Introduction: Core Components of Indian Psychological Thought, Consciousness, Self in Indian Psychology: *Upanishadic* view.

### UNIT – II (15 Hours)

Self Development: Evolution of self. Emotions and their transformation in Indian Psychology, Meaning in Life: Indian perspective.

### UNIT – III (9 Hours)

Karma Theory: Concept of Karma Yoga in the *Bhagvad Gita* in relation to *Jnana* and *Bhakti Yoga*.

### UNIT – IV (9 Hours)

Applications of Indian Psychology: Counselling, education, health & organizations.

### Tutorial Component – 15 Hrs.

### Suggestive Tutorial Activities

- Literature review

- Yoga and meditative exercises
- Using secondary data sources

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

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

### **Essential/recommended readings**

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

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

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

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

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

### **Suggestive readings**

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

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

Yogananda (146/1975). Autobiography of a Yogi. Bombay: Jaico.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES Offered by Department of Psychology

### GENERIC ELECTIVE (GE) COURSES

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-9 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Basics of Social Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

#### Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

#### Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

#### SYLLABUS OF GE-9

##### Unit I (11 Hours)

**Introduction to Social Psychology:** Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

##### Unit II (11 Hours)

**Person Perception & Social Cognition:** Social Schemas, Heuristics, Attribution: Types and theories.

### Unit III

(11 Hours)

**Attitudes:** Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

### Unit IV

(12 Hours)

**Social Influence Processes:** Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

#### Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

#### Practical Component – NIL

#### Essential/recommended readings

- Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.
- Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.
- Dalal, A. & Misra, G. (2002) Social Psychology in India : Evolution and Emerging trends in New Directions in Indian Psychology (vol. 1: Social Psychology). In A. K. Dalal & G. Misra ((Eds.). New Delhi: Sage
- Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.
- Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.
- Pandey, J. & Singh, P. (2005) Social psychology in India: Social roots and development. *International Journal of Psychology*, 40(4), 239-253.

#### Suggested Readings

- Misra, G., Sanyal, N., & De, S. (2021). *Psychology in Modern India Historical, Methodological, and Future Perspectives*. Springer

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-10 Youth and Mental Health</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

## SYLLABUS OF GE-10

### UNIT – I (12 Hours)

**Mental Health Determiners in Youth** – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

### UNIT – II (12 Hours)

**Internalizing Problems amongst Youth** – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

### UNIT – III (11 Hours)

**Externalizing Problems amongst Youth** – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

### UNIT – IV (10 Hours)

**Positive Youth Development** –5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development



### **Tutorial Component – 15 Hrs.**

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

### **Practical Component – NIL**

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

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Foundations of Inquiry in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

#### **Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)**

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

#### **UNIT – II: Fundamentals of Design in Inquiry (12 Hours)**

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

#### **UNIT – III: Data Gathering Techniques (15 Hours)**

- Field Experiments
- Survey
- Interview
- Case Study

- Using secondary data and documents

### **Suggestive Practicals**

**(30 hours)**

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

### **Essential/recommended readings**

- Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.
- Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.
- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

### **Suggestive readings**

- Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.
- Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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

**B.A. (HONS.) APPLIED PSYCHOLOGY**  
**Category I**  
**(B.A. Honours in Applied Psychology in three years)**

**DISCIPLINE SPECIFIC CORE COURSE 07: Psychology Of Positive Living**

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

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
<b>DSC- 07 PSYCHOLOGY OF POSITIVE LIVING</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class 12 Pass</b>	<b>Nil</b>

**Learning Objectives**

The Learning Objectives of this course are as follows:

- Understanding the meaning and emergence of the field of positive psychology in the west and in the east.
- Learning the various pathways through which cognitive states and processes like optimism, Hope and mindfulness influence well-being.
- Understanding the applications of positive psychology in various context.

**Learning Outcomes**

The learning outcomes of this course are as follows:

- After the completion of the course the students will be able to:
- Gain deeper insights into the emergence of the field of Positive Psychology and its progression in the west and east, particularly in India.
- Have a better understanding of cognitive states like Optimism, Hope and Mindfulness in Positive Psychology.
- Comprehend, appreciate and implement the positive psychological concepts in real world.

**SYLLABUS OF DSC- 07**

**UNIT-I**

**(15 Hours)**

Introduction: Meaning and goals of Positive Psychology; Historical development and culturally embedded understanding of the field [An overview of Hinduism, Buddhism and Sufism].

**UNIT– II**

**(15 Hours)**

Positive Cognitive States and Processes: Optimism [Seligman theory and Scheier and Carver's perspective; scales of measurement and outcomes] and Hope[Snyder theory, scales for measurement and outcomes], Mindfulness [Jon Kabat-Zinn perspective and Vipassana meditation].

**UNIT- III**

**(15 Hours)**

Applying Positive Psychology in real life: Positive psychology in education (components, care, trust & respect

for diversity), Positive psychology at workplace (gainful employment), Community (Me/We balance).

**Practical component –**

**30 Hrs.**

1. One practicum based upon Experiential exercise/s on any of the units given above
2. One practicum based on field study or Lab study/experiment from any of the units given Above

**Tutorial component – NIL**

**Essential/Recommended Readings:**

- Cassaniti, J.L. (2014). Buddhism and Positive Psychology. In: Kim-Prieto, C. (eds) Religion and Spirituality Across Cultures. Cross-Cultural Advancements in Positive Psychology, vol 9. Springer, Dordrecht.  
[https://doi.org/10.1007/978-94-017-8950-9\\_6](https://doi.org/10.1007/978-94-017-8950-9_6)
- Varma, S. (2009). Summary of Buddhism. Unpublished Paper
- Ghosh and Deb (2016). Positive Psychology Progress in India: Accomplishments and Pathways Ahead. Psychological Studies. Springer
- Pradhan, M (2019). Positive psychology in context with Indian Heritage. Indian Journal of Community Psychology
- Kumar, Kiran. (2015). Indian Perspectives and Positive Psychology. In Upadesh Kumar, Archana, & Vijay Prakash (Eds.) (2015). Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson India. Pp. 1-18
- Frager, Robert & Fadiman, James. (2013). Personality and Personal Growth. Pearson Education.
- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength. London, UK: Routledge.
- Snyder, C. R., & Lopez, S. (Eds.) (2002). Handbook of Positive Psychology. New York: Oxford University Press.

**Suggestive Readings:**

- Dhar, P.L. No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. Psychol Stud 56, 398 (2011).  
<https://doi.org/10.1007/s12646-011-0111-0>
- Dalal, A. K., & Misra, G. (2010). The Core and Context of Indian Psychology. Psychology and Developing Societies, 22(1), 121–155. <https://doi.org/10.1177/097133360902200105>
- Shirazi, B.A.K. (2014). The Sufi path of self-transformation. In Cornelissen, M, MisraG, Varma, S (Eds). Foundations and applications of Indian psychology. Pearson Education India. (Sufism)
- Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Eds.], Annals of Hindi Studies. New Delhi: JBS Publications India.
- Baumgardner, S.R., & Crothers, M.K. (2010). Positive Psychology. Upper Saddle River, New Jersey: Prentice Hall.
- Snyder, C.R., & Lopez, S.J.(2007). Positive Psychology: The Scientific and Practical Exploration of Human Strengths. Thousand Oaks, CA: Sage.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: 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 – 8: BIOPSYCHOLOGY**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC- 8 Biopsychology</b>	4	3	1	0	<b>Passed Class 12<sup>th</sup></b>	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

[du.ac.in/uploads/24-11-2022-Artsfaculty.pdf](http://du.ac.in/uploads/24-11-2022-Artsfaculty.pdf)

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-9</b>  <b>Basic Statistics in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- The basic level course will assist the students in grasping the fundamental research and techniques of descriptive statistics used in social sciences. Additionally, it will aid them in developing the conceptual foundations of correlation, normal probability curve and acquiring appropriate computation skills.
- Calculate measures of central tendency, variability, and score transformations.
- Define and calculate correlation coefficients and understand the concepts of prediction and regression.
- Describe the normal curve and use the curve to solve various problems including probability.

### Learning outcomes

By studying this course, students will be able to:

- Understand fundamental research, statistical techniques and analyse simple data.
- Calculate the statistics necessary to solve problems using measures of central tendency, correlation coefficients and simple regression.
- Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs and tables).

## SYLLABUS OF DSC 06

### UNIT – I

**(15 Hours)**

Introduction to Descriptive Statistics: Level of measurement; Measures of central tendency: mean, median and mode (characteristics and computation); Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)

### UNIT – II

**(15 Hours)**

Score transformations: standard scores and percentile ranks (characteristics and computation); Normal probability curve: Characteristics and application of normal probability curve.

### UNIT – III

**(15 Hours)**

Analysis of relationships: Meaning, direction and degree of correlation; Factors affecting Pearson's correlation; Computation of correlation: Pearson's coefficient correlation and Spearman's rank order correlation; Prediction and Simple Regression (Concept and calculation)

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

Total of two practicums based on statistical analysis of data:

- One practicum from Unit I based on any one of the statistics: measures of central Measures of central tendency: mean, median and mode; Measures of variability: range, semi-interquartile range, standard deviation, variance (characteristics and computation)
- One practicum from Unit III based on analysis of relationship (correlation or prediction)

Data sets available online or those from other sources can be used for this purpose. The Practicum should focus on conceptual understanding of the statistical techniques used.

**Essential/recommended readings**

Aron, A., Aron, E.N. & Coups, E.J. (2007). *Statistics for Psychology*. (4<sup>th</sup> Ed.) India: Pearson Education  
King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.

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

**Suggestive readings**

Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Ltd.

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



## DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-1 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE-1 Youth Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>Nil</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To define youth psychology and emphasize upon studying the relevance and concerns of the youth in the contemporary world.
- To gain a deeper understanding for the various issues and challenges faced by the youth.
- To discuss the positive aspects of youth development.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Appreciate the term ‘youth’, ‘youth psychology’ in the light of various socio-cultural influences; about the phases in the development of youth identity; and the need for study in the present day world.
- Develop an understanding for the risk behaviors youth engage in, the challenges they face related to employment, education; health, body image and being in transition.
- Understand about the positive aspects of youth development and its related constructs of Responsibility, social capital, Citizenship and political engagement.

### SYLLABUS OF DSE-1

#### **UNIT – I (15 Hours)**

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns and relevance of youth psychology.

#### **UNIT – II (15 Hours)**

Issues and challenges: Youth and risk behaviors (Drug abuse, delinquency, sexuality & suicide risk); Employment, education; Health and Body image Youth in transition.

#### **UNIT – III (15 Hours)**

Youth and sustainable social well-being: Positive youth development: Responsibility, social capital, Citizenship and political engagement.

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

Any Two Practicum based on above mention topics.

## **Tutorial Component- NIL**

### **Essential/recommended readings**

Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Unit 1: Chapter 1)

Edward Elgar, Rew, L. (2005). Adolescent health: A multidisciplinary approach to theory, research and intervention. India, Sage. (Unit 3: Chapter 6)

Furlong, A. (2013) Youth Studies: An Introduction. Routledge, New York. (Unit 1: Chapter 1 & Chapter 6) Unit 3 Chapter 10, Chapter 12)

Furlong, A. (2013) Hand Book of Youth and young adulthood. Routledge, New York. (Unit 3: Chapter 9, Chapter 36 & 37),

### **Suggestive readings**

Jonathan, I., Thomas, K., & Ramaswamy, S. (2002). Social capital and wellbeing in developing countries: An introduction. In Jonathan Isham, Thomas Kelly, and Sunder Ramaswamy, eds. Social capital and economic development: Well-Being in developing countries. Northampton, MA (Unit 3)

Lernere, R.M; Napolitano, C.M; Boyd, M.J; Muller, M.K., & Callina K.S. (2014) Mentoring Positive Youth Development in Bous, D; and Karcher, M. j. (Eds.) Handbook of Youth Mentoring (Second edition) Sage.

Dyck, R. (2015). Youth Education and Social Responsibility. Systems Research and Behavioral Science Syst. Res. 32, 168–174 (2015) Published online 24 March 2014 in Wiley Online Library wileyonlinelibrary.com) DOI: 10.1002/sres.2256

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE DSE-2COURSE

Course title& Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Introduction to Indian Psychology	4	3	1	0	12 <sup>th</sup> Pass	Nil

### Learning Objectives

The Learning Objectives of this course are as follows:

- To acquaint the student with the nature and scope of Indian Psychology.
- To acquaint the student with significant schools of Indian Psychology and its applications.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to apply the knowledge of Indian Psychology in making sense of lived experience in India, and understand the deeper psycho-spiritual significance of the deeper meaning of various customs and rituals.
- Students will be able to benefit personally from specific practices which are essential to Indian Psychology, such as meditation.
- Students will be able to apply principles of Indian Psychology in various fields such as Counseling, Organizational Behaviour, and Education.

## SYLLABUS OF DSE-2

### UNIT – I (15 Hours)

Definition, nature and scope of Indian Psychology, Historical foundations and growth of the discipline.

### UNIT – II (15 Hours)

An overview to Three major schools of Indian Psychology: Yoga as a path to self transformation, Buddhism as a way out of suffering, and Sufism as a path of love and self transformation.

### UNIT – III (15 Hours)

Indian Psychology in the folk tradition: Sant Kabir Das - Social critique, inclusiveness: equality & justice. *Bhakti*: love & healing.

### UNIT – IV (15 Hours)

Some applications of Indian Psychology –Psychotherapy (mainstream as well as folk traditions, Organizational Behaviour, and Education

## **Tutorial Component - 15 Hrs.**

- Psychological insight from alternative sources: text, songs, documentary, experiential, ancient sources
- Introducing Sufism through Music; Guided Meditation:
- Documentary by Shabnam Virmani- Had Anhad: Journeys of Ram and Kabir
- Discussion on cultural healing technique; Screening of Movie Crazy Wise showing Alternative ways of healing; Discussion on limitation of traditional teaching and move towards Integral Education

## **Practical component - Nil**

## **Essential/recommended readings**

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2011). Chapters 3, 4, 7 & 12. Foundations of Indian Psychology, Vol. 2: Practical Applications New Delhi: Pearson.

Cornelissen, M., Misra, G. & Varma S. (Eds.) (2014). Introduction. Foundations and Applications of Indian Psychology. New Delhi: Pearson.

Frager, R. & Fadiman, J. (2013). Chapters 13 & 15. Personality and Personal Growth. Pearson: Boston

Smith, Huston (1997). The world's religions. New Delhi: Harper Collins India

Varma S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla [Ed.], Annals of Hindi Studies. New Delhi: JBS Publications India

## **Suggestive readings**

Cornelissen, M. (2011). What is human knowledge? A reflection based on the work of Sri Aurobindo. In M. Cornelissen, G. Misra, & S. Varma (Eds.), Foundations of Indian Psychology, Vol. I. New Delhi: Springer.

Hedayetullah, M. (2009). Kabir: The apostle of Hindu-Muslim unity. Delhi: Motilal Banarsidass.

Paranjpe, A.C. (1998). Self and identity in modern psychology and Indian thought. New York: Plenum.

Peck, Scott M. (1978). The road less traveled. London: Arrow Books. Rogers, C. R. (1961). On becoming a person. Boston: Houghton Mifflin.

Shweder, R. A. & Haidt, J. (2000). The cultural psychology of emotions: Ancient and new. The cultural psychology of emotions. In M. Lewis & J. Hoviland, (Eds.) Handbook of emotions. (pp. 397-414). New York: Guilford Press.

Sinha, J. (1961). Indian psychology: Emotion and will (vol. 3) Calcutta: Sinha Publishing

Varma, S. (2005). From the self to the Self: An exposition on personality based on the works of Sri Aurobindo. In K. R. Rao, & S. M. Bhatt (Eds.), Towards a spiritual psychology. New Delhi: Samvad

Virmani, S. (2010). Walking with Kabir. Seminar, January Issue, # 605.

Ziad, H., Rao, V. & Virmani, S. (2008). In every body Kabir. Bangalore: Shrishti.

**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 Psychology

### GENERIC ELECTIVE (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 (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-9 Basics of Social Psychology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

#### Learning Objectives

- To define social psychology and describe its origins as a separate discipline within psychology.
- To develop an understanding of cognitions, and actions of oneself and others in the social and cultural context.
- To discuss the relationship between the person and the situation and its influence on attitudes, and social influence processes.

#### Learning outcomes

- Define social psychology and related terminology.
- Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
- Apply social psychological principles to real-world issues

#### SYLLABUS OF GE-9

##### Unit I (11 Hours)

**Introduction to Social Psychology:** Nature, Scope, History, Methods of research, Social Psychology in India, and Current Trends.

##### Unit II (11 Hours)

**Person Perception & Social Cognition:** Social Schemas, Heuristics, Attribution: Types and theories.

##### Unit III (11 Hours)

**Attitudes:** Structure, Characteristics, Formation, Attitude-Behaviour Link, Attitude change

## Unit IV

(12 Hours)

**Social Influence Processes:** Compliance: principles and tactics; Conformity: Classic studies and recent trends; Obedience: factors affecting obedience.

### Tutorial Component – 15 Hrs.

- Group Discussions
- Book Review
- Class Presentations
- Group Projects
- Media Analysis (Movies, documentaries, serials, songs, advertisements, social media posts)
- Any creative production (group activity)

The above list is a suggested one and not an exhaustive list of Tutorial Activities.

### Practical Component – NIL

### Essential/recommended readings

Baumeister, R. F., & Bushman, B. J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology Fifteenth Global Edition*. Pearson Education Limited.

Dalal, A. & Misra, G.(2002 )Social Psychology in India : Evolution and Emerging Trends in New Directions in Indian Psychology (vol. 1: Social Psychology). In A. K. Dalal & G.Misra ((Eds.). New Delhi: Sage

Hogg, M., & Vaughan, G. M. (2018). *Social Psychology*. Pearson Education Limited.

Misra, G. (2009). Psychology in India: Theoretical and Methodological Developments (ICSSRSurvey of Advances in Research), Vol 4. New Delhi: Pearson.

Pandey, J. & Singh, P. (2005) Social psychology in India: Social roots and development.International Journal of Psychology, 40(4), 239-253.

### Suggested Readings

Misra, G., Sanyal, N., & De, S. (2021). Psychology in Modern India Historical, Methodological, and Future Perspectives. Springer

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-10 COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-10 Youth and Mental Health</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To develop understanding of common risk factors affecting mental health of young persons
- To develop knowledge of signs and symptoms of various disorders that are prevalent amongst youth
- To help students appreciate the competencies and strategies to build the competencies for positive youth development

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be able to understand the ecological perspective on the risk and protective factors affecting mental health amongst young people.
- By studying this course, students will be able to identify and distinguish amongst widely prevalent disorders afflicting youth.

## SYLLABUS OF GE-10

### UNIT – I (12 Hours)

**Mental Health Determiners in Youth** – Ecological Model of Human Development; Risk Factors: Familial Dysfunction; Peer Pressure and Unpopularity; Academic and Career Related Stress; Bullying and Sexual Violence; Poverty and Discrimination; Media Saturation

### UNIT – II (12 Hours)

**Internalizing Problems amongst Youth** – Signs and symptoms of Anxiety, Depression and Suicide, Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Gender Dysphoria, Self harm behaviours

### UNIT – III (11 Hours)

**Externalizing Problems amongst Youth** – Crime and Delinquency, Signs and symptoms of Substance use disorder, Internet and Social Media addiction

### UNIT – IV (10 Hours)

**Positive Youth Development** – 5 C's model of Positive Youth Development, Strategies of promoting Positive Youth Development



### **Tutorial Component – 15 Hrs.**

- Presentation of research review to understand the bio-psychosocial etiology of disorders
- Watching documentaries/films to understand the lived experience of psychological problems
- Group discussions on selected texts (fiction/non fiction) to understand mental health problems
- Self exploration and self enhancement exercises

**The above list is a suggested one and not an exhaustive list of Tutorial Activities.**

### **Practical Component – NIL**

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

Arnett, J.J. (2013). *Adolescence and emerging adulthood: A cultural approach*, 5th ed. New Jersey: Pearson

Butcher, J.N., Hooly, J. M, Mineka, S., & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Theoretical models of human development* (pp. 793–828). New York, NY: Wiley.

Geldhof, G. J., Bowers, E. P., Mueller, M. K., Napolitano, C. M., Callina, K. S., Walsh, K. J., Lerner, J. V., & Lerner, R. M. (2015). The five Cs model of positive youth development. In E. P. Bowers, G. J. Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner (Eds.), *Promoting positive youth development: Lessons from the 4-H study* (pp. 161–186). Springer International Publishing.

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

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE-11

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>GE-11 Foundations of Inquiry in Psychology</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Class XII Pass</b>	<b>Nil</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the paradigmatic foundations of psychological inquiry
- To present the essential considerations of design, rigour and ethics of knowledge generation through psychological inquiry
- To acquaint students of the quantitative and qualitative approaches of inquiry
- To give an overview of the different methods of data generation for psychological inquiry

### Learning outcomes

After doing this course, the students will be able to

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Understand the ways in which the issues of ethics and rigour are addressed while engaging in psychological inquiries
- Appreciate the nuances of the quantitative and qualitative approaches of psychological inquiry
- Select and use the suitable methods of data generation for psychological inquiries

#### **Unit – I : Foundational Assumptions of Psychological Inquiry (18 Hours)**

- Positivist & Post-positivist, Interpretivist, and Critical Paradigm
- Quantitative & Qualitative approaches to inquiry
- Integrating paradigms to advance interdisciplinarity

#### **UNIT – II: Fundamentals of Design in Inquiry (12 Hours)**

- Types of designs in psychological inquiry-experimental, correlational, cross-sectional, longitudinal, observational
- Ethics- Balancing scientific rigour with ethical considerations, Guidelines for ethical inquiry

#### **UNIT – III: Data Gathering Techniques (15 Hours)**

- Field Experiments
- Survey
- Interview
- Case Study
- Using secondary data and documents

## Suggestive Practicals

(30 hours)

- Students may be given different research works each rooted in one paradigm and may be asked to identify and illustrate the basic assumptions of these paradigms.
- Students may be asked to design a study with field experiment/interview/ case study as a method of data collection. The data obtained could be analysed using a suitable technique of data analysis.
- Students may be asked to design a survey based study which may involve designing a questionnaire, collecting and analysing the data.
- Students can design a study using secondary data sources such as archives, blogs, life-history documents, biographies, movies, documentaries, short stories, advertisements, newspaper articles, policy documents, speeches etc. They can then analyse the secondary data with a suitable method of data analysis.

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and Controversies*. SAGE Publications India Pvt, Limited.

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold

Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage Handbook of Qualitative Research*. 5th Ed. Sage.

Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education

Howitt, D., & Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thompson/Wadsworth.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. *The Sage handbook of qualitative research*. 4(2), 97-128.

Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.

### Suggestive readings

Pelham, B. W. (2018). *Conducting research in psychology: Measuring the weight of smoke*. 5 th Ed. Sage Publications Inc.

Schweigert, W. A. (2020). *Research Methods in Psychology: A Handbook*. Illinois. Waveland Press, Inc.

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

**Category II**  
(B. A. Programme with Psychology as Major discipline)

**DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC - 05 Understanding Mental Disorders</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Passed Class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objectives**

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

**Learning Outcomes**

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

**SYLLABUS OF DSC-05**

**UNIT – I**

**(15 Hours)**

**Introduction:** Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

**UNIT – II**

**(15 Hours)**

**Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics):** Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

## UNIT – III

(15 Hours)

**Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics):** Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

## PRACTICUM

(30 Hours)

### Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders.
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

**Tutorial component: NIL**

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17<sup>th</sup> Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi), Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

**DISCIPLINE SPECIFIC CORE COURSE– 06: BIOPSYCHOLOGY****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC-06 Biopsychology</b>	4	3	1	0	<b>Passed Class 12<sup>th</sup></b>	Nil

This DSC is offered in BA (H) Psychology of Semester-I. The syllabus of this DSC may be seen at the link mentioned below :

[du.ac.in/uploads/24-11-2022-Artsfaculty.pdf](https://du.ac.in/uploads/24-11-2022-Artsfaculty.pdf)

**Category III**  
(B. A. Programme with Psychology as Non-Major discipline)

**DISCIPLINE SPECIFIC CORE COURSE DSC-05 UNDERSTANDING MENTAL DISORDERS**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC - 05</b> <b>Understanding Mental Disorders</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Passed Class 12<sup>th</sup></b>	<b>Nil</b>

**Learning Objectives**

The Learning Objectives of this course are:

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

**Learning Outcomes**

By studying this course, students will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

**SYLLABUS OF DSC-05**

**UNIT – I**

**(15 Hours)**

**Introduction:** Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment.

**UNIT – II**

**(15 Hours)**

**Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics):** Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder.

## UNIT – III

(15 Hours)

**Depressive Disorder and Bipolar Disorders (Clinical Picture and Dynamics):** Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia.

## PRACTICUM

(30 Hours)

### Practical Component:

Suggestive list of practicals:

1. Visual Media and/or text analysis as an approach to understanding mental disorders
2. Using the case study approach to understanding clinical picture of mental disorders.
3. Assessment of anxiety using any psychometric test.
4. Using Review of literature to understand anxiety disorders/depression/bipolar disorders.
5. Assessment of depression using any psychometric test.

**Tutorial component: NIL**

### Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17<sup>th</sup> Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

### Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (Modern abnormal psychology - Hindi), Motilal Banarsidass Pvt.Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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



## DEPARTMENT OF PUNJABI

### Category I

**Discipline Specific Courses offered by Department of Punjabi for the UG Programme with  
Punjabi as the Single Core Discipline**

[UG Programme for Bachelor in **Punjabi (Honours)** degree in three years]

### **DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7)**

#### **SAHIT DE ROOP**

### **CREDIT 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		
Sahit de Roop (DSC-7)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### **LEARNING OBJECTIVES:**

- The course is designed to analyse various genres of literature and understand their significance to culture.
- The course will develop a critical attribute of each genre to appreciate the artistry of the writer.
- It will encourage the students to appreciate the significance of stylistic and rhetorical features of the text.
- It will help them to explain and discuss the importance of different types of literary genres.

#### **LEARNING OUTCOMES:**

- The students will be able to compose various types of essays and narratives dependent on reader, purpose, and message.
- They will be able to recognize formal characteristics of various literary genres.
- They will perceive and appreciate the significance of the historical and cultural context of various genres.

**Unit- I ਸਾਹਿਤ ਬਾਰੇ ਬੁਨਿਆਦੀ ਸਮਝ (Sahit bare Buniadi Samajh)****(12 Hours)**

- ਸਾਹਿਤ: ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਪ੍ਰਯੋਜਨ  
Sahit: Parkirti ate Paryojan
- ਸਾਹਿਤ ਦੇ ਤੱਤ  
Sahit de Tatt
- ਸਾਹਿਤ ਅਤੇ ਭਾਸ਼ਾ: ਅੰਤਰ ਸੰਬੰਧ  
Sahit ate Bhasha: Antar Sambandh
- ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ: ਅੰਤਰ ਸੰਬੰਧ  
Sahit ate Samaj: Antar Sambandh

**Unit-II ਕਾਵਿ ਰੂਪਾਕਾਰ (Kaav Roopakar)****(11 Hours)**

- ਕਵਿਤਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Kavita: Paribhasha ate Tatt
- ਨਜ਼ਮ, ਗੀਤ  
Nazam, Geet
- ਰੁਬਾਈ, ਗ਼ਜ਼ਲ  
Rubai, Ghazal
- ਖੁੱਲ੍ਹੀ ਕਵਿਤਾ  
Khuli Kavita

**Unit-III ਆਧੁਨਿਕ ਗਲਪ ਤੇ ਨਾਟ ਰੂਪਾਕਾਰ (Adhunik Galap te Naat Roopakar) (11 Hours)**

- ਨਾਵਲ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Novel: Paribhasha ate Tatt
- ਨਿੱਕੀ ਕਹਾਣੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Nikki Kahani: Paribhasha ate Tatt
- ਨਾਟਕ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Natak: Paribhasha ate Tatt
- ਇਕਾਂਗੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Ikangi: Paribhasha ate Tatt

**Unit- IV ਵਾਰਤਕ ਰੂਪਾਕਾਰ (Vartak Roopakar)****(11 Hours)**

- ਨਿਬੰਧ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Nibandh: Paribhasha ate Tatt
- ਸਵੈ-ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Swai-Jeevni: Paribhasha ate Tatt
- ਸਫ਼ਰਨਾਮਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Safarnama: Paribhasha ate Tatt
- ਰੇਖਾ-ਚਿੱਤਰ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Rekha-Chittar: Paribhasha ate Tatt

**ESSENTIAL READINGS:**

- Brahamjagdish Singh (2011) **Samalochna Shastar**, Waris Shah Foundation, Amritsar.
- Jaggi, Ratan Singh (2005) **Sahit de Roop**, Punjabi University, Patiala.

#### **SUGGESTED READINGS:**

- Phul, Gurdial Singh (1990) **Punjabi Ikangi: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Phul, Gurdial Singh (2011) **Punjabi Natak: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Piara Singh (Prof.) (2004) **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.

#### **MAGAZINES/RESEARCH JOURNALS:**

- Khoj Patrika, **Nibandh Ank (Vol. 29)**, Punjabi University, Patiala.

#### **ENCYCLOPEDIAS:**

- Jaggi, Ratan Singh, (ed.) (2011) **Sahit Kosh**, Punjabi University, Patiala.

\*(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 -8 (DSC-8)

### PUNJABI NOVEL

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Punjabi Novel (DSC-8)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course is designed to develop skills in narrative analysis, including character-sketch, point of view, theme and plot.
- The course will help the students to gain an appreciation of different literary styles, voices and approaches depicted in Punjabi Novel.
- It will nurture ethical values, social concerns and awareness among the students.

#### LEARNING OUTCOMES:

- The students will develop the ability to apply critical and theoretical approaches to the reading and analysis of Punjabi Novel.
- They will be able to identify, analyze, interpret and describe the critical ideas, values, and themes in the prescribed texts.
- They will understand the narrative techniques through which ideas, values, and themes incorporated in the societies.

#### Unit-I ਪੰਜਾਬੀ ਨਾਵਲ: ਸਿਧਾਂਤਕ ਪੱਖ (Punjabi Novel: Sidhantak Pakh)

(12 Hours)

- ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Novel da Sankhep Itihas
- ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ: ਆਦਰਸ਼ਵਾਦੀ, ਸੁਧਾਰਵਾਦੀ, ਯਥਾਰਥਵਾਦੀ  
Punjabi Novel dian Parmukh Parvritian: Adarshvadi, Sudharvadi, Yathartvadi
- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਨਾਵਲਕਾਰਾਂ ਨਾਲ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Punjabi de Parmukh Novelkaran naal Sankhep Jaan-Pachhan

- ਪੰਜਾਬੀ ਨਾਵਲ ਦੀਆਂ ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ  
Punjabi Novel dian Birtantak Jugtan

## Unit- II ਸੁੰਦਰੀ: ਭਾਈ ਵੀਰ ਸਿੰਘ (Sundri: Bhai Vir Singh)

(11 Hours)

- ਭਾਈ ਵੀਰ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhai Vir Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

## Unit- III ਪਵਿੱਤਰ ਪਾਪੀ: ਨਾਨਕ ਸਿੰਘ (Pavitar Papi: Nanak Singh)

(11 Hours)

- ਨਾਨਕ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Nanak Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

## Unit-IV ਪਿੰਜਰ: ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ (Pinjar: Amrita Pritam)

(11 Hours)

- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Amrita Pritam: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਕਲਾ ਪੱਖ  
Kala Pakh

### ESSENTIAL READINGS:

- Bhai Vir Singh (2013) **Sundri**, Bhai Vir Singh Sahitya Sadan, Delhi.
- Nanak Singh (2015) **Pavitar Papi**, Lok Sahit Parkashan, Amritsar.
- Pritam, Amrita (2013 2<sup>nd</sup> Edition) **Pinjar**, Shri Parkashan, Delhi.

### SUGGESTED READINGS:

- Daweshwar, Surinder Kumar (Dr.) (2006) **Samaj Satta te Samkali Novel**, Lokgeet Parkashan, Chandigarh.

- Harbhajan Singh (Dr.) (2010) **Rachna Sanrachna**, Guru Nanak Dev University, Amritsar.
- Jagbir Singh. (1999) **Punjabi Galap Sansar**, Wellwish Publishers, New Delhi.
- Karanjit Singh (ed.) (2010) **Punjabi Galap Adhiyan De Badalde Paripekh**, Sahit Akademi, New Delhi.
- Piara Singh (Prof.) (2004) **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.
- Sandhu, Gurpal Singh (2005) **Punjabi Novel da Itihaas**, Punjabi Academy, Delhi.

#### **MAGAZINES/RESEARCH JOURNALS:**

- Khoj Patrika (1999) **Veehvi Sadi da Punjabi Galap**, Vishesh Ank, Punjabi University, Patiala.

#### **WEBSITES:**

- <https://www.punjabikahani.punjabi-kavita.com/PunjabiNovels.php>

\*(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 -9 (DSC-9)

### PUNJABI NATAK

#### CREDIT 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 Natak (DSC-9)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 10 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course will prepare the students to understand and appreciate Drama as a literary genre.
- It will help them to demonstrate ideas elaborated in various kinds of dramatic scripts.
- The course is designed to make them aware about the relevance of Punjabi drama and theatre.
- It will educate them to understand the social and political concerns of society reflected in Punjabi Drama.

#### LEARNING OUTCOMES:

- Students will demonstrate an understanding of terms, themes, strategies, and issues of Punjabi Drama.
- They can express their understanding of the relationship between Punjabi Drama and the historical/cultural contexts.
- They will be able to read and analyse various socio-political issues and concerns depicted in Punjabi Drama.

#### Unit-I: ਪੰਜਾਬੀ ਨਾਟਕ: ਸਿਧਾਂਤਕ ਪੱਖ (Punjabi Natak: Sidhantak Pakh) (12 Hours)

- ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Natak da Sankhep Itihas
- ਪੰਜਾਬੀ ਨਾਟਕ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਸ਼ੈਲੀਆਂ: ਯਥਾਰਥਵਾਦੀ, ਐਬਸਰਡ, ਐਪਿਕ  
Punjabi Natak dian Parmukh Naat-Shallian: Yatharthvadi, Absurd, Epic
- ਪੰਜਾਬੀ ਦੇ ਪ੍ਰਮੁੱਖ ਨਾਟਕਕਾਰਾਂ ਨਾਲ ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Punjabi de Parmukh Natakkanan naal Sankhep Jaan-Pachhan

- ਪੰਜਾਬੀ ਰੰਗਮੰਚ: ਚੁਣੌਤੀਆਂ ਅਤੇ ਸੰਭਾਵਨਾਵਾਂ  
Punjabi Rangmanch: Chunoutian ate Sambhavnavan

## **Unit- II: ਮਿਰਜ਼ਾ ਸਾਹਿਬਾਂ: ਬਲਵੰਤ ਗਾਰਗੀ (Mirza Sahiban: Balwant Gargi) (11 Hours)**

- ਬਲਵੰਤ ਗਾਰਗੀ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Balwant Gargi: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Rangmanchi Sarthakta

## **Unit- III: ਚੰਦਨ ਦੇ ਓਹਲੇ: ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ (Chandan de Ohle: Pali Bhupinder Singh) (11 Hours)**

- ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Pali Bhupinder Singh: Jeevan ate Rachna
- ਕਥਾਨਕ ਅਤੇ ਵਿਸ਼ਾ ਪੱਖ  
Kathanak ate Visha Pakh
- ਪਾਤਰ ਉਸਾਰੀ  
Patar Usari
- ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Rangmanchi Sarthakta

## **Unit-IV: ਨਾਟ ਧਾਰਾ (ਨਾਟ-ਸੰਗ੍ਰਹਿ): (ਸੰਪਾ.) ਮਨਜੀਤ ਪਾਲ ਕੌਰ, ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ (Naat Dhara (Naat-Sangreh): (ed.) Manjit Pal Kaur, Satish Kumar Verma (11 Hours)**

- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦਾ ਵਿਸ਼ਾ ਪੱਖ  
Sambandhat Ikangiyan da Visha Pakh
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦਾ ਕਲਾ ਪੱਖ  
Sambandhat Ikangiyan da Kala Pakh
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਵਿਚ ਪਾਤਰ ਉਸਾਰੀ  
Sambandhat Ikangiyan vich Patar Usari
- ਸੰਬੰਧਤ ਇਕਾਂਗੀਆਂ ਦੀ ਰੰਗਮੰਚੀ ਸਾਰਥਕਤਾ  
Sambandhat Ikangiyan di Rangmanchi Sarthakta

### **ESSENTIAL READINGS:**

- Gargi, Balwant (2020) **Mirza Sahiban**, Tarakbharti Parkashan, Barnala.
- Manjit Pal kaur, Verma, Satish Kumar (ed.) (1998) **Naat Dhara (Naat-Sangreh)**, Punjabi University, Patiala.
- Pali, Bhupinder Singh (2008) **Chandan de Ohle**, Chetna Parkashan, Ludhiana.



### **SUGGESTED READINGS:**

- Behl, Navnindra (2001) **Nataki Sahit**, Punjabi University, Patiala.
- Bhatia, Harbhajan Singh (2015) **Ikkiveen Sadi da Punjabi Natak**, Guru Nanak Dev University, Amritsar.
- Dhaliwal, Kewal (2015) **Swarajbir: Sirjak ate Sirjana**, Chetna Parkashan, Ludhiana.
- Dheer, Kuldip Singh (2000) **Natak, Stage ate Darshan**, Punjabi University, Patiala.
- Kazak, Kirpal (2015) **Lok Dharmi Rangmanch: Sidhant ate Vihar**, Chetna Prakashan, Ludhiana.
- Phull, Gurdial Singh (1990) **Punjabi Ikangi: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Phull, Gurdial Singh (2011) **Punjabi Natak: Saroop Sidhant ate Vikaas**, Punjabi University, Patiala.
- Rawail Singh (2001) **Punjab di Lok-Naat Parampara ate Punjabi Natak**, Shilalekh, Delhi.
- Uppal, Kamlesh (2002) **T. V. ate Punjabi Rangmanch: Bahupakhi Adhiyan**, Punjabi University, Patiala.
- Uppal, Kamlesh (2004) **Punjabi Natak ate Rangmanch**, Punjabi University, Patiala.
- Verma, Satish Kumar (2004) **Punjabi Naatak da Itihaas**, Punjabi Academy, Delhi.

### **MAGAZINES/JOURNALS:**

- Khoj Patrika (1994) **Natak Vishesh Ank**, Punjabi University, Patiala.
- Khoj Patrika (1997) **Nat Shellian Vishesh Ank**, Punjabi University, Patiala.
- Samdarshi (2003) **Balwant Gargi Vishesh Ank**, Punjabi Academy, Delhi.

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

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## Category II

**(Discipline Specific Core Courses for Undergraduate Programme of study with Punjabi as one of the Core Disciplines)**

**(B.A. Programmes with Punjabi as Major discipline)**

### **DISCIPLINE SPECIFIC CORE COURSE –5 (DSC-5) GURMAT KAAV**

#### **CREDIT 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		
Gurmat Kaav (DSC-5)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### **LEARNING OBJECTIVES:**

- To make students familiar with Gurmat Kaav.
- To familiarize students with major aspects of its compilation.
- To provide students with an understanding of the socio-cultural and political scenario of that period.
- To develop a better appreciation and understanding of the Gurbani and its message.
- To enhance awareness of students with regard to India's rich knowledge tradition.

#### **LEARNING OUTCOMES:**

- Students would be able to get familiar with the composition of Sri Guru Granth Sahib.
- They will get to know the basic ideas of Gurmat Kaav.
- They will develop positive outlook towards Indian thoughts and traditions.
- They would be able to relate traditional knowledge to the present context.
- Students will be able to understand the ideology and philosophy of Gurmat poetry.
- They would be able to learn about ethics, social concerns, humanity and environmental issues.

#### **Unit-I ਗੁਰਮਤਿ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Gurmat Kaav: Sidhantak Peripekh) (12 hrs.)**

- ਗੁਰਮਤਿ ਕਾਵਿ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Gurmat Kaav: Sankhep Jaan-Pachhan
- ਗੁਰਮਤਿ ਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ

- Gurmat Kaav: Vichardhara
- ਗੁਰਮਤਿ ਕਾਵਿ: ਨੈਤਿਕਤਾ  
Gurmat Kaav: Naitikta
- ਗੁਰਮਤਿ ਕਾਵਿ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Gurmat Kaav: Parkirti Chitran

## **Unit-II ਗੁਰਮਤਿ ਕਾਵਿ: ਰੂਪਾਕਾਰ (Gurmat Kaav: Roopakaar)**

**(11 hrs.)**

- ਅਸ਼ਟਪਦੀ  
Ashtapadi
- ਸ਼ਬਦ  
Shabad
- ਬਾਵਨ ਅਖਰੀ  
Bawan Akhri
- ਵਾਰ  
Vaar

## **Unit- III ਬਾਰਹ ਮਾਹ ਮਾਝ: ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ (Barah Mah Majh: Guru Arjun Dev Ji)**

**(11 hrs.)**

- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਵਿਸ਼ੇਗਤ ਅਧਿਆਨ  
Barah Mah Majh: Vishegat Adhiyan
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Barah Mah Majh: Adhiyatmak ate Smajak Sarokaar
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Barah Mah Majh: Parkirti Chitran
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Barah Mah Majh: Parsang Sahit Viyakhiya

## **Unit-IV ਸਲੋਕ: ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (Salok: Guru Tegh Bahadur Ji)**

**(11 hrs.)**

- ਸਲੋਕ: ਵਿਸ਼ੇਗਤ ਅਧਿਆਨ  
Salok: Vishegat Adhiyan
- ਸਲੋਕ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Salok: Adhiyatmak ate Smajak Sarokaar
- ਸਲੋਕ: ਵੈਰਾਗ ਦੀ ਭਾਵਨਾ  
Salok: Varaag di Bhawna
- ਸਲੋਕ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Salok: Parsang sahit viyakhiya

### **ESSENTIAL READINGS:**

- Jagbir Singh (2004) **Gurmat Kaav da Itihas**, Panjabi Academy, Delhi.
- Jaggi, Rattan Singh (Dr.) & Gursharan Kaur Jaggi (Dr.) (2011) **Guru Tegh Bahadur: Bani Vishleshan**, Gurmat Prakashan, Patiala.

- Matharoo, Rajwant Kaur (Dr.) (2008) **Bani Guru Arjan Dev: Vichardhara ate Kav Mulankan**, Ruhi Parkashan, Amritsar.

#### SUGGESTED READINGS:

- Beant Kaur (Dr.) (2010) **Sikh Dharam Shastar da Tatsaar (Utter Adhunik Paripekh)**, Chetna Parkashan, Ludhiana.
- Bhathal, Ravinder Singh (Prof.) and Dr. Surjit Singh (ed.) (2005) **Shri Guru Granth Sahib: Vibhin Pasar**, Punjabi Sahitya Akademi, Ludhiana.
- Dil, Balbir Singh (Dr.) (2009) **Guru Tegh Bahadur: Jeevan te Rachna**, Punjabi Bhasa Vikas, Punjabi University, Patiala.
- Gurmukh Singh (2008) **Guru Arjun Dev Ji: Jivan, Darshan ate Bani**, Ruhi Parkashan, Amritsar.
- Jagbir Singh (1997) **Gurbani: Vishavdrishti te Vichardhara**, Wellwish Publishers, New Delhi.
- Jagbir Singh (1989) **Madhkali Shabad Sabhyachar**, Ravinder Parkashan, Delhi.
- Jagbir Singh (Dr.) (2011) **Gurmat Kav: Sidhant te Vihar**, Chetna Parkashan, Ludhiana.
- Jagbir Singh (2012) **Guru Granth Sahib di Samkalin Sarthakta te Prasangikta**, Punjabi University, Patiala.
- Manmohan Singh (Dr.) (1975) **Guru Tegh Bahadur Ji Da Darshnik Chintan**, Mandeep Parkashan, Delhi.
- Narang, C.L.(Prof.) (1976) **Novey Nanak Guru Tegh Bahadur**, Madan Publishers, Patiala.
- Sahib Singh (2015) **Gurbani Vyakaran**, Singh Brothers, Amritsar.
- Sarbjinder Singh (ed.) (2006) **Sri Guru Granth Sahib ate Ikiyin Sadi**, Publication Bureau, Punjabi University, Patiala.
- Taran Singh (Dr.) (1995) **Guru Tegh Bahadur-Jiwan te Sikhiya**, Publication Bureau, Punjabi University, Patiala.

#### JOURNALS:

- Khoj Patrika (2003) **Bani Kaav- Roop Vishes Ank-58**, Publication Bureau, Punjabi University, Patiala.
- Khoj Patrika (1985) **Gurmit Kaav Ank-26**, Publication Bureau, Punjabi University, Patiala.

#### INTERNET RESOURCES:

- [www.searchgurbani.com](http://www.searchgurbani.com)

\*(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 –6 (DSC-6) BHAGATI KAAV

### CREDIT 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		
Bhagati Kaav  (DSC-6)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To analyze and evaluate the socio-cultural and religious conditions of medieval period related to Bhagti Lehar which reflect diverse genres, time periods and cultures.
- To analyze the relationship of language and literature to class, culture, ethnicity, gender, histories, race etc. during the medieval period.
- To familiarise students with Bhakti Lehar and Bhagti Kaav.
- To give them an understanding of the socio-cultural and political scenario of that period.
- To develop better appreciation and understanding of the Bhagti Kaav and its moral and ethical values.

#### LEARNING OUTCOMES:

- Students will get to know about India's rich Bhagti movement.
- Students will be able to analyze major medieval Bhagat poets, their works and their representations of the human experiences.
- Students will be able to understand various concepts of Bhagats.
- Students will be able to interpret medieval Bhagti literature within its historical and social contexts and its importance in the present context.
- Students will learn about ethics, ecology, social behaviours and concerns.
- Students will be able to deal with the contemporary challenges and solutions through the knowledge acquired.

#### Unit-I ਭਗਤੀ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Bhagti Kaav: Sidhantak Peripekh) (12 hrs.)

- ਭਗਤ, ਭਗਤੀ ਅਤੇ ਭਗਤੀ ਕਾਵਿ  
Bhagat, Bhagati ate Bhagati Kaav

- ਭਗਤੀ ਕਾਵਿ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ  
Bhagati Kaav: Itihasak Peripekh
- ਭਗਤੀ ਕਾਵਿ-ਰੂਪ: ਨਿਰਗੁਣ ਅਤੇ ਸਰਗੁਣ  
Bhagati Kaav-Roop: Nirgun ate Sargun
- ਭਗਤੀ ਕਾਵਿ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagti Kaav: Samkali Parsangikta

### **Unit-III ਭਗਤਾਂ ਦਾ ਜੀਵਨ ਅਤੇ ਰਚਨਾ (Bhagatan da Jeevan ate Rachna)**

**(11 hrs.)**

**(11 hrs.)**

- ਭਗਤ ਕਬੀਰ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Kabir: Jeevan ate Rachna
- ਭਗਤ ਧੰਨਾ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Dhana: Jeevan ate Rachna
- ਭਗਤ ਤ੍ਰਿਲੋਚਨ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Tarlochan: Jeevan ate Rachna
- ਭਗਤ ਸੈਣ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Sain: Jeevan ate Rachna

### **Unit-III ਭਗਤ ਨਾਮਦੇਵ (Bhagat Namdev)**

**(11 hrs.)**

- ਭਗਤ ਨਾਮਦੇਵ : ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Namdev: Jeevan ate Rachna
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਵਿਚਾਰਧਾਰਾ  
Bhagat Namdev Bani: Vichardhara
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਨੈਤਿਕਤਾ  
Bhagat Namdev Bani: Naitikta
- ਭਗਤ ਨਾਮਦੇਵ ਬਾਣੀ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagat Namdev Bani: Samkali Parsangikta

### **Unit-IV ਭਗਤ ਰਵਿਦਾਸ (Bhagat Ravidas)**

**(11 hrs.)**

- ਭਗਤ ਰਵਿਦਾਸ: ਜੀਵਨ ਅਤੇ ਰਚਨਾ  
Bhagat Ravidas: Jeevan ate Rachna
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਵਿਚਾਰਧਾਰਾ  
Bhagat Ravidas Bani: Vichardhara
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਨੈਤਿਕਤਾ  
Bhagat Ravidas Bani: Naitikta
- ਭਗਤ ਰਵਿਦਾਸ ਬਾਣੀ: ਸਮਕਾਲੀ ਪ੍ਰਸੰਗਿਕਤਾ  
Bhagat Ravidas Bani: Samkali Parsangikta

### **ESSENTIAL READINGS:**

- Sahib Singh (1986) **Bhagat Bani Steek**, Singh Brothers, Amritsar.

- Singal, Dharampal (Ed.) (1994) **Bhagtan di Bani**, National Book Trust, India, Delhi.

### SUGGESTED READINGS:

- Badan, Baldev Singh (2007) **Bani Bhagat Ravidas: Ik Vivechan**, Manpreet Parkashan, Delhi.
- Bedi, Gurnam Kaur (1985) **Guru Granth Sahib vich Darj Kabir Bani da Alochnatmik Adhiyan**, Guru Nanak Dev University, Amritsar.
- Bhai Jodh Singh (1971) **Bhagat Kabir Ji: Jeevni ate Sikhiya**, Punjabi University, Patiala.
- Braham, Jagdish Singh (2006) **Sant Kabir: Jeevan, Darshan ate Bani**, Waris Shah Foundation, Amritsar.
- Gumtala, Charanjit Singh (2012) **Bhagat Ravidas: Jeevan ate Rachna**, Punjabi Writers Cooperative Society Limited, Ludhiana/Amritsar.
- Harmeet Singh (Ed.) (1987) **Banikar Bhagat Nam Dev**, Punjabi Academy, Delhi.
- Iqbal Kaur (Prof.) (2009) **Bhagat Namdev: Jiwan ate Bani**, Waris shah Foundation, Amritsar.
- Jaggi, Rattan Singh (1984) **Bani Guru Ravidas, Bhasha Vibhag**, Punjab, Patiala.
- Jog, Lakshman Ganesh (1988) **Namdev**, National Book Trust, New Delhi.
- Jodh Singh (1978) **Bhagat Namdev tatha hor Bhagat: Jeevni ate Rachna**, Punjabi University, Patiala.
- Nirbhai Singh (1998) **Madhkaleen Bhagatan Da Bharati Darshan Vich Yogdan**, Punjabi University, Patiala.
- Ranju Bala (2015) **Bhagat Ravidas Bani: Sankalap ate Sarokar**, Twentyfirst Century Publications, Patiala.

### JOURNALS:

- Nanak Parkash Patrika (1995) **Bhagat Namdev Vishesh Ank-1**, Publication Bureau, Punjabi University, Patiala.

### INTERNET RESOURCES:

- [www.searchgurbani.com](http://www.searchgurbani.com)

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

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### Category III

#### **Discipline Specific Core Courses for Undergraduate Programme of study with Punjabi as one of the Core Disciplines**

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

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Gurmat Kaav (DSC-5)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### **LEARNING OBJECTIVES:**

- To make students familiar with Gurmat Kaav.
- To familiarize students with major aspects of its compilation.
- To provide students with an understanding of the socio-cultural and political scenario of that period.
- To develop a better appreciation and understanding of the Gurbani and its message.
- To enhance awareness of students with regard to India's rich knowledge tradition.

#### **LEARNING OUTCOMES:**

- Students would be able to get familiar with the composition of Sri Guru Granth Sahib.
- They will get to know the basic ideas of Gurmat Kaav.
- They will develop positive outlook towards Indian thoughts and traditions.
- They would be able to relate traditional knowledge to the present context.
- Students will be able to understand the ideology and philosophy of Gurmat poetry.
- They would be able to learn about ethics, social concerns, humanity and environmental issues.

#### **Unit-I ਗੁਰਮਤਿ ਕਾਵਿ: ਸਿਧਾਂਤਕ ਪਰਿਪੇਖ (Gurmat Kaav: Sidhantak Peripekh) (12 hrs.)**

- ਗੁਰਮਤਿ ਕਾਵਿ: ਸੰਖੇਪ ਜਾਣ-ਪਛਾਣ  
Gurmat Kaav: Sankhep Jaan-Pachhan
- ਗੁਰਮਤਿ ਕਾਵਿ: ਵਿਚਾਰਧਾਰਾ  
Gurmat Kaav: Vichardhara



- ਗੁਰਮਤਿ ਕਾਵਿ: ਨੈਤਿਕਤਾ  
Gurmat Kaav: Naitikta
- ਗੁਰਮਤਿ ਕਾਵਿ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Gurmat Kaav: Parkirti Chitran

## Unit-II ਗੁਰਮਤਿ ਕਾਵਿ: ਰੂਪਾਕਾਰ (Gurmat Kaav: Roopakaar)

(11 hrs.)

- ਅਸ਼ਟਪਦੀ  
Ashtapadi
- ਸ਼ਬਦ  
Shabad
- ਬਾਵਨ ਅਖਰੀ  
Bawan Akhri
- ਵਾਰ  
Vaar

## Unit- III ਬਾਰਹ ਮਾਹ ਮਾਝ: ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ (Barah Mah Majh: Guru Arjun Dev Ji)

(11 hrs.)

- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ  
Barah Mah Majh: Vishegat Adhiyan
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Barah Mah Majh: Adhiyatmak ate Smajak Sarokaar
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਨ  
Barah Mah Majh: Parkirti Chitran
- ਬਾਰਹ ਮਾਹ ਮਾਝ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Barah Mah Majh: Parsangh Sahit Viyakhiya

## Unit-IV ਸਲੋਕ: ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ (Salok: Guru Tegh Bahadur Ji)

(11 hrs.)

- ਸਲੋਕ: ਵਿਸ਼ੇਗਤ ਅਧਿਐਨ  
Salok: Vishegat Adhiyan
- ਸਲੋਕ: ਅਧਿਆਤਮਕ ਅਤੇ ਸਮਾਜਕ ਸਰੋਕਾਰ  
Salok: Adhiyatmak ate Smajak Sarokaar
- ਸਲੋਕ: ਵੈਰਾਗ ਦੀ ਭਾਵਨਾ  
Salok: Varaag di Bhawna
- ਸਲੋਕ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ  
Salok: Parsangh Sahit Viyakhiya

## ESSENTIAL READINGS:

- Jagbir Singh (2004) **Gurmat Kaav da Itihas**, Panjabi Academy, Delhi.
- Jaggi, Rattan Singh (Dr.) & Gursharan Kaur Jaggi (Dr.) (2011) **Guru Tegh Bahadur: Bani Vishleshan**, Gurmat Prakashan, Patiala.

- Matharoo, Rajwant Kaur (Dr.) (2008) **Bani Guru Arjan Dev: Vichardhara ate Kav Mulankan**, Ruhi Parkashan, Amritsar.

#### SUGGESTED READINGS:

- Beant Kaur (Dr.) (2010) **Sikh Dharam Shastar da Tatsaar (Utter Adhunik Paripekh)**, Chetna Parkashan, Ludhiana.
- Bhathal, Ravinder Singh (Prof.) and Surjit Singh (Dr.), (ed.) (2005) **Shri Guru Granth Sahib: Vibhin Pasar**, Punjabi Sahitya Akademi, Ludhiana.
- Dil, Balbir Singh (Dr.) (2009) **Guru Tegh Bahadur: Jeevan te Rachna**, Punjabi Bhasa Vikas, Punjabi University, Patiala.
- Gurmukh Singh (2008) **Guru Arjun Dev Ji: Jivan, Darshan ate Bani**, Ruhi Parkashan, Amritsar.
- Jagbir Singh (1997) **Gurbani: Vishavdrishti te Vichardhara**, Wellwish Publishers, New Delhi.
- Jagbir Singh (1989) **Madhkali Shabad Sabhyachar**, Ravinder Parkashan, Delhi.
- Jagbir Singh (Dr.) (2011) **Gurmat Kav: Sidhat te Vihar**, Chetna Parkashan, Ludhiana.
- Jagbir Singh (2012) **Guru Granth Sahib di Samkalin Sarthakta te Prasangikta**, Punjabi University, Patiala.
- Manmohan Singh (Dr.) (1975) **Guru Tegh Bahadur Ji Da Darshnik Chintan**, Mandeep Parkashan, Delhi.
- Narang, C.L.(Prof.) (1976) **Novey Nanak Guru Tegh Bahadur**, Madan Publishers, Patiala.
- Sahib Singh (2015) **Gurbani Vyakaran**, Singh Brothers, Amritsar.
- Sarbjinder Singh (Ed.) (2006) **Sri Guru Granth Sahib ate Ikivin Sadi**, Publication Bureau, Punjabi University, Patiala.
- Taran Singh (Dr.) (1995) **Guru Tegh Bahadur-Jiwan te Sikhiya**, Publication Bureau, Punjabi University, Patiala.

#### JOURNALS:

- Khoj Patrika (1985) **Gurmit Kaav Ank-26**, Publication Bureau, Punjabi University, Patiala.
- Khoj Patrika (2003) **Bani Kaav-Roop Vishes Ank-58**, Publication Bureau, Punjabi University, Patiala.

#### INTERNET RESOURCES:

- [www.searchgurbani.com](http://www.searchgurbani.com)

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## Category IV

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

#### GENERIC ELECTIVE (GE-10) PUNJABI JEEVNI 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 Jeevni Sahit  (GE-10)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To learn about the concepts, forms and history of biography that helps in understanding the documented life of great personalities.
- To learn about the value of struggle and hard work to succeed.
- To sensitize students about the rich heritage of humanity through different successful persons life stories.
- To develop a keen interest in literature related to biography so that the students can inspire their self to serve their surroundings and motivate others to live a better life.

#### LEARNING OUTCOMES:

- Students will demonstrate the knowledge of various forms of biography in Punjabi language.
- Students will be able to know the theoretical aspect of the biography.
- Students will be able to understand the struggle of life and can try to find the appropriate way to serve his/her community as a member of the society.
- Students will learn about different great personalities.
- Students will learn the history of Punjabi biographical literature and its relation with its geography and language.

**Unit-I ਜੀਵਨੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Jeevni: Sidhantak Pakh)****(12 hrs.)**

- ਜੀਵਨੀ : ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਸਰੂਪ  
Jeevni: Pribhasha, Prkriti ate Saroop
- ਪੰਜਾਬੀ ਜੀਵਨੀ ਸਾਹਿਤ: ਸੰਖੇਪ ਇਤਿਹਾਸ  
Punjabi Jeevni Sahit: Sankhep Itihas
- ਅੰਸ਼ਿਕ ਜੀਵਨੀ ਅਤੇ ਜੀਵਨੀ ਲੇਖ ਵਿਚ ਅੰਤਰ  
Anshik Jeevni ate Jeevni Lekh Vich Antar
- ਜੀਵਨੀ ਅਤੇ ਸਵੈ-ਜੀਵਨੀ ਵਿਚ ਅੰਤਰ  
Jeevni ate Swai-Jeevni vich Antar

**Unit-II ਲਘੂ-ਆਕਾਰੀ ਜੀਵਨੀ ਸਾਹਿਤ {ਪੰਜਾਬ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਹਸਤੀਆਂ (ਚੋਣਵੀਆਂ ਜੀਵਨੀਆਂ)} Laghu-Akari Jeevni Sahit {Punjab Dian Pramukh Hastian (Chonvian Jeevnian)}****(11 hrs.)**

- ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ  
Shahid Bhagat Singh
- ਮੁਹੰਮਦ ਰਫੀ  
Muhammad Rafi
- ਮਹਿੰਦਰ ਸਿੰਘ ਰੰਧਾਵਾ  
Mahinder Singh Randhawa
- ਨੇਕ ਚੰਦ  
Nek Chand

**Unit-III ਵੱਡੇ-ਆਕਾਰੀ ਜੀਵਨੀ ਸਾਹਿਤ {ਅੱਜ ਦੀ ਵੀਰਾਂਗਣਾ ਮਲਾਲਾ ਯੂਸਫਜ਼ਈ (ਚੋਣਵੇਂ ਅੰਸ਼)} Vadd-Akari Jeevni Sahit {Ajj di Veerangna Malala Yousafzai (Chonven Ansh)}****(11 hrs.)**

- ਮਹਾਂਸ਼ਕਤੀਆਂ ਦੀ ਖਿੱਚੋਤਾਣ ਦਾ ਸ਼ਿਕਾਰ: ਅਫ਼ਗਾਨਿਸਤਾਨ ਤੇ ਮਲਾਲਾ ਵੀ  
Mahan Shaktian di Khichotan da Shikaar: Afganistan te Malala vi
- ਮਲਾਲਾ ਦੀ ਜਨਮ ਭੂਮੀ: ਸਵਾਤ ਘਾਟੀ  
Malala di Janam Bhoomi: Swaat Ghati
- ਇਕ ਬੱਚੀ ਦਾ ਵੀਰਾਂਗਣਾ ਬਣਨਾ  
Ik Bachi da Veerangna Banna
- ਆਲਮੀ ਭਾਈਚਾਰੇ ਅੱਗੇ ਮਲਾਲਾ ਦੀ ਬਾਲੜੀ ਲਲਕਾਰ  
Aalmi Bhaichare Agge Malala di Baalrhi Lalkar

**Unit-IV ਸਾਖੀ ਮੂਲਕ ਜੀਵਨੀ ਸਾਹਿਤ (Sakhi Moolak Jeevni Sahit)****(11 hrs.)**

- ਮਨਸੂਰ  
Mansoor
- ਕੋਹਿਨੂਰ ਦਾ ਪਾਰਖੂ, ਰਾਇ ਬੁਲਾਰ ਖ਼ਾਨ ਸਾਹਿਬ  
Kohenoor Da Paarkhu, Rai Bulaar Khan Sahib

- ਭਾਈ ਮਰਦਾਨਾ ਜੀ  
Bhai Mardana Ji
- ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ  
Maharaja Ranjit Singh

#### ESSENTIAL READINGS:

- Abhai Singh (2014) **Ajj di Veeragana Malala Yousafzai**, Lokgeet Parkashan, Chandigarh.
- Grover, Kamaljeet (Dr.) (2003) **Punjab Dian Parmukh Hastian**, Kastoori Lal and sons, Amritsar.
- Pannu, Harpal Singh (2014) **Gautam Ton Taski Tak**, Lahore Book Shop, Ludhiana.

#### SUGGESTED READINGS:

- Jaggi, Rattan Singh (2003) **Sahit De Roop**, Publication Bureau, Punjabi University, Patiala.
- Pannu, Harpal Singh (2012) **Pathar Ton Rang Tak**, Singh Brothers, Amritsar.
- Satinder Singh, (2006) **Adhunik Punjabi Vartak da Itihas**, Punjabi Academy, Delhi.

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

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## GENERIC ELECTIVES (GE-11) PUNJABI NIBANDH 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		
<b>Punjabi Nibandh Sahit</b> (GE-11)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To theorize and conceptualize different forms of Punjabi essay.
- To understand philosophical and ideological background of Punjabi essay.
- To go through the available criticism on the subject.
- To identify different trends emerged/emerging in Punjabi essay.
- To learn practical analysis of literary texts of Punjabi essay.

#### LEARNING OUTCOMES:

- Students will understand the theoretical and philosophical debate available on Punjabi essay.
- It will broaden their vocabulary and develop aptitude for appreciation of language and its connotations and denotations.
- Students will learn to evaluate literary texts going through the available criticism on the subject.
- Students will learn to do practical analysis of literary texts with the help of different approaches, and it develops their writing skill also.

#### Unit-I ਨਿਬੰਧ: ਸਿਧਾਂਤਕ ਪੱਖ (Nibandh: Sidhantak Pakh)

(12 hrs.)

- ਨਿਬੰਧ: ਪਰਿਭਾਸ਼ਾ, ਸਰੂਪ ਅਤੇ ਲੱਛਣ  
Nibandh: Pribhasha, Saroop ate Lachhan
- ਨਿਬੰਧ ਸਾਹਿਤ: ਸੰਖੇਪ ਇਤਿਹਾਸ

Nibandh Sahit: Sankhep Itihas

- ਨਿਬੰਧ ਦੇ ਤੱਤ

Nibandh de Tatt

- ਨਿਬੰਧ ਦਾ ਵਰਗੀਕਰਨ

Nibandh da Vargikaran

## **Unit-II ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Vichar Pradhan Nibandh)**

**(11 hrs.)**

- ਕਿਰਤ-ਪ੍ਰੇ. ਪੂਰਨ ਸਿੰਘ

Kirat- Prof. Puran Singh

- ਪੁਰਾਣਾ ਪੰਜਾਬ- ਗਿਆਨੀ ਗੁਰਦਿੱਤ ਸਿੰਘ

Purana Punjab- Gyani Gurditt Singh

- ਜੰਟਲਮੈਨ-ਲਾਲ ਸਿੰਘ ਕਮਲਾ ਅਕਾਲੀ

Jantalman- Lal Singh Kamla Akali

- ਪੁਤਲੀਆਂ ਦਾ ਤਮਾਸ਼ਾ- ਬਲਵੰਤ ਗਾਰਗੀ

Putlian Da Tamasha- Balwant Gargi

## **Unit-III ਭਾਵ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Bhav Pradhan Nibandh)**

**(11 hrs.)**

- ਘਰ ਦਾ ਪਿਆਰ-ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ

Ghar da Piyaar- Principal Teja Singh

- ਅੱਥਰੂ-ਬਲਰਾਜ ਸਾਹਨੀ

Athroo- Balraj Sahni

- ਸੜਕ ਪਾਰ ਕਰਦਾ ਬੁਢੇਪਾ- ਪ੍ਰੋ. ਕੁਲਬੀਰ ਸਿੰਘ ਕਾਂਗ

Sarhak Paar Karda Budhepa- Prof. Kulbir Singh Kaang

- ਦੋਸਤੀ ਦੀ ਮਹਿਕ: ਸਾਥੀ ਲੁਧਿਆਣਵੀ

Dosti di Mehak: Sathi Ludhianvi

## **Unit-IV ਵਿਅਕਤੀਤਵ ਪ੍ਰਧਾਨ ਨਿਬੰਧ (Viaktitav Pradhan Nibandh)**

**(11 hrs.)**

- ਗੰਗਾਦੀਨ- ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ

Gangadeen- Principal Teja Singh

- ਮੇਰੀ ਨੰਨੀ ਲਿਲਾਹ- ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ

Meri Nanhi Lilah- Gurbaksh Singh Preetlarhi

- ਮਾਂ-ਪ੍ਰੋ. ਅਮਰੀਕ ਸਿੰਘ

Maa- Prof. Amrik Singh

- ਫਲਾਈੰਗ ਸਿੱਖ-ਮਿਲਖਾ ਸਿੰਘ- ਪ੍ਰਿੰ. ਸਰਵਣ ਸਿੰਘ

Flying Sikh- Milkha Singh- Principal Sarwan Singh

## **ESSENTIAL READINGS:**

- Puar, Joginder Singh (Dr.), Parmjit Singh, Sidhu (Dr.), (ed.) (1995) **Chonve Punjabi Nibandh**, Punjabi University, Patiala.
- Thind, Karnail Singh (Ed.) (1998) **Nibandh Prakash**, (2017, 2<sup>nd</sup> ed.) Panjab University Publication Bureau, Chandigarh.

### **SUGGESTED READINGS:**

- Jaggi, Rattan Singh (2003) **Sahit De Roop**, Publication Bureau, Punjabi University, Patiala.
- Komal, Amar (2013) **Chonven Punjabi Nibandh**, atioal Book Trust, India.
- Satinder Singh (2006) **Adhunik Punjabi Vartak Da Itihas**, Punjabi Academy, Delhi.

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

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



## GENERIC ELECTIVES (GE-12)

### DESH WAND DI FILMKARI

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Desh Wand di Filmkari</b> (GE-12)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To learn about the various aspects of Partition of Punjab and its representation in Punjabi Cinema.
- To learn about representation of partition in different Punjabi films.
- To sensitize students about the pain of dislocated people from their homes and homeland.
- To understand the partition as well as cinema and its various aspects.

#### LEARNING OUTCOMES:

- Students will demonstrate the knowledge of various aspects of Punjab and its partition.
- Students will be able to examine the representation of partition in different Punjabi films.
- Students will be able to understand the problems of past as well as present related with fundamentalism.
- Students will learn the history of partition and its link with colonialism.

#### Unit-I ਦੇਸ਼ ਵੰਡ ਦੀ ਫਿਲਮਕਾਰੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Desh Wand di Filmkari: Sidhantak Pakh)

(12 hrs.)

- ਦੇਸ਼ ਵੰਡ: ਰਾਜਨੀਤਕ ਸਰੂਪ ਤੇ ਕਾਰਨ  
Desh Wand: Rajneetak Saroop te Kaaran
- ਦੇਸ਼ ਵੰਡ: ਧਾਰਮਕ ਤੇ ਸਮਾਜਕ ਪ੍ਰਭਾਵ

Desh Wand: Dharmak te Smajak Prabhav

- ਦੇਸ਼ ਵੰਡ ਦੀ ਫਿਲਮਕਾਰੀ: ਮਹੱਤਵ

Desh Wand di Filmkari: Mahattav

- ਫਿਲਮ-ਪਾਠ ਤੇ ਸਾਹਿਤ-ਪਾਠ: ਅੰਤਰ ਨਿਖੇੜ

Film-Path Te Sahit-Path: Antar Nikherh

**Unit-II ਫਿਲਮ ‘ਸ਼ਹੀਦ-ਏ-ਮੁਹੱਬਤ ਬੂਟਾ ਸਿੰਘ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (1999) (Film ‘Shaheed-E-Mohabbat Boota Singh’ da Vishleshan) (1999) (11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

**Unit-III ਫਿਲਮ ‘ਖ਼ਾਮੋਸ਼ ਪਾਣੀ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (2003) Film ‘Khamosh Paani’ da Vishleshan (2003) (11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

**Unit-IV: ਫਿਲਮ ‘ਕਿੱਸਾ’ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (2013) Film ‘Qissa’ da Vishleshan (2013) (11 hrs.)**

- ਵੰਡ ਦੀ ਪੇਸ਼ਕਾਰੀ

Wand Di Peshkari

- ਵਿਸ਼ਾ ਤੇ ਮੰਤਵ

Visha te Mantav

- ਪ੍ਰਭਾਵਿਤ ਧਿਰਾਂ ਦਾ ਦੁਖਾਂਤ

Prabhavit Dhiran da Dukhaant

- ਪਾਤਰ ਉਸਾਰੀ

Patar Usaari

**ESSENTIAL READINGS:**

- Brar, Rajinderpal Singh (Ed.) (2011) **Punjabi Bhasha, Sahit, Sabhyachar ate Media: Antar Samvad**, Publication Bureau, Punjabi University, Patiala.

- Ghuman, Kapoor Singh (Trans.) (1987) **Filmaan Kiven Bandiyan Han**, (Written by Khwaja Ahmad Abbas), NBT, India.
- Seetal, Sohan Singh (2012) **Punjab Da Ujarha**, Lahore Book Shop, Ludhiana.

#### SUGGESTED READINGS:

- Narender, Mohan (2010) **Vibhajan ki Trasadi Bhartiya Katha Drishti**, Bhartiya Gyanpeeth, Nayi Dilli.
- Deepak Manmohan Singh (1989) **Desh Wand de Punjabi Sahit te Paye Prabhav (Galap de Adhar te)**, Lahore Book Shop, Ludhiana.
- Kirpal Singh (Dr.) (1994) **Punjab da Batwara**, Punjabi University, Patiala.
- Ravinder Kaur (2007) **Since 1947: Partition Narratives Among Punjabi Migrants Old Delhi**, Oxford University Press, New Delhi.
- Khushwant Singh & Kuldeep Niyar (1984) **Punjab da Dukhant**, Navyug Publishers, Delhi.
- Bhasker Sarkar (2009) **Mourning the Nation: Indian Cinema in the Wake of Partition**, Duke University Press Durham & London.
- Christian Metz (1990) **Film Language: A Semiotics of Cinema**, University of Chicago Press, Chicago.
- Satya M. Rai (1965) **Partition of the Punjab: A Study of Its effects on the Politics and Administration of the Punjab (1) 1947-56**, Asia Pub. House, London.
- Sinah, Kuldeep (2011) **Film Nirdeshan** Radha Krishan Prakashan Private Limited, Nayi Dilli.
- Paarkh, Jwarimal (2001) **Lokpriya Cinema Aur Samajik Yatharath**, Anamika Publishers and Limited, Delhi.
- Piyaar Singh (1974) **Cinema**, Bhasha Vibhag Punjab, Patiala.
- Sahni, Balraj (1974) **Cinema te Stage**, Nanak Singh Pustakmala, Amritsar.

#### INTERNET RESOURCES:

<https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/366035?mode=full>

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

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

## GENERIC ELECTIVES (GE-13) PUNJAB DIAN LOK KALAVAN

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Punjab Dian Lok Kalavan (GE-13)</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The purpose of this course is to provide information about folk arts.
- The study of folk arts will help the students to enrich their cultural and creative aptitude.
- The course will develop a fundamental understanding of the basic nature, branches and history of Punjabi folk skills.
- It will help the students to understand and use methods of analysing the data from various forms of Punjabi folk arts.
- The course will provide them a broad interdisciplinary perspective of Punjabi folk arts.

#### LEARNING OUTCOMES:

- The students will obtain advanced knowledge of Punjabi folk arts.
- They will develop an insight about various forms of Punjabi arts.
- They will have in-depth knowledge of selected areas of Punjabi folk arts.
- They will understand the concepts of Punjabi folk arts.
- They will analyse the historical background Punjabi folk arts and their relation to Punjabi culture.

#### Unit-I ਲੋਕ ਕਲਾ: ਸਿਧਾਂਤਕ ਪੱਖ (Lok Kala: Sidhantak Pakh)

(12 hrs.)

- ਲੋਕ ਕਲਾ: ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਸਰੂਪ  
Lok Kala: Pribhasha, Prakirti ate Saroop
- ਲੋਕ ਕਲਾ: ਵੰਨਗੀਆਂ  
Lok Kala: Vangiyan

- ਲੋਕ ਕਲਾ: ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Lok Kala: Visheshatvan
- ਲੋਕ ਕਲਾ: ਸਮਾਜਕ ਮਹੱਤਵ  
Lok Kala: Samajak Mahattav

## Unit-II ਮਿੱਟੀ ਨਾਲ ਸੰਬੰਧਤ ਲੋਕ ਕਲਾਵਾਂ (Mitti Naal Sambandhat Lok kalavan) (11 hrs.)

- ਹਥਵਾਰਾ ਨਾਲ ਵਾਧਾ ਕਰ ਕੇ ਵਿਸ਼ੇਸ਼ ਆਕਾਰ ਸਿਰਜਨਾ (Modelling): ਚੁੱਲ੍ਹਾ, ਭੜੋਲਾ  
Hathvara naal Vaadha kar ke Vishesh Aakaar Sirjana: Chullha, Bharhola
- ਵਿਸ਼ੇਸ਼ ਸਾਂਚੇ ਵਿਚ ਮਿੱਟੀ ਥੱਪ ਕੇ ਵਸਤੂ ਤਿਆਰ ਕਰਨਾ (Casting): ਅੰਗੀਠੀ, ਚੱਕਵਾਂ ਚੁੱਲ੍ਹਾ  
Vishesh Sanche vich Mitti thapp ke Vastu tyaar karna: Angithi, Chakvaan Chullha
- ਥੋਥੇ ਪੱਥ ਕੇ ਤਰਾਸ਼ਨ ਰਾਹੀਂ ਬਣਾਈਆਂ ਆਕ੍ਰਿਤੀਆਂ (Carving): ਹਾਰਾ, ਆਲਾ  
Thobe path ke Trashan rahin banayian aakritian: Haara, Aalaa
- ਲੋਕ ਕੰਧ ਚਿੱਤਰ (Wall Painting): ਕੰਧ ਉੱਤੇ ਰੰਗਾਂ ਨਾਲ ਚਿਤਰ, ਮਿੱਟੀ ਦੀਆਂ ਆਕ੍ਰਿਤੀਆਂ ਨੂੰ ਰੰਗਣਾ  
Lok Kandh Chittar: Kandh utte Rangan naal Chittar, Mitti dian aakritian nu rangana

## Unit-III ਲੋਕ ਬੁਣਨ ਕਲਾ (Lok Bunan Kala) (11 hrs.)

- ਘਰੇਲੂ ਵਸਤਾਂ ਵਜੋਂ: ਦਰੀ, ਪੱਖੀਆਂ  
Ghrelloo Vastan Vajon: Dari, Pakhiyan
- ਪਹਿਰਾਵੇ ਨਾਲ ਸੰਬੰਧਤ: ਕੱਪੜਾ, ਨਾਲੇ  
Pehraave naal Sambandhat: Kaprha, Naale
- ਖੇਤੀਬਾੜੀ ਨਾਲ ਸੰਬੰਧਤ: ਛਿੱਕਲੀ, ਟੋਕਰੇ  
Khetibaarhi naal Sambandhat: Chhikli, Tokre
- ਸਜਾਵਟੀ ਵਸਤਾਂ ਵਜੋਂ: ਦਰਵਾਜ਼ਿਆਂ ਦੀਆਂ ਲਟਕਣਾਂ, ਤਸਵੀਰਾਂ  
Sajawati Vastan Vajon: Darvajeyan dian Latkanan, Tasveeran

## Unit-IV ਕਸੀਦਾਕਾਰੀ (Kaseedakari) (11 hrs.)

- ਮਰਦਾਂ ਦੇ ਕੱਪੜੇ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਕੁੜਤਾ, ਰੁਮਾਲ  
Mardan de Kaprhe Utte Kaseedakari: Kurhta, Rumal
- ਔਰਤਾਂ ਦੇ ਕੱਪੜੇ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਮੇਮ ਅਤੇ ਚਿੜੀਆ ਫੁੱਲ, ਫੁਲਕਾਰੀ  
Auratan de Kaprhe Utte Kaseedakari: Meim ate Chidia Full, Fulkari
- ਘਰੇਲੂ ਵਰਤੋਂ ਦੀਆਂ ਵਸਤਾਂ ਉੱਤੇ ਕਸੀਦਾਕਾਰੀ: ਚਾਦਰਾਂ, ਝੋਲੇ  
Ghrelloo vartan dian Vastan utte Kaseedakari: Chadran, Jhole
- ਸਜਾਵਟੀ ਵਰਤੋਂ ਲਈ ਕਸੀਦਾਕਾਰੀ: ਮੇਜ ਪੋਸ਼, ਤਸਵੀਰਾਂ  
Sajawati vartan layi Kaseedakari: Mej Posh, Tasveran

### ESSENTIAL READINGS:

- Harjit Singh (2005) **Punjab Di Lok Kala**, Guru Nanak Dev University, Amritsar.
- Kehal, Harkesh Singh (2013) **Punjabi Virsa Kosh**, Unistar Books Pvt. Ltd., Chandigarh.
- Thind, Karnail Singh (Dr) (2007) **Punjab da Lok Virsa (Part-I)**, Punjabi University, Patiala.

### SUGGESTED READINGS:

- Bedi, Vanjara (1967) **Suhaj Prabodh**, National Book Shop, Delhi.
- Bhupinder Singh, Surjit Singh (Ed.) (2009) **Lokdhara Di Bhumika**, Punjabi University, Patiala.
- Chaman, Saroj (2009) **Saundarya Shaster**, Publication Bureau, Punjabi Univesity, Patiala.
- Gill, Harjeet Singh (1975) **Folk art of Punjab**, Publication Bureau, Punjabi Univesity, Patiala.
- Gill, Harjeet Singh (1977) **A Fulkari from Bathinda**, Publication Bureau, Punjabi Univesity, Patiala.
- Kang, Kanwarjit Singh (1998) **Punjab De Kandh Chittar**, Publication Bureau, Punjabi Univesity, Patiala.
- Noor, Jagir Singh (Dr) (2008) **Punjabi Sabhiyachar: Mool Pachhan**, National Book Trust, Delhi.
- Thind, Karnail Singh (1996) **Punjab Da Lok Virsa**, Publication Bureau, Punjabi Univesity, Patiala.

#### INTERNET RESOURCES:

<https://shodhganga.inflibnet.ac.in/handle/10603/103872?mode=full>

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

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## Category V

### COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)

#### OFFERED BY THE DEPARTMENT OF PUNJABI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-1) DALIT JEEVAN DI PUNJABI KAVITA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Dalit Jeevan Di Punjabi Kavita  (DSE-1)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard  or  <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To introduce students with the political and cultural context of Dalit Poetry.
- To understand and trace the changes occurred in Dalit poetry during different time periods.
- To train students in parallel aesthetics created by Dalit literature.

#### LEARNING OUTCOMES

- Students will be able to form a distinct understanding of contemporary and historical understanding of the society created by Dalit poetry.
- They will be able to create a timeline of Dalit poetry in Indian and Punjabi literature.
- They will be able to analyse aesthetics and content of Punjabi Dalit poetry.

#### Unit-I ਦਲਿਤ ਚੇਤਨਾ ਤੇ ਪੰਜਾਬੀ ਕਵਿਤਾ (Dalit Chetna te Punjabi Kavita)

(12 hrs.)

- ਦਲਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੇ ਪਛਾਣ  
Dalit di Paribhasha te Pachhan
- ਪੰਜਾਬੀ ਦਲਿਤ ਸਾਹਿਤ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ  
Punjabi Dalit Sahit da Nikas ate Vikas
- ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਦਲਿਤ ਦੇ ਆਰਥਕ-ਸਮਾਜਕ ਸਰੋਕਾਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ  
Punjabi Kavita vich Dalit de Arthak-Samajak Sarokaraan di Peshkari
- ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਦਲਿਤ ਦੇ ਰਾਜਨੀਤਕ ਸਰੋਕਾਰਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ  
Punjabi Kavita vich Dalit de Rajnitak Sarokaraan di Peshkari

## Unit-II ਪਹਿਲੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Pehle Dour di Dalit Kavita)

(11 hrs.)

- ਬਾਬੂ ਮੰਗੂ ਰਾਮ ਮੁਗੋਵਾਲੀਆ: ਗੁਰਦੇਵ ਉਸਤਤੀ, ਪੰਜਾਬ ਦੇ ਅਛੂਤ ਪੰਥ ਨੂੰ ਵਧਾਈ  
Babu Mangu Ram Mugovaliya: Gurdev Ustati, Punjab de Achhoot Panth nu Vadhai
- ਚਰਨ ਦਾਸ ਨਿਧਰਕ: ਅਛੂਤ ਦੀ ਜਿੰਦਗੀ, ਦੇਸ਼ ਦੀ ਨਾਰੀ ਜਾਗੀ  
Charan Das Nidharak: Achhoot di Zindagi, Desh di Naari Jaagi
- ਗੁਰਦਾਸ ਰਾਮ ਆਲਮ: ਮਜ਼ਦੂਰ, ਇਨਸਾਨ  
Gurdas Ram Aalam: Mazdur, Insaan
- ਚਾਣਨ ਲਾਲ ਮਣਕ: ਨਾਮ ਅਮਰ ਹੈ ਗੁਰੂ ਰਵਿਦਾਸ ਤੇਰਾ, ਪੱਛੜੇ ਲੋਕਾਂ ਦਾ ਕਿਵੇਂ ਕਲਿਆਣ ਹੋਵੇ  
Chanan Lal Mnak: Naam Amar hai Guru Ravidas tera, Pachhre Lokan da kiven Kaliyan hove

## Unit-III ਦੂਜੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Duje Dour di Dalit Kavita)

(11 hrs.)

- ਚਰਨ ਸਿੰਘ ਸਫਰੀ: ਮਿਲਿਆ ਬੰਦੇ ਨੂੰ ਹੱਕ ਬਰਾਬਰੀ ਦਾ, ਜੇ ਭਾਰਤ ਦੀ ਧਰਤੀ ਉਤੇ  
Charan Singh Safri: Milya Bande nu Haq Brabari da, Je Bharat di Dharti utte
- ਪ੍ਰੀਤਮ ਰਾਮਦਾਸਪੁਰੀ: ਆਜ਼ਾਦੀ ਦੇ ਪਹਿਲੇ ਅਲੰਬਰਦਾਰ, ਬੇਗਮਪੁਰਾ  
Pritam Ramdasपुरी: Azaadi de Pehle Alambardaar, Begampura
- ਸਿਰੀ ਰਾਮ ਅਰਸ਼: ਸ਼ਕਤੀ ਹੀਣੇ ਲੋਕ, ਸੋਨਹ  
Sri Ram Arsh: Shakti Heene lok, Sonh
- ਸੰਤ ਰਾਮ ਉਦਾਸੀ: ਨਵੇਂ ਅਹਿਦਨਾਮੇ, ਗੀਤਾਂ ਦਾ ਵਾਰਸ  
Sant Ram Udasi: Naven Ahidname, Geetan da Vaaras

## Unit-IV ਤੀਜੇ ਦੌਰ ਦੀ ਦਲਿਤ ਕਵਿਤਾ (Teeje Dour di Dalit Kavita)

(11 hrs.)

- ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ: ਸੁਨਾਮੀ ਲਹਿਰਾਂ, ਸੰਸਕ੍ਰਿਤੀ  
Balbir Madhopuri: Sunami Lehran, Sanskriti
- ਗੁਰਮੀਤ ਕੱਲਰ ਮਾਜਰੀ: ਮੁਸਾਫਿਰ, ਪੋਸਟਮੈਨ  
Gurmeet Kalar Majri: Musafir, Postman
- ਨਵਤੇਜ ਗੜ੍ਹਦੀਵਾਲਾ: ਸਿਰਨਾਵੇਂ ਦੀਆਂ ਜੜ੍ਹਾਂ, ਤਾਰੇ  
Navtej Garhdiwala: Sirnaave diyan Jarhan, Taaro
- ਮਦਨ ਵੀਰਾ: ਧੁੰਦ ਤੋਂ ਪਾਰ, ਪਿੰਡ  
Madan Veera: Dhund ton Paar, Pind



### ESSENTIAL READING:

- Gurmeet Singh Kalarmajri, Santokh Singh Sukhi (Kaav-Sangreh) (2022) **Zakhma da Haashiya**, Caliber Publications, Patiala.

### SUGGESTED READING:

- Chaman Lal (2001) **Dalit aur Avshet Sahitya: Kujh Vichar**, Bhartiye Uchh Adhiyan Sansthan, Shimla.
- Ravinder Kumar (2005) **Aurat te Dalit: Hashiyagat Parvachan Nav-Itihasvaadi Paripekh**, Lokgeet Parkashan, Chandigarh.
- Ronki Ram, (2004) **Dalit Sahit: Sarot te Saroop**, Lokgeet Parkashan, Chandigarh.
- Ronki Ram (2012) **Dalit Pachaan: Mukti ate Shaktikarn**, Publication Bureau, Punjabi University, Patiala.
- Sarabjeet Singh (Ed.) (2004) **Dalit Drishti**, Chetna Parkashan, Ludhiana.

### MAGAZINES/JOURNALS:

- Amarjeet Singh (Ed.) (2021) **Kaav-Shaster: Subaltern Studies Vishesh Ank 25-26**, Phagwara.

### INTERNET RESOURCES:

- <https://punjabipedia.org/>
- <https://pa.wikipedia.org/>

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

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## DISCIPLINE SPECIFIC ELECTIVE (DSE-2)

### ANUVADIT BHARTI KAVITA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Anuvadit Bharti Kavita (DSE-2)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- The course is designed to introduce poetry from various languages of our country.
- To help students understand the theme, structure and style of poetry in various Indian languages.
- To help students realize the importance of translated poetry.

#### LEARNING OUTCOMES:

- Students will gain cultural and historic background related to the poetry being studied.
- Students will be able to deliver comparative insights into the different poetry styles and themes.
- Students will be able to reflective translation commentary, where they analyse the source text and reflect on their translation process.

#### Unit-I ਉੱਤਰੀ ਭਾਰਤ (Uttari Bharat)

(12 hrs.)

- **ਡੋਗਰੀ:** ਧਿਆਨ ਸਿੰਘ (ਲੋਅ ਦੀ ਆਸ), ਪਦਮਾ ਸਚਦੇਵ (ਅਮਨ)  
Dogri: Dhian Singh (Lo di Aas), Padma Sachdev (Aman)
- **ਉਰਦੂ:** ਗੁਲਜ਼ਾਰ (ਕਿਤਾਬਾਂ), ਨਿਦਾ ਫਾਜ਼ਲੀ (ਛੋਟਾ ਆਦਮੀ)  
Urdu: Gulzar (Kitaban), Nida Fazli (Chhota Aadmi)

- **ਸੰਸਕ੍ਰਿਤ:** ਡਾ. ਕੋਸ਼ਲ ਤਿਵਾੜੀ (ਗੋਲੀ), ਰਾਧਾ ਵੱਲਭ ਤ੍ਰਿਪਾਠੀ (ਨਿੱਕੀਆਂ ਮੱਛੀਆਂ ਦੀ ਵੱਡੀਆਂ ਮੱਛੀਆਂ ਨਾਲ ਗੱਲਬਾਤ)  
Sanskrit: Dr. Kaushal Tiwari (Goli), Radha Vallabh Tripathi (Nikkian Machhiya di Vaddiya Machhiya nal Galbaat)
- **ਕਸ਼ਮੀਰੀ:** ਸ਼ਾਇਸਤਾ ਮੁਬਾਰਕ ਬੁਖਾਰੀ (ਤੇਰੇ ਨਾਲ ਪਿਆਰ ਨਾ ਸਹੀ), ਮਹਾਰਾਜ ਕ੍ਰਿਸ਼ਨ ਸੰਤੋਸ਼ੀ (ਪ੍ਰਗਤੀ ਪ੍ਰਕਾਸ਼ਨ ਮਾਸਕੋ),  
Kashmiri: Shaista Mubarak Bukhari (Tere naal Pyaar Na Sahi), Maharaj Krishan Santoshi (Pragati Prakashan Moscow)
- **ਹਿੰਦੀ:** ਅਨਾਮਿਕਾ (ਰਾਬੀਆ ਅਨਵਰ: ਖੋਲੀ ਨੰਬਰ 73), ਕੁੰਵਰ ਨਰਾਇਣ (ਪ੍ਰੇਮ ਰੋਗ)  
Hindi: Anamika (Rabiya Anwar : Kholi No. 73), Kunwar Narayan (Prem Rog)

## Unit-II ਪੱਛਮੀ ਭਾਰਤ (Pachhami Bharat)

(11 hrs.)

- **ਸਿੰਧੀ:** ਹਰਿਸ਼ ਕਰਮਚੰਦਾਈ (ਬਾਪੂ ਵੀ ਰੋਂਦਾ ਹੈ), ਵੀਨਾ ਕਰਮਚੰਦਾਈ (ਗੁਲਾਬੀ ਰੰਗ)  
Sindhi: Harish Karamchandani (Bapu Vi Ronda Hai), Veena Karamchandani (Gulabi Rang)
- **ਕੋਂਕਣੀ:** ਸ਼ੰਕਰ ਪਰੁਲਕਰ (ਭਾਸ਼ਾ), ਨਯਨਾ ਆਰਹਾਰਕਰ (ਮੈਂ ਕੌਣ)  
Konkani: Shankar Parulkar (Bhasha), Nayna Aarharkar (Main Kaun)
- **ਮਰਾਠੀ:** ਪੀ. ਵਿੱਠਲ (ਮਨੁੱਖੀ ਭਾਸ਼ਾ ਦਾ ਆਦਮ ਦੁੱਖ), ਪ੍ਰਫੁੱਲ ਸ਼ਿਲੇਦਾਰ (ਪਿਆਰ)  
Marathi: P. Vitthal (Manukhi Bhasha da Adam Dukh), Praful Shiledar (Pyar)
- **ਗੁਜਰਾਤੀ:** ਸੰਜੂ ਵਾਲਾ (ਉਪਾਅ), ਜੈਯੰਤ ਪਾਠਕ (ਧੀ ਦੇ ਵਿਆਹ ਤੋਂ ਬਾਅਦ ਘਰ ਵਿੱਚ)  
Gujarati: Sanju Wala (Upaa), Jayant Pathak (Dhee de Viyah ton Baad Ghar Vich)

## Unit-III ਦੱਖਣੀ ਭਾਰਤ (Dakhni Bharat)

(11 hrs.)

- **ਤਮਿਲ:** ਆਰ. ਬਾਲਾਚੰਦਰਨ (ਸਰਕਸ), ਮੁੱਤੁਲਕਸ਼ਮੀ (ਏਥੇ ਸਭ ਰਾਜੀ-ਖੁਸ਼ੀ ਹੈ)  
Tamil: R. Balachandaran (Circus), MuttuLakshmi (Ethe Sabh Raazi-Khushi Hai)
- **ਤੇਲਗੂ:** ਕਾਂਚਨਪੱਲੀ ਰਾਜੇਂਦਰ ਰਾਜੂ (ਰਾਤ), ਡਾ. ਐੱਨ. ਗੋਪੀ (ਰੋਟੀ),  
Telugu: Kanchanpalli Rajendra Raju (Raat), Dr. N. Gopi (Roti)
- **ਮਲਿਆਲਮ:** ਕੇ. ਸੱਚਿਦਾਨੰਦਨ (ਭਾਸ਼ਾਵਾਂ), ਡਾ. ਜੋਇ ਵਾਸ਼ੀਅਲ (ਦਸ ਚੀਜ਼ਾਂ)  
Malayam: K. Sachidanandan (Bhashava), Dr. Joy Vashial (Das Cheeza)
- **ਕੰਨੜ:** ਚੰਦਰਸ਼ੇਖਰ ਪਾਟਿਲ (ਤਾਰਾ ਹੱਸ ਪਿਆ), ਡਾ. ਨਾ ਮੋਗਸਲੇ (ਇਹ ਨਹੀਂ ਇਹ ਨਹੀਂ)  
Kannad: Chandarshekhar Patil (Tara hass Piya), Dr. Na. Mogslay (Eh Nahi Eh Nahi)

## Unit-IV ਪੂਰਬੀ ਭਾਰਤ (Purbi Bharat)

(11 hrs.)

- **ਬੋਡੋ:** ਅਨਿਲ ਬੋਡੋ (ਜੇ ਤੂੰ ਕਦੇ ਆਉਂਦਾ ਹੈਂ), ਰਸ਼ਮੀ ਚੌਧਰੀ (ਹੰਝੂ)  
Bodo: Anil Bodo (Je Tu Kade Aunda Hain), Rashmi Chaudhary (Hanjhu)
- **ਬੰਗਾਲੀ:** ਸੁਨੀਲ ਗੰਗੋਪਾਧਿਆਇ (ਸਿਰਫ਼ ਕਵਿਤਾ ਦੇ ਲਈ), ਨਵਨੀਤਾ ਦੇਵਸੇਨ (ਉਹ ਕੁੜੀ)  
Bangali: Sunil Gangopadhyaya (Sirf Kavita De Iyi), Navneeta Devsen (Oh Kurhi)
- **ਮੈਥਲੀ:** ਤਾਰਾਨੰਦ ਵਿਯੋਗੀ (ਛੁੱਟਣਾ), ਦੇਵਸ਼ੰਕਰ ਨਵੀਨ (ਦੰਗਾਕਾਰੀਆਂ ਨੂੰ ਘਰ ਦੀ ਸਮਝ ਨਹੀਂ ਹੁੰਦੀ)

Maithili: Taranand Viyogi (Chhuttana), Devshankar Naveen (Dangakaariya nu Ghar di Samajh Nahi Hundi)

- **ਮਣੀਪੁਰੀ:** ਆਰ. ਕੇ. ਦੇਵਰਿਤਾ (ਇਕ ਫੁੱਲ ਦੀ ਜੀਵਨ ਕਥਾ), ਈ. ਵਿਜੇ ਲਕਸ਼ਮੀ (ਮਣੀਪੁਰ)

Manipuri: R. K. Devrita (Ik Phull di Jeevan Katha), E. Vijaylakshmi (Manipur)

- **ਨੇਪਾਲੀ:** ਕਾਲੂ ਸਿੰਘ ਰਨਪਹੇਲੀ (ਜਿੰਦਗੀ ਏਥੇ ਹੀ ਕਿਤੇ ਹੋਵੇਗੀ), ਪ੍ਰਵੀਨ ਰਾਈ ਚੁਮੇਲੀ (ਇਕ ਦਿਨ)

Nepali: Kalu Singh Ranpaheli (Zindagi Ethe hi Kite Hovegi), Praveen Rai Chumeli (Ik Din)

- **ਉੜੀਆ:** ਸੀਤਾਕਾਂਤ ਮਹਾਪਾਤਰ (ਪੱਥਰ), ਵਿਸ਼ਨੂ ਮਹਾਪਾਤਰ (ਪਰਤਾਂਗਾ ਇਕ ਦਿਨ)

Odiya: Sitakant Mahapatra (Pathar), Vishnu Mahapatra (Partanga Ik Din)

- **ਅਸਮੀ:** ਹਰੇਕ੍ਰਿਸ਼ਨ ਡੇਕਾ (ਪਿਆਰ ਦੇ ਲਈ ਦੋ ਸ਼ਬਦ), ਨੀਲਮਣੀ ਫੁੱਕਣ (ਅਕਾਸ਼)

Assami: Harekrishan Deka ( Pyar de Layi Do Shabad), Neelmani Phukan ( Akaash)

- **ਸੰਥਾਲੀ:** ਚੰਦਰ ਮੋਹਨ ਕਿਸਕੂ (ਫੁੱਲਾਂ ਦੀ ਖੇਤੀ), ਨਿਰਮਲਾ ਪੁਤੁਨ (ਔਰਤ)

Santhali : Chandar Mohan Kisku (Phullan di Kheti), Nirmala Putun (Aurat)

#### ESSENTIAL READING:

- Tarsem, Satpal Bhikhi, Gurdeep Singh (Tr. & Ed.) (2022) **Kaav-Dishavan (Bharti Bhashavan diya kavitan)**, Caliber Publication, Patiala.

#### SUGGESTED READINGS:

- Bhola Nath Tiwari (1972) **Anuvaad Vigyan**, Kitabghar Prakashan, New Delhi.
- Mohit K. Roy (Ed.) (2000) **Studies in Translation**, Atlantic Publishers, Delhi.
- Sushil Kumar (2003) **Anuvaad de Samvaad**, Udaan Publications, Mansa.

#### INTERNET RESOURCES:

- <https://punjabipedia.org/topic.aspx?txt=%E0%A8%85%E0%A8%A8%E0%A9%81%E0%A8%B5%E0%A8%BE%E0%A8%A6>
- <https://pa.wikipedia.org/wiki/%E0%A8%85%E0%A8%A8%E0%A9%81%E0%A8%B5%E0%A8%BE%E0%A8%A6>
- <https://www.youtube.com/watch?v=qnLBS6d2RvM&t=790s/>

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## DISCIPLINE SPECIFIC ELECTIVE (DSE-3)

### JEEVNI TE SWAI-JEEVNI

#### 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		
Jeevni te Swai-Jeevni Sahit (DSE-3)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or Basic knowledge of Punjabi language

#### LEARNING OBJECTIVES:

- To introduce the students to Punjabi Biography & Autobiography tradition.
- To acquaint the students with the technicalities involved in the genesis of biographies and autobiographies in general.
- To introduce them to certain biographical pieces of socio cultural, literary and moral significance.

#### LEARNING OUTCOMES:

- Students would have learnt the importance of memory in writing Biography & Autobiography.
- Students would have learnt good lessons by reading the Biography & Autobiographies of remarkable persons.
- Reading of Biography & Autobiographies would have helped them to refine their life and to make their life health

#### Unit-I ਜੀਵਨੀ ਤੇ ਸਵੈ-ਜੀਵਨੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Jeevni te Swai-Jeevni: Sidhantak Pakh)

(12 hrs.)

- ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Jeevni: Paribhasha ate Tatt

- ਸਵੈ-ਜੀਵਨੀ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Swai-Jeevni: Paribhasha ate Tatt
- ਪੰਜਾਬੀ ਜੀਵਨੀ ਦਾ ਇਤਿਹਾਸ  
Punjabi Jeevni da Itihaas
- ਪੰਜਾਬੀ ਸਵੈ-ਜੀਵਨੀ ਦਾ ਇਤਿਹਾਸ  
Punjabi Swai-Jeevni da Itihaas

**Unit-II ਗਿਆਨੀ ਗੁਰਮੁਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ (Giani Gurmukh Singh Musafir-Kartar Singh Duggal) (11 hrs.)**

- ਪਾਤਰ ਚਿਤਰਣ  
Patar Chitran
- ਨਾਇਕ ਦੀ ਸ਼ਖਸੀਅਤ ਦਾ ਵਿਕਾਸ  
Naayak di Shakhsiyat da Vikas
- ਸਮਾਜਕ, ਧਾਰਮਕ ਤੇ ਰਾਜਨੀਤਕ ਪੱਖ  
Smajak, Dharmak te Rajnitak Pakh
- ਜੀਵਨੀ ਵਜੋਂ ਪਰਖ  
Jeevni Vajon Parakh

**Unit-III ਆਰਸੀ:ਤੇਜਾ ਸਿੰਘ (Aarsi:Teja Singh) (11 hrs.)**

- ਮੁੱਖ ਪਾਤਰ ਦਾ ਵਿਅਕਤੀਤਵ  
Mukh Patar da Vyaktitav
- ਸਹਾਇਕ ਪਾਤਰ  
Sahayak Patar
- ਪਰਿਵਾਰਕ ਤੇ ਸਮਾਜਕ ਮਾਹੌਲ  
Parivarak te Samajak Maahol
- ਸਵੈ-ਜੀਵਨੀ ਵਜੋਂ ਪਰਖ  
Swai-Jeevni Vajon Parakh

**Unit-IV ਪੰਜਾਬ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਹਸਤੀਆਂ: ਡਾ. ਕੰਵਲਜੀਤ ਗਰੋਵਰ (Punjab Diyan Pramukh Hastiyan-Dr. Kanwaljit Grover) (11 hrs.)**

- ਸੋਭਾ ਸਿੰਘ  
Sobha Singh
- ਬਲਰਾਜ ਸਾਹਨੀ  
Balraj Sahni
- ਖੁਸ਼ਵੰਤ ਸਿੰਘ  
Khushwant Singh
- ਹਰਗੋਬਿੰਦ ਖੁਰਾਣਾ  
Hargobind Khuranna

**ESSENTIAL READINGS:**

- Duggal, Kartar Singh (1983) **Giani Gurmukh Singh Musafir**, National Book Trust, Delhi.

- Grover, Kanwaljit (Dr.) (2003) **Punjab Diyan Pramukh Hastiyan**, Kasturi Lal and Sons, Hall Bazar, Amritsar.
- Teja Singh (1952) **Aarsi**, Sikh Publishing House, Amritsar.

#### SUGGESTED READINGS:

- Arvinderpal Kaur (1991) **Swai-Jeevni Shastar**, Waris Shah Foundation, Amritsar.
- Gurnaib Singh ate Charanjeet Kaur (Ed.) (2014) **Ratan Singh Jaggi, Jeevan Katha (Vartak Sidhant)**, Publication Bureau, Punjabi University, Patiala.
- Rajbir Kaur, (Ed.) (2009) **Puratan ate Naveen Punjabi Vartak: Sidhant te Vihar**, Waris Shah Foundation, Amritsar.
- Vatish, Dharamchand (1999) **Punjabi Swai-Jeevni**, Punit Publishers, Malerkotla.

#### INTERNET RESOURCES:

- <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%8D%E0%A8%B5%E0%A9%88%E0%A8%9C%E0%A9%80%E0%A8%B5%E0%A8%A8%E0%A9%80++%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4&k=4>
- <https://pa.wikipedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80%E0%A8%B8%E0%A8%B5%E0%A9%88%E0%A8%9C%E0%A9%80%E0%A8%B5%E0%A8%A8%E0%A9%80>

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

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## DISCIPLINE SPECIFIC ELECTIVE (DSE-4)

### DESH WAND DA PUNJABI 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		
Desh Wand da Punjabi Sahit (DSE-4)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or <i>Basic knowledge of Punjabi language</i>

#### LEARNING OBJECTIVES:

- To help students understand the difficult socio-political issues leading up to, and following from, the independence and partition of British India.
- To help them to realise the impact of partition on communities and individuals through the selected texts.
- To help them to learn about the crucial role played by literary and creative texts in making available to us the full dimensions of human tragedy.

#### LEARNING OUTCOMES:

- Students will be able to define circumstances before and after partition.
- They will be able to recognize the role played by partition in shaping the cultural, social and political realities of contemporary Punjab.
- Students will be able to recognize the various elements of conflict poetry in the selected texts.

#### Unit- I ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਸਾਹਿਤ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Desh Wand naal Sambhandit

Sahit: Mudhli Jaan-Pachhan)

(12 hrs.)

- ਦੇਸ਼ ਵੰਡ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ  
Desh Wand di Punjabi Kavita
- ਦੇਸ਼ ਵੰਡ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
Desh Wand di Punjabi Kahani
- ਦੇਸ਼ ਵੰਡ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
Desh Wand da Punjabi Novel



- ਦੇਸ਼ ਵੰਡ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
Desh Wand da Punjabi Natak

**Unit- II ਪਹਿਲੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Pehle Dour di Desh Wand naal Sambhandit Kavita) (11 hrs.)**

- ਗੁਰਮੁੱਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਰਾਵਲਪਿੰਡੀ  
Gurmukh Singh Musafir: Rawalpindi
- ਸ਼ਰੀਫ ਕੁੰਜਾਹੀ: ਫੁੱਲ ਕਿਉਂ ਹੋਏ ਕੰਡੇ  
Sharif Kunjahi: Phull Kyun Hoye Kande
- ਕਰਨੈਲ ਸਿੰਘ ਪਾਰਸ: ਪਹਿਲ ਪੰਜ ਬੰਦ  
Karnail Singh Paras: Pehl Panj Band
- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ  
Amrita Pritam: Aj Akhaan Waris Shah Nu

**Unit- III ਦੂਜੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Duje Dour di Desh Wand naal Sambhandit Kavita) (11 hrs.)**

- ਹਰਿਭਜਨ ਸਿੰਘ: ਸੌ ਜਾ ਮੇਰੇ ਮਾਲਕਾ  
Harbhajan Singh: So ja Mere Maalaka
- ਅਹਿਮਦ ਰਾਹੀ: ਦੇਸ਼ਾਂ ਵਾਲੀਏ  
Ahmed Rahi: Deshan Waliye
- ਸ਼ਿਵ ਕੁਮਾਰ : ਮੌਤ ਦੇ ਰਾਹ  
Shiv Kumar: Maut de raah
- ਸੁਰਜੀਤ ਪਾਤਰ: ਉਨ੍ਹਾਂ ਦਾ ਵਿਰਲਾਪ  
Surjit Patar: Unha da Virlaap

**Unit- IV ਤੀਜੇ ਦੌਰ ਦੀ ਦੇਸ਼ ਵੰਡ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ (Teeje Dour di Desh Wand naal Sambhandit Kavita) (11 hrs.)**

- ਅਮਿਤੋਜ: ਲਾਹੌਰ ਦੇ ਨਾਂ ਖਤ  
Amitoj: Lahore de naa khat
- ਨਿਰੁਪਮਾ ਦੱਤ: ਕਿੱਥੇ ਗਿਆ ਬੰਦਿਆ  
Nirupma Dutt: Kithe Gyea Bandiya
- ਜੁਬੈਰ ਅਹਿਮਦ: ਸ਼ਹਿਰ ਬਟਾਲੇ ਦੀ ਫੇਰੀ  
Zubair Ahmed: Shehar Batale di Pheri
- ਮਹਿਮੂਦ ਅਵਾਨ: ਪੀਰਾਂ ਆਲਾ ਬਾਗ  
Mahmood Avaan: Peeran Aala Baag

**ESSENTIAL READINGS:**

- Amarjeet Chandan (Ed.) (2018) **Sann Santaali (Punjab de Ujaarhe di Shayari)**, Navyug Publishers, Navi Delhi.

### **SUGGESTED READINGS:**

- Anita, Inder Singh (1987) **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bipan Chander ate Hor (1972) **Suntanntrata Sangraam**, NBT, Delhi.
- Fauja Singh (1972) **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Jolly, Jagjit Kaur (2008) **Pakistani Punjabi Kavita: Samaj Sabhiyacharak Adhian**, Lokgeet Parkashan, Chandigarh.
- Kaloti, Keval (1993) **Honi ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Seekri, S.L. (2003) **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012) **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

### **INTERNET RESOURCES:**

- <https://punjabipedia.org/>
- <https://pa.wikipedia.org/>

\*(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 SANSKRIT

### DSC-7: Classical Sanskrit Literature: Drama

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Classical Sanskrit Literature: Drama	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

This course is intends to acquaint the students with two of the most famous dramaturgical works of Sanskrit literature that represent the developmental phases of Sanskrit drama.

#### Learning outcomes

After the completion of this course, the students will be well informed about the vastness and richness of classical Sanskrit dramatic tradition. This course will enhance the ability of the learners for critical thinking on issues that relate to culture, polity, morality, religion etc. as reflected in the prescribed texts. The course will give the students a basic knowledge of the formal patterns and structures of Sanskrit drama in the tradition of Bharata's Natya Shastra.

#### Detailed Syllabus

##### Unit I

15Hrs

##### Abhijñānaśākuntalam– Kālidāsa I & IV

Abhijñānaśākuntalam : Act I and Act IV

(Text Reading ,Grammar, Translation, Explanation, Introduction to the Author, Purpose and design of Śākuntalam., Popular sayings about the Author, Poetic excellence, Drama's Plot, Timing of Action. Personification of nature, Linguistic style of Kālidāsa, Dhvani , Upamā of Kālidāsa, and other problems related to the text).

##### Unit II

15Hrs

##### Mudrārākṣasam –Act- I , Act- II and Act –III

Mudrārākṣasam: Act-I

Mudrārākṣasam: Act-II

Mudrārākṣasam: Act-III

(Text Readings ,Grammar, Translation, Explanation, Introduction, Author, Purpose and design of *Mudrārākṣasa*. Poetic excellence, Plot, Timing of Action, Thematic analysis and other problems related to text.)

**Note- Following verses are not to be taught and will not be asked in question-paper.**

**Act I-**11, 12, 13, 15, 16 and 22

**Act II-**2, 6, 12 and 14

**Act III-**7, 8, 9, 10, 11, 19, 25, 27, 28 and 30.

### **Unit III**

**09Hrs**

#### **Critical survey of Sanskrit Drama**

Origin and Development of Sanskrit Drama: Some prominent dramatists and their works:- Bhāsa, Śūdraka, ŚrīHarṣa, Bhavabhūti, and Bhaṭṭanārāyaṇa.

### **Unit IV**

**06Hrs**

#### **Some Dramaturgical Terms**

Nāṇḍī, Prastāvanā, Sūtradhāra, Pāripārśvika, Vidūśaka, Kañcukī, Viṣkambhaka, Praveśaka, Chūlikā, Āṅkāśya, Āṅkāvatāra, Prakāśa, Svagata, Barata-vākya,

### **Essential/recommended readings**

- अभिज्ञानशाकुन्तलम्, व्या० सुबोधचन्द्र पन्त मोतीलाल बनारसीदास, दिल्ली।
- अभिज्ञानशाकुन्तलम्, व्या० सुरेन्द्रदेव शास्त्री, रामनारायण बेनीप्रसाद,, इलाहाबाद।
- अभिज्ञानशाकुन्तलम्, व्या० नारायणराम आचार्य निर्णयसागर प्रेस।
- मुद्राराक्षसम् चौखम्बा विद्याभवन, वाराणसी।
- मुद्राराक्षसम् निरूपण विद्यालंकार, , साहित्य भण्डार मेरठ।
- मुद्राराक्षसम्, रमाशंकर त्रिपाठी, वाराणसी ।
- भगवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी.
- हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन.
- पंकज कुमार, मिश्र शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली
- Abhijñānaśākuntalam, C.R.Devadhar (Ed.), MLBD, Delhi.
- Abhijnanasakuntalam, M.R. Kale (Ed.), MLBD, Delhi.
- Gajendra Gadakar (Ed.), Bose, Ramendramohan, Abhijñanas Agency, 10 College, Square, Calcutta.
- Mudrārāksasam, M.R. Kale(Ed.),MLBD, Delhi.
- Mudraraksasam, K.T.Telang(Ed.), Nag Publishers, Delhi.

### **Additional Resources:**

1. Minakshi Dalal, *Conflict in Sanskrit Drama*, Somaiya Publication Pvt. Ltd.
2. Ratnamayi Dikshit, *Women in Sanskrit Dramas*, Meherchand Lachhman Das, Delhi.
3. A.B. Keith, *Sanskrit Drama*, Oxford University Press London, 1970.

4. G. K. Bhat, *Sanskrit Drama*, Karnataka University Press, Dharwar 1975.

5. Henry W. Wells, *Six Sanskrit Plays*, Asia Publishing House, Bombay.

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

## DSC-8: Sanskrit Linguistics

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Linguistics	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course intends to acquaint the students with basic knowledge of Sanskrit linguistics. The Primary objective of the course is to familiarise the learners with the concepts and theories of modern Linguistics and encourage them to analyse Sanskrit Linguistically.

### Learning outcomes

After the completion of this course, the students will be able to form a fundamental knowledge about the modern development of the subject of Linguistic and examine Sanskrit language in the light of the structures propounded by the modern Linguistics .

### Detailed Syllabus

#### Unit I

12Hrs

भाषा का स्वरूप, भाषा की परिभाषा, भाषा की विशेषताएँ, भाषाविज्ञान का स्वरूप, भाषाविज्ञान के मुख्य अङ्ग एवं भाषाविज्ञान की उपादेयता

#### Unit II

12Hrs

संस्कृत की दृष्टि से ध्वनिविज्ञान, पदविज्ञान, वाक्यविज्ञान एवं अर्थविज्ञान का सामान्य अवबोध

#### Unit III

12Hrs

मूल भारोपीय भाषा की संकल्पना एवं उसकी आधुनिक समीक्षा, भारोपीय भाषापरिवार एवं संस्कृत

#### Unit IV

09Hrs

संस्कृत एवं तुलनात्मक भाषाविज्ञान के इतिहास का सामान्य परिचय

### Essential/recommended readings

1. तिवारी, भोलानाथ, तुलनात्मक भाषाविज्ञान, मोतीलाल बनारसीदास, दिल्ली, 1974.
2. तिवारी, भोलानाथ, भाषाविज्ञान, किताबमहल, इलाहाबाद, 1992.
3. द्विवेदी, कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2001.
4. व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन, चौखम्बा विद्याभवन, 1957.
5. शर्मा, देवीदत्त, भाषिकी और संस्कृत भाषा, हरियाणा साहित्य अकादमी, चंडीगढ़
6. शर्मा, देवीदत्त, संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (a Historical and Structural Introduction to Sanskrit), हरियाणा साहित्य अकादमी, चण्डीगढ़
7. शर्मा, देवेन्द्रनाथ, भाषाविज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दिल्ली, 2014
8. सिंह, कर्ण, भाषा विज्ञान (Comparative Philology and History of Linguistics), साहित्य भण्डार, सुभाष बाज़ार, मेरठ, 250002
1. Burrow, T., Sanskrit Language (also trans. into Hindi by Bholashankar Vyas), Chaukhamba Vidya Bhawan, Varanasi, 1991.
2. Crystal, David, The Cambridge Encyclopedia of Language, Cambridge, 1997.
3. Ghosh, B.K., Linguistic Introduction to Sanskrit, Sanskrit Pustak Bhandar, Calcutta, 1977.
4. Gune, P.D., Introduction to Comparative Philology, Chaukhamba Sanskrit Pratisthan, Delhi, 2005.
5. Jespersen, Otto, Language: Its Nature, Development and Origin, George Allen & Unwin, London, 1954.
6. Murti, M., An Introduction to Sanskrit Linguistics, D.K. Srimannarayana, Publication, Delhi, 1984.
7. Taraporewala, Elements of the Science of Language, Calcutta University Press, Calcutta, 1962.
8. Verma, S.K., Modern Linguistics, Oxford University Press, Delhi,
9. Woolner, A.C., Introduction to Prakrit, Bhartiya Vidya Prakashan, Varanasi.

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

## DSC-9: Indian Epigraphy I

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

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy I	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course aims at acquainting the students with the basic knowledge of resources epigraphical in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time. The course is also intended to help students know the different styles of Sanskrit writings.

### Learning outcomes

After the completion of this course, the learners will be aware of the different types of inscription. He will have a sound idea about the relationship of Epigraphy and Historiography.

### Detailed Syllabus

#### Unit I: Epigraphy

**10Hrs**

Introduction to Epigraphy and Types of Inscriptions  
Role of Indian Inscriptions in the reconstruction of Ancient Indian History and Culture

#### Unit II

**10Hrs**

History of Epigraphical Studies in India  
History of Decipherment of Ancient Indian Scripts, Contribution of Indologists in the field of Epigraphy: Fleet, Cunningham, Prinsep, Bühler, D.C. Sircar, Gaurishankar Ojha, Rajbali Pandey, R.G. Bhandarkar.

#### Unit III: Palaeography

**15Hrs**

Antiquity of the Art of Writing  
Writing Materials, Inscribers and Libraries  
Introduction to Ancient Indian Scripts. Reading and writing skills of Asokan Brahmi Script  
Introduction to Gupta Brahmi, Kharoshthi, Sharda, Kutil,

#### Unit IV: Chronology

**10Hrs**

General Introduction to Ancient Indian Chronology  
System of Dating the Inscriptions (Chronograms)  
Main Eras- Saptarshi, Kali, Vêr Samvat, Bauddha Samvat, Maurya Samvat, Vikrama Era, Śaka Samvat, Gupta Samvat, Harsha Samvat, Solar Year and Lunar Year.



### Essential/recommended readings

1. अभिलेख-मंजूषा, रणजीत सिंह सैनी, न्यूभारतीय बुक कार्पोरेशन, दिल्ली, 2000.
2. उत्कीर्णलेखपञ्चकम्, झा बन्धु, वाराणसी, 1968.
3. उत्कीर्णलेखस्तबकम्, जियालाल काम्बोज, ईस्टर्न बुकलिकर्स, दिल्ली.
4. भारतीय अभिलेख, एस.एस. राणा, भारतीय विद्याप्रकाशन, दिल्ली, 1978.
5. भारतीय प्राचीन लिपिमाला, गौरीशंकरहीराचन्द ओझा, अजमेर, 1918.
6. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
7. नारायण, अवध किशोर एवं ठाकुरप्रसाद वर्मा : प्राचीनभारतीय लिपिशास्त्र और अभिलेखिकी , वाराणसी, 1970.
8. पाण्डे, राजबली : भारतीय पुरालिपि, लोकभारती प्रकाशन, इलाहाबाद, 1978.
9. ब्यूलर, जॉर्ज : भारतीय पुरालिपि शास्त्र, (हिन्दीअनु०) मङ्गलनाथ सिंह, मोतीलाल बनारसीदास, दिल्ली, 1966.
10. मुले, गुणाकर : अक्षरकथा, प्रकाशनविभाग, भारतसरकार, दिल्ली, 2003.
11. राही, ईश्वरचन्द : लेखनकला का इतिहास (खण्ड 1—2), उत्तरप्रदेश हिन्दीसंस्थान, लखनऊ, 1983.
12. सरकार, डी.सी. : भारतीय पुरालिपिविद्या, (हिन्दीअनु०) कृष्णदत्त वाजपेयी, विद्यानिधि प्रकाशन, दिल्ली, 1996.
13. सहाय, शिवस्वरूप : भारतीय पुरालेखों का अध्ययन, मोतीलाल बनारसीदास, दिल्ली. Dani, Ahmad Hasan: *Indian Paleography*, Oxford, 1963.
14. Mishra, Vinod K., Calenders of Indian Motilal Banarsidass, Delhi-110007, 2020.
15. Pillai, Swami Kannu& K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary)*, Asian Educational Service, 2003.
16. Satyamurty, K.: *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.

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

## SANSKRIT AS MAJOR

### DSC-5: Sanskrit Theatre

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline A-3) Indian Theatre	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

With its audio-visual characteristics, drama is considered to be the best among all forms of arts. The history of theatre in India is very old and the glimpses of the Theatre can be finding in the hymns of Rigveda. The dramaturgy was later developed by Bharat. The objectives of this curriculum are to help the students to identify the richness of drama and to become aware of the classical aspects of Theatre.

#### Learning outcomes

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principals of theatre performance and appreciation.

#### Detailed Syllabus

<b>Unit I</b>	<b>15Hrs</b>
Origin and development of stage in different ages: Pre-historic, Vedic age. Epic-puranic age	
<b>Unit II</b>	<b>12Hrs</b>
Theatre: Types and Constructions	
<b>Unit III</b>	<b>10Hrs</b>
Drama: Subject-Matter (vastu), Acting: Āṅgika, Vācika, Sāttvika and Āhārya	
<b>Unit IV</b>	<b>08Hrs</b>
Actor (netā), <i>Rasa</i> (Sentiment)	

### Essential/recommended readings

1. नाट्यशास्त्रम्, (सम्पा. एवं व्या.) डा. पारसनाथ द्विवेदी, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।
2. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
3. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
4. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
5. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
6. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
7. राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली 1999
8. राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली।
9. ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003
10. केशवरामुसलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली ।
11. शिवशरण शर्मा, आचार्य भरत, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल ।

### Suggested Readings:

1. रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
2. गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958
3. भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी ।
4. वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967
5. लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965
6. लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961
7. सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ 1964
8. जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
9. C.B. Gupta, Indian Theatre, Varanasi, 1954.
10. R.K. Yajnick, Indian Theatre, London, 1933.
11. Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.
12. Allardyce Nicoll, The Theatre and Dramatic Theory, London, 1962.

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

## DSC-6: Gītā and Upaniṣad

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline B-3) Gītā and Upaniṣad	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

Objective of this course is to get students to know about the principle thesis of the Gītā and the Upaniṣad.

### Learning outcomes

The course will enable the students to familiarize themselves with the II Chapter of the Gita and the general introduction to Upaniṣad philosophy. After the completion of this course the learner will be exposed to the Philosophy of Gita and Upaniṣad.

### Detailed Syllabus

#### Unit I 12Hrs

##### General introduction to Philosophy of Gita:

Jnana Yoga, Karmayoga and Bhakti Yoga.

##### Gītā: Chapter Two – (Verse: 09-30)

Nature of Atman, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

#### Unit II 12Hrs

##### Gītā: Chapter Two – (Verse: 31-54)

Karmyog, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

##### Gītā: Chapter Two – (Verse: 55-68)

Sthitaprajya, (Text Reading, Grammar, Translation, Explanation, Question based on Shlokas)

#### Unit III 09Hrs

##### General Introduction to Upaniṣadic Philosophy

General Introduction to Upaniṣadic Philosophy: ātman, brahman, īśvara, karma, sṛṣṭi.

#### Unit IV 12Hrs

##### Upaniṣad: Īśāvāsyopniṣad

Text Introduction to Īśāvāsyopniṣad

Text Reading of Īśāvāsyopniṣad

### **Essential/recommended readings**

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक- श्री हरिकृष्णदास गोयन्दका, गीता प्रेस गोरखपुर।
2. गीताभाष्यनवाम्बरा, डा. शिवनारायण शास्त्री।
3. श्रीमद्भगवद्गीता, साधकसञ्जीवनी टीका, रामसुखपरमदास, गीताप्रअस गोरखपुर।
4. हनुमान प्रसाद पोद्दार (सम्पादक), ईशावास्योपनिषद्, गीताप्रेस गोरखपुर ।
5. शिवनारायण शास्त्री (व्या), ईशावास्योपनिषद्, परिमल प्रकाशन, दिल्ली, 1996 ।
6. शशि तिवारी, ईशावास्योपनिषद्: भूमिका एवं व्याख्या, भारतीय विद्या प्रकाशन, दिल्ली,
7. Radhakrushana, Gītā.
8. Gītā with Hindi Translation, Gita Press, Goraphpur

### **Suggested Readings:**

1. राजबली पाण्डेय, हिन्दू संस्कार ।
2. पी.बी. काणे, धर्मशास्त्र का इतिहास (खण्ड-I) ।
3. भारतीय दर्शन, आचार्य बलदेव उपाध्याय, चौखम्भा ओरियण्टलिया, वाराणसी।
4. भारतीय दर्शन की रूपरेखा, आचार्य बलदेव उपाध्याय, चौखम्भा ओरियण्टलिया, वाराणसी।
5. भारतीय दर्शन का इतिहास, डा. एस. एन. दासगुप्त, राजस्थान हिन्दी ग्रन्थ अकादमी।
6. Rajbali Pandey, Hindu Samskar.
7. शिवदत्त ज्ञानी, भारतीय संस्कृति ।
8. Allardyce Nicoll, the Theatre and Dramatic Theory, London, 1962.

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

## SANSKRIT AS MINOR

### DSC-3: Sanskrit Theatre

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
(Discipline A-3) Indian Theatre	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

With its audio-visual characteristics, drama is considered to be the best among all forms of arts. The history of theatre in India is very old and the glimpses of the Theatre can be find in the hymns of Rigveda. The dramaturgy was later developed by Bharat. The objectives of this curriculum are to help the students to identify the richness of drama and to become aware of the classical aspects of Theatre.

#### Learning outcomes

After going through this course students will be able to know about several theoretical aspects of theatrical performance and production. They will become aware of the many types of theatres, their design and stage setting, acting, dress and makeup etc. Students also become familiar with the main principals of theatre performance and appreciation.

#### Detailed Syllabus

<b>Unit I</b> Origin and development of stage in different ages: Pre-historic, Vedic age. Epic-puranic age	<b>15Hrs</b>
<b>Unit II</b> Theatre: Types and Constructions	<b>12Hrs</b>
<b>Unit III</b> Drama: Subject-Matter (vastu), Acting: Āṅgika, Vācika, Sāttvika and Āhārya	<b>10Hrs</b>
<b>Unit IV</b> Actor (netā), <i>Rasa</i> (Sentiment)	<b>08Hrs</b>

### Essential/recommended readings

1. नाट्यशास्त्रम्, (सम्पा. एवं व्या.) डा. पारसनाथ द्विवेदी, सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।
2. राधावल्लभ त्रिपाठी (सम्पा. एवं संक.), संक्षिप्तनाट्यशास्त्र हिन्दी भाषानुवादसहित, वाणी प्रकाशन दिल्ली 2008
3. राधावल्लभ त्रिपाठी, भारतीय नाट्यः स्वरूप एवं परम्परा, संस्कृत परिषद्, सागर मध्य प्रदेश 1988
4. हजारी प्रसाद द्विवेदी (सं.), नाट्यशास्त्र की भारतीय परम्परा एवं दशरूपक, राजकमल प्रकाशन, दिल्ली 1963
5. सीताराम झा, नाटक और रंगमंच, बिहार राष्ट्रभाषा परिषद् पटना 1982
6. बाबूलाल शुक्ल शास्त्री (सम्पा.), नाट्यशास्त्र (1-4 भाग), चौखम्भा संस्कृत संस्थान, वाराणसी, 1984
7. राधावल्लभ त्रिपाठी, नाट्यशास्त्र विश्वकोश (1-4 भाग), प्रतिभा प्रकाशन दिल्ली 1999
8. राधावल्लभ त्रिपाठी, भारतीय नाट्यशास्त्र की परम्परा और विश्व रंगमंच, प्रतिभा प्रकाशन दिल्ली।
9. ब्रजमोहन चतुर्वेदी, नाट्यशास्त्रम्, विद्यानिधि प्रकाशन दिल्ली, 2003
10. केशवरामुसलगांवकर, संस्कृत नाट्य मीमांसा, परिमल प्रकाशन, दिल्ली ।
11. शिवशरण शर्मा, आचार्य भरत, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल ।

### Suggested Readings:

1. रामलखन शुक्ल, संस्कृत नाट्य कला, मोतीलाल बनारसीदास, नई दिल्ली, 1970
2. गोविन्द चन्द्र राय, नाट्यशास्त्र में रंगशालाओं के रूप, काशी, 1958
3. भानुशंकर मेहता, भरत नाट्यशास्त्र तथा आधुनिक प्रासंगिकता, वाराणसी ।
4. वाचस्पति मेहता, भारतीय नाट्य परम्परा एवं अभिनयदर्पण, इलाहाबाद, 1967
5. लक्ष्मी नारायण लाल, रंगमंच और नाटक की भूमिका, दिल्ली, 1965
6. लक्ष्मी नारायण गर्ग, भारत के लोकनाट्य, हाथरस संगीत कार्यालय, 1961
7. सीताराम चतुर्वेदी, भारतीय तथा पाश्चात्य रंगमंच, हिन्दी समिति, लखनऊ 1964
8. जगदीशचन्द्र माथुर, परम्पराशील नाट्य, बिहार राष्ट्रभाषा परिषद्, पटना, 1961
9. C.B. Gupta, Indian Theatre, Varanasi, 1954.
10. R.K. Yajnick, Indian Theatre, London, 1933.
11. Tarla Mehta, Sanskrit Play Production in Ancient India, MLBD, Delhi, 1999.
12. Allardyce Nicoll, The Theatre and Dramatic Theory, London, 1962.

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

## Pool of Discipline Specific Electives

### DSE-1: Indian System of Logic and Debate

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian System of Logic and Debate	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

This course aims at getting the students acquainted with the fundamental Indian principles of debate and its applications, not just in the philosophical discourse, but also in every area of knowledge. The course intends to bring the indigenous science of argumentation to the fore. It also intends to help the students develop logical faculty of discourse mind and to perceive the world in a more rational way in their day-to-day life situations.

#### Learning outcomes

At the end of this course, the learners will be able to form a comprehensive idea about different levels, layers and components of Indian science of debate .

#### Detailed Syllabus

##### Unit I

12Hrs

##### Fundamentals of the Science of Debate

Science of inquiry (Anvīkṣikī) & its importance, Growth of Anvīkṣikī into the art of Debate, The council of debate (Paṇḍita) & its types, Discussant (Vādī), Opponent (Prativādī), Madhyastha (Judge) and Prāśnika.

**Note:** The definitions and concepts are to be taken from *Nyāyasūtra*, *Nyāyakośa* of Bhimacharya Jhalkikar and *A History of Indian Logic* by S. C. Vidyabhushan, Chapter III of Section I.

##### Unit II

12Hrs

##### Syllogistic Logic

Inference (Anumāna) & its key terms, viz. major term or probandum (Sādhya), middle term or probans (Hetu), minor term (Pakṣa), illustration (Sapakṣa), contrary-illustration (Vipakṣa), basic understanding of invariable concomitance (Vyāpti) & its types, establishing Vyāpti through inductive method, demonstration of pervasion- Upādhi and Tarka, nature and variety of Tarka, Pañcāvayava-vākya.

Note: The definitions and concepts are to be taken from the *Tarkasaṃgraha*, *Tarkabhāṣā* and the *Nyāya Theory of Knowledge* by S. C. Chatterjee, Chapters XI-XIV.



**Unit III****09Hrs****Theory of Debate**

Basic understanding of the following terms: Example (Dṛṣṭānta), Tenet (Siddhānta), Ascertainment (Nirṇaya), Dialogue (Kathā) and its kinds, Discussion (Vāda), Wrangling (Jalpa), Cavil (Vitaṇḍā).

**Unit IV****12Hrs**

Quibble (Chala) & its kinds; Analogue (Jāti), Point of defeat (Nigrahasthāna) & its kinds- Hurting the proposition (Pratijñāhāni), Shifting of proposition (Pratijñāntara), Opposing the proposition (Pratijñāvirodha), Renouncing the Proposition (Pratijñāsannyāsa), Admission of an opinion (Matānujñā).

Note: The definitions and concepts are to be taken from the Nyāyasūtra, Nyāyakośa by Bhimacharya Jhalkikar and A History of Indian Logic by S. C. Vidyabhushan, Chapter II of Section II.

**Essential/recommended readings**

1. Vidyabhushan, Satish Chandra, A History of Indian Logic, MLBD, Delhi, 1962. (Chapter III of Section I & Chapter II of Section II only)
2. Potter, Karl H., Encyclopaedia of Indian Philosophies, Vol. II, Motilal Banarsidass, Delhi, 1977.
3. Jhalkikar, Bhimacharya, Nyāyakośaḥ, Bhandarkar Oriental Research Institute, Poona, 1997 (reprint of fourth edition)
4. Athalye & Bodas, Tarkasaṅgraha, Mumbai, 1920. (only introduction & exposition of anumāna)
5. Shastri, Kuppaswami, A Primer of Indian Logic, Madras, 1951 (only introduction & exposition of anumāna).
6. Tarkasaṅgraha of Annambhaṭṭa (with Dipika), (Ed. & Tr. in Hindi), Kanshiram & Sandhya Rathore, MLBD, Delhi 2007.
7. Bagchi, S. S. – Inductive Logic : A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga, 1951.
8. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also)
9. Chatterjee, S. C. – The Nyāya Theory of Knowledge, Calcutta, 1968.
10. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
11. Jha, Harimohan – Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.
12. Matilal, B. K. – The Character of Logic in India, Oxford, 1998.
13. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.

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

## DSE-2: Fundamentals of Ayurveda

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

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Ayurveda	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

Āyurveda is the most ancient but still a living healthcare system of India. This course will introduce students to the basic concepts of the Science of Āyurveda. The major objective of the course is to make the learners understand the basic principles and concepts of preventative and curative medicines, health maintenance, diet and nutrition, usage of commonly used spices and herbs and therapeutic procedures in Āyurveda

### Learning outcomes

Graduates who read this course should be able to know the ancient tradition of Indian Medicine system, which talks about not only to the physical health but also a healthy lifestyle. After reading this paper students will know the history of Āyurveda through original sources of ancient medicine system as enshrined in the Sanskrit texts like Charaka Saṁhitā, Śuśruta Saṁhitā, Aṣṭāṅga Hridaya etc. and they will also get the basic knowledge of eight departments of Āyurveda. Second section of this paper is related to ancient physiology.

### Detailed Syllabus

#### Unit I

15Hrs

#### Introduction to Āyurveda

History of Āyurveda in the pre-Charaka period, the two schools of Āyurveda: Dhanvantari and Punarvasu.

**Ācāryas of Āyurveda:** Charaka, Sushruta, Vagbhata, Madhava, Sharṅgadhara and Bhavamishra

#### Basic Principles of Āyurveda

- 1. The Pancamahābhūtas:** Ākāśa (Space), Vāyu (Air), Tejas or Agni (Fire), Jala (Water) and Prithivī (Earth).
- 2. The Triguṇas:** Sattva, Rajas and Tamas.
- 3. The Tridoṣas:** Vāta, Pitta and Kapha.
- 4. The Saptadhātus:** Rasa (fluid), Rakta (blood), Māṁsa, Meda (fat) Asthi, Majjā and Śukra.
- 5. The Trayodaśāgnis:** Jatharāgni (gastric fire), Saptadhātvagni and Pancabhūtāgni.

**6. The Trimalas: Purīṣā (faeces), Mūtra (urine) and Sveda (sweat).**

**Unit II**

**10Hrs**

**Eight branches of Āyurveda (Aṣṭāṅga Āyurveda):**

1. Kāyçikitsā (General Medicine)
2. Kaumārabhr̥tya (Pediatrics)
3. śalyatantra (Surgery)
4. Śālākya-Tantra (Ent. and Ophthalmology)
5. Bhūta Vidyā (Psychiatry Medicine).
6. Viṣa Vijñāna (Toxicology).
7. Rasāyana (Rejuvenates).
8. Vājīkaraṇa (Aphrodisiac).

**Unit III**

**10Hrs**

**Lifestyle and Preventive Medicine:**

1. Understanding Health and Disease in Āyurveda
2. Ayurvedic SvasthaVṛtta (Preventive Medicine): Seasonal regimen & Social Conduct and its effect on health.
3. **Carakasamhitā – Sūtra-sthānam (Tasyāśītiyādhyāya)**  
Regimen of Six Seasons (Ṛtucharyā) : Hemanta (Early Winter), Śiśira (Winter), Vasanta (Spring), Grīṣma (Summer), Varṣā (Rainy) and Śarada (Autumn).

**Unit IV**

**10Hrs**

**Diagnosis of illness (Roga-Parīkṣaṇa)**

Eight ways of diagnosing illness-  
Nāḍī (Pulse Examination), Mūtra (Urine Examination), Mala (Stool Examination), Jihvā (Tongue Examination), Śabda (Speech Examination), Sparśa (Touch Examination), Dṛk (Vision Examination), and Ākriti (Appearance).

**Pancha kosha**

The holistic concept of body in Indian Medicine Based on Taittirīyopaniṣad - Bhriguvalli, Anuvāka- (1-6)

**Essential/recommended readings**

1. आयुर्वेद का साहित्यिक इतिहास, हिन्दी साहित्य सम्मेलन, इलाहाबाद.
2. Singh R.H., Body, Mind, Spirit – Integrative Medicine in Ayurveda, Yoga and Nature Cure - Chowkhamba Surbharti Pratishthanam, Varanasi, I 2009
3. V.B. Athavale, Basic Principles of Āyurveda, ChaukhambaSanskrit Pratishthan New Delhi, 2005.
4. Priya Vrat Sharma, Essentials of Āyurveda: Sodasangahṛdayam, MotilalBanarsidass Publishers, 1999

**Suggested readings**

1. Bhagavan Dash, Vaidya, and Acarya Manfred M. Junius, A Handbook of Āyurveda, Concept Publishing Co., New Delhi, 1987.
2. Bhishagratna, Kaviraj Kunjalal, ed., translator. (2002). Sushruta Samhita Volumes I and II. Varanasi, India: Chowkhamba Sanskrit Series.

3. Charak Samhita E-text: <http://www.charakasamhita.com/> 7.  
[http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu\\_Principles.asp?GL=#q1](http://www.tkdil.res.in/tkdil/langdefault/ayurveda/Ayu_Principles.asp?GL=#q1)
4. K. R. Srikantha Murthy, Illustrated Susruta Samhita, ChaukhambaOrientalia, 2012
5. M.S. Valiathan, An Introduction to Āyurveda Paperback, Universities Press (India) Private Limited, 2013
6. M.S. Valiathan, The Legacy of Suśruta, Universities Press, 2007
7. Ravi DattaTripathi, Vāgbhaṭa's Aṣṭāṅg-saṅgraha, ChowkhambaSanskrit Pratishthanam, Delhi., 2011.
8. ShanthaGodagama, The Handbook of Āyurveda, North Atlantic Books, 2004
9. Sharma, Priyavrit V., ed., translator. (1981-1994). Charaka Samhita, Vols. 1 - 4, Chaukhamba Sanskrit Series, Varanasi, India: Varanasi, India: Chowkhamba SanskritSeries.
10. Sharma, Ram Karan and Bhagawan Dash, Vaidya, eds., translators (1992 – 2000). CharakaSamhita Vols. 1 – 6. Varanasi, India.Chaukhamba Sanskrit Series]
11. Srikrishnamurthy, K.R. Srikantha, translator. (1991-1992). Vagbhata, AstangaHridayamVols. 1 and 2. Varanasi, India: Krishnadas Academy
12. Srikrishnamurthy, K.R. Srikantha, translator. (2001). Sharangadhara Samhita: A treatise on Āyurveda. Varanasi, India: ChaukhambaOrientalia.
13. Susruta (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

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

## DSE-3: Computational Linguistics for Sanskrit

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Computational Linguistics for Sanskrit	04	3	1	0	Semester II Passed	Basic knowledge of Computer and Sanskrit

### Learning Objectives

This course is supposed to familiarise the students with modern technology in the field of Computational linguistics and language technology and prepare the students for next level of Computational understanding in Sanskrit. After covering these topics in Computational Linguistics (CL), the students will learn the tools and techniques of CL and also do the detailed survey and learn various methodologies used in the field.

### Learning outcomes

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basics of Theoretical Concepts of Computational Linguistics.
- Learn the basic concepts of the various Applied Areas of Computational Linguistics e.g. Morphological Analyzer/Speech/Speaker Recognition, Speech Synthesis, Text to Speech, Language Analysis, Understanding, Generation, Natural Language Interface, Text Processing and Machine Translation etc.
- Learn the basic concept of databases for data Storage.
- Students will learn the Survey of Computational Linguistics.

### Detailed Syllabus

#### Unit I

12Hrs

#### Theoretical Concepts of Computational Linguistics:

Language and Communication, Levels of Language, Phonemes, Morphemes, POS, Lexicon, Syntax, Semantics, Discourse, Natural Language vs Artificial Language, Speech and Language, Grammars. Computer Intelligent Interaction (HCII), Human Processing of Languages vs Computer Processing of Natural Languages, Rule based vs Statistical Processing, Machine Learning, Annotation of Language, Standards, Unicode, and Language Resources.

#### Unit II

09Hrs

#### Survey of the Sanskrit Computational Linguistics

### Unit III

12Hrs

#### Applied Areas of Sanskrit Computational Linguistics

Morphological Analyzer  
Speech/Speaker Recognition  
Speech Synthesis,  
Text to Speech  
Language Analysis  
Language Understanding  
Language Generation  
Natural Language Interface  
Text Processing  
Machine Translation

### Unit IV

12Hrs

#### Data Storage:

An Introduction to Databases  
Databases and Database Systems,  
Architecture of Database Systems  
Historical Perspective of Database Systems.  
Basics of MS SQL Database

#### Essential/recommended readings

1. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
2. Chandra Subhash (2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidya Nidhi Prakashana, New Delhi, India, ISBN 978-93-85539-52-7.
3. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
4. Gazdar G. and C. Mellish, NLP in Prolog, Wokingham: Addison Wesley, 1989.
5. Gazdar, G. and C. Mellish, NLP in Lisp, Wokingham: Addison Wesley, 1989.
6. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
7. Grosz, Barbara J. (et al.) Readings in NLP, (ed.) LA: Morgan Kaufmann, 1990
8. Kenneth A. Lambert, 2011, Fundamentals of Python: First Programs, Cengage Learning.
9. Nath Jha, Girish (ed.), 2010, Sanskrit Computational Linguistics, Springer. Verlag, Germany, 2010.
10. Ruslan Mitkov, Oxford handbook of computational linguistics, Oxford University Press, 2005.
11. Dan Jurafsky, James H. Martin, 2000, Speech and Natural Language Processing, Prentice Hall.
12. R. Elmasri, S.B. Navathe, Fundamentals of Database Systems (5th Ed.), Pearson Education.

#### Suggested readings

1. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.

2. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.
3. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
4. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.

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

## DSE-4: Web Application Development for Sanskrit

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Web Application Development for Sanskrit	04	3	1	0	Semester II Passed	Basic knowledge of Computer and Sanskrit

### Learning Objectives

This course is intended to familiarize the students with the modern technology of web publishing, web page development in Sanskrit and other Indian languages.

### Learning outcomes

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concepts of web page development.
- Learn the basic concepts about HTML, CSS and Java Scripts.
- Learn the basic concepts of Typing tools in Devanagari Unicode.

### Detailed Syllabus

#### Unit I 12Hrs

##### Brief Introduction to Web Applications for Sanskrit

Front End  
Web Server  
Back End

#### Unit II 12Hrs

##### Front End and Back End development in Sanskrit

Basics of Hyper Text Markup Language (HTML)  
Basics of Cascading Style Sheets (CSS)  
Basics of Data storage (files)  
Basics of Data Bases

#### Unit III 09Hrs

##### Web Servers

Basics Java-Scripts (JS)  
Basics of Python



## Unit IV

12Hrs

### Typing Tools for Unicode Devanagari (Sanskrit)

- Computer program for typing
- Online typing tools
- Voice typing tools
- Mobile Typing

### Essential/recommended readings

1. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
2. Chandra Subhash (2017). मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidya Nidhi Prakashana, New Delhi, India, ISBN 978-93-85539-52-7.
3. Various e-resources and online tools suggested by teachers

### Suggested readings

1. HTML Tutorial - W3Schools: <https://www.w3schools.com/html/>
2. CSS Tutorial - W3Schools: <https://www.w3schools.com/css/default.asp>
3. JS Tutorial - W3Schools: <https://www.w3schools.com/js/default.asp>
4. Python Tutorial- W3Schools: <https://www.w3schools.com/python/default.asp>
5. SQL Tutorial- W3Schools: <https://www.w3schools.com/sql/default.asp>

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

## DSE-5: Environmental Awareness in Sanskrit Literature

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Environmental Awareness in Sanskrit Literature	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

The main objective of this course is to make the students acquainted with the basic concepts of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature. The National culture of every country depends on its environmental and climatic conditions and human behaviour towards natural resources. Nature- friendly thoughts reflected in Sanskrit Literature have benefited the human race for long. Many religious practices were framed by ancient thinkers as a tool to protect nature and natural resources.

### Learning outcomes

After completing this course, students will realize themselves to be a part of Nature and Nature, intern, belongs to all creatures. They will learn to be a more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

### Detailed Syllabus

#### Unit I

12Hrs

#### Science of Environment: Definition, Scope and Modern Crises:

Modern Challenges and Crises of Environment: Global warming, Climate change, Ozone depletion, explosively increase in Pollution, Decrease in underground water level, River pollution, Deforestation in large scale. Natural calamities such as flood, drought and earthquakes.

#### Environmental Consciousness in Sanskrit Literature:

Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

#### Unit II

12Hrs

#### Environment Awareness in Vedic Literature:

#### Environmental Issues and Eco-system in Vedic Literature

**Divinity to Nature, Co-ordination between all natural powers of universe;** Equivalent words **for Environment in Atharvaveda:** 'Vṛtavṛta' (12.1.52), 'Abhivarah,' (1.32.4.), 'Avṛtah' (10.1.30), 'Parivṛta' (10.8.31); **five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether. (Aitareya Upaniṣad 3.3)**

**Three constituent elements of environment: Jala (water), Vāyu (air), and Oṣadhi (plants) (Atharvaveda, 18.1.17).**

**Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers (Samudrarthah) (Rgveda, 7.49.2).**

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (Atharvaveda, 3.21.10); Environment Protection from Sun (Rgveda, 1.191.1-16, Atharvaveda, 2.32.1-6, Yajurveda, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (Atharvaveda, 5.28.5); Vedic concept of Ozone-layer *Mahat ulb'* (Rgveda, 10.51.1; Atharvaveda, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (Yajurveda, 13.37); Eco friendly environmental organism in Upaniṣads (*Bṛhadāraṇyaka Upaniṣad*, 3.9.28, *Taittiriya Upaniṣad*, 5.101)

### Unit III

12Hrs

#### Environment Awareness in Puranas and Classical Sanskrit Literature:

**Environmental Awareness and Tree plantation :**

**Planting of Trees in Purāṇas** as a pious activity (*Matsya Purāṇa*, 59.159; 153.512 ; *Varāha Purāṇa* 172. 39), **Various medicinal trees to be planted in forest by king (Śukranīti, 4.58-62)** Plantation of new trees and preservation of old trees as royal duty of king (*Arthaśāstra*, 2.1.20); **Punishments for destroying trees and plants (Arthaśāstra, 3.19)**, Plantation of trees for recharging under ground water (*Bṛhatsaṁhitā*, 54.119)

**Environmental Awareness and Water management :**

Various types of water canals 'Kulyā' for irrigation : canal originated from river 'Nādimatṛ mukha kulyā', canal originated from near by mountain 'Parvataparsva vartini kulyā', canal originated from pond, 'Hṛdasṛta kulyā', **Preservation of water resources 'Vāpi -kūpa -taḍāga' (Agnipurāṇas, 209-2; V.Ramayana, 2.80.10-11); Water Harvesting system in Arthaśāstra (2.1.20-21); Underground Water Hydrology in Bṛhatsaṁhitā (Dakāgalādhyāya, chapter-54);**

### Unit IV

09Hrs

#### Universal Environmental Issues in the Literature of Kalidasa:

Eight elements of Environment and concept of 'Aṣṭamūrti' Siva (*Abhijñānaśākuntalam*); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in *Abhijñānaśākuntalam* Drama, Eco- system of Indian monsoon in *Meghdūt*, Seasonal weather conditions of Indian sub continent in *ṛtusamhara*, Himalayan ecology in *Kumārasambhava*, Oceanography in *Raghuvamśa* (canto-13).

### Essential/recommended readings

1. कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास,

दिल्ली, 1968.

2. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
3. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
4. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
5. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
6. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
7. तिवारी, मोहन चन्द — अष्टाचक्रा अयोध्या: इतिहास और परम्परा, उत्तरायण प्रकाशन, दिल्ली, 2006.
8. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
9. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012 कौटिलीय अर्थशास्त्र — हिन्दी अनुवाद — उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली, 1968.
10. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
11. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
12. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
13. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
14. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ, 1967.
15. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
16. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012
17. अग्निपुराण - हिंदी अनुवाद तारिणीश झा एवं घनश्याम त्रिपाठी, हिंदी साहित्य सम्मलेन, इलाहाबाद, 1998
18. ईशोपनिषद - गीता प्रेस, गोरखपुर संस्करण
19. तैत्तिरीयोपनिषद - ईशादिदशोपनिषद, दिल्ली, 1964
20. बृहदारण्यकोपनिषद - (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार, 1997
21. ऐतरेयोपनिषद - (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार,

1997

22. मत्स्यपुराण – आनंदाश्रय संस्कृत सीरीज, पूजा, 1907
23. ओझा, डी.डी., विज्ञान और वेड, साइंटिफिक पब्लिशर्स, जोधपुर, 2005
24. द्विवेदी, कपिल देव, वेदों में विज्ञान, विख्याति अनुसंधान परिषद्, यदोई 2004
25. पंडा, पी. के. , कालिदास का साहित्य आधुनिक परिप्रेक्ष्य में, विद्यानिधि प्रकाशन, दिल्ली  
I 2009
26. सेमवाल, श्री कृष्णा (सम्या०), 'संस्कृत वाङ्मये कृषि विज्ञानम्' दिल्ली संस्कृत अकादमी,  
2006
27. *Arthashastra of Kautilya*—(ed.) **Kangale, R.P. Delhi, Motilal Banarasidas 1965**
28. Atharvaveda samhita.(2 Vols — (Trans.) R.T.H. Griffith, Banaras 1968.
29. Ramayana of Valmaki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
30. **Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946**
31. Bhandarkar, R.G.— *Vaishnavism, Saivism and Minor Religious Systems*, Indological  
Book House, Varanasi, 1965
32. **Das Gupta, SP— *Environmental Issues for the 21<sup>st</sup> Century*, Amittal  
Publications, New Delhi, 2003**
33. Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*,  
Gitanjali Publishing House, New Delhi, 1987
34. Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute,  
Gyanpur, Varanasi, 1990
35. Pandya, Smta P. — *Ecological Renditions in the Scriptures of Hinduism – I* (article)  
*Bulletin of the Ramakrishna Mission Institute of Culture.*
36. Kiostermair, Klaus—*Ecology and Religion: Christian and Hindu Paradigms* (article)  
*Jornal of Hindu-Christian Studies*, Butler university Libraries, Vol.6, 1993

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

## DSE-6: Art of Balanced Living

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art of Balanced Living	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course aims at getting the students acquainted with the Art of living as found in Sanskrit literature . It also intends to make the students work on human resource management for being more effective and productive in day to day life situations.

### Learning outcomes

After the completion of this course, the learners will be well informed about the various concepts, components and issues propounded by the philosophical and religious literature in Sanskrit

### Detailed Syllabus

#### Unit I

**12Hrs**

Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara  
Concentration: Concept of Yoga: (Yogasūtra, 1.2); Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) :(Yogasūtra, 1.12-16)

#### Unit II

**09Hrs**

Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30, 32, 46, 49, 50; 3.1-4).  
Yoga of action (kriyāyoga): (Yogasūtra, 2.1)  
Four distinct means of mental purity (cittaprasādana) leading to oneness: (Yogasūtra - 1.33)

#### Unit III

**09Hrs**

Refinement of Behaviour: Means of improving behaviour:  
Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32  
dhyāna-yoga – VI – 24 to 27, 30, 32,

#### Unit IV

**15Hrs**

Bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20 Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21

### **Essential/recommended readings**

1. वेदान्तसार: राममूर्ति शर्मा नैशनल पब्लिशिंग हाउस दिल्ली ।
2. पातञ्जल योग दर्शन: सुरेश चन्द्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन, वाराणसी 2008.
3. भगवद्गीता : गीताप्रेस, गोरखपुर
4. उपनिषद् रहस्य, एकादश उपनिषद्, महात्मा नारायण स्वामी, गोविन्द राम हासानन्द, दिल्ली

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

## Common Pool of Generic Elective

### GE-7: Fundamentals of Indian Philosophy

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Indian Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

#### Learning Objectives

The primary objective of this course is to familiarize the students with the basic issues in Indian Philosophy. The course will give a hand on knowledge of various Fundamental concepts and Theories to enable them to learn the higher concepts and Theories of different Philosophical schools of Indian Philosophy

#### Learning outcomes

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyse the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

#### Detailed Syllabus

##### Unit I: Fundamentals of Philosophy

10Hrs

**Darśana** - concept and aims, Classification of Indian Philosophical schools, Fundamental issues in Indian Philosophy- Epistemology: Pramanas

##### Unit: II Metaphysics:

10Hrs

Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada, Svabhavavada, Consciousness and matter, theories of self  
Ethics: Karma & Punarjanma theory, Liberation

##### Unit: III Schools of Indian Philosophy

10Hrs.



Heterodox Schools - **Cārvāka** - General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics

**Jainism:** General Introduction with emphasis on Anekantavāda, Syadvāda, Saptabhanginyaya.

**Buddhism-** General introduction with emphasis on Four Noble Truths

## **Unit : IV Orthodox Schools**

**15Hrs.**

**Samkhya-** General Introduction with emphasis on Prakṛti, three Gunas & Puruṣa (Based on Samkhyakārikā)

**Yoga –** Eight-fold path of Yoga

**Nyaya Vaisesika** - General Introduction Seven Padarthas (overview only) Mimamsa - Svataḥ Prāmāṇyavāda

**Advaita Vedānta** - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat

## **Essential/recommended readings**

1. मिश्र, पंकज कुमार, तर्कसंग्रह तन्वी व्याख्या, परिमल पब्लिकेशन्स, शक्ति नगर, दिल्ली-7, 2013
2. मिश्र, पंकज कुमार, चार्वाक, शिवालिक प्रकाशन, 27/16, शक्ति नगर, दिल्ली-7, 2019
3. शर्मा, चन्द्रधर, भारतीय दर्शन, मोतीलाल बनारसीदास, जवाहर नगर, दिल्ली
4. Bhartiya, Mahesh Bharatiya Darśana Ki Pramukha Samasyaem, Ghaziabad, 1999.
1. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Calcutta University, Calcutta, 1968 (Hindi Translation also).
2. Hirianna, M.- Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
3. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
4. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
6. Raja, Kuhnian - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Rishi, Uma Shankar (Ed.), Sarva-Darshana\_Samgraha, Chowkhamba Vidyabhawan, Varansi, 1984.

## **Additional Resources:**

1. Hirianna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
4. Radhakrishnan, S. Indian Philosophy, Oxford University Press, Delhi, 1990.
5. Pandey, Ram Chandra Panorama of Indian Philosophy (also Hindi version), M.L.B.D.,
6. Raja, Kuhnian - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Chatterjee, S. C.- The Nyaya Theory of Knowledge, Calcutta, 1968.

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

## GE-8: Indian Epigraphy & Palaeography

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

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy & Palaeography	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

### Learning Objectives

This course provides the students with the knowledge of the Indian Epigraphy and Palaeography and basics of Indian history of ancient period. Learners interested in acquiring historical facts direct from the original source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

### Learning outcomes

After completion of this course, the students will form a solid understanding of the various Inscriptions, antiquity of writing and other issues related to Indian Epigraphy and Palaeography.

### Detailed Syllabus

**Unit: I** **10Hrs.**

**Welfare state:** repair of dam, mati-saciva, karma-saciva in Junagadh Inscription of Rudradāman.

**Unit: II** **10Hrs.**

1. Eran Pillar Inscription: Status of Samudragupta
2. Meharauli Iron Pillar Inscription of Candragupta: Victory, Recognition of Chandra

**Unit: III** **15Hrs.**

- 1. Antiquity of writing in India**
  - a) Observations from foreign scholars
  - b) Literary evidences
  - c) Observations made by Indian Epigraphists.
- 2. Importance of the study of Inscriptions.**
  - a) Geographical description
  - b) Historical evidences
  - c) Society
  - d) Religion
  - e) Literature
  - f) Economic Conditions

g) Administration

**1. Writing material:**

a) Rocks b) Pillars c) Metal Plates Brush, Chisel, Stylus, Paint/Colour d) Statues e) Pen

**Unit: IV**

**10Hrs.**

**1. Origin of the Brahmi Script**

a) Foreign Origin  
b) Indian Origin

**2. Development of the script upto 700 A.D.**

**Essential/recommended readings**

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Ojha, G. H, Bharatiya Praçina Lipimāla (Hindi)
4. Pandey, R.B, Asoka ke Abhilekha (Hindi), Bharatiya Puralipi (Hindi)
5. Rana, S.S., Bharatiya Abhilekha
6. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
7. Upadhyay, V., Praçina Bharatiya Abhilekha (Hindi)
8. Thapar, Romila, Asoka tatha Maurya Samrajya Ka Patana (Hindi)

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

## Category II

**(B.A (Prog.) Courses for Undergraduate Programme of study with Tamil Discipline as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-5): History of Tamil Literature (Medieval)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Tamil Literature : (Medieval-Later Epic, Puranas and Prabbandas)	04	03	01	-	Class 12 <sup>th</sup> pass	Students who have studied the Tamil language up to Class XII

### **Learning Objectives:**

The aim of the course is to give a complete survey of medieval Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students of medieval literature with literary texts in historical background. This course explains the types of Tamil literature, their social and historical background of medieval period.

### **Learning Outcomes:**

This course will enable students to understand the medieval literary history in a comprehensive method and explains the types of Tamil literature, their social and historical background from Epic period. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

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

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

#### **Unit-I (L-09 Hrs, T-03Hrs)**

- Introduction to History of Medieval Tamil Literature

#### **Unit -II (L-09 Hrs, T-03 Hrs)**

- Medieval Puranas & Epics: Periyapuramam, , Thiruvilayadarpuramam, Kanthapuramam, Harichandrapuramam, Merumanthirapuramam

#### **Unit -III (L-09 Hrs, T-03 Hrs)**

- Medieval Epics: Kambaramayanam, Villi Bharatham , Perungathai, Nala Venba, Naidatham.

#### **Unit -IV (L-09 Hrs, T-03 Hrs)**

- Prabhandam Literature: Parani, Ula, Pillaitamil, Kuravanchi, Kovai

#### **Unit -V (L-09 Hrs, T-03 Hrs)**

- Medieval period Poets: Twin Poets, Kaalamegam, Arunagirinathar, Thayumanavar, Kumarakurubarar, Sivagnanamunivar, Sivapirakasaram

#### **Essential/recommended Readings:**

1. Varadarajan, M., 1972, *Tamiḻ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
2. Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.

#### **Suggestive Readings (if any):**

- 1) Indiragandhi, P., & P. Dravidamani, 2015, *Tamiḻ Ilakkiya Varalāru*, Chennai: NCBH.
- 2) Savarimuthu. S., 2001, *Tamiḻ Ilakkiya Varalāru*, Chennai: Manivasagar Padippagam.
- 3) G.Devaneyap Paavanar, Thamizh Ilakkiya Varalaru, Ilankumaran Pathippakam, Chennai: 2017.

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

### Category III

#### (B.A (Prog.) with Tamil Discipline as Non-Major/ Minor

##### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): An Introduction of Tamil Literature**

*(This course is Common in B.A (Programme) with Tamil as Major Discipline)*

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Tamil Novels	04	03	01	-	Class 12 <sup>th</sup> pass	For students who have studied the Tamil language up to Class X <sup>th</sup> & above.

#### **Learning Objectives:**

Introduction of European thoughts in Tamil land - impact of missionaries and European administration - introduction of print medium and modern education - emergence of modernity in Tamil - development of new literary genres: prose, non-fiction, novel, short story and modern poetry - development of novel as narratives in Tamil.

#### **Learning Outcomes:**

The study will motivate the students to develop their Tamil literary heritage of storytelling - socio-political issues in fiction writings - emergence of various genres in Novel - representation of novels from the first Tamil novel to contemporary novels - trends and various approaches in fiction writing.

#### **SYLLABUS OF DSC**

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

##### **Unit-I (L-09 Hrs, T-03Hrs)**

- Introduction to Tamil Fiction

##### **Unit-II (L-09 Hrs, T-03Hrs)**

- Role of Fiction in Tamil

##### **Unit –III (L-09 Hrs, T-03Hrs)**

- Folk Elements & Language in Novel

#### **Unit -IV (L-09 Hrs, T-03Hrs)**

- Characterization and Novel

#### **Unit -V (L-09 Hrs, T-03Hrs)**

- History and Cultural Reflections in Novel

#### **References:**

#### **Compulsory Readings:**

1. A.Mathavaiah, 1981. *Muththumeenakshi*, Chennai, Vaanavil Pirasuram.
2. P.R.Ramanujam. 2019, *Thunaiventharkal*, Madurai: Nembukol Pathippakam.

#### **Additional Resources:**

1. Varadarajan, M., 1972, *Tamiḷ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi
2. Sundararajan, P.K. & Sivapadasundaram, 1977, *Tamil Nāval: Nūrrāṇḍu Varalārum Vaḷarcciyum*, Chennai: Christian Literature Society.
3. Kailasapathy, K., 1987, *Tamiḷ Nāval Ilakkiyam*, Chennai, New Century Book House.
4. G.Devaneyap Paavanar, *Thamizh Ilakkiya Varalaru*, Ilankumaran Pathippakam, Chennai: 2017.

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-5): Intermediate Tamil

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Intermediate Tamil	04	03	01	-	Class 12 <sup>th</sup> pass	For students who have not studied the Tamil language	Department of Modern Indian Languages-Tamil

#### Learning Objectives:

This semester course aims at creating an awareness of Dynamics of Tamil words and introducing classification weak & strong verbs- Infinitive forms of Verbs Auxiliaries and Tamil script learning.

#### Learning Outcomes:

The course will enable the students to obtain the skills of reading, writing and speaking in Tamil along with building up a vocabulary. After the course they can read and write Tamil sentences, can figure out words having conjunct character, and can have everyday conversation.

#### SYLLABUS OF GE-5

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

**Unit -I (L-09 Hrs, T-03Hrs)**



- Dynamics of Tamil words

**Unit -II (L-09 Hrs, T-03Hrs)**

- Rules of Verb formation.

**Unit -III (L-09 Hrs, T-03Hrs)**

Subject, Object, Verb construction (SOV structure)

**Unit -IV (L-09 Hrs, T-03Hrs)**

1. Making simple sentences, Interrogative sentences & exclamatory sentences.

**Unit -V (L-09 Hrs, T-03Hrs)**

2. Technical Terms

**Reading list:**

1. Asher, R.E. *Colloquial Tamil*, Routledge (Lesson 1), London. 2002.
2. Rajaram, S. *An Intensive Course in Tamil (Unit. 4)*, CIIL, Mysore, 1987.
3. Arokianathan, S. *Spoken Tamil for Foreigners, (Lesson 1-5)* A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.
4. 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.
5. Karunakaran, K. & Balakrishnan.R. *Elementary Tamil (Introductory Course)*, Sabanayagam Printers, Chidambaram, 2001.
6. Nuhman, M.A, 2010, *Adippadait Tamil Ilakkanam*, Puthanatham, Adaiyalam Publications.
7. *Thamizhannal*, 1989, *Ungal Tamizhai Therinthu kollungal*, Madurai, Meenakshi Puththaka Nilayam.

**Suggestive readings: NIL**

**GENERIC ELECTIVES (GE-6:****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Creative Writing (Tamil)</b>	<b>04</b>	<b>03</b>	<b>01</b>	-	<b>Class 12<sup>th</sup> pass</b>	<b>For students who have studied the Tamil language up to 10<sup>th</sup> standard and above.</b>	<b>Department of Modern Indian Languages-Tamil</b>

**Learning Objectives:**

Writing is the most potent and yet the simplest form of human expression. Unlike speech, writing transcends the barriers of space and time. The craft of writing has multiple dimensions - novels, short stories, essays, stage plays, fiction, non-fiction, screen-writing, mainline print and visual media, profile-writing, interviews, blogs, web-writing, travelogues and experimental pieces. The Course is intended to help students express ideas through a medium that has appreciable aesthetic appeal.

**Learning Outcomes:**

This course is designed to make understand creativity and attain a firm command over the medium. This creative writing course includes practical activity so that students are able to test and experiment with something they have learnt in the classroom.

**SYLLABUS OF GE-6**

**Total Hours of Teaching: 60 Hrs**  
**(Lecture-45 Hrs, Tutorials -15 Hrs)**

**Unit I (L-09 Hrs, T-03Hrs)**

- Definition of creative writing and creator (Writer)

**Unit II(L-09 Hrs, T-03Hrs)**

- Characters of creator

**Unit III (L-09 Hrs, T-03Hrs)**

- Introduction of Novel, Short Story, Drama

**Unit-IV (L-09 Hrs, T-03Hrs)**

- Definition of Poetry, Free verses and Haiku

**Unit V (L-09 Hrs, T-03Hrs)**

- Creative skills of Poem, Short story and one act play

**Essential/recommended Readings:**

1. Alexi Tolstoy, 2016. *Eḷudum Kalai*, Chennai: NCBH
2. Shanmugam. S.V. 2013. *Pēccum Eḷuttum*, Chennai: NCBH.

**Suggestive Readings:**

- Nannan, M., 2006, *Nalla Uraināḍai Eḷuda Veṇḍuma?* Chennai: Egam Padippagam.
2. Paranthamanar, A.K., 1972, *Nalla Tamil Eḷuda Veṇḍuma?* Chennai: Pari Nilaiyam.

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

## Category II

(B.A (Prog.) with TELUGU Discipline as Major

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-5): TELUGU LITERATURE AND OTHER ARTS

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	4	03	01	0	Students who have studied Telugu up to Class VIII and above	NIL

### Learning Objectives

This course looks closely at the relationship of art, Architecture, Music, Dance and literature, focusing most specifically on 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 reflected in the art, architecture and literature of the region.

### 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

- Unit-1** Introduction to the relationship between literature and arts. 3 Weeks
- Unit-2** Telugu literature and Architecture. 3 Weeks
- Unit-3** Telugu literature and Art. 3 Weeks

**Unit-4** Telugu literature and Music.

3 Weeks

**Unit-5** Telugu literature and Dance.

3 Weeks

### 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 Bhagamu), , Madras: Telugu Bhasha Samiti.

### Additional Resources:

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,

**Note:** The Examination Branch, University of Delhi, from time to time, shall prescribe the examination scheme and mode.

## Category III

### (B.A (Prog.) with TELUGU Discipline as Non-Major/ Minor

*(This course is Common in B. A (Programme) with TELUGU as Major Discipline)*

#### DISCIPLINE SPECIFIC CORE COURSE– SOCIAL AND CULTURAL HISTORY OF TELUGU PEOPLE (DSC-6):

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Cultural History of Telugu people	04	03	01	NIL	Students who have studied Telugu up to Class X and above	NIL

## Learning Objectives

The course offers a glimpse into Telugu people's cultural life from ancient times and the changes that have taken place until recent times.

## Learning outcomes

The plan of study is divided into the following parts, and students will get to know about: the geographical location, early history, social fabric and the state of the economy, village organisation and customs manners; Telugu society, their province, language, institutions of administration, religious practices, festivities and socio-cultural activities from Satavahana Age to Kakatiya Rule; from subservience to Sovereignty during Kakatiya - s, the role of feudatories, industry and trade, religion, cast and society, literature and art; the Vijayanagara Empire, the Golconda kingdom, South Indian spread of Andhra - s and, socio-cultural changes during English rule and after Independence are taken up for elucidation.

## SYLLABUS

1.	History of Ancient Andhra, Land and People.	3 Weeks
2.	From Satavahanas to Nayaka Rule.	2 Weeks
3.	The Invaders: Deccan Rulers and the European .	2 Weeks
4.	Administrative Institutions, Trade and Religion, Literature and Art .	2 Weeks
5.	Social Reforms and Modernization during Colonial Rule.	2 Weeks
6.	Formation of Andhra and Telangana: Cultural Identity and politics .	2 Weeks

### Essential/recommended readings:

HanumanthaRao, Muppalla., 1997, *Samagra Andhradesa Charitra – Samskruthi*, Rajahmundry AB S Publications.

Kamala Devi, Muppalla., 2001, *Andhradesamlo stree Santhanam*:

Koti Reddy, A.V ., 2005, *Andhra Desa Charitra – Samskruthi*, Hyderabad: Krishna Reddy Publications,

Lakshmiranjanam, K & Balendusekharam , K. 1951, *Andhrula Charitra – Samskriti* , Madras: Balasaraswathi Book Depot.

Pratapa Reddy Suravaram., 1950, *AndhrulaSanghikaCharitra*, Hyderabad : Andhra SaraswataParishat.

Sastry, B.N ., 1992, *AndhradesaCharitra – Samskruti*, , Hyderabad: Musi Publications.

*Yuga yugaala stree duravastha samkshipta Charitra*, Hyderabad. Sri Kamala Publications.

**Note:** The Examination Branch, University of Delhi, shall prescribe examination scheme and mode from time to time.

## 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	The department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Intermediate Telugu</b>	4	2		2	Students who have studied basic Telugu/Pre - intermediate Telugu courses in UG	<b>NIL</b>	<b>MIL&amp;LS</b>

### Learning Objectives:

This Course aspires to develop the student's language skills through popular Telugu texts, thus enabling them to gain a firm grip on its nuances and helping them to extend their vocabulary. Through prescribed texts and additional readings, the course also aims to make the students aware of distinction between contemporary standard usage and its historical variant prevalent in the nineteenth and early twentieth century as the *Sishta Bhasha*. The course will also teach higher reading, writing and conversational skills and demonstrate the essentials of translating complex sentences.

### Learning outcomes :

The course will enable the students to deal with the complexities of the Telugu language. Along with an advanced reading, writing, and conversational competence will equip them as better translators.

## SYLLABUS

### Unit I

**2 Weeks**

Reading Practice



Text: Select lessons from Telugu Vachakam 4<sup>th</sup> Class published by Telugu Akademi

**Unit II** **2 Weeks**

Difference between *Shishta Bhasha* and *Vyavaharika Bhasha*

**Unit III** **1 Week**

Complex Sentences Translation (Telugu-English-Telugu)

**Unit IV** **1 Week**

Paragraph writing (minimum 20 sentences)

**Unit V** **1 Week**

Conversation Practice

### **Essential/recommended readings**

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

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

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

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

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_.

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

**Note:** The Examination Branch, University of Delhi, shall prescribe examination scheme and mode from time to time.

## GENERIC ELECTIVES (GE-6): MODERN TELUGU POETRY AND DRAMA

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Modern Telugu poetry and drama</b>	GE-02	<b>2</b>	<b>0</b>	<b>2</b>	Students who have studied Telugu up to Class VIII and above	<b>NIL</b>

### Learning Objectives

The emergence of modernity in Telugu – Development of new literary genres – Advent of Modernism and development of Modern Poetry – Earlier attempts and various Schools of Modern Poetry – Major Poets and their contribution- Contemporary developments.

### Learning outcomes :

This study will enable the students to understand the Ancient forms of Telugu Drama – *Veethi* as a traditional Telugu theatre – European Drama and Telugu dramatists – The emergence of New Theatre performance – Dramatic works in the modern period – Post independent Telugu dramaThe emergence of new theatre movements – Reading and analysis of Modern Plays.

## SYLLABUS

### 1. MODERN POETRY:

**4 WEEKS**

- I. *Kanyaka* – Gurajada
- II. *Janmabhoomi* – Rayaprolu Venkata Subba Rao
- III. *Anugjna* – Pingali & Katuri
- IV. *Smasaanavaati* - Jashuva
- V. *Daasabodha* – Gadiyaram Venkata Sesha Sastry
- VI. *Mahaprasthanam* – Sri Sri
- VII. *Sankranti* – Tummala Sitaramamurthy
- VIII. *Adviteeyam* – Balagangadhara Tilak

### 2.MODERN DRAMA:

**3 WEEKS**

*N.G.O* - Acarya Atreya

**Essential/recommended readings**

Acarya Atreya, 1987, *N.G.O.* (Drama), Chennai: Manasvini Charitable Trust.  
Venkateswara Rao, Katuri (Ed.), 1986, *Telugu Kavyamala*, New Delhi: Central Sahitya Akademi.

**Additional Resources:**

Raman, 1985, *Telugu Sanghika Natakam: Parinamam*, Vikasam, Hyderabad: Visalandhra Publishing House.

Subbarami Reddy, G., 1997, *Adhunik Telugu Natakam*, Hyderabad: Visalandhra Publishing House.

## **BA (H) BENGALI**

### **Category I**

[UG Programme for Bachelor in Bengali (Honours) degree in three years]

#### **DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : Oitihāsik Bhasabigyan**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Oitihāsik Bhasabigyan</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### **Oitihāsik Bhasabigyan**

### **ঐতিহাসিক ভাষাবিজ্ঞান**

**Learning Objectives:** Bengali language, in Indian literature, can be traced back in the 8<sup>th</sup>–10<sup>th</sup> century AD. Charyapada, which is a collection of a bunch of mystical poems written by some Buddhist monks of Mahayana Buddhism, where Bengali can be traced with some other languages (Purvi-Magdhi group) in that period. There are other instances of Bengali too during this period. Starting a thousand of years ago, Bengali has been grown into a modern Indian language of today. A student of Bengali must know that the language has changed time to time to become today's Bangla.

**Learning Outcomes:** After studying this paper students will know the historical development of the Indo-European Group of Languages. Students will be able to understand the development of Bengali language through various phases, development of Bengali script, and the dialects of Bengali.

## UNIT I

ইন্দো-ইউরোপীয় ভাষাগোষ্ঠী থেকে বাংলা ভাষার উদ্ভবের সংক্ষিপ্ত ইতিহাস

## UNIT II

ভাষাতাত্ত্বিক বৈশিষ্ট্য : প্রাচীন বাংলা, মধ্য বাংলা, আধুনিক বাংলা

## UNIT III

বাংলা লিপির উদ্ভব ও ক্রমবিকাশ

বাংলার ভৌগোলিক উপভাষার শ্রেণিবিভাগ ও বৈশিষ্ট্য

### Essential/Recommended readings

রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি, কলকাতা

### Suggestive readings

কৃষ্ণপদ গোস্বামী, ২০০১, বাংলা ভাষাতত্ত্বের ইতিহাস, করুণা প্রকাশনী, কলকাতা

পবিত্র সরকার, ১৪১২ বঙ্গাব্দ, ভাষা, দেশ, কাল, মিত্র ও ঘোষ পাবলিশার্স, কলিকাতা

পরেশচন্দ্র মজুমদার, ১৯৯২, বাঙলা ভাষা পরিক্রমা, প্রথম খণ্ড, দে'জ পাবলিশিং, কলকাতা

পরেশচন্দ্র মজুমদার, ২০১২, বাঙলা ভাষা পরিক্রমা, দ্বিতীয় খণ্ড, দে'জ পাবলিশিং, কলকাতা

মনিরুজ্জামান, ১৯৯৪, উপভাষা চর্চার ভূমিকা, বাংলা একাডেমী, ঢাকা

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

মৃণাল নাথ, ১৯৯৯, ভাষা ও সমাজ, নয়া উদ্যোগ, কলকাতা

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.

**DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): Bangla Sahityer Itihas:  
Adhunik Jug- 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		
<b>Bangla Sahityer Itihas: Adhunik Jug- I</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

**Bangla Sahityer Itihas: Adhunik Jug- I**

**বাংলা সাহিত্যের ইতিহাস: আধুনিক যুগ- ১**

**Learning Objectives:** Bengali Literature in the 19<sup>th</sup> Century had seen a scintillating outburst of various genres like poetry, drama, Novel, Essays etc. Emergence of Bengali prose took a much matured turn in the early 19<sup>th</sup> century. Bengali poetry entered a new era. Farces and Plays on social issues were being written. Greatest of the Fiction and non-fiction Writers, Playwrights, Poets etc became evident. The objective of introducing this paper is to get our students acquainted with the main features of the literature of this century.

**Learning Outcomes:** While studying this paper, the students will be knowing the social and political history of Bengal during this period which led to the creation of a whole bunch of literary works. They will also be acquainted to the main writers and poets and their works. Like the previous history of Literature paper, this one also will draw an outline of the literature in the 19<sup>th</sup> century.

**UNIT I**

যুগলক্ষণ, বাংলা গদ্যভাষার উদ্ভব ও বিকাশ

শ্রীরামপুর মিশন, ফোর্ট উইলিয়ম কলেজ, রামমোহন রায়, দেবেন্দ্রনাথ ঠাকুর, অক্ষয়কুমার দত্ত, ঈশ্বরচন্দ্র বিদ্যাসাগর

## UNIT II

### বাংলা প্রবন্ধ

বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, হরপ্রসাদ শাস্ত্রী, রামেন্দ্রসুন্দর ত্রিবেদী, প্রমথ চৌধুরী, অবনীন্দ্রনাথ ঠাকুর, সৈয়দ মুজতবা আলী

#### Essential/Recommended readings:

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, ১৯৯২, *বাংলা সাহিত্যের ইতিবৃত্ত*, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০০০, *বাংলা গদ্যরীতির ইতিহাস*, দে'জ পাবলিশিং, কলকাতা

গোপাল হালদার, ১৪১২ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপরেখা*, দ্বিতীয় খণ্ড, অরুণা প্রকাশনী, কলকাতা

সুকুমার সেন, ১৯৯৮, *বাঙ্গালা সাহিত্যে গদ্য*, আনন্দ পাবলিশার্স, কলকাতা

সুকুমার সেন, ১৪১৬ বঙ্গাব্দ, *বাঙ্গালা সাহিত্যের ইতিহাস*, তৃতীয় 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 – 9 (DSC-9): Rabindrasahitya-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		
<b>Rabindrasahitya-1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Rabindrasahitya-1

### রবীন্দ্রসাহিত্য-১

**Learning Objective:** Rabindranath Tagore, the first Nobel-laureate in Literature (1913) from Asia, has contributed innumerable literary works in Bangla. No branch of literature exists where we do not get his works. His importance in Bangla Sahitya is beyond question. So, a full paper containing his literature has been added in this syllabus.

**Learning Outcomes:** Students will get the scope to know Rabindra-sahitya-1 (along with his life) better as earlier they have studied only one or two of his short poems or stories in the school syllabus. Here they will be working upon his Poems, Novels and see his overflowing philosophy through all these works.

#### UNIT I

#### কবিতা

নির্ব্বারের স্বপ্নভঙ্গ, বধূ, পুরাতন ভূত, অপমানিত, সবুজের অভিযান, ছেলেটা, ওরা কাজ করে

#### UNIT II

#### উপন্যাস



ঘরে-বাইরে

**Essential/Recommended readings:**

রবীন্দ্রনাথ ঠাকুর, ১৩৪৮ বঙ্গাব্দ, *রবীন্দ্র-রচনাবলী*, অষ্টম খণ্ড, ঘরে-বাইরে, বিশ্বভারতী, কলিকাতা

রবীন্দ্রনাথ ঠাকুর, ১৪১৬ বঙ্গাব্দ, *সঞ্চয়িতা*, বিশ্বভারতী গ্রন্থনবিভাগ, কলকাতা

**Suggestive readings:**

অমরেশ দাশ, ২০০২, রবীন্দ্রনাথের উপন্যাস : নবমূল্যায়ন, পুস্তক বিপণি, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রবিতান*, এ. মুখার্জী, কলিকাতা

উজ্জ্বলকুমার মজুমদার, ১৪০০ বঙ্গাব্দ, *রবীন্দ্রনাথ : সৃষ্টির উজ্জ্বল স্রোতে*, আনন্দ পাবলিশার্স, কলকাতা

উপেন্দ্রনাথ ভট্টাচার্য, ১৪১৪ বঙ্গাব্দ, *রবীন্দ্র-কাব্য-পরিক্রমা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

ক্ষিতিমোহন সেন, ১৯৫৫, *বলাকা-কাব্য-পরিক্রমা*, এ. মুখার্জী, কলিকাতা

চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, প্রথম খণ্ড, দে বুক স্টোর, কলকাতা

চারুচন্দ্র বন্দ্যোপাধ্যায়, ১৪১০ বঙ্গাব্দ, *রবি রশ্মি*, দ্বিতীয় খণ্ড, দে বুক স্টোর, কলকাতা

জগদীশ ভট্টাচার্য, ২০১৪, *কবিমানসী*, দ্বিতীয় খণ্ড, ভারবি, কলকাতা

জগদীশ ভট্টাচার্য, ২০১৫, *কবিমানসী*, প্রথম খণ্ড, ভারবি, কলকাতা

প্রমথনাথ বিশী, ১৩৬৮ বঙ্গাব্দ, *রবীন্দ্রসাহিত্য বিচিত্রা*, ওরিয়েন্ট বুক কোম্পানি, কলকাতা

বুদ্ধদেব বসু, ১৯৮৩, *রবীন্দ্রনাথ : কথাসাহিত্য*, নিউ এজ পাবলিশার্স, কলিকাতা

বুদ্ধদেব বসু, ২০০১, *কবি রবীন্দ্রনাথ*, দে'জ পাবলিশিং, কলকাতা,

সত্যব্রত দে, ১৯৭১, *রবীন্দ্র= উপন্যাস সমীক্ষা*, জিজ্ঞাসা, কলিকাতা

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 1 (DSE-1): Bangla Janapriya Sahitya - 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		
<b>Bangla Janapriya Sahitya - 1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Bangla Janapriya Sahitya - 1

### বাংলা জনপ্রিয় সাহিত্য - ১

**Learning Objectives:** Another brilliant genre is the Children's Literature or Juvenile Literature in Bengali. This literature has been a part of Folk-literature at times but later on it has been written and nurtured by many writers and poets. Nowadays, it is studied as a totally different genre.

**Learning Outcomes:** Students will be guided to read and discuss the features of children's or Juvenile Literature and study the literature as a genre. They will enjoy studying some interesting texts written in Bangla starting from 19<sup>th</sup> century.

#### UNIT - I

জনসাহিত্যের সংজ্ঞা ও বৈশিষ্ট্য

#### কথাসাহিত্য

অবনীন্দ্রনাথ ঠাকুর – ক্ষীরের পুতুল

শীর্ষেন্দু মুখোপাধ্যায় – মনোজদের অদ্ভুত বাড়ি

## UNIT - 2

### ছড়া ও নাটক

সুকুমার রায় – গোঁফ চুরি

অন্নদাশঙ্কর রায় – তেলের শিশি

সুকুমার রায় – লক্ষণের শক্তিশেল

#### Essential/Recommended readings:

অশোককুমার মিত্র (সম্পা.), ২০১৩, *অবনীন্দ্রনাথ ঠাকুর কিশোর রচনাসমগ্র*, পুনশ্চ, কলকাতা

শীর্ষেন্দু মুখোপাধ্যায়, ২০১১, *কিশোর রচনা সমগ্র*, আনন্দ পাবলিশার্স, কলকাতা

সুকুমার রায়, ২০১০, *সুকুমার রচনাসমগ্র*, শুভম প্রকাশনী, কলকাতা

#### Suggestive readings:

*Dominic Strinati, 2004, An Introduction to Theories of Popular Culture, Routledge, London.*

## DISCIPLINE SPECIFIC ELECTIVE COURSE– 2 (DSE-2): Bangladesher Sahitya - 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		
<b>Bangladesher Sahitya - 1</b>	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Bangladesher Sahitya - 1

### বাংলাদেশের সাহিত্য – ১

**Learning Objectives:** The partition of Bengal in 1946 drew a division-line upon the Bengali intelligentsia, The Artists, The Poets, the Academicians who had the same culture and language but had to be in different sides of the border. People from every walk of life strove to get their Mother-language Bangla which result East Pakistan to be emerged as Bangladesh in 1971. Bengali literature has been created and nurtured in Bangladesh with great esteem. In this paper we will get our students learn the short history of the country and read some glorious Literature.

**Learning Outcomes:** The students will get to know the history of Bangladesh which had been same as ours upto 1947 and then turned otherwise. The students will also be able to read and research upon some of their greatest literary works till date.

### UNIT - I

পটভূমিঃ ভাষা আন্দোলন, মুক্তিযুদ্ধ

### উপন্যাস

সেলিনা হোসেন – নীলময়ূরের যৌবন

## UNIT – 2

### ছোটগল্প

আবু ইসাহাক – জোঁক

আখতারুজ্জামান ইলিয়াস – দুধভাতে উৎপাত

#### Essential/Recommended readings:

সেলিনা হোসেন, ২০০৯, *নীল ময়ূরের যৌবন*, স্বরবৃত্ত, ঢাকা

আখতারুজ্জামান ইলিয়াস, ২০১৩, *জাল স্বপ্ন ও স্বপ্নের জাল*, মাওলা ব্রাদার্স, ঢাকা

পারভেজ হোসেন (সম্পাদ.), ২০১৮, *বাংলাদেশের ছোটগল্প*, নবযুগ প্রকাশনী, ঢাকা

#### Suggestive readings:

আবু জাফর (অনু.), ২০১৬, *দেশভাগের অর্জন: বাংলা ও ভারত*, মাওলা ব্রাদার্স, ঢাকা

আহমদ রফিক, ২০১৫, *দেশবিভাগ: ফিরে দেখা*, অনিন্দ্যপ্রকাশ, ঢাকা

নীলিমা ইব্রাহিম, ২০১৮, *আমি বীরঙ্গনা বলছি*, জাগৃতি প্রকাশনী, ঢাকা

বদরুদ্দিন ওমর, ১৯৮৭, *বঙ্গভঙ্গ সাম্প্রদায়িক রাজনীতি*, চিরায়ত, কলকাতা

বদরুদ্দিন উমর, (২০১০), *আমাদের ভাষার লড়াই*, ঢাকা : জাতীয় সাহিত্য প্রকাশ

অচ্যুৎ গোস্বামী, ২০১৮, *বাংলা উপন্যাসের ধারা*, ভাষাপ্রকাশ, ঢাকা

আজহার ইসলাম, ১৯৯৬, *বাংলাদেশের ছোটগল্প: বিষয়ভাবনা স্বরূপ ও শিল্পমূল্য*, বাংলা একাডেমী, ঢাকা

চঞ্চলকুমার বোস, ২০১৬, *বাংলাদেশের ছোটগল্প: জীবনজলধির শিল্প*, সুচয়নী পাবলিশার্স, ঢাকা

## Proposed Bengali Discipline Major Course for III Semester B.A. Programme Bengali

### Category II

(B.A. Programme Courses for Undergraduate Programme of study with Bengali discipline as one of the Core Disciplines)

#### DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Uponibesh Porber Bangla Sahitya – I (Colonial Bengali 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Uponibesh Porber Bangla Sahitya – I (Colonial Bengali Literature – I)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To give the students a detail idea about Colonial Bengali Literature.

### Learning outcomes

The course will enlighten the students about deferent types of Colonial Bengali Literature, its characteristics and features. It will also introduce students about their socio – cultural background of Colonial Bengal through literature.

### SYLLABUS OF DSC-3

#### UNIT – I (6 Weeks)

বাংলা গদ্যের বিকাশ: শ্রীরামপুর মিশন, ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, অক্ষয়কুমার দত্ত, দেবেন্দ্রনাথ ঠাকুর, বিদ্যাসাগর

## UNIT – II (6 Weeks)

প্রবন্ধঃ বঙ্কিমচন্দ্র চট্টোপাধ্যায়, কালীপ্রসন্ন সিংহ, রবীন্দ্রনাথ ঠাকুর, হরপ্রসাদ শাস্ত্রী, রামেন্দ্রসুন্দর ত্রিবেদী, প্রমথ চৌধুরী, অবনীন্দ্রনাথ ঠাকুর

**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 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

Teaching Learning Process: Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs

Unit I Seven weeks

Unit II Six weeks

Assessment Methods: Monthly Test., Internal Exam, Semester Exam.

Keywords: Colonial, Bengali Prose, Nineteen Century,

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



## Proposed Bengali Discipline Major & Minor Course for III Semester B.A. Programme Bengali

### Category III

**B. A. Programme 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 Major & minor discipline)**

**DISCIPLINE SPECIFIC CORE COURSE- 3 (DSC-3): Bangali Monisha (Bengali intellect)**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Bangali Monisha</b> (Bengali intellect)	4	3	1	NIL	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To introduce students about glorious life and history of Bengali Intellect of past.

### Learning outcomes

This course will enable students to understand the values of various Bengali Intellectuals life and messages.

## SYLLABUS OF DSC- 3

### Maximum Marks 70 (04 Credit)

#### Unit I

30

অতীশ দীপঙ্কর, শ্রী চৈতন্যদেব, রাজা রামমোহন রায়, ঈশ্বরচন্দ্র বিদ্যাসাগর, হাজি মহম্মদ মহসীন, হেনরি ডিরোজিও, মাইকেল মধুসূদন দত্ত, হাসন রাজা

#### Unit II

40

রবীন্দ্রনাথ ঠাকুর, লালন সাঁই, চিত্তরঞ্জন দাস, বেগম রোকেয়া, নন্দলাল বসু, স্বামী বিবেকানন্দ, শেখ মুজিবুর রহমান, অমর্ত্য সেন

#### Primary Resources:

সুশীল রায়, মনীষী জীবন কথা, ১৯৫৮, ওরিয়েন্ট বুক কোম্পানি, কলকাতা  
স্বকৃত নোমান, বাঙালি মনীষীদের ছেলেবেলা, ২০১৯, অনিন্দ্য প্রকাশ, বাংলাদেশ

#### Additional Resources:

Study materials prepared by the department.

Teaching Learning Process: Lecture-40 Hrs. Discussions 5Hrs. Assignments / Presentation-5 Hrs

Unit I                Seven weeks

Unit II              Six weeks

Assessment Methods: Monthly Test., Internal Exam, Semester Exam.

Keywords: Biography, Life, Value, childhood, Intellectuals.



## COMMON POOL OF BENGALI GENERIC ELECTIVES (GE) COURSES

### DEPARTMENT OF BENGALI

#### GENERIC ELECTIVES (GE-3) : BANGLA NATAK ( BENGALI PLAYS)

#### Credit 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			
BANGLA NATAK ( BENGALI PLAYS)	4	3	1		Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10th standard Or Working knowledge of Bengali language	BENGALI

**Course Objectives:** To give the students an idea about Bengali drama and its history. It also offers a general idea of the trend of Bengali drama.

**Course Learning Outcomes:** The course will enlighten the students about Bengali drama.

**Maximum Marks 70 (04 Credit)**

Unit – 1

বাংলা নাটকের উৎস ও বিবর্তন

Unit – 2

একেই কি বলে সভ্যতা – মাইকেল মধুসূদন দত্ত

টিনের তলোয়ার – উৎপল দত্ত

লক্ষণের শক্তিশেল – সুকুমার রায়

**Compulsory Readings:**

আশুতোষ ভট্টাচার্য, বাংলা নাট্যসাহিত্যের ইতিহাস, এ, মুখার্জী অ্যান্ড কোং প্রাঃ লিঃ, কলকাতা

উৎপল দত্ত, টিনের তলোয়ার, ১৪০৭, জাতীয় সাহিত্য পরিষদ, কলকাতা

সুকুমার রায়, ২০১০, সুকুমার রচনাসমগ্র, শুভম প্রকাশনী, কলকাতা

পুষ্পেন্দ্রশেখর গিরি(সম্পাদিত), ২০০৬, মাইকেল মধুসূদন দত্তের একেই কি বলে সভ্যতা? ঃ সভ্যতার দুই মুখ, করুণা প্রকাশনী, কলকাতা

#### **Additional Resources:**

অজিত কুমার ঘোষ, ২০০৫, বাংলা নাটকের ইতিহাস, দে'জ পাবলিশিং, কলকাতা

Teaching Learning Process: Lecture- 28 Hrs. Discussions 4Hrs. Assignments / Presentation-4Hrs

Unit I Four weeks

Unit II Four weeks

Unit III Five weeks

Assessment Methods: Monthly Test, Internal Exam, Semester Exam.

Keywords: Creative Writing, Creative Genres, Plot, Poetry, Drama, Fiction, Prosody, Rhetoric, Imagery

### **GENERIC ELECTIVES (GE-4) : BANGLA SHISHU SAHITYA (Bengali Children's 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			
<b>BANGLA SHISHU SAHITYA (Bengali Children's Literature)</b>	<b>4</b>	<b>3</b>	<b>1</b>		Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10th standard Or Working knowledge of Bengali language	<b>BENGALI</b>

**Course Objectives:** This course will offer students an opportunity to learn language through children literature.

**Course Learning Outcomes:** The course will enlighten the students about Bengali children literature.

**Maximum Marks 70 (04 Credit)**

Unit – 1

ঈশ্বরচন্দ্র বিদ্যাসাগর - কথামালা( সর্প ও কৃষক , খরগোশ ও কচ্ছপ, একচক্ষু হরিণ , চোর ও কুকুর)

Unit – 2

রবীন্দ্রনাথ ঠাকুর - সহজ পাঠ (১ম ও ২য় ভাগ নির্বাচিত অংশ)

উপেন্দ্রকিশোর রায়চৌধুরি - টুনটুনির গল্প (নির্বাচিত)

**Compulsory Readings:**

ঈশ্বরচন্দ্র বিদ্যাসাগর - কথামালা , প্রবোধচন্দ্র মজুমদার এণ্ড ব্রাদার্স , কলকাতা, ১৩৫১

রবীন্দ্রনাথ ঠাকুর - সহজ পাঠ, বিশ্বভারতী, ১৩৮৭

উপেন্দ্রকিশোর রায়চৌধুরি, টুনটুনির গল্প, দেব সাহিত্য-কুটীর প্রাইভেট লিমিটেড, ১৯৬৪

**Additional Resources:**

ডঃ প্রবীর প্রামানিক, বাংলা শিশু ও কিশোর সাহিত্যঃ আধুনিক বিচার, বঙ্গীয় সাহিত্য সংসদ, ২০১০

আশা গঙ্গোপাধ্যায়, বাংলা শিশু সাহিত্যের ক্রমবিকাশ, ডি এম লাইব্রেরি, কলকাতা, ১৩৬৬

Teaching Learning Process: Lecture- 38 Hrs. Discussions 4Hrs. Assignments / Presentation-4Hrs

Unit I                      Five weeks

Unit II                     Four weeks

Unit III                    Four weeks

Assessment Methods: Monthly Test, Internal Exam, Semester Exam.

Keywords: children literature , language, juvenile, moral stories

**Proposed Bengali AEC Courses for III Semester B.A. Programme Bengali**

## Department of Persian

BA(Hons.) Persian

### DISCIPLINE SPECIFIC CORE COURSE – 7: Modern Persian Prose

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Modern Persian Prose	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 critical and theoretical approaches to the reading and analysis of modern Persian texts
2. To equip the students with socio-cultural aspects of the Iranian society and contemporary world.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with critical and theoretical approaches to the reading and analysis of modern Persian texts
- By studying this course, they shall get to know about socio-cultural aspects of the Iranian society and contemporary world.

#### SYLLABUS OF DSC-7

##### UNIT – I (12 Hours)

- Mahatma Gandhi (Dr. Mehmood Sana'i)
- Khana-e-Pidari (Saeed Nafisi)
- Eidi (Mohammad Hijazi)
- Life and works of respective authors

##### UNIT – II (12 Hours)

- AdhamPinaDuz (Shin Partu)
- Kabutar-o-Kulagh (Yusuf E'tesamulmulk)
- Life & works of respective authors

##### UNIT – III (9 Hours)

- Mahi-e-Kuchulu (Samad Behrangi)
- Zuban-i-Farsi Dar Hind (Ali Asghar Hikmat)
- Life & works of respective authors

## UNIT – IV (12 Hours)

- History of modern Persian literature, etc.

### Essential/recommended readings:

1. Khan, Dr. M.A. and Dr S.H. Qasemi: Intekhab-e-Nasr-e-M'asir-e-Farsi, Department of Persian, University of Delhi, Delhi-110 007, 1991.
2. Khan, Hakim Zaki Ahmad: Nisb-e-Jadeed-e-Farsi, Jayyed Press, Ballimaran, Delhi-110 006.
3. Hameedi, Mehdi: Darya-e-Gauhar (Vol. I), Intesharate-Amir Kabir, Tehran, Iran, 1343/1964.

### Suggestive readings

1. Kamshad, Hasan: Modern Persian Prose, Cambridge University Press, 1966.
2. Hakemi, Isma'il: Adabiyat-e-Mu'asir-e-Farsi, Tehran, 1988.
2. Abedini, Mir Hasan: Sad Sal Dastn-Navisidar Iran; 3 Vols., Iran, 1377/1998.

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

## DISCIPLINE SPECIFIC CORE COURSE – 8: Modern Persian Poetry

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Modern Persian Poetry	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 some prominent modern poets with their specimen
2. To enable the students to know the Persian Poetry Genres with poetry selections of some of the famous modern poets of Iran

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know about modern Persian poetry
- By learning this course, students will be able to know the different Poetry Genres of modern Persian poetry.

## SYLLABUS OF DSC- 8

### UNIT – I (9 Hours)

*Following poetry of Malik-ush-Shoara Bahar:*

مادر	چشمه و سنگ	شعر و نظم
	از بدی پرهیز کن	در راه عشق

### UNIT – II (9 Hours)

*Following poetry of Parwin E'tesami:*

مست و هشیار	کوته نظر	ای مرغک
		اشک یتیم

### UNIT – III (9 Hours)

*Following poetry of Rahi Muayyari:*

سنگریزه	نا آشنا
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*Following poetry of Nima Yushij:*

چشمه کوچک	ای شب
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### UNIT – IV (9 Hours)

*Following poetry of Shahryar:*

نالۀ بلبل	پروانه در آتش	حالا چرا
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*Following poetry of Simin Behbahani:*

نیلوفر آبی

### UNIT – V (9 Hours) *Following*

*poetry of Iraj Mirza:*

قلب مادر

- History of Modern Persian Poetry, Life & works of Poets

### Essential/recommended readings:

1. Khalkhali, Syed Abdul Hameed: Tazkirah-e-Shoara-e-Ma'asir-e-Iran, Kitabkhana-e-Tahoori, Iran.
2. Faridunkar: Shhkrha-e-Shair-e-Ma'asir-e-Iran,, Intesharat-e Amir Kabir, Tehran, Iran, 1337/1958
3. Aryanpur, Yahya: AzSaba Ta Nima (Vol. I & II), Tehran, Iran. 4. Muneeb-urRehman: Jadeed Farsi Shaeri, Aligarh Muslim University, Aligarh, 1959.

### Suggestive readings

1. Qasemi, S.H.: JadeedFrsiShaeri, Indo-Persian Society, Delhi-110 006, 1977.
2. Qasemi, Zakira Sharif: Farsi ShaeriEkMutale'a, Indo-Persian Society, Delhi-110 006, 1987.

## DISCIPLINE SPECIFIC CORE COURSE – 9: Life & works of Mughal Poet laureates

### Credit 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		
Life & works of Mughal Poet laureates (India)	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 some of the famous poets and their works during Mughal period.
2. To familiarize the students with Persian literature produced in Mughal Period.

### Learning outcome:

- By learning this course, students will come to know the poet laureates of Mughal period (1526-1707)
- By learning this course, students will be able to get acquainted with poetic styles of Mughal poet laureates

## SYLLABUS OF DSC-9

### UNIT – I (9 Hours)

- Introduction to History of Persian language and literature in Mughal Court

## UNIT – II (9 Hours)

*Life & works of following Poet laureates with some selection of poetry:*

Ghazali Mashhadi (2 ghazals):

۱. خواب اگر بینم من آن است عتاب آلود را
۲. بستر شده در کوی تو خاکستر امشب

## UNIT – III (9 Hours)

Faizi Fayyazi (2 Ghazals):

۱. حریف باده کجا عاشق خراب کجا (ص ۷ دیوان فیضی فیاضی)
۲. بزم چون دادی ایمن شده پر نور امشب (ص ۱۴ دیوان فیضی فیاضی)

## UNIT – IV (9 Hours)

Talib Amuli:

- Ghazal no 21 to 25, (Page no 228-232 from Diwan-e-Talib Amuli)

## UNIT – V (9 Hours)

Kaleem Hamdani:

- Masnavi “Tareefe Akbarabad va Bagh-i-Jahan Ara Begum” (Page no. 142-50 from Diwan-e-Kaleem Hamdani)

## Essential/recommended readings:

1. NabiHaadi: MughlonkeMalikusShuara, Allahabad-1978
2. ShibliNomani: Shair-ulAjam, Shibli Academy, Azamgarh (U.P.)
3. Sabahuddin, AbdurRahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.)
4. Sabahuddin, AbdurRahman: Bazm-e-Sufiyah, Shibli Academy, Azamgarh (U.P.).
5. Ikram, Mohammad: Ab-e-Kausar, Fareed Book Depot. Delhi, 1999.
6. Ikram, Mohammad: Rud-e-Kausar, Fareed Book Depot, Delhi, 1999.
7. . Ikram, Mohammad: Mauj-e-Kausar, Fareed Book Depot, Delhi, 1999
8. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II),
9. Allahabad (U.P.), 1929-30. . Qasemi, S.H.: A History of Indo-Persian Literature (1806-1857),
10. Department of Persian, University of Delhi, Delhi-110 007, 2008
- 11.. Qasemi, Z.S.: A History of Indo-Persian Literature (1627-59), Department of Persian, University of Delhi, Delhi-110 007, 2015
12. Talib Amuli, Kulliyate ashare Malik us Shuara Talib Amuli, edited by TahiriShahab, KitabkhaneSanai, 1346



13. KalimHamdani, DiwanKalimHamdani, edited by Mohammad Qaharman, AstaneQudseRizavi, Mashhad, Iran, 1369
14. Ghazali Mashahdi: Hayat Aur Karname, Dr.Salman Abbasi, Lucknow 1978
15. Diwan Faizi Fayyazi, Firozuddin & Sons Publisher Lahore.

## Category II

### **Persian Courses for Undergraduate Programme of study with Persian as one of the Core Disciplines** (B.A. Programmes with Persian as Major discipline)

#### DISCIPLINE SPECIFIC CORE COURSE – : Understanding Persian Poetry: Level-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		
Understanding Persian Poetry: Level-1	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 some prominent poets with their specimen
2. To enable the students to know the Persian Poetry Genres Studying some Persian Poetry Selections on Different Subjects

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry
- By learning this course, students will be able to know the different Poetry Genres like Ghazal, Qasida, Masnavi, Rubaei, Tarjihband, Tarkibband, Misrah, Qafiya, Takhallus, Matla, Maqta, Tashbih, Istisara etc.

## SYLLABUS OF DSC- 8

### UNIT – I (12 Hours)

- Khuda (Parveen Daulatabadi)
- Sitareh (Nasir Kishawarz)
- Pidar-e-Buzurg (Nasir Kishawarz)
- Man Hunarmandam (Afsheen Ala)

- Ai Khane Ma (Mustafa Rahmandoost)
- Lehzehe Sabz Dua (Qaisar Ameenpur)
- Iran-e-Aziz (Abbas Yamini Shareef)
- Watan (Mohammad Taqi Bahar)

#### UNIT – II (12 Hours)

- Ittefaq-e-Sadeh (Quaisar Ameenpur)
- Lutf-e-Haq (Parveen Eitesami)
- Ummeed (Asghar Mir Khadyoe)
- Sheer wa Moosh (Iraj Mirza)
- Khirad wa Danish (Shahname Firdausi)
- Niyayash (Elahi nameh, Attar Nishapuri)

#### UNIT – III (12 Hours)

- Brief introduction of respective poets

#### UNIT – IV (9 Hours)

- Translation and summary of the poems in English, Hindi, Urdu

#### Essential/recommended readings:

1. Farsi Dabistan (Awwal, Diwum, Siwum wa Chahrum): Vizarate Aamuzish wa Parvarish, Sazmane Pizuhish wa Barnameh Rezie Amuzishi, Khayabane Iranshahr, Tehran, Iran.
2. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
3. Shamisa, Sirus: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.
4. Khanlari, Dr., Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran, Delhi. 6.

**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: Persian Poetry: Some selections

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Poetry: Some selections	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 some poetic specimens of some of the famous poets of Indian and Iran like Khayaam, Allama Iqbal and Amir Khusraw
2. To acquaint the students with the life and works of the mentioned poets

### Learning outcomes:

The Learning Outcomes of this course are as follows:

1. By learning this course, the students will be acquainted with the poetry of Khayaam, Allama Iqbal and Amir Khusraw
2. By learning this course, the students will get acquainted with the life and works of above-mentioned poets

## SYLLABUS OF DSC-2

### UNIT – I (12 Hours)

*Following poetry of Allama Iqbal:*

- محاورہ مابین خدا و انسان
- سرود انجم

### UNIT – II (12 Hours)

- Rubaiyyat-e-Umar Khaiyyam (1 to15) From Nisab-e-Jadeed-e-Farsi
- Following Ghazals of Amir Khusrau From Nisab-e-Jadeed-e-Farsi:

۱. جان من از آرام رفت آرام جان من کجا
۲. رسید باد صبا تازه کرد جان مرا
۳. زهی وصف رخت مهر زبانها
۴. ساقیا باده ده امروز که جانان اینجاست
۵. یارب که این درخت گل از بوستان کیست

### UNIT – III (12 Hours)

- Explanation and translation of Persian poetry in English, Hindi, Urdu.

### UNIT – IV (9 Hours)

- Summary of the poems in English, Hindi, Urdu

### Essential/recommended readings:

1. Kitab-e-Farsi: B.A.(P), Part 1/2/3, Department of Persian, University of Delhi, Delhi 110007.
2. Nisab-e-Jadeed-e-Farsi: Jaiyyed Press, Ballimaran, Delhi.
3. Shamisa, Sirus: Anwa-e-Adabi, Intesharat-e Firdos, Tehran, Iran, 2004.

4. Khanlari, Dr. Zahra: Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed Press, Ballimaran, Delhi-110006

### Category III

#### **Persian Courses for Undergraduate Programme of study with Persian as one of the Core Disciplines** (B.A. Programmes with Persian as non-Major or Minor discipline)

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Understanding Persian Poetry: Level-1**  
This course is common in BA (Programme) in Persian as major discipline for Semester 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		
Understanding Persian Poetry: Level-1	4	3	1	NIL	Class XII pass	NIL

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

3. To equip the students with some prominent poets with their specimen
4. To enable the students to know the Persian Poetry Genres Studying some Persian Poetry Selections on Different Subjects

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry
- By learning this course, students will be able to know the different Poetry Genres like Ghazal, Qasida, Masnavi, Rubaei, Tarjihband, Tarkibband, Misrah, Qafiya, Takhallus, Matla, Maqta, Tashbih, Istisara etc.

### **SYLLABUS OF DSC- 8**

#### **UNIT – I (12 Hours)**

- Khuda (Parveen Daulatabadi)
- Sitareh (Nasir Kishawarz)
- Pidar-e-Buzurg (Nasir Kishawarz)
- Man Hunarmandam (Afsheen Ala)

- Ai Khane Ma (Mustafa Rahmandooost)
- Lehzehe Sabz Dua (Qaisar Ameenpur)
- Iran-e-Aziz (Abbas Yamini Shareef)
- Watan (Mohammad Taqi Bahar)

#### **UNIT – II (12 Hours)**

- Ittefaq-e-Sadeh (Quaisar Ameenpur)
- Lutf-e-Haq (Parveen Eitesami)
- Ummeed (Asghar Mir Khadyoe)
- Sheer wa Moosh (Iraj Mirza)
- Khirad wa Danish (Shahname Firdausi)
- Niyayash (Elahi nameh, Attar Nishapuri)

#### **UNIT – III (12 Hours)**

- Brief introduction of respective poets

#### **UNIT – IV (9 Hours)**

- Translation and summary of the poems in English, Hindi, Urdu

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

1. Farsi Dabistan (Awwal, Diwum, Siwum wa Chahrum): Vizarate Aamuzish wa Parvarish, Sazmane Pizuhish wa Barnameh Rezie Amuzishi, Khayabane Iranshahr, Tehran, Iran.
2. Nisab-e-Jadeed-e-Farsi:Jaiyyed Press, Ballimaran,Delhi.
3. Shamisa, Sirus:Anwa-e-Adabi,Intesharat-e Firdos,Tehran,Iran,2004.
4. Khanlari, Dr., Zahra:Dastur-e-Zaban-e-Farsi, Idarah-e-Adabiyat-e-Dehli, Jaiyyed press, Ballimaran,Delhi. 6.

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

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

### GENERIC ELECTIVES (GE-6): Spoken Persian – level 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
		Lecture	Tutorial	Practical/ Practice		
Spoken Persian-level 1	4	3	1	Nil	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students equipped with basics of Persian grammar
- To make the students able to read, write and speak fluently in Persian language
- To make the students interpret from English to Persian and vice versa

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be equipped with basics of Persian grammar
- By learning this course, the students will be able to read, write and speak fluently in Persian language
- By learning this course, the students will be able to interpret from English to Persian and vice versa

#### SYLLABUS OF GE-6

##### UNIT –I (15 Hours)

Applied Grammar:

- From the book: Let's Learn Persian (first half of the book; pp. 1-103)

##### UNIT – II (15Hours)

Communication:

- Name of Persian Days of the week
- Name of Persian Months, Time and date
- Name of colours in Persian
- Name of Animals, Birds, flowers in Persian

- Cardinal and Ordinal numbers
- Mode of Transportation

### UNIT – III (15 Hours)

- Translation and Interpretation

#### Essential/recommended readings:

1. Let's Learn Persian, NCPUL, MHRD, New Delhi.
2. Gargesh, R. Goswami, Translation and Interpretation, University of Delhi, Delhi.
3. Kumar, Rajinder, Elementary Persian Grammar, Harjit Publications, WS-3107/A, Mahindra Park, Delhi-110034.
4. English Farsi Phrasebook with useful wordlist, US Department of State, Washington DC.
5. Sufi, Abdul Aziz, Essentials of Persian Translation, Indo-Iran Society, Lal Kuan, Delhi-06, 1999.

#### Suggestive readings:

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

### GENERIC ELECTIVES (GE-7): An outline of the history of Persian language (Ancient times)

#### Credit 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		
An outline of the history of Persian language (Ancient times)	4	3	1	Nil	12 <sup>th</sup> Pass	

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To equip the students with the history of Persian language in ancient time.
- To familiarize the students with ancient Iranian languages like Old Persian, Avesta and Middle Persian (Pahlavi)

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to know about the history of Persian language in ancient time
- By learning this course, the students will be acquainted with ancient Iranian Languages like Old Persian, Avesta and Middle Persian (Pahlavi)

## **SYLLABUS OF GE-7**

### **UNIT–I (15 Hours )**

- Old Persian: Language and Literature Unani, Yehudi, Islamic and Iranian sources
- Achaemenid Empire
- Indo-European language family,
- Cuneiform Script, Avesta, Inscriptions etc

### **UNIT – II (15 Hours)**

- Development and Promotion of Persian language and step by step changes in languages and writing

### **UNIT – III (15Hours)**

- Middle Persian: Pahlavi language
- Sasanid Empire

### **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.



# DEPARTMENT OF URDU

## COURSES OFFERED BY DEPARTMENT OF URDU

### Category I

(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 Urdu (Honours) degree in three years]

#### DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – : STUDY OF CLASSICAL PROSE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Classical Prose	4	3	1	N.A.	Urdu in class XII or X	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of classical society of India through Urdu fiction and non-fiction.
- To give knowledge of fiction and non-fiction writing such as Dastan and Khutoot.
- 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-7

### UNIT – I (20 Hours)

1. Urdu Nasra ka Ahad-ba-Ahad Irteqa
2. Mir Amman ki Nasra Nigari
3. Rajab Ali Beg Suroor ki Nasra Nigari

### UNIT – II (20 Hours)

4. Fort William College ki Nasri Khidmat
5. Maktoob Nigari ka Fan
6. Ghalib ki Khutoot Nigari

### UNIT – III (20 Hours)

7. Baagh-o-Bahar - Mir Amman (Sair Chauthay Darvesh ki)
8. Fasana-e-Ajaib – Rajab Ali Beg Suroor (Aaghaz dastan se Anjuman Aara ki Shadi tak)
9. Intekhab-e-Khutoot Ghalib – Khaliq Anjum (Ibtidai 10 Khutoot)

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

### Essential/recommended readings

1. Khutoot-e-Ghalib
2. Bagh-o-Bahar
3. Fasana-e-Ajaib

### Suggestive readings

1. Tareekh-e-Adab Urdu – Jamil Jalibi
2. Dastan-e-Tareekh Urdu – Hamid Hassan Qadri
3. Urdu ki Nasri Dastanein – Gyan Chand Jain

4. Dastan se Novel Tak – Ibn Kanwal
5. Khutoot-e-Ghalib – Muqaddema, Ghulam Rasool Mehr
6. Tanqeedein – Khursheed-ul-Islam

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

## DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8): STUDY OF CLASSICAL GHAZAL

### 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 Classical Ghazal	4	3	1	N.A.	Urdu in Class XII or X	-

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of classical society of India through classical Ghazal.
- To give a glimpse of classical literature with special reference to Urdu Ghazal.
- Through classical Ghazal student can learn about lifestyle, rituals and customs of Indian society of 18<sup>th</sup> and 19<sup>th</sup> centuries.

### 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 -8

#### UNIT – I (15 Hours)

1. Ghazal ki Tareef aur Fanni Rewayat
2. Ghazal ka Aagaz-o-Irteqa
3. Wali Dakni ki Ghazal Goi
4. Sauda ki Ghazal Goi
5. Khwaja Mir Dard ki Ghazal Goi

#### UNIT – II (15 Hours)

6. Mir Taqi Mir ki Ghazal Goi
7. Aatish ki Ghazal Goi
8. Momin ki Ghazal Goi
9. Ghalib ki Ghazal Goi
10. Ilm-e-Byan, Sana-e-Lafzi, Sana-e-Manvi

### UNIT – III (15 Hours)

#### NISAB:

- Wali Dakni:** (i) Kiya mujh ishq ne zalim ko aab aahista aahista  
(ii) Woh sanam jab soon basa deeda-e-hairan me aa  
(iii) Tujh lab ki shifat laal-e-badakhsan soon kahunga
- Sauda:** (i) Gul phenke hain auron ki taraf balki samar bhi  
(ii) Naseem bhi tere kuche me aur saba bhi hai  
(iii) Jo guzari mujh pe na us se kaho huaa so huaa
- Dard:** (i) Arz-o-Sama kahan teri wusat ko pa sake  
(ii) Ham tujh se kis hawas ki falak ki justjoo karen  
(iii) Tohmaten chand apne zimme dhar chale

(Matn ki Tadrees)

### UNIT – IV (15 Hours)

- Mir Taqi Mir:** (i) Jis sar ko ghuroor aaj hai yaan taajwari ka  
(ii) Tha mustear husn se us ke jo noor tha  
(iii) Ranj khinche the daagh khaye the
- Aatish:** (i) Yeh aarzoo thi tujhe gul ke rubaru kartey  
(ii) Ishq ke saude se pahle dard-e-sar koi na tha  
(iii) Sar mein haway-e-kucha-e-dildaar le chale
- Momin:** (i) Asar us ko zara nahi hota  
(ii) Nawak andaz jidhar deeda-e-jaana honge  
(iii) Thaani thi dil me ab na milenge kisi se ham
- Ghalib:** (i) Aah ko chahiye ek umra asar hone tak  
(ii) Ishrat-e-qatra hai dariya me fana ho jana  
(iii) Sab kahan kuchh lala-o-gul me numayan ho gayeen

(Matn ki Tadrees)

(Matn ki Tadrees)

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

1. Classical Ghazal ka Motala'a – M.R. Publication

#### Essential/recommended readings

1. Urdu Shairi ka Fanni Irteqa – Dr. Farman Fatehpuri
2. Urdu Ghazal – Kamil Qureshi
3. Ghazal aur Motaghazalen – Abul Lais Siddiqui
4. Ghazal aur Motalaa-e-Ghazal – Ibadat Bareilvi
5. Ghazal ki sarguzist – Akhtar Ansari
6. Maashir Adab ke Pesh Roo – Mohammad Hassan
7. Urdu Ghazal ke Aham Mod – Shamsh-ur-Rahman Farooqi
8. Urdu Ghazal – Yusuf Hussain Khan

#### Suggestive readings (if any)

1. Dilli ka Dabistan-e-Shairi – Noorul Hasan Hashmi
2. Urdu Adab ki Tanqeedi Tareekh – Prof. Ehtesham Husain

## DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9): STUDY OF PROSE WRITER SIR SYED AHMED KHAN

### Credit 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 Prose writer Sir Syed Ahmed Khan	4	3	1	N.A.	Urdu in Class XII or X	-

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of literary movements through Sir Syed and his writings.
- To give a glimpse of political and social thoughts of Sir Syed for nation making.

### 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-9

#### UNIT – I (20 Hours)

1. Sir Syed: Sawaneh aur Shakhshiyat
2. Ali Gharh Tahreek aur Urdu Adab

#### UNIT – II (20 Hours)

3. Sir Syed ki Nasri Khidmaat
4. Sir Syed ki inshaiah Nigari
5. Ali Gharh Tahreek Aaghaz-o-Irteqa

#### UNIT – III (20 Hours)

##### INTEKHAB:

6. Intekhab Mazameen-e-Sir Syed – Maktba Jamia Limited  
Hamdard, Bahas-o-Takraar, Guzara Huaa Zamana, Khushaamad, Umeed ki Khushi, Sarab-e-Hayat (Matn ki Tadrees)

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

## Essential/recommended readings

1. Intekhab Mazameen-e-Sir Syed – Maktba Jamia Limited

## Suggestive readings

1. Hayat-e-Javed – Altaf Husain Hali
2. Mutala-e-Sir Syed Ahmed Khan – Maulvi Abdul Haq
3. Sir Syed Ahmed Khan – Khaleeq Ahmad Nizami
4. Sir aur Unke Namwar Rofqa – Syed Abdullah
5. Sir Syed Ahmed aur Unka Ahed – Suraiyya Hussain
6. Ali Garh Tahreek – Naseem Qureshi

## Category II

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

**(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Major discipline)**

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): STUDY OF URDU FICTION-SHORT STORY

#### CREDIT 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-Short Story	4	3	1	N.A.	Urdu in class X or XII	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Short Story.
- To give a glimpse of modern literature with special reference to Urdu Short Story.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.

- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC-3

#### SHORT STORY:

##### UNIT – I (10 Hours)

1. Afsane ki Tareef aur uska Fan
2. Urdu Afsane ka Aaghaz-o-Irteqa
3. Taraqqi Pasand Afsana Nigari

##### UNIT – II (15 Hours)

4. Prem Chand ki Afsana Nigari
5. Krishn Chander ki Afsana Nigari
6. Saadat Hassan Manto ki Afsana Nigari
7. Ghulam Abbas ki Afsana Nigari

##### UNIT – III (15 Hours)

8. Ahmad Nadeem Qasmi ki Afsana Nigari
9. Hayatullah Ansari ki Afsana Nigari
10. Intezar Husain ki Afsana Nigari
11. Kafan - Prem Chand (Matn ki Tadrees)
12. Maha Lakshmi ka Pul- Krishn Chander (Matn ki Tadrees)

##### UNIT – IV (20 Hours)

13. Tooba Tek Singh - Manto (Matn ki Tadrees)
14. Aanandi - Ghulam Abbas (Matn ki Tadrees)
15. Raees Khana - Ahmad Nadeem Qasmi (Matn ki Tadrees)
16. Aakhiri Koshish - Hayatullah Ansari (Matn ki Tadrees)
17. Aakhiri Aadmi - Intezar Husain (Matn ki Tadrees)

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

#### Essential/recommended readings

1. Urdu ke Terah Afsane – Athar Parvez – Educational Book House, Aligarh

#### Suggestive readings

1. Naya Afsana – Waqar Azeem
2. Dastan se Afsane Tak – Waqar Azeem
3. Urdu Nasra ka Fanni Irteqa – Dr. Farman Fatehpuri
4. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
5. Urdu Fiction – All Ahmad Suroor
6. Prem Chand Kahani ka Rahnuma – Jafar Raza
7. Urdu Afsane ki Himayat me – Shamsur Rahman Faruqi
8. Urdu Afsana Fanni-o-Takniki Motala'a – Nighat Rehana Khan

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



**(Multidisciplinary Courses for Undergraduate Programme of study with Urdu discipline as one of the Core Disciplines)**  
**(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as Major discipline)**

**DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): STUDY OF CLASSICAL POETRY**

**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 Classical Poetry	4	3	1	N.A.	Urdu in Class XII or X	-

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of Classical society of India through Classical Poetry.
- To give knowledge of literature such as classical Ghazal, Qasida, Marsia, and Masnvi.
- To give a glimpse of classical literature with special reference to Urdu Poetry.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

**SYLLABUS OF DSC- 4**

**UNIT – I (30 Hours)**

**GHAZALIAAT:**

**1. Wali Dakni**

- Dil ko lagti hai dilruba ki ada
- Jise ishq ka teer-e-kaari lage

**2. Sauda**

- Jo guzari mujh pe mat us se kaho, hua so hua
- Naseem bhi tere kuche me aur saba bhi hai

**3. Dard**

- Madrsa yaa dair tha, yaa kaba yaa butkhana tha
- Ham tujhse kis hawas ki falak ki justjoo karen

**4. Mir Taqi Mir**

- Hasti apni hubab ki si hai
- Ukti ho gayi sab tadbiren kuchh na dawa ne kaam kiya

**5. Ghalib**

- Yeh na thi hamari qismat ke visal-e-yaar hota
- Aah ko chahiye ik umra asar hone tak

(Matn ki Tadrees)

(Matn ki Tadrees)

**UNIT – II (10 Hours)**

**MASNAVI:**

6. **Meer Hasan** – Masnavi Saharul-bayan (Dastan taiyari me bagh ki)  
(Matn ki Tadrees)

**UNIT – III (10 Hours)**

**MARSIA:**

7. **Mir Anees** – Subah-e-Shahadat ( Jab raat ibaadat me basar ki shah-e-deen)  
(Matn ki Tadrees)

**UNIT – IV (10 Hours)**

**QASIDA:**

8. Sheikh Ibrahim Zauq – (Zahe Nishat agar kijiey ise tahreer) (Matn ki Tadrees)

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

**Essential/recommended readings**

1. Intikhab-e-Manzumat Hissa Dom – Uttar Pradesh Urdu Akademi, Lucknow
2. Shaoor-e-Adab – Maktba Jamia Limited, New Delhi

**Suggestive readings (if any)**

1. Tareekh-e-Adab Urdu – Aijaz Husain
2. Urdu Adab ki Tareekh – Noorul Hasan Naqvi
3. Urdu Shairi ka Fanni Irteqa – Farman Fatehpuri
4. Ghazal aur Motghazaleen – Abullais Siddiqui
5. Urdu Qasidah Nigari ka Tanqeedi Jayeza – Mahmood Ilahi
6. Urdu Masnvi ka Irteqa – Masihuz Zaman
7. Mawazna-e-Anees-o-Dabeer – Shibli Nomani

### Category III

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

(For e.g. courses for B.A. Programmes with Urdu (discipline's name) as non-Major or Minor discipline)

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-3): STUDY OF URDU FICTION-SHORT STORY**

#### **CREDIT 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-Short Story	4	3	1	N.A.	Urdu in class X or XII	-

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu Short Story.
- To give a glimpse of modern literature with special reference to Urdu Short Story.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### **SYLLABUS OF DSC-3**

##### **SHORT STORY:**

##### **UNIT – I (10 Hours)**

1. Afsane ki Tareef aur uska Fan
2. Urdu Afsane ka Aaghaz-o-Irteqa
3. Taraqqi Pasand Afsana Nigari

##### **UNIT – II (15 Hours)**

4. Prem Chand ki Afsana Nigari
5. Krishn Chander ki Afsana Nigari
6. Saadat Hassan Manto ki Afsana Nigari
7. Ghulam Abbas ki Afsana Nigari

### UNIT – III (15 Hours)

9. Ahmad Nadeem Qasmi ki Afsana Nigari
10. Hayatullah Ansari ki Afsana Nigari
11. Intezar Husain ki Afsana Nigari
12. Kafan - Prem Chand (Matn ki Tadrees)
13. Maha Lakshmi ka Pul- Krishn Chander (Matn ki Tadrees)

### UNIT – IV (20 Hours)

14. Tooba Tek Singh- Manto (Matn ki Tadrees)
15. Aanandi - Ghulam Abbas (Matn ki Tadrees)
16. Raees Khana - Ahmad Nadeem Qasmi (Matn ki Tadrees)
17. Aakhiri Koshish - Hayatullah Ansari (Matn ki Tadrees)
18. Aakhiri Aadmi - Intezar Husain (Matn ki Tadrees)

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

### Essential/recommended readings

1. Urdu ke Terah Afsane – Athar Parvez – Educational Book House, Aligarh

### Suggestive readings

1. Naya Afsana – Waqar Azeem
2. Dastan se Afsane Tak – Waqar Azeem
3. Urdu Nasra ka Fanni Irteqa – Farman Fatehpuri
4. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
5. Urdu Fiction – All Ahmad Suroor
6. Prem Chand Kahani ka Rahnuma – Jafar Raza
7. Urdu Afsane ki Himayat me – Shamsur Rahman Faruqi
8. Urdu Afsana Fanni-o-Takniki Motala'a – Nighat Rehana Khan

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-7) ELEMENTARY 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
		Lecture	Tutorial	Practical/ Practice		
Elementary Urdu	4	3	1	NA	Basic knowledge of Urdu	-

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give a simple taste of Urdu language and literature
- To give a communication skill in Urdu language.

#### 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 GE-7

##### UNIT – I (15 Hours)

##### Ghazaliyat:

- |  |                   |
|--|-------------------|
| 1. Mir darya hai sune sheir – Mir Taqi Mir   | (Matn ki Tadrees) |
| 2. Ye na thi hamari qismat - Ghalib          | (Matn ki Tadrees) |
| 3. Sitaro se aage Jahan aur bhi hain - Iqbal | (Matn ki Tadrees) |

##### UNIT – II (20 Hours)

##### Mazameen:

- |   |                   |
|---|-------------------|
| 4. Sawere jo kal ankh meri khuli – Patras Bukhari | (Matn ki Tadrees) |
| 5. Ji aaya sahab – Saadat Hassan Manto            | (Matn ki Tadrees) |

**UNIT – III (20 Hours)**

**Manzumat:**

- |   |                   |
|---|-------------------|
| 7. O des se aane wale bata – Akhtar Shirani | (Matn ki Tadrees) |
| 8. Awara - Majaz                            | (Matn ki Tadrees) |
| 9. Gulon me rang bhare – Faiz               | (Matn ki Tadrees) |

**Note:** Shairon aur Nasri takhleeqkaron ke mukhtsar sawanehi haalat aur fanni khushusiyat par bhi roshni daali jaye.

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

**Essential/recommended readings**

1. Urdu ki nai kitab part-2

**Suggestive readings**

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

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

## GENERIC ELECTIVES (GE-8): STUDY OF NAZIR AKBARABADI

### CREDIT 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			
Study of Poet Nazir Akbarabadi	4	3	1	N.A.			URDU

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of Urdu Poetry of eighteenth century.
- To give a glimpse of Ganga-Jamuni culture. A best brotherhood of Indian society.

### 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 GE-8

#### UNIT – I (30 Hours)

1. Nazir Akbarabadi: Sawaneh aur Shakhshiyat
2. Nazir Akbarabadi: Fikr-o-Fan
3. Nazir Akbarabadi aur Awami Rewayat
4. Nazir Akbarabadi ki nazm nigari

#### UNIT – II (30 Hours)

##### DARZ ZEL NAZMO KI TADREES:

5. Muflisi
6. Banjaranama
7. Aadminama
8. Diwali
9. Rotinama
10. Barsaat ki bahaarein

(Matn ki Tadrees)

Practical component (if any) - NIL

**Essential/recommended readings**

1. Intekhab-e-Manzumaat (Part-I ) by Uttar Pradesh Urdu Academy
2. Muntkhab Nazmein - by Uttar Pradesh Urdu Academy

**Suggestive readings**

1. Urdu Shairi ka Fanni Irteqa – Farman Fatehpuri
2. Asnaf-e-Adab Urdu – Edited by Qamar Raees and Khaleeq Anjum
3. Urdu Adab ki Tanqeedi Tareekh – Ehtesham Hussain
4. Rooh-e-Nazir – Syed Mehmood Rizvi Makhmurabadi
5. Intekhab-e-Nazir Akbarabadi – Moqaddema: Rashid Hassan Khan
6. Nazir Akbarabadi – Mohammad Hassan
7. Diwan Nazir Akbarabadi – Mirza Farhatullah Begh
8. Nazir ka Aawaza-e-Buland – Mohammad Zakir
9. Nazir Akbarabadi unka Ahed aur Shairi



## GENERIC ELECTIVES (GE-9: STUDY OF SHORT STORY WRITER PREMCHAND)

### CREDIT 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		
Study of Short Story Writer Premchand	4	3	1	N.A.	-	-

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give knowledge of contemporary society of India through Urdu fiction.
- To give knowledge of literature such as Urdu Afsana.
- To give a glimpse of literature with special reference to Urdu 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 GE-9

#### UNIT – I (30 Hours)

1. Premchand: Sawaneh aur Shakhshiyat
2. Premchand ki Afsana Nigari
3. Premchand ke Afsano mein Dehati Manzarnama
4. Premchand ki Haqiqat Nigari
5. Premchan ka Usloob Byan

#### UNIT – II (30 Hours)

##### DARZ ZEL MATN KI TADREES:

6. Bade Ghar ki Beti
7. Hajj-e-Akbar
8. Burhi Kaaki
9. Nijaat
10. Kafan
11. Poos ki Raat

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

**Essential/recommended readings**

1. Premchand ke Numaindah Afsane – Compiled by Qamar Raees

**Suggestive readings -**

1. Munshi Premchand: Shakhshiyat aur Karnaame – Qamar Raees
2. Premchand: Fikr-o-Fan – Qamar Raees
3. Urdu Afsana Rewayat aur Masail – Gopi Chand Narang
4. Urdu Nasr ka Fanni Irteqa – Farman Fatehpuri
5. Prem Chand Kahani ka Rehnuma – Jafar Raza
6. Premchand Ek Naqeeb – Jafar Raza
7. Premchand Tanqeedi Motala'a – Qamar Raees
8. Fiction ke Fankar: Premchand – Shakeelur Rahman
9. Premchand aur unki Afsana Nigari – Mohd Akbaruddin Siddiqi



**REGISTRAR**

## UNIVERSITY OF DELHI

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

Dated: 14.03.2023

**NOTIFICATION**Sub: Amendment to Ordinance V[E.C Resolution No. 38-1/ (38-1-1) dated 08.12.2022]

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

**Add the following:**

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

**FACULTY OF ARTS****Department of Arabic****Category-I****BA (Hons.) Arabic**

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

## SYLLABUS OF DSC-4

### Unit 1 (15 Hours)

- **Reading and Comprehension**

Lessons 1-4

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

### Unit 2 (15 Hours)

- **Reading and Comprehension**

Lessons 5-8

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

### Unit 3 (15 Hours)

- **Reading and Comprehension**

Lessons 9-13

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

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

### Essential/recommended readings

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

### Suggestive readings

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

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

## DISCIPLINE SPECIFIC CORE COURSE – 5 ELEMENTARY ARABIC GRAMMAR

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

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

## SYLLABUS OF DSC-5

### Unit 1 (15 Hours)

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

### Unit 2 (15 Hours)

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

### Unit 3 (15 Hours)

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

- Complete conjugation of أبواب الفعل الثلاثي المزيد فيه

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

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

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

4. عبدالستار خان : عربي كا معلم ، دهلي

5. علي جارم ومصطفى أمين: النحو الواضح، القاهرة

6. أنطوان الدحداح: معجم تصريف الأفعال العربية، دهلي

#### **Suggestive readings**

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

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

## DISCIPLINE SPECIFIC CORE COURSE – 6 ELEMENTARY ARABIC TRANSLATION

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

### SYLLABUS OF DSC-6

#### Unit 1 (15 Hours)

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

خير & مبتدأ

- المركب الإشاري
- المركب الإضافي
- المركب الوصفي

#### Unit 2 (15 Hours)

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

### Unit 3 (15 Hours)

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

### Practical component (if any) - NIL

### Essential/recommended readings

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

4. عبدالستار خان : عربي كا معلم ، دهلى

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

### Suggestive readings

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

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

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



## Category II

B.A. Programmes with Arabic as Major discipline

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

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

##### Unit 1 (15 Hours)

##### Arabic Text-1

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

##### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Unit 2 (15 Hours)

### Arabic Text-2

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

### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Unit 3 (15 Hours)

### Comprehension & Applied Grammar

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

### Prescribed Book:

القراءة الواضحة (الجزء الأول)

مولانا وحيد الزمان قاسمي كير انوي

## Practical component (if any) - NIL

## Essential/recommended readings

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

3. علي جارم ومصطفى أمين: النحو الواضح، القاهرة

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

## Suggestive readings

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

3. مولانا عبد الماجد الندوي: معلم الإنشاء، لکنؤ

4. عبد الستار خان: عربی کا معلم، دہلی

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

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

**Unit 1 (15 Hours)**

**Arabic Text**

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

**Prescribed Book:**

My Arabic Reader  
Elementary Level  
Dr. Wali Akhtar Nadwi

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

### **Grammar:**

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

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

### **Translation:**

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

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

### **Essential/recommended readings**

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

### **Suggestive readings**

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

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

### Category III

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

After completing this course the learner will be able to:

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

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

##### Unit 1 (15 Hours)

##### Arabic Text

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

##### Prescribed Book:

My Arabic Reader  
Elementary Level

Dr. Wali Akhtar Nadwi

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

### **Grammar:**

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

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

### **Translation:**

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

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

### **Essential/recommended readings**

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

### **Suggestive readings**

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

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

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

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

### SYLLABUS OF G.E.-4

#### Unit 1 (15 Hours)

##### Lessons on Alphabet

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

## Unit 2 (15 Hours)

### • Questions

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

### • Travel:

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

### • Hospital:

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

## Unit 3 (15 Hours)

### Vocabulary related to Shopping:

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

### Practical component (if any) - NIL

### Essential/recommended readings

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

### Suggestive readings

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

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



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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

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

## SYLLABUS OF G.E.-5

### Unit 1 (15 Hours)

#### Grammar & Translation topics:

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

### Unit 2 (15 Hours)

**Grammar & Translation topics:**

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

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

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

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

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

**Suggestive readings**

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

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

By studying this course the student will be able to:

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

## SYLLABUS OF G.E.-5

### Unit 1 (15 Hours)

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

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

### Unit 2 (15 Hours)

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

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

### Unit 3 (15 Hours)

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

- At home
- At grocery shop
- In the bank

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

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

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

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

#### **Suggestive readings**

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

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

## **DEPARTMENT OF BUDDHIST STUDIES**

### **Category-II**

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

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

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

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

##### **Objective**

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

##### **Outcome**

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

##### **Course content**

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

##### **Essential Readings**

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

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

### Suggested Readings

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

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

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

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

### COURSE NAME : MAHAYANA BUDDHIST PHILOSOPHY

#### Objective

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

### Outcome

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

### Course content

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

### Essential Readings

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

### Suggested Readings

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

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

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

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

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

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

**Objective**

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

**Outcome**

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

**Course content**

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



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

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

### Suggested Readings

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

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

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

**UNIT – II (15 Hours)**

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

### UNIT – III (15 Hours)

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

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

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

### Suggestive readings:

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

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

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

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

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

## Learning Objectives:

The Learning Objectives of this course are as follows:

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

## Learning outcomes:

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSC- 5

### UNIT – I (15 Hours)

1. Christopher Marlowe: *Doctor Faustus*

### UNIT – II (15 Hours)

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

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

**Suggestive readings (if any):**

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

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

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

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

## UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

## UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

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

### **Suggestive readings:**

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

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

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

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

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

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

#### **Learning Objectives:**

The Learning Objectives of this course are as follows:

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

#### **Learning outcomes:**

The Learning Outcomes of this course are as follows:

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

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

##### **UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

##### **UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

### UNIT – III (15 Hours)

3. Aphra Behn: *The Rover*

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

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

**Suggestive readings** (if any):

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

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

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

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

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

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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



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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSC-6

#### UNIT – I (15 Hours)

1. Alexander Pope: *Rape of the Lock*

#### UNIT – II (15 Hours)

2. Jonathan Swift: *Gulliver's Travels*

#### UNIT – III (15 Hours)

3. Oliver Goldsmith: *The Vicar of Wakefield*

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

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

#### Suggestive readings:

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

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

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

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

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

**Category III**

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

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

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

**Learning Objectives:**

The Learning Objectives of this course are as follows:

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

**Learning outcomes:**

The Learning Outcomes of this course are as follows:

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

**SYLLABUS OF DSC- 5**

**UNIT – I (15 Hours)**

1. Christopher Marlowe: *Doctor Faustus*

**UNIT – II (15 Hours)**

2. William Shakespeare: *Macbeth*

**UNIT – III (15 Hours)**

3. Aphra Behn: *The Rover*

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

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

**Suggestive readings** (if any):

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

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

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

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

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

**Pool of General Electives (GE) Courses  
Offered by Department of English for  
EVEN SEMESTER**

***Category-IV***

### GENERIC ELECTIVES (GE-7) MARGINALITIES IN INDIAN WRITING

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

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE-8

### UNIT – I (15 Hours)

#### Caste

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

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

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

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

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

### UNIT – II (15 Hours)

#### Disability

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

### **UNIT – III (15 Hours)**

#### **Tribe**

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

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

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

#### **Suggestive readings:**

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

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



## GENERIC ELECTIVES (GE-8) INDIAN CLASSICAL LITERATURE

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE-9

#### UNIT – I (15 Hours)

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

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

## UNIT – II (15 Hours)

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

## UNIT – III (15 Hours)

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

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

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

### Suggestive readings:

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

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

## GENERIC ELECTIVES (GE-9) TWENTIETH CENTURY DRAMA

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

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE- 10

### UNIT – I (15 Hours)

1. Bernard Shaw: *Saint Joan*

### UNIT – II (15 Hours)

2. Arthur Miller: *Death of a Salesman*

### UNIT – III (15 Hours)

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

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

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

### Suggestive readings:

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

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

## GENERIC ELECTIVES (GE-10) CINEMATIC ADAPTATIONS OF LITERARY TEXTS

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE- 11

#### UNIT – I (15 Hours)

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

#### UNIT – II (15 Hours)

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

### UNIT – III (15 Hours)

5. Mario Puzo: *The Godfather*

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

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

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

#### **Suggestive readings:**

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

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

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

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

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

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

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

### GENERIC ELECTIVES (GE-11) TRAVEL WRITINGS

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

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE- 12

### UNIT – I (15 Hours)

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

### UNIT – II (15 Hours)

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

### UNIT – III (15 Hours)

3. Ved Mehta: *Walking the Indian Streets*

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

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

### Suggestive readings:

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

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

## GENERIC ELECTIVES (GE-12) CONTEMPORARY INDIA: WOMEN AND EMPOWERMENT

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE- 13

#### UNIT – I (15 Hours)

##### Concepts

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

- Patriarchy -- history of the efforts to undo feminism

### ESSENTIAL READINGS:

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

### UNIT – II (15 Hours)

#### Intersections

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

### ESSENTIAL READINGS:

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



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

### **UNIT – III (15 Hours)**

#### **Histories**

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

#### **ESSENTIAL READINGS:**

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

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

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

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

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

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

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

### Suggestive readings:

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

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

### GENERIC ELECTIVES (GE-13) CULTURE & THEORY

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF GE- 14

### **UNIT – I (15 Hours)**

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

### **UNIT – II (15 Hours)**

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

### **UNIT – III (15 Hours)**

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

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

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

#### **Suggestive readings:**

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

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

## GENERIC ELECTIVES (GE-14) LIFE AND LITERATURE

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE-15

#### UNIT – I (15 Hours)

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

#### UNIT – II (15 Hours)

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

#### UNIT – III (15 Hours)

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

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

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

**Suggestive readings:**

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

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

### GENERIC ELECTIVES (GE-15) INDIVIDUAL AND

#### SOCIETY Credit distribution, Eligibility and Pre-requisites of

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

#### SYLLABUS OF GE- 16

##### UNIT – I (15 Hours)

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

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

## **UNIT – II (15 Hours)**

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

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

## **UNIT – III (15 Hours)**

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

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

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

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

#### **Suggestive readings:**

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

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

## **Generic Electives Language Courses for Semester-II (to be offered in Flip Mode)**

**GE Language Courses, as approved for Semester-I, will also run in Semester-II, as these courses are offered in the Flip mode.**

**Their titles are as follows:**

**GE Language 1 - English Language Through Literature-I**

**GE Language 2 - Digital Communication-1**

**GE Language 3 - English Fluency -I**

**GE Language 4 - Developing English Language Skills-I**

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

**SYLLABUS OF DSC-4**

**UNIT – I (15 Hours)**

**UNIT I: Covering news and Interviewing**

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



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

## **UNIT – II (15 Hours)**

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

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

## **UNIT – III (15 Hours)**

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

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

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

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

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

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

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

### **Suggestive readings-**

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

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

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

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

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

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

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

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

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

### **Learning Objectives**

The Learning Objectives of this course are as follows:

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

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

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSC- 5**

### **UNIT – I (15 Hours)**

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

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

### **UNIT – II (15 Hours)**

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

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

## **UNIT – III (15 Hours)**

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

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

**Practical component (if any) -**

**Essential/recommended readings-**

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

**Suggestive readings (if any)-**

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

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSC-6**

### **UNIT – I (15 Hours)**

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

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

### **UNIT – II (15 Hours)**

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

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

## **UNIT – III (15 Hours)**

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

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

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

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

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

#### **Suggestive readings-**

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

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

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

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

**SYLLABUS OF GE-**

**UNIT – I (15 Hours)**



## **UNIT I: Understanding Culture**

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

## **UNIT – II (15 Hours)**

### **UNIT II: Representation**

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

## **UNIT – III (15 Hours)**

### **UNIT III: Audiences**

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

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

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

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

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

**Suggestive readings-**

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

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

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the contemporary media practices through contemporary debates.

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF GE-11

#### **UNIT – I (15 Hours)**

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

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

#### **UNIT – II (15 Hours)**

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

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

### **UNIT – III (15 Hours)**

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

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

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

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

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

#### **Suggestive readings-**

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

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

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE-12

### UNIT – I (15 Hours)

#### Unit 1 Introduction to Sports:

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

### UNIT – II (15 Hours)

#### Unit 2: Sports Policy making

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

### UNIT – III (15 Hours)

#### Unit 3: Sports Reporting:

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

**Practical component (if any) -**

**Essential/recommended readings-**

**Suggestive readings-**

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

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

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

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF GE-13

### UNIT – I (15 Hours)

#### UNIT I: Language of Cinema

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

#### Recommended Screenings:

1. Rear Window (1954) Alfred Hitchcock (Language of Cinema)
2. Battleship Potempkin (1925) Sergei Eisenstein (Language of Cinema)
3. Man with a Movie Camera (1929) Dziga Vertov

### UNIT – II (15 Hours)

#### UNIT II: History of Cinema

- German Expressionism and Film Noir
- Italian Neo-realism
- French New-Wave
- Genre and the development of Classical Hollywood Cinema (Western, Film Noir, Musicals)
- Beginning of Indian Cinema (Phalke, Silent Cinema)
- Arrival of Sound to Post Independence Era
- The Indian New-Wave
- Globalisation and Indian Cinema

#### Recommended Screenings:

1. Rome Open City (1945) by Roberto Rossellini (Italian Neo Realism)
2. Metropolis (1927) Fritz Lang/ German Expressionism
3. Double Indemnity (1944) Billy Wilder (Film Noir)
4. Breathless (1960) Jean Luc Godard (French New Wave)

## **UNIT – III (15 Hours)**

### **UNIT III: Alternative Visions**

- Third Cinema
- Non Fiction Cinema
- Introduction to Feminist Film Theory
- Auteur- Film Authorship with a special focus on Satyajit Ray or Hitchcock

#### **Recommended Screenings:**

1. Pather Panchali (1954) Satyajit Ray
2. Clips from the hour of the Furnaces (1968) by Fernando Solanas
3. Battle of Algiers (1966) Gille Pontecorvo (Third cinema)
4. Nanook of the North (1922) Robert Flaherty (Non-Fiction Cinema)
5. Nishant (1975) Shyam Benegal (Indian New wave)
6. Pyaasa (1957) Guru Dutt
7. Mother India (1957) Mehboob Khan
8. Jagte Raho (1956) Raj Kapoor

#### **Practical component (if any) – Suggested Film screenings- 30 Hours**

Students are required to watch films associated with diverse film movements and critically analyse film texts. They are expected to watch at least one film from each unit and do a semiotic analysis of two scenes from each film.

Students are also required to refer to journals/blogs on the works of noted Indian film makers (Satyajit Ray, Guru Dutt, Shyam Benegal et.al)

Students should also undertake studies to examine debates in public sphere around commercial films. They can also have discussions in groups to enhance their understanding of visual language of cinema.

#### **Essential/recommended readings-**

1. Villarejo, Amy. *Film studies: The Basics*. Routledge, 2006. (For Unit I) P 1-54
2. A Nowell –Smith.G.*The Oxford History of World Cinema*. Oxford: Oxford University Press, 1996. (Unit II, III, IV)
3. Duggal, Menon & Bhattacharya. *Film Studies: An Introduction*, Worldview Publications, New Delhi, 2019. (For Unit I, II, IV and V)



4. Mishra, Vijay. Bollywood cinema: Temples of desire. Routledge, 2013. (Chapter 3, Chapter 4, Chapter 5)

#### **Suggestive readings-**

1. Anandam P. Kavoori & Punanthambekar Eds. *Global Bollywood*, New York: New York University Press. 2008. Pages 17-41, 223-240
2. Paul Schrader —Notes on Film Noir in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-17
3. Robert Stam, "The Cult of the Auteur," in *Film Theory: An Introduction*. Massachusetts & Oxford Blackwell Publishers: 2000
4. Andre Bazin, —The Ontology of the Photographic Image from his book: *What is Cinema* Vol. I Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
5. Sergei Eisenstein, —A Dialectic Approach to Film Form from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63
6. Tom Gunning, "Non-continuity, Continuity, and Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94
7. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17-34.
8. Richard Dyer —*Heavenly Bodies: Film Stars and Society* in *Film and Theory: An Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
9. Madhava Prasad. *Ideology of Hindi Film* New Delhi: Oxford University Press. 1998

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### **GENERIC ELECTIVES (GE-): 14 WAR REPORTING**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-14 War Reporting</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To train students to apply a historical perspective to the media coverage of conflict and war reporting.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to develop an in-depth awareness of the difficulties involved in conflict reporting while keeping in mind ethical standards to their analysis of conflict reporting as war and conflict journalists.

## **SYLLABUS OF GE-14**

### **UNIT – I (15 Hours)**

#### **Unit 1: Introduction**

- Conflict Reporting and War Reportage: Concepts
- Information warfare and dominance
- Issues & Obstacles in war reporting
- Dimensions of War Coverage: Organizations and Reporters
- Working lives of War Correspondents
- Components and themes in war reporting, construction of ‘enemy’
- Concept of ‘hybrid war’

### **UNIT – II (15 Hours)**

#### **Unit II: Issues**

- Risks and Risk Management, Threats to personal safety
- Objectivity, Rationality and accuracy of media coverage
- Competing narratives & Viewpoints
- Cultural differences in reporting the war on terror
- Challenges of reporting from a foreign land

### **UNIT – III (15 Hours)**

#### **Unit III: Challenges and Ethical Concerns**

- Media Opinions and Advocacy
- Contemporary changes in warfare & Media environment
- Women in war reporting: discrimination, derogatory attitudes, sexual harassment
- News Media Visuals, Images of death spectacle
- Technological developments and its uses in war
- Digital Platforms, blogs, Twitter, chats

### **Practical component (if any) – 30 Hours**

The students are expected to do projects, critically examining the coverage of wars in each phase of development of the media. The students must submit write ups on the reporting of wars in relation to the limitations of technology in each phase of the media beginning from the

coverage from the era of print journalism to the present times. Debates and discussions will be held on the issues of conflict and the role of international bodies in the call for peace. The students must submit projects on the ethical dimensions of war reporting with reference to global audiences and the pressures of professionalism vs. patriotism. They must write a critical report comparing the reportage of war on traditional/mainstream media with posts/reports on social media platforms of the Russian-Ukraine war and its implications on international politics and economy.

### **Essential/recommended readings-**

### **Suggestive readings-**

1. Armoudian, Maria. 2016. *Reporting from the Danger Zone: Frontline Journalists, Their Jobs and an Increasingly Perilous Future*. Introduction, Chapter Two & Conclusion
2. Wolfsfeld, Gadi. 2015. "Telling a Good Story." In *Making Sense of Media & Politics*. Routledge.
3. Galtung, Johan, and Dietrich Fischer. 2013. "High road, low road: Charting the course for peace journalism." *Johan Galtung*. Springer Berlin Heidelberg. 95-102.  
[http://reference.sabinet.co.za/webx/access/electronic\\_journals/track2/track2\\_v7\\_n4\\_a4.htm](http://reference.sabinet.co.za/webx/access/electronic_journals/track2/track2_v7_n4_a4.htm)
4. Jakobsen, Peter Viggo. 2000. "Focus on the CNN Effect Misses the Point: The Real Media Impact on Conflict Management is Invisible and Indirect." *Journal of Peace Research*. Vol. 37, No. 2 (p. 131-143).
5. Lance Bennett: *When the Press Fails*. University of Chicago Press. Introduction.
6. Cull, Nicholas. 2009. *Annals of the American Academy of Political and Social Science*. Vol. 616, Public Diplomacy in a Changing World (Mar., 2008), pp. 31-54.
7. Seib, Philip. 2010. "Transnational journalism, public diplomacy, and virtual states." *Journalism Studies* 5: 734-744.
8. Norris, Pippa. 2003. Montague Kern & Marion Just. "The Lessons of Framing Terrorism." In *Framing Terrorism*.
9. Bolt, Neville. 2011. "Conclusion." *From The Violent Image*. Columbia University Press.
10. Rutkin, Aviva. 2016. "Cyberwar becomes official." *New Scientist*.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-15): INVESTIGATIVE REPORTING

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-15 Investigative Reporting	4	3	0	1	Passed Class XII	NIL

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand and analyse the key areas of investigative journalism.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to creatively and meaningfully engage with the investigative journalism as investigative reporters.

### SYLLABUS OF GE-

#### UNIT – I (15 Hours)

##### Unit 1: Introduction to Investigative Journalism

- Investigative Reporting: History, Concept, Process & News values
- Investigative Journalist- Qualities, Career & Opportunities
- Use of Sting Operations, Internet / Social media, Right to Information for Investigative Reporting
- Case Study: Panama Papers and Watergate Scandal

#### UNIT – II (15 Hours)

##### Unit 2: Sources

- News Sources – Traditional and new media
- Confidentiality of Source (On/Off the record)
- Fact Checking Process
- Variables of Information: Sources; Social media feeds, eye witness, over hearing, propaganda, whistle blowers

## **UNIT – III (15 Hours)**

### **Unit 3: Ethical Issues and Concerns**

- Ethico-legal Coefficient
- Right to Privacy
- Accuracy & Conflict of Interest
- Plagiarism

**Practical component (if any)** - Teachers to give cases to students to investigate and file a project report. **-30 Hours**

Teachers to give cases to students to investigate and file a project report.

Students are required to thoroughly study noteworthy works in the history of investigative journalism in the global and Indian context. (For example, The Washington Post and the Guardian Report on the NSA surveillance in 2013, Open Magazine's publication of Nira Radia Tapes in 2010 etc.)

They should also undertake projects examining the ethical concerns associated with the works of the investigative journalists with a focus on sting operations in India.

#### **Essential/recommended readings-**

#### **Suggestive readings-**

1. Nazakat, Syed, A Manual for Investigative Journalism, Singapore: Drummond, 2010.
2. Pilger, John, Tell Me No Lies: Investigate Journalism and its Triumphs, New York: Vintage Digital, 2011.
3. Spark, David, Investigative Reporting: A Study in Technique, London: Focal Press, 2012.
4. Mazzett's, Mark, The way of the Knife: The CIA, a secret Army, and a war at the Ends of the Earth, New York: Penguin Press, 2014.
5. Gaines, William C., Investigative Journalism: Proven Strategies for Reporting the Story, Washington DC: CQ Press, 2007.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-16) CONTENT AND BRAND MARKETING

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-16 Content and Brand Marketing</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To learn the importance of content writing and brand marketing and the various ways in which strategies can be made using available tools to advertise and market content for brands.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to to advertise and market content for brands as marketing professionals in advertising and other related fields.

## SYLLABUS OF GE-16

### UNIT – I (15 Hours)

#### Unit I Foundational Concepts

- Content and brand marketing, scope and advantages
- Content Creation Framework
- ROI-focused meaningful content strategy
- Working with Influencers
- Understanding keywords

### UNIT – II (15 Hours)

#### Unit II Tools and Strategies

- Brand Strategy and Goals
- Organic and Paid Promotion
- Topic discovery and content creation

- Content promotion techniques
- SEO, blogs, newsletters, e-books, forums/discussion boards, videos, social media channels

### **UNIT – III (15 Hours)**

#### **Unit III Content Management**

- Audience discovery, personas and brand content styles
- Editorial calendar and maintenance
- Metrics and measurement
- Building an authority presence

**Practical component (if any)** - The students will conceive and produce content and brand marketing plans outlining goals and strategies. They will also use tools and techniques to create campaigns.

**30 Hours**

#### **Essential/recommended readings-**

1. Pam Didner. Global Content Marketing: How to Create Great Content, Reach More Customers, and Build a Worldwide Marketing Strategy that Works. 2014. McGraw Hill Education
2. Robert Rose, Joe Pulizzi. Managing Content Marketing The Real-World Guide for Creating Passionate Subscribers to Your Brand. 2017. CMI Books
3. Jan-Benedict Steenkamp. Global Brand Strategy World-wise Marketing in the Age of Branding. 2017. Palgrave Macmillan UK
4. Timothy Garrand. Writing for Multimedia and the Web: A Practical Guide to Content Development for Interactive Media. 2020. CRC Press

#### **Suggestive readings-**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-17) SOCIAL MEDIA AND GOVERNANCE

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>GE-17 Social Media and Governance</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	Passed Class XII	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the use of social media for governance by businesses and the government as well as the ethical issues and challenges faced in such communication on different platforms.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to receive practical know-how on understanding, implementing, and managing main stream social media tools (e.g., blogs and micro-blogs, social network sites, and content communities) from a public sector and private sector perspective for working as public policy and communication officers in various organisations.

## SYLLABUS OF GE-17

### UNIT – I (15 Hours)

#### Unit I Understanding governance and social media

- Key elements of governance through communication
- Social media in Business and Government, benefits and impact
- Influencing public and social perception
- Democracy and engagement
- Governance Transparency
- Developing Social Media Goals and Strategies

### UNIT – II (15 Hours)

#### Unit II Social Media Applications and Practices

- Virtual Campaigning and Outreach
- Health Communication



- Public Policy Dissemination
- Governance Feedback and Redressal
- Branding and Identity
- Crisis Management

### **UNIT – III (15 Hours)**

#### **Unit III Ethical and Regulatory Challenges**

- Digital Media Ethics Code
- Classified and sensitive information
- Misinformation, fake news, propaganda and political polarization
- Online hate speech
- AI, Bots and automation of information dissemination
- Data mining, issues of privacy and surveillance

**Practical component (if any)** - The students will prepare case studies of the use of social media for governance in Business and/or Government. **30 Hours**

#### **Essential/recommended readings-**

1. Jeremy Harris Lipschultz. *Social Media Communication: Concepts, Practices, Data, Law and Ethics*, 2020, Taylor and Francis
2. Asha Kaul, Vidhi Chaudhri. *Corporate Communication Through Social Media Strategies for Managing Reputation*. 2017, Sage
3. Bu Zhong. *Social Media Communication Trends and Theories*, 2021, Wiley
4. Lucinda L. Austin, Yan Jin. *Social Media and Crisis Communication*. 2017, Taylor and Francis
5. Staci M. Zavattaro, Thomas A. Bryer. *Social Media for Government Theory and Practice*. 2016, Taylor and Francis
6. Gohar F. Khan. *Social Media for Government: A Practical Guide to Understanding, Implementing, and Managing Social Media Tools in the Public Sphere*, 2017, Springer
7. Tim Highfield. *Social Media and Everyday Politics*. 2017. Polity Press
8. Joshua A. Tucker, Nathaniel Persily. *Social Media and Democracy: The State of the Field, Prospects for Reform*. 2020. Cambridge University Press

#### **Suggestive readings-**

1. Kerrie Harvey. *Encyclopaedia of Social Media and Politics*. Volume 2. 2013. Sage.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## **DEPARTMENT OF PERSIAN**

### **BA (Hons.) Persian**

#### **DISCIPLINE SPECIFIC CORE COURSE – 4: Persian Prose – Level II**

##### **Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose-Level - II	4	3	1	0	Class XII pass	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

1. To make students acquainted with some prose writers with their specimens of prose.
2. To equip the students with basic Persian prose writing.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, the students will be able to get acquainted with Persian prose writing by Iranian writers
- By studying this course, they shall get to know different prose styles by famous Iranian prose writers like Saadi Shirazi and Hakim Abu Ali Sina.

#### **SYLLABUS OF DSC-4**

##### **UNIT – I (9 Hours)**

- Benam-e-Khoda
- Murghabi-e-Laakposht
- Gurg-o-Gao
- Faryad Baraye Azadi
- Ba Haivanaat Mehrebaan Basheem
- Ferdausi
- Dehqan-e-Fidakaaar
- Rubah-o-Khuroos

##### **UNIT – II (9 Hours)**

- Sa'adi Shiraazi

- Dehqan-o-Gunjishk
- Umar Khayyam
- Sangpush-o-Gavazn
- Luqman Hakeem
- Neki-o-Badi
- Abu Ali Sina
- Madar Ra Dil Misuzad Dayi Ra Daman

#### UNIT – III (9 Hours)

- Life and works of Prose writers: Saadi Shirazi, Hakim Abu Ali Sina

#### UNIT – IV (9 Hours)

- Reading and writing of the lessons with their exercises given at the end of the chapters

#### UNIT – V (9 Hours)

- Translation of passages from Persian to English or Hindi or Urdu language and vice-versa of above mentioned writers

#### Essential/recommended readings:

1. Farsi Duvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
2. Farsi Sivvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
3. Farsi Chaharum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
4. Kitabe-Farsi Baraye Class hae diplom
5. Bagh-e-Mehrebaniha by Rahmat Dost, Mostafa. Madraseh Publication, Tehran, Iran, 1374 A.H./1995 A.D.

#### Suggestive readings

1. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi 110 006
2. Shafaq, Raza Zadeh: Tareekh-e-Adabyat-e-Iran, tr. by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### DISCIPLINE SPECIFIC CORE COURSE – 5: Introduction to Persian Poetry

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Persian Poetry	4	3	1	0	Class XII pass	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with some prominent poets with their specimen
2. To enable the students to know the basics of Persian poetry writing

### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, students will come to know the basics of Persian poetry writing
- By learning this course, students will be able to know the different poetic styles by famous Iranian poets like Abul Qasim Ferdausi, Saadi Shirazi and Umar Khayyam.

### SYLLABUS OF DSC- 5

#### UNIT – I (9 Hours)

- Benam-e-Khoda
- Kitab-e-Khoob
- Qudrat-e-Khoda
- Mihan-eKhish ra kuneem Abaad
- Rubah-o-Zaagh
- Subh
- Madar

#### UNIT – II (9 Hours)

- Darakhtkaari
- Khana-e-Maa
- Khursheed-e-Mehrebaan
- Az Khudam Ranjeedam
- Maiazaar Moori ki Daanekash Ast
- Gurg-o-Sag
- Ranj-o-Ganj

#### UNIT – III (9 Hours)

- Life and works of poets: Abul Qasim Ferdausi, Saadi Shirazi, Umar Khayyam

#### UNIT – IV (9 Hours)

- Reading and writing of the poems with their exercises given at the end of the chapters
- Write the stanzas into simple Persian

#### UNIT – V (9 Hours)

- Translation of stanzas from Persian to English or Hindi or Urdu language

### Essential/recommended readings:

1. Farsi Duvvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
2. Farsi Sivvum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
3. Farsi Chaharum-e-Dabistan, Vizarat-e-Amozish-e-Parvarish, Iran
4. Kitabe-Farsi Baraye Class hae diplom
5. Bagh-e-Mehrebaniha by Rahmat Dost, Mostafa. Madraseh Publication, Tehran, Iran, 1374 A.H./1995 A.D.

#### Suggestive readings:

1. Farsi Dastoor by Kiya Khanlari, Dr. Zehra. Idarah-eAdabiyat, Jayyed Press, Ballimaran, Delhi-110 006
2. Shafaq, Raza Zadeh : Tareekh-e-Adabyat-e-Iran, tr. by Syed Mubarizuddin Rafat, Nadvatul Musannefin, Urdu Bazar, Jama Masjid, Delhi-110 006. 1993.

### DISCIPLINE SPECIFIC CORE COURSE – 6: Introduction to Persian Rhetoric

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Persian Rhetoric	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To acquaint the students with Persian rhetoric.
2. To familiarize the students with Persian Asnaf-e-Sukhan.

#### Learning outcome:

- By learning this course, students will come to know the basics of Persian rhetoric.
- By learning this course, students will be able to know the different Asnaf-e-Sukhan prevalent in Persian poetry

#### SYLLABUS OF DSC-6

##### UNIT – I (9 Hours)

- Asnaf-e-Sukhan: Nazm, Sher, Ghazal, Matla, Maqta, Radeef

##### UNIT – II (9 Hours)

- Qafia, Takhallus, Qitaa, Rubai, Qasida-o-Ajzai Qasida

##### UNIT – III (9 Hours)

- Masnavi, Hamd, Naat, Manqabat, Marsia, Hajv

#### **UNIT – IV (9 Hours)**

- Sanaye-e-Maanvi: Tazad, Iyham, Mirat-un-Nazeer, Mushaklat, Laf-o-Nashr, Jam-o-Taqseem, Mubalgha, Tazmeen

#### **UNIT – V (9 Hours)**

- Sanaye-e-Lafzi: Tajnees, Tashbih, Esteara, Kinayah

#### **Essential/recommended readings:**

1. She'r-ul-Ajam, by Shibli Nomani, Vol. I-V, Shibli Academy, Azamgarh.
2. A History of Persian Language and Literature at the Mughal Court (Part I and II) Allahabad, 1929-30.
3. Aaina-e-Balaghat by Mohd Askari, Lucknow, 1937
4. Dars-e-Balaghat, NCPUL New Delhi 1997
5. Sirus Shamisa: Anwa'-e-Adabi, Intesharat-e-Firdos, Tehran, Iran, 1383/2004.

#### **Suggestive readings:**

1. A History of Persian Language by Ansari, Dr. Noorul Hasan. Idara-e-Adabiyat-e-Delhi, Delhi 110 006. Vol. I, 1982.

## Category II

### Persian Courses for Undergraduate Programme of study with Persian as one of the Core Disciplines

(B.A. Programmes with Persian as Major discipline)

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Persian Prose: Some Selections

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose: Some Selections	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Simple Persian Prose
2. To acquaint the students with Iranian culture through Modern Persian Prose

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted simple Persian prose
- By learning this course, the students will be acquainted with Iranian culture through samples of Modern Persian prose

#### SYLLABUS OF DSC-1

##### UNIT – I (9 Hours)

*Persian Prose: Some Selections*

The following lessons only:

- Faslha-i-Saal
- Zimistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nauruz

##### UNIT – II (9 Hours)

- Jashn-e-Mehregaan
- Jashn-e-Sadeh
- Firdausi

- Sa'di Shirazi
- Umar Khayyam (two parts)
- Chaupan-e-Durughgo

#### **UNIT – III (9 Hours)**

- Dahqaan-e-Fidakaar
- Shaban-o-Gusfand
- Kudak-e-Hushyaar
- Gawahi-e-Darakht
- Se Duzd-e-Harees
- Eidi

#### **UNIT – IV (9 Hours)**

- Comprehension and Translation from Persian to English, Hindi or Urdu

#### **UNIT – V (9 Hours)**

- Explanation of a chapter in English, Hindi, or Urdu

#### **Essential/recommended readings:**

1. Kitab-e-Farsi: Baraye Classha-e-Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.
2. Kitab-e-Farsi: Baraye Class-hae Diplom, Department of Persian, University of Delhi, Delhi-110 007.
3. Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III, Department of Persian, University of Delhi, Delhi-110 007
4. Nisab-e-Jadeed Farsi, Jayyad Press, Ballimaran, Delhi-110 006. -
5. Baghcheban, Saminah: Farsi Barai Ghair Farsi Zaban, Idarah-e-Adabiyat-e-Delhi, Ballimaran, Delhi.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## DISCIPLINE SPECIFIC CORE COURSE – 2: Introduction to Sufistic literature in India

### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sufistic literature in India	4	3	1	0	CLASS XII PASS	NIL

### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with the introduction of Sufistic literature of India
2. To acquaint the students with the life and works of famous Sufis of India

### Learning outcomes:

The Learning Outcomes of this course are as follows:

1. By learning this course, the students will be introduced with Sufistic literature of India
2. By learning this course, the students will get acquainted with the life and works of famous Sufis of India

### SYLLABUS OF DSC-1

#### UNIT – I (12 Hours)

- Kashf-ul Mahjub
- Life and works of Jalali Hujveri, Shaikh Abul-Hasan Ali bin Usman

#### UNIT – II (12 Hours)

- Khair-ul-Majalis
- Life and works of Nasiruddin Chiragh Delhi

#### UNIT – III (12 Hours)

- Fawaid-ul-Fuwad
- Life and works of Hazrat Nizamuddin Awliya

#### UNIT – IV (9 Hours)

- Introduction to History of Sufism in India
- Impact of Sufism on Indian society

**Essential/recommended readings:**

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Raf'at, Kutubkhana, Khurshidia, Urdu Bazar, Lahore, 2014.
2. Nizami, K. A., Tarikh-e-Masha'ikh-e-Chisht, Delhi, Idara-e-Adabiyat-e-Dilll (Urdu), 1980-5

### Category III

#### (B.A. Programmes with Persian as non-Major or Minor discipline)

#### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Persian Prose: Some Selections	4	3	1	0	Class XII pass	NIL

#### Learning Objectives:

The Learning Objectives of this course are as follows:

1. To equip the students with Simple Persian Prose
2. To acquaint the students with Iranian culture through Modern Persian Prose

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be acquainted simple Persian prose
- By learning this course, the students will be acquainted with Iranian culture through samples of Modern Persian prose

#### SYLLABUS OF DSC-1

##### UNIT – I (9 Hours)

##### *Persian Prose: Some Selections*

The following lessons only:

- Faslha-i-Saal
- Zimistan-o-Tabistan
- Bahar
- Mazandaran
- Ruznameh
- Jashn-e-Nauruz

##### UNIT – II (9 Hours)

- Jashn-e-Mehregaan
- Jashn-e-Sadeh
- Firdausi
- Sa'di Shirazi
- Umar Khayyam (two parts)
- Chaupan-e-Durughgo

##### UNIT – III (9 Hours)

- Dahqaan-e-Fidakaar
- Shaban-o-Gusfand
- Kudak-e-Hushyaar
- Gawahi-e-Darakht
- Se Duzd-e-Harees
- Eidi

#### **UNIT – IV (9 Hours)**

- Comprehension and Translation from Persian to English, Hindi or Urdu

#### **UNIT – V (9 Hours)**

- Explanation of a chapter in English, Hindi, or Urdu

#### **Essential/recommended readings:**

1. Kitab-e-Farsi: Baraye Classha-e-Muqaddemati, Department of Persian, University of Delhi, Delhi-110 007.
2. Kitab-e-Farsi: Baraye Class-hae Diplom, Department of Persian, University of Delhi, Delhi-110 007.
3. Kitab-e-Farsi: B.A. (Prog.), Part-I/II/III, Department of Persian, University of Delhi, Delhi-110 007
4. Nisab-e-Jadeed Farsi, Jayyad Press, Ballimaran, Delhi-110 006. -
5. Baghcheban, Saminah: Farsi Barai Ghair Farsi Zaban, Idarah-e-Adabiyat-e-Delhi, Ballimaran, Delhi.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

### Credit distribution, Eligibility and Pre-requisites of the Course:

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Intermediary level Persian	4	3	1	0	12 <sup>th</sup> Pass	Student should have studied GE-1 of 1 <sup>st</sup> semester

### Learning Objectives

The Learning Objectives of this course are as follows:

- To make the students equipped with intermediary level Persian
- To make the students more efficient to form Persian sentences
- To make the students more fluent in Persian language

### Learning outcomes

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be equipped with intermediary level Persian
- By learning this course, the students will be more efficient to form Persian sentences
- By learning this course, the students will be more fluent in Persian language

### SYLLABUS OF GE-4

#### UNIT – I (9 Hours)

- Use of verbs in Present, Past and Future tenses
- Opposite words
- Degrees
- Personal and Possessive Pronouns
- Objectives, Compound Verb and Relative Clause
- Present Participle
- Active and Passive Voice
- Conjugation
- Technical Words
- Translation: English to Persian and vice versa
- Text Reading and comprehension from chapter no.16 to 30 of book of Kitab-e-Farsi by Samina Baghcheban

## **UNIT – II (9 Hours)**

- Intermediary Persian Grammar:
- Use of Verbs in Present, Past and Future Tenses
- Degrees
- Personal and Possessive Pronouns
- Use of objectives
- Compound Verbs
- Relative Clause

## **UNIT – III (6 Hours)**

Conjugation:

- In Present, Past and Future Tenses

## **UNIT – IV (6 Hours)**

- Opposite Words
- Use of Technical Words in sentences

## **UNIT – V (6 Hours)**

- Translation from Persian to English.
- Translation from English to Persian. Reading of Unseen Paragraphs of Persian

## **UNIT – VI (9 Hours)**

- Chapter 16 to 30 from Kitab-e-Farsi by: Samina Baghcheban, Exercise of the chapters of the above book

### **Essential/recommended readings**

1. Samina Baghcheban: Kitab-e-Farsi, Idarah-e-Adabyat, Jayyad Press, Ballimaran, Delhi-110 006

### **Suggestive readings**

1. Kumar, Rajinder: Elementary Persian Grammar, Harjeet Publication, Delhi-110 034, 2009.

**GENERIC ELECTIVES (GE-5): Persian Translation of Indian writings during Mughal****Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Persian Translation of Indian writings during Mughal Period	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To equip the students with the literary and historical importance of Persian Translation of Indian writings during Mughal Period
- To familiarize the students with the social and cultural history of Mughal Period
- To provide the students introductory knowledge of Persian Translation of Indian writings during Mughal Period

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By learning this course, the students will be able to know about the literary and historical importance of Persian Translation of Indian writings during Mughal Period
- By learning this course, the students will be able to know the social and cultural history of Mughal Period
- By learning this course the, the students will be able to get the introductory knowledge of Persian Translation of Indian writings during Mughal Period

**SYLLABUS OF GE-5****UNIT – I (12 Hours)**

- Literary and historical importance of Persian translations of Indian works

**UNIT – II (9 Hours)**

- Social and cultural history of Mughal Period

### UNIT – III (12 Hours)

Introduction to the following translation works:

- Singhasan Battisi
- Mahabharata
- Lilawati
- Tarikh-i-Kashmir
- Moajam-ul-Buldan
- Baharul Asmar
- Har Bans
- Zeech-e-Mirzai
- Injeel
- Ramayana
- Kalila wa Dimneh
- Tuzuk-i-Baburi
- Jama-e-Rashidi
- Tajik
- Nuzhat ul Arwah wa Nuzhat ul Afrah
- Athardeen

### UNIT – IV (12 Hours)

Introduction to the following translators:

- Mulla Abdul Qadir Badayuni
- Abul Fazal Allami
- Mulla Husain Waiz
- Mir Fatehullah Shirazi
- Shaikh Mubarak
- Abul Faiz Faizi
- Abdul Rahim Khan i Khanan

### Essential/recommended readings

1. Shafaq, Razazadeh: Tarikh-e-Adabiyat-e-Iran, Translated in Urdu by Sayyed Mubarizuddin Rafat, Kutubkhana, Khurshidia, Urdu Bezar, Lahore, 2014.
2. Shibli Nomani: Shair-ul Ajam, Shibli Academy, Azamgarh (U.P.).
3. Sabahuddin, Abdur Rahman: Bazm-e-Taimuriah, Shibli Academy, Azamgarh, (U.P.).
4. Ansari, Nurul Hasan: Farsi Adab-be-Ahd-e-Aurangzeb, Department of Persian, University of Delhi, Delhi, 2006.
5. Ghani, M.A.: A History of Persian Language & Literature at the Mughal Court (Part I & II), Allahabad (U.P.), 1929-30.
6. Qasemi, S.H.: A Descriptive Catalogue of Persian Translations of Indian Works, National Mission for Manuscripts, Asila Offset Printers, Kucha Chelan, Darya Ganj, New Delhi, 2014



## **DEPARTMENT OF PHILOSOPHY**

### **Category I**

#### **Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline (B.A. Honours in Philosophy in three years)**

#### **DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – Fundamentals of Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Philosophy DSC 4	4	3	1	0	Class XII	NIL

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- The course is designed for the grasp of the fundamental problems of the subject from the writings of original philosophers.
- The course will analyse problems like the problem of existence, like what is there, and why is anything there, what is justice; the origin of ideas, how we think about the world, what is the self, etc.
- A broad and deep approach to the subject is envisaged, learning from sources spread across centuries and continents.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- The student will learn how original philosophers express themselves about the great problems of philosophy
- The student will acquire the skill of argumentation and the ability to find flaws in the arguments of the philosophers
- The student will improve the grasp in the subject matter
- The student's curiosity will be aroused to explore the subject further in a meaningful way

## SYLLABUS OF DSC-4

### UNIT 1: Being

(12 Hours)

1. What is Being?
2. Why does anything exist?

#### Essential/ Recommended Readings

Derek Parfit (1998) Why Anything? Why this? <https://www.lrb.co.uk/the-paper/v20/n02/derek-parfit/why-anything-why-this>

Selection from Aristotle's Metaphysics "The Process of Change" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 71-72

### UNIT 2: Ideas, Thought and World

(12 Hours)

1. The Origin of Ideas
2. What is thought?
3. Social Construction

#### Essential/Recommended Readings

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 143 – 145 (Section on Hume and Kant)

Donald Davidson's "The Problem of Objectivity" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 243-245

Paul Boghossian's "What is Social Construction" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) McGraw-Hill, pg. 245-248

### UNIT 3: Consciousness, Knowledge and Self

(12 Hours)

1. Perspectives on Consciousness and Knowledge
2. Perspectives on the Perception of Self

#### Essential/Recommended Readings

Mohanty, J. N. (1979). Consciousness and knowledge in Indian philosophy. *Philosophy East and West* 29 (1):3-10.

Matilal, Bimal Krishna (2002) The perception of Self in the Indian tradition. In J. Ganeri (ed.) *Mind, Language and World: The Collected Essays of Bimal Krishna Matilal*, OUP, pp. 299-314

### UNIT 4: Justice

(9 Hours)

1. What is Justice?
2. Might is Right or Right is Might?

#### Essential/ Recommended Readings

Plato's *Republic*, Book 1, 327a – 345a. In Christopher Rowe's translation, Penguin Books, 2012

#### Suggestive Readings

Blackburn, Simon (1999). *Think: A Compelling Introduction to Philosophy*. Oxford University Press.

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. McGraw-Hill  
Indian edition

Perry, John, Bratman, Michael & Fischer, John Martin (2009). *Introduction to Philosophy: Classical and Contemporary Readings, Fourth Edition, International Edition*. OUP, USA

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): Greek Philosophy**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Greek Philosophy DSC 5	4	3	1	0	Class XII	NIL

**Learning Objectives**

- This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece.
- It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea.
- Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

**Learning Outcomes:**

- The student will comprehend the foundations and origins of philosophy through the lens of early Greek philosophy
- The student will broaden the grasp of the subject and understand how philosophy arose from a close tie with cosmological and logical thinking
- The student will appreciate the role of reason in philosophy and the role of law and order in the structure of the world

**Unit-1: Naturalism (Cosmos and Arche)**

**(12 Hours)**

1. Thales and Anaximander

**Essential/Recommended Reading:**

J. Barnes. *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by Richard D McKirahan and Patricia Curd ( Hackett Publishing Company, Inc, 2011) ,p.13-19

Warren, James & Frisbee Sheffield (eds.). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-1., 94-124

Kirk, G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts (Cambridge; At The University Press, 1957) pp74-99

## **Unit 2: Change, Being and Becoming**

**(12 Hours)**

1. Heraclitus: Doctrine of Flux.
2. Parmenides of Elea: Doctrine of Being and not-being.

### **Essential/Recommended Reading:**

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by Richard B. McKirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011), p.39-65,

G.S Kirk and J.E. Raven, The Presocratic Philosophers, Chapters vi and x

Online Source:

Adobe PDF ebook ISBN: [978-1-60384-598-4](https://doi.org/10.1017/9781603845984)/2010019297

## **Unit 3: Sophists and Socrates**

**(9 Hours)**

1. Sophists (Protagoras): Relativism and Scepticism
2. Socrates: Critical Enquiry and Virtue is Knowledge

### **Essential/Recommended Reading:**

Gill, M. L. A Companion to Ancient Philosophy edited. Pierre Pellegrin: Blackwell Companion Series, 2006. Relevant chapters.

Warren, James & Frisbee Sheffield (eds.),

The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1., 94-124

## **Unit 4: Plato**

**(12 Hours)**

Justice as Virtue and Theory of Forms

### **Essential/Recommended Readings**

Lee, Desmond (translated), Plato: The Republic, edited by Betty Radice, (Penguin Classics, 1974), p.196-224 and 300-333. (books 4.5 and 7.6-7.7)

Warren, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-II, chapters 13-16.

Vlastos, G. "Justice and psychic harmony in the Republic" in Journal of Philosophy. 1969. Vol.66. (16): pp 505-521 )

### **Suggestive Readings**

Barnes, Jonathan. Early Greek Philosophy. Harmondsworth: Penguin Books, 1987.

Gill, M. L. & Pellegrin, Pierre. Blackwell Companion to Philosophy: A Companion to Ancient Philosophy. Blackwell Series, 2006. Warren, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014.

Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed). Readings in Ancient Greek Philosophy. Hackett: Indianapolis, 1995.

Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974)

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by RichardbDMckirahan and Patricia Curd ( Hackett Publishing Company, Inc,2011) ,

Wareen, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy (Routledge: London and New York,2014).

Kirk, G.S. Raven & Schofield , Pre Socratic Philosophy. CUP,1957.

Tankha, V. Ancient Greek Philosophy: Thales to Socrates. India: Pearson, 2012.

Vlastos, G. “Justice and psychic harmony in the Republic” in Journal of Philosophy.1969. Vol.66. ( 16)

### Additional Resources:

Guthrie,WKC. A History of Greek Philosophy, Vol-. The Earlier Presocratic Tradition and the Pythagoreans. Cambridge,1962. ----A History of Greek Philosophy, Vol-2. The Presocratic Tradition from Parmenides to Democritus. Cambridge,1965. —A History of Greek Philosophy, Vol-3, The fifth Century Enlightenment. Cambridge,1969. —A History of Greek Philosophy, Vol-4, Plato, the Man and his Dialogues: Earlier Period Cambridge,1975.

Kirk,G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts(Cambridge; At The University Press,1957)

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Ethics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ethics DSC 6	4	3	1	0	Class XII	NIL

### Learning Objectives

- The course is designed to acquaint the students with basic concepts of ethics, the nature and development of morality, cultural relativism and to familiarize them with the western and Indiantraditional ethical theories.

- Various philosophical concepts of ethical behaviour and normative principles of human conduct will be emphasized in this course.

### **Learning Outcomes**

- The students after being introduced to basic ethical theories will acquire the ability to understand ethical perspective and ethical issues.
- The students will be equipped with the ethical sensitivity and moral understanding required to recognize and overcome ethical dilemmas
- The students will be able to differentiate normative statements from other kinds of statements.
- By reading the Indian ethical theories they will learn about the value system and culture of ancient India.

### **Unit 1: Introduction to Ethics**

**(15 Hours)**

1. Nature and development of morality (from Convention to Reflection)
2. Cultural Relativism

#### **Essential/Recommended Readings:**

- Lillie, W., (1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London.
- Rachel, J., (2003), *The Elements of Moral Philosophy*, Mc Graw-Hill.

### **Unit 2: Western theories**

**(15 Hours)**

1. Virtue Ethics with respect to Aristotle's Eudaimonia
2. Teleological ethics with respect to J.S. Mill's Utilitarianism.
3. Deontological ethics with respect to Immanuel Kant's Categorical Imperative

#### **Essential/Recommended Readings:**

- Mill, J.S., (1863), *Utilitarianism*, London, in Mary Warnock *Utilitarianism and On Liberty*, Ed.1962, Wiley Blackwell.
- Aristotle, (1926) *Nicomachean Ethics*, Harvard University Press.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, in Trans. H J Paton, The Moral Law, Hutchinsons University Library.

### **Unit 3: Indian Ethics**

**(15 hours)**

1. Four Purusarthas: Artha, Kama, Dharma, Moksa
2. Bhagvadgita: Nishkamakarma

3. Karuna, Maitri and Nonviolence (with respect to Indian Value System)

**Essential/Recommended Readings:**

- Bilimoria, Purushottama ed., (2007), Indian Ethics: Classical traditions and contemporary challenges, New Delhi: Oxford University Press.
- Sharma, I.C., (1967), Ethical Philosophies of India, New York, U.S.A Johnson Publishing Company.

**Suggestive Readings**

- Louis P. Pojman, and P. Tramel, Ed., (1998), Moral Philosophy: A Reader (Indianapolis, IN: Hackett Publishing Co.
- Frankena W.K, (1973), Ethics, Englewood Cliffs, N.J., Prentice-Hall.
- Lillie, W., (1948), An Introduction to Ethics, Methuen & Co. Ltd. London.
- Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency
- Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi.
- Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay,
- Taylor, Paul. W., (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California.
- Satyanarayana, Y.V., (2010), Ethics: Theory and Practice, Pearson.
- Thiroux, Jacques, (1998), Ethics: Theory and Practice (6<sup>th</sup> Ed.), Pearson.

**Additional Resources:**

- Hartmann, N., (1950), *Moral Phenomena*, New Macmillan.
- Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.
- Shelly Kagan, (1998), Normative Ethics, Westview Press.

## Category II

### **BA (Prog.) with Philosophy as Major**

**(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Introduction to Indian Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 3 Introduction to Indian Philosophy</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

#### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours)**

##### **1. Common Characteristics of Indian Philosophy**

#### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 1 General Introduction pp 1-24.



2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2,"Aim of Indian Philosophy", pp,19-24.

## **Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

### **Recommended Readings:**

- 1.SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass Publishers Private Limited, 2004.
2. Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta,Chapter 5 The Nyaya Philosophy pp 161 - 201

## **Unit 3 Theories of Causation (12 Hours)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

### **Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
- 2 Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp151 – 157

## **Unit 4 Theories of Reality (12 Hours)**

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

### **Essential/Recommended Readings:**

- 1.Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.
2. Chatterjee, S &Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.

3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasi Dass.(MLBD)

#### DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): Introduction to Western Philosophy

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Western Philosophy DSC 4	4	3	1	0	Class XII	NIL

#### Learning Objective

- The course will introduce students to currents of thought in Western Philosophy
- The students will be acquainted with the writings of the foremost philosophers of the western tradition

#### Learning Outcomes

- The students will be equipped with knowledge of basics of western philosophy
- The students will acquire the skills of reading the texts of western philosophy
- The students will be able to analyze the various traditions of western philosophy

#### UNIT-1

(9 Hours)

#### 1. INTRODUCTION

##### Essential/recommended Readings

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005, **Ch.1- Powerful Ideas**

## **UNIT-2**

**(12 Hours)**

### **1. METAPHYSICS AND KNOWLEDGE-**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 3- Socrates, Plato, pp- 34- 43.**

**Ch. 4- Aristotle, pp.63- 67**

## **UNIT-3**

**(12 Hours)**

### **1. DUALISM AND IDEALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch.6- Descartes and Dualism, pp.103-109.**

**The Idealism of Locke and Berkeley, pp.117- 123.**

## **UNIT-4**

**(12 Hours)**

### **1. SCEPTICISM, TRANSCENDENTALISM AND EXISTENTIALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 7- The Eighteenth and Nineteenth Centuries, David Hume- pp.137-139, Immanuel Kant, pp. 139-143.**

**Ch. 8- The Continental Tradition- Existentialism, pp. 159-166, Phenomenology 170-175.**

#### **Suggestive Readings**

1 Copleston, F.J. History of Philosophy, USA, Image Books, 1993

2 Falkenberg. History of Modern Philosophy, USA, Jefferson Publications, 2015

3 Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill, 2011

4 O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964

5 Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969

6 Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

### Category III

#### **BA (Prog.) with Philosophy as Minor**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Introduction to Indian Philosophy**

##### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Indian Philosophy DSC 2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

##### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

##### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours)**

##### **1. Common Characteristics of Indian Philosophy**

##### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 1 General Introduction pp 1-24.
2. Hiriyana, (1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2, "Aim of Indian Philosophy", pp, 19-24.

#### **Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

**Recommended Readings:**

1. Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 5 The Nyaya Philosophy pp 161 - 201

**Unit 3 Theories of Causation**

**(12 Hours)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

**Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
2. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp 151 – 157

**Unit 4 Theories of Reality**

**(12 Hours)**

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

**Essential/Recommended Readings:**

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.
3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17
4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass.(MLBD)

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Art and Film Appreciation

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art and Film Appreciation GE 1	4	3	1	0	Class XII	NIL

#### Learning Objectives

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.

#### Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.

#### Unit 1: Meaning and Analysis of Indian and Western Aesthetics (9 hours)

##### Introduction

##### Aesthetics: Meaning and Nature:

- Meaning of Aesthetics, difference between art and craft
- Comparison and distinction between Art-criticism and Aesthetic analysis
- Comparison between Greek and Indian Views of Art and Aesthetics with specific reference to Aesthetic Delight.

##### The Indian view of art and Aesthetics with reference to *Rasa* Theory and the concept of *sadharanikarana*.

The Western view of Art and Aesthetics with reference to the concept of Aesthetic Attitude, Aesthetic Judgment, Philosophy of Taste and concept of disinterestedness.

**Unit II: Comparison between Different Arts (12 Hours)**

1. Form and Content in art forms
2. Performative arts, Plastic arts, Literary Arts, Cinema, TV, Web Series

**Unit III: Film as an Art Form (12 Hours)**  
**Documentaries, Commercial, Parallel Cinema, Web Series as new cinematic art form**

The focus shall be on brief, yet a panoramic view of

- a) Introduction to cinema as a composite art form
- b) Brief History of cinema from silent era to the contemporary format .
- c. OTT platforms and short movies

**Unit IV: Art, Morality and Culture (12 Hours)**

1. Art-Reality interface with specific reference to Cinematic art.
2. Representation and Imagery in Cinema with brief reference to Aesthetic theory of Communication
3. Issues of Censorship

**Essential/ Recommended Readings:**

Barlingay, S.S. A modern Introduction to Indian Aesthetic Theories. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7<sup>th</sup> and 8<sup>th</sup>

Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1,2, 8,9,15 and 18

Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapters 6 and 7

Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, “JP Sartre”

Tolstoy, Leo. (Kindle edition,2014). What is Art? Translated from the Original, with an Introduction by Aylmer Maude Chapters 1 and 2

Feminism and the Cinema of Realism by Lakshmi, C. S. (1986) in Economic and Political Weekly. Vol XXI, No 3.

Cinema & Culture" by Andrew, Dudley(1985) in Humanities. Vol. 6, No. 4

**Hindi Resource:**

Manjula Saxena, *Aesthetics: Kala aur Saundrya Ka DarshnikVivechana* (Delhi:DKPrintworld, 2008)

### OnlineResources( Recommended)

Kracauer, Siegfried (1960). Theory of Films: The Redemption of Physical Reality. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>

<https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>  
[https://www.academia.edu/37948527/The\\_Aesthetics\\_of\\_Digital\\_Art.pdf](https://www.academia.edu/37948527/The_Aesthetics_of_Digital_Art.pdf)  
<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

“Philosophy and Hindi Cinema: Not a theory of Hindi Cinema” by Deshpande, S.(n.d). Retrieved from: [https://www.academia.edu/29274541/Philosophy\\_and\\_Hindi\\_Cinema](https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema) .

“Kant's Aesthetics: Overview and Recent Literature” by Christian Helmut Wenz (2009). Philosophy Compass 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: [https://www.researchgate.net/publication/249474233\\_Kant's\\_Aesthetics\\_Overview\\_and\\_Recent\\_Literature](https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature)

## GENERIC ELECTIVES (GE-2): Critical Thinking

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Thinking GE 2	4	3	1	0	Class XII	NIL

### Learning Objectives

- Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for one's own ideas rather than simply accepting it.
- It is creative, clear and to some extent reflective thinking. Being a cognitive trait, it trains students to construct good and sound arguments by eliminating false ones Course.

### Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.



2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

### **Unit 1: CRITICAL THINKING: BASIC COMPONENT (9 Hours)**

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Arguments: Their Structure and Kinds
4. Persuasion through Logic: Logos, Ethos and Pathos

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

### **Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY (12 Hours)**

1. Clear Thinking
2. Vagueness, Ambiguity, Generality and Definition of Terms
3. Credibility of Claims and Their Sources

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

### **Unit 3: RHETORIC AND ITS FALLACIES (12 Hours)**

1. Persuasion through rhetoric.
2. Fallacies involved in rhetoric

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch5 &6.

### **Unit 4: SCIENTIFIC REASONING (12 Hours)**

1. Inductive reasoning.
2. Scientific Explanations and its evaluation.

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch-10.
  2. Copi, I M. Cohen Carl, Introduction to Logic, 13<sup>th</sup>edn. Prentice Hall 2009, ch-13
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### **Suggested Readings**

Galen A. Foresman, Peter S. Fosl, and Jamie Carlin Watson; Critical Thinking, WILEY Blackwell 2017

## GENERIC ELECTIVES (GE-3): Engaged Buddhism

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Engaged Buddhism GE 3	4	3	1	0	Class XII	NIL

### Learning Objectives

- This course aims to introduce the essence of philosophy of Buddhism and its engagement with issues such as caste, gender, ecology and peace of contemporary times.

### Learning Outcomes

- The student will be realizing the moral potential of Buddhism by applying it to various social and political issues of everyday life.

### Unit I Introduction to Engaged Buddhism

(9 hours)

- 1) Buddhism as Saddhamma
- 2) Fourteen Guidelines for Engaged Buddhism
- 3) Features of Socially Engaged Buddhism

#### Essential/Recommended Readings:

B.R.Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writings and Speeches, Vol.11, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.280-301

\*Nhat Hanh, Thich. 1998. Interbeing: Fourteen Guidelines for Engaged Buddhism. Berkeley: Parallax Press.

\* Jessica L. Main and Rongdao Lai. 2013. Introduction: Reformulating “Socially Engaged Buddhism” as an Analytical Category. The Eastern Buddhist 44, 2.

### Unit 2 Buddhism as an Emancipatory Identity

(12 hours)

- 1) Ambedkar, Buddha or Karl Marx
- 2) Iyothethassar and Tamil Buddhist movement

#### Essential/Recommended Readings:

B.R.Ambedkar, ‘Buddha or Karl Marx,’ Babasaheb Ambedkar Writings and Speeches, Vol.3, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.441-462

Alyosius, G. 1998. *IyotheeThassar and Tamil Buddhist Movement*, New Delhi: Critical Quest, 2015, Pp.177-208.

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 159-175.

### **Unit 3 Women in Buddhism**

**(12 hours)**

#### **Essential/Recommended Readings**

\*Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services. pp. 91-117.

### **Unit 4 Buddhism , Ecology and Peace Movement**

**(12 hours)**

#### **Essential/Recommended Readings**

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 118-136.

James J Hughes, 'World Buddhism and Peace Movement,' *Bulletin of Peace Proposal*, Vol.18, No.3, 1987

#### **Suggestive Readings**

Batchelor, M. 2002. *Women on the Buddhist Path*. London: Thorsons.

Batchelor, M., and Kerry Brown, eds. 1992. *Buddhism and Ecology*. London: Cassell

Buddhadasa, Bhikkhu. 1985. *Dharmic Socialism*. Bangkok: Thai Inter-Religious Commission for Development.

Daniel, H. Henning. 2002. *A Manual for Buddhism and Deep Ecology*. Australia: Buddha Dharma Education Association Inc.

Gross, Rita. 1993. *Buddhism after Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism*. Albany: State University of New York Press

Jones, Ken. 2003. *The New Social Face of Buddhism: A Call to Action*. Boston: Wisdom Publications.

Joshi, Lal Mani. 1983. *Discerning the Buddha*. New Delhi: MunshiramManoharlal Publishers Pvt. Ltd.

King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press.

Kotler, Arnold, ed. 1996. *Engaged Buddhist Reader*. Berkeley: Parallax Press

Kesava Kumar, P. 'Religion, Caste and Modernity: Ambedkar's Reconstruction of Buddhism' Pradeep Gokhale(Ed.) *Classical Buddhism, Neo-Buddhism and the Question of Caste*, London: Routledge, 2021

Lama, Dalai. 1999. *Ethics for the New Millennium*. New York: Riverhead Books.

Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services.

Payutto, Bhikkhu P. A. 1994. *Buddhist Economics: A Middle Way for the Market Place*. Bangkok: Buddhadhamma Foundation.

Queen, Christopher, and King Sallie, eds. 1996. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. Albany: State University of New York Press.

Queen, Christopher, ed. 2000. *Engaged Buddhism in the West*. Boston: Wisdom Publications.

Sivaraksa, Sulak. 1988. *A Socially Engaged Buddhism*. Bangkok: Thai Inter-Religious Commission for Development.

Theresa Der-lan Yeh, *The Way to Peace: A Buddhist Perspective*, *International Journal of Peace Studies*, Vol.11 No.1, 2006

## GENERIC ELECTIVES (GE-4): Philosophy, Politics, Economics

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy, Politics, Economics GE 4	4	3	1	0	Class XII	NIL

#### Learning Objectives

- Basic concepts of justice, and various theories about justice. Issues regarding human nature and its relation to politics will be discussed in the course.
- Recent reflections on equality and its extent in society and how it is to be measured will also be imparted.
- The idea is to acquaint, and make salient contemporary reflections on various issues like justice, property, and equality.

#### Learning Objectives

- To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other. ]
- This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking.

#### UNIT 1: JUSTICE (PHILOSOPHY)

(9 hours)

1. The Concept of Justice
2. Distinctions of Justice
3. Scope of Justice

#### Essential/Recommended Readings:

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

#### Unit 2: THEORIES OF JUSTICE

(9 hours)

1. Utilitarianism and Justice
2. Contractarianism and Justice
3. Egalitarianism and Justice\

#### Essential/Recommended Readings

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

#### UNIT 3: STATE OF NATURE

(15 hours)

1. Property

2. Ends of Political Society and Government
3. Causes, Generation and Definition of Commonwealth
4. Rights of Sovereigns by Institution
5. Slavery
6. The Social Pact

**Essential/Recommended Readings:**

Locke, John. *Treatise of Civil Government* (Chapters V & IX), ed. C.L. Sherman, New York, D. Appleton- Century, 1937 (Topics 1 & 2)

Hobbes, Thomas. *Leviathan*, (Part II, Chapters XVII & XVIII), ed. C.B. Macpherson, London, Penguin Classics, 1985 (Topics 3 & 4)

Rousseau, Jean-Jacques. *The Social Contract* (Book Chapters IV & VI), tr., revised and ed. C. Frankel, New York, Hafner Publishing Co., 1947 (Topics 5 & 6)

**UNIT 4: PHILOSOPHY AND ECONOMICS**

**(12 hours)**

**Essential/Recommended Readings**

Karl Marx. "From preface to a contribution to the critique of political economy" ,Daniel Hausman (ed) *Philosophy of Economics*, :Cambridge University Press, 2008, pp119-128

Amartya Sen. *Development as Freedom*, New York:Alfred A.Knopf,2000,Pp. 3-12

Piketty, Thomas. *A Brief History of Equality*, translated by Steven Rendall(Chapter 1: “The Movement Towards Equality” and Chapter 2: “The Slow Deconcentration of Power and Property”), Harvard University Press, 2022.

**Suggestive Readings**

Pojman, Louis P. & Westmoreland, Robert (eds.) (1997). *Equality: Selected Readings*. OUP, USA

Rawls, John (2007). *Lectures on the History of Political Philosophy*. Belknap Press of Harvard University Press.

Reiss, Julian (2013). *Philosophy of Economics: A Contemporary Introduction*. Routledge.

Rousseau, Jean-Jacques (1997). *The Social Contract and Other Later Political Writings*. Cambridge University Press.

Sandel, Michael J. (ed.) (2009). *Justice: What's the Right Thing to Do?*. Farrar, Straus and Giroux.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DEPARTMENT OF URDU

### Category-I BA (Hons.) URDU

#### DISCIPLINE SPECIFIC CORE COURSE – 4: STUDY OF MODERN NAZM

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
STUDY OF MODERN NAZM	4	3	1	0	Urdu in Class XII or X	NIL

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of contemporary society of India through Urdu Poetry.
- To give a glimpse of modern literature with special reference to Urdu Poetry.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

#### SYLLABUS OF DSC-4

##### UNIT – I (12 Hours)

1. Jadeed Urdu Nazm ke Fikri-o-Fanni Imteyazat
2. Faiz ki Nazm Nigari
3. Josh ki Nazm Nigari

##### UNIT – II (12 Hours)

4. Majaz ki Nazm Nigari
5. N.M.Rashid ki Nazm Nigari
6. Akhtar-ul-Iman ki Nazm Nigari

##### UNIT – III (12 Hours)

7. Subah-e-Aazadi, Tanhai (Faiz Ahmad Faiz) (Matn ki Tadrees)
8. Husn aur Mazduri (Josh) (Matn ki Tadrees)
9. Awarah (Majaz) (Matn ki Tadrees) 116

**UNIT – IV (9 Hours)**

10. Saba Weeran	(N.M. Rashid)	(Matn ki Tadrees)
11. Ek Ladka	(Akhtar-ul-Iman)	(Matn ki Tadrees)

**Practical component (if any) - NIL**

**Essential/recommended readings****Suggestive readings**

1. Urdu Shairi ka Fanni Irteqa - Dr. Farman Fatehpuri
2. Jadeed Urdu Nazm: Nazariya-o-Amal - Aqeel Ahmad Siddiqui
3. Nayi Nazm ka Safar - Khaleel-ul-Rahman Azmi
4. Urdu Shairi mein Azad Nazm aur Nazm-e-Moarra – Haneef Kaifi
5. Nazmon ke Tajziye - Kazi Afzal Hussain

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 5 STUDY OF MODERN GHAZAL

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>STUDY OF MODERN GHAZAL</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Urdu in Class XII or X</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- To give the knowledge of contemporary society of India through Urdu Poetry.
- To give a glimpse of modern literature with special reference to Urdu Ghazal.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

## SYLLABUS OF DSC-5

### UNIT – I (9 Hours)

1. Urdu Ghazal Ibtada aur Irteqa
2. Shaad Azeemabadi ki Ghazalgori
3. Hasrat Mohani ki Ghazalgori

### UNIT – II (12 Hours)

4. Jigar ki Ghazalgori
5. Asghar ki Ghazalgori
6. Faani ki Ghazalgori
7. Nasir Kazmi ki Ghazalgori

### UNIT – III (12 Hours)

8. (i) Tamannao mein Uljhaya gaya hoon (Matn ki Tadrees)
- (ii) Agar Marte huye lab pe na tera naam aayega (Matn ki Tadrees)
9. (i) Chupke Chupke raat din Aansoo bahana yaad hai (Matn ki Tadrees)
- (ii) Husn-e-Be parwa ko Khudbeen-o-Khudaara kar diya (Matn ki Tadrees)
10. (i) Dil Gaya Raunaq-e-Hayat Gayi (Matn ki Tadrees)
- (ii) Kabhi Shakh-o-Sabza-o-Barg Par (Matn ki Tadrees)



**UNIT – IV (12 Hours)**

- 13.(i) Phir main nazar aaya na Tamasha nazar aaya (Matn ki Tadrees)  
(ii) Koi Mahmal Nasheen kyo Shaad ya Nashaad hota hai (Matn ki Tadrees)
14. (i) Duniya meri bala jane Mahangi hai ya Sasti hai (Matn ki Tadrees)  
(ii) Shauq se Naqami ke Badaulat kucha-e-dil hi chhoot gya (Matn ki Tadrees)
15. (i) Dil mein Ik Lahar si Uthi hai abhi (Matn ki Tadrees)  
(ii) Kuchh Yadgar-e-Shahar Sitam hi Le Chalein (Matn ki Tadrees)

**Practical component (if any) - NIL**

**Essential/recommended readings****Suggestive readings**

- |                                   |                        |
|-----------------------------------|------------------------|
| 1. Urdu Shairi ka Fanni Irteqa -  | Dr. Farman Fatehpuri   |
| 2. Jadeed Urdu Ghazal -           | Rasheed Ahmad Siddiqui |
| 3. Urdu Ghazal -                  | Kamil Qureshi          |
| 4. Ghazal ki Sarguzisht           | Akhtar Ansari          |
| 5. Urdu Ghazal ka Naya Manzarnama | Shameem Hanfi          |

## DISCIPLINE SPECIFIC CORE COURSE – 6 SPECIAL STUDY OF HALI

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>SPECIAL STUDY OF HALI</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Urdu in Class XII or X</b>	<b>NIL</b>

### Learning Objectives

The Learning Objectives of this course are as follows:

- Through this course students will learn the contribution of our legendary literary personality Hali who had given uncountable contributions to the modern Urdu literature.
- There are many new form of creative writings which was emerged by Hali and make an important turn into Urdu literature.
- Through this course students will learn to defend the problems of their era.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Understanding of concepts.
- Exercising concepts through writings.
- Demonstrating conceptual and textual understanding in test and exam.

### SYLLABUS OF DSC-3

#### UNIT – I (15 Hours)

1. Haali : Shakshiyat aur Fan
2. Hali Bahaisiyat Sawaneh Nigar

#### UNIT – II (15 Hours)

3. Hali ki Nazm Goi
4. Hali ka Nasri Usloob

#### UNIT – III (15 Hours)

5. Yaadgar-e-Ghalib (Aaghaz se Qate Burhaan ki Taeed tak) (Matn ki Tadrees)
6. Musaddas-e-Hali (Ibtedai 40 band) (Matn ki Tadrees)

**Essential/recommended readings**

1. Yaadgar-e-Hali
2. Naqsh-e-Hali
3. Hali ka Siyasi Shaoor
4. Sir Syed aur Unke Namwar Rufqa
5. Urdu Nasra ka Fanni Irteqa

Saliha Abid Husain  
Syed Ehtesham Husain  
Moin Ahsan Jazbi  
Syed Abdullah  
Dr. Farman Fatehpuri

**Suggestive readings**

**Nil**

## Category II Category II

### **Urdu Courses for Undergraduate Programme of study with Urdu as one of the Core Disciplines** (B.A. Programmes with Urdu as Major discipline)

#### **DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC, A-2): URDU-A, STUDY OF MODERN PROSE AND POETRY-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		
Urdu-A, Study of Modern Prose and Poetry-II	4	3	1	0	Urdu in Class XII or X	-

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of 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- 2**

**NASR:**

#### **UNIT – I (9 Hours)**

1. Insan Kisi Hal Mein Khush Nahi Rahta – Mohammad Husain Azad  
(Matn ki Tadrees)

2. Zabane Goya – Maulana Hali (Matn ki Tadrees)

**UNIT – II (12 Hours)**

1. Jheengar Ka Janaza – Khwaja Hasan Nizami (Matn ki Tadrees)  
2. Kalu Bhangi – Krishn Chandar (Matn ki Tadrees)

**NAZM:**

**UNIT – III (12 Hours)**

3. (i) Duniya Meri Bala Jane Mahngi Hai Ya sasti Hai – Fani (Matn ki Tadrees)  
(ii) Maale Soze Ghamhaaye Nihani Dekhte Jao – Fani (Matn ki Tadrees)  
4. (i) Marne Ki Duaaen Kyun Mangun Jeene Ki Tamanna Kaun Kare – Jazbi (Matn ki Tadrees)  
(ii) Mile Mujhko Gham Se Fursat To Sunaun Woh Fasana – Jazbi (Matn ki Tadrees)  
5. (i) Ham Hain Matae Kuchao Bazaar Ki Tarah – Majrooh (Matn ki Tadrees)  
(ii) Jala Ke Mashale Jan Ham Junun Sifaat Chal – Majrooh (Matn ki Tadrees)

**UNIT – IV (12 Hours)**

6. Qabr – Akhtarul Imaan (Matn ki Tadrees)  
7. Madre Hindostan – Jameel Mazhari (Matn ki Tadrees)  
8. Intizar – Makhdoom Muhiyuddin (Matn ki Tadrees)

**Note:** Hissa e Nazm o Nasr Mein shamil Tamam Takhliqaro Ke fanni Mahasin Se Bhi Rushanas Karaya Jae.

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Urdu Sairi Ka fanni Irtiqa – Dr. Farman Fatehpuri  
2. Urdu Shairi Ka Fanni Irtiqa – Dr. Farman Fatehpuri  
3. Meer Amman Se Abdul haq tak – Sayyed Abdullah

**Suggestive readings (if any)**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC, B-2): STUDY OF MODERN PROSE-I

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Study of Modern Prose-I	4	3	1	0	Urdu in Class XII or X	-

### 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 (9 Hours)

1. Prem Chand – Adab ki Gharaz-o-Ghayat (Matn ki Tadrees)
2. Abdul Haleem Sharar – Guzishta Lucknow (Matn ki Tadrees)

#### UNIT – II (12 Hours)

3. Sajjad Haider Yaldram – Mujhe Mere Doston Se Bachao (Matn ki Tadrees)
4. Maulana Abul Kalam Azad – Intikhabe Ghubare Khatir (Matn ki Tadrees)

#### AFSANE:

#### UNIT – III (12 Hours)

5. Prem Chand – Boorhi Kaaki (Matn ki Tadrees)
6. Krishn Chander – Kalu Bhangi (Matn ki Tadrees)

**UNIT – IV (12 Hours)**

- |                                   |                   |
|-----------------------------------|-------------------|
| 7. Saadat Hasan Manto – Khol Do   | (Matn ki Tadrees) |
| 8. Rajinder Singh Bedi – Lajwanti | (Matn ki Tadrees) |

**Practical component (if any) - NIL**

**Essential/recommended readings**

1. Intikhab-e-Nasr Hissa Dom – Uttar Pradesh Urdu Akademi, Lucknow

**Suggestive readings (if any)**

1. Urdu Afsana Riwayat Aur Masayel – Gopi Chand Narang
2. Urdu Nasr Ka Fanni Irteqa – Dr. Farman Fatehpuri
3. Urdu Essays – Syed Zaheeruddin Madni
4. Arbab-e-Nasr Urdu – Syed Mohammad

### Category III

#### **Urdu Courses for Undergraduate Programme of study with Urdu as one of the Core Disciplines**

**(B.A. Programmes with Urdu as non-Major or Minor discipline)**

#### **DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): URDU-A, STUDY OF MODERN PROSE AND POETRY-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		
Urdu-A, Study of Modern Prose and Poetry-II	4	3	1	0	Urdu in Class XII or X	-

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To give knowledge of 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- 2**

##### **NASR:**

##### **UNIT – I (9 Hours)**

1. Insan Kisi Hal Mein Khush Nahi Rahta – Mohammad Husain Azad  
(Matn ki Tadrees)
2. Zabane Goya – Maulana Hali  
(Matn ki Tadrees)

##### **UNIT – II (12 Hours)**

3. Jheengar Ka Janaza – Khwaja Hasan Nizami  
(Matn ki Tadrees)



4. Kalu Bhangi – Krishn Chandar (Matn ki Tadrees)

**NAZM:**

**UNIT – III (12 Hours)**

5. (i) Duniya Meri Bala Jane Mahngi Hai Ya sasti Hai – Fani  
(Matn ki Tadrees)  
(ii) Maale Soze Ghamhaaye Nihani Dekhte Jao – Fani (Matn ki Tadrees)
6. (i) Marne Ki Duaaen Kyun Mangun Jeene Ki Tamanna Kaun Kare – Jazbi  
(Matn ki Tadrees)  
(ii) Mile Mujhko Gham Se Fursat To Sunaun Woh Fasana – Jazbi  
(Matn ki Tadrees)
7. (i) Ham Hain Matae Kuchao Bazaar Ki Tarah – Majrooh (Matn ki Tadrees)  
(ii) Jala Ke Mashale Jan Ham Junun Sifaat Chal – Majrooh  
(Matn ki Tadrees)

**UNIT – IV (12 Hours)**

8. Qabr – Akhtarul Imaan (Matn ki Tadrees)  
9. Madre Hindostan – Jameel Mazhari (Matn ki Tadrees)  
10. Intizar – Makhdoom Muhiyuddin (Matn ki Tadrees)

**Note:** Hissa e Nazm o Nasr Mein shamil Tamam Takhliqaro Ke fanni Mahasin Se Bhi Rushanas Karaya Jae.

**Practical component (if any) - NIL**

**Essential/recommended readings**

4. Urdu Sairi Ka fanni Irtiqa – Dr. Farman Fatehpuri  
5. Urdu Shairi Ka Fanni Irtiqa – Dr. Farman Fatehpuri  
6. Meer Amman Se Abdul haq tak – Sayyed Abdullah

**Suggestive readings (if any)**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**CATEGORY-IV**

**COMMON POOL OF GENERIC ELECTIVES**

**Note:** The Generic Electives Courses offered in Semester-I are also open for Semester-II.

## DEPARTMENT OF HINDI

Category-I

### BA (HONS.) HINDI

## हिंदी कविता : सगुण भक्तिकाव्य एवं रीतिकालीन काव्य

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता : सगुण भक्तिकाव्य एवं रीतिकालीन काव्य	कोर कोर्स (DSC) 4	4	3	1	0	DSC

### Course Objective

- सगुण भक्तिकाव्य एवं रीतिकालीन काव्य का अध्ययन समयावधि की साहित्यिक स्थिति से अवगत कराएगा
- सामाजिक – राजनीतिक – सांस्कृतिक पृष्ठभूमि में कविता के अध्ययन – विश्लेषण की जानकारी देना

### Course learning outcomes

- हिंदी के मध्यकालीन साहित्य का विशिष्ट परिचय प्राप्त होगा।
- ब्रजभाषा के समृद्ध साहित्य का रसास्वादन और आलोचनात्मक ज्ञान प्राप्त होगा।

### Unit 1

10 घंटे

गोस्वामी तुलसीदास : रामचरित मानस,  
(सुन्दर काण्ड)  
गीताप्रेस, गोरखपुर

### Unit 2

10 घंटे

सूरदास : भ्रमरगीतसार : (संपादक) आचार्य रामचंद्र शुक्ल  
(नागरी प्रचारिणी सभा, वाराणसी, नई दिल्ली)

पद संख्या – (4,7,21,22,23,24,25,37,52,76,85)

### Unit 3

10 घंटे

केशवदास – रामचंद्रिका : वन-गमन वर्णन

बिहारी – बिहारी रत्नाकार : श्री जगन्नाथदास 'रत्नाकार'  
(शिवाला, वाराणसी)

छंद संख्या – 1, 62, 103, 127, 128, 143, 180, 347

### Unit 4

15 घंटे

घनानंद – घनानंद (ग्रंथावली) ; संपा, विश्वनाथ प्रसाद मिश्र;  
(वाणी वितान; बनारस-1)  
सुजानहित (1, 4, 7, 18, 19, 38, 41)

भूषण – शिवभूषण तथा प्रकीर्ण रचना, विश्वनाथ प्रसाद मिश्र  
छंद संख्या – 50, 104, 411, 420, 443, 512

## References

- सूरदास – रामचंद्र शुक्ल
- गोस्वामी तुलसीदास – रामचंद्र शुक्ल
- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
- बिहारी – विश्वनाथ प्रसाद मिश्र
- भूषण – विश्वनाथ प्रसाद मिश्र
- गिरिधर कविराय ग्रंथावली – संपा, डॉ. किशोरीलाल गुप्त
- घनानंद और स्वछंदतावादी काव्यधारा – मनोहरलाल गौड़
- रीतिकाव्य की भूमिका – डॉ. नगेन्द्र
- कविवर बिहारीलाल और उनका युग – रणधीर प्रसाद शास्त्री
- भूषण और उनका साहित्य – राजमल बोरा
- हिंदी नीतिकाव्य का स्वरूप विकास – रामस्वरूप शास्त्री
- हिंदी साहित्य का उत्तरमध्यकाल : रीतिकाल – महेंद्र कुमार
- हिंदी साहित्य का वृहत इतिहास, भाग – 6 – संपा. डॉ. नगेन्द्र
- घनानंद ग्रंथावली – विश्वनाथ प्रसाद मिश्र

## Additional Resources:

- सनेह को मारग – इमरै बंधा
- आर्या सप्तशती और बिहारी सतसई का तुलनात्मक अध्ययन – कैलाश नारायण तिवारी
- हिंदी साहित्य का इतिहास (आदिकाल से रीतिकाल तक) – पूरनचंद टंडन

## Teaching learning process

कक्षा व्याख्यान सामूहिक चर्चा

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकालीनता, सामंतवाद, इतिहास

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## हिंदी साहित्य का इतिहास (आधुनिक काल)

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी साहित्य का इतिहास (आधुनिक काल)	कोर कोर्स (DSC) 5	4	3	1	0	DSC

### Course Objective

- साहित्येतिहास की अध्ययन प्रक्रिया में आधुनिक साहित्य के विकास का परिचय
- साहित्य के स्वरूप और प्रयोजन का ज्ञान
- साहित्य और समाज के आपसी रिश्ते और कालजयी कृतियों का परिचय

### Course learning outcomes

- विकास के क्रम में साहित्य के जरिए समाज और संस्कृति की पहचान के लिए साहित्येतिहास के अध्ययन का महत्व निर्विवाद है।
- साहित्येतिहास के अध्ययन का एक प्रयोजन साहित्य के विकास की गति और दिशा के साथ-साथ समाज के विकास को भी चिह्नित करना है।
- साहित्येतिहास के बिना साहित्य-विवेक का उचित विकास और निर्माण संभव नहीं। अतः साहित्य-विवेक के निर्माण के लिए साहित्येतिहास का अध्ययन जरूरी है।

### Unit 1

10 घंटे

- मध्यकालीन बोध तथा आधुनिक बोध (नवजागरण की पृष्ठभूमि)
- नवजागरण की परिस्थितियाँ और भारतेन्दु युग
- महावीर प्रसाद द्विवेदी : हिंदी पत्रकारिता और खड़ी बोली आंदोलन
- स्वाधीनता आंदोलन और नवजागरणकालीन चेतना का उत्कर्ष, विभिन्न वैचारिक मत और हिंदी साहित्य से उनका संबंध

### Unit 2

10 घंटे

- कथा साहित्य का विकास
- नाटक का विकास
- निबंध और अन्य गद्य विधाएँ (संस्मरण, यात्रा आख्यान, डायरी, रिपोर्टाज, रेखाचित्र, साक्षात्कार साहित्यिक पत्रकारिता और लघु पत्रिका)
- आलोचना का विकास

### Unit 3

10 घंटे

- छायावाद : परिवेश और प्रवृत्तियाँ
- उत्तर छायावाद : परिवेश और प्रवृत्तियाँ
- प्रगतिवाद : परिवेश और प्रवृत्तियाँ
- प्रयोगवाद : परिवेश और प्रवृत्तियाँ
- नयी कविता : परिवेश और प्रवृत्तियाँ

15 घंटे

### Unit 4

- साठोत्तरी कविता, नवगीत, समकालीन कविता
- समकालीन कथा और कथेतर साहित्य
- आलोचना और साहित्यिक पत्रकारिता
- अस्मितामूलक विमर्श : दलित, आदिवासी और स्त्री

### References

1. हिंदी साहित्य का इतिहास — रामचंद्र शुक्ल
2. हिंदी साहित्य का इतिहास — संपादक — नगेन्द्र
3. हिंदी साहित्य का सरल इतिहास — विश्वनाथ त्रिपाठी
4. आधुनिक साहित्य की प्रवृत्तियाँ — नामवर सिंह
5. हिंदी का गद्य साहित्य — रामचन्द्र तिवारी
6. हिंदी साहित्य और संवेदना का विकास — रामस्वरूप चतुर्वेदी
7. हिंदी गद्य : विन्यास और विकास — रामस्वरूप चतुर्वेदी
8. आधुनिक साहित्य — नंददुलारे वाजपेयी

### additional Resources:

शिवसिंह सरोज — शिवसिंह सेंगर  
हिंदी नवरत्न — मिश्र बंधु  
समकालीन हिंदी कविता — विश्वनाथ प्रसाद तिवारी  
हिंदी नाटक : नयी परख — संपादक — रमेश गौतम  
कथेतर — माधव हाड़ा  
भारतेन्दु प्रसाद द्विवेदी और हिंदी नवजागरण — रामविलास शर्मा  
महावीर प्रसाद द्विवेदी और हिंदी नवजागरण — रामविलास शर्मा  
छायावाद — नामवर सिंह  
कविता के नए प्रतिमान — नामवर सिंह  
तारसप्तक और दूसरा सप्तक (पहला संस्करण और दूसरा संस्करण की भूमिकाएँ) —  
संपादक — अज्ञेय  
हिंदी नवगीत : उद्भव और विकास — राजेंद्र गौतम  
सामाजिक न्याय और दलित साहित्य—स. श्यौराज सिंह 'बेचैन'  
आधी दुनिया का सच—कुमुद शर्मा  
आदि—धर्म—रामदयाल मुंडा

आदिवासी साहित्य की भूमिका—गंगा सहाय मीणा

### Teaching learning process

कक्षाओं में पारंपरिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन—अध्यापन, समूह—परिचर्चाएँ

कक्षा में कमजोर विद्यार्थियों की पहचान और कक्षा के बाद उनकी अतिरिक्त सहायता

### Assessment Methods

सतत मूल्यांकन

असाइनमेंट के द्वारा आंतरिक मूल्यांकन

सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन

सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

### Keywords

साहित्य, आधुनिक साहित्य, साहित्येतिहास, साहित्य विवेक, साहित्येतिहास दृष्टियाँ, समाज और साहित्य की पहचान आदि।

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## हिंदी निबंध एवं अन्य गद्य विधाएँ

COURSE	Nature of the Course	Total Credit	Componets			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी निबंध एवं अन्य गद्य विधाएँ	कोर कोर्स (DSC) 6	4	3	1	0	DSC

### Course Objective

- अन्य गद्य विधाओं की जानकारी
- गद्य-विधाओं की विश्लेषण पद्धति
- प्रमुख गद्य विधाओं की चुनी हुई रचनाओं का अवलोकन

### Course learning outcomes

- कथेतर साहित्य का परिचय
- विश्लेषण और रचना प्रक्रिया की समझ
- प्रमुख हस्ताक्षरों का परिचय

#### Unit 1

इकाई – 1 निबंध

10 घंटे

बालकृष्ण भट्ट – जातियों का अनूठापन (नेशनल चार्टर)  
(भट्ट निबंधमाला, द्वितीय भाग, नागरीप्रचारिणी सभा, काशी)  
सरदार पूर्ण सिंह – आचरण की सभ्यता

#### Unit 2

इकाई – 2 निबंध

10 घंटे

रामचंद्र शुक्ल – करुणा  
हजारीप्रसाद द्विवेदी – भारतवर्ष की सांस्कृतिक समस्या

#### Unit 3

इकाई – 3 जीवनी एवं व्यंग्य

10 घंटे

रामविलास शर्मा – 'निराला की साहित्य साधना' भाग -1 से 'नए संघर्ष'  
शीर्षक अध्याय  
हरिशंकर परसाई – सदाचार का ताबीज

#### Unit 4

इकाई – 4 [संस्मरण एवं यात्रा-वृत्त](#)

15 घंटे

संस्मरण : अज्ञेय के साथ – आचार्य जानकीवल्लभ शास्त्री, 'हंसबलाका' से

यात्रा वृत्तांत : राहुल सांकृत्यायन – अथातो घुमक्कड़ जिज्ञासा

## References

- हिंदी का गद्य साहित्य – रामचंद्र तिवारी
- हिंदी साहित्य और संवेदना का विकास – रामस्वरूप चतुर्वेदी
- रामचंद्र शुक्ल संचयन – सं. नामवर सिंह (साहित्य अकादेमी)
- हजारी प्रसाद द्विवेदी संकलित निबंध – सं. नामवर सिंह (नेशनल बुक ट्रस्ट, इंडिया)
- हिंदी आत्मकथा : सिद्धांत और स्वरूप विश्लेषण – विनीता अग्रवाल
- हिंदी गद्य : विन्यास और विकास – रामस्वरूप चतुर्वेदी
- भरतेन्दु युग – रामविलास शर्मा
- छायावादोत्तर हिंदी गद्य साहित्य – विश्वनाथ प्रसाद तिवारी
- आधुनिक हिंदी गद्य का साहित्य – हरदयाल
- गद्यकार आचार्य जानकीवल्लभ शास्त्री – पाल वसीन
- साहित्य से संवाद – गोपेश्वर सिंह
- निबंधों की दुनिया – विजयदेव नारायण साही, प्र.सं. निर्मला जैन, हरिमोहन शर्मा

## Teaching learning process

## Assessment Methods

सतत मूल्यांकन  
असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

सभी विधाएँ, यथार्थ, कल्पना, तथ्य, घटना आदि

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



### Category-IV

#### COMMON POOL OF GENERIC ELECTIVES OFFERED BY DEPARTMENT OF HINDI

##### पटकथा और संवाद लेखन

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
पटकथा और संवाद लेखन	GE/ Language	4	3	1	0	DSC

##### Course Objective

- विद्यार्थी को पटकथा लेखन की तकनीक को समझना।
- विद्यार्थियों में साहित्यिक विधाओं का पटकथा में रूपांतरण तथा संवाद लेखन की समझ विकसित करना।

##### Course learning outcomes

- पटकथा क्या है समझेंगे।
- पटकथा और संवाद में दक्षता हासिल करेंगे।
- पटकथा लेखन को आजीविका का माध्यम बना सकेंगे।

##### Unit 1

10 घंटे

- पटकथा अवधारणा और स्वरूप
- पटकथा लेखन के तत्व
- पटकथा लेखन की प्रक्रिया

10 घंटे

##### Unit 2

- फीचर फिल्म की पटकथा
- डॉक्यूमेंट्री की पटकथा
- धारावाहिक की पटकथा

10 घंटे

##### Unit 3

- संवाद लेखन की प्रक्रिया
- संवाद लेखन की विशेषताएँ
- संवाद संरचना

##### Unit 4

15 घंटे

- टी.वी. धारावाहिक का संवाद लेखन
- डॉक्यूमेंट्री का संवाद लेखन
- फीचर फिल्म का संवाद लेखन

## References

पटकथा लेखन : मनोहर श्याम जोशी  
 कथा पटकथा : मन्नू भंडारी  
 रेडियो लेखन : मधुकर गंगाधर  
 टेलीविजन लेखन : असगर वजाहत, प्रभात रंजन

## Teaching learning process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

## Assessment Methods

सतत मूल्यांकन  
 असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
 सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
 सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

सिनेमा, हिंदी सिनेमा, फिल्म समीक्षा, फिल्म तकनीक, सेंसर बोर्ड

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## भाषा और समाज

### Generic Elective – (GE) /Language

#### Core Course - (GE) Credits : 4

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
भाषा और समाज	GE/ Language	4	3	1	0	DSC

#### Course Objective

- भाषा और समाज के अंतर्संबंध की जानकारी
- समाज में भाषा के व्यवहार की जानकारी
- सफल सम्प्रेषण के लिए कौशल विकास

#### Course learning outcomes

- समाजभाषाविज्ञान का अध्ययन
- सम्प्रेषण की सामाजिक समझ
- भाषा के समाजशास्त्र का अध्ययन

#### Unit 1

10 घंटे

भाषा और समाज का अंतर्संबंध  
समाज भाषाविज्ञान और उसका स्वरूप  
भाषा और सामाजिक व्यवहार

#### Unit 2

10 घंटे

भाषाई विविधता और भाषिक समुदाय  
भाषा और समुदाय  
भाषा और जाति

#### Unit 3

10 घंटे

भाषा और वर्ग  
भाषा अस्मिता और जेंडर  
भाषा और संस्कृति

#### Unit 4

15 घंटे

भाषा सर्वेक्षण  
भाषा सर्वेक्षण : स्वरूप और प्रविधि  
भाषा नमूनों का सर्वेक्षण और विश्लेषण

## References

भाषा और समाज – रामविलास शर्मा  
हिंदी भाषा चिंतन – दिलीप सिंह  
आलोचना की सामाजिकता – मैनेजर पाण्डेय  
सांझी सांस्कृतिक विरासत के आईने में भारतीय साहित्य – मंजु मुकुल, हर्ष बाला

## Additional Resources:

Socio Linguistics : An Introduction to Language and Society – Peter Trudgill  
Socio Linguistics – R. A. Hudson  
An Introduction to Socio Linguistics – Ronald Wordhaugh  
The Shadow of Language – George Yule

## Teaching learning process

व्याख्यान, सामूहिक चर्चा, फिल्म प्रस्तुति और विश्लेषण

## Assessment Methods

सतत मूल्यांकन  
असाइनमेंट के द्वारा आंतरिक मूल्यांकन  
सामूहिक प्रोजेक्ट के द्वारा मूल्यांकन  
सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

## Keywords

भाषाविज्ञान के पारिभाषित शब्द

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## हिंदी भाषा और लिपि का इतिहास

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी भाषा और लिपि का इतिहास	GE/ Language	4	3	1	0	DSC

### Course Objective

इस पाठ्यक्रम का उद्देश्य हिंदी भाषा और लिपि के आरंभिक रूप से लेकर आधुनिक काल की विकास यात्रा को बताना है। भारत के संविधान में देवनागरी लिपि में लिखित हिंदी को संघ की राजभाषा घोषित किया गया है। हिंदी को पढ़ने वाले विद्यार्थियों के लिए पाठ्यक्रम के आरंभ में ही हिंदी भाषा संबंधी सामान्य जानकारी देना अत्यंत आवश्यक है। साथ ही पूरी दुनिया वैश्वीकरण युग में प्रवेश कर गई है। बाज़ार और व्यवसाय ने देशों की सीमाएँ लाँघ ली है। अतः ऐसे में भाषा का मजबूत होना आवश्यक है। यह पाठ्यक्रम बाज़ारवाद और भूमंडलीकरण की वैश्विक गति के बीच से ही हिंदी भाषा और उसकी लिपि के माध्यम से ही राष्ट्रीय प्रगति को भी सुनिश्चित करेगा क्योंकि सशक्त भाषा के बिना किसी राष्ट्र की उन्नति संभव नहीं है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल है। साथ ही इस पाठ्यक्रम का आधुनिक रूप रोजगारपरक भी है। कंप्यूटर को हिंदी से जोड़ना विद्यार्थियों को व्यावहारिक पहलू से अवगत करा सकेगा।

### Course learning outcomes

1. इस पाठ्यक्रम के शिक्षण के निम्नलिखित परिणाम सामने आएँगे:
2. उपर्युक्त पाठ्यक्रम के माध्यम से हिंदी भाषा के सैद्धांतिक पहलू के साथ व्यावहारिक रूप का ज्ञान प्राप्त किया जा सकेगा
3. हिंदी भाषा की उच्च शैक्षिक स्तर की भूमिका के महत्वपूर्ण पक्ष को जाना जा सकेगा।
4. कंप्यूटर को हिंदी भाषा से जोड़ने पर हिंदी भाषा के व्यावहारिक ज्ञान को प्राप्त किया जा सकता है
5. वैश्विक युग में भाषा को सिद्धांतों के साथ-साथ व्यावहारिक रूप से भी जोड़ना होगा। अतः पाठ्यक्रम वर्तमान संदर्भों के भी अनुकूल है।
6. भाषा के बदलते परिदृश्य को आरंभ से अब तक की प्रक्रिया में समझना बहुत आवश्यक है। यह पाठ्यक्रम भाषा के आरंभ से लेकर वर्तमान को विविध आयामों में प्रस्तुत करता है जो विद्यार्थियों के लिए उपयोगी होगा।
7. शिक्षा को रोजगार से जोड़ना अत्यंत अनिवार्य है। यह पाठ्यक्रम भाषा की इस मांग को भी प्रस्तुत करता है।

### Unit 1 हिंदी भाषा के विकास की पूर्वपीठिका

10 घंटे

- भारोपीय भाषा-परिवार एवं आर्यभाषाएँ (पालि, प्राकृत, अपभ्रंश आदि)
- हिंदी का आरंभिक रूप
- 'हिंदी' शब्द का अर्थ एवं प्रयोग
- हिंदी का विकास (आदिकाल, मध्यकाल, आधुनिककाल)

### Unit 2 हिंदी भाषा का क्षेत्र एवं विस्तार

10 घंटे

- हिंदी भाषा : क्षेत्र एवं बोलियाँ

- हिंदी के विविध रूप (बोलचाल की भाषा, राष्ट्रभाषा, राजभाषा, संपर्क-भाषा)
- हिंदी का अखिल भारतीय स्वरूप

**Unit 3      लिपि का इतिहास      10 घंटे**

- भाषा और लिपि का अंतर्संबंध
- लिपि के आरंभिक रूप (चित्रलिपि, भावलिपि, ध्वनि-लिपि)
- भारत में लिपि का विकास

**Unit 4      देवनागरी लिपि      15 घंटे**

- देवनागरी लिपि का परिचय एवं विकास
- देवनागरी लिपि का मानकीकरण
- देवनागरी लिपि की विशेषताएँ
- देवनागरी लिपि और कम्प्यूटर

**References**

1. हिंदी भाषा का इतिहास – धीरेंद्र वर्मा
2. भारतीय पुरालिपि – डॉ. रामबली पाण्डेय (लोकभारती प्रकाशन)
3. हिंदी भाषा का उद्गम और विकास – उदयनारायण तिवारी
4. हिंदी भाषा की पहचान से प्रतिष्ठा तक – डॉ. हनुमानप्रसाद शुक्ल
5. लिपि की कहानी – गुणाकर मुले
6. भाषा और समाज – रामविलास शर्मा

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## **CATEGORY-II**

### **BA (PROG) WITH HINDI AS MAJOR**

## **हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

### **Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

### **Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

### **इकाई-1** 10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.
  - साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)
- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.
- गोकुल लीला – पद संख्या 20, 26, 27, 60

— गोस्वामी तुलसीदास — तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली — छंद सं. 277, 355, 401, 412, 490

## **इकाई—2** 10 घंटे

— बिहारी — रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम संस्करण;

1961 ई.

छंद सं. — 3, 14, 16, 18, 23, 24

## **इकाई—3** 10 घंटे

— मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)

पद सं. 123 से 128

— जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)

हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई—4** 15 घंटे

— हरिवंश राय 'बच्चन' — जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता; राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)

— नागार्जुन — उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल, पेपरबैक्स, 2009)



— भवानीप्रसाद मिश्र — गीत—फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

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2. तुलसी काव्य—मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण — रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य — प्रेमशंकर
11. जयशंकर प्रसाद — नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन — संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## हिंदी का मौखिक साहित्य और उसकी परम्परा

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी का मौखिक साहित्य और उसकी परम्परा	कोर कोर्स (DSC) 4	4	3	1	0	DSC-II

### Course Objective

- भारत के मौखिक साहित्य और लोक-परम्परा का अवलोकन
- लोक-जीवन और संस्कृति की जानकारी
- पर्यटन और संगीत-नृत्य आदि में आकर्षण विकसित होगा।

### Course Learning Outcomes

- मौखिक साहित्य का परिचय
- प्रमुख रूपों का परिचय
- संस्कृति और लोक-जीवन व संस्कृति के विश्लेषण की क्षमता

### इकाई—1 10 घंटे

मौखिक साहित्य की अवधारणा : सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध

साहित्य के विविध रूप – लोकगीत, लोककथा, लोकगाथाएँ, लोकनाट्य, लोकोक्तियाँ

### इकाई—2 10 घंटे

## लोकगीत : वाचिक और मुद्रित

संस्कार गीत : सोहर, विवाह, मंगलगीत इत्यादि

सोहर : भोजपुरी, संस्कार गीत; श्री हंस कुमार तिवारी; बिहार राष्ट्रभाषा परिषद्, पृ. 8, गीत सं. 4

सोहर : अवधी, हिंदी प्रदेश के लोकगीत; कृष्णदेव उपाध्याय; पृ. 110, 111; साहित्य भवन; इलाहाबाद

विवाह : भोजपुरी; भारतीय लोकसाहित्य : परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 116

### निम्नलिखित पाठ्यपुस्तकों के पृष्ठ :

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव; पृ. 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय; पृ. 205

वाचिक कविता : भोजपुरी; पं. विद्यानिवास मिश्र, पृ. 49

श्रमसंबंधी गीत : कटनी, जंतसर; दँवनी, रोपनी इत्यादि

कटनी के गीत; अवधी 2 गीत; हिंदी प्रदेश के लोकगीत : पं. कृष्णदेव उपाध्याय; पृ. 134, 135

जंतसारी : भोजपुरी; भारतीय लोकसाहित्य परम्परा और परिदृश्य; विद्या सिन्हा; पृ. 140, 141

विविध गीत : घुघुती-कुमाउनी; कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी

गढ़वाली : कविता कौमुदी : ग्रामगीत; पं. रामनरेश त्रिपाठी; पु. 801-802

## इकाई—3

10 घंटे

### लोककथाएँ एवं लोकगाथाएँ :

— विधा का सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ आल्हा, लोरिक,

सारंग — सदावृक्ष, बिहुला

— राजस्थानी लोककथा नं. 2; हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 461-462

— अवधी लोककथा नं. 2, हिंदी साहित्य का बृहत् इतिहास; पं. राहुल सांकृत्यायन, पृ. 187–188

## इकाई—4

15 घंटे

### लोकनाट्य

विधा का परिचय, विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ, रामलीला,; रासलीला, मालवा का माच; राजस्थान का ख्याल, उत्तर प्रदेश की नौटंकी, भांड, रासलीला, बिहार — बिदेसिया, हरियाणा सांग पाठ, संक्षिप्त पद्मावत सांग (लखमीचंद ग्रंथावली, संपा. पूरनचंद शर्मा, हरियाणा साहित्य अकादमी, पंडवानी; तीजन बाई)

### References

1. हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय
2. हरियाणा प्रदेश का लोकसाहित्य : शंकरलाल यादव
3. मीट माई पीपल : देवेन्द्र सत्यार्थी
4. मालवी लोक—साहित्य का अध्ययन : श्याम परमार
5. रसमंजरी : सुचीता रामदीन, महात्मा गांधी संस्थान, मॉरिशस
6. हिंदी साहित्य का बृहत् इतिहास : पं. राहुल सांकृत्यायन; 16वां भाग
7. वाचिक कविता : भोजपुरी: विद्यानिवास मिश्र
8. भारतीय लोकसाहित्य :परंपरा और परिदृश्य : डॉ. विद्या सिन्हा
9. कविता कौमुदी : ग्रामगीत :पं. रामनरेश त्रिपाठी
10. हिंदी साहित्य को हरियाणा प्रदेश की देन—हरियाणा साहित्य अकादमी का प्रकाशन
11. मध्यप्रदेश लोककला अकादमी की पत्रिका—चौमासा

### Assessment Methods

टेस्ट, असाइनमेंट

### Keywords

विभिन्न रूप, बोलियाँ सांस्कृतिक शब्द

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**CATEGORY-III**

**BA (PROG) WITH HINDI AS NON-MAJOR**

**हिंदी कविता (मध्यकाल और आधुनिककाल)**

COURSE	Nature of the Course	Total Credit	Components			Eligibility Criteria / Prerequisite
			Lecture	Tutorial	Practical	
हिंदी कविता (मध्यकाल और आधुनिककाल)	कोर कोर्स (DSC) 3	4	3	1	0	DSC-I

**Course Objective**

- विद्यार्थियों को हिंदी के मध्यकालीन और आधुनिक कवियों से परिचित कराना।
- मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना।

**Course learning outcomes**

- कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे।
- साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी।

**इकाई-1**

10 घंटे

- **कबीर** – कबीर ग्रंथावली; माताप्रसाद गुप्त; लोकभारती प्रकाशन; 1969 ई.
  - साँच कौ अंग (1), भेष कौ अंग (5, 9, 12) संमथाई कौ अंग (12)
- **सूरदास** – सूरसागर संपा. डॉ. धीरेंद्र वर्मा; साहित्य भवन 1990 ई.
- गोकुल लीला – पद संख्या 20, 26, 27, 60

— गोस्वामी तुलसीदास — तुलसी ग्रंथावली (दूसरा खण्ड); संपा. आ. रामचंद्र शुक्ल  
(नागरीप्रचारिणी सभा, काशी)

दोहावली — छंद सं. 277, 355, 401, 412, 490

## **इकाई—2** 10 घंटे

— बिहारी — रीतिकाव्य संग्रह; जगदीश गुप्त; साहित्य भवन प्रा. लि.; इलाहाबाद; प्रथम संस्करण;  
1961 ई.

छंद सं. — 3, 14, 16, 18, 23, 24

## **इकाई—3** 10 घंटे

— मैथिलीशरण गुप्त : रईसों के सपूत (भारतभारती, वर्तमान खण्ड, साहित्य सदन, झाँसी)  
पद सं. 123 से 128

— जययशंकर प्रसाद : बीती विभावरी जाग री (लहर, लोकभारती प्रकाशन, 2000)  
हिमालय के आँगन में ..... (स्कन्दगुप्त; भारती भण्डार; इलाहाबाद, 1973)

## **इकाई—4** 15 घंटे

— हरिवंश राय 'बच्चन' — जो बीत गयी ..... (हरिवंश राय 'बच्चन' : प्रतिनिधि कविता;  
राजकमल पेपरबैक्स, संपा. मोहन गुप्त, 2009)  
— नागार्जुन — उनको प्रणाम! (नागार्जुन : प्रतिनिधि कविताएँ, संपा. नामवर सिंह, राजकमल,  
पेपरबैक्स, 2009)

— भवानीप्रसाद मिश्र — गीत—फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन, द्वितीय संस्करण, 1970)

## References

1. कबीर : हजारिप्रसाद द्विवेदी
2. तुलसी काव्य—मीमांसा : उदयभानु सिंह
3. बिहारी की वाग्विभूति : विश्वनाथ प्रसाद मिश्र
4. सूरदास : ब्रजेश्वर शर्मा
5. सूरदास : रामचंद्र शुक्ल
6. गोस्वामी तुलसीदास : रामचंद्र शुक्ल
7. घनानंद और स्वच्छंद काव्यधारा : मनोहरलाल गौड़
8. मैथिलीशरण गुप्त : व्यक्ति और काव्य : कमलकांत पाठक
9. प्रसाद, पंत और मैथिलीशरण — रामधारी सिंह 'दिनकर'
10. प्रसाद के काव्य — प्रेमशंकर
11. जयशंकर प्रसाद — नंददुलारे वाजपेयी
12. हरिवंश राय बच्चन — संपा. पुष्पा भारती
13. आधुनिक हिंदी कविता : विश्वनाथ प्रसाद तिवारी

## Assessment Methods

टेस्ट, असाइनमेंट

## Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि।

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Category I

### बी.ए. आनर्स हिन्दी पत्रकारिता एवं जनसंचार

(B.A. Honours in Hindi Journalism & Mass Communication in three years)

## मीडिया

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
मीडिया भाषा और अनुवाद DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

- भाषा और मीडिया के मूलतत्त्व से अवगत कराना।
- अनुवाद तकनीक से अवगत कराना।
- भाषा और मीडिया के सम्बंधों को समझाना।
- मीडिया अनुवाद का अभ्यास व व्यावहारिक पक्ष से परिचित कराना।

### Learning Outcomes

- भाषा एवं मीडिया के अंतरसंबंधों से परिचित होंगे।
- मीडिया में अनुवाद की रोजगारोन्मुख संभावनाओं से अवगत हो सकेंगे।
- भाषा और मीडिया के संदर्भ में अनुवाद की भूमिका और दायित्वों से परिचित होंगे।
- विद्यार्थियों में अनुवाद कौशल विकसित होगा।

### SYLLABUS OF SEC

#### 1. मीडिया भाषा और अनुवाद

10 घंटे (

- भाषा: परिभाषा और महत्व



- अनुवाद: परिभाषा, महत्व, प्रक्रिया
- मीडिया अनुवाद का स्वरूप और महत्व

## 2. प्रिंट मीडिया और अनुवाद

10 घंटे

- पत्र पत्रिकाओं में समाचार, लेख और संपादकीय की भाषा का स्वरूप
- प्रिंट मीडिया अनुवाद - पत्र : पत्रिकाओं के समाचार शीर्षक, समाचार, लेख, फीचर, संपादकीय और विज्ञापन का अनुवाद
- प्रिंट मीडिया अनुवाद की शब्दावली

## 3. इलेक्ट्रॉनिक मीडिया और अनुवाद

10 घंटे

- रेडियो और टेलीविजन समाचार भाषा समाचार शीर्षक, और समाचारों का अनुवाद
- रेडियो और टेलीविजन के विज्ञापनों का अनुवाद
- इलेक्ट्रॉनिक मीडिया अनुवाद की शब्दावली

## 4. डिजिटल मीडिया व फिल्मों की भाषा और अनुवाद

15 घंटे

- सोशल नेटवर्किंग साइट्स, वेबसाइट, न्यूज़ पोर्टल, विकिपीडिया में अनुवाद का स्वरूप
- डिजिटल अनुवाद के उपकरण : आर्टिफिशियल इंटेलिजेंस, अनुवाद ऐप्स, ऑनलाइन शब्दकोश
- फिल्म और डॉक्यूमेंट्री अनुवाद : शीर्षक अनुवाद, डबिंग

## प्रायोगिक कार्य :

30 घंटे

1. अखबार में प्रकाशित समाचारों, लेख और फीचर के अनुवाद का अभ्यास कराना।
2. समाचार शीर्षक के अनुवाद का अभ्यास कराना।
3. टेलीविजन समाचारों और वृत्तचित्र का अभ्यास कराना।
4. अनुवाद ऐप्स का परिचय, ऐप्स आधारित अनुवाद का संपादन।
5. डिजिटल अनुवाद के विविध रूपों का अभ्यास कराना।
6. विज्ञापन अनुवाद का अभ्यास कराना।

## संदर्भ पुस्तकें :

1. हिंदी भाषा भोलानाथ -तिवारी, किताब महल प्रकाशन
2. अनुवाद विज्ञान सिद्धान्त और अनुप्रयोग हिंदी ,डॉ नगेंद्र - माध्यम कार्यान्वयन निदेशालय ,  
दिल्ली विश्वविद्यालय
3. अनुवाद की व्यापक संकल्पना। डॉ दिलीप सिंह ,वाणी प्रकाशन
4. पत्रकारिता में अनुवाद - जितेंद्र गुप्त, प्रियदर्शन, अरुण प्रकाश राधाकृष्ण प्रकाशक ,
5. अनुवाद : अवधारणा और आयाम डॉ सुरेश -सिंघल संजय प्रकाशन ,

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

## समाचार की अवधारणा और रिपोर्टिंग

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
समाचार की अवधारणा और रिपोर्टिंग DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

- समाचार रिपोर्टिंग के विषय में सैद्धांतिक और व्यावहारिक ज्ञान प्रदान करना ।
- समाचार बोध विकसित करना ।
- छात्रों को प्रिंट, इलेक्ट्रॉनिक और वेब मीडिया हेतु न्यूज़ लिखने के योग्य बनाना।
- रिपोर्टिंग के विभिन्न क्षेत्रों की जानकारी देना और विचार निर्माण कौशल को बढ़ावा देना।
- समसामयिक मुद्दों पर तथ्य आधारित विचार - विमर्श और विश्लेषण कौशल का विकास करना।

### Course Learning Outcomes

- न्यूज़ रिपोर्टिंग के सिद्धांत और तकनीक के विषय में अच्छी समझ विकसित होगी।
- समाचार बोध का विकास होगा।
- इवेंट कवर करने और समाचार लिखने की योग्यता विकसित होगी।
- न्यू स्टोरी लेखन के लिए सामग्री योजना और विचार निर्माण का व्यवहारिक ज्ञान प्राप्त होगा।
- समसामयिक मुद्दों पर विचार-विमर्श और विश्लेषण करने में दक्ष होंगे।

### SYLLABUS

**1. समाचार** 10 घंटे

- समाचार अवधारणा एवं महत्व :
- समाचार के तत्त्व एवं प्रकार
- समाचार स्रोत एवं समाचार संकलन

**2. समाचार लेखन** 10 घंटे

- समाचार : संरचना, सिद्धांत एवं तकनीक
- समाचार शैली : विलोम स्तूपी, फीचर शैली,
- इंद्रो और शीर्षक लेखन

**3. समाचार रिपोर्ट** 10 घंटे

- रिपोर्टर के गुण, दायित्व एवं चुनौतियां
- बीट रिपोर्टिंग : शिक्षा, स्वास्थ्य, अपराध, नागरिक मुद्दे, संसदीय, अदालत, खेल एवं व्यापार
- हार्ड न्यूज़ एवं सॉफ्ट न्यूज़ अवधारणा एवं अंतर स्टिंग ऑपरेशन , पीत पत्रकारिता ,

**4. माध्यम लेखन** 15 घंटे

- प्रिंट मीडिया के लिए समाचार के चयन का आधार एवं लेखन
- इलेक्ट्रॉनिक मीडिया के लिए समाचार के चयन का आधार एवं लेखन
- डिजिटल मीडिया के लिए समाचार के चयन का आधार एवं लेखन

**प्रायोगिक कार्य :** 30 घंटे

1. विविध विषयों पर प्रकाशित खबरों के पुनर्लेखन का अभ्यास कराना।
2. समाचार पत्र में प्रकाशित खबरों के आधार पर शीर्षक लेखन का अभ्यास कराना।
3. स्थानीय स्थलों पर जाकर नागरिक मुद्दों पर समाचार पत्र, पत्रिका, रेडियो, टेलीविजन या वेब के लिए रिपोर्ट तैयार करना।
4. किसी एक विषय पर समाचार, समाचार विश्लेषण और साक्षात्कार तैयार करना।
5. चयनित कार्टून और चित्रों के लिए कैप्शन लेखन करना।
6. किसी मानवीय अभिरुचि, विकास या सामाजिक मुद्दे पर पॉडकास्ट, टेलीविजन रिपोर्ट या ब्लॉग तैयार करना।
7. प्रेस कॉन्फ्रेंस प्रेस रिलीज के आधार ,ार पर रिपोर्ट बनाना।

**Essential/recommended readings**

- समाचार और संवाददाता -काशीनाथ जोगलेकर, वाराणसी विश्वविद्यालय प्रकाशन

- समाचार संकलन और लेखन - नंदकिशोर त्रिखा, हिंदी समिति उत्तर प्रदेश
- क्राइम रिपोर्टर - हर्ष देव, भारतीय जनसंचार संस्थान नई दिल्ली
- हिंदी के आधुनिक पत्रकारिता - अरुण कुमार भगत, नेशनल बुक ट्रस्ट, भारत सरकार
- समाचार, फीचर लेखन एवं संपादन कला - हरिमोहन तक्षशिला पब्लिकेशन, नई दिल्ली
- खोजी पत्रकारिता - एच. भीष्मपाल, प्रकाशन विभाग
- साइबर पत्रकारिता - विजय कुलश्रेष्ठ, राजस्थान हिंदी ग्रंथ अकादमी

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

## मीडिया लेखन DSC

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
मीडिया लेखन DSC	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

1. विभिन्न जनमाध्यमों के लिए मीडिया लेखन की जानकारी देना।
2. मीडिया लेखन के विविध प्रारूपों एवं उनमें प्रयुक्त शब्दावली से परिचित कराना।
3. मीडिया के विविध रूपों में लेखन प्रक्रिया एवं जानकारी लेना।

### Course Learning Outcomes

1. विद्यार्थी जनमाध्यमों के विविध स्वरूपों के लिए लेखन की जानकारी प्राप्त होगी।
2. मीडिया शब्दावली से परिचित होकर मीडिया संस्थानों में कार्य करने हेतु तैयार होंगे।
3. व्यावसायिक क्षेत्र में उपयोगी प्रशिक्षण मिलेगा।

#### 1. मीडिया लेखन:

10 घंटे

- मीडिया लेखन के आधारभूत सिद्धांत
- मीडिया लेखन कौशल
- मीडिया लेखन के विविध क्षेत्र डिजिटल ,वेबसाइट ,रेडियो ,टेलिविज़न ,पत्रिका ,समाचार पत्र : मीडिया

#### 2. प्रिंट के लिए लेखन :

10 घंटे

- संपादकीय पृष्ठ संरचना और लेखन ,संपादकीय : संपादक के नाम पत्र कॉलम एवं संपादकीय , पृष्ठ की भाषा

- फीचर लेख एवं स्तम्भ लेखन ,
- प्रिंट लेखन के अन्य विविध रूप : समाचार ,साक्षात्कार परिशिष्ट लेखन ,कैप्शन लेखन ,

### 3. टेलिविज़न के लिए लेखन :

10 घंटे

- इलेक्ट्रॉनिक एवं प्रिंट माध्यम के लिए लेखन में अंतर
- टेलीविज़न के विविध कार्यक्रमों के लिए लेखन । धारावाहिक लेखन कॉमेडी ,डॉक्युमेंट्री लेखन , शो
- ओटीटी प्लेटफॉर्म के लिए लेखन

### 4. रेडियो के लिए लेखन

: 15 घंटे

- रेडियो लेखन की विशेषता
- रेडियो में भाषा उच्चारण एवं उद्घोषक का महत्व ,
- रेडियो कार्यक्रम के विविध प्रारूप के लिए लेखन । वार्ता ,जिंगल ,समाचार ,नाटक ,फीचर , पाँड्कास्ट लेखन

### प्रायोगिक कार्य

30 घंटे

- किसी समाचार पत्र के लिए संपादकीय लेख या फीचर लिखना। ,
- टेलिविज़न के लिए एक पैकेज लिखना।
- रेडियो के लिए परिचर्चा की स्क्रिप्ट लिखना।

### Essential/recommended readings

1. मीडिया लेखन सिद्धांत एवं व्यवहार संजय प्रकाशन ,चंद्र प्रकाश मिश्रा :
2. जनसंचार और मीडिया लेखन नेशनल पब्लिशिंग हाउस ,रेवती शरण शर्मा :
3. मीडिया लेखन सृजन कल्पाज प्रकाशन ,ओम गुप्ता :
4. मीडिया लेखन कला नई दिल्ली ,ओमेगा प्रकाशन ,निशांत सिंह :
5. कथा वाणी प्रकाशन ,मन्नु भंडारी : पटकथा-

### Examination scheme and mode:

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(क) फिल्म अध्ययन (GE)	4	3		1		

### Learning Objectives

The Learning Objectives of this course are as follows:

### Course Objective

- सिनेमा का सैद्धांतिक एवं व्यावहारिक ज्ञान देना।
- सिनेमा के तत्वों एवं कथा तकनीकों से परिचित कराना एवं सिनेमा के विभिन्न आंदोलनों का परिचय देना।
- सिनेमा निर्माण प्रक्रिया की समझ विकसित करना।
- सिनेमा के माध्यम से भारतीय समाज एवं संस्कृति का बोध कराना।

### Course Learning Outcomes

- सिनेमा की भाषा एवं विजुअल्स की समझ विकसित होगी।
- सिनेमा संबंधी तकनीकी कौशल का विकास होगा।
- फिल्मों में अंतर्निहित समाज एवं संस्कृति के अंतरसंबंधों के विश्लेषण में दक्ष होंगे।
- भारतीय सिनेमा की विश्लेषण क्षमता बढ़ेगी।

1. सिनेमा सामान्य परिचय :  $3 + 1 \times 3 = 9 + 3$  1 से (सप्ताह 3)

- हिन्दी सिनेमा की इतिहास यात्रा, स्वतंत्रता पूर्व - स्वातंत्र्योत्तर सिनेमा, भूमंडलीकरण के दौर का सिनेमा



- सिनेमा के प्रकार - लोकप्रिय सिनेमा, समानान्तर सिनेमाकला सिनेमा ,, क्षेत्रीय सिनेमा
- सिनेमा की भाषा (विजुअल्स और शॉट्स के आधार पर)का अध्ययन

**2. सिनेमा ,समाज और संस्कृति 3 +1x3 = 9+3) 4 से (सप्ताह 6**

- राष्ट्रीय चेतना और हिंदी सिनेमा
- लोक संस्कृति, सिनेमा और जन मनोविज्ञान
- क्षेत्रीय हिन्दी सिनेमा - भोजपुरी ,हरियाणवी ,राजस्थानी बोलियों का सिनेमा

**3. सिनेमा तकनीक 3 +1x3 = 9+3) 7 से (सप्ताह 9**

- सिनेमा में पटकथा, अभिनय, संवाद,ध्वनि,गीत, संगीत, नृत्य, निर्देशन, कैमरा, लाइट दृश्य और, स्पेशल इफेक्ट्स तकनीक
- भारतीय सिनेमा में गीत, संगीत और नृत्य की भाषा
- एनिमेशन ,क्रॉसओवर ,ऑफ बीट ,ओटीटी प्लेटफॉर्म और वेब सिनेमा

**4. सिनेमा का अर्थशास्त्र और प्रबन्धन 3 +1x3 = 9+3) 10 से (सप्ताह 12**

- सिनेमा की मार्केटिंग तकनीक
- सिनेमा का राष्ट्रीय अन्तर्राष्ट्रीय बाजार -
- सिनेमेटोग्राफी एक्ट 1956

**प्रायोगिक कार्य 3+1x3 = 9+3) 13 से 14 सप्ताह(**

- दी गई फ़िल्मों में से किसी एक फिल्म की समीक्षा कीजिए । राजा हरिश्चंद्र, मदर इंडिया ,दो बीघा जमीन ,शहीद ,दंगल, मैरीकॉम ,स्वदेश ,दादा लखमी
- भारतीय संस्कृति को अभिव्यक्त करती किसी एक फिल्म की भाषा
- विजुअल्स और शॉट्सपर रिपोर्ट तैयार करना (
- किसी एक फिल्म में अभिव्यक्त जीवन मूल्यों का विश्लेषण और प्रभाव की समीक्षा
- भारतीय संस्कृति को अभिव्यक्त करती लघु फिल्म का निर्माण कराना )8 -10 मिनट(
- ओटीटी प्लेटफॉर्म और दायित्व बोध एवं भारतीय सिनेमेटोग्राफी एक्ट की समीक्षा और 1956 संशोधन के सुझाव

**Essential/recommended readings**

- हिन्दी सिनेमा के सौ बरस : मृत्युंजय, शिल्पायन प्रकाशन

- सत्यजीत राय का सिनेमा : चिदानन्द दास गुप्ता, नेशनल बुक ट्रस्ट, प्रकाशन
- भारतीय सिनेमा का सफरनामा : डॉ पुनीत बिसारिया, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर , नई दिल्ली
- फिल्में कैसे बनती है : हरमल सिंह, राजस्थान पत्रिका प्रकाशन
- सिनेमा की सोच : अजय ब्रह्मात्मज, वाणी प्रकाशन

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

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### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
(ख) सोशल मीडिया (GE	4	3		1		

#### Learning Objectives

The Learning Objectives of this course are as follows:

#### Course Objective

- सोशल मीडिया के मूलतत्त्व से अवगत कराना।
- नेटवर्किंग तकनीक से अवगत कराना।
- सोशल मीडिया का उद्भव एवं विकास समझाना।
- सोशल मीडिया के वैचारिक, सांस्कृतिक और नैतिक परिदृश्य से परिचित कराना।

#### Course Learning Outcomes

- समाज एवं संस्कृति पर सोशल मीडिया के प्रभाव से परिचित होंगे।
- डिजिटल मीडिया में रोजगारोन्मुख संभावनाओं से अवगत हो सकेंगे।
- सोशल मीडिया की भूमिका और दायित्वों से परिचित होंगे।

#### 1. सोशल मीडिया सामान्य परिचय :

10 घंटे

- सोशल मीडिया स्वरूप एवं विकास :
- सोशल मीडिया विशेषताएँ :
- लोकतंत्र और सोशल मीडिया

#### 2. सोशल मीडिया : प्रकार और प्रयोग

10 घंटे

- सोशल नेटवर्किंग साइट्स

- सोशल मीडिया ट्रायलमीम्स ,ट्रोलिंग ,, रील्स ,
- ब्रांडिंग एवं व्यावसायिकता उद्देश्य

### 3. सोशल मीडिया कंटेंट लेखन

10 घंटे

- प्रिंट टीवी, रेडियो एवं डिजिटल मीडिया कंटेंट लेखन में अंतर
- सोशल मीडिया पर सूचना निर्माण, फेक न्यूज़, फेक्ट चेक
- सोशल मीडिया | रचनात्मकता के नए आयाम : लेखन शिक्षण और कला के संदर्भ में ,

### 4. सोशल मीडिया नियमन और प्रभाव

15 घंटे

- साइबर अपराध एवं सूचना प्रौद्योगिकी अधिनियम
- सामुदायिक निर्माण और जनसंपर्क
- अभिव्यक्ति की स्वतंत्रता एवं स्वनियमन

### प्रायोगिक कार्य

: 30 घंटे (

- ई न्यूज़ लेटर, ई पत्रिका, ब्लॉग निर्माण व लेखन।
- केस स्टडी अन्ना आंदोलन -, कोरोना काल जनजागृति ,लोकसभा एवं विधानसभा चुनाव , अभियान
- जन सर्वेक्षण के आधार पर-सोशल मीडिया के प्रभावों और लोकप्रियता का विश्लेषण एवं उसकी रिपोर्ट प्रस्तुति।
- सोशल मीडिया के माध्यम से बनी खबरों पर एक रिपोर्ट तैयार करना।

### Essential/recommended readings

- दूरसंचार एवं सूचना प्रौद्योगिकी - डी. डी. ओझा ज्ञान गंगा दिल्ली ,सत्यप्रकाश ,
- न्यू मीडिया इन्टरनेट की भाषाई चुनौतियां - एस आर अनुराधा ,राधाकृष्ण प्रकाशन , दिल्ली
- हिन्दी ब्लॉगिंग अभिव्यक्ति की नयी क्रान्ति - अविनाश वाचस्पति, रवीन्द्र प्रभात , हिंदी साहित्य निकेतन उत्तरप्रदेश ,
- भूमंडलीकरण और मीडिया - कुमुद शर्मा नई दिल्ली ,ग्रंथ अकादमी ,
- संस्कृति, विकास और संचार क्रान्ति - पूरनचंद्र जोशी नई दिल्ली ,ग्रंथ शिल्पी ,
- नया मीडिया अध्ययन और अभ्यास | शालिनी जोशी पेंगुइन बुक्स ,शिवप्रसाद जोशी ,
- मुक्त समाज की मृगमरीचिका - नॉम चोमस्की

**Examination scheme and mode:**

Total Marks:100

Internal Assessment: 25 Marks

End Semester University Exam:75 marks

The Internal Assessment for the course may include Class participation, Assignments, Class tests, Projects, Field Work, Presentations, amongst others as decided by the faculty.

**DEPARTMENT OF SANSKRIT**

**Category-I**  
**BA (Hons.) Sanskrit**

**DSC 4: Classical Sanskrit Literature (Prose)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Classical Sanskrit Literature (Prose)	04	3	1	0	Class 12TH Pass	NIL

**Learning Objectives**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.
- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-4**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(15 Hrs)**

**Śukanāsopadeśa (Ed. Prahlād Kumar)**

Introduction – Author and his works, text reading (Grammar, translation and explanation)

(एवं समतिक्रामत्सु केषुचिद् दिवसेषु .....रेणुमयीव स्वच्छमपि कलुषीकरोति)

**Unit: II Viśrutacaritam upto 11<sup>th</sup> Para**

**(12 Hrs)**

Introduction –Author and his works, Text reading (Grammar, translation and explanation)  
(.....इति तमुत्थाप्य क्रीडानिर्भरमतिष्ठत्।)

**Unit: III**

**(10 Hrs)**

**Shivarajvijayam**

(----- न पारितं निरोद्धुं नयनवाष्पाणि) Introduction –Author and his works, text para 1 to10, Text reading (Grammar, translation and explanation)

**Unit: IV**

**(08 Hrs)**

**General Survey of main Sanskrit Prose Works**

Origin and Development of Prose literature and its Kind, Some Major Texts- Vāsavadattā, Kādambarī, Harṣacaritam, Daśakumaracaritam, Tilakmanjarī, Gadyacintāmaṇi, Śivarajavijyam, Pancatantra, Hitopdeśa, Vetālapancaviṃśikā, Siṃhāsanadvātriṃśikā, Puruṣaparīkṣā, Śukasaptati.

**Essential/recommended readings:**

1. प्रह्लाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
3. सुरेन्द्रदेव शास्त्री, विश्रुतचरितम्, साहित्यभण्डार, मेरठ
4. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
5. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
6. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली

**Suggested readings:**

1. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
2. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
3. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
4. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
5. Keith, A.B., History of Classical Sanskrit Literature, MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली
6. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
7. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
8. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DSC 5: Sanskrit Epics

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Epics	04	3	1	0	Class 12TH Pass	NIL

#### Learning Objectives

- To enable students to read simple classical Sanskrit
- To enable students to have a sense of the great impact of the epics on Indian life and literature.
- To impart knowledge of some important segments in the Gita and the Ramayana.
- To introduce Advaita philosophy through Shankaracharya's commentary on the Gita.

#### Learning outcomes

- The students will be able to understand simple classical Sanskrit.
- The students will build a good vocabulary to write and communicate in Sanskrit.
- Students will become more aware of the impact of the epics on life and literature in India
- They will get acquainted with Advaita philosophy.

#### SYLLABUS OF DSC-5

(45 hours Lectures and 15 hours Tutorials)

##### Unit1

(10 Hrs.)

वाल्मीकि रामायण अयोध्याकाण्ड सर्ग 109 (रामेण जाबालिमतनिराकरणम्)

From Verse 1 (जाबालेस्तु वचः श्रुत्वा...) से 27 कार्याकार्यविचक्षणः तक)

##### Unit 2

(12 Hrs.)

##### Ramayana as the source of Sanskrit literature

- i. Ramayana as the source book for Indian values – ideal king, ideal family, Ideal Polity, ideal society, ideal character
- ii. Valmiki Ramayana as the source book for Sanskrit literature – Epics, Dramas, Lyric poetry, Adhyātma Ramayana, Adbhuta Ramayana.



- iii. Works in Indian languages based on the Ramayana

**Unit 3. (15 Hrs)**

**भगवद्गीता अध्याय २ पद्य ११ से २५ तक (शाङ्करभाष्य सहित)**

**Unit 4: (08 Hrs)**

**Mahabharata as the source book**

- i. Mahabharata as the source book for Indian knowledge and values
- ii. Sanskrit literary works based on the Mahabharata – Dramas, long poems (Mahakavyas)
- iii. Works in Indian languages based on the Mahabharata

**Essential/recommended readings:**

1. भगवद्गीता, शाङ्करभाष्य अनुवाद सहित, अनुवादक श्रीहरिकृष्णदास गोयन्दका, गीता प्रेस, गोरखपुर
2. Valmiki Ramayana – Valmiki.iitk.ac.in
3. गीताभाष्यनवाम्बरा- डॉ० शिवनारायण शास्त्री

**Suggested readings:**

1. Bhagawadgita with the commentary of Shankaracharya – A.K. Warrior,
2. Bhagawadgita – Dr. S. Radhakrishnan
3. Śrīmadbhagavadgītā, The Scripture of Mankind, text in Devanagari with transliteration in English and notes by Swami Tapasyananda, Sri Ramakrishna Math, 1984
4. Chattopadhyaya D.P., Lokayata- A Study in Ancient Indian Materialism, Popular Publishing House, New Delhi
5. Mishra, Pankaj Kumar, चार्वाक, शिबालिक प्रकाशन, दिल्ली

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DSC 6: Critical Survey of Śāstric Literature

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Survey of Śāstric Literature	04	3	1	0	Class 12TH Pass	NIL

#### Learning Objectives

- To enable students to Know the Ancient Indian Śāstric Literature.
- To impart knowledge of some important texts and authors who created knowledge on medical science, Aeronautics, music, dances, paintings etc.
- To prepare students to exhibit their understanding of ancient Knowledge System.
- To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

#### Learning outcomes

- The students will be able to understand the long history of Indian Śāstric Tradition.
- The students will be able to exhibit their understanding of the Indian Knowledge System.
- Students will become more aware of some aspects of Ancient Scientific thoughts and achievements.
- They will get acquainted with Ancient Scientific texts/writings.

#### SYLLABUS OF DSC-6

(45 hours Lectures and 15 hours Tutorials)

##### Unit 1-

(12 Hrs)

चिकित्साशास्त्र, वनस्पतिशास्त्र, रसायनशास्त्र (Medical Sciences, Botany and Rasāyana) – Origin and development, major texts, major theories, contribution to current understanding

##### Unit 2-

(12 Hrs)

संगीतशास्त्र, नृत्यशास्त्र, मूर्तिकला, चित्रकला (Music, Dance, Iconography and Painting)– Origin and development, major texts, major theories, contribution to current understanding.

Unit 3-

(09 Hrs)

वैमानिकशास्त्र, अश्वशास्त्र, गजशास्त्र, आयुधविज्ञान (Vimānaśāstra, Aśva-śāstra, Gaja- śāstra, Ayudhavijñāna – Origin and development, major texts, major theories, contribution to current understanding

Unit 4-

(12 Hrs)

कोशशास्त्र, छन्दः शास्त्र, निरुक्तशास्त्र, व्याकरणशास्त्र - Origin and development, major texts, major theories, contribution to current understanding

Essential/recommended readings:

1. संस्कृत वाङ्मय का विवेचनात्मक इतिहास- डॉ० सूर्यकान्त
2. संस्कृत साहित्य का इतिहास- डॉ० उमाशंकर शर्मा ऋषि
3. अद्भुत भारत- बाशम, ए. एल. (1995, )अनु० पाण्डेय वेंकटेशचन्द्र शिवलाल अग्रवाल एण्ड कम्पनी , आगरा
4. History of Classical Sanskrit Literature, M. Krishnamachariyar Shastri MLBD, Delhi
5. History of Classical Sanskrit Literature, Keith, A.B., MLBD, Delhi, हिन्दी अनुवाद सहित, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DSC-3: Sanskrit Prose**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Prose DSC - 3	4	3	1	0	Class 12TH	NIL

**Learning Objectives:**

- This course aims to acquaint students with Classical Sanskrit Prose Literature.
- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-3**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(15 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)  
Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II**

**(15 Hrs)**

### Śivarājavijayam, Niḥśwāsa-I

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

### Śivarājavijayam, Niḥśwāsa-II

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

## Unit: III

(15 Hrs)

### History of Sanskrit Literature: Prose:

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādatṭa Vyāsa.

## Unit: IV

(15 Hrs)

### Survey of Sanskrit Literature: Prose:

Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Siṃhāsanadvātrimśikā and Puruṣaparīkṣā.

### Essential/recommended readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. भानुचन्द्रसिंह, शुकनासोपदेश: संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
6. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
7. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
8. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली
9. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
10. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

### Additional Resources:

1. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
2. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर

3. त्रिपाठी, राधावल्लभः संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
4. M. Krishnamachariyar Shastri: History of Classical Sanskrit Literature, MLBD, Delhi
5. Gaurinath Shastri: A Concise History of Sanskrit Literature, MLBD, Delhi
6. Maurice, Winternitz: Ancient Indian Literature (Vol.1-III), also Hindi Translation, MLBD, Delhi
7. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

#### DSC - 4: Sanskrit Drama

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Drama DSC - 4	04	03	01	0	Class 12TH Pass	NIL

##### Learning Objectives:

This course is intended to acquaint the students with three of the most famous dramatic works of Sanskrit literature which represent the three stages of the development of Sanskrit drama.

##### Learning Outcomes:

- After completion of this course the students will be aware about the beauty and richness of classical Sanskrit dramatic tradition.
- This course will enhance the ability for critical thinking on issues of culture, polity, morality, religion etc as reflected in the prescribed texts.
- The course will make the students aware of the formal structures of Sanskrit drama in the tradition of Bharata's natya Shastra.

##### SYLLABUS OF DSC - 4

(45 hours Lectures and 15 hours Tutorials)

**Unit: I****(15 Hrs)****Dutavākyaṃ: Act I – Bhāsa**

First Act (प्रथम अङ्क) Introduction, Text Reading (Grammar, Translation, and Explanation), Poetic excellence, Plot.

**Unit: II****(15 Hrs)****Abhijñānaśākuntalam Act IV- Kālidāsa**

Text Reading (Grammar, Translation, Explanation), Poetic excellence, Plot, Timing of Action. Personification of nature. *kāvyeṣu nāṭakam ramyam, upamā*, Language of Kālidāsa, *dhvani* in Kālidāsa, Purpose and design behind *Abhijñānaśākuntalam* and other problems related to the text.

**Unit: III****(15 Hrs)****Technical Terms from Sanskrit Dramaturgy**

नाटक, नायक, नायिका, पूर्वरङ्ग, नान्दी, सूत्रधार, नेपथ्य, प्रस्तावना, कञ्चुकी, विदूषक, अङ्क, स्वगत, प्रकाश, अपवारित, जनान्तिक, आकाशभाषित, विष्कम्भक, प्रवेशक एवं भरतवाक्य।

**Unit: IV****(15 Hrs)****History of Sanskrit Drama (Origin and Development),****Some important dramatists:**

Bhāsa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣa, Bhavabhūti, and their works.

**Teaching Learning Process:**

1. Since most learners will be new to classical Sanskrit drama, a step by step approach is recommended.
2. Teachers must read aloud the Sanskrit text and the students should repeat.
3. Teachers must help students in disjoining all sandhis and dissolving all samāśas.
4. Teachers will arrange words in verses according to the prose order (anvaya).
5. Students will identify the grammatical structure of each word.
6. Teachers will guide students in translating each word and then the complete verse.
7. Teachers will discuss the social, political, cultural issues occurring in the text and their contemporary relevance.

**Suggested Reading:**

1. सुबोधचन्द्र पन्त, अभिज्ञानशाकुन्तलम्, मोतीलाल बनारसीदास, दिल्ली ।
2. सुरेन्द्रदेव शास्त्री, अभिज्ञानशाकुन्तलम्, रामनारायण बेनीप्रसाद, इलाहाबाद ।
3. नारायणराम आचार्य, अभिज्ञानशाकुन्तलम्, निर्णयसागर प्रेस ।
4. C.D. Devadhar (Ed.), Abhijñānaśākuntalam, MLBD, Delhi.

5. M.R. Kale (Ed.), Abhijñanaśākuntalam, MLBD, Delhi.
6. Gajendra Gadakar (Ed.), Abhijñanaśākuntalam.
7. Ramendramohan Bose, Abhijñanaśākuntalam, Modern Book Agency, Calcutta.
8. भागवतशरण उपाध्याय, कालिदास, कवि और काव्य, भारतीय ज्ञानपीठ, काशी ।
9. हजारीप्रसाद द्विवेदी, कालिदास की लालित्य योजना, राजकमल प्रकाशन, दिल्ली ।
10. पंकज कुमार मिश्र, शाकुन्तलविषयक रम्यत्व की अवधारणा, परिमल पब्लिकेशन, दिल्ली ।
11. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
12. Ratnamayi Dikshit, Women in Sanskrit Dramas, Meherchand Lacchman Das, Delhi.
13. A.B. Keith, Sanskrit Drama, Oxford University Press London, 1970.
14. Minakshi Dalal, Conflict in Sanskrit Drama, Somaiya Publication Pvt. Ltd.
15. G. K. Bhat, Sanskrit Drama, Karnataka University Press, Dharwar, 1975.
16. दूतवाक्यम् - भास, (हिन्दी व्याख्या) रामलाल सावल, गयाप्रसाद एण्ड सन्स, आगरा, १९७१

#### Additional Resources:

1. Mirashi, V.V. : *Kālidāsa*, Popular Publication, Mumbai.
2. Keith, A.B.: *History of Sanskrit Literature*, MLBD, Delhi.
3. Krishnamachariar : *History of Classical Sanskrit Literature*, MLBD, Delhi.
4. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi.
5. Winternitz, Maurice: *Indian Literature* (Vol. I-III), also Hindi Translation, MLBD, Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### BA (Prog.) with SANSKRIT as Non-Major

#### DSC - 2: Sanskrit Prose

Course Title & Code	Credits	Credits distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Sanskrit Prose DSC - 2</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>0</b>	<b>Class 12TH</b>	<b>NIL</b>

#### Learning Objectives:

- This course aims to acquaint students with Classical Sanskrit Prose Literature.



- Origin and development of prose, important prose romances and Sanskrit fables are also included here for students to get acquainted with the beginnings of Sanskrit Prose literature.
- The course also seeks to help students to creatively and critically engage with texts.

**Learning outcomes:**

- The course will enable students enable students to familiarize themselves with some leading classical prose works and individual literary styles of their authors.
- After the completion of this course the learner will be exposed to the socio-cultural conditions of the Indian society as reflected in the prescribed texts.
- Course will also help students to develop their level of Sanskrit language comprehension.

**SYLLABUS OF DSC-2**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**(16 Hrs)**

**Śukanāsopadeśa:**

Introduction- Author/Text, Text up to page 116 of Prahlad Kumar upto यथा यथा चेयं चपला दीप्यते. समाप्तिपर्यन्त (up to the end of the text.)  
Society and political thought depicted in Śukanāsopadeśa, logical meaning and application of sayings.

**Unit: II**

**(16 Hrs)**

**Śivarājaviṣayam, Niḥśwāsa-I**

Para 1 to 20 Introduction- Author/Text, Text reading (Grammar, Translation, and Explanation), poetic excellence, plot, Timing of Action.

**Śivarājaviṣayam, Niḥśwāsa-II**

From para 21 to the end of the text. Text reading (Grammar, Translation, and Explanation), Poetic excellence, plot, Timing of Action.

**Unit: III**

**(08 Hrs)**

**History of Sanskrit Literature: Prose:**

Origin and development of prose and important prose romances. Subandhu, Bāṇa, Daṇḍin, Ambikādhara Vyāsa.

**Unit: IV**

**(05 Hrs)**

**Survey of Sanskrit Literature: Prose:**

Pañcatantra, Hitopadeśa, Vetālapañcaviṃśatikā, Siṃhāsanadvātriṃśikā and Puruṣaparīkṣā.

### Essential/recommended readings:

1. प्रहलाद कुमार. शुकनासोपदेश, मेहरचन्द लक्ष्मणदास, दिल्ली
2. भानुचन्द्रसिंह, शुकनासोपदेश: संस्कृत टीका तथा हिन्दी व्याख्या व अनुवाद सहित ।
3. रामनाथ शर्मा सुमन (व्या.) , शुकनासोपदेश, साहित्य भण्डार, दिल्ली, 1968 ।
4. शिवराजविजय – अम्बिकादत्तव्यास, व्या. – रमाशंकर मिश्र, चौखम्बा सुरभारती प्रकाशन, वाराणसी ।
5. शास्त्री, रामपाल, शुकनासोपदेश, चौखम्बा औरियन्टलिया, वाराणसी
6. झा, रमाकान्त, शुकनासोपदेश, चौखम्बा विद्याभवन, वाराणसी
7. देवनारायण मिश्र, शिवराजविजयम्, साहित्यभण्डार, मेरठ
8. पन्त, सुबोधचन्द्र एवं झा, विश्वनाथ, दशकुमारचरितम्, मोतीलाल बनारसीदास, दिल्ली
9. शर्मा, उमाशंकर ऋषि: संस्कृत साहित्य का इतिहास, चौखम्बा भारती अकादमी, वाराणसी
10. A.B. Keith, *History of Sanskrit Literature*, also Hindi translation, MLBD, Delhi (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली) ।
11. Krishnamachariar, *History of Classical Sanskrit Literature*, MLBD, Delhi.

### Additional Resources:

1. उपाध्याय, बलदेव: संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी
2. प्रीतिप्रभा, गोयल: संस्कृत साहित्य का इतिहास, राजस्थानी ग्रन्थगार, जोधपुर
3. त्रिपाठी, राधावल्लभ: संस्कृत साहित्य का अभिनव इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी
4. M. Krishnamachariyar Shastri: *History of Classical Sanskrit Literature*, MLBD, Delhi
5. Gaurinath Shastri: *A Concise History of Sanskrit Literature*, MLBD, Delhi
6. Maurice, Winternitz: *Ancient Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi
7. Winternitz, Maurice: *Indian Literature (Vol. I-III)*, also Hindi Translation, MLBD, Delhi.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Common Pool of Generic Electives offered by Department of SANSKRIT**

**GE-5 : Tools and Techniques for Computing Sanskrit Language**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
GE-5	04	3	1	0	Class 12TH Pass	NIL

**Learning Objectives:**

This course will introduce the current research and development in Sanskrit computing. Primary emphasis will be on tools and techniques developed under government and private funding and to explore new technologies for Sanskrit.

**Learning Outcomes:**

The course-level learning outcomes that a student of this course is required to demonstrate are indicated below:

- Learn the basic concept of Sanskrit Phonology, Sanskrit Morphology, Syntax, Semantics, Lexicon and Corpora.
- Learn the origin and Development of Language Computing.
- Basic Introduction of Computing Sanskrit Language.
- Various methodologies used on Language Technology.
- Various tools developed for Sanskrit Language.
- Survey of Language Computing

**SYLLABUS OF GE-5**

**(45 hours Lectures and 15 hours Tutorials)**

**Unit: I**

**12 Hours**

**Major Components of Sanskrit Linguistics:**

- Phonology
- Morphology
- Syntax
- Semantics
- Lexicon and Corpora

**Unit: II****12 Hours****Areas and Applications of the Sanskrit Language Computation**

- Text Digitization/Content Creation and Search for Sanskrit
- Speech Technology
- Grammar Tools
- Machine Translation
- Preservation and Delivery of Cultural Heritage of Sanskrit

**Unit: III****09 Hours****Language Computing Methodology**

- Rule Base
- Statistical
- Hybrid

**Unit: IV****12 Hours****Survey of Language Computing**

- Survey of the Language Computing for Sanskrit
- Survey of the Language Computing for Indo Aryan Languages

**[D] References:****Compulsory Readings:**

1. Akshar Bharati, Vineet Chaitanya and Rajeeva Sanghal, Natural Language Processing: A Paninian Prospective, Prentice Hall of India, New Delhi, 1995.
2. Chandra Subhash (2021). भाषासंगणन (Language Computing), Upasana Publications, New Delhi, India, ISBN: 978-93-87677-05-0.
3. Girish Nath Jha, Madhav Gopal, Diwakar Mishra, Annotating Sanskrit Corpus: Adapting IL-POSTS, Human Language Technology. Challenges for Computer Science and Linguistics Lecture Notes in Computer Science Volume 6562, 2011, pp 371-379.
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://cl.sanskrit.du.ac.in>
5. Daniel Jurafsky and James H. Martin, Speech and Language Processing, Prentice Hall; 2008
6. Chandra, Subhash and Jha, GN. Computer Processing of Nominal Inflections in Sanskrit: Methods and Implementations, CSP, UK, 2012.
7. Jha, Girish Nath, Morphology of Sanskrit Case Affixes: A Computational Analysis, M.Phil Dissertation, Centre of English and Linguistics, School of Language, Literature and Culture Studies, JNU, 1993.
8. Sanskrit Computational Linguistics symposium 1-2: Springer Verlag LNCS 5402 G Huet, A Kulkarni and P Scharf (eds), Proceedings of the 1st and 2nd International Symposium, 2009.

9. Sanskrit Computational Linguistics symposium 3: Springer Verlag LNCS 5406 A Kulkarni, G Huet (eds), Proceedings of the 3rd International Symposium, Jan 15 - 17, 2009, Hyderabad.
10. Grishman, R., Computational Linguistics: An introduction, Cambridge University Press, 1986.
11. Chandra, Subhash .मशीनी अनुवाद (Machine Translation) Vidyanidhi Prakashana, New Delhi,

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

**GE-6**  
**Machine Translation: Tools and Techniques**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Machine Translation: Tools and Techniques</b>	<b>04</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12TH Pass</b>	<b>NIL</b>

**Learning Objectives:**

This course will introduce the theory and practice of computer based translations and expose the students to the internal processes and inter module interactions in a typical Machine Translation (MT) system

**Learning Outcomes:**

The course-level learning outcomes that a student of this course will be able to demonstrate are indicated below:

- Learn the origin and Development of Machine Translation.
- Basic Introduction of Machine Translation.
- Human vs Machine Translation.
- Concepts to ideal various methodologies used on Machine Translation System.
- Using guidelines of the Machine Translation system: Google and Bing.
- Evaluation and Challenges in Machine Translation

## SYLLABUS OF GE-6

<b>Unit: I</b> <b>Introduction and History of Machine Translation</b> <ul style="list-style-type: none"><li>History and Survey of Machine Translation Systems.</li><li>List of Major MT System for Indian Languages: Google Translate and Bing by Microsoft.</li></ul>	<b>09 Hours</b>
<b>Unit: II</b> <b>Theoretical Concepts of Machine Translation:</b> <ul style="list-style-type: none"><li>Human vs Computer translation of languages.</li><li>Basics of Machine Translation</li><li>Tools and Techniques of Machine Translation</li><li>Source and Target Language</li></ul>	<b>12 Hours</b>
<b>Unit: III</b> <b>Machine Translation (MT) Approaches</b> <ul style="list-style-type: none"><li>Rule Base MT Transfer-based</li><li>Interlingual and Dictionary Based</li><li>Statistical MT Example Based MT</li><li>Hybrid MT</li></ul>	<b>12 Hours</b>
<b>Unit: IV</b> <b>Evaluation of MT</b> <ul style="list-style-type: none"><li>Evaluation of MT</li><li>Challenges in Machine Translation</li><li>Ambiguity and Acceptability</li></ul>	<b>12 Hours</b>

### References:

#### Compulsory Readings:

- Chandra, Subhash. मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित. Vidyanidhi Prakashana, New Delhi, India, ISBN: 9789385539527.
- Sergei Nirenburg, H. L. Somers, Readings in Machine Translation, MIT Press (MA)
- Philipp Koehn, Statistical Machine Translation, Cambridge University Press.
- Sergei Nirenburg, Jaime Carbonell, Masaru Tomita, Editors: Kenneth Goodman, Machine Translation: A Knowledge-Based Approach, Morgan Kaufmann Publishers Inc. San Francisco, CA, USA, 1994
- Amba Kulkarli, Machine translation activities in India: A survey, In proceedings of workshop on survey on Research and Development of Machine Translation in Asian Countries, Thailand, May 13-14, 2002.

**Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.**

**DEPARTMENT OF LINGUISTICS**

**Category-II**

**BA (Prog.) with Linguistics as Major**

**DSC (3): Elementary Phonetics and Phonology**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Elementary Phonetics and Phonology	4	3	1	0	Class XII	NIL

**Learning Objectives:** Building on the DSC-1, this course provides hands-on training in analysing the phonetics and phonology of languages(s). It deals with the production of speech sounds and their descriptive and physical properties. Students learn how to transcribe and describe sounds using International Phonetic Alphabets (IPA symbols) and diacritics. Students work with a variety of languages.

**Learning outcomes:** Basic skills in Phonetic and phonological analysis; Gain practical Knowledge of how to identify the sound inventory of a language; analyse phonetic and acoustic properties of speech sounds; identify phonological processes and carry out phonological analysis of a given language.

**(45 hours Lectures)**

**Unit 1: Identification and description of different classes of speech sounds**

**10 Hours**

- Perception
- Description
- Transcription

**Unit 2: Physical properties of speech sounds**

**10 Hours**

- Learning to record speech sounds
- Spectrograms and speech sounds

- Waveforms and speech sounds (periodic-aperiodic, simple-complex)

### Unit 3: **Phonological Analysis**

**15 Hours**

- Natural classes
- Contrast and Minimal pairs
- Environment and distribution
- Phonological processes in specific languages

### Unit 4: **Non-segmental Phonological properties**

**10 Hours**

- Tonal languages
- Syllable and Stress
- Phonological analysis

### **Readings**

1. Ladefoged, Peter. 2001 (4<sup>th</sup> edn.). *A course in phonetics*. New York: Harcourt Brace.
2. Ladefoged, Peter and Johnson, Keith. 2011 (6<sup>th</sup> edition). *A course in phonetics*. Wadsworth.
3. Ohio language files. Or any other best Intro book
4. Fromkin, Victoria, Rodman, Robert and Hyams, Nina. *Introduction to language*. 2012 ed. Thomson-Wadsworth.

**KEYWORDS:** Speech Sounds, Transcription, Spectrogram, Tone, Syllable, Stress.

**Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**



## DSC (4): Phonetics and Phonology of Indian Languages

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Phonetics and Phonology of Indian Languages	4	3	1	0	Class XII	NIL

**Objectives.** This course provides the physical properties of speech sounds and the speech sound patterns of Indian languages.

**Learning outcomes.** The learning outcomes include the Phonetic and Phonological analysis of Indian languages.

**(45 hours Lectures)**

#### Unit 1: Phonetics and Phonology of Indian languages- An Introduction

**10 Hours**

- Speech sounds and Mother tongue.
- Articulation of the speech sounds and their relation to the native languages.
- IPA charts: Consonants and Vowels

#### Unit 2: Phonetics and Phonology of Indo-Aryan Languages

**10 Hours**

- Articulation of Vowels and Consonants of Indo-Aryan Languages.
- Classification of Vowels and Consonants; Clusters; Diphthongs of Indo-Aryan Languages. Suprasegmental features of Indo-Aryan Languages: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Indo-Aryan Languages
- Possible sequences of speech sounds in Indo-Aryan Languages.
- Indo-Aryan Languages and Phonological processes.

### **Unit 3: Phonetics and Phonology of Dravidian languages and Tibeto-Burman languages**

**15 Hours**

- Articulation of Vowels and Consonants of Dravidian languages and Tibeto-Burman languages.
- Classification of Vowels and Consonants; Clusters; Diphthongs of Dravidian languages and Tibeto-Burman languages. Suprasegmental features of Dravidian languages and Tibeto-Burman languages: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Dravidian language family and Tibeto-Burman languages.
- Possible sequences of speech sounds in Dravidian languages and Tibeto-Burman languages.
- Dravidian languages and Tibeto-Burman languages: Phonological processes.

### **Unit 4: Phonetics and Phonology of Austro-Asiatic languages and Languages of Andaman and Nicobar**

**10 Hours**

- Articulation of Vowels and Consonants of Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Classification of Vowels and Consonants; Clusters; Diphthongs Austro-Asiatic languages and Languages of Andaman and Nicobar. Suprasegmental features of Austro-Asiatic languages and Languages of Andaman and Nicobar: Stress, length, Pitch, Intonation.
- Organization of speech sounds of Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Possible sequences of speech sounds in Austro-Asiatic languages and Languages of Andaman and Nicobar.
- Austro-Asiatic languages and Languages of Andaman and Nicobar: Phonological processes.

#### **Readings**

1. Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: E. University Press.
2. Hyman, L.M. 1975. *Phonology: Theory and Analysis*. New York: Holt, Rinehart & Winston.
3. Ladefoged, P. 1962. *Elements of Acoustic Phonetics*. Chicago: University Of Chicago.

4. Ladefoged, P. 1971. *Preliminaries to Linguistic Phonetics*. Chicago: Chicago University Press.
5. Ladefoged, P. 1975. *A Course in Phonetics*. New York: Harcourt Brace Jovanovich 2nd. ed. 1982.
6. Pike, K.L. 1947. *Phonemics*. Ann Arbor: The University of Michigan Press.
7. Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer. 1999. *Linguistics: An Introduction*. UK: Cambridge University Press.

**KEYWORDS:** Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman, Andamans, Nicobar, IPA, Clusters, Diphthongs.

Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Category-III**  
**BA (Prog.) with Linguistics as Non-Major**

**DSC (3): Elementary Phonetics and Phonology**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Elementary Phonetics and Phonology	4	3	1	0	Class XII	NIL

**Objectives:** Building on the DSC-1, this course provides hands-on training in analysing the phonetics and phonology of languages(s). It deals with the production of speech sounds and their descriptive and physical properties. Students learn how to transcribe and describe sounds using International Phonetic Alphabets (IPA symbols) and diacritics. Students work with a variety of languages.

**Course learning outcomes:** Basic skills in Phonetic and phonological analysis; Gain practical Knowledge of how to identify the sound inventory of a language; analyse phonetic and acoustic properties of speech sounds; identify phonological processes and carry out phonological analysis of a given language.

**(45 hours Lectures)**

**Unit 1: Identification and description of different classes of speech sounds**

**10 Hours**

- Perception
- Description
- Transcription

**Unit 2: Physical properties of speech sounds**

**10 Hours**

- Learning to record speech sounds

- Spectrograms and speech sounds
- Waveforms and speech sounds (periodic-aperiodic, simple-complex)

### Unit 3: **Phonological Analysis**

**15 Hours**

- Natural classes
- Contrast and Minimal pairs
- Environment and distribution
- Phonological processes in specific languages

### Unit 4: **Non-segmental Phonological properties**

**10 Hours**

- Tonal languages
- Syllable and Stress
- Phonological analysis

### **Readings**

5. Ladefoged, Peter. 2001 (4<sup>th</sup> edn.). *A course in phonetics*. New York: Harcourt Brace.
6. Ladefoged, Peter and Johnson, Keith. 2011 (6<sup>th</sup> edition). *A course in phonetics*. Wadsworth.
7. Ohio language files. Or any other best Intro book
8. Fromkin, Victoria, Rodman, Robert and Hyams, Nina. *Introduction to language*. 2012 ed. Thomson-Wadsworth.

**KEYWORDS:** Speech Sounds, Transcription, Spectrogram, Tone, Syllable, Stress.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

#### CATEGORY-IV

### **COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY DEPARTMENT OF LINGUISTICS**

#### **GENERIC ELECTIVES (GE-2): LINGUISTICS AND MEDIA**

#### **Credit distribution, Eligibility and Pre-requisites of the Course**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>Linguistics and Media</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class XII</b>	<b>NIL</b>

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop students' understanding of the role language plays in the construction, interpretation and communication of media texts
- To develop students' understanding of the influence that media has on languages and their use
- To teach the fundamentals of media discourse analysis using linguistic tools
- To make students appreciate how media language is produced and shaped by social structures

#### **Learning outcomes**

By participating in this course, the student will develop:

- an appreciation of linguistic structures underlying media discourse;
- skills to analyse spoken and written language using linguistic tools in the contexts of print, digital and new media
- experience of handling of difficult and sensitive materials and an understanding of ethical issues involved in crime-related data;
- skills of auditory analysis and digital processing of forensic recordings.

## **SYLLABUS OF GE-2 (SEMESTER-II)**

**(45 hours Lectures)**

### **UNIT – I (10 Hours)**

#### **Media and discourse processes**

- Critical Discourse Analysis
- Textual analysis
- Analysing social practices

### **UNIT – II (15 Hours )**

#### **Micro-linguistic features of media texts**

- Phonetic & Phonological features
- Morphological features
- Syntactic features

### **UNIT – III (10 Hours)**

#### **Meaning and media**

- Semantics of media texts
- Pragmatics of media texts
- Semiotics of media texts

### **UNIT – IV (10 Hours)**

#### **Media and language change**

- language maintenance and shift
- advertising language
- new media and language change

**Practical component (if any) – NIL**

#### **Essential/recommended readings**

Bell, A. (1991). *The language of news media*. Oxford: Basil Blackwell

Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse and Society*. 4.133-168.

Jones, R. H., Jaworska, S., Aslan, E. (2021). *Language and Media: A Resource Book for Students* (2nd Edition). London & New York: Routledge.

#### **Suggestive readings**

Bhatia, T. K. (1992). Discourse functions and pragmatics of mixing: Advertising across cultures. *World Englishes*. 11.195-215.

Cook, G. (1992). *The discourse of advertising*. London: Routledge

Fatihi, Ali R. (2022). *Media Linguistics in South Asia*. London & New York: Routledge

- Fowler, R. (1991). *Language in the news: Discourse and ideology in the press*. London: Routledge.
- Grice, H.P. (1975). Logic and conversation. In P. Cole & J.L. Morgan (eds.) *Syntax and Semantics, Vol. 3, Speech Acts*. New York: Academic Press.
- Hartford, B. A. S. (1993). Tense and aspect in the news discourse of Nepali English. *World Englishes*. 12.1-13

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## DEPARTMENT OF PUNJABI

### DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)

#### ADHUNIK PUNJABI SAHIT DA ITIHAS

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI SAHIT DA ITIHAS	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or <i>Working knowledge of Punjabi language</i></b>

**Credits: 4**

**L/T/P= 3/1/0**

#### Learning Objectives:

- The course will offer extensive insight into the history of Modern Punjabi literature, while laying special emphasis on various literary movements, genres and writers.
- It will help the students to evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.
- The course will help them to develop a nuanced appreciation of the literary production of modern times.
- The students will be offered an in-depth understanding on the growth of Punjabi language under the influence of various other languages.
- The course will guide the students to understand the history of different genres of Modern Punjabi literature.

#### Learning Outcomes:

- The students will be able to understand the concept of Colonial Modernity.
- They can analyze the influence of modernity on Punjab and Punjabi literature.
- The course will educate them to understand various social and political movements of Punjab which provide shape to Modern Punjabi Literature.

- The students will understand the history of Modern Punjabi poetry, fiction, drama and prose.
- They will be able to evaluate various trends emerged in Modern Punjabi Literature.

**Unit 1 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ: ਸਿਧਾਂਤ ਅਤੇ ਇਤਿਹਾਸ (Adhunik Punjabi Sahit: Sidhant ate Itihas) (12 hours)**

- ਆਧੁਨਿਕਤਾ: ਸੰਕਲਪ ਅਤੇ ਸਰੂਪ  
Adhunikta: Sankalp ate Saroop
- ਮੱਧਕਾਲ ਅਤੇ ਆਧੁਨਿਕ ਕਾਲ ਦਾ ਨਿਖੇੜਾ  
Madhkal ate Adhunik kaal da Nikherha
- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ  
Adhunik Punjabi Sahit da Itihasak Pichhokarh
- ਪੰਜਾਬ ਦੀਆਂ ਸਮਾਜਕ-ਧਾਰਮਕ ਲਹਿਰਾਂ  
Punjab dian Samajak-Dharmak Lehran

**Unit 2 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ (Adhunik Punjabi Kavita) (9 hours)**

- ਰਹੱਸਵਾਦੀ ਅਤੇ ਰੁਮਾਂਸਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Rahasvadi ate Romancevadi Kaav Dhara
- ਪ੍ਰਗਤੀਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Pragativadi Kaav Dhara
- ਸੁਹਜਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Sohajvadi Kaav Dhara
- ਜੁਝਾਰਵਾਦੀ ਕਾਵਿ ਧਾਰਾ  
Jujharvadi Kaav Dhara

**Unit 3 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਗਲਪ (Adhunik Punjabi Galap) (12 hours)**

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
1960 ton Pehlan da Punjabi Novel
- 1960 ਤੋਂ ਬਾਅਦ ਦਾ ਪੰਜਾਬੀ ਨਾਵਲ  
1960 ton Baad da Punjabi Novel
- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
1960 ton Pehlan di Punjabi Kahani
- 1960 ਤੋਂ ਬਾਅਦ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ  
1960 ton Baad di Punjabi Kahani

**Unit 4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਨਾਟਕ ਅਤੇ ਵਾਰਤਕ (Adhunik Punjabi Natak ate Vartak) (12 hours)**

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
1960 ton Pehlan da Punjabi Natak
- 1960 ਤੋਂ ਬਾਅਦ ਦਾ ਪੰਜਾਬੀ ਨਾਟਕ  
1960 ton Baad da Punjabi Natak

- 1960 ਤੋਂ ਪਹਿਲਾਂ ਦੀ ਪੰਜਾਬੀ ਵਾਰਤਕ  
1960 ton Pehlan di Punjabi Vartak
- 1960 ਤੋਂ ਬਾਅਦ ਦੀ ਪੰਜਾਬੀ ਵਾਰਤਕ  
1960 ton Baad di Punjabi Vartak

#### Essential Reading:

- Jaswinder Singh (Dr.), Dhindsa, Man Singh (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Punjabi University, Patiala.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.

#### Suggested Readings:

- Brar, Rajinder Pal Singh (Dr.) (2006), **Adhunik Punjabi Kavita da Itihas**, Punjabi Academy, Delhi.
- Dhaliwal, Baldev Singh (2006), **Adhunik Punjabi Kahani da Itihas**, Punjabi Academy, Delhi.
- Piara Singh (Prof.) (2004), **Punjabi Vartak: Sidhant, Itihas te Parvartian**, New Book Company, Jalandhar.
- Piara Singh (Prof.) (2004), **Punjabi Galap: Sidhant, Itihas te Parvartian**, New Book Company, Jalandhar.
- Piara Singh (Prof.) (2004), **Adhunik Punjabi Kavita: Sidhant, Itihas te Parvartian**, New Book Company, Jalandhar.
- Satinder Singh (Dr.) (2006), **Adhunik Punjabi Vartak da Itihas**, Punjabi Academy, Delhi.
- Verma, Satish Kumar (Dr.) (2005), **Punjabi Natak da Itihas**, Punjabi Academy, Delhi.

#### INTERNET RESOURCES:

- <https://www.britannica.com/art/Punjabi-literature>
- <http://certindia.gov.in/downloads/Fellowship/Published%20Project/2013-2014/34.%20History%20of%20Punjabi%20Lecture.pdf>
- [https://pa.bharatpedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80\\_%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4\\_%E0%A8%A6%E0%A8%BE\\_%E0%A8%87%E0%A8%A4%E0%A8%BF%E0%A8%B9%E0%A8%BE%E0%A8%B8](https://pa.bharatpedia.org/wiki/%E0%A8%AA%E0%A9%B0%E0%A8%9C%E0%A8%BE%E0%A8%AC%E0%A9%80_%E0%A8%B8%E0%A8%BE%E0%A8%B9%E0%A8%BF%E0%A8%A4_%E0%A8%A6%E0%A8%BE_%E0%A8%87%E0%A8%A4%E0%A8%BF%E0%A8%B9%E0%A8%BE%E0%A8%B8)

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

**DISCIPLINE SPECIFIC CORE COURSE -5 (DSC-5)****ADHUNIK PUNJABI KAVITA****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAVITA	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4****L/T/P= 3/1/0****LEARNING OBJECTIVES:**

- The course will demonstrate knowledge of Modern Punjabi Poetry.
- The course will help the students to recognize and identify different formal rhythmic properties of poems and of language as a whole.
- It will demonstrate an understanding of poetic vocabulary essential to the practice of literary criticism.
- The course will develop an understanding of individual poets in their historical, social, economic, cultural and political contexts.
- The course is aimed to evaluate the creative and analytical sensibility of the students.

**LEARNING OUTCOMES:**

- The students will be able to analyse various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- They will be able to identify various forms and genres of poetry such as Nazam, Ghazal, Rubai and Free Verse etc.
- The course will facilitate them to understand the socio-cultural, economic and political concerns of Punjabi society reflected in Punjabi poetry.
- They will understand the basic terminology and practical elements of poetry.
- They will develop a feeling of sensitivity depicted in poetry.

**Unit 1 ਮੁਢਲੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Mudhle Dour di Punjabi Kavita) (12 hours)**

- ਭਾਈ ਵੀਰ ਸਿੰਘ: ਸਮਾਂ, ਕੰਬਦੀ ਕਲਾਈ, ਗੁਲਾਬ ਦਾ ਫੁੱਲ ਤੋੜਨ ਵਾਲੇ ਨੂੰ  
Bhai Vir Singh: Sama, Kambadi Kalai, Gulab da Full Torhan Vale Nu
- ਪੂਰਨ ਸਿੰਘ: ਹਲ ਵਾਹੁਣ ਵਾਲੇ, ਜਵਾਨ ਪੰਜਾਬ ਦੇ, ਪਸ਼ੂ ਚਰਦੇ  
Puran Singh: Hal Vahun Vale, Javan Punjab de, Pashu Charde
- ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਿਕ: ਪੰਜਾਬ, ਮੇਲੇ ਵਿਚ ਜੱਟ, ਬੋਲੀ ਹੈ ਪੰਜਾਬੀ ਸਾਡੀ  
Dhani Ram Chatrik: Punjab, Mele Vich Jatt, Boli hai Punjabi Sadi
- ਨੰਦ ਲਾਲ ਨੂਰਪੁਰੀ: ਭੋਲਾ ਪੰਛੀ, ਚੁੰਮ-ਚੁੰਮ ਰੱਖੋ, ਸ਼ੌਕਣ ਮੇਲੇ ਦੀ  
Nand Laal Noorpuri: Bhola Panchhi, Chum-Chum Rakho, Shoukan Mele di

**Unit 2 ਦੂਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Duje Dour di Punjabi Kavita) (12 hours)**

- ਮੋਹਨ ਸਿੰਘ: ਤਾਜ ਮਹਿਲ, ਰੱਬ, ਮੁੱਕਣ ਤੇ ਆਇਆ ਸਾਥੀਓ (ਗ਼ਜ਼ਲ)  
Mohan Singh: Taj Mehal, Rabb, Mukan te Aaya Sathiyo (Ghazal)
- ਅਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਅੱਜ ਆਖਾਂ ਵਾਰਸ ਸ਼ਾਹ ਨੂੰ, ਅੰਨਦਾਤਾ, ਸੁਨੇਹਰੇ  
Amrita Pritam: Ajj Aakhan Waris Shah nu, Anndaata, Sunehrhe
- ਬਾਵਾ ਬਲਵੰਤ: ਦੁਨੀਆ, ਓਸ ਦਾ ਹਾਰ, ਨਵੀਨ ਆਸ  
Bawa Balwant: Dunia, Os da Haar, Navin Aas
- ਹਰਿਭਜਨ ਸਿੰਘ: ਮਾਏ ਨੀ, ਵੇ ਮੈਂ ਭਰੀ ਸੁੰਗਧੀਆਂ ਪੌਣ, ਧਰਤੀ ਦੇ ਹੇਠਾਂ  
Harbhajan Singh: Maye Ni, Ve Mein Bhari Sugandhian Poun, Dharti de Hethan

**Unit 3 ਤੀਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Teeje Dour di Punjabi Kavita) (12 hours)**

- ਸ. ਸ. ਮੀਸ਼ਾ: ਚੀਕ ਬੁਲਬੁਲੀ, ਅੱਧੀ ਰਾਤ ਪਹਿਰ ਦੇ ਤੜਕੇ, ਸ਼ਾਮ ਦੀ ਨਾ ਸਵੇਰ ਦੀ ਗੱਲ ਹੈ  
S.S. Meesha: Cheek Bulbuli, Adhi Raat Pehar de tadhke, Sham di na Sver di Gall hai
- ਜਗਤਾਰ: ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ, ਕੋਈ ਮਜ਼ਬੂਰੀ ਨਹੀਂ, ਰੁੱਖਾਂ ਹੇਠ ਛੁਪ ਕੇ  
Jagtar: Har Morh te Saliban, Koi Mazboori Nahi, Rukhan Heth Chhup Ke
- ਸ਼ਿਵ ਕੁਮਾਰ: ਰੁੱਖ, ਆਰਤੀ, ਕੀ ਪੁੱਛਦੇ ਓਂ ਹਾਲ ਫਕੀਰਾਂ ਦਾ  
Shiv Kumar: Rukh, Aarti, Ki Puchhde ho Haal Fakiran da
- ਪਾਸ਼: ਦਹਿਕਦੇ ਅੰਗਿਆਰਾਂ 'ਤੇ, ਚਿੜੀਆਂ ਦਾ ਚੰਬਾ, ਸਭ ਤੋਂ ਖ਼ਤਰਨਾਕ  
Pash: Dehkde Angiyan te, Chirhiyan da Chamba, Sabh ton Khatarnak

**Unit 4 ਚੌਥੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਵਿਤਾ (Chouth Dour di Punjabi Kavita) (9 hours)**

- ਸੁਰਜੀਤ ਪਾਤਰ: ਕੁਝ ਕਿਹਾ ਤਾਂ, ਚੱਲ ਪਾਤਰ ਹੁਣ ਢੂੰਡਣ ਚੱਲੀਏ, ਆਇਆ ਨੰਦ ਕਿਸ਼ੋਰ  
Surjit Patar: Kujh Kiha tan, Chal Patar hun Dhundhan Chaliye, Aaya Nand Kishor
- ਸੁਖਵਿੰਦਰ ਅਮ੍ਰਿਤ: ਬੜੀ ਹੀ ਨਰਮ ਪੱਤੀ ਹਾਂ, ਥਲਾਂ ਦਾ ਸੇਕ ਨਾ ਹੋਵੇ, ਨੀ ਫੁੱਲਾਂ ਵਰਗੀਓ ਕੁੜੀਓ  
Sukhwinder Amrit: Barhi hi Naram Patti han, Thalan da Sek na Hove, Ni Fullan Vargiyo Kurhiyo
- ਬਲਬੀਰ ਮਾਧੋਪੁਰੀ: ਕਵਿਤਾ ਮੁਖਾਤਬ ਹੋ, ਕੱਖੋਂ ਹੋਲਾ ਆਦਮੀ, ਮਾਂ ਦੱਸਦੀ ਹੈ  
Balbir Madhopuri: Kavita Mukhatab ho, Khakhon Hola Aadmi, Maa Dasdi hai

- ਜਸਵੰਤ ਜਫ਼ਰ: ਅਸੀਂ ਨਾਨਕ ਦੇ ਕੀ ਲੱਗਦੇ ਹਾਂ, ਭਾਈ ਘੱਨਈਆ, ਭਗਤ ਸਿੰਘ  
Jaswant Zafar: Asin Nanak de Ki Lagde han, Bhai Ghanyia, Bhagat Singh

#### **Essential Readings/Sources:**

- Jagjit Singh (Dr), Virk, Anup Singh (Prof) (eds.) (2014), **Samkali Punjabi Kavita**, Punjabi University, Patiala.
- <https://www.punjabi-kavita.com/>

#### **Suggested Readings:**

- Brar, Rajinder Pal Singh (Dr.) (2006), **Adhunik Punjabi Kavita da Itihas**, Punjabi Academy, Delhi.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.
- Jaswinder Singh (Dr.) & Man Singh Dhindsa (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Publication Bureau, Punjabi University, Patiala.
- Piara Singh (Prof.) (2004), **Adhunik Punjabi Kavita: Sidhant, Itihas te Parvirtian**, New Book Company, Mai Hiran Gate, Jalandhar.
- Satinder Singh (Dr.) (1980), **Adhunik Punjabi Kaav Roop Adhiyan**, Guru Nanak Dev University, Amritsar.

**\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC CORE COURSE -6 (DSC-6)****ADHUNIK PUNJABI KAHANI****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 10<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4****L/T/P= 3/1/0****Learning Objectives:**

- The course will develop skills in short story analysis, including comprehension of the narrative fundamentals of character, point of view, theme and plot in Punjabi short stories.
- It will help the students to gain an appreciation of different literary styles, voices and approaches in Punjabi short stories.
- The course is aimed to develop ethical values, social concerns and awareness about the current issues of society among the students.
- The course will give an outline of various development phases of Punjabi short story.
- It will help the students to develop a creative aspect and sensitize them towards society.

**Course Outcomes:**

- Students will develop an ability to identify, analyse, interpret and describe the critical ideas, values, and themes appeared in the prescribed short stories.
- They will be able to understand the ways how various ideas, values and themes are depicted in Punjabi short stories.

- The students will develop skills in literary analysis, including comprehension of the narrative, fundamentals of character, point of view, theme and action (plot).
- They will gain an appreciation of different literary styles, voices and approaches in Punjabi short story.
- The course will develop ethical values, social concerns and awareness about the current issues of society among the students.

**Unit 1 ਮੁਢਲੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Mudhle Dour di Punjabi Kahani) (12 hours)**

- ਨਾਨਕ ਸਿੰਘ: ਤਾਸ਼ ਦੀ ਆਦਤ, ਸੁਨਹਿਰੀ ਜਿਲਦ  
Nanak Singh: Tash di Aadat, Sunehri Jilad
- ਗੁਰਬਖਸ਼ ਸਿੰਘ: ਭਾਬੀ ਮੈਨਾ, ਪਹੁਤਾ ਪਾਂਧੀ  
Gurbax Singh: Bhabhi Maina, Pahuta Pandhi
- ਸੁਜਾਨ ਸਿੰਘ: ਬਾਗਾਂ ਦਾ ਰਾਖਾ, ਰਾਸ ਲੀਲਾ  
Sujan Singh: Bagan da Rakha, Raas Leela
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ: ਪੇਮੀ ਦੇ ਨਿਆਣੇ, ਹਲ ਵਾਹ  
Sant Singh Sekhon: Pemi de Niane, Hal Vah

**Unit 2 ਦੂਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Duje Dour di Punjabi Kahani) (12 hours)**

- ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ: ਕਰਾਮਾਤ, ਨੀਲੀ  
Kartar Singh Duggal: Karamat, NILi
- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਖੱਬਲ, ਧਰਤੀ ਹੇਠਲਾ ਬੋਲਦ  
Kulwant Singh Virk: Khabbal, Dharti Hethla Boulad
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਕੋਈ ਇਕ ਸਵਾਰ, ਸਵੇਰ ਹੋਣ ਤੱਕ  
Santokh Singh Dheer: Koi Ik Savar, Sver Hon Takk
- ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ: ਰੱਬ ਤੇ ਚੁੱਤਾਂ, ਸਤੀਆਂ ਸੇਈ  
Dalip Kaur Tiwana: Rabb te Ruttan, Satian Sein

**Unit 3 ਤੀਜੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Teeje Dour di Punjabi Kahani) (12 hours)**

- ਅਜੀਤ ਕੌਰ: ਗੁਲਬਾਨੇ, ਮੌਤ ਅਲੀ ਬਾਬੇ ਦੀ  
Ajit Caur: Gulbano, Mout Ali Babe di
- ਗੁਰਬਚਨ ਭੁੱਲਰ: ਖੂਨ, ਨਿੱਕੀ ਬੂਟੀ ਦਾ ਸੂਟ  
Gurbachan Bhullar: Khoon, Niki Booti da Suit
- ਨਵਤੇਜ: ਦੇਸ਼ ਵਾਪਸੀ, ਸੁਨੇਹਾ  
Navtej: Desh Vapsi, Suneha
- ਮੋਹਨ ਭੰਡਾਰੀ: ਘੋਟਣਾ, ਮੈਨੂੰ ਟੈਗੋਰ ਬਣਾ ਦੇ ਮਾਂ  
Mohan Bhandari: Ghotna, Mainu Tagore Bana de Ma

**Unit 4 ਚੌਥੇ ਦੌਰ ਦੀ ਪੰਜਾਬੀ ਕਹਾਣੀ (Chouthi Dour di Punjabi Kahani) (9 hours)**

- ਵਰਿਆਮ ਸੰਧੂ: ਆਪਣਾ-ਆਪਣਾ ਹਿੱਸਾ, ਚੌਥੀ ਕੂਟ  
Wariyam Sandhu: Apna Apna Hissa, Chouthi Koot
- ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼: ਬੰਗਲਾ, ਗੋਈ  
Prem Prakash: Bangla, Goi



- ਗੁਰਮੀਤ ਕੜਿਆਲਵੀ: ਆਤੂ ਖੋਜੀ, ਹਾਰੀ ਨਾ ਬਚਨਿਆ  
Gurmeet Karhialvi: Aatu Khoji, Harin Na Bachnia
- ਸਾਂਵਲ ਧਾਮੀ: ਮੱਲ੍ਹਮ, ਤੂੰ ਨਿਹਾਲਾ ਨਾ ਬਣੀ  
Sanwal Dhami: Malham, Tu Nihala na Bani

#### Essential Readings/Sources:

- Harbhajan Singh (ed.) (2009), (6<sup>th</sup> Edition) **Katha Punjab**, National Book Trust, Delhi.
- <https://www.punjabi-kavita.com/punjabikahani/PunjabiStories.php>

#### Suggested Readings:

- Bhogal, Piara Singh (undated) **Punjabi Kahani da Vikas**, National Book Trust, Delhi.
- Jaswinder Singh (Dr.), Man Singh Dhindsa (2006), **Punjabi Sahit da Itihas (Adhunik Kal 1901-1995)**, Punjabi University, Patiala.
- Kasel, Kirpal Singh, Parmindar Singh (eds.) (2002), **Punjabi Sahit di Utpatti te Vikas**, Lahore Book Shop, Ludhiana.
- Lehri, Rajinder (Dr.) (Main ed.), (2013), **Punjabi Kahani: Praptian te Sambhavnan** (Duji Vishav Punjabi Sahit Conference), Punjabi University, Patiala.
- Piara Singh (Prof.), (2004), **Punjabi Galap: Sidhant, Itihas te Parvirtian**, New Book Company, Jalandhar.
- Sandhu, Waryam Singh (2007), **Azadi ton Baad di Punjabi Kahani**, National Book Trust, Delhi.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Category II**

**(B.A. Programmes with Punjabi as Major discipline)**

**DISCIPLINE SPECIFIC CORE COURSE -3 (DSC-3)  
PUNJABI LOKDHARA ATE SABHIYACHAR**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF  
THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUNJABI LOKDHARA ATE SABHIYACHAR	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Punjabi up to 8 <sup>th</sup> Standard or Working knowledge of Punjabi language

**Credits: 4**

**L/T/P= 3/1/0**

**Learning Objectives:**

- Students will understand the concepts of folklore and culture.
- They will learn the various folk traditions of Punjab and their importance in life.
- Students will demonstrate the knowledge of folk-literature, folk-traditions and customs and rituals of Punjab.
- They will examine Punjab's folklore and culture and explore themselves by studying traces of Punjabi culture.
- They will be able to understand the current problems occurring in Punjabi society and country to find the appropriate way to handle them.

**Learning Outcomes:**

- The students will be able to understand the basic concepts of Punjabi folklore and culture.
- They will demonstrate the knowledge of folk literature, customs and rituals of Punjab.

- The students will develop the knowledge of Punjabi folk songs, fairs and festivals.
- They will be able to understand literature in better way after studying folkore and culture.

#### **UNIT 1: ਲੋਕਧਾਰਾ ਤੇ ਸਭਿਆਚਾਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Lokdhara ate Sabhiyachar: Mudhli)**

##### **Jaan Pachhaan)**

**(12 hours)**

- ਲੋਕਧਾਰਾ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ  
Lokdhara: Paribhasha te Tatt
- ਲੋਕਧਾਰਾ ਦੀਆਂ ਮੁੱਖ ਵੰਨਗੀਆਂ  
Lokdhara diyan Mukh Vangiaan
- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Sabhiachar : Paribhasha te Vishestav
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਮੁੱਖ ਪਛਾਣ-ਚਿੰਨ੍ਹ  
Punjabi Sabhiachar de Mukh Pachhan-Chin

#### **UNIT 2: ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ (Punjabi Lok Sahit)**

**(12 hours)**

- ਲੋਕ ਸਾਹਿਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Sahit: Paribhasha ate Vangiaan
- ਲੋਕਗੀਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Geet: Paribhasha ate Vangiaan
- ਲੋਕ ਕਥਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Katha: Paribhasha ate Vangiaan
- ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ  
Akhan ate Muhavare

#### **UNIT 3: ਪੰਜਾਬੀ ਰਸਮ ਰਿਵਾਜ, ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ (Punjabi Rasam Rivaj ate Mele Tyohaar)**

**(12 hours)**

- ਜਨਮ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Janam Naal Sambhadhat Rasam Rivaj
- ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Viaah Naal Sambhadhat Rasam Rivaj
- ਮੌਤ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Maut Naal Sambhadhat Rasam Rivaj
- ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ  
Mele ate Tyohaar

#### **UNIT 4: ਪੰਜਾਬੀ ਲੋਕ ਕਲਾਵਾਂ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ (Lok Kalawan ate Lok Vishvas)**

**(9 hours)**

- ਲੋਕ ਕਲਾਵਾਂ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Kalawan: Paribhasha ate Vangiaan
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਚ

- Punjabi Lok Naach
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਟ
- Punjabi Lok Naat
- ਪੰਜਾਬੀ ਲੋਕ ਵਿਸ਼ਵਾਸ
- Punjabi Lok Vishvas

#### ESSENTIAL READINGS:

- Jaswinder Singh (2014), **Punjabi Sabhiyachar: Pachhan Chinn**, Gracious Books, Patiala.
- Jeet Singh Joshi (2009), **Lokdhara : Sidhant te Vishleshan**, Waris Shah Foundation, Amritsar.
- Bedi, S. S. Wanjara (Undated), **Punjab Di Lokdhara**, National Book Trust of India, Delhi.

#### SUGGESTED READINGS:

- Bedi, S. S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Gurdial Singh (Undated), **Punjab De Mele ate Teyohar**, Prakashan Vibhag, BharatSarkar, Delhi.
- Kairon, Joginder Singh (Undated), **Punjabi Lokdhara Adhiyan**, Guru Nanak Dev University, Amritsar.
- Nahar Singh (2011), **Kaleyan Harna Rohiye Firna**, Punjabi University, Patiala.
- Rajinderpal Singh, Jasvinder Singh, Baldev Singh Cheema (2011), **Lokdhara ate Adhunikta**, Punjabi University, Patiala.
- Sukhdev Madpuri (2013), **Punjabi Lok Gathavan**, Chetana Prakashan, Ludhiana.
- Thind, Karnail Singh (2016), **Punjab da Lok Virsa**, Punjabi University, Patiala.
- Thuhi, Hardial (2018), **Punjabi Lok Gayaki da Safar**, Lokgeet Prakashan, Mohali.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)**  
**COMPUTER ATE PUNJABI BHASHA**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF  
THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Computer ate Punjabi Bhasha	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4L/T/P= 3/1/0**

**Learning Objectives:**

- This course has been designed for those students who need to have some basic grounding in computer applications.
- The course will provide knowledge about computer fundamentals, Punjabi Language and tools, applications, software and different models of computational Linguistics.
- It will help them to analyse the development of computer fonts and typing skills available in Punjabi language.
- It will help them to search various websites related to Punjabi language, literature and culture.

**Learning Outcomes:**

- They will understand how computer can help in advancement of Punjabi language.
- They will be able to understand the Typing system, Unicode System and Punjabi Fonts.
- They will understand the concept of Computational Linguistics.
- They will learn about the various you tube channels working in the field of Punjabi language, literature and culture.

## **Unit 1: ਕੰਪਿਊਟਰ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Computer ate Punjabi Bhasha:**

### **Mudhli**

#### **Jaan-Pachhan)**

**(12 hours)**

- ਕੰਪਿਊਟਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ

Computer: Mudhli Jaan-Pachhan

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਕੰਪਿਊਟਰੀਕਰਨ: ਸਰਵੇਖਣ

Punjabi Bhasha da Computerikaran: Sarvekhan

- ਇੰਟਰਨੈੱਟ ਦੇ ਦੌਰ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਦਰਪੇਸ਼ ਚੁਣੌਤੀਆਂ

Internet de daur Vich Punjabi Bhasha nu Darpesh Chanautiaan

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਸਾਹਿਤ ਅਤੇ ਸਭਿਆਚਾਰ ਨਾਲ ਸਬੰਧਤ ਇੰਟਰਨੈੱਟ ਸਮੱਗਰੀ (ਵੇਬਸਾਇਟ ਤੇ ਯੂਟਿਊਬ ਚੈਨਲ)

Punjabi Bhasha, Sahit Ate Sabhiachar naal Sambandhat Internet Samagari: Website and YouTube Channel

## **Unit 2: ਐੱਮਐੱਸ. ਵਰਡ ਅਤੇ ਫੌਂਟ (MS Word and Font)**

**(12 hours)**

- ਐੱਮਐੱਸ. ਵਰਡ (ਵਰਡ ਸਕਰੀਨ ਦੇ ਵੱਖ-ਵੱਖ ਭਾਗ, ਕੀ-ਬੋਰਡ ਸ਼ਾਟਕੱਟ, ਫੌਂਟ ਤੇ ਪੈਰਾਗ੍ਰਾਫ ਸੈਟਿੰਗ, ਇਨਸਰਟ ਟੈਬ ਦੀ ਵਰਤੋਂ, ਫਾਰਮੈਟ ਕਰਨਾ)

MSWord, Word screen de Vakha Vakh Bhag, Key Board Shortcuts, Font te Paragraph Setting, Insert tab di Varton, Format Karna

- ਪਾਵਰ ਪ੍ਰੇਜੇਂਟੇਸ਼ਨ ਦੀ ਸਿਖਲਾਈ

Power Point Presentatin di Sikhlaai

- ਐਕਸਲ ਸ਼ੀਟ ਦੀ ਸਿਖਲਾਈ

Excel Sheet di Sikhlaai

- ਫੌਂਟ: ਯੂਨੀਕੋਡ, ਫੋਨੈਟਿਕ, ਰਮਿੰਗਟਨ

Font : Unicode, Phonatic, Ramington

## **Unit 3: ਪੰਜਾਬੀ ਟਾਈਪਿੰਗ ਦੀਆਂ ਵਿਧੀਆਂ (Punjabi Typing dian Vidhiaan)**

**(12 hours)**

- ਪੰਜਾਬੀ ਵਿਚ ਟਾਈਪ ਕਰਨ ਦੀਆਂ ਵਿਧੀਆਂ: ਫੋਨੈਟਿਕ, ਰਮਿੰਗਟਨ, ਇਨਸਕਰਿਪਟ)

Punjabi Vich Type Karan dian Vidhiaan: Phonetic, Ramington, Inscript

- ਯੂਨੀਕੋਡ ਪ੍ਰਣਾਲੀ ਵਿਚ ਟਾਈਪਿੰਗ

Unicode Parnali Vich Typing

- ਯੂਨੀਕੋਡ ਟਾਈਪਿੰਗ ਟੂਲਜ਼: ਜੀ ਲਿਪੀਕਾ, ਯੂਨੀਟਾਈਪ

Unicode Typing Tools: G-Lipica, Unitype

- ਗੂਗਲ ਇਨਪੁੱਟ ਟੂਲਜ਼ ਦੀ ਵਰਤੋਂ

Google Input Tools di Varton

## **Unit 4: ਅੱਖਰ ਸਾਫਟਵੇਅਰ (Akhar Software)**

**(9 hours)**

- ਅੱਖਰ ਸਾਫਟਵੇਅਰ ਨਾਲ ਜਾਣ-ਪਛਾਣ  
Akhar Software naal Jaan Pachhan
- ਅੱਖਰ ਵਿਚ ਟਾਈਪਿੰਗ  
Akhar Vich Typing
- ਅੱਖਰ ਵਿਚ ਫੋਂਟ ਕਨਵਰਟਰ  
Akhar Vich Font Converter
- ਅੱਖਰ ਵਿਚ ਲਿਪੀਅੰਤਰ ਤੇ ਸਪੈੱਲ ਚੈੱਕਰ  
Akhar Vich Lippiantar te Spell Checker

### Essential Readings:

- Jalwanna, Amandeep Kaur, Raj, Harminder Singh. (2013), **Daftari Varton lai Computer Kiven Sikhiye**, Tarakbharti Parkashan, Barnala.
- Kamboj, C.P. (2010), **Computer ate Punjabi Bhasha**, Lokgeet Parkashan, Chandigarh.

### Suggested Readings:

- Gautam, Roop Chand (2003), **Electronic Media ke Sidhant**, Sh. Navraj Parkashan. Jalwanna, Delhi.
- Juneja, Jagmohan Singh (2008), **Computer: Muddhli Jankari ate Upyog**, Punjabi University, Patiala.
- Kamboj, C.P. (2010), **Cyber Sansar ate Punjabi Bhasha**, Lokgeet Parkashan, Chandigarh.
- Kamboj, C.P. (2012), **Computer Vigyan**, Punjabi University, Patiala.
- Kamboj, C.P. (2016), **Ajoka Phone Sansar**, Tarakbharti Parkashan, Barnala.
- Pawan Kumar (2007), **Computer Jaan-Pachhaan**, Lokgeet Parakashan, Chandigarh.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Category III**

**(B.A. Programmes with Punjabi as non-Major or Minor discipline)**

**DISCIPLINE SPECIFIC CORE COURSE -2 (DSC-2)  
PUNJABI LOKDHARA ATE SABHIYACHAR**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF  
THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
PUNJABI LOKDHARA ATE SABHIYACHAR	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P= 3/1/0**

**Learning Objectives:**

- Students will understand the concepts of folklore and culture.
- They will learn the various folk traditions of Punjab and their importance in life.
- Students will demonstrate the knowledge of folk-literature, folk-traditions and customs and rituals of Punjab.
- They will examine Punjab's folklore and culture and explore themselves by studying traces of Punjabi culture.
- They will be able to understand the current problems occurring in Punjabi society and country to find the appropriate way to handle them.

**Learning Outcomes:**

- The students will be able to understand the basic concepts of Punjabi folklore and culture.
- They will demonstrate the knowledge of folk literature, customs and rituals of Punjab.
- The students will develop the knowledge of Punjabi folk songs, fairs and festivals.
- They will be able to understand literature in better way after studying folklore and culture.



**UNIT 1: ਲੋਕਧਾਰਾ ਤੇ ਸਭਿਆਚਾਰ: ਮੁਢਲੀ ਜਾਣ-ਪਛਾਣ (Lokdhara ate Sabhiyachar: Mudhli**

**Jaan**

**Pachhaan)**

**(12 hours)**

- ਲੋਕਧਾਰਾ : ਪਰਿਭਾਸ਼ਾ ਤੇ ਤੱਤ  
Lokdhara: Paribhasha te Tatt
- ਲੋਕਧਾਰਾ ਦੀਆਂ ਮੁੱਖ ਵੰਨਗੀਆਂ  
Lokdhara diyan Mukh Vangiaan
- ਸਭਿਆਚਾਰ: ਪਰਿਭਾਸ਼ਾ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ  
Sabhiachar : Paribhasha te Vishestav
- ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਮੁੱਖ ਪਛਾਣ-ਚਿੰਨ੍ਹ  
Punjabi Sabhiachar de Mukh Pachhan-Chin

**UNIT 2: ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ (Punjabi Lok Sahit)**

**(12 hours)**

- ਲੋਕ ਸਾਹਿਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Sahit: Paribhasha ate Vangiaan
- ਲੋਕਗੀਤ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Geet: Paribhasha ate Vangiaan
- ਲੋਕ ਕਥਾ: ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Katha: Paribhasha ate Vangiaan
- ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ  
Akhan ate Muhavare

**UNIT 3: ਪੰਜਾਬੀ ਰਸਮ ਰਿਵਾਜ, ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ (Punjabi Rasam Rivaj ate Mele Tyohaar)**

**(12 hours)**

- ਜਨਮ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Janam Naal Sambhadhat Rasam Rivaj
- ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Viaah Naal Sambhadhat Rasam Rivaj
- ਮੌਤ ਨਾਲ ਸੰਬੰਧਤ ਰਸਮ ਰਿਵਾਜ  
Maut Naal Sambhadhat Rasam Rivaj
- ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰ  
Mele ate Tyohaar

**UNIT 4: ਪੰਜਾਬੀ ਲੋਕ ਕਲਾਵਾਂ ਅਤੇ ਲੋਕ ਵਿਸ਼ਵਾਸ (Lok Kalawan ate Lok Vishvas)**

**(9 hours)**

- ਲੋਕ ਕਲਾਵਾਂ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ  
Lok Kalawan: Paribhasha ate Vangiaan
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਚ  
Punjabi Lok Naach
- ਪੰਜਾਬੀ ਲੋਕ ਨਾਟ  
Punjabi Lok Naat
- ਪੰਜਾਬੀ ਲੋਕ ਵਿਸ਼ਵਾਸ

**ESSENTIAL READINGS:**

- Jaswinder Singh (2014), **Punjabi Sabhiyachar: Pachhan Chinn**, Gracious Books, Patiala.
- Jeet Singh Joshi (2009), **Lokdhara : Sidhant te Vishleshan**, Waris Shah Foundation, Amritsar.
- Bedi, S. S. Wanjara (Undated), **Punjab Di Lokdhara**, National Book Trust of India, Delhi.

**SUGGESTED READINGS:**

- Bedi, S. S. Wanjara (2002), **Punjabi Lokdhara Vishavkosh**, National Book Shop, Delhi.
- Gurdial Singh (Undated), **Punjab De Mele ate Teyohar**, Prakashan Vibhag, BharatSarkar, Delhi.
- Kairon, Joginder Singh (Undated), **Punjabi Lokdhara Adhiyan**, Guru Nanak Dev University, Amritsar.
- Nahar Singh (2011), **Kaleyan Harna Rohiye Firna**, Punjabi University, Patiala.
- Rajinderpal Singh, Jasvinder Singh, Baldev Singh Cheema (2011), **Lokdhara ate Adhunikta**, Punjabi University, Patiala.
- Sukhdev Madpuri (2013), **Punjabi Lok Gathavan**, Chetana Prakashan, Ludhiana.
- Thind, Karnail Singh (2016), **Punjab da Lok Virsa**, Punjabi University, Patiala.
- Thuhi, Hardial (2018), **Punjabi Lok Gayaki da Safar**, Lokgeet Prakashan, Mohali.

**\*(Note: Teachers are free to recommend additional related standard source books, if required so.)**

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#### Category IV

### COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENT OF PUNJABI

#### GENERIC ELECTIVES (GE-5) : VIHARAK PUNJABI

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
VIHARAK PUNJABI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi</b>

**Credits: 4**

**L/T/P= 3/1/0**

#### LEARNING OBJECTIVES:

- To understand the functional concept of Punjabi Language.
- To demonstrate speaking, listening, reading and writing skills in Punjabi language with advance levels.
- To enable the Students to think in Punjabi language so that they can be fluent in Punjabi language and literature.
- To demonstrate some knowledge of cultural differences related to the practical and written traditions of different societies.
- Understand the inter-relationship with other languages.

#### LEARNING OUTCOMES:

- Students will be able to speak and write accurate Punjabi Language.
- Students can easily move and easily employed in Punjab state as Punjabi is a widely spoken language there and in other States and countries also.
- As they have learned Punjabi language, they can take up translation jobs from Punjabi to English and English to Punjabi, they can become Translators in Central Govt. Offices in Punjab and in the other states of India and abroad.

- The Students will learn functional aspects of Punjabi Language.

**Unit I ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ (Punjabi Bhasha da Gyan) (12 hours)**

- ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ਅਤੇ ਸ਼ਬਦ ਜੋੜ ਸ਼ੁੱਧੀ  
Shabad Jorhan de Niyam ate Shabad Jorh Shudhi
- ਵਾਕਾਂ ਦੇ ਨਿਯਮ ਅਤੇ ਵਾਕ ਸ਼ੁੱਧੀ  
Vaakan de Niyam ate Vaak Shudhi
- ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ ਅਤੇ ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ ਦੀ ਵਰਤੋਂ  
Naav, Parhnaav, Visheshan, Kirya ate Kirya Visheshan di Varton
- ਸੰਬੰਧਕ ਅਤੇ ਯੋਜਕ ਦੀ ਵਰਤੋਂ  
Sambandhak ate Yojak di Varton

**Unit II ਸ਼ਬਦ ਰਚਨਾ (Shabad Rachna) (9 hours)**

- ਅਗੇਤਰ ਅਤੇ ਪਿਛੇਤਰ  
Agetar ate Pichhetar
- ਸਮਾਸ  
Samaas
- ਲਿੰਗ ਅਤੇ ਵਚਨ  
Ling ate Vachan
- ਤਦਭਵ ਤਤਸਮ  
Tadbhav Tatsam

**Unit III ਵਾਕ ਰਚਨਾ (Vaak Rachna) (12 hours)**

- ਕਾਰਕ ਦੀ ਸਮਝ  
Karak di Samajh
- ਕਰਤਰੀਵਾਚ ਅਤੇ ਕਰਮਣੀਵਾਚ ਵਾਕ ਰਚਨਾ  
Kartarivaach ate Karmanivaach Vaak Rachna
- ਅਖਾਣਾਂ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ  
Akhanan di Vakan vich Varton
- ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਾਕਾਂ ਵਿਚ ਵਰਤੋਂ  
Muhavrian di Vakan vich Varton

**Unit IV ਭਾਸ਼ਾ ਦਾ ਵਿਹਾਰਕ ਪੱਖ (Bhasha da Viharak Pakh) (12 hours)**

- ਅਣਡਿੱਠਾ ਪੈਰਾ  
Anditha Paira
- ਚਿੱਠੀ ਪੱਤਰ  
Chithhi Patar
- ਚਲੰਤ ਵਿਸ਼ੇ ਉੱਤੇ ਪੈਰਾ ਰਚਨਾ  
Chalant Vishe utte Paira Rachna
- ਛੋਟੇ ਆਕਾਰ ਦੀ ਕਵਿਤਾ ਅਤੇ ਨਿੱਕੀ ਕਹਾਣੀ ਦੀ ਸਿਰਜਣਾ  
Chote Aakar di Kavita ate Nikki Kahani di Sirjana

## ESSENTIAL READINGS

- Dhiman, Harbans Singh (Dr.) (2009), **Viharak Punjabi Bhasha ate Viyakaran (Part-1)**, Manpreet Publications, Delhi.
- Dhiman, Harbans Singh (Dr.) (2010), **Viharak Punjabi Bhasha ate Viyakaran (Part-2)**, Manpreet Publications, Delhi.
- Duggal, Narinder Singh (2016), **Punjabi Viyakaran ate Rachnavali**, New Book Company, Delhi.

## SUGGESTED READINGS:

- **Lazmi Punjabi-11** (11vi Shreni Layi), Punjab School Sikkhia Board, Sahibzada Ajeet Singh Nagar.
- Duggal, Narinder Singh (2017), CBSE, **Punjabi Viyakaran ate Likhat Rachna (IX-X)**, New Book Company, Delhi.
- Duni Chandar (1987), **Punjabi Bhasha te Viyakaran**, Panjab University, Chandigarh.
- Harkirat Singh (2004), **Saadi Bhasha**, Punjabi University Patiala.
- Harkirat Singh, Giani Lal Singh (1999), **Punjabi Viakaran**, Punjab State University Text Book Borad, Chandigarh.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

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## GENERIC ELECTIVES (GE-6) ADHUNIK PUNJABI KAHANI

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
ADHUNIK PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

Credits: 4

L/T/P=3/1/0

## LEARNING OBJECTIVES:

- To develop a better understanding about the correlation between life and literature.
- To develop skills in literary analysis, including comprehension of the narrative fundamentals like theme as a literary art form.
- To gain an appreciation of different literary styles, voices and approaches in Punjabi short story.
- To develop ethical values, social concerns and awareness about the current issues of society through multiple texts.

### LEARNING OUTCOMES:

- Students will be able to understand about the development of different phases of Punjabi short story throughout the course.
- Students will have the ability to apply critical and theoretical approaches to the reading and analysis of concerned literary texts of short-story.
- They will be able to identify, analyse, interpret and describe the critical ideas, values, and themes that appear in the prescribed texts and to understand the ways these ideas, values, and themes inform and impact cultures and societies.

### Unit I ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਸਿਧਾਂਤਕ ਪੱਖ (Adhunik Punjabi Kahani: Sidhantak Pakh)

(12 hours)

- ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ  
Paribhasha ate Tatt
- ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ  
Nikas ate Vikas
- ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ  
Pramukh Pravirtian
- ਨਵੇਂ ਝੁਕਾਅ  
Nave Jhukaa

### Unit II ਪਹਿਲੇ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Pehale Dour di Chonvi Punjabi

Kahani: Visha ate Kala Pakh)

(12 hours)

- ਨਾਨਕ ਸਿੰਘ: ਭੂਆ  
Nanak Singh: Bhua
- ਸੁਜਾਨ ਸਿੰਘ: ਸਾਂਝ  
Sujaan Singh: Saanjh
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਮੰਗੋ  
Santokh Singh Dheer: Manngo
- ਸੰਤ ਸਿੰਘ ਸੇਖੋਂ: ਪੇਮੀ ਦੇ ਨਿਆਣੇ  
Sant Singh Saikhon: Pemi de Niyane

### Unit III ਵਿਚਕਾਰਲੇ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Vichkaarle Dour di

Chonvi Punjabi Kahani: Visha ate Kala Pakh)

(12 hours)

- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਸ਼ੇਰਨੀਆਂ  
Kulwant Singh Virk: Sherniyan
- ਸੁਖਵੰਤ ਕੌਰ ਮਾਨ: ਮਰਿਆ ਨਹੀਂ ਜਾਂਦਾ  
Sukhwant Kaur Maan: Mareya nahi Janda
- ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ: ਕਰਾਮਾਤ  
Kartar Singh Duggal: Karaamaat
- ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼: ਗੋਈ  
Prem Prakash: Goyi

#### Unit IV ਨਵੇਂ ਦੌਰ ਦੀ ਚੋਣਵੀਂ ਪੰਜਾਬੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (Nave Dour di Chonvi Punjabi

**Kahani: Visha ate Kala Pakh)**

**(9 hours)**

- ਰਸ਼ਪਿੰਦਰ ਰਸ਼ਿਮ: ਉੱਧੜੀ ਹੋਈ ਗੁੱਡੀ  
Rashpinder Rashim: Udharhi Hoyi Guddi
- ਸੁਖਜੀਤ: ਸਤਾਈ ਮੀਲ  
Sukhjeet: Sataayi Meel
- ਬਲਬੀਰ ਪਰਵਾਨਾ: ਪਿਤਾ  
Balbir Parwana: Pita
- ਬਲਵਿੰਦਰ ਸਿੰਘ ਬਰਾਰ: ਨਵਾਂ ਸਾਲ ਪੁਰਾਣਾ ਸਾਲ  
Balwinder Singh Brar: Nava Saal Purana Saal

#### ESSENTIAL READINGS

- Haribhajan Singh, Kaushal Jagdish, Anjan, Tara Singh (Eds.) (1987), **Katha-Kahani**, Punjabi Academy Delhi.
- Harbhajan Singh (Dr.) (Ed.) (1970), **Katha Punjab**, National Book Trust, Delhi.
- Jaswinder Singh (Dr.), Gurmukh Singh (Dr.) (Eds.), **Katha Sansaar**, Punjabi University, Patiala.

#### SUGGESTED READINGS:

- Ankhi, Ram Saroop (Ed.) (1988), **Punjabi Kahani**, Punjabi Sahit Academy, Chandigarh.
- Brar, Balwinder Singh (2019), **Jhooth de Aar-Par**, Navyug Publishers, Delhi.
- Dhaliwal, Baldev Singh (2017), **Punjabi Kahani da Itihaas**, Punjabi Academy, Delhi.
- Dhanwant Kaur (2003), **Punjabi Kahani Shastar**, Chetna Parkashan, Ludhiana.
- Frank, G.S (1988), **Nikki Kahani ate Punjabi Nikki Kahani**. Punjabi Writers Cooperative Society Ltd., Ludhiana.
- Ghuman, Bikram Singh (1989), **Punjabi Nikki Kahani: Sidhant te Vikas**, Punjabi Writers Cooperative Society, Ludhiana.
- Harbhajan Singh (2002), **Adhiyan te Adhyapan**, Guru Nanak Dev University, Amritsar.
- Krantipal (2002), **Punjabi Kahani: Ik Samvaad**, National Book Shop, Delhi.
- Singal, Dharampal, Gurlal Singh (1988), **Punjabi Kahani, Naveen Parvirtian**, Guru Nanak Dev University, Amritsar.

\* (Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES (GE-7)**  
**DESH VAND DI PUNJABI KAVITA**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DESH VAND DI PUNJABI KAVITA	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P=3/1/0**

**LEARNING OBJECTIVES:**

- To understand the historic relationship between India and Pakistan.
- To summarize and contextualize the events and opinions surrounding the partition of India
- This paper will help the students to understand the Indian history where literature plays a very important role. They will be able to grasp the ideas of partition and human resistance in a much meaningful manner.
- The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

**LEARNING OUTCOMES:**

- Students will learn about the history of the Partition of India. They will be introduced to various perspectives of this moment and will contextualize and summarize each.



- Students will be able to develop an understanding of the poet's deep feelings about the partition over a period of time.
- Students will be able to develop an understanding of the writer's deep feelings about the partition over different time periods.
- This course will inspire students to be sensitive towards humanity

**Unit I ਦੇਸ਼ ਵੰਡ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ (Desh Vand: Itihasak Paripekh) (9 hours)**

- ਦੇਸ਼ ਵੰਡ ਦੇ ਬੁਨਿਆਦੀ ਕਾਰਨ  
Desh Vand de Buniyadi Kaaran
- ਦੇਸ਼ ਵੰਡ ਦੇ ਸਮਾਜਕ ਅਤੇ ਆਰਥਿਕ ਪ੍ਰਭਾਵ  
Desh Vand de Samajak ate Aarthak Prabhav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਰਾਜਨੀਤਕ ਪ੍ਰਭਾਵ  
Desh Vand de Rajnitak Prabhaav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਮਾਨਸਿਕ ਅਤੇ ਭਾਈਚਾਰਕ ਪ੍ਰਭਾਵ  
Desh Vand de Mansik ate Bhayicharak Prabhaav

**Unit II 1947 ਤੋਂ 1965 ਤੱਕ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ  
(1947 ton 1965 tak Vand di Kavita: Prasang sahit Viakhiya, Visha ate Kendri Bhaav)**

(12 hours)

- ਗੁਰਮੁਖ ਸਿੰਘ ਮੁਸਾਫਿਰ: ਰਾਵਲਪਿੰਡੀ  
Gurmukh Singh Musafir: Rawalpindi
- ਚਰਾਗ਼ਦੀਨ ਦਾਮਨ: 5 ਬੰਦ  
Chiragh Din Daaman: 5 Band
- ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ: ਆਖ਼ਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ, ਪੰਜਾਬ ਦੀ ਕਹਾਣੀ, ਵਿਆਹੁਤਾ ਨਾਰ  
Amrita Pritam: Aakhan Waris Shah nu, Punjab di Kahani, Viahuta Naar
- ਜਸਵੰਤ ਸਿੰਘ ਨੇਕੀ: ਕਿਆਮਤ ਦੇਸ਼ ਵੰਡ ਦੀ  
Jaswant Singh Neki: Kiamat Desh Vand di

**Unit III 1966 ਤੋਂ 2000 ਤੱਕ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ (1966 ton 2000 tak Vand di Kavita: Prasang sahit Viakhiya, Visha ate Kendri Bhaav)**

(12 hours)

- ਰਤਨ ਸਿੰਘ: ਗੱਠੜੀ ਦਰਦ ਫ਼ਿਰਾਕ ਦੀ  
Ratan Singh: Gathhari Dard Firak di
- ਸ. ਸ. ਮੀਸ਼ਾ: ਦੁਸ਼ਮਣੀ ਦੀ ਦਾਸਤਾਨ  
S. S. Meesha: Dushmani di Dastaan
- ਅਮਿਤੋਜ: ਲਹੌਰ ਦੇ ਨਾਂ ਖਤ  
Amitoz: Lahore de nan Khat
- ਜੋਗਾ ਸਿੰਘ: ਮੁਨਸ਼ੀ ਖ਼ਾਂ  
Joga singh: Munshi Khan

**Unit IV 2000 ਤੋਂ ਬਾਅਦ ਵੰਡ ਦੀ ਕਵਿਤਾ: ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ ਅਤੇ ਕੇਂਦਰੀ ਭਾਵ (2000 ton Baad Vand di Kavita: Prsang sahit Viakhiya, Visha ate Kendri Bhaav) (12 hours)**

- ਸੁਰਜੀਤ ਪਾਤਰ: ਧਰਤੀ, ਪੱਛੋਂ ਅਤੇ ਪੁਰਵਈਆਂ, ਉਨ੍ਹਾਂ ਦਾ ਵਿਰਲਾਪ, ਓਸ ਬੰਨੇ  
Surjit Patar: Dharti, Pachhon ate Purvayian, Unhaan da Virlap, Os Banne
- ਭੂਸ਼ਣ: ਜਾਂਦੀ ਵਾਰ ਦਾ ਸੱਚ  
Bhushan: Jandi Vaar da Sach
- ਅਫ਼ਜ਼ਲ ਸਾਹਿਰ: ਪਾਕਿਸਤਾਨ ਦੀ ਵਾਰ  
Afzal Sahir: Pakistan di Vaar
- ਹਰਵਿੰਦਰ ਸਿੰਘ ਭੱਟੀ: ਵੰਡਨਾਮਾ  
Harwinder Singh Bhatti: Vandnama

**ESSENTIAL READINGS:**

- Amarjeet Chandan (Ed.) (2018), **Sann Santaali (Punjab de Ujaarhe di Shayari)**, Navyug Publishers, New Delhi.
- Jolly, Jagjit Kaur (2008), **Pakistani Punjabi Kavita: Samaj-Sabhiyacharak Adhiyan**, Lokgeet Parkashan, Chandigarh.
- Deepak Manmohan Singh (1988), **Desh Vand de Punjabi Sahit ute Paye Prabhaav**, Lahore Book Shop, Ludhiana.

**SUGGESTED READINGS:**

- Anita, Inder Singh (1987), **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bakshi, S.R (1990), **Congress, Muslim League and Partition of India**, Deep and Deep Publication, New Delhi.
- Chandra, Bipan ate Hor, (1972), **Sutantrata Sangraam**, National Book Trust, Delhi.
- Chandra, Bipan (2009), **History of Modern India**, Orient Blackswan, Delhi.
- Fauja Singh (1972), **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Gurudatt (1960), **Desh Ki Hatya**, Bhartiya Sahitya Sadan, Navi Delhi.
- Kaloti, Keval (1993), **Honi ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Kirpal Singh (1972), **Punjab Da Batwara**, Punjabi University, Patiala.
- Seekri, S.L. (2003), **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012), **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES (GE-8)**  
**DESH VAND DI PUNJABI KAHANI**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF  
THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DESH VAND DI PUNJABI KAHANI	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P=3/1/0**

**LEARNING OBJECTIVES:**

- To understand the historic relationship between India and Pakistan.
- To summarize and contextualize the events and opinions surrounding the partition of India
- This paper will help the students to understand the Indian history where literature plays a very important role. They will be able to grasp the ideas of partition and human resistance in a much meaningful manner.
- The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

**LEARNING OUTCOMES:**

- Students will learn about the history of the partition of India. They will be introduced to various perspectives of the National movement and will contextualize and summarize each.
- Students will be able to develop an understanding of the writer's deep feelings about the partition over a period of time and over the different time periods.
- This course will inspire students to be sensitive towards humanity.

**Unit I ਦੇਸ਼ ਵੰਡ: ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ (Desh Vand: Itihasak Paripekhh) (9 hours)**

- ਦੇਸ਼ ਵੰਡ ਦੇ ਬੁਨਿਆਦੀ ਕਾਰਨ  
Desh Vand de Buniyadi Kaaran
- ਦੇਸ਼ ਵੰਡ ਦੇ ਸਮਾਜਕ ਅਤੇ ਆਰਥਿਕ ਪ੍ਰਭਾਵ  
Desh Vand de Samajak ate Aarthak Prabhav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਰਾਜਨੀਤਕ ਪ੍ਰਭਾਵ  
Desh Vand de Rajnitak Prabhaav
- ਦੇਸ਼ ਵੰਡ ਦੇ ਮਾਨਸਿਕ ਅਤੇ ਭਾਈਚਾਰਕ ਪ੍ਰਭਾਵ  
Desh Vand de Mansik ate Bhayicharak Prabhaav

**Unit II 1947 ਤੋਂ 1965 ਤੱਕ ਵੰਡ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (1947 ton 1965 tak Vand di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਨਾਨਕ ਸਿੰਘ: ਸੁਨਹਿਰੀ ਜਿਲਦ  
Nanak Singh: Sunehari Jild
- ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ: ਮੇਰਾ ਉੱਜੜਿਆ ਗਵਾਂਢੀ  
Santokh Singh Dheer: Mera Ujarheya Guwandi
- ਗੁਰਬਖਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ: ਮੁਬੀਨਾ ਕਿ ਸੁਕੀਨਾ  
Gurbakhash Singh Preetlari: Mubeena ke Sukeena
- ਮਹਿੰਦਰ ਸਿੰਘ ਸਰਨਾ: ਛਵੀਆਂ ਦੀ ਰੁੱਤ  
Mohinder Singh Sarna: Chhahviyan di Rutt

**Unit III 1966 ਤੋਂ 2000 ਤੱਕ ਵੰਡ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (1966 ton 2000 tak Vand di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਗੁਰਦਿਆਲ ਸਿੰਘ: ਮੁੜ ਗੁਆਚੀ ਸ਼ੈ  
Gurdial Singh: Murh Gwachi Shae
- ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ: ਖੱਬਲ  
Kulwant Singh Virk: Khabbal
- ਹਰਜੀਤ ਅਟਵਾਲ: ਧੁੱਪ ਦੇ ਪੈਰਾਂ ਹੇਠ  
Harjit Atwal: Dhupp de Pairaan Heth
- ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ: ਪਰਛਾਵੇਂ  
Waryam Singh Sandhu: Parchhavein

**Unit IV 2000 ਤੋਂ ਬਾਅਦ ਦੀ ਕਹਾਣੀ: ਵਿਸ਼ਾ ਅਤੇ ਕਲਾ ਪੱਖ (2000 ton Baad di Kahani: Visha ate Kalaa Pakh) (12 hours)**

- ਖਾਲਿਦ ਹੁਸੈਨ: ਲਕੀਰ  
Khalid Hussain: Lakeer
- ਹਰਮਹਿੰਦਰ ਚਹਿਲ: ਪੁੰਨ  
Harmohinder Chahal: Punn
- ਭਗਵੰਤ ਰਸੂਲਪੁਰੀ: ਕਿੱਥੇ ਗਈ ਹਮੀਦਾ?

Bhagwant Rasoolpuri: Kithe Gayi Hameeda?

- ਸਾਂਵਲ ਧਾਮੀ: ਮੱਲ੍ਹਮ

Sanwal Dharmi: Mallham

## ESSENTIAL READINGS

- Jinder (Ed.) (2015), **1947: Alle Zakhmaan di Dastaan (Bhag Dooja)**, Sangam Publications, Samana, Patiala.
- Jolly, Jagjit Kaur (2008), **Pakistani Punjabi Kavita: Smaj-Sabhiyacharak Adhiyan**, Lokgeet Parkashan, Chandigarh.
- Deepak Manmohan Singh (1988), **Desh Vand de Punjabi Sahit ute Paye Prabhaav**, Lahore Book Shop, Ludhiana.

## SUGGESTED READINGS:

- Anita, Inder Singh (1987), **The Origin of the Partition of India 1936-1947**, Oxford University Press, Delhi.
- Bakshi, S.R. (1990), **Congress, Muslim League and Partition of India**, Deep and Deep Publication, New Delhi.
- Chandra, Bipan ate Hor (1972), **Sutantrata Sangraam**, National Book Trust, Delhi.
- Chandra, Bipan (2009), **History of Modern India**, Orient Blackswan, Delhi.
- Fauja Singh (1972), **A Brief Account of Freedom Movement in the Punjab**, Punjabi University, Patiala.
- Kaloti, Keval (1993), **Honi Ik Desh Di**, Ravi Sahit Prakashan, Amritsar.
- Kirpal Singh (1972), **Punjab Da Batwara**, Punjabi University, Patialas.
- Seekri, S.L. (2003), **Bharat da Rashtari Andolan ate Sanvidhanak Vikas (1858-1947)**, Punjabi University, Patiala.
- Seetal, Sohan Singh (2012), **Punjab da Ujaarha**, Lahore Book Shop, Ludhiana.

\*(Note: Teachers are free to recommend additionall related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES (GE-9)**  
**BHARTI GYAN PRABANDH: PRAMUKH CHINTAK**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
BHARTI GYAN PRABANDH: PRAMUKH CHINTAK	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	<b>Studied Punjabi up to 8<sup>th</sup> Standard or Working knowledge of Punjabi language</b>

**Credits: 4**

**L/T/P= 3/1/0**

**LEARNING OBJECTIVES:**

- To learn about Indian Knowledge System as a beginner.
- To learn basic theories and its various aspects originated in Indian sub-continent.
- To comprehend the meaning of words and to know about the importance of the grammar.
- To learn about the Indian poetics through its basic philosophy.
- To collect information about philosophy of human mind, soul and the world.
- To motivate the students towards good health of their body and mind through Indian yoga and natural medicine tradition from old ages.

**COURSE OUTCOMES:**

- Students will learn about rich heritage of classical Indian knowledge system.
- They will learn about basic Indian thinkers and use of their theories.
- They will be able to acquire knowledge about the development of different philosophies and their basic assumptions.
- They will also learn the Indian philosophy about the harmony of body, mind and soul for the purpose of peace of mind and the world.
- Students will be able to understand the value of yoga for a healthy body.
- They will come to know about the rich heritage of research in the field of medicines for betterment of the mankind.

**Unit I: ਭਾਰਤੀ ਭਾਸ਼ਾ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Bhasha Gyan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਯਾਸਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Yaska: Mudhali Jan-Pachhan
- ਪਾਣਿਨੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Panini: Mudhali Jan-Pachhan
- ਪਾਤੰਜਲੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Patanjali: Mudhali Jan-Pachhan
- ਭਰਥਰੀ ਹਰੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bhartrihari: Mudhali Jan-Pachhan

**Unit II: ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰੀ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Kaav Shasteri Gyan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਭਰਤਮੁਨੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bharatmuni : Mudhali Jan-Pachhan
- ਭਾਮਹ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Bhamaha: Mudhali Jan-Pachhan
- ਵਾਮਨ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Vaaman : Mudhali Jan-Pachhan
- ਆਨੰਦਵਰਧਨ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Aanandvardhan : Mudhali Jan-Pachhan

**Unit III: ਭਾਰਤੀ ਦਰਸ਼ਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Darshan Prabandh: Pramukh Chintak)**

**(12 hours)**

- ਬੁੱਧ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Budh: Mudhali Jan-Pachhan
- ਮਹਾਵੀਰ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Mahaveer: Mudhali Jan-Pachhan
- ਆਦਿ ਸੰਕਰਾਚਾਰੀਆ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Adi Sankarachariya: Mudhali Jan-Pachhan
- ਗੁਰੂ ਨਾਨਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Guru Nanak: Mudhali Jan-Pachhan

**Unit IV: ਭਾਰਤੀ ਸਿਹਤ ਅਤੇ ਯੋਗ ਚਿਕਿਤਸਾ ਗਿਆਨ ਪ੍ਰਬੰਧ: ਪ੍ਰਮੁੱਖ ਚਿੰਤਕ**

**(Bharti Sehat Ate Yog Chikitsa Gyan Prabandh: Pramukh Chintak) (9 hours)**

- ਸੁਸ਼ਰੁਤ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Sushruta: Mudhali Jan-Pachhan
- ਚਰਕ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Charak: Mudhali Jan-Pachhan
- ਪਾਤੰਜਲੀ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ  
Patanjali: Mudhali Jan-Pachhan
- ਵਾਗਭਟ: ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ

### ESSENTIAL READINGS

- Boota Singh Brar (Dr.) (2014), **Bhasha Vigyan: Sidhant te Vihar**, Lahore Books, Ludhiana.
- Harbans Singh (Prof.), Joshi, L.M., (2016), **Sansar De Dharam**, Publication Bureau, Punjabi University, Patiala.
- Prem Prakash Singh (Prof.) (1988), **Bharti Kaav Shaster**, Punjabi Sahit Academy, Ludhiana.
- <https://www.shivajicollege.ac.in/sPanel/uploads/econtent/5119d543d5d6ee290be56249598d0782.pdf>

### SUGGESTED READINGS:

- Chaudhary, Satyadev (Dr.) (1973), **Kavya Shaster ke Paridrishya**, Parimal Publications, Delhi.
- Chopra, Iqbal Narain (Dr.) (1989), **Bharti Darshan**, Publication Bureau, Punjabi University, Patiala.
- Jaggi, Gursharan Kaur (Dr.) (2014) **Bharti Kaav Shaster: Sarup Ate Sidhant**, Arsee Publishers, New Delhi.
- Khoj Patrika **Punjabi Viakaran Vishesh Ank**, Publication Bureau, Punjabi University, Patiala.
- Nirakari, R.D, (Dr.) (1994), **Bharti Darshan**, Publication Bureau, Punjabi University, Patiala.
- Sidhu, Paramjit Singh (2012), **Shabad: Sankalap Ate Saroop (Punjabi Viakaran De Paripekha Vich)**, Ravi Sahit Parkashan, Amritsar.
- Yogender Pratap Singh (Dr.) (1985), **Bharti Kavya Shaster**, Lokbharti Prakashan, Ilahabad.

### INTERNET RESOURCES:

- <https://archive.org/details/in.ernet.dli.2015.401868/mode/2up>
- <http://www.panjabdigilib.org/webuser/searches/displayPage.jsp?ID=8949&page=1&CategoryID=1&Searched=>
- [https://en.wikipedia.org/wiki/Category:Ancient\\_Sanskrit\\_grammarians](https://en.wikipedia.org/wiki/Category:Ancient_Sanskrit_grammarians)

\*(Note: Teachers are free to recommend additional related standard source books, if required so.)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



**DEPARTMENT OF GRS (FRENCH)**

**BA (Hons.) French**

**Category I**

**DISCIPLINE SPECIFIC CORE COURSE – 4:**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	Class 12TH Passed	NIL

**Learning Objectives**

In semester 2, students will learn

- Describe their daily schedule
- Write about a TV program or series.
- Write and reply to an invitation
- Describe an object
- Describe his food habits and preferences
- Read a menu
- Prepare a menu
- Read a recipe.
- Write a recipe
- Describe a past event
- Describe their projects

**Course Learning Outcomes**

At the end of Semester 2, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete Level A1 of reading and writing skills as prescribed in the Common European Framework

**SYLLABUS OF DSC-2<sup>1</sup>**

<sup>1</sup>A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Reading Comprehension:** Reading and understanding simple texts on daily activities of different people information in the form of statistics or tables, daily TV program schedules posters and emails announcing events (cultural and sportive) and answering questions on them.

**Writing :** Write a short text, an email describing one's daily schedule, a cultural or sportive event, preparing a time table, sending, accepting or refusing an invitation.

**Grammar:** Reflexive verbs, structure *Aller + infinitive* used to describe events in the immediate future (Futur proche) prepositions of time. Modal verbs (*pouvoir, vouloir, devoir savoir* in the present), structure *il faut + infinitive*

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

**Practical component (if any) – NIL**

### **Unité 6: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** To read short texts or dialogues on collections ( coins, post cards etc), on fashion, on products in the supermarket and answer simple questions on them. Rearrange a short text in order.

**Writing:** Prepare a sales poster for a shop, describe clothes, answer an advertisement for a clothes sale.

**Grammar:** Conjunctions of coordination ( et and ou), expression de but (objective) with the structure "*pour + infinitif*", Interrogative adjectives (*quel, quelle, quels, quelles*), demonstrative adjectives (*ce, cet, cette, ces*).

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

### **Unité 7: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** Read short texts on alimentary habits in France and francophone countries, a recipe, a menu, restaurant review and answer questions on them. Put recipe instructions in order, put a dialogue in order, describing a past event.

**Writing:** Write a recipe, a restaurant review, prepare a menu.

**Grammar:** Partitive articles, expressions of quantity, le passé composé (past perfect).

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

**Unité 8: ( Lessons 1-4 + Project): 12 hours**

**Reading Comprehension:** Read an interview with an explorer, a short description about a trip, description of a futuristic airport, a hotel brochure, understand a train ticket and train time table, a short dialogue at the lost baggage counter of an airport and answer questions on them.

**Writing:** Write about a trip you have undertaken, about your last vacation fill in a lost baggage form.

**Grammar:** Markers of time (*dans, depuis, il y a*), Comparative, expression of cause (*pourquoi, parce que*) and consequence (*donc, alors*)

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

**Practical component (if any) – NIL**

**Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.

8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### DISCIPLINE SPECIFIC CORE COURSE – 5

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Language in Context: Developing Listening and Speaking Skills (2)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Class 12TH passed</b>	<b>NIL</b>

#### Learning Objectives

In Semester 1, students will learn to

- Ask for and give information about daily activities.
- Speak about his personal preferences, likes and dislikes
- Ask about and give information on a planned outing (cultural, sportive etc.)
- Accept or refuse an invitation.
- Describe an object, present its characteristics.
- Express his opinion, agreement or disagreement on a subject.
- Carry out simple purchases for goods and services.
- Talk about his alimentary preferences.
- Express measurements and quantities..
- Reserve a table in a restaurant.
- Order in a restaurant.
- Talk about past events
- Present his projects
- Ask for and give information.
- Ask for and propose to help

#### Learning outcomes

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European Framework.

## **SYLLABUS OF DSC- 5<sup>2</sup>**

### **Unité 5: ( Lessons 1-4 + Project): 9 hours**

**Listening Comprehension:** Watch a video or listen to a short text where one speaks about one's daily activities, makes plans for an outing and answer simple questions on them.

**Speaking:** Talk about your daily activities, about your likes and dislikes, , ask questions to a friend, to identify his/her likes and dislikes, discuss your schedule for the day to fix an appointment/meeting, invite a friend to an event, explain a problem to a friend,, propose a solution to a problem, present a tradition in your country and compare it to a tradition in a francophone country.

**Phonetics:** Intonation used to ask a question. Opposition of non nasal and nasal sounds.

**Vocabulary:** Daily activities, sports and hobbies, time tables, places for outings ( restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

**Intercultural:** Sports, sport competitions, festivals.

### **Unité 6: ( Lessons 1-4 + Project): 12 hours**

**Listening comprehension:** listen to a short announcement promoting a product in the supermarket, a short description of a store, an interview by a journalist of customers in a story, a short advertisement on the radio, watch a video and answer questions on them.

**Speaking:** Ask for advice in a store on a gift for a friend, make and present a weekly budget, describe clothes and clothing accessories, speak about fashion in your country, short dialogues.

**Phonetics:** Introduction to semi vowels, nasal vowels

**Vocabulary:** Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

**Intercultural:** shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

<sup>2</sup> A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

### **Unité 7: ( Lessons 1-4 + Project): 12 hours**

**Listening Comprehension:** listen to short texts and associate different objects used in the kitchen and to set a table, listen to a dialogue between a client and a waiter, watch a video on table manners and answer questions on them. Watch a video and complete a text.

**Speaking:** Talk about one's alimentary preferences, one's daily meals, ask for and give information about the ingredients in a recipe or in a dish, reserving a table in a restaurant dialogue between a client and a waiter in different situations ( ordering a meal, expressing one's discontent at the service in a restaurant etc), talking about/narrating past events.

**Phonetics:** Revision of nasal vowels, accent in a sentence, sentence rhythms.

**Vocabulary :** Names of ingredients, meals, measurements and quantities, restaurant.

**Intercultural :** Meals in France and francophone countries,, traditional recipes, Table manners.

### **Unité 8: ( Lessons 1-4 + Project): 12 hours**

**Listening Comprehension:** listen to a reportage, an eyewitness account on a visit to another country, announcements in a plane at the airport and answer questions on them

**Speaking:** Give one's impressions about a country which one has lived in or visited, compare two countries or towns in terms of visiting them as a tourist, talk about your travelling preferences, a dialogue between you and a hotel receptionist on arrival at the hotel, a dialogue between you and the agent at the lost baggage counter, a telephone conversation between your friend and you after having lost your luggage, description of the luggage you have lost)

**Phonetics:** Semi vowels and minimal pair "ge" and "je"

**Vocabulaire :** Nature, weather, travel, journey by air or by train.

**Intercultural:** travel accounts of French and francophone travellers.

**Practical component (if any) – NIL**

#### **Essential/recommended readings:**

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :*"Odysée A1, Méthode de français"*, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : *« La Classe A 1, Méthode de français »*, CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : *« L'Atelier A1, Méthode de français »*, Les Éditions DIDIER, France, 2019, Unités 5-8.

4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
  5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français ( 2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
  6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
  7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.
  8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
  9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language through texts (2)	4	3	1	0	Class 12TH Passed	NIL

#### Learning Objectives

- Introduction to extracts from contemporary literary texts of both French and francophone writers.
- Introduction to varied cultural themes of France and francophone countries to develop vocabulary and written expression.
- Creating awareness of present day France through short journalistic texts.
- Development of language competence (reading skills, comprehension and vocabulary)

#### Learning Outcomes

At the end of semester 2, a student will be able to

- read and understand a short literary text adapted for students of level A1 and to answer questions on the same.
- Read and understand a short culture based text adapted for students of level A1 and to answer questions on the same.
- read and understand a short journalistic text adapted for students of level A1 and to answer questions on the same.

### SYLLABUS OF DSC-6

#### Unit 1: Literary texts<sup>3</sup> 15 hours

1. Céline, Louis Ferdinand: « *Voyage au bout de la Nuit* »
2. Anouilh, Jean : « *Antigone* »
3. Sagan Françoise : « *Bonjour Tristesse* »
4. Le Clézio, J-M Gustave : « Lullaby » in *Mondo et autres histoires*
5. Condé Maryse : « *Moi, Tituba sorcière* »
6. Reza Yasmina : « *Trois versions de la vie* »

#### Unit 2: Texts on culture and civilisation<sup>4</sup> 15 hours

1. Les Loisirs
2. Le Travail
3. Le Système de santé
4. La France urbaine
5. La France rurale

<sup>3</sup> The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

<sup>4</sup> The teacher can introduce themes and material adapted to the level of the students.



## 6. Les Vacances

### Unit 3: Short texts from newspapers. 15 hours

Material will be made available by the Department as journalistic texts have to refer to events in real time.

Practical component (if any) - NIL

#### Essential/recommended readings

To be compiled and provided by the Department.

1. Blondeau Nicole, Allouache Ferroudja, Né Marie-Françoise « *Littérature progressive du français, A1-A2 niveau débutant* » (2<sup>e</sup> édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle : « *Civilisation Progressive du français, A1, niveau débutant* » (3<sup>e</sup> édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français* ” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Category III

#### **BA (Prog.) with French as Minor (Non-Major)**

##### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): French in Context: Basic Level – 2**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>French in Context: Basic Level-2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Passed Class XII</b>	<b>None</b>

#### **Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 2, the student will learn to

- Read and understand simple documents, texts, emails describing one's routine, sports, shops, menus, recipes, weather report, travelogues etc.
- Listen to and understand basic phrases/ dialogues concerning one's daily routine, hobbies, purchases, recipes, etc.
- Present orally one's routine, one's likes and dislikes, express one's opinion, give advices...
- Engage in a simple conversation in everyday situations such as making purchases, talking about the weather, ordering a meal, etc.
- Describe past events and talk about recent events and plans.
- Describe a person physically and morally.
- Accomplish guided writing activities. A few sentences, short text, email describing one's daily routine, hobbies, preparing menus, writing recipes, weather report, travelogues...

#### **Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 2, a student will

- be able to read, listen to and understand simple texts so as to answer questions on them;
- be able to write and talk on subjects pertaining to his/her immediate environment;
- interact in simple everyday situations.
- attain Level A1 of the Common European Framework (CEF).

#### **SYLLABUS OF DSC-2<sup>5</sup>**

##### **Dossier 5 Lessons 1-6 + Project 12 hours**

<sup>5</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier with the exception of unit 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 2, the remaining units of the text book will be covered i.e from Unit 5-8.

**Reading Comprehension:** Read content of an article (online newspaper, magazine etc.) , learning diary, biography of Francophone writers, extract of a literary text and answer questions based on them.

**Writing:** Make a list of things you did to improve your French language skills and compare with others in your class, make a list of 5 top young talented people of your country, write biography of a writer from your country who has won a prize in literature, present your favourite book and describe its protagonist, describe a famous chef in your country.

**Grammar:** *passé composé*, *passé récent*, *futur proche* , verb *Dire* (present tense), time markers, the structure *être* + adjective, the structure *avoir* + noun + adjective, the adjective *même*, usage of *passé composé* to talk about past events, usage of present tense to talk about current events, imperative.

**Listening comprehension:** Listen to interviews, radio programs and answer questions based on them.

**Speaking:** Describe past events and recent events and plans, present biography and describe a person physically and give advices.

**Phonetics:** The pronunciation of *viens* /vient[vj] and *viennent* [vjɛn], identify the silent e.

**Vocabulary:** Indicators of time, words used to describe one's education, success and plans, certain important stages of a person's life, physical description of a person and resemblances, words related to the job of a restaurant owner, newspapers and reports.

**Cultural:** Read articles in the press in order to discover and understand the world better.

## Dossier 6 Lessons 1-6 + Project

12 hours

**Reading Comprehension:** Read the contents of a webpage of a travel agency(travel itinerary), travel pamphlet, webpage of a guest house or hotel, travel diary, travel testimonials and answer questions based on them.

**Writing:** Make a travel plan for visiting a Francophone destination ( type of travel, describe this Francophone destination , its location on map), choose any three cities of your choice and describe them, associate a colour with these cities,etc., write an article on a unique type of stay available in your country to attract Francophone tourists, write a column for a travel web page on top destinations in your country to visit according to the climate or season of the place, write a travel diary and describe your experiences.

**Grammar:** *Future Simple*, the structure *Il faut*, pronoun *y* , place of qualifying adjectives, present tense of IR verbs, structures to talk about climate and weather forecast, express emotions and feelings.

**Listening comprehension:** Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them.

**Speaking:** Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accommodation, talk about seasons and climate, express one's emotions and feelings.

**Phonetics:** Nasal vowel [ã], consonant root system.

**Vocabulary:** Words related to travel, expressions of place, colours, adjectives for describing a place, different parts of the house and adjectives to describe them, weather , climate, months and seasons, emotions and feelings

**Cultural:** Francophone countries and overview of Francophony in 2015.

## Dossier 7 Lessons 1-6 + Project

12 hours

**Reading Comprehension:** Read and understand the contents of a menu, webpage, article(magazine or newspaper), observe photofit of a reader of a paperbook and answer questions based on them.

**Writing:** Compose an ideal menu choosing the French dishes and specialities available in French restaurants in your city or country, prepare the menu of a French meal precising the quantity , create and compare photofit of an average reader of your class group and country (average age, qualification, city, number of books read, type of books read etc.) . Write an article on evolution or transformations in French gastronomy(previously and currently) and answer questions based on them.

**Grammar:** Indefinite article, partitive article, express definite quantities, pronoun *en*, structures for comparison, *imparfait*, expressions of time (past), verb *Payer* in present tense, structures for understanding and receiving a client, French reciprocal pronomial verbs.

**Listening comprehension:** Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them.

**Speaking:** Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.

**Phonetics:** Various French sounds, expressive intonation.

**Vocabulary:** Food items , ingredients , components of a menu, make a purchase, words related to gastronomy, reading , clothes and accessories, structures used to give negative or positive judgement.

**Cultural:** French export products or presence of French products in other countries, slogans.

## Dossier 8 Lessons 1-6 + Project

9 hours

**Reading Comprehension:** Read and understand student testimonials about their educational experiences or journey, restaurant reviews and answer questions based on them.

**Writing:** Write an article on student's testimonials about their educational journey, plan a costume party, create a profile on a website to meet locals while travelling and share a meal at their house, write your suggestions and advices for organising a party.

**Grammar:** *Imparfait*, *passé composé* and present tense, structures to place an order in a restaurant, personal pronouns : direct object (*le, la, les*), and indirect object (*lui, leur*) , relative pronouns (*qui, que*), prepositions *chez/avec/sans* + emphatic pronouns, structures for giving an opinion or an advice.

**Listening comprehension:** Listen to audio testimonials, conversations, interviews, and answer questions based on them.

**Speaking:** Talk about one's educational journey of learning French, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.

**Phonetics:** Various French sounds.

**Vocabulary:** Words to talk about one's educational journey, adjectives and expressions to describe a restaurant, place an order in a restaurant, buy and rent clothes, words related to a meal, films and shows, festive events ( festival, birthday party etc.).

**Cultural:** Program or schedule of a cultural event.

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie ( s'exercer), Mous Nelly (DELF) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 5-8.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* » , Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
10. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 6-10.

Additional material may be used.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Category-IV**

**GENERIC ELECTIVE (GE-2)**  
**Basic Communicative French (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative French (2)	4	3	1	0	12TH Pass	NIL

**Learning Objectives: Reading and Writing:**

In Semester 2, the student will learn

- To describe about past event
- To describe recent events and projects
- To read and understand short simple biographies
- To describe a person
- To read and understand a website
- To describe a trip
- To read and understand an itinerary.
- To describe a specific city or place
- To describe different types of habitations
- To describe the seasons
- To read and understand a menu
- To describe alimentary habits
- To describe clothing and accessories
- To describe one's progress in learning the French language
- To read and understand a menu
- To describe an object
- To describe and compare various types of outings ( cinema, theatre etc)

**Course Learning Outcomes (Reading and Writing)**

At the end of Semester 2, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.

- Complete Level A1 of reading and writing skills as described in the Common European Framework.

### **Learning Objectives (Listening and Speaking)**

In Semester 2, students will learn

- To talk about past events
- To talk about recent events and projects
- To describe a person
- To give advice
- To talk about a town or a specific place
- To talk about the weather, seasons and climate
- To express one's emotions
- To give one's opinion about a meal, a restaurant
- To compare food habits in different countries
- To buy clothes
- To do a positive or negative appraisal
- To order a meal in a restaurant
- To describe a person or object
- To organise an event.

### **Course Learning Outcomes ( Listening and Speaking)**

At the end of Semester 2, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European framework.

## **SYLLABUS OF GE 2 (FRENCH)<sup>6</sup>**

### **Dossier 5: Lessons 1-6 + Project**

**9 hours**

**Reading Comprehension:** to read and understand short texts, web sites on past events, describing people or giving advice and answering questions on them. To read and understand simple biographies.

**Writing:** To create one's learning diary , to write about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation ( ex. improve one's French)

**Grammar:** le Passé compose ( past perfect) the structure « *Venir+ de + infinitif* » to refer to recent past events, the structure “ Aller + Infinitif” to refer to events in the immediate future, Verb “dire” ( present tense), markers of time. l'impératif.

**Listening Comprehension:** to listen to and understand interviews, radio programs on an individual's learning experiences, projects, past events and answer questions on them

<sup>6</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

**Speaking:** to talk about one's learning experiences, projects, past events, present an author, describe a person, give advice in specific situations.

**Phonetics:** distinction between nasal and oral vowels, e muet, difference between the present and the past perfect tense.

**Vocabulary:** Words related to project description, numbers, stages in a person's life, a restaurant owner's profession, press and news reports.

**Intercultural:** Media

#### **Dossier 6: Lessons 1-6 + Project**

**12 hours**

**Reading Comprehension:** Read and understand an itinerary, a flyer, read and understand a website proposing different types of trips, different types of stays, read and understand a short text describing a city, seasons, climate, a short travelogue and answer questions on them.

**Writing:** Prepare an itinerary, a flyer, write a short text proposing different types of trips and stays, describing a city, a blog to describe the weather, a short travelogue.

**Grammar:** Simple future tense, the structure "*il faut*", Pronoun *y*, place of qualifying adjectives, structures to describe weather and the climate, emotions and sentiments.

**Listening Comprehension:** to listen to and understand telephone conversations, radio programs, interviews referring to travel and weather, listen to and understand a weather report to be able to answer questions on them.

**Speaking:** Present an itinerary, a francophone country, a city of your choice, different types of stays and lodging, the weather report, your opinion about a trip you went for.

**Phonetics:** nasal vowels, groups of consonants.

**Vocabulary:** Terms related to travel and tourism, expressions to situate a town or a country, adjectives of color, rooms in a lodging, weather, months and seasons, emotions and sensations.

**Intercultural:** Francophone countries

#### **Dossier 7: Lessons 1-6 + Project**

**12 hours**

**Reading comprehension:** read and understand a menu, read and understand a short text on a specialized grocery store, reading habits of the French, evolution in vocational training, clothes and fashion and answer questions on them.

**Writing:** Prepare a menu, a list of ingredients with corresponding quantities, describe reading habits in your country, describe clothing and accessories, a restaurant

**Grammar:** use of indefinite and partitive articles, expressions of quantity, pronoun *en*, the comparative, l'imparfait (past continuous tense) verbe *payer* (present tense)

**Listening comprehension:** Listen to and understand conversations, interviews, new reports and radio programs on food, restaurants, fashion, clothing and answer questions on them.

**Speaking:** talk about a restaurant, its menu, the ingredients in a specific dish, reading habits in your country, vocational training today and in the past, describe a person, your favorite city/ tourist destination dialogue between a vendor and a client.

**Phonetics:** paire minimale p et b, je et sh, intonation nasal vowels.

**Intercultural:** Gastronomy, clothing.

#### **Dossier 8: Lessons 1-6 + Project**

**12 hours**



**Reading Comprehension:** to read and understand short texts, first hand reports, websites and Internet forums on learning experiences, restaurants, dressing styles, persons or objects, films and shows and answer questions on them

**Writing:** describe a restaurant, write a review about a restaurant, describe dressing styles, an object or a person, write about a film, and create your internet profile.

**Grammar:** use of Present tense, past perfect tense and past continuous tense. Pronouns for the direct object ( *le la l' les*), relative pronouns *qui, que/qu'*, Pronoms toniques after *chez, avec and pour*, Structures to express one's opinion and to advise, pronouns for the indirect object ( *lui, leur*)

**Listening Comprehension:** Listen to and understand first hand reports, conversations and interviews dialogues on various cultural events (a film, a show, a masked ball,) a menu, and answer questions on them.

**Speaking:** talk about one's progress in French, present a restaurant, order a meal, describe a person or an object, give one's opinion on a cultural event, organise an evening..

**Phonetics:** semi vowels and oral vowels.

**Intercultural:** Cultural activities

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DEPARTMENT OF GRS (GERMAN)**

**BA (Hons.) German**

**Category I**

**DISCIPLINE SPECIFIC CORE COURSE – 4:**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	12TH Pass	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to German gastronomy, places to visit in the German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

## SYLLABUS OF DSC-4

### Unit I

9 hours

Read an official mail.

Write a reply to the same.

Read a formal invitation and respond to it.

Read a text on social networking websites and write about one's preferences.

Write a letter seeking appointment.

- Dative prepositions: aus, nach, mit, etc.
- Dative articles
- Possessive articles in accusative

### Unit II

9 hours

Read advertisements to find a suitable accommodation.

Read pamphlets related to furniture and electronic gadgets.

Write a text describing one's accommodation.

Read a text on different ways of living.

Write an invitation for a housewarming party.

Write a response to the invitation.

- Adjective with 'sein', 'sehr' and 'zu'
- Two-way prepositions with dative and accusative

### Unit III

9 hours

Read texts about people's daily routine.

Write about one's own routine.

Read job advertisements and cull relevant information.

Write a text about the merits and demerits of a particular job.

- Participle perfect form of verb
- Connectors: and, or etc.

## Unit IV

9 hours

Read an article on fashion trends.

Write a text describing your preferences about dressing for different occasions.

Read a text to gather information about the location of specific stores in a shopping mall.

- Verbs with dative
- Personal pronouns in dative
- Demonstrative articles 'dieser, diese...'
- Interrogative articles 'welcher, welche...'
- Participle perfect form of separable verbs

## Unit V

9 hours

Read a text on health and fitness.

Write about one's own fitness regimen.

Read a weather report.

Read a travelogue.

Write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

- Imperative forms in 'du' and 'Sie'
- Modal verbs 'dürfen' and 'sollen'

**Practical component (if any) - NIL**

### Suggestive readings

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

#### DISCIPLINE SPECIFIC CORE COURSE – 5

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1	0	12TH Pass	NIL

##### Learning Objectives **Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 1 of the Common European Framework (CEF).

##### Learning Outcomes

- Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

##### SYLLABUS OF DSC- 5

###### Unit I

**9 hours**

Listen to telephone conversations to gather information regarding the appointment.  
Have a conversation wherein an appointment is scheduled for a particular activity.

Conduct an interview on preferred social network websites and present a statistic of the same.

## **Unit II**

**9 hours**

Plan with a partner, how to arrange things in the room/apartment.

Express one's likes and dislikes about the accommodation.

Listen to a text to find out which accommodation is selected and why.

Listen and note down which furniture is placed in which room.

Describe a room with the help of pictures.

## **Unit III**

**9 hours**

Talk about any past incident.

Express one's opinion about jobs.

Prepare a telephone conversation about jobs.

Listen to a jumbled telephonic conversation and put it in correct order.

Make a call to get information related to different courses.

Listen to a conversation and note down the professions of the concerned persons.

## **Unit IV**

**9 hours**

Listen to a conversation to understand the given information about likes and dislikes related to apparels.

Listen to a conversation between a salesperson and a customer in a clothing store.

Simulate a conversation in a clothing store.

## **Unit V**

**9 hours**

Listen to an interview with fitness experts.

Listen to a conversation with a doctor.

Simulate a conversation with a doctor.

Listen to a text on problems faced by a guest in a hotel.

Simulate a conversation with the guest.

**Practical component (if any) - NIL**

## **Essential/recommended readings/Suggestive readings**

**Learning / Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.

7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### DISCIPLINE SPECIFIC CORE COURSE – 6:

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language through texts (2)	4	3	1	0	12 <sup>th</sup> Pass	NIL

#### Learning Objectives

**Objective:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

#### SYLLABUS OF DSC-6

##### UNIT I Literary Texts

(9 hours)

The student will learn to read, comprehend and answer simple questions on short stories. The student will also construct simple stories in German.

**(A selection will be made from the list below. Any extra material will be provided by the Department)**

Stories like *Lotta ist krank*, *Kommt der Zug?*, *Annas Geburtstag* from

<https://www.lernlaterne.de/deutsch/geschichten-a1>

Stories by Nikola Asif like *Endlich Urlaub*, *der Osterhase war da etc.*

[<https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>]

*Abschied von Basel* from <https://www.engerman.de/>

##### UNIT II Journalistic Texts

(9 hours)

The student will get familiar with various newspapers in German and be able to read a selection of easy articles and from the list given below. From the difficult newspapers, the student will learn to read selectively, for example some descriptions and news titles.

<https://www.zdf.de/kinder/logo>

<https://www.nachrichtenleicht.de/>

<https://www.dw.com/de/deutsch-lernen/s-2055>

### **UNIT III Simple Poems**

**(9 hours)**

The student will learn to read, comprehend and answer simple questions on poems.

The student will also learn to compose simple poems.

**(A selection will be made from the list below)**

Konkrete Poesie by Ernst Jandl, Reinhard Döhl, Timm Ulrichs etc.

*Inventur* by Günter Eich

**Die Ameisen** von Joachim Ringelnatz

**Bumerang** von Joachim Ringelnatz

Some poems from <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>

### **UNIT IV Simple Audio / Visual Texts/Songs**

**(9 hours)**

**(A selection will be made from the list below)**

<https://learngerman.dw.com/de/nicos-weg/c-36519687>

<https://learngerman.dw.com/de/deine-band/s-60637027>

<https://learngerman.dw.com/de/das-deutschlandlabor/c-53074503>

<https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>

[https://www.goethe.de/de/kul/ges/ser/pod.html?wt\\_sc=podcasts](https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts)

<https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

### **UNIT V Advertisement**

**(9 hours)**

**(A selection will be made from the books below)**

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Farmache, A; Grosser, R. et al. DaF im Unternehmen A1/A2. Kurs- und Übungsbuch mit Audios und Filmen, Klett.

Grosser, R.; Hanke, C. et al. DaF im Unternehmen A2. Kurs- und Übungsbuch mit Audios und Filmen. Klett.

Ros, L. Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B, Kursbuch mit Audio-CD, Klett.

Grosser, R.; Kaufmann, S; Miglio S. Linie 1 Beruf A2. Klett

Harst E., Kaufmann, S et al. Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf, Langenscheidt Verlag (2012)



## Suggestive readings

**Learning / Teaching Material:** To be compiled and provided by the Department.

5. Burger, E., Fleer, S. (2017). *Schreiben: Intensivtrainer Neu A1/A2*. Stuttgart: Ernst Klett Sprachen GmbH.
6. Klein, A. (2013, 13 September). *Learn German with Stories: Cafe in Berlin – 10 Short Stories for Beginners (German)*. Retrieved from <https://www.youtube.com/watch?v=vUXcYTjINtI>.
7. Klein, Andre (2015). *Learn German with Stories: Dino lernt Deutsch Collector's Edition - German Short Stories for Beginners: Explore German Cities and Boost Your Vocabulary (German Edition)*. ASIN: B00W9L9F9A.
8. Gomerger, Eugen (1972). *Anthologie. Konkrete Poesie. Deutschsprachige Autoren*. Stuttgart: Reclam.
9. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
10. Farmache, A; Grosser, R. et al. *DaF im Unternehmen A1/A2*. Kurs- und Übungsbuch mit Audios und Filmen, Klett.
11. Grosser, R.; Hanke, C. et al. *DaF im Unternehmen A2*. Kurs- und Übungsbuch mit Audios und Filmen. Klett.
12. Ros, L. *Perspektive Deutsch, Kommunikation am Arbeitsplatz A2/B*, Kursbuch mit Audio-CD, Klett.
13. Grosser, R.; Kaufmann, S; Miglio S. *Linie 1 Beruf A2*. Klett
14. Harst E., Kaufmann, S et al. *Berliner Platz NEU. TREFFPUNKT BERUF A2. Deutsch für den Beruf*, Langenscheidt Verlag (2012)
15. *Kurzgeschichten für Deutschlerner! A 1 with Hindi translation* by Puneet Kaur
16. *Spaß mit Eli und Esi* by Richa Jain Jindal
17. *Endlich Urlaub, Der Osterhase war da* by Nikola Asif
18. <https://germankitabsolution.com/german-short-poems-for-beginners-deutsch-gedichte-a1-level/>
19. „Easy German“ Youtube channel
20. <https://www.zdf.de/kinder/logo>
21. <https://www.nachrichtenleicht.de/>
22. <https://www.dw.com/de/deutsch-lernen/s-2055>
23. <https://www.lernlaterne.de/deutsch/geschichten-a1>
24. <https://www.dazaf.de/index.php/kurzgeschichten/kurzgeschichten-a1-a2>
25. <https://www.engerman.de/>
26. <https://learn german.dw.com/de/nicos-weg/c-36519687>
27. <https://learn german.dw.com/de/deine-band/s-60637027>
28. <https://learn german.dw.com/de/das-deutschlandlabor/c-53074503>
29. <https://www.kika.de/die-sendung-mit-dem-elefanten/index.html>
30. [https://www.goethe.de/de/kul/ges/ser/pod.html?wt\\_sc=podcasts](https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts)
31. <https://www.goethe.de/ins/fr/de/spr/unt/kum/jug/utm.html>

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Category III

#### B.A. Programme with German as Minor

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Basic Level – 2

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
German in Context: Basic Level – 2	4	3	1	0	12 <sup>th</sup> Pass	German Basic Level- 1

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 2, a student will

- be able to read simple texts and answer questions on them.
- be able to write short texts about subjects pertaining to his/her immediate environment.
- attain Level A 1.2 of the Common European Framework (CEF).

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC-2

##### Content

**Listening:** Understanding familiar words and phrases about persons, professions and immediate concrete surroundings, short, simple. formal/informal conversation, questions and instructions, description of places.

##### Speaking:

Monologue: Describing and presenting oneself and other people, one's immediate environment using simple phrases and sentences.

Dialogue: Taking part in a conversation and interaction in a simple way. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires. Seeking information through telephonic conversation.

**Reading:** Reading simple texts related to one's immediate and far away environment such as notices, brochures, advertisements, posters, fliers, responding to emails.

**Writing:** Guided writing will include activities such as, writing phrases (postcards, messages, invitations etc.) on everyday topics, describing surroundings and tourist destinations, travelling experiences.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, greetings, professions and journeys etc.

#### **UNIT I**

**9 hours**

To find information in texts, to fix appointments, read and write letters, to recognise a situation and react to it. To describe one's house, written response to an invitation, to express likes and dislikes

#### **UNIT II**

**9 hours**

Describe one's daily routine, talk about past events, read job advertisements and note down the relevant information, conversation on phone. Talk about clothing, simulate the situation of shopping in a mall. Understanding texts related to a city.

Introduction of perfect tense, separable verbs, interrogative and demonstrative article and verbs with dative objects.

#### **UNIT III**

**9 hours**

Talk about Sport, talk to a doctor about health issues, to understand and give directions

Read maps and use the given information to guide someone.

Introduction of "Imperative" and modal verbs.

Vocabulary related to health. Express likes and dislikes.

#### **UNIT IV**

**9 hours**

Ask questions related to basic directions and explain as to how to reach specific places using different means of transport. Making a complaint in a hotel/restaurant. Understand a text about tourist destination, writing to friends from holiday destination, to briefly describe one's journey, describing weather

Vocabulary related to holidaying. Temporal prepositions and adverbs, interrogative pronouns

#### **UNIT V**

**9 hours**

To introduce oneself and others, talk about food. To understand and create story from pictures.

To give reasons, talk about feelings and emotions, express assumptions, to comprehend a text.

Introduction of dative possessive pronouns, reflexive verbs, conjunctions.

**Practical component (if any) - NIL**

#### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag

3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category-IV

**GENERIC ELECTIVES (GE-2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative German (2)	4	3	1	0	Passed Class XII	NIL

**Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

**Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in German-speaking world, means of transports, leisure activities, comic strips, German fashion, cinema, comic strips etc.

## **SYLLABUS OF GE-2**

### **Unit I**

**9 hours**

Read and respond to official mails, invitations and writing letters seeking appointment.

Read a text on social networking websites and write about one's preferences.

Dative prepositions: aus, nach, mit, etc., dative articles, possessive articles in accusative

Listen to and having telephone conversations regarding scheduling appointments.

Conduct an interview on preferred social network websites and present a statistic of the same.

### **Unit II**

**9 hours**

Read and write advertisements, pamphlets etc. regarding accommodation, furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living.

Write an invitation and response to it for a housewarming party.

Adjective with 'sein', 'sehr' and 'zu', two-way prepositions with dative and accusative.

Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation.

Describe a room with the help of pictures.

### **Unit III**

**9 hours**

Read and write texts about daily routine.

Read job advertisements for relevant information.

Write and speak about the merits and demerits of a particular job.

Talk about any past incident.

Participle perfect form of verb, connectors: and, or etc.

Preparing telephonic conversations on the topics discussed.

### **Unit IV**

**9 hours**

Read, write and speak texts on fashion trends and simulate a conversation in a clothing store.

Read a text to gather information about the location of specific stores in a shopping mall.

Verbs with dative, personal pronouns in dative, demonstrative articles 'dieser, diese...',

interrogative articles 'welcher, welche...', participle perfect form of separable verbs

### **Unit V**

**9 hours**

Read a text and listen to an interview on health and fitness. Write about one's own fitness regimen.

Read a weather report, a travelogue and write about one's last vacation.

Write a short note on the places of tourist interest in one's place of residence.

Imperative forms in 'du' and 'Sie', Modal verbs 'dürfen' and 'sollen'

Listen to a conversation with a doctor, and simulate a similar conversation.

Listen to a text on problems faced by a guest in a hotel.

Simulate a conversation with the guest.

### Essential/recommended readings

### Essential/recommended readings/Suggestive readings

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.2: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1: Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A1: Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1: Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**BA (H) ITALIAN**  
**Category I**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4)**  
**Language in Context: Developing Reading and Writing Skills (2)**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed 12TH Class	NIL

DSC-4 Language in Context: Developing Reading and Writing Skills (2)	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to write short texts, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of reading and writing skills in the concerned language.</li> <li>• Reading simple texts and answering questions on them.</li> <li>• Equip students to write about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Reading:</b> Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc. <b>Writing:</b> Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc. <b>Morphosyntax and Vocabulary:</b> Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.	



<b>Intercultural and cocultural:</b> Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>9 hours</b>
Read an official mail. Write a reply to the same. Read a formal invitation and respond to it. Read a text on social networking websites and write about one's preferences. Write a letter seeking appointment. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles Possessive pronouns	
<b>UNIT II</b>	<b>9 hours</b>
Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate	
<b>UNIT III</b>	<b>9 hours</b>
Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.	
<b>UNIT IV</b>	<b>9 hours</b>
Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions. Read a text to gather information about the location of specific stores in a shopping mall. Verbs with direct and indirect objects. Personal pronouns Demonstrative pronouns Interrogative pronouns Participle perfect form of irregular verbs	
<b>UNIT V</b>	<b>9 hours</b>
Read a text on health and fitness. Write about one's own fitness regimen. Read a weather report. Read a travelogue. Write about one's last vacation. Write a short note on the places of tourist interest in one's place of residence.	

Imperative forms of verbs	
Modal verbs	
<p><b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>• Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>• Balì, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.</li> <li>• Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5)**  
**Language in Context: Developing Listening and Speaking Skills (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0	Passed 12TH Class	NIL

<b>DSC-5</b> <b>Language in Context: Developing Listening and Speaking Skills (2)</b>	
<b>Learning Objectives:</b> Enable student to <ul style="list-style-type: none"> <li>• read simple texts and answer questions on them;</li> <li>• be able to express on different topics, about subjects pertaining to his/her immediate environment;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.</li> <li>• Express ideas on audios listened and answering questions on them.</li> <li>• Equip students to speak about subjects pertaining to his/her immediate environment.</li> </ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Listening:</b> Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. <b>Speaking:</b> which includes <b>Monologue:</b> Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... <b>Dialogue:</b> participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. <b>Morphosyntax, Vocabulary, Pronunciation:</b> Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. <b>Intercultural and Co-cultural:</b> Knowledge and practice of structures relevant to formal and informal situations. <b>Practical component (if any) - NIL</b>	
<b>UNIT I</b>	<b>9 hours</b>

Listen to telephone conversations to gather information regarding the appointment. Have a conversation wherein an appointment is scheduled for a particular activity. Conduct an interview on preferred social network websites and present a statistic of the same.	
<b>UNIT II</b>	<b>9 hours</b>
Plan with a partner, how to arrange things in the room/apartment. Express one's likes and dislikes about the accommodation. Listen to a text to find out which accommodation is selected and why. Listen and note down which furniture is placed in which room. Describe a room with the help of pictures.	
<b>UNIT III</b>	<b>9 hours</b>
Talk about any past incident. Express one's opinion about jobs. Prepare a telephone conversation about jobs. Listen to a jumbled telephonic conversation and put it in correct order. Make a call to get information related to different courses. Listen to a conversation and note down the professions of the concerned persons.	
<b>UNIT IV</b>	<b>9 hours</b>
Listen to a conversation to understand the given information about likes and dislikes related to apparels. Listen to a conversation between a salesperson and a customer in a clothing store. Simulate a conversation in a clothing store.	
<b>UNIT V</b>	<b>9 hours</b>
Listen to an interview with fitness experts. Listen to a conversation with a doctor. Simulate a conversation with a doctor. Listen to a text on problems faced by a guest in a hotel. Simulate a conversation with the guest.	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni.</li> <li>Balboni, Paolo E., (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni.</li> <li>Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni, and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd.</li> <li>Frattegnani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i> : Guerra edizione, Perugia.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6)**  
**Language Through Texts (2)**

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (2)	4	3	1	0	Passed 12 Class	NIL

DSC-6 Language Through Texts (2)	
<b>Learning Objectives:</b> At the end of Semester 1, a student will <ul style="list-style-type: none"> <li>• be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A1, and answer questions on them;</li> <li>• be able to analyse, express their underlying meaning and answer questions based on them;</li> <li>• attain Level A 1 of the Common European Framework (CEF).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to attain A1 Level of reading, understanding, analysing and writing skills in the concerned language.</li> <li>• Reading and understanding simple texts and answering questions on them.</li> <li>• Equip students to analyse, express their underlying meaning and answer questions based on them;</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 hours</b>
<b>Literary Texts (Prose)</b>	
<b>A selection will be made from the following list:</b>	
La gallina lavandaia, Fiabe italiane di Italo Calvino Il paese con l'esse davanti, Favole al telefono di Gianni Rodari Gli uomini di burro, Favole al telefono di Gianni Rodari La strada di cioccolato, Favole al telefono di Gianni Rodari A inventare i numeri, Favole al telefono di Gianni Rodari	
<b>UNIT II</b>	<b>9 hours</b>
<b>Literary Texts (Poetry)</b>	
<b>A selection will be made from the following list:</b>	
Cielo e mare – Giuseppe Ungaretti Soldato – Giuseppe Ungaretti Ed è subito sera – Salvatore Quasimodo L'infinito – Giacomo Leopardi	
<b>UNIT III</b>	<b>6 hours</b>
<b>Semi-literary / Journalistic Texts</b>	
<b>A selection will be made from the following list:</b>	
Che fare dei nostri animali quando Andiamo in vacanza I bambini che lavorano in Italia I giovani e la lettura dei giornali In Italia molte persone lavorano in nero Le donne al volante	

<b>UNIT IV</b>	<b>6 hours</b>
<b>Audio / Visual Texts – Songs / Music Videos</b>	
<b>A selection will be made from the following list:</b>	
Com'è bella la città – Giorgio Gaber La solitudine – Laura Pausini Cosa hai messo nel caffè – Lisa Ono Le mille bolle blu – Mina La bambola – Patty Pravo	
<b>UNIT V</b>	<b>9 hours</b>
<b>Audio / Visual Texts – Films / Video Clips</b>	
<b>A selection will be made from the following list:</b>	
Uomo d'acqua dolce È già ieri La dolce vita Non ci resta che piangere Benvenuti al Sud	
<b>UNIT VI</b>	<b>6 hours</b>
<b>Advertisements – Print / Electronic</b>	
<b>A selection will be made from the following list:</b>	
Various ads from newspapers, social media, YouTube etc.	
<b>Practical component (if any) - NIL</b>	
<b>Learning / Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Category-IV**

**GENERIC ELECTIVES (GE-2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (2)	4	3	1	0	Passed Class XII	NIL

GE-3 Basic Communicative Italian (1)	
<b>Learning Objectives:</b> <b>Reading and Writing Objectives:</b> Enable student to <ul style="list-style-type: none"><li>• read simple texts and answer questions on them;</li><li>• be able to write short texts, about subjects pertaining to his/her immediate environment;</li><li>• attain Level A 1 of the Common European Framework (CEF).</li></ul> <b>Listening and Speaking Objectives:</b> Enable student to <ul style="list-style-type: none"><li>• read simple texts and answer questions on them;</li><li>• be able to express on different topics, about subjects pertaining to his/her immediate environment;</li><li>• attain Level A 1 of the Common European Framework (CEF).</li></ul>	
<b>Learning Outcomes:</b> <b>Reading and Writing:</b> <ul style="list-style-type: none"><li>• Enable students to fully attain A1 Level of reading and writing skills in the concerned language.</li><li>• Reading simple texts and answering questions on them.</li><li>• Equip students to write about subjects pertaining to his/her immediate environment.</li></ul> <b>Listening and Speaking:</b> <ul style="list-style-type: none"><li>• Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.</li><li>• Express ideas on audios listened and answering questions on them.</li><li>• Equip students to speak about subjects pertaining to his/her immediate environment.</li></ul>	
<b>Syllabus:</b>	
<b>CONTENT</b> <b>Reading:</b> Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc. <b>Writing:</b> Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages of facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.	

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Italian gastronomy, places to visit Italian - speaking world, means of transports, leisure activities, comic strips, Italian fashion, cinema, comic strips etc.

**Listening:** Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

**Speaking:** which includes

**Monologue:** Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city...

**Dialogue:** participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

**Morphosyntax, Vocabulary, Pronunciation:** Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

**Intercultural and Co-cultural:** Knowledge and practice of structures relevant to formal and informal situations.

**Practical component (if any) - NIL**

<b>UNIT I</b>	<b>9 hours</b>
Read and respond to official mails, invitations and writing letters seeking appointment. Read a text on social networking websites and write about one's preferences. Prepositions: di, a, da, in, con, su, tra, fra Definite and indefinite articles, possessive pronouns Listen to and having telephone conversations regarding scheduling appointments. Conduct an interview on preferred social network websites and present a statistic of the same.	
<b>UNIT II</b>	<b>9 hours</b>
Read advertisements to find a suitable accommodation. Read pamphlets related to furniture and electronic gadgets. Write a text describing one's accommodation. Read a text on different ways of living. Write an invitation for a housewarming party. Write a response to the invitation. Adjectives Preposizioni articolate	
<b>UNIT III</b>	<b>9 hours</b>
Read texts about people's daily routine. Write about one's own routine. Read job advertisements and relevant information. Write a text about the merits and demerits of a particular job. Participle perfect form of verbs Connectors: e, o ecc.	
<b>UNIT IV</b>	<b>9 hours</b>
Read an article on fashion trends. Write a text describing your preferences about dressing for different occasions.	



<p>Read a text to gather information about the location of specific stores in a shopping mall.</p> <p>Verbs with direct and indirect objects.</p> <p>Personal pronouns</p> <p>Demonstrative pronouns</p> <p>Interrogative pronouns</p> <p>Participle perfect form of irregular verbs</p>	
<b>UNIT V</b>	<b>9 hours</b>
<p>Read a text on health and fitness.</p> <p>Write about one's own fitness regimen.</p> <p>Read a weather report.</p> <p>Read a travelogue.</p> <p>Write about one's last vacation.</p> <p>Write a short note on the places of tourist interest in one's place of residence.</p> <p>Imperative forms of verbs</p> <p>Modal verbs</p>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010).</li> <li>• Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.</li> <li>• Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009.</li> <li>• Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

## Category I

### **B.A. (Hons.) SPANISH**

#### **DISCIPLINE SPECIFIC CORE COURSE – 4:**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (2)	4	3	1	0	12 <sup>th</sup> Pass	Nil

#### **Learning Objectives**

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

#### **Learning Outcomes**

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### **Content:**

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on

different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

## **SYLLABUS OF DSC-4**

### **UNIT – I (9 hours)**

#### **The influence of the culture on your diet**

Read a text related to the topic.

Write a recipe of your favourite dish and.

Writing dialogues between a waiter and a client in a restaurant.

Read a text on the diversity of gastronomy.

Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world.

### **UNIT – II (9 hours)**

#### **Leisure activities**

Read a text related to the topic.

Write plan and intentions, accept and reject, and learn to write opinion.

Write an email to a friend telling about what you do in your free time.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a summary.

### **UNIT – III (9 hours)**

#### **Climate**

Read a text related to a topic.

Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic.

Write a note on different seasons and its influences on daily life.

Compare different places.

Write pamphlets, articles, and interview a person about his preference for the season.

### **UNIT – IV (9 hours)**

#### **An ideal locality**

Read a text related to a topic.

Write a note on your locality.

Quantifiers: algún, ningún, muchos etc.

Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc.

Write a brief note on your ideal locality and its direction.

### **UNIT – 5 (9 hours)**

#### **Travelling**

Read a text related to the topic.

Contents: saber and conocer

Irregular verbs and its participle form

Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de...  
tec. Marcadores temporales: hoy, este año, esta mañana etc.

Write on a series of pictures.

Read a text related to the topic.

Write a blog on a place recently visited and the activities.

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings**

##### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 5

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1	0	12 <sup>th</sup> Pass	NIL

### Learning Objectives Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 1 of the Common European Framework (CEF).

### Learning Outcomes

- Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC- 5

#### UNIT – I (9 hours)

##### **The influence of the culture on your diet**

Listen to an audio activity related to the topic.

Talk to your classmates about a recipe of your favourite dish.

Listen to a text related to the topic.

Organize a restaurant activity, role play of a waiter and clients.

#### UNIT – II (9 hours)

##### **Leisure activities**

Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion.

Listen to a text related to a topic.

Talk about your leisure activities in the class.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

#### **Climate**

Listen to a text related to a topic.

Express different climatic conditions: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Listen to a text related to a topic.

Talk about different seasons and its influences on daily life.

Interview a person in the class about his/her preference for the season and record the audio.

### **UNIT – IV (9 hours)**

#### **An ideal locality**

Listen to a text related to a topic.

Express and use Quantifiers: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc., while making a video presentation on a place.

Listen to a text on an ideal locality and its direction.

Talk to your classmates about your vision for an ideal place.

### **UNIT – 5 (9 hours)**

#### **Travelling**

Listen to a text related to the topic.

Express and learn to differentiate between saber and conocer

Listen to a text related to the topic.

Talk to your classmates: ¿Qué has hecho hoy/ este año, esta mañana etc.?

Express what you have and what you have not done and still have to do.

Listen to a text related to the topic.

Express your points on a place recently visited.

### **Practical component (if any) - NIL**

### **Essential/recommended readings**

#### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Suggestive readings

## DISCIPLINE SPECIFIC CORE COURSE – 6:

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (2)	4	3	1	0	Passed XII Class	Nil

### Learning Objectives

**Objective:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

### SYLLABUS OF DSC-6

#### UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below)

*Sin Noticias de Marlene, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un nuevo caso: Netflix puede esperar Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

*Rinconete y Cortadillo*, Miguel de Cervantes, adaptado por Raquel García Prieto

*Todas las voces*. Curso de cultura y civilización de N. Murillo

## **UNIT II Journalistic Texts**

**(9 hours)**

**(A selection will be made from the list below)**

*Hoy en clase* de Campus Difusión

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Con Frida en el altiplano -- Bolivia* de Dolores Soler-Espiauba

*Guantanamo -- Cuba* de Dolores Soler-Espiauba

*Ojalá que te vaya bonito -- México* de Dolores Soler-Espiauba

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Dos semanas con los ticos -- Costa Rica* de Dolores Soler-Espiauba

## **UNIT III Simple poems**

**(9 hours)**

**(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)**

*Poemas* de Antonio Colinas

*Poemas* de Gloria Fuertes

*Poemas* de Juan Ramón Jiménez

*Poemas* de Gabriela Mistral

*Poemas* de Amado Nervo

*Poemas* de Federico García Lorca

*Poemas* de Federico García Lorca

*Poemas* de Pablo Neruda

*Poemas* de Antonio Machado

*Poemas* de Mario Benedetti

*Poemas* de Luis Cernuda

## **UNIT IV Simple Audio / Visual Texts/Songs**

**(9 hours)**

**(A selection will be made from the list below)**



### **Songs (A1)**

*El Barrio felicidad*

*Vivir mi vida de Marc Antony*

*Me voy* de Julieta Venegas (2006)

*Todos me miran* de Gloria Trevi

*Me quedo contigo*, de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao

*El viajero*, de Seguridad Social (2011)

*Inmortal*, La oreja de Van Gogh (2009)

### **Documentaries**

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

### **UNIT V Advertisement**

**(9 hours)**

### **Suggestive readings**

**Learning / Teaching Material:** To be compiled and provided by the Department.

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Sin noticias (A1). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Por amor al arte (A1). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantnameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina  
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,  
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

**Additional material may be provided by the Department.**

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Category III

## B.A. Programme with Spanish as Minor

### DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Spanish in Context: Basic Level – 2

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Basic Level – 2	4	3	1	0	Class XII pass	Nil

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 2, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- complete Level A1 of the Common European Framework (CEF).

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### SYLLABUS OF DSC - 2

##### Content:

**Listening:** Listen to and understand basic phrases/ dialogues concerning one's hobbies, vacations, purchases, recipes etc.

##### Speaking, which includes,

**Monologue:** Present orally, one's travel plans, one's likes and dislikes, express one's opinion, etc.

**Dialogue:** Engage in a simple conversation in everyday situations such as inviting someone, talking about the weather, ordering a meal etc.

**Reading:** Read and understand simple documents, texts, emails describing one's vacations, educational institutions, sports, menus, recipes, weather report, travelogues etc.

**Writing:** Guided writing activities. A few sentences, short text, email describing one's weekly schedule, hobbies, preparing menus, writing recipes, weather report, travelogues etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to describe one's favourite destinations, hobbies, meals, weather etc.

**Intercultural and co-cultural:** Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips etc.

## Unit 1

9 hours

Talking about food and drinks. Asking for food and drinks in a restaurant or a bar. Expressing preferences using 'lo que más, lo que menos me gusta'. The meals of the day. Time of the day when eaten. What you like and what you don't like to eat. Favourite food/preferred food. Se + tercera persona del presente de indicativo. Good eating habits. Nutritional food. The verbs 'almorzar' and 'merendar'. Reading and making a menu. Los pronombres de objeto directo (OD). Vocabulary related to the cooking processes, measurements and quantities. Expressing how often something is done using 'una vez' 'entre' 'más de' 'menos de' 'siempre', 'ocasionalmente' 'nunca', etc. Preparing a dish - listing the ingredients and reading and writing a recipe. Comparing food habits, dishes and recipes of Spanish speaking countries with your own country.

## Unit 2

9 hours

Vacation plans – proposing a plan, accepting it, rejecting it. Making an alternative plan. Vocabulary related to this. Writing an e-mail from the place of vacation to your family or friends. Talking of plans using 'ir a + infinitivo'. Expressing desires and intentions using 'querer', 'preferir', 'tener ganas de + infinitivo'. Inviting someone and accepting or rejecting an invitation. Using the verbs 'gustar', 'encantar', 'interesar', 'parecer'. Where and when to meet using 'quedar'. Vocabulary related to cinema and documentaries on culture, travel, nature. Reading and discussing film reviews. Expressing opinions using 'pienso que', 'me parece que', 'creo que', etc. Expressing total or partial agreement or disagreement with someone. Vocabulary related to entertainment. Reading an article from a youth magazine on whether entertainment is necessary and agreeing or disagreeing with the given viewpoints. Giving your own views on the importance of entertainment.

## Unit 3

9 hours

Talking about the weather, the temperature, the seasons. Discussing the weather in your country, city. Reading a map with weather forecast. Connecting Words - 'además', 'aunque', 'pero'. Reading and discussing an article on the influence of climate on our lives. Types of climate – 'tropical/cálido/seco', etc. Colours. Discussing how colours are related to seasons and to different aspects of culture of one's country. Comparing the climate of travel destinations using 'más/menos que...', 'mejor/peor que..', etc. Indicating how things are the

same in two places using ‘tan + adjetivo + como’, ‘tanto/a/os/as + nombre + como’, ‘el mismo/la misma/los mismos/las mismas + nombre (+ que)’. Selecting destinations for vacations in one’s own country and in Spanish speaking countries, looking for information on them and deciding upon the best option.

#### **Unit 4**

**9 hours**

Different types of vacations – cultural/on the beach/ with relatives/related to sports, health, etc. Vocabulary related to the geography of a place – lakes, volcanos, beaches, forests, etc. Discussing the geography of a place or places with your classmates. Making a list of places you know in your country and informing your classmates about it. Use of ‘saber’ and ‘conocer’. The double negation in Spanish – ‘No...ni’. Verbs which are irregular in the first person – ‘conocer, saber, conducir’, etc. Ordinal numbers. Reading and discussing a blog on the topic of travel. Use of ‘por/porque/para’. El Pretérito Perfecto. Sending a message to friends on Facebook about places one has travelled and activities one has done during that time. Writing about what one has done this weekend/this summer, etc. Some adjectives describing the personality of a person. Reading Travel Forums and discussing the personality traits of persons who are writing them.

#### **Unit 5**

**9 hours**

Expressions related to study habits, both good and bad. Different definitions of education and which you think is the best. Finding out through a questionnaire as to how creative you are. Verbo + sustantivo. Nombre + adjetivo. Deber + infinitivo.

What you think should be the characteristics of a good student/a good musician/a good painter, etc. Discussing strategies which can help one to learn better – use of colour and pictures, underlining, etc. El Gerundio. Listening to an interview with an expert on education. Discussing all that is changing in the education system and what continues to remain the same. Talking about activities one does in an educational institution and activities one does outside them. Expressing duration using ‘desde’, ‘desde hace’, ‘hace...que’, etc. Antes de/después de + infinitivo. Reading a Timetable or a Schedule and discussing what the person does before something and after something. Writing your own weekly Schedule and comparing it with a friend. Writing messages on Facebook telling about one’s activity/activities. Empezar a + infinitivo, acabar de + infinitivo, tener que + infinitivo, poder + infinitivo, ir a + infinitivo.

**Practical component (if any) - NIL**

#### **Essential/recommended readings**

Any of the following textbooks may be prescribed and will be partially completed.

1. Alonso, Encina, et al, (2018), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
2. Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
3. Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
4. Baulenas, Neus Sans, et al. (2016). *Bítacora I*, Libro de alumno, Barcelona: Editorial Difusión.

5. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
6. Martín Peris, E., Sans, N. (2016). *Gente I* Libro del alumno. Barcelona: Editorial Difusión.

Additional material can be also used.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Category-IV

#### GENERIC ELECTIVES (GE-2)

##### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Spanish (2)	4	3	1	0	Passed Class XII	Nil

#### Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

#### Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### Content:

**Reading:** Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

**Writing:** Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

**Morphosyntax and Vocabulary:** Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

**Intercultural and cocultural:** Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

## **SYLLABUS OF GE-2**

### **UNIT – I (9 hours)**

The influence of the culture on your diet

Reading a text related to the topic, writing a recipe of your favourite dish and writing dialogues between a waiter and a client in a restaurant. Listen to an audio activity related to the topic. Talk to your classmates about a recipe of your favourite dish.

Read a text on the diversity of gastronomy. Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world. Listen to a text related to the topic. Role-play activity of a waiter and clients.

### **UNIT – II (9 hours)**

Leisure activities

Read a text related to the topic.

Write plan and intentions, write your opinion, write an email to a friend telling about what you do in your free time. Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion. Read a text related to a topic. Write on the pictures given. Listen to a text related to a topic. Express your opinion on a video clip or audio activity.

### **UNIT – III (9 hours)**

Climate

Read a text related to a topic.

Learn Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic. Listen to a text related to a topic. Express different climatic conditions. Write a note on different seasons and its influences on daily life. Write pamphlets, articles, and interview a person about his preference for the season. Interview a person in the class about his/her preference for the season and record the audio.

### **UNIT – IV (9 hours)**

An ideal locality

Read a text related to a topic.

Write a note on your locality. Quantificators: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc. Write a brief note on your ideal locality and its direction. Listen to a text related to a topic and answer the

questions. Listen to a text on an ideal locality and its direction. Talk to your classmates about your vision for an ideal place.

### **UNIT – V (9 hours)**

#### **Travelling**

Read a text related to the topic.

Contents: saber and conocer, Irregular verbs and its participle form, Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de... etc. Mercadores temporales: hoy, este año, esta mañana etc. Write on a series of pictures. Write a blog on a place recently visited and the activities. Listen to a text related to the topic. Express your points on a place recently visited.

#### **Essential/recommended readings**

##### **Essential/recommended readings/Suggestive readings**

**Learning/Teaching Material:** Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. Additional material may be provided by the Department.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## **Department of Modern Indian Languages & Literary Studies**

**(MIL&LS)**

**Category I**

**BA (Hons.) Bengali**

**DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – : Bangla Sahityer Itihas : Madhyajug - 2**

### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Sahityer Itihas : Madhyajug - 2	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### **Learning Objectives:**

The whole range of literary creations in Bangla cannot be searched and studied in detail by any student of Bengali Literature in UG course. A history of Literature, thus, is a holistic approach towards the development of the literature. This paper will discuss the medieval period literature.

### **Learning outcomes:**

It is impossible for a student of literature to know the vast number of written-literature intricately in a particular language. History of Literature will let the students know and study about the outline of Bengali literature and its development time to time with special reference to its background.

### **SYLLABUS OF DSC-4**

#### **Unit I (18 Hours )**

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি :

চৈতন্য জীবনী কাব্য (বৃন্দাবন দাস, কৃষ্ণদাস কবিরাজ), মঙ্গলকাব্য (বিজয়গুপ্ত, মুকুন্দরাম, ঘনরাম চক্রবর্তী, রূপরাম চক্রবর্তী, ভারতচন্দ্র)

#### **Unit II (27 Hours )**

সংরূপ পরিচিতি, উদ্ভব ও ক্রমবিকাশ, কবি পরিচিতি :

শান্ত পদাবলী (রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য), ময়মনসিংহ গীতিকা (মহুয়া ও মলুয়া), আরাকান রাজসভা (আলাওল, দৌলত কাজী), কবিওয়ালা ও কবিগান

## Practical component (if any) - 0

### Essential/Recommended Reading

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস*, গ্রন্থনিলয়, কলকাতা

### Suggested Reading

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৬-০৭, *বাংলা সাহিত্যের ইতিবৃত্ত*, দ্বিতীয় খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, তৃতীয় খণ্ড, প্রথম পর্ব, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, *বাংলা সাহিত্যের ইতিবৃত্ত*, তৃতীয় খণ্ড, দ্বিতীয় পর্ব, মডার্ন বুক এজেন্সী, কলকাতা  
আব্দুল করিম ও মুহম্মদ এনামুল হক, ২০১৭, *আরাকান-রাজসভায় বাঙ্গালা সাহিত্য*, সোপান, কলকাতা  
আশুতোষ ভট্টাচার্য, ২০০৬, *বাংলা মঙ্গলকাব্যের ইতিহাস*, এ. মুখার্জী, কলকাতা  
আহমদ শরীফ, ২০১১, *বাঙালী ও বাঙলা সাহিত্য*, দ্বিতীয় খণ্ড, নয়া উদ্যোগ, কলকাতা  
দীনেশচন্দ্র সেন, ২০১৭, *প্রাচীন বাঙ্গালা সাহিত্যে মুসলমানের অবদান*, বাতিঘর, চট্টগ্রাম  
দেবেশ কুমার আচার্য্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, আদি ও মধ্য যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
মুহম্মদ শহীদুল্লাহ, ২০০৬, *বাংলা সাহিত্যের কথা*, প্রথম খণ্ড, প্রাচীন যুগ, মওলা ব্রাদার্স, ঢাকা  
রমাকান্ত চক্রবর্তী, ২০০৭, *বঙ্গ বৈষ্ণবধর্ম*, আনন্দ পাবলিশার্স, কলকাতা  
সুকুমার সেন, ১৪১৪ বঙ্গাব্দ, *বাঙ্গালা সাহিত্যের ইতিহাস*, দ্বিতীয় খণ্ড, আনন্দ, কলকাতা  
সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি ভরদ্বাজ অ্যান্ড কোং, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5: Prachin O Madhyajuger Sahitya)

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Prachin O Madhyajuger Sahitya)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

In accordance to the literary history, we ought to cater our students with a number of literary pieces from the ancient period to the end of the medieval period. This paper will include some best literary works starting from the Charyas.

## Learning outcomes:

Going through the literature of old and medieval period the students may follow both the development of the language as well as the shifting of philosophical approach from time to time. They will know about the authors of those periods also who had to work hard to remain focused in a society mostly full of hurdles.

## SYLLABUS OF DSC- 5

### Unit I

#### চর্যাপদ (9 Hours )

নগর বাহিরে ডোষি তোহোরি কুড়িআ, টালত মোর ঘর নাহি পড়বেষী

### Unit II (15 Hours )

শ্রীকৃষ্ণকীর্তন — বংশীখণ্ড (বড়ায়ি লইয়া রাহা গেলী সেই থানে ... তভেঁ তোর ভাল মতে), রাধাবিরহ (মেঘ আন্ধারী অতি ভয়ঙ্কর নিশি), রামায়ণ(রামের বিলাপ) — কৃতিবাস ওঝা, চণ্ডীমঙ্গল — ফুল্লরার বারমাস্যা, অনন্যদামঙ্গল — ভবানন্দ ভবনে যাত্রা, পদ্মাবতী — কন্যা বিদায়

### Unit III

#### বৈষ্ণব পদাবলী (21 Hours )

নীরদ নয়নে নীর ঘন সিঞ্চনে, সেই কেবা শুনাইল শ্যাম-নাম, রাধার কি হৈল অন্তরে ব্যথা, রূপ লাগি আঁখি বুঝে গুণে মন ভোর, কন্টক গাড়ি কমল-সম পদতল, অব মথুরাপুর মাধব গেল, এ সখি হামারি দুখের নাহি ওর, বহুদিন পরে বধুয়া এলে

#### শান্ত পদাবলী

কি হলো নবমী নিশি, ফিরে চাও গো উমা, কবে যাবে বল গিরিরাজ, মা আমায় ঘুরাবে কত।

## Practical component (if any) - 0

## Essential/Recommended Reading

অমরেন্দ্রনাথ রায় (সম্পা.), ২০০২, *শান্ত পদাবলী চয়ন*, কলিকাতা বিশ্ববিদ্যালয়, কলকাতা  
অমিত্রসূদন ভট্টাচার্য (সম্পা.), ২০০৪, *বড় চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র*, দে'জ পাবলিশিং, কলকাতা  
খগেন্দ্রনাথ মিত্র প্রমুখ, (সম্পা.), ১৯৯০, *বৈষ্ণব পদাবলী চয়ন*, কলিকাতা বিশ্ববিদ্যালয়, কলকাতা  
দেবনাথ বন্দ্যোপাধ্যায়, ২০০১, *রাজসভার কবি ও কাব্য*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা  
নির্মল দাশ, ২০১০, *চর্যাপদে পরিচয়*, দে'জ পাবলিশিং, কলকাতা  
ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস (সম্পা.), ১৪২১ বঙ্গাব্দ, *ভারতচন্দ্র-গ্রন্থাবলী*, বঙ্গীয়-সাহিত্য-পরিষৎ, কলকাতা  
সুকুমার সেন (সম্পা.), ১৯৭৫, *কবিকঙ্কন মুকুন্দ বিরচিত চণ্ডীমঙ্গল*, সাহিত্য অকাদেমি, কলকাতা  
সুকুমার সেন (সম্পা.), ১৯৯১, *বাংলা কবিতা সমুচ্চয়: প্রথম খণ্ড*, সাহিত্য অকাদেমি, নতুন দিল্লী

## Suggested Reading (if any)

আশিসকুমার দে, ১৯৯৭, *মধ্যযুগের বাংলা সাহিত্য: ভাষাপট ও ভাবকথা*, প্রথম খণ্ড, শৈলী, কলকাতা  
আশুতোষ ভট্টাচার্য, ২০০৬, *বাংলা মঙ্গলকাব্যের ইতিহাস*, এ. মুখার্জী, কলকাতা  
আহমদ শরীফ, ২০০০, *মধ্যযুগের সাহিত্যে সমাজ ও সংস্কৃতির রূপ*, সময় প্রকাশন, ঢাকা  
আহমদ শরীফ, ২০০২, *মধ্যযুগের বাংলা সাহিত্য*, আগামী প্রকাশনী, ঢাকা  
কালিদাস রায়, ২০০৪, *পদাবলী সাহিত্য*, করুণা, কলকাতা  
ক্ষুদিরাম দাশ, ২০১৫, *বৈষ্ণব-রস-প্রকাশ*, দে'জ পাবলিশিং, কলকাতা  
জহর সেনমজুমদার, ২০০৯, *মধ্যযুগের কাব্য: স্বর ও সংকট*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা  
ত্রিপুরাশঙ্কর সেনশাস্ত্রী, ১৯৮৮, *শান্তপদাবলী সাধনতত্ত্ব ও রস বিশ্লেষণ*, এস ব্যানার্জী, কলকাতা  
দীনেশচন্দ্র সেন, ২০১৭, *প্রাচীন বাঙ্গালা সাহিত্যে মুসলমানের অবদান*, বাতিঘর, চট্টগ্রাম  
ধ্রুবকুমার মুখোপাধ্যায় (সম্পা.) ১৩৬৫ বঙ্গাব্দ, *শান্ত পদাবলী*, বেঙ্গল পাবলিশার্স, কলকাতা

রমাকান্ত চক্রবর্তী, ২০০৭, *বঙ্গ বৈষ্ণব ধর্ম*, আনন্দ, কলকাতা  
 শঙ্করীপ্রসাদ বসু, ২০০৭, *মধ্যযুগের কবি ও কাব্য*, জেনারেল, কলকাতা  
 শঙ্করীপ্রসাদ বসু, ২০০৮, *চণ্ডীদাস ও বিদ্যাপতি*, দে'জ পাবলিশিং, কলকাতা  
 সত্যব্রত দে, ১৯৯৭, *চর্যাগীতি পরিচয়*, জিজ্ঞাসা এজেন্সিজ, কলিকাতা  
 সুকুমার সেন, ২০০৯, *চর্যাগীতি পদাবলী*, আনন্দ, কলকাতা  
 সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি ভরদ্বাজ, কলকাতা

## DISCIPLINE SPECIFIC CORE COURSE– 6 (DSC-6): Bangla Chotogalpo

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Chotogalpo	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> & Above

### Learning Objectives:

The world of Bengali Fiction is growing day by day with authors experimenting the genre with various subjects and narrative styles. Bangla Chotogalpo dates back to the later part of nineteenth century. This paper will focus the development of this genre through reading of some Bengali Short stories.

### Learning outcomes:

Students who have just passed the 12<sup>th</sup> standard examination will be introduced to the abundance of their literature and they will be expected to know after going through this paper that studying literature is not only to read some stories but they have to inculcate the habit of working and research of the given literature. Students will be able to study the development of their society and culture through literature.

## SYLLABUS OF DSC-6

### Unit I (9 Hours )

ছোটগল্পের সংজ্ঞা ও বৈশিষ্ট্য

### Unit II (36 Hours )

- প্রভাতকুমার মুখোপাধ্যায় — দেবী
- পরশুরাম — ভূশভীর মাঠে
- বিভূতিভূষণ বন্দ্যোপাধ্যায় — কিন্নরদল
- তারাশঙ্কর বন্দ্যোপাধ্যায় — জলসাঘর
- বনফুল — নিমগাছ

- প্রেমেন্দ্র মিত্র — শুধু কেরানী
- সুবোধ ঘোষ — ফসিল
- নারায়ণ গঙ্গোপাধ্যায় — টোপ
- মহাশ্বেতা দেবী — ভাত
- আবুল বাশার — দুই অক্ষরের গল্প

**Practical component (if any) - 0**

### Essential/Recommended Reading

অশ্রুকুমার সিকদার ও কবিতা সিংহ (সংক. ও সম্পা.), ২০১৩, *বাংলা গল্প সংকলন*, দ্বিতীয় খণ্ড, সাহিত্য অকাদেমি, নতুন দিল্লি  
 আবুল বাশার, ১৯৫৭, *দুই অক্ষরের গল্প*, একই বৃত্তে(গল্পসংগ্রহ), প্রভা, কলকাতা  
 জগদীশ ভট্টাচার্য (সম্পা.), ১৪২৪ বঙ্গাব্দ, *সুবোধ ঘোষের শ্রেষ্ঠ গল্প*, প্রকাশ ভবন, কলকাতা  
 জগদীশ ভট্টাচার্য (সম্পা.), ১৪২৫ বঙ্গাব্দ, *প্রভাতকুমার মুখোপাধ্যায়ের শ্রেষ্ঠ গল্প*, প্রকাশ ভবন, কলকাতা  
 দীপংকর বসু (সম্পা.), ২০০৩, *পরশুরাম গল্পসমগ্র*, এম. সি. সরকার এন্ড সন্স, কলকাতা  
 বনফুল, ২০০৬, *বনফুলের শ্রেষ্ঠ গল্প*, বাণীশিল্প, কলকাতা  
 মহাশ্বেতা দেবী, ১৯৯৩, *ছোটগল্প সংকলন*, ন্যাশান্যাল বুক ট্রাস্ট, ইন্ডিয়া, নতুন দিল্লি  
 সৌরীন ভট্টাচার্য (সম্পা.), ২০১৫, *প্রেমেন্দ্র মিত্রের শ্রেষ্ঠ গল্প*, দে'জ পাবলিশিং, কলকাতা

### Suggested Reading

অরিন্দম গোস্বামী, ২০১৮, *সুবোধ ঘোষ : কথা সাহিত্য*, তবুও প্রয়াস, চাপড়া  
 অরুণকুমার মুখোপাধ্যায়, ২০০৪, *কালের পুত্রলিকা : বাংলা ছোটগল্পের একশ' দশ বছর : ১৮৯১-২০০০*, দে'জ পাবলিশিং কলকাতা  
 উজ্জ্বলকুমার মজুমদার (সম্পা.), ২০০৮, *গল্পচর্চা*, বঙ্গীয় সাহিত্য সংসদ, কলকাতা  
 জগদীশ ভট্টাচার্য, ১৯৯৪, *আমার কালের কয়েকজন কথাশিল্পী*, ভারবি, কলকাতা  
 তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী (সম্পা.), ২০০০, *প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য*, সাহিত্যলোক, কলকাতা  
 নারায়ণ গঙ্গোপাধ্যায়, ১৪০৫ বঙ্গাব্দ, *সাহিত্যে ছোটগল্প*, মিত্র ও ঘোষ পাবলিশার্স, কলকাতা  
 রথীন্দ্রনাথ রায়, ১৯৯৬, *ছোটগল্পের কথা*, পুস্তক বিপণি, কলকাতা  
 রফিকউল্লাহ খান, ২০০২, *কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতত্ত্ব*, অনন্যা, ঢাকা  
 শিশিরকুমার দাশ, ২০০৭, *বাংলা ছোটগল্প : ১৮৭৩-১৯২৩*, দে'জ পাবলিশিং, কলকাতা

## **Category II**

### **B.A. Programmes with Bengali as Major discipline**

#### **DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Prak-Uponibesher Bangla Sahitya – II (10<sup>th</sup> to 18<sup>th</sup> Shatak)**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course (if any)</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
Prak-Uponibesher Bangla Sahitya – II (10 <sup>th</sup> to 18 <sup>th</sup> Shatak)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

#### **SYLLABUS OF DSC-3**

##### **Learning Objectives:**

To give the students a detail idea about Pre-Colonial Bengali Literature.

##### **Learning outcomes:**

The course will enlighten the students about Pre-Colonial Bengali Literature, it's characteristics and features. It will also introduce students about their socio – cultural background of Bengal.

#### **SYLLABUS OF DSC- 3**

##### **UNIT – I (12 Hours )**

বৈষ্ণব পদাবলী( বিদ্যাপতি, চণ্ডীদাস, জ্ঞানদাস, গোবিন্দদাস), শাক্ত পদাবলী( রামপ্রসাদ সেন, কমলাকান্ত ভট্টাচার্য)

##### **UNIT – II (21 Hours )**

ময়মনসিংহ গীতিকা, জঙ্গনামা, নাথ সাহিত্য, রায়মঙ্গল ও শীতলা মঙ্গল, পীর সাহিত্য

##### **UNIT - III (12 Hours )**

বাউল ও ফকিরী গান, কবিওয়ালা ও কবিগান

## Practical component (if any) - 0

### Essential/recommended readings

অমরেন্দ্রনাথ রায় (সম্পা.), ২০০২, শান্ত পদাবলী চয়ন, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
অমিত্রসূদন ভট্টাচার্য (সম্পা.) ২০০৪, বড় চণ্ডীদাসের শ্রীকৃষ্ণকীর্তন সমগ্র, দে'জ পাবলিশিং, কলিকাতা  
খগেন্দ্রনাথ মিত্র প্রমুখ, (সম্পা.), ১৯৯০, বৈষ্ণব পদাবলী চয়ন, কলিকাতা বিশ্ববিদ্যালয়, কলিকাতা  
বৃন্দাবন দাস, ১৯৯৩, শ্রীচৈতন্যভাগবত, শ্রীচৈতন্যমঠ, মায়াপুর, পশ্চিমবঙ্গ  
ব্রজেন্দ্রনাথ বন্দ্যোপাধ্যায় ও সজনীকান্ত দাস(সম্পা) ১৪২১ বঙ্গাব্দ, ভারতচন্দ্র-গ্রন্থাবলী, বঙ্গীয়-সাহিত্য-পরিষৎ, কলিকাতা  
মুহম্মদ এনামুল হক (সম্পা.), ১৯৯৯, শাহ মুহম্মদ সগীর বিরচিত ইউসুফ-জোলেখা, মাওলা ব্রাদার্স, ঢাকা

### Suggestive readings (if any)

আশুতোষ ভট্টাচার্য, ২০০৬, বাংলা মঙ্গলকাব্যের ইতিহাস, এ, মুখার্জী এন্ড কোং, কলিকাতা  
জহর সেনমজুমদার, ২০০৯, মধ্যযুগের কাব্য : স্বর ও সংকট, বঙ্গীয় সাহিত্য সংসদ, কলিকাতা  
তারাপদ মুখোপাধ্যায়, ১৯৭১, শ্রীকৃষ্ণকীর্তন, মিত্র ও ঘোষ, কলিকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): Bangla Bhasha, Sahitya O Itihas Parichay- II

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasha, Sahitya O Itihas Parichay- II	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

### Learning Objectives

To give the students a brief idea about Bengali Language, Literature & History.

### Learning outcomes

The course will enlighten the students about rise and development of Bengali Language, History of early Bengal and selected literature of ancient and mediaeval Bengal.

## SYLLABUS OF DSC- 4

### UNIT – I (15 Hours )

বাক্যের সংজ্ঞা, বাক্যের গঠন ও শ্রেণিবিভাগ

বাক্যের প্রকার – সরল, জটিল, যৌগিক

### UNIT – II (15 Hours )

বাঙালি জাতি সত্ত্বার ইতিহাস (আধুনিক যুগ)

রাজা রামমোহন রায়, হেনরি ডিরোজিও, লালন ফকির

### UNIT – III (15 Hours )

আধুনিক যুগের বাংলা সাহিত্য

গদ্য - ফোর্ট উইলিয়াম কলেজ, বিদ্যাসাগর

কবিতা – মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর

নাটক – দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ

### Practical component (if any) - 0

### Essential/Recommended Reading:

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

নিহাররঞ্জন রায়, বাঙালির ইতিহাসঃ আদি পর্ব, ১৪২২, দে'জ, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা

ক্ষেত্র গুপ্ত, ২০০২, বাংলা সাহিত্যের সমগ্র ইতিহাস, গ্রন্থনিলয়, কলকাতা

### Suggested Reading:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, বাংলা সাহিত্যের ইতিবৃত্ত, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, বাংলা সাহিত্যের ইতিবৃত্ত, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



### **Category III**

#### **B.A. Programmes with Bengali as non-Major or minor discipline**

#### **DISCIPLINE SPECIFIC CORE COURSE- 2 (DSC-2): Bangla Bhasha, Sahitya O Itihas Parichay- II**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bangla Bhasha, Sahitya O Itihas Parichay- II	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali up to 10 <sup>th</sup> standard Or Working knowledge of Bengali language

#### **Learning Objectives**

To give the students a brief idea about Bengali Language, Literature & History.

#### **Learning outcomes**

The course will enlighten the students about rise and development of Bengali Language, History of early Bengal and selected literature of ancient and mediaeval Bengal.

#### **SYLLABUS OF DSC- 2**

##### **UNIT – I (15 Hours )**

বাক্যের সংজ্ঞা, বাক্যের গঠন ও শ্রেণিবিভাগ

বাক্যের প্রকার – সরল, জটিল, যৌগিক

##### **UNIT – II (15 Hours )**

বাঙালি জাতি সত্ত্বার ইতিহাস (আধুনিক যুগ)

রাজা রামমোহন রায়, হেনরি ডিরোজিও, লালন ফকির

##### **UNIT – III (15 Hours )**

আধুনিক যুগের বাংলা সাহিত্য

গদ্য - ফোর্ট উইলিয়াম কলেজ, বিদ্যাসাগর

কবিতা – মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর

নাটক – দীনবন্ধু মিত্র, গিরিশচন্দ্র ঘোষ

#### **Practical component (if any) - 0**

#### **Essential/Recommended Reading:**

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

নিহাররঞ্জন রায়, বাঙালির ইতিহাসঃ আদি পর্ব, ১৪২২, দে'জ, কলকাতা

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, বাংলা সাহিত্যের সমগ্র ইতিহাস, গ্রন্থনিলায়, কলকাতা

**Suggested Reading:**

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৯-২০১০, বাংলা সাহিত্যের ইতিবৃত্ত, পঞ্চম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, ষষ্ঠ খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ১৯৯২, বাংলা সাহিত্যের ইতিবৃত্ত, সপ্তম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা  
অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৭, বাংলা সাহিত্যের ইতিবৃত্ত, অষ্টম খণ্ড, মডার্ন বুক এজেন্সী, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Introductory Bengali

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Introductory Bengali</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject except Bengali	None	Bengali

#### Learning Objectives:

The Learning Objectives of this course are as follows:

- This course is aimed to teach the basic language skills in Bengali.
- It will introduce basic skills of the Bengali Language: its alphabets, essential words and simple sentence construction methods.
- The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

#### Learning outcomes:

The Learning Outcomes of this course are as follows:

- The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary.
- After the course they can read and write simple Bengali sentences, can figure out words having conjunct character.
- Students will learn basic everyday conversation.

#### SYLLABUS OF GE-1

**UNIT – I (12 Hours )**

Introduction to Bengali Vowel & Consonant sounds along with the sound-images

Introduction to vowel allographs

Introduction to Bengali Consonant Conjuncts

**UNIT – II (11 Hours )**

Introduction to Bengali Pronoun

Introduction to Bengali Noun, Numbers & Case Markers

**UNIT – III (11 Hours )**

Introduction to Verb & Time/Tense

Conjugation of different verbs

Bengali qualifiers/adjectives

Bengali postpositions

Conjunctions and its usage

**UNIT – IV (11 Hours )**

Making simple sentences in Bengali (basic syntactical rules)

Making Negative sentences in Bengali

Making Interrogative sentences in Bengali

**Practical component (if any): 0**

**Essential/Recommended Reading:**

Mahapatra, Tushar Kanti. (1999), Bengali for Non-Bengalis, Shishu Sahitya Samsad, Kolkata.

Mahapatra, Tushar Kanti. (1999), Bengali for Benginners, Shishu Sahitya Samsad, Kolkata.

**Suggested Reading:**

Study Materials will be provided by the respective department.

## GENERIC ELECTIVES (GE-2): Introductory Bengali - II

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Introductory Bengali - II</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject except Bengali	None	Bengali

### Learning Objectives:

This course is aimed to teach the basic language skills in Bengali. It will introduce basic skills of the Bengali Language: its alphabets, essential words and simple sentence construction methods. The course intends to facilitate students acquiring primary skills of reading, writing and speaking Bengali along with building up an elementary vocabulary.

### Learning outcomes:

The course will enable the students to obtain the basic skills of reading, writing and speaking in Bengali along with building up a primary vocabulary. After completing the course they can read and write simple Bengali sentences, can figure out words having conjunct character, and can have basic everyday conversation.

## SYLLABUS OF GE-1

### UNIT – I (11 Hours )

Revision of the previous lesson

### UNIT – II (12 Hours )

Compound verbs

Transitive and intransitive verbs

Making compound sentences in Bengali using conjunction

Making complex sentences in Bengali

### UNIT – III (11 Hours )

Paragraph and letter Writing

### UNIT – IV (11 Hours )

Conversation Writing

**Practical component (if any): 0**

**Essential/Recommended Reading:**

Mahapatra, Tushar Kanti. (1999), Bengali for Non-Bengalis, Shishu Sahitya Samsad, Kolkata.

Mahapatra, Tushar Kanti. (1999), Bengali for Benginners, Shishu Sahitya Samsad, Kolkata.

**Suggested Readings:**

Study Materials will be provided by the respective department.

**GENERIC ELECTIVES (GE-3: Bangla Sahityer Sankhipta Parichay**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bangla Sahityer Sankhipta Parichay	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

**Learning Objectives:**

To introduce the general history of the history of Bengali language and literature, periodization of Bengali literature, important genres, institutions and litterateurs of Bengali literature.

**Learning outcomes:**

This course will enable students to understand the general history of Bengali language and literature along with basic knowledge of important genres, institutions and litterateurs of Bengali literatures.

**SYLLABUS OF GE-2**

**UNIT – I (15 Hours )**

বাংলা সাহিত্যের সংক্ষিপ্ত পরিচয়: বাংলাসাহিত্যের যুগবিভাগ ও যুগবৈশিষ্ট্য

**UNIT – II (15 Hours )**

**প্রাচীন ও মধ্যযুগ :** চর্যাপদ, শ্রীকৃষ্ণকীর্তন, অনুবাদ সাহিত্য(কৃত্তিবাস ও বা), মঙ্গলকাব্য(মুকুন্দরাম, ভারতচন্দ্র), বৈষ্ণব পদাবলী(বিদ্যাপতি, চণ্ডীদাস), শাক্ত পদাবলী(রামপ্রসাদ সেন), প্রণয় কাব্য(সৈয়দ আলাওল)

### UNIT – III (15 Hours )

**আধুনিক যুগ :** বাংলা গদ্যের বিকাশ(ফোর্ট উইলিয়াম কলেজ, রামমোহন রায়, বিদ্যাসাগর) কথাসাহিত্য(বঙ্কিমচন্দ্র চট্টোপাধ্যায়, রবীন্দ্রনাথ ঠাকুর, শরৎচন্দ্র চট্টোপাধ্যায়), নাটক ও প্রহসন(মধুসূদন দত্ত, দীনবন্ধু মিত্র, গিরিশ ঘোষ), কাব্য ও কবিতা (মধুসূদন দত্ত- মহাকাব্য, বিহারীলাল চক্রবর্তী- গীতিকাব্য, রবীন্দ্রনাথ ঠাকুর)

**Practical component (if any): 0**

### Essential/Recommended Readings:

অসিতকুমার বন্দ্যোপাধ্যায়, ২০০৪-২০০৫, *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত*, মডার্ন বুক এজেন্সী, কলকাতা  
ক্ষেত্র গুপ্ত, ২০০২, *বাংলা সাহিত্যের সমগ্র ইতিহাস*, গ্রন্থনিলয়, কলকাতা

### Suggested Reading:

আহমদ শরীফ, ২০১১, *বাঙালী ও বাঙলা সাহিত্য*, দ্বিতীয় খণ্ড, নয়া উদ্যোগ, কলকাতা  
আহমদ শরীফ, ২০১৪, *বাঙালী ও বাঙলা সাহিত্য*, প্রথম খণ্ড, নয়া উদ্যোগ, কলকাতা  
গোপাল হালদার, ১৪০৪ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপ-রেখা*, প্রথম খণ্ড, অরুণা প্রকাশনী, কলকাতা  
গোপাল হালদার, ১৪১২ বঙ্গাব্দ, *বাঙলা সাহিত্যের রূপ-রেখা*, দ্বিতীয় খণ্ড, অরুণা প্রকাশনী, কলকাতা  
দেবেশ কুমার আচার্য্য, ২০০৪, *বাংলা সাহিত্যের ইতিহাস*, আদি ও মধ্য যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
দেবেশ কুমার আচার্য্য, ২০০৭, *বাংলা সাহিত্যের ইতিহাস*, আধুনিক যুগ, ইউনাইটেড বুক এজেন্সি, কোলকাতা  
সুখময় মুখোপাধ্যায়, ১৯৭৪, *মধ্যযুগের বাংলা সাহিত্যের তথ্য ও কালক্রম*, জি. ভরদ্বাজ এণ্ড কোং, কলকাতা

## GENERIC ELECTIVES (GE- 4): Bingsha Shatabdir Bangla Kathasahitya

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Bingsha Shatabdir Bangla Kathasahitya</b>	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

To introduce the generic features of novel and short story, and important texts of Bengali novel and short story.

### Learning outcomes:

This course will enable students to understand the generic features of novel and short story and the artistic achievement of Bengali writers in these genres.

## SYLLABUS OF GE-3

### UNIT – I (9 Hours )

উপন্যাস ও ছোটগল্পের সংজ্ঞা ও শ্রেণিবিভাগ

### UNIT – II (18 Hours )

বিভূতিভূষণ বন্দ্যোপাধ্যায় – পথের পাঁচালী

### UNIT – III (18 Hours )

পরশুরাম — চিকিৎসা সংকট

মানিক বন্দ্যোপাধ্যায় – হারানের নাটজামাই

বনফুল — নিমগাছ

প্রেমেন্দ্র মিত্র – শৃঙ্খল

লীলা মজুমদার – নটে মামা

### Practical component (if any): 0

### Essential/Recommended Reading:

বিভূতিভূষণ বন্দ্যোপাধ্যায়, ১৪১১, পথের পাঁচালী, মিত্র ও ঘোষ পাবলিশার্স প্রা: লি:, কলকাতা

দীপংকর বসু (সম্পা.), ২০০৩, পরশুরাম গল্পসমগ্র, এম. সি. সরকার এন্ড সন্স, কলকাতা

বনফুল, ২০০৬, বনফুলের শ্রেষ্ঠ গল্প, বাণীশিল্প, কলকাতা

যুগান্তর চক্রবর্তী(সম্পা.), ২০০৮, মানিক বন্দ্যোপাধ্যায়ের শ্রেষ্ঠ গল্প, বেঙ্গল পাবলিশার্স (প্রা:) লিমিটেড, কলকাতা

সোমা গঙ্গোপাধ্যায়(সম্পা.), ২০০৮, লীলা মজুমদার রচনাসমগ্র : প্রথম খণ্ড, লালমাটি, কলকাতা

সৌরীন ভট্টাচার্য (সম্পা.), ২০১৫, প্রেমেন্দ্র মিত্রের শ্রেষ্ঠ গল্প, দে'জ পাবলিশিং, কলকাতা

### Suggested Reading:

অরুণকুমার মুখোপাধ্যায়, ২০০২, মধ্যাহ্ন থেকে সায়াহ্নে : বিংশ শতাব্দীর বাংলা উপন্যাস, দে'জ পাবলিশিং, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০০৪, কালের পুতুলিকা : বাংলা ছোটগল্পের একশ' দশ বছর : ১৮৯১-২০০০, দে'জ পাবলিশিং, কলকাতা

অরুণকুমার মুখোপাধ্যায়, ২০১০, কালের প্রতিমা : বাংলা উপন্যাসের পঁচাত্তর বছর : ১৯২৩-১৯৯৭, দে'জ পাবলিশিং, কলকাতা

অশ্রুকুমার সিকদার, ১৯৮৮, আধুনিকতা ও বাংলা উপন্যাস, অরুণা প্রকাশনী, কলকাতা

উজ্জ্বলকুমার মজুমদার (সম্পা.), ২০০৮, গল্পচর্চা, বঙ্গীয় সাহিত্য সংসদ, কলকাতা

জগদীশ ভট্টাচার্য, ১৯৯৪, আমার কালের কয়েকজন কথাশিল্পী, ভারবি, কলকাতা

তরুণ মুখোপাধ্যায় ও শীতল চৌধুরী (সম্পা.), ২০০০, প্রেমেন্দ্র মিত্র ও আধুনিক বাংলা সাহিত্য, সাহিত্যলোক, কলকাতা

দেবীপদ ভট্টাচার্য, ১৯৬১, উপন্যাসের কথা, সুপ্রকাশ, কলকাতা

নারায়ণ গঙ্গোপাধ্যায়, ১৪০৫ বঙ্গাব্দ, সাহিত্যে ছোটগল্প, মিত্র ও ঘোষ পাবলিশার্স, কলকাতা

রথীন্দ্রনাথ রায়, ১৯৯৬, ছোটগল্পের কথা, পুস্তক বিপণি, কলকাতা

রফিকউল্লাহ খান, ২০০২, কথাসাহিত্যের বিচিত্র বিষয় ও নন্দনতত্ত্ব, অনন্যা, ঢাকা

শিশির চট্টোপাধ্যায়, ১৯৬২, উপন্যাস-পাঠের ভূমিকা, বুকল্যান্ড, কলকাতা

শিশিরকুমার দাশ, ২০০৭, বাংলা ছোটগল্প : ১৮৭৩-১৯২৩, দে'জ পাবলিশিং, কলকাতা

শ্রীকুমার বন্দ্যোপাধ্যায়, ২০১০-২০১১, বঙ্গসাহিত্যে উপন্যাসের ধারা, মডার্ন বুক এজেন্সী, কলকাতা

সত্যেন্দ্রনাথ রায়, ২০০০, বাংলা উপন্যাস ও তার আধুনিকতা, দে'জ পাবলিশিং, কলকাতা

সরোজ বন্দ্যোপাধ্যায়, ২০১২, বাংলা উপন্যাসের কালান্তর, দে'জ পাবলিশিং, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



## GENERIC ELECTIVES (GE-5): Byabaharik Bangla Bhasha O Byakaran

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Byabaharik Bangla Bhasha O Byakaran	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

To give the students an idea of introductory grammar of Bengali language. It also offers a general idea of writing skills, such as letter writing, paragraph writing etc. to the students.

### Learning outcomes:

The course will enlighten the students with basic level of Bengali Grammar and language.

### SYLLABUS OF GE-3

#### UNIT – I (12 Hours )

সমোচ্চারিত ভিন্নার্থক শব্দ, বিপরীতার্থক শব্দ, সমার্থক শব্দ

#### UNIT – II (11 Hours )

বাক্য সংশোধন

#### UNIT – III (11 Hours )

পত্ররচনা

#### UNIT – IV (11 Hours )

বোধ পরীক্ষণ

### Practical component (if any): 0

### Essential/ Recommended Reading:

তারকনাথ গঙ্গোপাধ্যায়, ১৯৮৮, প্রবন্ধ বিচিত্রা, খণ্ড ১ ও ২, গ্রন্থভারতী, কলকাতা  
বাংলা কি লিখবেন কেন লিখবেন আনন্দবাজার পত্রিকা ব্যবহার বিধি, ২০১৪, আনন্দ, কলকাতা  
সুনীতিকুমার চট্টোপাধ্যায়, ২০১১, সরল ভাষাপ্রকাশ বাঙলা ব্যাকরণ, প্রকাশ ভবন, কলকাতা

### Suggested Reading:

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা  
সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-6): Bangla Byakaran Parichay – I

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bangla Byakaran Parichay – I	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Learning Objectives:

- To make the students aware about basic grammar of Bengali language.
- To make students familiar with various forms of Bengali modern grammar.

### Learning outcomes:

- The course would enlighten the students on the topic such as Dhawani, Barna, Pada etc.
- The students could be able to understand and analyse the basic knowledge of Bengali language.

### SYLLABUS OF GE-3

#### UNIT – I (15 Hours )

ধ্বনি ও বর্ণ (সংজ্ঞা, পার্থক্য, শ্রেণিবিভাগ - স্বরধ্বনির শ্রেণীবিভাগ এবং উচ্চারণস্থান অনুযায়ী ব্যঞ্জনধ্বনির শ্রেণিবিভাগ)

#### UNIT – II (15 Hours )

ধ্বনি পরিবর্তনের কারণ, ধারা ও নির্বাচিত সূত্র (অপিনিহিত, অভিশ্রুতি, স্বরসঙ্গতি, সমীভবন)

#### UNIT – III (15 Hours )

পদ (সংজ্ঞা ও শ্রেণিবিভাগ), কারক (সংজ্ঞা ও শ্রেণিবিভাগ), ক্রিয়ার কাল (মৌলিক কাল)

### Practical component (if any): 0

### Essential/Recommended Reading:

আবুল কালাম মনজুর মোরশেদ, ২০১৩, আধুনিক ভাষাতত্ত্ব, মাওলা ব্রাদার্স, ঢাকা  
 রামেশ্বর শ', ১৪১৯ বঙ্গাব্দ, সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, পুস্তক বিপণি, কলকাতা  
 সুনীতিকুমার চট্টোপাধ্যায়, ২০১১, সরল ভাষাপ্রকাশ বাঙলা ব্যাকরণ, প্রকাশ ভবন, কলকাতা

### Suggested Reading:

পরেশচন্দ্র মজুমদার, ২০০৮, বাঙলা ভাষা পরিক্রমা, ২-খণ্ড, দে' জ, কলকাতা

মুহম্মদ শহীদুল্লাহ, ২০১২, বাঙ্গালা ভাষার ইতিবৃত্ত, মাওলা ব্রাদার্স, ঢাকা

সুকুমার সেন, ২০০১, ভাষার ইতিবৃত্ত, আনন্দ পাবলিশার্স, কলকাতা

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### GENERIC ELECTIVES (GE-7): Tagore through Texts (Tagore ka Sahitya)

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Tagore through Texts (Tagore ka Sahitya)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

### Tagore through Texts (Tagore ka Sahitya)

#### Learning Objectives:

Rabindranath Tagore, the first Nobel Laurette from Asia, is one of the most important litterateur and philosopher from Bengal and India. His influence spanned over India and beyond. At the same time, he remains one of the post popular author whose literary works continue to engage people. This course will provide an introduction to his writings and though through close study of selected texts.

#### Learning outcomes:

The students will be able to appreciate the literary and philosophical contribution of Tagore through close reading of selected literary works.

#### UNIT-I (11 Hours )

Tagore: A biographical outline

#### UNIT-II (11 Hours )

Geetanjali (selected poems)

#### UNIT-III (12 Hours )

Gora (selected chapters)

## UNIT-IV (11 Hours )

Short Stories (selected stories)

**Practical component (if any): 0**

### Essential/Recommended Reading:

Rabindranath Tagore, The Complete Work of Rabindranath Tagore, 2017, General Press, Daryagang, New Delhi.

Rabindranath Tagore, 2002, Gora, Rupa Publication India Pvt. Ltd, Daryagang, New Delhi .

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## GENERIC ELECTIVES (GE-8): Bengali Culture (Bangali Sanskriti)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bengali Culture (Bangali Sanskriti)	4	3	1	0	Class 12 <sup>th</sup> pass in any subject	Studied Bengali Up to 10 <sup>th</sup> standard Or working knowledge of Bengali Language

## Bengali Culture (Bangali Sanskriti)

### Learning Objectives:

Bengalis have added to our Great Indian tradition with an abundant Cultural heritage of their own. This paper aims at catering to the students with no knowledge of Bengalis & their Cultural. This paper would let the students know about Bengali Culture and its rich Tradition. It will include Bengali Language, Literature, Performing Arts, Paintings, Rituals etc.

### Learning outcomes:

This course will enable the students from Non-Bengali background to have the knowledge of Bengali Music, Dances, Paintings, Arts and Artifacts, folk culture of Bengal. By knowing Bengali Cultural Heritage, their own knowledge, belief, Sense of beauty and Human values will grow side by side.

## **UNIT-I (15 Hours )**

Bengal: Its Geographical Boundaries

## **UNIT-II (15 Hours )**

Cultural History of Bengal: Architecture, Paintings, Dances

## **UNIT-III (15 Hours )**

19<sup>th</sup> Century Bengal 20 UNIT-IV Bengali Folk Culture: An Outline

**Practical component (if any): 0**

### **Essential/Recommended Reading:**

- Banejee, Sumanta (2016) Memoirs of Roads, Oxford University Press
- Bhattacharya, Ashutosh (2011) Bangal : Loksanskriti Aur sahitya, NBT, Delhi
- Dutt, R.C. (1962) Cultural heritage of Bengal, Punthi Pustak, Calcutta
- Ray, R. (1994). History of the Bengali People. Orient BlackSwan.
- Das, S.N. (2005). The Bengalis: The People, Their History and Culture.
- Sengupta, Nitish (2001). History of the Bengali-speaking People. UBS Publishers'
- Sengupta, Nitish (2011). Land of Two Rivers: A History of Bengal from the Mahabharata to Mujib. Penguin UK.
- Murshid, Ghulam (2012). Bengali Culture. (Online ed.). Dhaka, Bangladesh

**TELUGU (MIL&LS)**

**Category I**

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Minor as one of the Core Disciplines)**

**SEMESTER-II**

**CORE (DSC)**

**(DSC - 3)**

**HISTORY OF TELUGU LANGUAGE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE  
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>HISTORY OF TELUGU LANGUAGE</b>	4	03	01	0	Students who have studied Telugu up to 8 <sup>th</sup> Standard	NIL

**Learning Objectives**

The course intends to furnish a comprehensive account of the origin and development of the Telugu language in the light of studies during the modtimestime. It is broadly divided into three main periods: (i) Influence of Prakrit and Dravidian languages up to A.D. 1100, (ii) Influence of Sanskrit from A.D. 1100 to 1800 and (iii) European influence and modern trends from A.D.1800. It discusses phonological, morphological, semantic and syntactic changes taken place in the language.

**Learning outcomes**

This course would enlighten the students the place of Telugu in Dravidian family of languages, various dialects of Telugu and the impact of Sanskrit and other languages in Telugu.

## SYLLABUS OF DSC

### Unit-I

15 hours

- (i) Dravidian Languages and Telugu.
- (ii) Evolution of Telugu Script.
- (iii) Mentions of Telugu, Tenugu and Andhramu.

### Unit-II

15 hours

- (i) Evolution of Telugu Language: B.C.200 to A.D. 1100.
- (ii) Phonological, Morphological and syntactic changes: A.D.1100 to 1900.

### Unit-III

15 hours

- (i) Semantic changes.
- (ii) Dialects in Telugu

### Essential/recommended readings

1. Krishnamurthy, Bh., (Ed.) 2004, *Telugu Bhasha Caritra*, Hyderabad: PS Telugu University.
2. Simmanna, V., 2004, *Telugu Bhasha Carita*, Visakhapatnam: Dalita Sahitya Peetam.
3. Somayaji, GJ., 1969. *Andhra Bhasha Vikasamu*, Machilipatnam: Triveni Publishers.
4. Sphurtisree, 1972, *Telugu Bhasha Caritra*, Kakinada: Prashanthi publishers.
5. Subrahmanyam, P.S., 1997, *Dravida Bhashalu*, Hyderabad: PS Telugu University.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Major as one of the Core Disciplines)**

**(DSC - 4)**

**TELUGU NOVEL**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE  
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
TELUGU NOVEL	4	03	01	0	Students who have studied Telugu up to 10 <sup>th</sup> Standard	NIL

**Learning Objectives**

In fictional writings, novel is considered as one of the popular writing in Telugu. Though it was begun in Telugu with influence of western literature, it has been representing Telugu culture and society.

**Learning outcomes :**

This course will give an understanding of Learning about varied techniques of fiction and socio-political issues in fiction writing.

**SYLLABUS OF DSC**

**Unit-1.** The origin and development of Telugu Novel.

**15 Hours**

**Unit-2.** Features of Novel and trends and various approaches in fiction writing.

**10 Hours**

**Unit-3.** Select Texts:

**20 Hours**

*Chaduvu* by Kodavatiganti Kutumbarao.

*Chillara Devullu* by Dasharathi rangacharya

*Boyakottamulu pannendu* by Karanam Balasubramanyam pillai

**Essential/recommended readings**

Kutumbarao, Kodavatiganti., 2004, *Chaduvu*, Hyderabad: Vishalandra Publishing house. (1982).



Keshava Reddy., 2014, *Atadu Adavini Jayinchadu*, Hyderabad: Vishalandra Publishing house. (1987).

Rangacharya, Dasharathi, 2001, *Chillara Devullu*, Hyderabad: Vishalandra Publishing house. (1963).

Kutumbarao, Boddapati Venkata., 1971, *Andhra Navala Parinamamu*, Hyderabad: Gayatri Prachiranal.

Balasubramanyam pillai, Karanam. 2013, *Boyakottamulu pannendu*, Madanapalle:\_\_\_\_\_.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**POOL OF GENERIC ELECTIVE  
(GE-2)  
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE  
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introductory Telugu	4	03	01	0	Students who have not studied Telugu up to 8th Standard	NIL

### Learning Objectives

The aim of the course is to teach basic language skills in Telugu and it intends to facilitate students in acquiring foundational skills of reading, writing and speaking in Telugu along with synonyms to expand vocabulary. This course is divided into three units and it will cover the basic language structures, the activities and functions normally explored by a beginners' syllabus, i.e. the learning Telugu syllables, making simple sentence construction and use the same sentences with fellow students, it goes further, covering situations such as working, studying and including materials focused on the Telugu media i.e., cinema, television, the press and advertising. In terms of grammar structures, the exercises are at the basic level only.

### Learning outcomes

The course will enable the students to obtain the basic skills of reading, writing and speaking in Telugu along with building up a primary vocabulary. After completing the course, they can read and construct simple Telugu sentences, figure out words having conjunct character, and can learn functional, everyday conversation in different language usage situations. Students interact with classmates by using simple sentences about their daily routine matters on official and informal occasions.

## SYLLABUS OF GE

### Unit I

12 Hours

Introduction to Telugu Vowel & Consonant sounds & along with the sound-image  
Introduction to Telugu Consonant Conjunct

## Unit II

12 Hours

Introduction to Telugu Pronoun & its Subjunctives  
Introduction to Telugu Noun, Numbers& its Subjunctives  
Telugu qualifiers/adjectives  
Telugu prepositions  
Conjunctions and its usage

## Unit III

12 Hours

Introduction to Verb & Time/Tense  
Conjugation of different verbs

## Unit IV

9 Hours

Making simple sentences in Telugu (basic syntactical rules)  
Making Negative sentences in Telugu  
Making Interrogative sentences in Telugu

### Essential/recommended readings

Arden, A H., 1905, *A progressive grammar of the Telugu language*. 2<sup>nd</sup> ed. Madras: Society for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L. 1986, *A Grammar of Modern Telugu*. USA: Oxford University Press,.

Parandhama Reddy, M. and Venkateswara Shastri, J. 1997. *Telugu Velugu- I*. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi. 1985, *An Intensive Course in Telugu*. Mysore: Central Institute of Indian Languages,

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_.

Venkatavadhani, Divakarla. 2017, *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya academy.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVE  
(GE-2)**

**INTERMEDIATE TELUGU – (For those who have completed  
Introductory Telugu)**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE  
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
INTERMEDIATE TELUGU – (For those who have completed Introductory Telugu)	4	03	01	0	Students who have not studied Telugu up to 10 <sup>th</sup> Standard	NIL

**Learning Objectives**

This course has been designed for students who have the primary knowledge of the Telugu language and can make as well as to figure out simple sentences. The course enables students to construct compound and complex sentences in Telugu. Furthermore, the course empowers the students to acquire skills to comprehend small passages, writing short paragraphs, and having better conversational skills and teach them the basic rules of translation as well. The course offers a wide range of exercises from the book and challenging activities can be given to students i.e. vocabulary-based activity or a grammar drill, a language manipulation exercise or an up-to-date reading comprehension. A unit focuses on particular topic and also to those students who want to practice the language through additional independent study and open-ended exercises will be included to encourage learners to communicate more spontaneously and to allow some autonomy and encourage creativity.

Additional materials and support will be given to the students.

**Learning outcomes**

The course will enable students to understand the distinctions of the language by empowering them with better reading, writing and conversational skills. Students will try to capture radio and TV advertisements, news, advertisements and other programs broadcast. They will read short paragraphs in a language related to books, newspapers, magazines, notice boards, posters, personal and other types of letters, etc., as well as the use of dictionaries and reference texts. They will also try to write a short portion on select topics and write personal and other types of letters, directly on familiar and simple topics, and write independent articles. Students will be able to translate any prose words from Telugu to English and vice versa with the help of a dictionary or through online sources.

## SYLLABUS OF GE

### Unit I

15 Hours

Compound verbs  
Transitive and intransitive verbs  
Making compound sentences in Telugu using conjunction  
Making complex sentences in Telugu

### Unit II

15 Hours

Reading comprehension, Paragraph and letter Writing, Conversation writing

### Unit III

15 Hours

Translation from English to Telugu  
Translation from Telugu to English

### Essential/recommended readings

Arden, A H., 1905. *A progressive grammar of the Telugu language*. 2<sup>nd</sup> ed. Madras: Society for promoting Christian knowledge.

Krishnamurti, B. and Gwynn, J. P. L., 1986, *A Grammar of Modern Telugu*. USA: Oxford University Press.

Parandhama Reddy, M. and Venkateswara Shastri, J. *Telugu Velugu- I*. 1997, Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi., 1985, *An Intensive Course in Telugu*. Mysore: Central Institute of Indian Languages.

Ramanarasimham, Parimi, 1974. *Telugu Velugu -III*. Mysore: Central Institute of Indian Languages.

Reddy G.N. and Matson D.M. 1966. *Glossaries for graded readings in newspaper Telugu and modern literary Telugu*: USA: U.S. Department of health, education & welfare.

Sanjay, D., 2019, *Spoken Telugu for Absolute Beginners*. \_\_\_\_\_: \_\_\_\_\_.

Venkataramana Rao, Y., 1976. *Telugu Velugu -IV*. Mysore: Central Institute of Indian Languages.

Venkatavadhani, Divakarla., 2017, *Telugu in Thirty Days*. Hyderabad. Andhra Pradesh Sahitya academy.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## TAMIL (MIL&LS)

### Category II

**(B.A (Prog.) Courses for Undergraduate Programme of study with  
Tamil Discipline –Major as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): History of Tamil Literature- (Ancient)**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of Tamil Literature (Ancient)	04	03	01	00	Class 12 <sup>th</sup> pass	Students who have studied the Tamil language up to Class XII

#### **Learning Objectives:**

The aim of the course is to give a complete survey of ancient Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students of ancient literature with literary texts in historical background. This course explains the types of Tamil literature, their social and historical background of Sangam period. The earliest available literature of Tamil, the *Sangam Anthology* and *Tolkāppiyam* are taken as the source to discuss the structure of ancient Tamil.

#### **Learning Outcomes:**

This course will enable students to understand the ancient literary history in a comprehensive method. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

## SYLLABUS OF DSC -3

Total Hours of Teaching: 60 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

### Unit -I (L-09 Hrs.)

- History of Three Tamil Sangams & Sangam Literature: Tholkappiam, Eighteen Upper Anthologies (Ettuthokai & Pathuppaattu)

### Unit -II (L-09 Hrs.)

- Sangam Literature: Eighteen Lower Anthologies (Thirukkural & 18 Ethical Literature)

### Unit -III (L-09 Hrs.)

- Five Major Epics & Five Minor Epics

### Unit -IV (L-09 Hrs.)

- Bakthi Literature: Saiva Naayanmars, Manickavasagar (Thevaram, Thiruvvasagam)

### Unit -V (L-09 Hrs.)

- Vaishnava Aazhvaars Naalaayira Divya Prabhandam)

### Essential/recommended Readings:

- Varadarajan, M., 1972, *Tamiḻ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
- Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.
- Thamizhannal.2000. Puthiya Nokkil Thamizh Ilakkiya Varalaru, Madurai: Meenakshi Puththaka Nilaiyam.

### Suggestive Readings:

- M.R.Adaikkalasamy. 1991. Tamil Ilakkiya Varalaaru, Chennai: Saiva Sidhantha Nurpathippuk Kazhagam.
- Pakkiyarnary, T., 2014, *Vagaimai Nōkkil Tamiḻ Ilakkiya Varalāru*, Chennai: Meenakshi Puttaga Nilayam.
- Subash Chandra Bose, S., 2008, *Tamiḻ Ilakkiya Varalāru*, Chennai: Pavai Publication.
- G.Devaneyap Paavanar, Thamizh Ilakkiya Varalaru, Ilankumaran Pathippakam, Chennai: 2017.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### Category III

#### (B.A (Prog.) with Tamil Discipline as Minor

##### **DISCIPLINE SPECIFIC CORE COURSE – 4(DSC-4): An Introduction of Tamil Literature**

*(This course is Common in B.A (Programme) with Tamil as Major Discipline)*

##### **Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>An Introduction of Tamil Literature (Modern)</b>	<b>04</b>	<b>03</b>	<b>01</b>	<b>00</b>	<b>Class 12<sup>th</sup> pass</b>	<b>For students who have studied the Tamil language up to Class X<sup>th</sup> &amp; above.</b>

##### **Learning Objectives:**

The aim of the course is to give a complete survey of Modern Tamil literature in chronological order. Since Tamil has a vast collection of literature from the ancient to modern time, it is necessary to introduce to the students modern literature with literary texts in historical background.

##### **Learning Outcomes:**

This course explains the types of Tamil literature, their social and historical background from Modern period. The evolution, changes, and transition in literary production, emergence, and development of various literary genres are discussed with specific examples.

##### **SYLLABUS OF DSC**

**Total Hours of Teaching: 60 Hrs**

**(Lecture-45 Hrs, Tutorials -15 Hrs)**

##### **Unit -I (L-09 Hrs.)**

- Poetry literature: Traditional Poetry,

##### **Unit -II (L-09 Hrs.)**

New Verses & Hycoo.



### Unit -III (L-09 Hrs.)

- Prose & Drama Literatures

### Unit -IV (L-09 Hrs.)

- Short story & Novel Literatures

### Unit -V (L-09 Hrs.)

- Christian & Islamic Literatures

### Essential/recommended Readings:

1. Varadarajan, M., 1972, *Tamiḻ Ilakkiya Varalāru*, New Delhi: Sahitya Akademi.
2. Meenakshisundaram, T.P., 1965, *History of Tamil Literature*, Annamalai Nagar: Annamalai University.

### Suggestive Readings (if any):

1. Vasudevan, K., 2007, *Paṇmuga Nōkkil Tamiḻ Ilakkiya Varalāru*, Tiruchy: Devan Padippagam.
2. Subash Chandra Bose, S., 2008, *Tamiḻ Ilakkiya Varalāru*, Chennai: Pavai Publication.
3. G.Devaneyap Paavanar, *Thamizh Ilakkiya Varalaru*, Ilankumaran Pathippakam, Chennai: 2017.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-3): Pre-Intermediate Tamil

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Pre-Intermediate Tamil	04	03	01	00	Class 12 <sup>th</sup> pass in any subject	For students who have not studied the Tamil language	Department of Modern Indian Languages-Tamil

#### Learning Objectives:

This course is designed for students who have the primary knowledge of the Tamil language and can make as well as figure out simple sentences. The course aims to enable them figuring out as well as constructing compound and complex sentences in Tamil. Furthermore, the course will enable the students achieving skills to comprehend small passages, writing short paragraphs, and having better conversational skills. The course will teach them the basic rules of translation as well.

#### Learning Outcomes:

The course will facilitate the students to understand the nuances of the language by empowering them with better reading, writing and conversational skills. It will also enable them to translate from Tamil to English and vice versa.

## SYLLABUS OF GE-3

Total Hours of Teaching: 60 Hrs

(Lecture-45 Hrs, Tutorials -15 Hrs)

### Unit I (L-09 Hrs.)

- Compound verbs
- Transitive and intransitive verbs

### Unit II (L-09 Hrs.)

- Making compound sentences in Tamil using conjunction
- Making complex sentences in Tamil

### Unit III (L-09 Hrs.)

- Reading comprehension

### Unit IV (L-09 Hrs.)

- Paragraph and letter Writing
- Conversation writing

### Unit V (L-09 Hrs.)

- Translation from English to Tamil
- Translation from Tamil to English

### Essential/recommended Readings:

1. Arokianathan, S. *Spoken Tamil for Foreigners, (Lesson 1-5)* A-team Info Media Publishers Pvt. Ltd, Chennai. 2012.
2. *Tamil Alphabet in Hart, Kausalya. Tamil for Beginners Part I & II, (Lesson 1- 5 & 10)* Centre for South and South East Asia, University of California at Berkeley, 1992.
3. Hart, Kausalya. *Tamil for Beginners Part I & II, (Lesson 1- 5 & 10)* Centre for South and South East Asia, University of California at Berkeley, 1992.
4. Asher, R.E. *Colloquial Tamil*, Routledge (Lesson 1), London. 2002.
5. Karunakaran, K. & Balakrishnan.R. *Elementary Tamil (Introductory Course)*, Sabanayagam Printers, Chidambaram, 2001.
6. Rajaram, S. *An Intensive Course in Tamil (Unit. 4)*, CIIL, Mysore, 1987.
7. Arangarajan. Maruthur. *Thavarinrrith Thamizh Ezhutha, Ainthinaip Pathippagam*, Chennai, 2007
8. Aranamuruval & Amarantha, *Mozhipeyarppu-k Kalai: Inru Paavai Pathippagam*, Chennai, 2005. ,

**Suggestive readings: NIL**

**GENERIC ELECTIVES (GE-4: Introduction to Comparative Studies in Tamil)****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Introduction to Comparative Studies in Tamil	04	03	01	00	Class 12 <sup>th</sup> pass	For students who have studied the Tamil language up to 10 <sup>th</sup> standard and above.  -	Department of Modern Indian Languages-Tamil

**Learning Objectives:**

The aim of the course is to teach the students to read literature as the source to understand and explain the Comparative Literature. Comparative Literature is an academic area dealing with the study of literature and cultural expression across Linguistic, National, Geographic and Disciplinary boundaries. It will train the students to write on the specialized subject of Comparative Literature and Culture with the help of literary texts and to incorporate this knowledge in understanding of literature and other studies. This course will enhance the ability in language usage by developing the technical terminology of the specific fields of knowledge. The teaching method of this course includes the identification of texts which contains the elements of Comparative Literature, translation and Culture in Tamil.

**Learning Outcomes:**

The intense study will equip the students to understand the particular field of knowledge in Tamil and inculcate an ability to write on these disciplines. This study shall explain the role of literature to understand Comparative Literature, Translation and Culture and the need of these disciplines in understanding and production of literary texts.

**SYLLABUS OF GE-4**

**Total Hours of Teaching: 60 Hrs**  
**(Lecture-45 Hrs, Tutorials -15 Hrs)**

**Unit I (L-09 Hrs.)**

- Introduction to Tamil Comparative Literature Studies- Comparison and Comparative Literature.

**Unit II(L-09 Hrs.)**

- Definition on Comparative Literature- World View of Literature.

**Unit III (L-09 Hrs.)**

- Use of Comparative Literature- Literature and Fine Arts- Literature and other Disciplines of Knowledge.

**Unit IV (L-09 Hrs.)**

- Two major theories of Comparative Literature-Four dimensions of literary views- Influence theory- Parallel theory.

**Unit V (L-09 Hrs.)**

- Themetology in Comparative Literature- Translation and Comparative Literature- Source Language and Target Language.

**Essential / recommended Readings:**

1. Thamizhannal, Oppilakkiya Arimugam, Meenakshi Puthaka Nilaiyam, Madurai: 1973.
2. M.Thirumalai, Oppilakkiyam: Kolkaikalum Payilmurayum, Meenakshi Puthaka Nilaiyam, Madurai: 2003.

**Suggestive Readings:**

1. Kailasapathy, Oppiyal Ilakkiyam, Paari Nilaiyam, Chennai: 1969.
2. V.Sachithanandan, Oppilakkiyam- Oor Arimukam, Oxford University Press , Chennai:1985
3. P.Anandakumar, Inthiya Oppilakkiyam Meenakshi Puthaka Nilaiyam, Madurai: 2003.
4. R.Kanchana, Oppilakkiyam: Marapum Thiranum, Publication Division, Madurai Kamaraj University: 2003.
5. S.Sarathambal, Adikkaruththiyai, Santhana Hari Pathippakam, Madurai: 2004.
6. N.Murugesu Pandian, Mozhipeyarppu Kalai, NCBH, Madurai : 2014
7. Aranamuruval, Amarantha, Mozhipeyarppu Kalai-Intru, Paavai Pathippakam, Chennai-2005.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DEPARTMENT OF SLAVONIC & FINNO-UGRIAN STUDIES (SFUS)**

**COMMON POOL OF GENERIC ELECTIVES (GE)  
COURSES OFFERED BY SFUS**

**GENERIC ELECTIVE– 1  
BASIC RUSSIAN LANGUAGE I**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Russian Language	4	3	1	0	Class XII Pass	NIL

**Learning Objectives:**

**The Learning Objectives of this course are as follows:**

1. To make them familiar with the basic Russian language.
2. To acquaint them with Russian Alphabet and Russian vocabulary
3. To improve their grip on the language.
4. Learners will practice sentences based on the prescribed grammatical points.
5. Learners will be able to read and write simple sentences based on basic applied grammar.

**Learning outcomes :**

**The Learning Outcomes of this course are as follows:**

**By studying this course the student will be able to:**

1. Recognize, read and write Russian Alphabet.
2. Read simple sentences in Russian.
3. Use basic interrogative sentences in Russian.
4. Utter the basic vocabulary of the things around them in Russian.
5. Form simple sentences based on basic grammar.
6. Identify the errors and make sentences corrected.

**SYLLABUS OF G.E.-1 Unit 1 (15 hours)**

**Reading & Writing Russian**

1. Russian Alphabets (Capital & Small)
2. Printed & Written Form
3. Types of Vowels
4. Classifications of Consonants

5. Words with different vowels
6. Reading text with vowels
7. Taking dictation
8. Make Simple Sentences.

## **Unit 2 (15 hours)**

### **Basic Vocabulary**

**Frequently used Russian words. Frequently used vocabulary of the following heads:**

1. House	7. Vegetables
2. Kitchen	8. Fruits
3. Office	9. Name of Days
4. Class Room	10. Name of Months
5. College	11. Numbers (1-10)
6. Human Body	

## **Unit 3 (15 hours)**

### **- Basic Grammar**

1. Gender of Nouns	7. Possessive pronouns
2. Adverbs	8. Detached dual pronouns
3. Personal pronouns	9. The u menya construction
4. Verb (E conjugation I)	10. Adjectives & their declensions
5. Plural of Nouns	11. The objective clause
6. Few Phrases	12. Cardinal Numbers (1-10)

**Practical component (if any) – NIL**


### **Essential/recommended readings**

1. Ovsienko, Y.G. Russian for beginners. Part I. Moscow: "Ruski Yazik" 2013. Chapter 1 - 6.

### **Suggestive readings**

1. Wagner, V.N. and Ovsienko, Y.G. Russian. Moscow 2008. Chapter 6 - 12.
2. Khavronina, S.A., Shirochenskaya, A.I. Russian in Exercises. Moscow: Progress. 2007.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**



**REGISTRAR**